



Community Schools Academy Curriculum and Toolkit

April 2014

This toolkit is intended to serve as a resource for youth development professionals, youth-serving organizations and educational institutions aiming to develop civic engagement and tolerance in young people.

The Community Schools Academy Curriculum was designed by IREX, in partnership with Romani CRISS, and with support from the Bureau of Democracy, Human Rights, and Labor of the U.S. Department of State.

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Table of Contents

Introduction	2
About the YCED Program	2
How to Use the Community Schools Academy Toolkit	2
Community Schools Academy Learning Objectives	3
Sample Community Schools Academy Agenda	4
 Community Schools Academy Curriculum	
Day 1 - AM	8
Day 1 - PM	18
Day 2 - AM	38
Day 2 - PM	49
Day 3 - AM	56
Day 3 - PM	75
Day 4 - AM	85
Day 4 - PM	97
Day 5 - AM	104
Day 5 - PM	111
 Attachments	 118
Handouts	
PowerPoint Presentations	
Resources	

INTRODUCTION

About the YCED Program

This toolkit is intended to serve as a resource for youth development professionals, youth-serving organizations and educational institutions aiming to develop civic engagement and tolerance in young people. The included materials were developed for the Youth Civic Engagement and Dialogue (YCED) Program, which brought together Roma and non-Roma youth (ages 14-18) in Romania and Moldova to lead local development projects in their schools and communities. YCED was a program of the Bureau of Democracy, Human Rights, and Labor of the U.S. Department of State and implemented by IREX in partnership with Romani CRISS, an NGO that works to defend and promote the rights of Roma throughout Romania.

While Romania and Moldova have made impressive strides towards promoting intercultural education and increasing school attendance among Roma children at the primary level, limited support exists for rural and marginalized youth beyond Grade 8. Roma youth experience a high drop-out rate at the high school level, lack employment opportunities, and risk becoming disengaged, passive, and disenfranchised. The program sought to engage both Roma and non-Roma youth in broader community issues, promoting active citizenship and fostering tolerance that will have positive effects on communities.

YCED participants became active citizens who mobilized their peers to build tolerance across ethnic divisions. The program used a “community schools” model, in which the school serves as a locus for community development. YCED trained teachers and NGO leaders to support youth and manage ethnic tensions effectively, working to incorporate active citizenship and cross-cultural understanding in schools. Over the course of the two-year program, youth gained valuable skills for and attitudes toward civic engagement and tolerance that will make them agents of positive change for the remainder of their lives.

The Community Schools Academy (CSA), an intensive training workshop and retreat for participants, served to underpin the YCED program. Both Roma and non-Roma youth came together in a supportive environment to learn skills in conflict resolution, community needs assessments, and project management. Adult mentors gained the skills to work effectively with youth using a Positive Youth

Development framework. Through this approach, youth are seen and treated as assets, and the program focuses on building on their strengths to heighten their development and contributions to society.

How to Use the Community Schools Academy Toolkit

IREX and Romani CRISS facilitated two Community Schools Academy (CSA) workshops in the summers of 2011 and 2012 to prepare attendees to lead civic engagement and dialogue activities in their schools and communities. The participants were 24 adult mentors and 24 youth ages 14-18. Youth and adult mentors were separated for some sessions to facilitate their engagement with the material. The facilitation team consisted of Romanian, Moldovan and American youth development professionals employed by IREX and Romani CRISS. The content was delivered in Romanian and in English with interpretation. A Training of Trainers (TOT) was conducted prior to the CSA to review the workshop logistics and curriculum and to ensure that staff were prepared to facilitate. During the YCED Year Two CSA, Year One adult and youth participants were invited to share their experiences and assist with facilitation. Suggestions to engage these participant facilitators are included throughout the curriculum; they can be disregarded if your facilitation team will not include participants.

This toolkit includes sample workshop learning objectives and a sample agenda for a five-day workshop. The curriculum and accompanying handouts are divided into sections by day. Facilitators are encouraged to adapt the objectives and agenda to meet the learning needs of their specific group. The actual length of time required for each activity will vary based on the level of youth development, civic engagement and project management experience in the group and the need for interpretation and additional explanation. Facilitators should be prepared to adjust the planned activities in response to the needs of the group and check in with participants frequently to ensure their learning needs are being met.

Community Schools Academy Learning Objectives

By the end of the 5-day CSA, participants will be able to:

Leadership, Team-Building, and Advocacy:

- Develop a sense of identity as YCED participants, members of a multi-ethnic team, and community leaders;
- Build and lead project teams of mixed youth (Roma/non-Roma; male/female);
- Engage and motivate other youth;
- Establish effective youth-adult partnerships;
- Work together harmoniously and manage conflict;
- Engage school directors, local government officials, local businesses and other potential supporters.

Civic Engagement and Project Management

- Discuss their responsibility to their communities and especially to disadvantaged youth;
- Conduct a youth-focused community needs assessment;
- Write a grant proposal with a clear goal and objectives that address program requirements;
- Identify major elements and best practices for management of a small youth project, including budgeting and reporting.

Diversity and Conflict Management:

- Recognize and discuss cultural differences and intercultural issues;
- Recognize and discuss differences in needs, schedules, and priorities for girls and boys.

Sample Community Schools Academy Agenda

DAY 1			
Time	Session		Facilitator
8:00-9:00	BREAKFAST		
9:30-11:00	Welcome and Introductions		
11:00-11:15	BREAK		
11:15-12:15	Introduction to Youth Community Engagement and Dialogue (YCED) Program		
12:15-13:00	Sharing Ideas: Examples of Success		
13:00-14:00	LUNCH		
14:00-15:00	<i>Mentors</i> Positive Youth Development – Part 1	<i>Youth</i> Team-Building 1	

15:00-16:00	Positive Youth Development – Part 2		
16:00-16:15	BREAK		
16:15-17:10	<i>Mentors</i> Supporting Youth Development	<i>Youth</i> Team-Building 1 (cont.)	
17:10-17:30	Teamwork in Action		
17:30-18:00	Closing Exercise		
19:00-20:00	DINNER		
20:00-21:00	Evening Activities		

DAY 2			
Time	Session		Facilitator
8:00-9:00	BREAKFAST		
9:30-10:00	Welcome and Energizer		
10:00-10:30	What Makes a Good Leader?		
10:30-11:00	<i>Mentors:</i> Facilitation	<i>Youth:</i> Youth Leadership	
11:00-11:15	BREAK		
11:15-11:45	<i>Mentors:</i> Facilitation (cont.)	<i>Youth:</i> Youth Leadership (cont.)	
11:45-12:25	Building Mutual Understanding: Youth and Adults		
12:25-13:00	Leadership and Building Trust		
13:00-14:00	LUNCH		
14:00-16:00	Intercultural Activities		
16:00-16:15	BREAK		
16:15-17:45	Cultural Presentations – Roma, Romania, Republic of Moldova		
17:45-18:00	Closing		
	FREE TIME and SPORT		
19:00-20:00	DINNER		

20:00-21:00	Chisinau Tour	
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DAY 3		
Time	Session	Facilitator
8:00-9:00	BREAKFAST	
9:30-9:50	Welcome and Energizer	<i>Facilitator</i> Community Team
9:50-10:20	Steps in Project Design and Management	
10:20-11:00	Community Assessment and Identifying Assets	
11:00-11:15	BREAK	
11:15-12:15	Community Assessment and Identifying Assets (cont.)	
12:15-13:00	Project Design	
13:00-14:00	LUNCH	
14:00-14:15	Energizer	Community Team
14:15-15:00	Project Design (cont.)	
15:00-15:45	Action Planning	
15:45-16:00	BREAK	
16:00-16:35	Identifying Resources and Budgeting	
16:35-16:50	Project Implementation	
16:50-17:30	Project Evaluation and Project Celebration	
17:30-18:00	Team-Building and Closing	
	FREE TIME and SPORT	
19:00-20:00	DINNER	
20:00	Intercultural/Cultural Show	

DAY 4

Time	Session		Facilitator
8:00-9:00	BREAKFAST		
9:30-10:00	Welcome and Energizer		<i>Facilitator</i> Community Team
10:00-11:00	Intercultural Activity		
11:00-11:15	BREAK		
11:15-12:15	Inter-Cultural Activity		
12:00-13:00	Engaging Community Leaders		
13:00-14:00	LUNCH		
14:00-14:15	Energizer		Community Team
14:15-15:15	Youth Voice Methodology		
15:15-16:00	MENTORS Facilitating Teams, Facilitating Participation	YOUTH Facilitating Teams, Facilitating Participation	
16:00-16:15	BREAK		
16:15-17:00	Managing Conflict		
17:00-17:30	Community Team Action Planning – Putting together the Youth Action Team		
17:30-18:00	Team-Building and Closing		
	FREE TIME and SPORT		
19:00-20:00	DINNER		
20:00	Evening Activity – Disco		

DAY 5			
Time	Session		Facilitator
8:00-9:00	BREAKFAST		
9:30-10:00	Welcome and Energizer		<i>Facilitator</i> Community Team
10:00-11:15	Staying Connected with Each Other (ICTs/Networking)		

11:15-11:30	BREAK	
11:30-13:00	Advocacy and Engaging the Media	
13:00-14:00	LUNCH	
14:00-14:15	Energizer	Community Team
14:15-14:45	The Youth Civic Engagement and Dialogue Program Overview	
14:45-15:45	Fundraising and Writing Grant Proposals	
15:45-16:00	BREAK	
16:00-16:30	Bringing it all Together: Project Management and Leadership	
16:30-17:30	Action Planning and Reflection on the CSA	
17:30-18:00	Closing and Certificates	
	FREE TIME and SPORT	
19:00-20:00	DINNER	
20:00	Evening Activity – Disco	

Community Schools Academy Curriculum

DAY 1 – AM

Agenda:

Session Title	Time	Page Number
1. Welcome and Introductions	1 hour, 30 minutes	8
2. Introduction to YCED	60 minutes	10
3. Sharing Ideas: Examples of Success	45 minutes	13

Room Set-Up: The room should be set with chairs in a circle and space around the edges with tables for break-out team work.

Materials:

- Candy – for prizes and energizers.

Session Title: Welcome and Introductions

Time: 1 hour, 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify each other by name and home community
- Identify commonalities among the group
- Have fun

Materials Needed:

- Flipcharts, markers, tape, and colored paper (for Community Teams' Introductions)

Preparation:

- YCED Staff prepare a "Team Introduction" poster prior to the session. The poster should be fun and colorful and demonstrate team spirit, may include team name and/or motto and "team logo or team flag." Be creative!
- *Definitions:*
 - *Community Teams:* Each site will have 4 community members in attendance – 1 majority and 1 Roma "mentor"; and 1 majority and 1 Roma youth. These 4 people make up a community team.
 - *Youth Action Team:* Each *Community Team* in attendance at the CSA will form a *Youth Action Team* in their home community. The Youth Action Team must include an equal number of Roma and majority youth, with at least a good number of members who are students at the lyceum. (The Youth Action Team may also include youth who are not high school students). A Youth Action Team should have 10-16 members. The Youth Action Team will be the core group of youth, with their 2 mentors, who are responsible for planning and implementing YCED projects.

Approach:

1. Introductions (50 minutes):

- *Brief Introduction from Facilitator (10 minutes):* Welcome participants, sharing excitement about starting the Community Schools Academy, having motivated participants in attendance, looking forward to getting to know everyone this week and working together in the coming years. Facilitator explains that, in a little while, we'll review the agenda for the week, but that we will begin the day with some activities so that people can get to know each other.
- Facilitator explains that we will present the program in more detail later, but that it is important at this point to remember that this is a program where youth work for youth in your home communities, AND that the first principle of working with youth is to have fun – this is the best way to get other youth interested in taking part in activities. We'll be promoting this principle throughout the week with our activities.
- *YCED Staff Team Introduction (included in above 10 minutes):* YCED Staff give a BRIEF and dynamic team introduction, including their names and where they are from, while presenting the poster (see above). (Be creative and energetic! This presentation will serve as a model for the Community Teams to prepare their own presentation for the group.)
- *YCED Past Participant Introductions (5 minutes):* Briefly introduce the Year 1 (Y1) participants who will be helping out at the CSA and explain that they will be working with teams of new CSA participants throughout the event. After being introduced, past participants should seat themselves at one table and develop their own introduction poster as a team.
- *Community Teams Prepare Presentations (15 minutes):* Facilitator explains the first activity. Each Community Team and the Y1 participants will prepare a brief presentation to introduce your team to the entire group. Each teams' presentation should take no more than 3 minutes, and should be fun and dynamic. Teams have 15 minutes to use the materials (flipcharts, markers, tape, paper) to prepare a poster with your team name, community name, motto, participants' names, and whatever else you would like to share. Your poster should have a team logo or team flag that you can explain to the large group.
- As Community Teams work in small groups, facilitators should circulate to help stimulate discussion among the action teams – help them to identify areas of strength among each other, and things that they are proud of about their community and their school.
- *Community Teams Present (25 minutes):* Facilitator has each Community Team and the Y1 participants present themselves to the large group. After each team presents, hang the posters around the room. (Have fun with this!)

2. Review Agenda and Logistics (15 minutes):

- Facilitator reviews 5-day agenda, timing, and logistics with the group. (Discuss logistics issues at staff meeting prior to beginning CSA to ensure that all key points are covered here.)

3. Uncommon Commonalities (25 minutes):

- *'The Big Wind Blows' Activity (15 minutes):* Chairs are placed in a circle. There should be one less chair than participants. (Staff and Y1 participants should participate in this activity.) The facilitator stands in the center of the circle, and explains the activity. S/he will say 'the big wind blows for anyone who is.... (Wearing a white shirt). At that point, everyone who is wearing a white shirt must leave their chair, and find another chair. The last person left without a chair is in the middle of the circle. This is a fun game that gets people moving and helps people to see commonalities between each other.
- As the game progresses, staff should ensure that they are in the middle of the circle, and make the commonalities more personal. Examples might be: "an oldest child"; "the first person in their family to attend lyceum"; "from a community smaller than 50,000 people"; etc.
- *(NOTE: If appropriate, this is the time to begin discussion issues of ethnicity and youth activism. Should be discussed with all staff at TOT. For example, facilitators can say, "is Romanian"/"Is Roma"; "Is Moldovan"; or "plans to attend university after lyceum" or "feels bored sometimes in their community" or "wishes for better opportunities for youth in their communities".*
- To conclude this game, facilitator explains that this is a great game to get people moving and having fun as you are forming a new team.
- *Uncommon Commonalities (10 minutes):* Ask participants to form groups of four people, making sure that they are not with anyone from their own Community Team. Y1 participants should join this activity as well. Their task is to take 5 minutes and identify as many things that they all have in common as they can. (E.g. everyone likes ice cream; everyone doesn't like math; everyone likes to travel). The team that identifies the most commonalities wins a prize.
- After 5 minutes, call "time" and identify the team with the most commonalities. Applause for the winner, and award candy.
- Have each team call out their 'most interesting' commonality.
- End this session by mentioning the session objectives and encouraging them to spend time getting to know each other better at the break.

Bibliography: N/A

Session Title: Introduction to Youth Community Engagement and Dialogue Program

Time: 60 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Briefly describe the purpose of the YCED program
- Outline the program cycle
- Share examples of possible Youth Action Team Activities

Materials Needed:

- Flipcharts and markers prepared for small group work
- Upbeat music for “*Why are we here?*” exercise
- Flipchart prepared with Program Goal. (NOTE: At TOT, staff should decide on the best program goal language to be shared with participants. Consult Results Framework or use this simplified language: *engage youth from different cultures productively in positive community action.*)
- Flipchart prepared with key elements of YCED outlined, as follows:
 - *Select great participants*
 - *Community Schools Academy*
 - *Form Youth Action Teams*
 - *Plan and Implement School/Community Projects (Small Grants)*
- Flipchart prepared with the following two phrases: *Positive Community Action* and *Youth Civic Engagement and Volunteerism*.

Preparation:

- Coach staff for the “*Why are we here?*” exercise to ensure that all respond about their interest in the program, and not about logistical responsibilities as staff.
- Staff team should develop “YCED Definitions” for the phrases: *positive community action* and *youth civic engagement and volunteerism* at the TOT.

Approach:

1. Brief Overview of YCED (30 minutes):

- *Why are we here? (15 minutes)* Facilitator explains that s/he will play music, and that everyone should move around the room as the music plays. When the music stops, everyone should find a partner who is near to them, but whom they don’t know. Play music – staff and Y1 participants move around the room with Y2 participants (dance, have fun).

- Facilitator stops the music and waits for participants and staff to find a partner. Facilitator asks participants to discuss the following questions: *“Why do you like your school and/or your community? What is special and unique about your school and/or community?”* Allow 2-3 minutes for discussion.
 - Facilitator re-starts music, and participants move around the room. After stopping the music, facilitator asks participants to discuss the following question: *“Why are you here? Why were you interested in attending this training?”* Allow 2-3 minutes for this discussion.
 - Facilitator re-starts music, and participants move around the room. After stopping the music, facilitator asks participants to discuss the following question: *“Why do you believe that intercultural understanding is important?”* Allow 2-3 minutes for this discussion.
 - *De-Brief:* Participants return to their seats. Facilitator asks participants to share one thing that they heard that they particularly liked, or found interesting, or found unique, with the large group.
 - *Introduction to YCED (15 minutes):* Facilitator commends participants for their commitment to making their communities even stronger and to building inter-cultural understanding – this is why they have been selected to attend this workshop.
 - Facilitator shows program goal on flipchart (see preparation instructions above), and explains how it relates to the discussions in the earlier exercise.
 - Facilitator shows flipchart with the components of YCED listed (see Materials section above) and gives a brief overview of each component.
 - Facilitator reveals the flipchart with the following two phrases: *“positive community action”* and *“Civic Engagement and Volunteerism”*. Ask half of the tables to take one phrase, and half of the tables to take the other phrase, and, for 3-5 minutes, discuss what these phrases mean. During this activity, Y1 participants should split up and join different groups. Staff should coach Y1 participants to assist the groups and make suggestions to participants if necessary, but not dominate or come up with all the answers. Y1 participants should also not be the people designated to report-out to the group in this and any other activities.
 - Facilitator de-briefs this activity by having groups share elements of their definitions, and recording notes on flipcharts (which will hang in the room for the duration of the training.)
- 2. Achieving the YCED Program Goal – and Factors in Engaging Youth (30 minutes):** Facilitator explains that, as the goal of this program is to “engage youth from different cultures productively in positive community action,” we will be spending time over the next week talking about HOW to engage youth.

- Divide into groups of 6-8 participants; youth and adults separate; mixed communities. Groups sit together in a circle. Y1 participants join here, but take a “backseat” role as much as possible. For example, Y1 participants might volunteer to be the person who writes on the flipchart.
 - First, each person in the group should tell the other group members a story about a positive experience that they had or observed where youth worked together and did something good for their school or community. (Give 5-10 minutes for this exercise.)
 - After each person in the group has told their story, the group should make a list, on their flipchart, of the factors that created the positive experiences that they have just described. Why were these experiences positive? Why did youth participate actively? Facilitator can encourage participants to draw pictures or make a list of the factors.
- Each small group selects a member to report out to the large group.
- Facilitator summarizes the main points that were raised in this exercise, and explains that we will be spending time on how to create positive experiences for youth throughout this week, and building their skills in this area. Remind participants that they themselves are experts, as youth, teachers, parents, etc – and that they are expected to share their perspectives and experiences with each other.

Bibliography: N/A

Session Title: Sharing Ideas: Examples of Success

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- List examples of successful youth-led community projects, initiatives, and actions (that were implemented by CSA Year 1 participants)
- Describe the value of youth-led community action

Materials Needed:

- Inspirational Quotes (see Appendix A), cut into strips so there is one quote per participant. (There should be at least 2 copies of each quote distributed.)

Approach:

1. Sharing Ideas (20 minutes):

- *Inspirational Quotes Exercise (10 minutes):* Facilitator and Y1 participants distribute an inspirational quote to each participant. Facilitator instructs participants to stand up and to find a partner that has the *same* quote. When they find their partner, they should introduce themselves, and discuss the meaning of the quote, if they like the quote, and why.
- After 2-3 minutes of discussion, participants should join with another pair with a different quote, introduce themselves, and share and discuss their quotes.
- After 2-3 minutes, facilitator asks participants to remain in their groups of four. Facilitator asks for volunteers to share their quotes and something important from what was discussed in their pairs or groups.
- Facilitator reminds participants that, for many of them, during the selection process, they discussed ideas that they had for positive community action and/or volunteerism in their communities. In their group of four, they should share ideas with each other for positive community action, civic engagement, and/or community projects. (Y1 participants should circulate to clarify the task and coach Y2 participants if needed.)
- After 5 minutes of discussion, facilitator asks participants to return to their seats, and to share an interesting or unique idea that they heard.

2. Examples of Success (25 minutes):

- *(10-15 minutes)* Facilitator invites past CSA participants to BRIEFLY present about their projects. Each participant should talk about the issue they aimed to address in their projects, what they did, and what their favorite thing about the project was.
- *(10 minutes)* Facilitator asks participants, at their tables, to discuss what they liked about the ideas presented by past participants. After 3-5 minutes, facilitator solicits a few ideas from the large group.
- To conclude the morning session, facilitator reminds participants of what we have done this morning – we have gotten to know each other; engaged in team-building activities as a large group and within Community Teams; talked about the YCED Program Goal, Civic Engagement and Volunteerism, positive community action, and started talking about how to get youth interested and engaged. We’ve also shared ideas for concrete action and projects in communities.



- Facilitator asks participants to turn to the *Notes* pages in their binders and to write some notes (on *the Notes pages* in their binder) about what they liked best from this morning, some things that they learned, and some ideas that they have.

Appendix A: Inspirational Quotes

NOTE: Facilitator may substitute appropriate local quotes for this exercise and/or select those of the quotes below that are most appropriate for the group and the participants.

- Never doubt that a small group of thoughtful, concerned citizens can change the world: indeed, it's the only thing that ever has. Margaret Mead
- Bringing together the talents, resources, and skills of people in the community in order to increase their collective power and work for social change. Catlin Fullwood (author)
- A different world cannot be built by indifferent people. Horace Mann
- A generous heart, kind speech, and a life of service and compassion are the things which renew humanity. -- Buddha, 563-483 BC
- A life isn't significant except for its impact on other lives. -- Jackie Robinson
- A single act of kindness throws out roots in all directions, and the roots spring up to make new trees. -- Lawrence g. Lovasik
- Ask not what your country can do for you- ask what you can do for your country -- John F. Kennedy

- Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius -- and a lot of courage -- to move in the opposite direction. -- Albert Einstein

- Be the change you want to see in the world. -- Gandhi

- Coming together is a beginning; keeping together is progress; working together is success. -- Henry Ford

- Don't wait for something big to occur. Start where you are, with what you have, and that will always lead you into something greater. -- Mary Manin Morrissey

- Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness. -- Martin Luther King, Jr.

- How wonderful it is that nobody need wait a single moment before starting to improve the world. -- Anne Frank

- If you think you can, you can. And if you think you can't, you're right. -- Mary Kay Ash

- It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself. -- Charles Dudley Warner

- Actions and words are the windows through which the heart is seen. - American Proverb



- In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it. - Marianne Williamson

- Volunteers polish up the rough spots in our communities. - Alice Sandstrom

- Service is the rent we pay for living. - Marion Wright Eddelman

- Snowflakes are one of nature's most fragile things, but just look what they can do when they stick together. - Vesta M. Kelly

- If you think you're too small to make a difference, you haven't been in bed with a mosquito! - Anita Roddick

Community Schools Academy Curriculum

DAY 1 – PM

Agenda:

Session Title	Time	Page Number
4. MENTORS: Positive Youth Development Part 1: Who are Youth? And Adolescent Development	60 minutes	18
5. MENTORS: Positive Youth Development Part 2: Positive Youth Development (PYD) Theory	60 minutes	22
6. MENTORS: Supporting Youth Development: The PYD Agent	55 minutes	26
7. YOUTH: Team-Building 1	2 hours, 55 minutes	30
8. Teamwork in Action	30 minutes	34
9. Closing Teamwork Activity	15 minutes	35

Room Set-Up: Youth and adults will be in different rooms.

General Materials:

- Candy – for prizes and energizers.

MENTOR Session Title: Positive Youth Development Part 1: Who Are Youth? & Adolescent Development

Time: 60 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify a working definition of “youth” to use throughout the training.
- Identify and discuss the strengths of adolescents and their positive contributions to society
- Recognize and analyze the developmental needs and processes that adolescents undergo to become fully prepared for adulthood

Materials Needed:

- Flipchart with “Objectives” heading and with Session Objectives written
- Flipchart with “Strengths of Youth” heading
- 5 Flipcharts w/ these headings: Physical, Social, Emotional, Intellectual/Cognitive, Moral/Ethical
- Markers
- Handout: Principles of Adolescent Development (1 per participant)

Approach:

Note to trainer: Depending on the participants, the level of discussion, and translation needs, some activities may take longer than planned. Be prepared to be flexible and to adjust the activities based on how much time remains.

1. WHO ARE YOUTH? (30 minutes)

- Facilitator opens the session by explaining that we will spend the afternoon looking at research, theory and practice in working with youth, specifically adolescents. As they are all ‘experts’ in working with youth, we expect that these sessions will be opportunities for them to share their experiences and expertise with each other.
- Facilitator asking for a volunteer to read the session objectives aloud (*see Flipchart* in Preparation section above). This should almost immediately set the tone and acknowledge that this will be an audience-centered participatory approach
- Direct participants to close their eyes and think back to when they were students.
Think back to when you were a student in high school. Remember your first day? How about graduation day? Think about the sights, sounds and smells that surrounded your years as a high

school student. Picture your friends, teachers, and anything else that brings you back to those days. How did you feel every day? Happy? Sad? Confused? Angry? Everything at once?

- Invite participants to each find a partner. Direct them to stand and face their partner. (This should be a fun exercise – encourage participants to laugh and enjoy their memories.) Y1 adult participants and staff can join this exercise.
- Please greet your partner. For the next two minutes, each of you will take turns sharing your answers to the following question:
-What was your favorite activity when you were in high school? In other words, what did you do for fun?
- Invite participants to find a new partner. Please greet your partner. For the next two minutes, please share your answers to the following question:
-What was your fondest and least fond memory from high school?
Make sure each person has an opportunity to share during the two minutes.
- Invite participants to find yet another new partner and take a moment to greet them. Share your answers to the following questions:
-How did you act when you were in high school? How would your teachers, parents, friends, etc. describe you then?

[TRANSITION] Ask participants to return to their seats. *Now that we have re-lived some of our own pasts, let's come back to the present day as adults who work with young people.*

- Ask the participants what words come to mind when they hear the word *Youth*. Solicit several responses. A facilitator or 'scribe' can record answers on a flip chart. After participants have brainstormed a list, facilitator summarizes and draws any conclusions about the group's definition of or attitudes towards youth. (If appropriate, this flipchart can be referenced throughout the training.
- Ask: *How do you define youth?* Reference the flipchart that we just prepared, adding to it as participants develop a definition. The definition should include "the transition from childhood to adulthood" and "people who are changing"; it may include an age range, but the facilitator should clarify that national bodies and international organizations do not agree on a defined age range for youth.
- Ask: *What do you enjoy most about working with youth?*

- Divide participants into small groups of 5-6. Y1 adult participants should circulate between groups to help clarify the task and encourage discussion if needed. Tell them that they have two or three minutes to brainstorm as many answers as possible to the following questions:
What do youth have to offer society? What are their strengths?
- After two or three minutes, bring the large group back together. Choose a participant to 'scribe' and have the large group compile a list of traits for Strengths of Youth as they discussed in their small groups.

Then ask the following questions (these questions are a prelude to session content; solicit a few responses now, and remember these responses to reference later in the sessions, as you see is appropriate):

- What are some strengths youth bring that you might find especially relevant?*
- Why is it important to recognize and develop these qualities in young people?*
- How might adults affect the development of these qualities?*

[TRANSITION] *Before we can successfully understand how adults can positively affect youth development, we should take a look at the developmental needs of adolescents. We have identified youth as “people who are changing.” Let’s look at the scientific research that tells us HOW they are changing.*

2. DEVELOPMENTAL NEEDS OF ADOLESCENTS (25 minutes)

- *Think back to our opening activity. [Pause] We are most likely in a different place now, than we were as youth—physically, emotionally, intellectually, socially and ethically/morally¹. We have all developed over the years.*
- Facilitator explains that we have prepared a brief handout of recent research prepared by the Carnegie Council on Adolescent Development. *However, before we look at this presentation, we know that some of us may have studied psychology and have knowledge of adolescent development and psychology.* Facilitator asks if any participants are willing to share any basic points on adolescent development. (5-10 minutes total).
- Ask participants to count off (1, 2, 3, 4, 5), dividing the participants into 5 different groups. (Try to create different groups than the ones formed in the first group activity). Each group should stand in front of one of five flipcharts that is already hanging around the room.
- Each group will write all the words, phrases and anything else that comes to mind when they think of the developmental needs of adolescents in a specified area.

When you think about the development of an adolescent, what comes to mind when you see the word _____ ?(Reference flipchart in front of each group.) Take the next 4 minutes to fill this flip chart with the words and phrases that come to mind when you think about the physical/emotional/intellectual/social/moral development of a high school-aged person.

- Participants should review the list on their flipchart and circle/underline the 3 items they feel are most relevant to the development of an adolescent. Each small group should identify a spokesperson, who will discuss their three identified items in the next segment of this session.

[TRANSITION] Participants should return to their seats.

- Invite a member of each small group to share the main points they identified on their flipchart before sharing information about that area of development in the presentation.
- Distribute the *Handout: Principles of Adolescent Development*. Facilitator encourages participants to circle information from the handout that strikes you as especially important and that you would like to reference later as you work with youth, and to add information from the flipcharts that is missing from the handout.
- After reviewing the handout, facilitator should ask the group to return to the opening exercise, in which you reflected upon yourself as an adolescent. Based on what we know of adolescent development theory, which area do you think you were “ahead” in? Which area did you “struggle” in?

3. **Reflect & Apply** (5 minutes)

A) **Session Content:** Facilitator asks the following two questions, and asks participants to write the answers in the Notes section of their notebook.

- Think of one behavior of a youth you know that is frustrating to you.
- What factor of “adolescent development” can explain that behavior?

Ask participants to turn to a neighbor and share what they wrote down. Then, facilitator should solicit 1-2 responses from participants to be shared with the group. The objective is that participants connect youths’ behavior with adolescent development theory.

B) **Session Format:** Facilitator highlights the session format to participants. *In this session, we asked you to discuss and share your knowledge before we presented standard research and*

definitions. Why do you think we chose to use this format, rather than a standard lecture format? Solicit responses from participants.

Participants will possibly share the following points; if not, the facilitator should highlight them:

- Adults learn best by connecting knowledge to their own experiences and current bank of knowledge.
- When people share their own knowledge and experiences, they feel valued and are more engaged.

Bibliography:

Turning Points: Preparing American Youth for the 21st Century, Carnegie Council on Adolescent Development, 1989 <<http://www.nydic.org/nydic/programming/whatis/tasks.htm>>.

“Promoting Positive Youth Development: Theoretical and Empirical Bases.” National Research Council/Institute of Medicine Board on Children, Youth, and Families Workshop on the Science of Adolescence, 2005. <http://www.bocvf.org/lerner_paper.pdf>.

Coté, Jean, Janic Deakin and Jessica L. Fraser Thomas, “Youth sport programs: an avenue to foster positive youth development.” . *Physical Education and Sport Pedagogy*. Vol. 10, No. 1, February 2005, pp. 19–40. <<http://www.queensu.ca/skhs/ContactUs-2/Faculty-1/Faculty-JeanCote/CotePublications/CotePublications2005/FraserThomasetalPESP2005.pdf>>.

Session Title: What is PYD (Positive Youth Development)?

Time: 60 minutes

Session Objectives:

By the end of the session, participants will be able to:

- List the 5 competencies and the 6 basic needs of youth.
- Define PYD.
- Describe the role of adults, programs and institutions in PYD (meeting the basic needs).

Materials Needed:

- PowerPoint: What is PYD?
- 5 Flipcharts – one of the Competencies written at the top of each, prepared around the room and covered

- Hand-out: 5 Competencies

Tips for Facilitator:

- As this session takes place early on in the training, adult participants may not yet be familiar with a participatory/discussion format of the sessions. Be prepared to use silence/waiting as a facilitation strategy to ensure that participants provide responses and begin to analyze and discuss their experiences and expertise.

Approach:

- **Opening:** Facilitator opens the session by showing **Slide #2**. The heading asks: “Why do we work with youth? Solicit a few replies from participants in response to the question “why work with youth?” Then, show the quote. Ask for reactions. Make the point that we all care about the future of our society and we see that future in our young people.
- Facilitator states that, *within the past 20 years, the youth development professional field has appeared. Research and theory has begun to solidify and to agree on an approach to helping youth with their transition to becoming successful adults. Although different theoretical frameworks exist, these frameworks fundamentally agree on what competencies and supports youth need to develop into “empowered youth”. We will focus on Positive Youth Development (PYD) theory for the purposes of this training.*
- **Session Objectives:** Facilitator shows **Slide #3** and asks for a participant to read the session objectives.
- **History of PYD:** _ Facilitator shows **Slide #4**, which solicits input from participants, and subsequently addresses the concept of “Problem-free is NOT prepared”. Ask participants to brainstorm the meaning of this phrase, and ask for examples that illustrate it. If no participant can think of an example, facilitator should be prepared to provide one to begin the discussion.
- Facilitator shows **Slide #5** and briefly explains the development of “Positive Youth Development” theory.
- **Positive Youth Development Theory:**
 - **TRANSITION:** we have looked at the theory, and we have brainstormed what we think youth need in each of the areas. Show **Slide #6**. Our question now, as professionals who

are committed to helping young people, is: “How do we help youth successfully navigate through adolescent development?”

- Show **Slide # 7**. Explain that PYD is a practical approach that postulates 5 competencies that are very much like the areas of adolescent development we have already discussed. Show the 5 Developmental Areas on flipcharts, and draw comparisons. (The only competency that is not directly related to a developmental stage is “Vocational Competence” – facilitator should discuss that this is specifically practical and skills-related.)
- Distribute **Handout: 5 Competencies**. Ask participants to review and to underline the competencies that they see as most important to a young person’s successful development.
- Facilitate a 5-10 minute discussion, in which participants bring up and compare various elements of the competencies, based on their opinions of what is “most important.”
- Bring participants’ attention to the flipcharts with each competency. Ask them to stand up and move to the flipchart that is most meaningful to them. Make sure that there are at least 3 participants at each flipchart. The group needs to write suggestions on the flipchart to answer the question: “HOW can a youth develop this competency? What needs to happen?”
- After 5 minutes, ask participants to choose another competency that is meaningful to them, and move to that flipchart. The newly formed groups should discuss the flipcharts and add anything that they determine is missing.
- Gallery Walk: Ask participants to do a “gallery walk” through the room and read all of the flipcharts.
- Participants return to their seats. Facilitator holds a brief discussion on each of the competencies, highlighting the following points:
 - *Health/Physical Competence-*
 - *stems from positive self image, and belief in the future.*
 - *Personal/Social Competence –*
 - *includes tolerance for all types of “different” people,*

- *ability to work in groups,*
 - *listening skills,*
 - *dealing with criticism,*
 - *being both a good leader and a good team member,*
 - *understanding own emotions and those of others,*
 - *being confident enough to speak up in a group,*
 - *knowing how to express disagreement in a positive manner.*
- *Cognitive/Creative Competence* - Youth must be encouraged in a safe space and not told what to do.
 - the ability to think logically, to analyze problems, and come up with step-by-step solutions.
 - critical thinking and writing skills.
 - thinking outside of the box
 - developing fresh perspectives and being innovative
 - producing something that is unique and of value.
 - *Vocational Competence* -
 - Skills should match the interests and needs of the young person.
 - Skills must be relevant to the job market.
 - *Citizenship Competence* -
 - Can only be developed through serving others and seeing the rewards.
 - Understanding that we are all responsible for the state of our community and that together we have the ability to change our surroundings.
 - Belief in civil society, grass roots activity.
- Transition: Facilitator explains that PYD theory not only includes 5 competencies that youth must develop, but also outlines the conditions that must exist for youth to develop these competencies.
 - Show the quote on **Slide #9** and ask participants what this quote means to them. Take a few responses.

- Explain that PYD researchers identified “6 Basic Needs” of youth, needs that must be met for positive youth development to occur. Show **Slide #10**. Ask participants to review the 6 Basic Needs and explain that we will work with these more in depth over the week. At this time, for each need, ask a participant for an example of how that need might be met. (E.g. for a “Sense of Safety and Structure” it may be that youth have a standard meeting time each week, that meeting room and the road is physically safe (no risk of bad weather, of gangs harassing them, etc.).
- The facilitator then shows **Slide #11** and explains that youth WILL seek out ways to meet their basic needs, in the absence of good influences in their lives, they might seek out negative influences. Ask participants for ideas of those negative influences (e.g. gangs; drugs; etc.).
- Facilitator shows **Slide #12** and states that PYD fills the role of that positive influence, if the supportive adults and institutions are very careful to create the conditions to meet the basic needs.
- **Slides 13-14** reinforce this point.
- Facilitator explains that, over the course of the week, we’ll be talking more about the role of the adult mentor as a “PYD Agent,” or someone who can allow youth to lead and grow. Show **Slide #15**. Allow time for participants to read it silently and think about it. Then, ask: “*Is this a true statement?*” Solicit a few replies. Ask for some examples of how adults often may treat youth “as children.”
- Facilitator ends the session by showing **Slide #16**, and states that *creating the conditions to meet these basic needs is how you, as a PYD agent, can ensure that youth are treated as youth, and not as children. In the next session, we’ll talk about how.*

Bibliography:

- Coleman, J.S. et al. (1974). Youth: Transition to Adulthood. Report of the Panel on Youth of the President’s Science Advisory Committee. Chicago: The University of Chicago Press.
- Pittman, Karen J. and Marlene Wright. (1989). Bridging the Gap: A Rationale for Enhancing the Role of Community Organizations in Promoting Youth Development. Report for the Task Force on Youth Development and Community Programs at the Carnegie Council on Adolescent Development. The Center for Youth Development and Policy Research, AED.

MENTOR Session Title: Supporting Youth Development: The PYD Agent

Time: 55 minutes

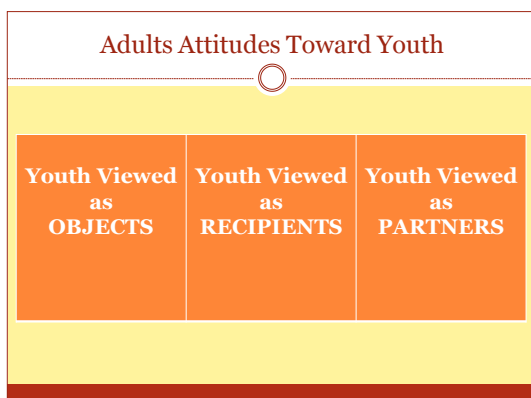
Session Objectives:

By the end of the session, participants will be able to:

- List key behaviors of PYD professionals in working with youth, as connected to the 6 basic needs.
- Apply skills of active listening and questioning to working with youth.

Materials Needed:

- Handout: PYD Worker Strategies
- Handout: Active Listening
- Handout: Questioning
- Handout: Creating an Environment that Supports Leadership Growth
- Handout: Relating to Youth
- Flipchart with quote: *Whether, and how, young people meet their basic needs and apply the competencies they develop depends largely on the **strength and direction of influences in their lives.** -Pittman and Wright*
- Flipchart with diagram (see PPT slide below):



Preparation:

- To prepare for this session, facilitator should post 4 signs on the 4 different walls: "Strongly Agree, Agree, Disagree, Strongly Disagree"
- *Trainer Resource:* To prepare for the *Spectrum of Adult Attitudes towards Youth* section, the trainer should be familiar with the handout: *Spectrum of Adult Attitudes towards Youth*.

Approach:

1. Opening & Transition: (10 minutes) Facilitator begins the session by first commenting on the previous session: *where we discussed PYD Agents, and the role of the adult as a PYD agent. In this session, we will delve more deeply into the role of the adult as PYD agent, and work on skill-building.*

- Facilitator shows the flipchart with Pittman quote (see Materials, above) and asks participants to read it silently. *We have seen this quote before, and it brings us to the heart of our training for today. Ask: After the previous session, what does this quote mean for you?* (Responses should include recognition that as the youth-serving professional, the adult, they themselves play a key role in a young person's ability to develop; should also point out that young people can go in a negative/destructive or positive direction, depending on their influences.)

2. Spectrum of Adult Attitudes Towards Youth (20 minutes):

- Direct the participants' attention to these 4 signs around the room: "Strongly Agree, Agree, Disagree, And Strongly Disagree."
- Explain: *I will give you a statement. I want you to take a moment and assess your opinion. After you have had a moment to think about it, each of you should go stand on the side of the room that corresponds with your opinion. Once everyone has chosen a position, I will ask for 2-3 people to share their opinions about why they agree or disagree with each statement. Ask if there are any questions and clarify the directions.*
- Before you begin with the first statement, you should set up some guidelines such as: *This is a safe environment and everyone is entitled to his/her opinion. We will agree not to criticize people for having opinions different than yours. Though it is OK to disagree in this exercise, all opinions will be respected.*

Statements

- 1.) The main reason to involve youth in program planning, operation, and evaluation is to get their buy-in.
- 2.) Youth participation is vitally important, but ultimately, adults need to have the final say about how a project is run.
- 3.) Most young people could care less about helping their youth organization plan or evaluate its services.
- 4.) Young people don't have enough life experiences to know what is best for them.

- 5.) Young people often have better and fresher ideas about programming than the adults who are in charge.
 - 6.) Adults must carefully set up and manage the process so youth can have input and participate in program planning.
- After reading each statement and waiting for participants to arrange themselves under the signs, solicit opinions from participants about why they have chosen a particular place to stand. Be sure to include the minority opinions. (NOTE: You do not need to use all statements. Y1 adult participants could be asked to read the statements and facilitate the discussions.)
 - Once you have gone through several of the statements and explored the opinions of the participants, ask them to return to their seats.
 - **De-Brief:** Ask the following questions:
 - *What was most interesting to you about this exercise?*
 - *Based on the responses, what do you think is the general attitude of the room towards youth?*
 - Explain that, now that we've discussed varied attitudes towards youth participation, we'll review a theoretical model and discuss how this model looks in practice.
 - Show the Flipchart "SPECTRUM OF ADULT ATTITUDES TOWARD YOUTH"². Explain that this model is commonly used in youth development theory to categorize not only types of programs, but types of adult interactions. *"Take a moment and review the three categories and think about what you think that they might mean."* Facilitator asks participants to share their ideas about what each of these categories might mean, and encourages them to give examples, either from their own experience as a young person, or as an adult observing others, or practicing work with youth.

3. Activity: Creating the Conditions to Meet the 6 Basic Needs (20 minutes)

- Show **Slide #16** from the previous session's PPT; remind participants of the 6 Basic Needs shown again on this slide, and state that, *as PYD agents, it is our responsibility to create the conditions that meet these basic needs.*
- Ask: *Have a look at the 6 Basic Needs, and think about what we know about the concept of "Youth-Viewed-As-Resource." Based on what you know about this concept, how does treating youth as resource help to create the conditions to meet the basic needs?* Facilitator leads into the next exercise.

- Facilitator hangs/uncovers 6 flipcharts around the room. Each flipchart has one of the basic needs written at the top. Ask participants to move around the room to each flipchart, and to write a list of suggestions on the flipchart for what a PYD agent needs to do to create the conditions to meet that basic need. Y1 participants can add their suggestions here too based on their experience working with the Youth Action Teams.
- *Gallery Walk:* Once everyone has worked on each flipchart, they should do a “gallery walk”, taking a few minutes to notice everything that is on each flipchart. During the gallery walk, if they see a statement that feels particularly important to them, they should put a “*” next to that statement with their pen.
- Facilitator asks participants to return to their seats and facilitates a discussion about each of the basic needs, highlighting key points that participants have selected as most important, as well as key points that s/he feels are most important, including the below:
 - *A sense of safety/structure:*
 - Adults do not ridicule or belittle youth.
 - Youth should feel free to HAVE an opinion. Very often their first impulse in an adult/youth interaction is to try to guess the “right” answer.
 - Adults have to make the atmosphere very welcoming.
 - Have to consistently solicit and praise opinions expressed.
 - *A sense of belonging/membership:*
 - Youth should feel that they are part of something important, larger than themselves. (Group identity!)
 - This should apply to ALL youth, not just achievers.
 - Adults also have to coach youth to be more accepting of peers.
 - Youth should feel they are part of a welcoming community, where they are free to try something new and not necessarily succeed.
 - All youth must feel that they are an important part of the group, and that their opinions and ideas are valued.
 - *A sense of self-worth/contributing:*
 - Adults ask for youths’ opinions and act on them whenever possible.
 - Youth are allowed to do things, to take responsibility for at least a part of a project without an adult safety net.
 - When they are successful their sense of self-worth greatly increases, they want to try more, and the positive reaction keeps multiplying.
 - If they do not succeed the adult is not judgmental; rather, he or she helps them analyze what went wrong before creating a new plan.

- *A sense of independence/control over one's life:*
 - Adults allow youth to make choices and show respect for those choices.
 - A young person should be coached in taking charge of her life – deciding the direction that life is to go.
 - The adult helps the young person set goals, and decide what type of knowledge and skills are needed to attain those goals.
 - Setting goals is an important part of feeling independent and in control of one's life.
 - *A sense of closeness/relationships*
 - Youth have relationships with mentors/adults whom they trust and can discuss/ask advice on delicate and personal situations.
 - Youth don't feel isolated and alone.
 - Youth have positive relationships with peers.
 - *A sense of competence/mastery:*
 - Youth are allowed to try and fail, and encouraged to try again.
 - Youth develop confidence through learning successively more difficult tasks, through practice.
 - To close the discussion, the facilitator distributes the Handout: PYD Worker Strategies and asks participants to review it and to make notes and/or add anything that they think is missing.
- 4. Closing:** Facilitator distributes the following handouts: (1) Active Listening; (2) Questioning; (3) Creating an Environment that Supports Leadership Development; (4) Relating to Youth. Ask participants to review these handouts, as they provide specific tips in support of working as a strong PYD agent – and mention that likely several of the adults have good experience using these strategies already.
- Facilitator explains that they will be rejoining the youth, who have prepared presentations for the mentors. Encourage mentors to choose a few 'PYD Worker' strategies from the resources that we have just provided, and practice those strategies (e.g. Active Listening) in their interactions with the youth in the next session, as well as during free activities this evening.

Bibliography:

"The Spectrum of Adult Attitudes toward Young People." *The Technology of Prevention Workbook*. William A. Lofquist, Associates for Youth Development, Inc., 1989, pages 47-50.

“Creating Youth-Adult Partnerships: Training Curricula for Youth, Adults and Youth-Adult Teams.”
Innovation Center for Community Development, 2003. <www.theinnovationcenter.org>.

YOUTH Session Title: Team-Building 1

Time: 2 hours

Session Objectives:

By the end of the session, participants will be able to:

- Have fun working in mixed teams (mixed communities).
- Analyze team dynamics.

Materials Needed:

- Newspaper, masking tape, straws, and golf balls for *Tallest Tower* activity
- Paper prepared as ‘islands’ for *Toxic Swamp* activity. (‘Islands’ should be large enough for 2 people to stand on with difficulty, or for one person to stand on easily)
- Flipcharts with instructions for each activity
- Blank flipcharts and markers for de-briefs and ‘Definitions’ activities
- Flipcharts with the definitions of “Team” and “Teamwork” prepared. *See text, p. 33-34.*

Preparation:

- Prepare materials for team games prior to the session.
- Ensure that there is enough space (indoor or outdoor) for the team games.
- Prepare the room for ‘Toxic Swamp’. (You can use masking tape to create the starting point and the ‘safe landing site’.)
- Create 3 teams of 5-6 people with diverse make-up. (Should include Romanian, Moldova, and Roma; from diverse communities; and male/female mix.)

Approach:

Trainer Note: The de-brief discussions following these team-building activities are key to fostering teamwork skills and achieving the goals of the CSA. Trainers should effectively manage the time to ensure that there is adequate time for a debrief following each activity. Y1 participants may be engaged in helping explain the activities and lead the de-brief discussions (but the facilitator should brief Y1 participants on the instructions and questions in advance and be ready to step in if necessary.)

1. Introduction (10 minutes):

- Facilitator explains that we'll spend the next section of the day on some team games, and that the goals of these activities are for everyone to get to know each other, to have fun, and to analyze and reflect on effective teamwork. Explain that teams will be competing with each other!
- Facilitator breaks participants into teams. Teams should take 5 minutes to choose a team name and a team motto.

2. Tallest Tower (40 minutes):

- Facilitator shows flipchart with rules for this game. "Using only the materials given to you, your team must build the tallest tower possible in the allotted time. NOTE: Your tower must support a golf ball."
- Facilitators distribute materials (newspaper, straws, tape, and a golf ball) to each team. "Ready-set-go" and start stopwatch. Teams have 20 minutes to build their tower.
- Facilitator calls "time" at 20 minutes and tests each tower by resting a golf ball on top. The team that created the tallest tower wins.
- *De-Brief:* Facilitator brings group into a circle to discuss the game. During the discussion, ensure that everyone participates. De-brief questions:
 - What happened in your teams? How did your team work together to solve the problem?
 - Did your team have any disagreements? How did you handle the disagreements?
 - Did your team have a leader? Why/why not?
 - What do you think are some important principles of good teamwork? **List on flipchart.**
 - Based on this experience, what do you think your team should do next time to work together more effectively?

3. Toxic Swamp (40 minutes)

- Rearrange the room, moving tables and chairs as needed. (The room should already be prepared with masking tape as noted in 'Preparation').
- Participants stay on the same teams. Gather teams in the starting point, hand out 'islands'. Explain the rules of the game:

- You are trapped in a 'toxic swamp'. Your task is to move your entire team from the starting point to the 'safe landing site'. You can only step on the islands that you are holding right now. If you fall off an island, you will die and you must return to the starting point and start again. The first team to move all team members to the 'safe landing site' wins.
- Remind participants to use what they learned about teamwork in the previous discussion, and to apply it to working as a team and solving this problem.
- Ready-set-go!
- Facilitator should encourage each team to finish, even after the first place team wins – but you can stop the exercise if one team is taking too long. If the exercise finishes quickly, run it again by making it more difficult (smaller/fewer islands) or changing team members.
- *De-Brief:* Facilitator brings group into a circle to discuss the game. During the discussion, ensure that everyone participates. De-brief questions:
 - What happened in your teams? How did your team work together to solve the problem?
 - Did your team work together differently this time, based on what you learned from the previous exercise? What happened?
 - Did your team have any disagreements? How did you handle the disagreements?
 - Did your team have a leader this time? Why/why not?
 - Based on this experience, what would you add to our list of principles of good teamwork?
List on flipchart.

4. Defining Team (20 minutes)

- Facilitator divides the participants into groups of three by counting off, so that each new group has one person from each of the previous teams. Y1 participants can split up and join some of the groups to help brainstorm and/or serve as the person writing on the flipchart.
- Facilitator asks them to describe what characteristics they associate with the word "team" and write these characteristics in a list on the top half of a new flipchart page.

- After five minutes, the Facilitator should ask each group to come up with a definition of a team and write it in the bottom half of their flipchart.
- Each team passes their flipchart on to a new team. The new team will review the flipchart and discuss what they like about the definition that they received, and what they would add to it.
- Teams present the 'new' definition that they have to the large group, adding their analysis from the previous point.
- Facilitator then posts the following definition of 'team' on a flipchart, and asks participants to review and reflect on the definition. Ask: Are the definitions that they developed similar? Different? Why?

A team is a group of people who are united to achieve a common goal that is too large in scope to be achieved by a single individual – or at least not efficiently achieved. Within a team, each member has a role to fulfill, and the roles are interdependent. What makes a team is the focus on a common task or goal. If there is no task, there is no team.

(BREAK – 15 minutes – at some point in this session, participants should take a 15-minute break. Facilitator will coordinate with availability of tea break and the best timing for the break based on the flow of the session.)

5. Defining 'Teamwork' (30 minutes)

- Facilitator asks the small groups to brainstorm words that are associated with the word "teamwork" on the top half of a new flipchart. They should continue to write down their ideas on a sheet of paper.
- After five minutes, the Facilitator should ask each group to come up with a definition of "teamwork" and write it on the bottom half of the flipchart.
- Each team passes their flipchart on to a new team (a different team than they passed their flipchart to in the previous exercise). The new team will review the flipchart and discuss what they like about the definition that they received, and what they would add to it.
- Teams present the 'new' definition that they have to the large group, adding their analysis from the previous point.

- Facilitator then posts the following definition of ‘team’ on a flipchart, and asks participants to review and reflect on the definition. Ask: Are the definitions that they developed similar? Different? Why?

Teamwork is action – it’s something people do. It can be demonstrated either in a group or in a team. Like teams, it requires a common focus or goal. People do it because they share a goal, mission, or vision.

- The Facilitator should now ask the participants what kinds of actions can be labeled as “teamwork.” You can use the following as a guide for examples:
 - *Providing assistance to others when they need it*
 - *Acknowledging the efforts of others*
 - *Sharing expertise with others*
 - *Providing positive, constructive feedback to others in an effort to improve processes or outcomes*
 - *Listening to feedback offered by others and adjusting behavior accordingly*
 - The Facilitator should then ask participants to talk about why they think teamwork is important to their participation in the program.
6. **Teamwork presentations (20 minutes):** Youth will prepare presentations for mentors and staff on what they have learned about principles of effective teams and teamwork.
- Facilitator identifies 4 topics for presentations. (May be the following: “Defining Effective Teams”; “Defining Effective Teamwork”; “What We Did and What We Learned”; and “We Commit to the Following...”)
 - Facilitator asks youth to self-select which topics they would like to work on (facilitators ensure even group sizes), and explains that they must prepare a 5-minute presentation for the mentors and staff. The presentation should include verbal presentation and a visual (flipchart). They have 25 minutes to prepare their presentation. Facilitators circulate and coach youth teams.

Bibliography:

Gary Kroehnert. *Games that Trainers Play Outdoors*. 2005: McGraw-Hill Australia.

Session Title: Teamwork in Action

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- (Youth) Explain the principles of teams and teamwork to mentors.
- (Mentors) Practice the principles of PYD in practice when working with youth participants.

Materials Needed:

- n/a

Preparation:

- n/a

Approach:

1. Youth Teams Present to Mentors (20 minutes)

- Facilitators bring youth and adults together, and assign each youth team to a different space in the room, with topics posted by each group. Mentors and staff select which topic they would like to join, ensuring an even number of adults with each group of youth.
- Facilitator explains that youth will deliver their 5-minute presentation, and then there will be a question and answer and discussion period on the topic between adults and youth. (Mentors will have been instructed to practice their PYD-agent skills during this session.)
- As each group works independently, facilitators and Y1 participants (adults and youth) circulate to observe how the youth present, and how adults apply their skills during the listening and Q&A portions of the session.

2. Reflection (10 minutes):

- Facilitator asks for an adult from each group to share one thing that they most appreciated from the presentation and discussion with the youth in their group.
- Facilitator closes the session with a brief summary. Point out that one of the key principles of working with youth is to show appreciation, which we've just practiced during this session.

Bibliography: n/a

Session Title: Closing Activity (Youth and Adults Together)

Time: 15 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify all participants by name.
- Reflect on the learnings of the day.
- Have fun.

Materials Needed:

- Soft/squishy ball

Preparation:

- Ensure that room is prepared such that participants can stand in a circle.

Approach:

1. Elephant, Tree, Boat (10 minutes)

- Facilitator reminds participants that a vital piece of working with you is having fun. We've already talked about this today. Our intention, for this training, is to give all of you lots of ideas for fun activities to run when you return home and put together your own Youth Action Teams. So – we'll take a few minutes to play another game.
- Participants and staff stand in a circle. Facilitator explains the activity. "In this activity, I will point to one person in the circle and shout your name, and one of the following words: "Elephant; Tree; or Boat". If I point to you and say "Elephant", then you and the two people on either side form an elephant. (Facilitator demonstrates – center person holds hands locked and swinging as the trunk; people on each side make large ears with their arms.) If I say "Boat", then you and the two people on either side form a boat. (Facilitator demonstrates – center person is a sailor looking at the horizon, with hand on forehead; people on each side are rowing). If I say "Tree", then you and the two people on either side form a tree. (Facilitator demonstrates – center person is the tree with hands up in a "V"; people on each side are monkeys making climbing motions to climb the tree).
- Rules: 'When I point and shout a name and the word, three of you must form the correct picture right away. If any of the three people are late and/or get it wrong, then that person must come to the middle, and the facilitator takes his/her place. The goal is to stay out of the middle of the circle.'

- This game can be played for about 10 minutes – it is usually very funny and energetic. You can also invite participants to create and add to the game a new image that represents something in their community or region – for example, performing a widespread agricultural duty like harvesting apricots or another common crop.
 - After the game, the facilitator can reiterate that this is always a fun and useful ice-breaker or energizer for a group, but that it also demonstrates the importance for team members of knowing your roles, and being adept at taking on different roles.
- 2. Logistics for Tonight and Tomorrow (5-10 minutes):** Facilitator briefly reviews the agenda from today and what was accomplished; reminds participants of the available activities tonight (sport) and the cultural show tomorrow; and reminds participants of any housekeeping, logistics, and of the agenda for tomorrow.

Bibliography:

n/a

Community Schools Academy Curriculum

DAY 2 – AM

Agenda:

Session Title	Time	Page Number
1. Welcome and Energizer	30 minutes	37
2. What Makes a Good Leader?	30 minutes	38
3. YOUTH: Youth Leadership	90 minutes	40
4. MENTORS: Facilitation	90 minutes	42
5. Building Mutual Understanding: Youth and Adults	45 minutes	44

Room Set-Up: The room should be set with empty space for the Human Knot to start the day.

Materials:

- Candy – for prizes and energizers.
-

Session Title: Welcome and Energizer

Time: 30 minutes

Session Objectives: n/a (Logistics and Warm-Up)

Materials Needed:

- n/a

Preparation:

- Ensure that there is enough open space in the room for the human knot exercise (Groups of 8-10 people).

Approach:

- 1. Welcome (5 minutes):** Welcome participants, brief review of Day 1.
 - 2. Human Knot (20 minutes):** Facilitator breaks participants into 4 mixed groups of mentors and youth. Some staff and the Y1 participants may participate. Instructions:
 - Each group stands in a circle, shoulder-to-shoulder.
 - Participants put their hands into the middle of the circle, in a big bunch. Then, grasp two other peoples' hands. (May not be the person next to you.)
 - Now, your task is to untangle the "knot" without letting go of the hands that you are holding right now. No cheating! First team to untangle the knot wins – sit down when you have done so. "Go!"
- *De-brief:* Facilitator asks:
 - How did it go? What happened in your groups?
 - Was there a leader for your group? What did he or she do?

-
- Did you apply the principles of teamwork that we discussed yesterday? Why/why not?
 - Facilitator sets up the exercise again. (Same teams, or new teams). The rules are the same, but now you must untangle the knot without talking.
 - *De-brief:* Facilitator asks:
 - Was it easier, or more difficult this time? What happened?
 - Was there a leader for your team? Was is the same leader as last time, or a different leader? How did s/he lead without talking?
 - Facilitator summarizes by saying that, today, we're going to talk more about leadership and about engaging others in teams, as well as diversity.
 - 3. Logistics and Agenda (5 minutes):** Facilitator reviews the agenda for the day and any logistics and housekeeping items.
 - At this point, facilitator explains that we have several points over the next few days where we will want to have brief energizers, like the Human Knot activity, or the Big Wind Blows Activity, or the Elephant/Tree/Boat activity that we did yesterday. However, we'd like to ask Community Teams to lead these energizers.

Please confer with your Community Team at a break or lunch today, and let staff know if you are interested in leading an energizer, and what your idea for an energizer is. Remember that energizers must be very active – not much talking, lots of moving and laughing.

Bibliography: n/a

Session Title: What Makes a Good Leader?

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Define the characteristics of a good leader.

Materials Needed:

- Flipchart with an outline of a person.

- Flipchart and markers for each group.

Preparation:

- Participants can sit in a circle, or in small groups at tables.

Approach:

- Begin the exercise by asking participants to take a few minutes and think about a leader whom they admire. Then, turn to your neighbors (groups of 3-4 people), and share who you are thinking of, and why you admire him/her. Y1 participants can join here.
- Facilitator then asks participants what characteristics are most important to being a good leader. Solicit 3-4 responses. Using the image of a body on the flip chart, draw the characteristics that participants share onto the image (ex: big ears to hear, big heart to listen, etc.).
- Break participants into small working groups and provide pens/flip chart to each group.
- In small groups, direct participants to discuss the characteristics of a good leader, sketching their own symbols onto the outline of the body as previously demonstrated.
- Post the following three questions on a flipchart to guide the participants' work:
 - What does a good leader do?
 - What skills does a good leader have?
 - What attitudes does a good leader have?
- Following this small group work, allow each group to present their "ideal leader." The facilitator or a co-trainer (or a Y1 participant) should record "Skills" and "Attitudes" of a good leader on two separate flipcharts with these titles, as characteristics are shared.
- Facilitator summarizes the session by reminding participants that they were all selected for their leadership potential and abilities, and that, over the course of the week, we will be supporting you in developing your abilities so that you can serve as effective leaders for Youth Action Teams in the coming year.

Bibliography:

n/a

YOUTH Session Title: Youth Leadership

Time: 90 minutes

Session Objectives:

By the end of the session, participants will be able to:

- List roles for youth leaders in their community.
- Identify their own leadership strengths and areas for growth.

Materials Needed:

- Flipchart on stand, and markers
- Flipchart prepared with the 5 Categories of Leadership from the Handout: Developing your Leadership Attributes
- Handout: Developing your Leadership Attributes

Preparation:

- Chairs set in a circle (no tables)

Approach:

Note to Facilitator: During this session, make an effort to draw out youth who have been less talkative throughout the CSA so far, rather than calling on the “super-stars” or more active youth. You might give out candy to participants who volunteer to answer or call directly on a participant who hasn’t spoken yet.

1. Serving as a School and Community Leader (25 minutes): Facilitator introduces this section by reminding the participants of the YCED program goal, and that they have been selected to attend the CSA because of their potential to be leaders for other youth at their schools and in their communities, and also because of their motivation to do so.

- Facilitator asks the participants to think about what type of leadership roles youth can take on in their schools, their community, their country, and around the world. (5-10 minute discussion).
- Facilitator then asks what obstacles youth may face in serving as leaders in their schools and communities. Record answers on flipchart. (Y1 participants can help write.)
- Break group into pairs (youth should work with someone whom they don’t know well, and find someone from a different community or nationality) and discuss strategies to address the

obstacles that we have identified. (5-10 minute discussion in pairs). (Y1 participants circulate to clarify the task if needed.)

- Facilitate a large group discussion to share ideas about how to address obstacles to youth leadership. (Ideas may include – being reliable and respectful in working with adults; gaining trust of other youth by being fair; etc.)

2. Leadership Skills Self-Assessment (30 minutes)

- Facilitator explains to participants they will now have the opportunity to analyze their own leadership. Facilitator first asks the participants to raise their hands if they consider themselves leaders. This should stimulate a discussion. Ask the following questions (this should take 10 minutes):
 - *Do any of you help to take care of family members?*
 - *Do you participate in any social groups or the community?*
 - *When you see a problem, do you speak up and try to find a solution?*
 - *Do your friends come to you for advice when they have problems?*
 - *Etc.*
- After the discussion ends, the Facilitator should ask whether the participants were surprised that there were so many leadership opportunities in everyday life. If the participants are surprised, the facilitator should ask why. The facilitator should convey that leadership isn't always expressed through grandiose gestures. Y1 participants can be invited to briefly add (if time allows) some examples of simple ways they and members of their Youth Action Team have displayed leadership. Ex: maybe they noticed that someone in their Youth Action Team wasn't feeling included and they made an effort to involve this person more.
- Transitioning, the facilitator should remind the participants that not all leaders are naturally-born and that some people require more work on the developing and enhancing leadership qualities than others, but that all of the participants in the room are either already leaders or have great potential to become leaders in their communities and their future work place.
- Facilitator shows the flipchart with the five categories of *leadership attributes*, and leads a discussion about what each leadership attribute means. Ask: *What specific skills or abilities are included in this category? What do 'communication skills' look like?* The group discusses each of the 5 categories (15 minutes)

- Facilitator distributes the *Handout: Developing your Leadership Attributes*, and asks each participant to complete it. Facilitators will need to circulate and coach youth to be very specific as they complete the handout and outline their strengths and areas for improvement. Y1 participants can also complete the handout and reflect on their leadership experiences in the Youth Action Team.
- *De-Brief:* Facilitator asks participants to find a partner and share their worksheets with each other, and discuss/brainstorm ideas for strengthening their own leadership abilities.
- To close this section of the session, facilitator solicits a few ideas from the large group of what they can do to strengthen their own leadership attributes.

3. Identifying Challenges in Working with Adults (35 minutes): Facilitator points that the group of people at the CSA is forming a strong team. However, to truly build a strong team, it is important to break down barriers between participants, and we will start with the barrier that exists between youth and adults.

- Facilitator explains that the youth should now develop a list of challenges that youth face in working with adults. This list will be presented to the mentors in the next session, so the list should be both clear and diplomatic. Facilitator recommends that the youth first brainstorm a list, and then modify it so that it is clear, appropriate and diplomatic, if needed, before presenting it to the adults. Y1 participants can provide some examples of challenges they faced in working with adults on their projects.
- Facilitator notes that in the mentor breakout session, the mentors are also making a list of challenges they face when working with youth. They will also work to make their list clear, diplomatic and appropriate. The youth do not have to agree with the statements that are made, but should be prepared to listen to the mentors with an open mind. The purpose of the exercise is not to create conflict between youth and mentors, but to start a discussion that will hopefully strengthen the relationships between project team members and help youth and mentors achieve success in project implementation.
- Facilitator asks for a youth participant to volunteer to facilitate the brainstorming session. (This could be a Y1 participant.) The facilitator should help gently guide the participants to (1) ensure that brainstorming is open; (2) move the group from brainstorming to refining the list with

enough time to complete the exercise; and (3) craft the message to adults so that it is both clear and appropriate.

- Youth should have the list of “Challenges that Youth Face in Working with Adults” prepared on flipcharts, and 2 participants ready to present to the adults. Remind youth to go into the next session with an open mind and encourage them to engage (diplomatically) in discussion with the adults.

Bibliography:

n/a

Session Title: MENTORS: Facilitation

Time: 90 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Demonstrate key facilitation skills: Active Listening; Questioning; Giving Feedback.

Materials Needed:

- PowerPoint: Facilitation Skills
- Handout: Facilitation Practice
- Handout: Giving Feedback
- Handout: Youth-Adult Partnerships Self-Assessment Tool
- Handout: Creating an Environment for Leadership Growth (passed out on Day 1)
- Handout: Seven Techniques for Maximizing Group Participation and Learning

Preparation:

n/a

Approach:**1. Facilitation Skills and Practice (45 minutes):**

- Facilitator reminds participants of the three PYD sessions yesterday, which covered: Who are Youth; Adolescent Development; Positive Youth Development Theory; and the Role of the PYD Agent. Facilitator asks participants to comment on *what they found most interesting from yesterday*. Solicit/discuss a few responses. (5 minutes)

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- Facilitator explains that we're going to spend this session talking about key facilitation skills. Mention that we expect that most of you have many of these skills, so we expect this to be a review/refreshers.
 - Show PPT: Facilitation Skills, **Slides 1-14** (10 minutes). The PPT prompts discussion/questions.
 - *Role Plays*: Break participants into groups of four. Distribute the *Handout: Giving Feedback* and the *Handout: Facilitation Practice* to all participants, and remind them that we provided the handouts: *Active Listening* and *Questioning* yesterday. Assign one topic (Active Listening/Questioning/Giving Feedback) to each group (note: if more than 3 groups, two groups can have the same topic), and ask each group to prepare a role play, 2-3 minutes long, of an adult facilitating a dialogue with three youth, in which the adult demonstrates the skill covered in their assigned topic. (Give 10 minutes to prepare the role play).
 - Each group delivers their role play to the large group; the large group should comment on whether the role play effectively demonstrated the skill (15 minutes)
 - *Self-Assessment (10 minutes)*: Facilitator explains that we've covered a lot of theory and skills in the framework of positive youth development over the past two days. We hope that this will help all of you, not only in your work on this project, but in your professions overall. To bring together the different pieces in PYD, we have a self-assessment handout for you to complete.
 - Facilitator distributes *Youth-Adult Partnership Self-Assessment Tool* and asks participants to complete it. As they finish, distribute the *Handout: Creating an Environment for Leadership Growth*, and ask them to put a * by the areas where they think that they are strong, and a check by the areas that they would like to improve.
 - Facilitator closes this section of the session by distributing the *Handout: 7 Techniques* and explaining that this is a good resource to provide ideas for facilitating participation.
- 2. Identifying Challenges in Working with Youth (35-45 minutes):** Facilitator points that the group of people at the CSA is forming a strong team. However, to truly build a strong team, it is important to break down barriers between participants, and we will start with the barrier that exists between youth and adults.
- Facilitator explains that the mentors should now develop a list of challenges that adults face in working with youth. This list will be presented to the youth in the next session, so the list should be both clear and diplomatic. Facilitator recommends that the adults first brainstorm a list, and then modify it so that it is clear and appropriate and diplomatic, if needed, before presenting it

to the youth. Y1 adult participants may offer some examples of challenges they faced when working with the youth in their Youth Action Teams.

- Facilitator may note that mentors may have concerns about presenting their list of challenges to the youth. It is possible some people in the room might be uncomfortable with this, and this is OK since it may not be common for adults and youth in your community to discuss these types of challenges together. The goal is not to create conflict, but to break down barriers between youth and adults and come away with some concrete suggestions on how to work better together as a team. This can help mentors avoid or better manage conflict situations that might arise later during project implementation.
- Facilitator notes that in the youth breakout session, the young people are also making a list of challenges they face when working with adults. The trainers are coaching them to make sure their list is also clear, diplomatic and appropriate. The mentors do not have to agree with the statements that are made, but should be prepared to listen to the youth with an open mind.
- Facilitator asks for any additional questions or concerns.
- Facilitator asks for a mentor or Y1 participant to volunteer to facilitate the brainstorming session. The facilitator should help gently guide the participants to (1) ensure that brainstorming is open; (2) move the group from brainstorming to refining the list with enough time to complete the exercise; and (3) craft the message to youth so that it is both clear and appropriate.
- Mentors should have the list of “Challenges that Adults Face in Working with Youth” prepared on flipcharts, and 2 participants ready to present to the youth. Facilitator reminds mentors to go into the next session ready to listen to youth with an open mind.

Bibliography:

Leadership Development at a Youth Build Program. YouthBuild USA.

Session Title: Building Mutual Understanding: Youth and Adults

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- (Youth) describe challenges that adults face when working with youth; and (Adults) describe challenges that youth face when working with adults.
- Develop strategies to strengthen youth-adult relationships.
- Make one personal commitment to improve youth-adult relationships.

Materials Needed:

- Flipcharts and markers

Preparation:

- In the previous sessions, youth and adults will prepare a list of challenges of working with the other group.
- This session requires careful and sensitive facilitation to ensure that participants are respectful and constructive, and that it ends on a positive and helpful note.
- Following the previous session, youth and mentors join together in the main training room.

Approach:

- 1. Youth and Adults Report-Out (15 minutes):** Facilitator opens the session by explaining what each group covered in their separate sessions this morning. Because working effectively in teams requires trust and mutual understanding between team members, one of the goals of our sessions today are to open lines of communication and break down barriers between different groups, and we will work on the barriers between adults and youth first.

Facilitator reminds participants that these lists refer to “youth” and “adults” in general, and not specifically to the participants at the CSA.

- *(5 minutes)* Youth present their list first to adults. Facilitator asks adults to make notes, but not to react or discuss at this time; there will be time for each group to process and discuss what they have heard separately, and then have discussions with each other.
- *(5 minutes)* Adults present their list to youth. Facilitator asks youth to make notes, but not to react or discuss at this time.

- 3. Processing Challenges and Building Bridges (30 minutes)**

- *(10 minutes)* Youth and adults form separate groups to discuss the feedback that they received. This discussion should begin with “How did you feel about this feedback?”
- Groups develop constructive responses to the feedback. E.g. “We, youth, sometimes seem uninterested or unmotivated because we cannot figure out how to succeed or to reach adults’

expectations.” Or “We, adults, sometimes tell youth what to do because we don’t want to see them experiencing hardships.” Y1 participants should join the adult and youth groups respectively and help facilitate the brainstorming.

- *(10 minutes)* Participants come back together, and form groups of 6 (3 mentors and 3 youth per group) of mixed communities; Community Teams should not be together for this exercise if possible. Facilitator instructs groups to spend 5 minutes discussing relationships from the youth perspective, and 5 minutes discussing relationships from the adult perspective.
- *De-Brief (5 minutes):* Facilitator asks the large group: *What did you learn from this exercise?* Solicit a few responses.
- Facilitator asks all participants to conclude this session by thinking about the following question: *What do you commit to doing, in the future, to help continue to strengthen the relationship between youth and adults?* After a few minutes of silence, facilitator asks participants to take out the Notes pages of their notebooks and writing their commitment into the notebook.
- If there is time, invite Y1 participants to share some suggestions for strengthening relationships between youth and adults, based on their experience in the project.
- Close by reminding participants of the conversations they had on Day 1 when they shared their motivations for being at the CSA and part of the YCED program. Did adult participants talk to any youth whose motivations, values, ideas, or goals were similar to theirs? Did youth participants talk to any adults whose motivations, values, ideas or goals were similar to theirs? Emphasize that despite the potential challenges in working together as partners, everyone in the room shares common values of civic engagement and is ready to work to promote tolerance.

Community Schools Academy Curriculum

DAY 2 – PM

Agenda:

Session Title	Time	Page Number
6. Leadership, Team-Building and Trust	45 minutes	47
7. Personality Trait Exchange (if needed)	20 minutes	50
8. Intercultural Sessions (Romani CRISS)	1 hour, 55 minutes	51
9. Preparation for Cultural Presentations/Show	45 minutes	51

Room Set-Up: The room should be set with chairs in a circle and space around the edges with tables for break-out team work.

Materials:

- Candy – for prizes and energizers.

Session Title: Leadership, Team-Building, and Trust

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Discuss the importance of trust in leadership and teamwork.
- Identify the ways that good leaders can build trust in teams.

Materials Needed:

- Blindfolds and items (newspapers, scrap paper, etc.) to create “mines”.
- Masking tape

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- Handout: Characteristics of a Leader

Preparation:

- Use masking tape to mark the start and finish line for the 'Minefield' activity. (8-10 meters apart). All participants will be doing the exercise simultaneously, so the Minefield needs to be wide enough to fit the entire group.

Approach:

Note to Facilitator: Be sure to manage time effectively so there is time to debrief the Minefield activity using the prompts that follow in Activity 2.

TRANSITION: Facilitator thanks participants for the sensitivity and diplomacy in working through the issues in the previous session. Emphasize that it takes trust and compassion to complete this exercise well. In the next session, we're going to continue working on trust, but we will start with a game to have some fun.

1. **Minefield (15 minutes):** Facilitator begins the session by explaining that we'll take about 15 minutes to play another game. Explain that we'll be working in pairs, and one team member will be blindfolded.
 - Participants should form pairs (adult-with-adult; youth-with-youth; or youth/adults (with adult blindfolded) or mixed). Facilitator gives one member of each pair a blindfold and asks him/her to put it on.
 - Once all of the blindfolds are in place, ask each "sighted" partner to take his/her blind partner into the starting zone. All blind partners should stand on the taped start line, with about a meter between each blind partner if possible. The sighted partners should stand about a meter in front of their blind partners. At this time, the facilitator and/or staff place "mines" in the space between the start and finish lines.
 - Facilitator gives briefing: "You are all trapped in a prison. One of you will go to safety, but cannot see. Your partner can see, but cannot move. To escape, you must cross a minefield. The blindfolded person must walk carefully across the minefield with directions from your partner, who will help you to avoid the landmines. If you touch a landmine, your team is eliminated because you will be dead." Ready-set-go!
 - As participants complete this activity, facilitator and staff should observe to be sure that no one gets hurt.

- *De-brief:* Once the game stops, participants can take off their blindfolds and return to seats. Facilitator asks:
 - *How was this exercise? What happened?*
 - *For those of you who were giving directions, what made it easier or more difficult for you to help your partner?*
 - *For those of you who were blindfolded, what made it easier or more difficult for you to complete the task?*

2. **Leadership and Building Trust (30 minutes):** Facilitator transitions by highlighting the importance of trust and of building trust when you are leading teams. Facilitator asks mentors and Y1 participants to share experiences that they have had, either with building trust in teams that they led, or with other leaders who were successful in building trust.

- The Facilitator should divide participants into four groups (mixed between youth and mentors) and give each group one flipchart page and a marker. Facilitator should ask each group to post its flipchart page on a wall (in a row) and instruct them to label their flipchart page as follows:

Group 1: Things that Leaders can do to Create Trust within a Group

Group 2: Things that Leaders can do to Destroy Trust within a Group

Group 3: Environment Factors that Help Build Trust within Group

Group 4: Environment Factors that Prevent Trust from Forming within a Group

- The Facilitator should instruct each group to select a scribe who will write ideas on the flipchart page. The Facilitator should tell the participants that they have five minutes for brainstorming behaviors and activities related to their assigned flipchart.
- Then, Facilitator should instruct groups to move around the room and review all of the flipchart pages. They are encouraged to add anything missing to any of the flipcharts.

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- The Facilitator and participants should review all the lists as a group and invite discussion on specific items. The Facilitator should encourage participants to describe specific examples of how a particular behavior builds trust, helps create a positive team environment, or destroys an environment. The Facilitator should also make sure that participants link trust-builder behaviors to the behaviors associated with creating a positive climate. The participants should be encouraged to recognize the relationship between those behaviors and factors.
 - *De-brief:* Facilitator distributes the *Handout: Characteristics of a Leader*. Facilitator can ask the following questions:
 - Whom or which types of people do you trust the most? Why?
 - Let's revisit the Leadership training -- Should you trust leaders? Why or why not?
 - Does your trust of people have anything to do with age? Do you have an easier time trusting adults or youth?
 - Why do you think it's important to build trust when leading teams of youth?

Bibliography:

Gary Kroehnert. *Games that Trainers Play Outdoors*. 2005: McGraw-Hill Australia.

Session Title: Personality Trait Exchange

Time: 20 minutes

TRAINER NOTES: This session may be used as an ice-breaker activity if needed, depending on the time that Romani CRISS has allotted for cross-cultural sessions.

Session Objectives:

By the end of the session, participants will be able to:

- Identify traits that they have in common with others in the group, and differences.

Materials Needed:

- Trait Cards (see below)

Preparation:

- **Trait cards** - the cards should be pre-made by the Facilitator and reflect the characteristics of the group, including diversity factors as appropriate (some of the traits could include: over 150 cm in height, strong, friendly, creative, loyal, talkative, competitive, cooperative, has three brothers, etc.)

Approach:

- The Facilitator should welcome the participants to the training and recite the following directions to the participants:

Welcome to the personality exchange. You will be asked to trade trait cards that will be momentarily passed out to you. The traits that are written on the cards must match you. The rules for this game are as followed:

- *Write your name on your card as soon as you receive it.*
 - *You must trade your card with someone else. If the new trait applies to you as well, write your name on the back too.*
 - *Trade again. Your goal is to end up with a trait that applies to you and to have written your name on more slips than others.*
 - *You have to stop when I call out “exchange closed!”*
 - *You may stop trading before the exchange is closed. Remember your goal is to end up with a trait that applies to you and to have written your name on more cards than others.*
- Once the directions have been read, the Facilitator should pass around the cards – the trait on the card must match the participant. Once the cards are passed around, the Facilitator should start the activity.
 - Once the exchange is closed, the Facilitator should ask all the participants to place the cards on the table, with the side containing participants’ names up. The Facilitator should ask the participants to take turns saying their names and ask the participants to raise their hands if a trader’s name appears on their trait’s list. Tell participants that this training will spend a significant amount of time exploring our personal traits not only as the foundation of leadership, but also of our diversity. We’ll spend the next part of the training on diversity and inter-culturalism.

Bibliography: n/a

Session Title: Preparation for Cultural Show

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

(N/A – preparation for cultural presentations)

Materials Needed:

- Costumes, props or music to be used in the presentation (participants should bring from home)
- Flip charts
- Markers

Preparation:

- Determine the location where the cultural presentations will be held at the CSA venue (ex: indoors, outdoors, what kind of music and sound setup is possible, if posters can be hung on surfaces) to communicate this to participants.
- Determine how to split up performance groups based on interest from participants. Some options could include three “shows” by representatives of Roma, Romania, and Republic of Moldova; performance groups by region; by district, etc.
- Based on the performance groups, determine how much time each group can have within the cultural show program.

Approach:

- Remind participants that this evening, there will be cultural performances and tell them how much time they will have for their performances in the show.
- Explain that participants should come up with a presentation that highlights what they are most proud of about their culture, their region, their district, etc. and would like to share.
- The presentation should include as many members of the group as possible (i.e. one person should not be standing up and talking the whole time.)
- Encourage participants to make their presentations interactive and fun. Think about how to engage the audience to do more than just watch (ex: teaching a song, dance, game, or a few words in the language). They can also use flipcharts and markers to create visual aids.
- Preparation for cultural show can continue during free time before dinner.
- Participants can self-select into their groups based on cultural or geographic identity.
- Facilitator should check in with each group regarding equipment needs and make sure they are on track to present within the allotted time.

Bibliography:

Session Title: Closing

Time: 15 minutes

Session Objectives:

By the end of the session, participants will be able to:
(N/A – closing)

Materials Needed:

- Ball of yarn or string

Preparation:

- N/A

Approach:

- Have participants form a circle. Facilitator stands in the center of the circle holding the ball of yarn or string.
- Invite participants to share one thing they liked about today. Facilitator starts by naming one thing he or she liked about the day, and, holding the end of the yarn, tosses the ball to a participant.
- The participant states one thing he or she liked about the day and, holding onto the yarn, tosses the ball to someone else.
- At the end of the exercise, the yarn should be crisscrossed across the circle, symbolizing the connections between participants.
- Thank the group for participating and answer any remaining questions about the cultural presentations/show tonight.

Bibliography: n/a

Community Schools Academy Curriculum

DAY 3 – AM

Agenda:

Session Title	Time	Page Number
10. Welcome and Energizer (Community Team-Led)	20 minutes	54
11. Steps in Project Design and Management	30 minutes	55
12. Community Assessment and Identifying Assets	1 hour, 40 minutes	57
13. Project Design (Part 1) - MENTORS	55 minutes	62
14. Project Design (Part 1) – YOUTH	55 minutes	66

Room Set-Up: For this day, participants should be grouped at tables, in Community Teams. Preferably, tables will be set for 8 people, with two community teams at each table.

Materials:

- These sessions include many flipcharts and materials. The facilitator should ensure that materials are set up and organized before the start of the session, to avoid delays. The facilitator should also prepare brainstorming flipcharts, with headings, prior to the start of the sessions.

Session Title: Welcome and Energizer

Time: 20 minutes

Session Objectives: n/a (logistics and energizer)

Materials Needed:

- TBD

Preparation:

- A community team will run this morning's energizer. Facilitators should check in with the team at breakfast time to review the energizer, ensure that it is very active, and arrange for room set-up and supplies.

Approach:

1. **Welcome (5 minutes):** Welcome participants, brief review of Day 1-2. Explain that we have focused on team-building, leadership, and diversity for the first two days, and that one of the main goals has been to build a strong team among all of you. Today, we'll move into more technical content, working on how to design and manage a project.

Facilitator reminds participants about the discussion on civic engagement and volunteerism on Day 1, and highlights a few of the key points or values that the group discussed on that day.

2. **Energizer (Community Team-Led) (10 minutes):** Based on the Community Team's choice.

3. Logistics and Agenda (5 minutes): Facilitator reviews the agenda for the day and any logistics and housekeeping items.

Bibliography: n/a

Session Title: Steps in Project Design and Management

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- List the steps in designing and managing a community project.

Materials Needed:

- “Steps” in project design; one set for each group of 4 participants.
- Flipchart with YCED components from Day 1

Preparation:

- For this day, participants should be grouped at tables, in Community Teams. Preferably, tables will be set for 8 people, with two community teams at each table.

Approach:

1. Overview of YCED Project and Grant Structure (5 minutes):

- Facilitator begins the session by showing the flipchart with YCED Project components and reviewing the program structure. Then, remind participants that, on Day 1, we briefly discussed forming Youth Action Teams in each of your communities (we will have a session on forming Youth Action Teams on Day 5). As we reviewed in the team-building sessions, teams must be formed around a purpose. The purpose of the Youth Action Teams is to rally around the school and available school resources to create community projects that will improve their community, especially for themselves and other youth.
- Facilitator explains that YCED will give Youth Action teams grants to engage in community project and community activities. *Briefly give an overview of the one round of grants for community assessments and projects. Grants will be awarded for up to a maximum of \$1500 USD. Explain that mentors will have a chance to review the memorandum and sponsorship*

contract in detail later in their individual consultations with RCRISS and IREX MD staff (evenings of Day 4 and 5).

- In order to be eligible for grants, the Youth Action Teams will need to follow the steps of good project design and management, as well as write good proposals for Romani CRISS and IREX. These skills will be transferrable to many future situations, including writing grants and managing projects for other funding organizations.

2. Steps in Project Design and Management (25 minutes)

- Facilitator transitions and explains that, in the sessions today, we'll be working through skills in project design and management, and that these skills can all be applied to preparing good grant proposals.
- Ask: *"Has anyone designed, planned, or managed a school or community project?"* Many participants should raise their hands. If not, prompt them with ideas of things that they have done. Have teachers organized extra-curricular activities? Have students prepared group projects? Most participants should have their hands raised. Y1 participants can be invited to briefly name their projects again to refresh participants (projects were presented briefly on Day 1.)
- Facilitator asks participants to think about if the projects were successful, and, if so, why? Participants brainstorm a list of elements that led to successful projects – co-trainer (or Y1 participant) writes on flipchart. Facilitator should encourage participants to think very broadly and let them know that it's OK to repeat ideas that have been discussed in the past few days. The list should include a range of elements, including: motivated participants; the project met a community need; a supportive school director; resources; good planning; etc. Y1 participants can provide input, but facilitator should ensure that Y2 participants are participating actively in the discussion and not waiting for Y1 participants to give all the answers. Facilitator puts this list aside, and explains that we will refer to it later.
- Then, facilitator points out – referencing the previous discussion – that good planning and management is very important to a successful project. Ask participants to think about some of the steps that you took to plan and manage this project effectively. Participants brainstorm; co-trainer (or Y1 participant) writes on flipchart. Y1 participants can add missing steps based on their experience.
- Facilitator explains that, for YCED, we have identified a set of 8 steps in good project design and management. Hand out prepared "Footprints" in packets to each table (groups of 4-8 participants), and explain that their task is to put the "Steps in Project Design and Management" in the correct order.

-
- As each team works, facilitators and Y1 participants can circulate and ask questions to guide each small group's discussions. Once a group thinks that they have completed the activity, the facilitator/Y1 participants can check and explain what is correct/incorrect.
 - After teams have completed the work, the facilitator shows a flipchart with the "Steps" prepared in the correct order. (See below).
 1. Youth Action Team Formation
 2. Community Assessment and Identifying Assets
 3. Project Design
 4. Action Planning
 5. Identifying Resources and Budgeting
 6. Project Implementation
 7. Project Evaluation
 8. Celebration!
 - Facilitator leads a question-and-answer discussion to clarify and define any of these terms and concepts, explaining that we will work through these steps in detail over the next several days. Since our time at the CSA is short, we will focus on steps 1-6, but RCRISS and IREX will provide coaching on 7 and 8 post-CSA as well as coaching on all project management skills.

Bibliography:

*Peace Corps. *The New Project Design and Management Workshop Training Manual*. Downloaded on 8/3/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/T0107_projectdesign.pdf.

Session Title: Community Assessment and Identifying Assets

Time: 1 hour, 40 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Use participatory community assessment strategies to analyze community strengths, interests, and priorities.
- Create an asset map.

Materials Needed:

- Flipchart prepared with sample asset map (see p. 5 for instructions)
- Flipcharts cut in half, prepared with markers, for each Community Team (Asset Map exercise) and for each small group (*Daily Activity Calendar* exercise).
- Markers
- Flipchart: Prepared Daily Activities calendar for demonstration (see Appendix A, p. 69)
- Handouts: Youth Asset Focus Groups

Preparation:

- For this day, participants should be grouped at tables, in Community Teams. Preferably, tables will be set for 8 people, with two community teams at each table.
- Pre-determine group break-down for *Daily Calendar* activity. Groups should be split by sex and ethnicity (e.g. Roma girls together; majority boys together.) 3-5 people per group (no more or less).

Approach:**1. What is 'Community Assessment and Identifying Assets'? (10 minutes)**

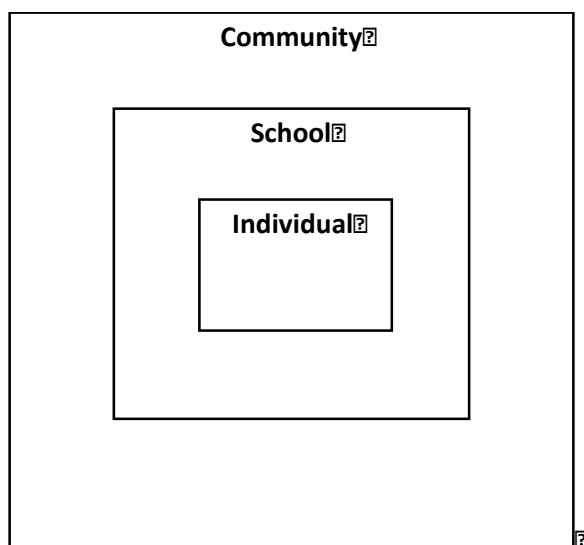
- Facilitator begins the session by referencing *Community Assessment and Identifying Assets* as the first step in planning a successful community project. (Reference the discussion of successful projects from the previous session).
- Facilitator gives a brief overview of the history and theory behind community assessment, including the following: for the past 60-70 years, the technical field of community development, or community strengthening, has been active and growing. Scholars have developed a wide range of methodologies for researching and learning about communities. What they have found is that the most effective research methods involve community members directly doing the research themselves. These methods have many different names. For YCED, we will call it "participatory community assessment".
- The first question to address is: *If you are going to plan projects or activities that will benefit youth in your community, why is it important to do community assessment and community research as the first step?* Facilitator solicits a few ideas from the large group, asking Y1 participants to add their ideas. (If the group and Y1 participants don't suggest the following, the facilitator should emphasize that: projects will only be successful if youth are interested in participating; if the activities are relevant; if existing community resources are used; if

adults are interested and supportive – so a Youth Action Team needs to learn about these elements before planning their project.)

- In the field of ‘participatory community research’, there is a particular theory called the “assets-based approach”, and we are going to focus on this approach for YCED. Let’s talk for a minute about what this means.
- Facilitator asks: *What are ‘community assets’?* The facilitator should first ask the question and see if there are any ideas to jump-start the discussion – if the group is unclear, the Y1 participants or the facilitator may have to give some explanation. (Assets are strengths and resources that exist within the community – may include people/skills/networks; infrastructure; businesses/industry; institutions/schools.)
- Participants brainstorm and the co-trainer (or Y1 participant) writes on a flipchart. (When “school” comes up in the group, co-trainer should write “school” at the top of the flipchart, in larger letters.) The list should include the following: people (can be individuals or groups, with their skills, interests, or motivation); places (schools, libraries, public buildings, parks); businesses/industry.

2. ‘Community Team’ Asset Maps (30 minutes):

- Facilitator explains that the first exercise in this session will be to create Asset Maps. Today, you’ll create Asset Maps in your Community Teams; and this is something that you can and should do with your Youth Action Team as a first step in planning.
- *Small group task:* Working in Community Teams, participants should make a list of all of their individual strengths and capacities – including skills, experiences, attitudes, interests, networks, connections to other people and organizations. For this asset map, you should be thinking of just the four of you on this team, and your networks and connections (Give 10 minutes for this exercise). Facilitators should circulate and coach small groups in developing their lists. Y1 participants should choose a group to join and coach them in their brainstorming, potentially providing examples of assets from their own communities.
- Once groups have created the list, show a flipchart with the outline of an asset map, as below:



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- Community Teams should now create their own asset map, filling in each of the three boxes from their list and adding more items. Facilitators circulate and coach teams as they complete the asset map. Y1 participants stay with their chosen groups and provide coaching as well. Teams should be encouraged to put their team name on their asset map and to post it in the room (but remind them to keep it and take it with them at the end of the training.)
- *De-brief:* Facilitator asks the group:
 - How did this activity go? Was it easy or difficult to think of assets?
 - Were you surprised by how many individual, school, and community assets you were able to identify? Why/why not?
 - What ideas do you have about how you could use this exercise with your Youth Action Teams?
- *Closing:* Facilitator explains that you can do this exercise for any group or context. So, for example, you could create an asset map for your Youth Action Team. Members of the Youth Action Team can gather groups of youth and create assets maps with them. Or, Youth Action Teams can create asset maps for their school or community.

3. BREAK

4. Assessing Different Groups: Daily Activities Calendar (30 minutes)

- Facilitator explains that we are going to look at two more tools for community assessment. We've already practiced the *Asset Map*. In this next period of time, we're going to look at the *Daily Activities Calendar* and *Youth Assets Focus Groups*.
- A *Daily Activities Calendar* is a very basic tool that can tell you very important information about what your 'target group' (in this case, youth) does, when they have free time to participate in activities, and about differences between different groups, such as ethnic groups, older youth/younger youth, and girls/boys.
- To learn about this tool, we're going to practice it. Break group up into 'demographic small groups'. (Split by sex and ethnicity – see 'Preparation' above.)
- Each small group will prepare one *Daily Activities Calendar*. Facilitator shows prepared sample on a flipchart and explains the types of activities in this example youth's daily calendar.
- Give groups 10-15 minutes to prepare their calendar on a half-flipchart with markers. Explain that they should agree on one calendar that can loosely apply to all members in their small group. Facilitator and co-trainers should circulate and coach small groups. Y1 participants should choose a small group and coach them as well.
- Once groups have finished, facilitator will have two groups (of different demographics) join together and compare their calendars, identifying key similarities and differences.
- *De-brief*: Facilitator brings the whole group back together and asks the following questions:
 - *How did you find this exercise? Was it easy or difficult to write a Daily Activities calendar that matched all of your lives?*
 - *What were some factors in your lives that contributed to the differences in your small group? (E.g. does an oldest child with many small siblings have more home responsibilities?)*
 - *When you joined with a second group, what similarities did you identify between your daily calendars?*
 - *What differences did you identify? What were some of the reasons for these differences?*

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- *How do you think you could use this tool, once you return to your schools?* (Key point: You can find out when people have free time to participate in the activities you plan.) Ask Y1 participants if they used a daily activities calendar when working with their Youth Action Teams and to comment on how they structured activities and time in their projects.
 - *Why was it important to split the group by demographics?* (Key point: it's important to identify differences in activities in different groups, so that you can plan activities that are available and accessible to everyone.)

5. Youth Assets Focus Groups: Identifying Interests and Ranking Priorities (30 minutes):

- Facilitator transitions by reminding participants that we've reviewed the purpose of doing a community assessment, what "assets" are, and two community assessment tools: the "Assets Map" and the "Daily Activities Calendar".
- In addition to identifying the assets and resources that exist in a community in order to plan, you also need to know more about what people are interested in. In this next time period, we're going to look at another community assessment tool: Asset-Based Focus Groups.
- Ask: *Who knows what a focus group is? Who has participated in a focus group?* Solicit definitions and experiences from the group. Y1 participants could add experiences from the mid-term evaluation or from youth asset focus groups they conducted as part of their assessments.
- Facilitator gives an overview of the *YCED Model: Youth Asset Focus Groups*: In order to gather information about different groups of youth in your community, you will need to talk to them! In order to turn conversations into systematic research, community assessment, and data, we use a methodology called 'Youth Asset Focus Groups'.
- Facilitator explains that the premise of focus group discussion methodology is to gather information from different demographic groups systematically, and then to analyze the data that is gathered from the Focus Groups and draw conclusions. Facilitator distributes the *Handout: Youth Asset Focus Group Guide*.
- Role Play 1 - a "Bad" Focus Group. Facilitator or co-trainer 'convenes' a focus group of 4-5 participants in a fishbowl format, with the rest of the participants observing. (Y1 participants could be asked to do this.) Facilitator tells observers that they should watch and make notes about what they think the facilitator is 'doing wrong'. Run the role play for 3-5 minutes. Facilitator should be non-inclusive, interrupt when participants are speaking, and ask leading questions.

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- *De-brief:* Facilitator asks participants to share their ideas of what the Focus Group moderator did wrong; list on flipchart titled “How NOT to Facilitate Focus Groups”. Facilitator should clarify the meaning of “Leading Questions” and point to examples in the *Youth Assets Focus Group Guide*.
 - Role Play 2 – a “Good” Focus group. (Facilitator should model good listening, soliciting opinions from the entire group, and asking open-ended questions.)
 - *De-Brief:* facilitator asks participants to share their ideas of what the Focus Group moderator did well; list on a flipchart.
 - Facilitator references the *Youth Assets Focus Group Guide* and addresses the following topics:
 - Recommended questions for Youth Asset Focus Groups. (Participants may choose to ask more or different questions, but we recommend open-ended questions, and keeping the questions to a minimum, to have deep conversation about each.)
 - The importance of separating demographic groups for Focus Groups, in order to ensure accurate and open sharing.
 - Managing data: keeping accurate notes; aggregating data; and analyzing responses. (Explain that part of the analysis is that the Youth Action team must look at the data as a group, and discuss different responses from different groups, why responses are different, and how this data will apply to project planning. Facilitator can mention that we will look more at data analysis in the next session and tomorrow.
 - In conclusion – facilitator emphasizes that their responsibility is to identify needs and interests of a broad range of youth in their communities. To do this well, they will need to reach well beyond the set of youth who always do participate, find the broader group, talk to them, learn about them, and take their needs and interests into account when planning activities. If time allows, ask Y1 participants to add any thoughts or things they learned from their Youth Action Team projects about engaging a broad group of youth and learning about youth interests and needs.
 - To close the session, facilitator reminds participants about the discussion of civic engagement and volunteerism that we had on Day 1, and how participants recognized and discussed the value of volunteerism and community action. Again, in order to do this, Youth Action Teams MUST take the broad range of youth in the community into account.

Bibliography:

*Peace Corps. *The New Project Design and Management Workshop Training Manual*. Downloaded on 8/3/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/T0107_projectdesign.pdf.

Session Title: Project Design Part 1 - MENTORS

Time: 55 minutes

Session Objectives:

By the end of the 90-minute double session, participants will be able to:

- Explain YCED project requirements with examples of projects that are allowable and unallowable
- Analyze community assessment data
- Develop project goal and objectives.

Materials Needed:

- PPT Presentation: Project Design
- PPT Presentation printed as handouts for each participants; distribute at end of the session.
- Flipchart prepared with key points about the YCED project grants:
 - Grants will be up to \$1500 and need to correspond with YCED program goal
 - Projects that focus solely on procurement of items for the school (ex: water cooler, Xerox machine) or construction are unallowable.
 - Projects should include cooperation between ethnic groups, active engagement of youth as leaders, and engage out of school/marginalized youth
 - Project should be aimed at the community rather than only the school
 - Project should flow out of community assessment data on community needs and assets
- Flipchart with heading “Community Assessment Methods” and these bullet points: “Focus Groups,” “Surveys,” “interviews with Community Members”
- Flipchart with heading “Assessment Findings from Y1 Group” and 2-3 bullet points of sample findings
- Handout: Community Assessment Worksheet

- Project grant application (see Resources section for an example) and a completed grant application to show as an example, if possible.

Preparation: Flipcharts

Approach:

- Facilitate brief energizer if needed (5 minutes).
- 1. Introduction (10 minutes):** Facilitator transitions from the *Community Assessment* session by explaining that the next step in planning is project design. (Indicate flipchart with the ‘steps’ from earlier session.)
 - Explain that youth and mentors are separated for this session to give mentors space to discuss more technical issues around project design and project requirements. (Following the session, the mentors are responsible for clarifying project requirements to their youth.) In their concurrent session, youth are brainstorming ideas for potential projects, which they will share later this afternoon.
 - Throughout the next few days, the youth and mentors will pick a project idea for the purposes of the CSA and complete exercises around that idea. This will give the groups experience working with a sample project, rather than the actual project idea that they hope to implement.
 - It’s important remember that for the actual project applications, the design process needs to be collaborative, engaging youth and the community. For this reason, participants will need to go back to their communities, complete a community assessment, analyze the results, and design a project that uses assets in the community to respond to local needs.
 - Show the prepared flipcharts with grant requirements. Review the YCED grant project requirements on the flipchart and ask mentors if there are any questions.
 - 2. Overview of Project Design Process (10 minutes):**
 - Ask: *Has anyone ever designed a project? What did you do to design the project? What steps were involved?* Solicit responses and ideas from the large group. Ask Y1 adult mentors to add anything not covered by the group.
 - Facilitator explains that we will present a three-step process in project design, although there are a wide range of approaches.
 - Facilitator emphasizes the importance of everyone participating in the planning and giving input in the project design process. (Reference PYD training). Note that the mentors will need to be conscious of this throughout the whole process, periodically “checking in” on their own behavior, and will also need to coach the youth to effectively solicit input and be open to others’

ideas. (Mentors from the Year 1 CSA may have helpful tips on how to do this – invite them to share about this throughout the session wherever relevant.)

- Facilitator shows PPT Slide #2 and gives a brief overview of the three steps in project design, stating that we will work through each step in depth in this session. Explain that Community Teams will work together in this session.

3. “Dream” (20 minutes): Facilitator reminds participants that the best community action and community projects start from the interests and passions of the group implementing the project. We think that the best way to start with project design is to tap into your own passion for a good future for your community and for youth.

- (PPT Slide #3) Facilitator asks participants to close their eyes and imagine a good future for youth in their community. *What does a ‘good future’ look like?* Pause while participants imagine. If needed facilitator can prompt participants with the following questions: *“What will make things BETTER for youth in your school and community?” “If you achieve your dream, what will youth in your school and community be able to DO in the future?”*
- (PPT Slide #4 – see instructions). Ask Community Teams to share with each other what picture they imagined when they closed their eyes. Then, each community team should work together to develop a team vision statement based on their “combined” dreams. During this process, facilitators should circulate and coach community teams. Give about 10 minutes.
- Once teams have finished their vision statement, have them join with another team to share and discuss and give feedback on each other’s vision statements.
- Once all groups have a vision statement, ask for a few groups to share their statements with the large group. These statements should create positive energy.
- Point out that mentors can use this exercise to facilitate brainstorming with their Youth Action Teams when they return back to their communities.

4. Analyzing data and Brainstorming Project Ideas (15 minutes): Facilitator explains that the job of the Youth Action Team is to plan a REALISTIC way to make the dream a reality. (For example, a Community Team might dream that “our town will have a large university”, but that dream might not be realistic to achieve.) There are several considerations that a team should take into account to ensure that your plan is realistic and feasible. *What are some of these considerations?* Participants brainstorm a list on the flipchart. Then, show PPT Slide #5.

- Explain that to answer the questions on PPT slide #5, all teams will need to do an assessment in their community. Ask mentors if anyone in the room has participated in an assessment.

What does an assessment mean? Show the flipchart prepared with Community Assessment Methods and explain that an assessment involves gathering data to learn more about opinions, resources and needs in the community. Note that focus groups, surveys, and interviews with community members are a few methods used by Youth Action Teams in Y1.

- Explain that in the next session, we will be looking at a grant application completed by a Y1 group as a case study of project design. Before they wrote their application, the group completed an assessment using the methods we just heard about. Here's what the group learned from their assessment. Show the flipchart with findings from the Y1 group assessment.
- Introduce the blank Community Assessment Worksheet as a helpful tool to pull together the data gained from focus groups, surveys, interviews and other methods of assessment in one central document. Explain that during this session, in the other room, the youth are beginning to complete the worksheet based on the Asset Maps we created this morning and will share their findings and any outstanding questions with the mentors in the combined afternoon session. For now, however, mentors should hold onto the Community Assessment Worksheet as a tool for reference. They can use this tool with their groups when they go back home.
- Explain that after the groups do their community assessments in the fall, the next step in the project design process is for the group to brainstorm a list of activities or projects that they can implement based on what they learned during the assessment. Ask Y1 mentors to share a bit about their Community Assessments and how they got their data (ex: did they use focus groups, surveys, interviews? Which groups did they survey?) Mentors can also comment on what they learned from the assessment and how the assessment findings influenced the development of their project.
- Emphasize again that in the fall, when the Youth Action Teams are formed, it will be important for teams to do an assessment, and brainstorm a list of possible projects that take the findings of the assessment into account. After teams have brainstormed a list of possible projects, they will decide as a team on the project that they would like to pursue.
- Explain that today, youth are working on developing project ideas while mentors focus on understanding the project grant application. In the afternoon, mentors and youth will have another joint session and will have the opportunity to share what they learned with one another. Youth will present a project idea that they'd like to work with for the rest of the CSA. Encourage the mentors to apply their PYD skills and be ready to hear the youth ideas with an open mind. It's OK to give constructive feedback, but for the sake of time in our sessions, encourage the mentors to accept the project idea presented by the youth.

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- If time remains, facilitator should reveal and explain the *Flipchart: Criteria for Effective Youth Activities* (see Appendix B) and coach participants to consider these criteria in selecting a youth project when they return to their communities. If time allows, Y1 mentors share feedback on the criteria based on their experiences implementing their projects.

LUNCH: Facilitator will need to determine the best time to break for lunch as this session will continue after the lunch break - depending on the timing of the sessions.

Bibliography:

*Peace Corps. *The New Project Design and Management Workshop Training Manual*. Downloaded on 8/3/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/T0107_projectdesign.pdf.

*Peace Corps. *Working with Youth: Approaches for Volunteers*. Downloaded on 8/18/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/m0067_youthmanual.pdf.

Session Title: Project Design Part 1 - YOUTH

Time: 55 minutes

Session Objectives:

By the end of the 90-minute double session, participants will be able to:

- Analyze community assessment data
- Identify a priority issue area for community project activities and community activism.
- Present a potential project idea to the mentors.

Materials Needed:

- PPT Presentation: Project Design
- PPT Presentation printed as handouts for each participants; distribute at end of the session.
- Handout: Community Assessment Worksheet

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- Flipchart prepared with key points about the YCED project grants:
 - Grants will be up to \$1500 and need to correspond with YCED program goal
 - Projects that focus solely on procurement of items for the school (ex: water cooler, Xerox machine) or construction are unallowable.
 - Projects should include cooperation between ethnic groups, active engagement of youth as leaders, and engage out of school/marginalized youth
 - Project should be aimed at the community rather than only the school
 - Project should flow out of community assessment data on community needs and assets

Approach:

- Facilitate brief energizer if needed (5 minutes). Y1 participants can be tasked to do a short energizer.
- 5. Introduction (10 minutes):** Facilitator transitions from the *Community Assessment* session by explaining that the next step in planning is project design. (Indicate flipchart with the 'steps' from earlier session.)
- Explain that youth and mentors are separated for this session to give youth space to brainstorm project ideas and the mentors' time to discuss more technical questions with the staff. In their concurrent session, the mentors are learning about how to write the grant application. The mentors are aware that youth are going to be brainstorming ideas and presenting to them later this afternoon.
 - Throughout the next few days, the youth and mentors will pick a project idea for the purposes of the CSA and complete exercises around that idea. This will give the groups experience working with a sample project, rather than the actual project idea that they hope to implement.
 - It's important remember that for the actual project applications, the design process needs to be collaborative, engaging youth and the community. For this reason, participants will need to go back to their communities, complete a community assessment, analyze the results, and design a project that uses assets in the community to respond to local needs.
 - Show the flipchart prepared with grant overview/requirements and review the requirements with participants. Ask if there are any questions.
- 6. Overview of Project Design Process (10 minutes):**
- Ask: *Has anyone ever designed a project? What did you do to design the project? What steps were involved?* Solicit responses and ideas from the large group. Ask Y1 participants to add ideas after Y2 participants have suggested a few.

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- Facilitator explains that we will present a three-step process in project design, although there are a wide range of approaches.
 - Facilitator emphasizes the importance of everyone participating in the planning and giving input in the project design process. (Note that in their session, the mentors are going to learn some strategies to get everyone involved, but youth leaders should also be aware of their own behavior and “check in” periodically to see how they are doing in engaging other youth, asking for their input, and being open to hearing suggestions.) Ask Y1 participants to comment on this subject (if time allows) and share what they learned about engaging a broad group of youth in planning.
 - Facilitator shows PPT Slide #2 and gives a brief overview of the three steps in project design, stating that we will work through each step in depth in this session. Explain that Community Teams will work together in this session.
- 7. “Dream” (25 minutes):** Facilitator reminds participants that the best community action and community projects start from the interests and passions of the group implementing the project. We think that the best way to start with project design is to tap into your own passion for a good future for your community and for youth.
- (PPT Slide #3) Facilitator (could be a Y1 participant for this part) asks participants to close their eyes and imagine a good future for youth in their community. *What does a ‘good future’ look like?* Pause while participants imagine. If needed facilitator can prompt participants with the following questions: *“What will make things BETTER for youth in your school and community?” “If you achieve your dream, what will youth in your school and community be able to DO in the future?”*
 - (PPT Slide #4 – see instructions). Ask Community Teams to share with each other what picture they imagined when they closed their eyes. Then, each community team should work together to create a team “vision poster” based on their “combined” dreams. The “vision poster” can include both words and pictures and should reflect the answer to the question, “We, the youth of our community, envision for the future...” During this process, facilitators should circulate and coach community teams. Give groups about 10-15 minutes to create the poster. (If time is running short, skip the poster activity and ask participants to develop a “vision statement” instead, 1-2 sentences in response to the question, “What does a good future look like?”)
 - Once teams have finished their vision poster, have them join with another team to share and discuss and give feedback on each other’s vision posters.

- Once all groups have a vision poster, post the vision posters on the wall and invite participants to do a “gallery walk” around the room. Then ask participants to take their seats. Ask for a few comments/reactions on the vision posters. These statements should create positive energy.

8. Analyzing data and Brainstorming Project Ideas (15 minutes): Facilitator explains that the job of the Youth Action Team is to plan a REALISTIC way to make the dream a reality. (For example, a Community Team might dream that “our town will have a large university”, but that dream might not be realistic to achieve.) There are several considerations that a team should take into account to ensure that your plan is realistic and feasible. *What are some of these considerations?* Participants brainstorm a list on the flipchart. Ask Y1 participants to comment and add to their groups’ lists. Then, show PPT Slide #5.

- Explain that the way to get the answers to the questions on PPT slide #5 is to complete a community assessment. Explain that an assessment is another word for doing some research and talking to people in the community to learn more about their opinions. Introduce the Community Assessment Worksheet as a helpful tool to guide the assessment.
- Community Teams should now discuss the Community Assessment Worksheet and begin to complete it. (Give approximately 10 minutes for this exercise). Advise them to complete #1 and #2 as best they can, based on the Asset Maps, and make guesses on the rest of the sections. (Note that in the afternoon, when youth and mentors have another joint session, they can ask their mentors for help filling in missing information.) Remind them that, usually, they will have completed a community assessment before completing this worksheet. Facilitators circulate and coach teams in completing worksheets. Y1 participants are engaged with their group providing coaching.
- (Show PPT Slide #6). Once the teams have completed their worksheets, explain that the next step is to brainstorm a list of possible activities or projects. (Think about the project ideas you’ve already had, or heard about, or even new ideas that you’ve just thought of.)
- Note that in brainstorming, it’s good to remember “there are no bad ideas!” The purpose of brainstorming is to get as many ideas as possible – we can analyze the pluses and minuses of the ideas later, and different parts of different ideas can eventually feed into the overall project idea.
- To encourage getting as many ideas as possible, we’ll have a contest – the team with the most project ideas written on their flip chart after 5 minutes will get a prize. The ideas MUST be related to the YCED goal and MUST fit within a \$1500 budget. At least one project idea must

involve disadvantaged groups (facilitator gives examples of disadvantaged groups, e.g. orphans).

- One member of the team should write the list on the flipchart. Groups should make sure each idea they write on the flipchart is a new one (it should be new for that group, but it's OK if several groups in the room have the same or similar ideas). Y1 participants should coach rather than participate to make the competition fair.
- After about 5 minutes, ask the groups to count up the number of project ideas they have. Staff should confirm there are no repeated ideas listed on each group's flipchart. Award the team with the largest number of ideas (which must follow the contest rules) some candy and congratulate all youth on the number of creative ideas that have been generated. Have participants hang their idea flipcharts on the wall.
- Explain that after lunch, teams will discuss the possible project ideas and compare them with the data on their assessment worksheet to decide as a team on the project that they would like to recommend to their mentors later this afternoon.

LUNCH: Facilitator will need to determine the best time to break for lunch as this session will continue after the lunch break - depending on the timing of the sessions and availability of lunch.

Bibliography:

*Peace Corps. *The New Project Design and Management Workshop Training Manual*. Downloaded on 8/3/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/T0107_projectdesign.pdf.

*Peace Corps. *Working with Youth: Approaches for Volunteers*. Downloaded on 8/18/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/m0067_youthmanual.pdf.

Appendix A: Sample Daily Activities Calendar

Daily Activities Calendar: for a female youth

6:00-7:00	Wake-up, get ready for school, help prepare breakfast for family, eat breakfast.
7:00-7:30	Go to school
7:30-14:00	School
14:00-15:00	Return home from school, visit with friends.
15:00-17:00	Housework and talk to friends on the phone
17:00-18:00	Schoolwork
18:00-20:00	Prepare meal, eat with family, clean up after meal
20:00-22:00	Schoolwork
22:00	Bedtime

Appendix B – Flipchart Criteria for Effective Youth Activities

An effective youth activity....

- Can include youth in the planning, implementation, and evaluation.
- Can have an immediate and visible impact on youth.
- Can include all youth (different ethnicities, different levels of achievement)
- Is easy to implement, not too complicated.
- Is not costly in terms of time, energy, money, or status.

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- Is appropriate for or compatible with cultural beliefs.
 - Is already a priority for or interesting to other institutions or organizations in the community that have an interest in youth.
 - Brings energy and enthusiasm to the planning team.

Community Schools Academy Curriculum

DAY 3 – PM

Agenda:

Session Title	Time	Page Number
15. Energizer (Community Team-Led)	15 minutes	72
16. Project Design (cont.). – MENTORS	35 minutes	73
17. Project Design (cont.) – YOUTH	35 minutes	75
18. Project Design Workshop	45 minutes	76
19. Identifying Activities and Results (Part 1)	45 minutes	78
20. Team-Building and Closing	15 minutes	80

Room Set-Up: Participants will sit at tables in their Community Teams. If possible, tables should seat 8, with two community teams per table. Facilitator may have different community teams sit together in the afternoon than in the morning.

Materials:

- Candy for prizes and energizers

Session Title: Welcome and Energizer

Time: 15 minutes

Session Objectives: n/a (logistics and energizer)

Materials Needed:

-
- TBD

Preparation:

- A community team will run this afternoon's energizer. Facilitators should check in with the team at breakfast time to review the energizer, ensure that it is very active, and arrange for room set-up and supplies.

4. Energizer (Community Team-Led) (15 minutes): Based on the Community Team's choice.

Session Title: Project Design (cont. from AM session) - MENTORS**Time:** 35 minutes**Session Objectives:**

By the end of the 90-minute double session, participants will be able to:

- Identify a priority issue area for community project activities and community activism.
- Develop a project goal and objectives.

Materials Needed:

- PPT presentation
- Copies of a previously submitted YCED grant application

Preparation: See notes for AM session**Approach:**

- **Transition:** Facilitator reminds participants that we will continue working on project design, continuing from before lunch.

4. Grant Application Basics (35 minutes)

- *Pointing North (5 minutes):* Facilitator asks everyone to stand up and close their eyes. Once everyone's eyes are closed, facilitator asks everyone to "point north". Participants will be pointing in all different directions. Ask participants to open their eyes. This activity should get a laugh. Participants can resume their seats.
- Facilitator explains that an important next step in project design is to write goals and objectives and to begin outlining the project in a grant application. The application is necessary, of course,

to apply for grant funding, but it's an important document that helps the project team. A good grant application helps the team "know which way is north," so everyone is going in the same direction.

- Ask if anyone has written a grant application before. If the answer is yes, acknowledge that there is experience in the room and mentors are welcome to comment/share throughout this session based on their experience writing grants. Note that we are also lucky to have Y1 mentors here and encourage them to share their experience throughout the session.
- Remind participants of the community assessment findings from an example Y1 group (point to the flipchart presented with findings in the last session). Explain that after reviewing their assessment data, the group identified several project ideas and chose one that they felt leveraged their community's assets to meet the local needs. Explain that now we'll review the grant application this group created for their project and go through it step by step, to give an idea of how a project idea looks on paper. (Hand out copies of a completed grant application.)
- *Goals (10 minutes):* Go through the project title and goal on the grant application, and ask mentors to comment on the content. What is the goal of the project? What is the intended change the applicants hope to facilitate in their community?
- Facilitator explains "project goals" using PPT Slides #7-8, which explain the concept of goals and provide two examples of goals. Ask participants to look back at the Y1 group's goal on the application. Ask if they think that the group's project goal is clear, based on the information they've just seen. Ask mentors how they could improve this goal. Take a few suggestions.
- Ask mentors to look back at the grant application. Ask the group what the team needs to do in order to achieve their project goal. How is this reflected in the application? Direct mentors to look at the Objectives section of the application.
- *Objectives (10 minutes):* Facilitator explains "project objectives" using PPT Slides #10 (criteria for good objectives) and Slide 12, which shows examples of good and bad objectives. (Slide #11 shows sample good objectives.) Ask participants if they think that the example group's project goal is clear, based on the information they've just seen. Ask mentors how they could improve these objectives and make them clearer. Take a few suggestions.
- *Reality Check:* Show PPT Slide #15 and explain the "reality check" exercise.
- *Facilitating Goal and Objective Development with Youth (10 minutes):* Explain that in the next session, youth and mentors will come back together, and youth will present their project ideas. Mentors will need to help youth structure their ideas into a rough set of goals and objectives.

The idea isn't to have perfect goals and objectives, as these are simply for practice. The Teams will prepare actual goals and objectives after working through their Community Assessments.

- Tell mentors that they will need to explain the concept of goals and objectives to the youth in a clear, understandable way. Ask mentors if they found the "Pointing North" activity to be helpful. If yes, ask for a volunteer to facilitate "Pointing North" during the next session with the youth.
- Explain that youth have been working on vision posters in their session, while mentors worked on vision statements. The vision poster will visually represent the statement: "We, the youth of our community, envision for the future..." Youth will share their vision posters with the mentors, as well as a project idea they'd like to work with over the next few days.
- To move from the vision poster and the project idea to the project goal, mentors will need to help youth formulate the answer to a central question: What is the change you hope to create in the long term? Explain that mentors will need to coach youth to think specifically.
- Ask mentors if they have any ideas about how to explain project objectives to the youth. Take a few suggestions and encourage mentors to coach their youth to answer another central question: What do you need to do to achieve your goal? (What results need to be achieved in order to meet the goal?) Ask Y1 mentors to add any tips from their own experience helping youth understand project goals and objectives. If there is time, invite a mentor to explain the concept of project goals and objectives to the facilitator (who pretends to be a youth) using the example project as a sample.
- Ask mentors to think about how they will explain the concept of goals and objectives to the youth, and if they have any questions.

Bibliography:

*Peace Corps. *The New Project Design and Management Workshop Training Manual*. Downloaded on 8/3/11. http://multimedia.peacecorps.gov/multimedia/pdf/library/T0107_projectdesign.pdf.

Session Title: Project Design (cont. from AM session) - YOUTH

Time: 35 minutes

Session Objectives:

By the end of the 90-minute double session, participants will be able to:

- Identify a priority issue area for community project activities and community activism.
- Present a potential project idea to mentors.

Materials Needed:

- Vision posters from the previous session
- Idea flipcharts from the previous session
- Completed community assessment worksheets from the previous sessions
- Flipchart prepared with Appendix B: Criteria for an Effective Youth Project

Preparation: Flipcharts**Approach:**

- **Transition:** Facilitator reminds participants that we will continue working on preparing project ideas to present to the mentors.

4. Selecting a Project Idea (35 minutes)

- Explain that youth and mentors will meet again for a combined session in 35 minutes. The mentors have been learning about project design and grant applications. They are going to share what they have learned with you, and you are going to share your brainstorming with them.
- Mentors and youth will be working together to develop your project ideas more fully – to have a project to work with over the next few days. (Remind the youth that when they go back to their communities and form Youth Action Teams, they will need to do an assessment, base their actual project on the results of the assessment, and include the Youth Action Team members in developing the idea and the design.)
- Tell youth that in the next session, they will present three pieces of information to their mentors: 1) the vision poster they created; 2) the Community Assessment worksheet they created; and 3) one of the project ideas they'd like to work with over the next few days.
- Ask youth to take out their completed Community Assessment worksheets and find their flipchart of project ideas. Teams should now discuss the possible projects against the data on their Community Assessment worksheet to decide as a team on the project that they would like to pursue. Y1 participants can be involved at the tables coaching different groups.
- As they review the Community Assessment worksheets, the teams should also flag any missing information that they would like to ask the mentors about and follow up with during their actual assessment back home. (Remind them that they are not going to have all the answers at this point, and that's OK.)
- As teams select projects, facilitator should reveal and explain the *Flipchart: Criteria for Effective Youth Activities*. (See Appendix B in Day 3 AM), and coach participants to consider these criteria

in selecting a youth project. Ask Y1 participants to comment on their experiences related to the criteria, if time allows.

- After each team has selected a project, ask them to brainstorm answers to the following questions, which they will share with their mentors:
 - Why did we pick this project?
 - What do we hope will result from this project?
 - What about this project most excites us?
 - What else do we need to know to begin planning this project?
- If time remains, invite teams to share their selected project idea with another team and explain their answers to these questions. Y1 participants can provide feedback.

Session Title: Project Design Workshop – MENTORS AND YOUTH TOGETHER

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Develop a goal and objectives for a sample project.

Materials Needed:

- Vision posters (youth) and vision statements (adults)
- Completed Community Assessment Worksheets
- Flipcharts with lists of project ideas (prepared by youth in the previous sessions)
- Flipchart with heading “GOAL” and the question “What change do we hope to create in the long-term?”
- Flipchart with heading “OBJECTIVES” and the question “What are the results that need to be achieved in order to meet the goal?”

Preparation:

Identify a mentor in advance to lead the “Pointing North” exercise.

Approach:

Note: Youth and mentors from the same communities should be seated back together for this session, in their Community Teams. The two communities that worked together in the separated sessions should be at the same table for this session. Y1 participants can join a group to provide feedback and coaching.

1. Introduction (3 minutes)

- Welcome youth and mentors back into the room and congratulate them on their hard work so far. Point out that this is one of the most intensive days of the CSA and participants may feel a bit of “information overload” with all the new concepts introduced. Youth and mentors have been working on separate tasks during the last two sessions, and now we’re back together to share and learn from each other.
- Explain that mentors have learned about writing a grant application and developing goals and objectives for a project. Meanwhile, youth have been brainstorming project ideas based on their preliminary Community Assessment worksheets. Both groups did a “Dream” exercise though, so this is where we’ll start – sharing some of our visions for the future.

2. Sharing Visions for the Future (5-7 minutes)

- In Community Teams, ask the youth to briefly explain their vision posters to the mentors. Mentors should listen and then share their vision statements with the youth. Encourage them to ask each other questions to clarify anything. Then ask the group if they notice similarities or differences in the visions, and if they learned anything from the exercise. Take a few comments from the large group.

3. Sharing Project Ideas (5-7 minutes)

- In Community Teams, ask the youth to explain the project idea they’ve selected to their mentors, and go over any areas of the Community Assessment Worksheet they would like the mentors to assist with. Mentors can ask questions about the project ideas and make comments/suggestions.
- Transition by reminding everyone that we will further develop these project ideas together and that the actual project the team chooses will be informed by their assessment in the community and the input of the Youth Action Team.

4. Pointing North (3 minutes)

- Invite the pre-selected mentor to facilitate the brief “Pointing North” exercise. (Emphasize the importance of having clear goals and objectives, if the mentor doesn’t do so in his/her facilitation.)

5. Goals and Objectives (25 minutes)

-
- Explain that in Community Teams, mentors will now facilitate the process of developing a goal and objectives for the selected project. Remind the entire group that the goal answers the question: “What change do we hope to create in the long-term?” and the objectives answer the question: “What are the results that need to be achieved in order to meet the goal?” (Show the two flipcharts with these headings and questions.)
 - Give Community Teams about 5 minutes to brainstorm a project goal and write it down. Staff circulate and provide coaching to the groups.
 - Ask Community Teams to share their project goal with a neighboring Community Team and give/receive feedback to strengthen the goal. (2 minutes)
 - Ask the Community Teams to work on developing 2-3 objectives to go with their project goal. Give about 7 minutes for this activity. Staff circulate and provide coaching to the groups.
 - Ask Community Teams to quickly share their objectives with a neighboring Community Team and give/receive feedback to strengthen the objectives. (2 minutes)
6. Transition to the next activity by explaining that after the break we will begin identifying activities and results that will help us fulfill the project objectives and work towards our goals.
-

Session Title: Identifying Activities and Results (Part 1)

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify activities/tasks needed to implement project successfully.
- Sequence project tasks.
- Identify expected results from planned project activities.

Materials Needed:

- Flipchart prepared with the definition of “Tasks” – “Tasks are concrete and very specific activities that must be completed to implement the project and achieve the project objectives.
- Flipchart prepared with the definition of “Results” – “Results are the concrete and very specific outputs of the completed tasks.”
- Flipchart paper cut into fourths (at least 8 pieces, for large group Task brainstorming activity).
- Small pieces of paper (15-20 per Community Team, for writing tasks).

Preparation:

- This session is a continuation of the previous sessions. Participants should continue to work with their Community Teams.

Approach:

1. Identifying and Sequencing Tasks (25 minutes):

- Facilitator begins the session by explaining that we are now going to start working through the concrete steps of making project ideas and designs really happen. The first step is to *identify a list of tasks* that your Youth Action Team will need to complete to achieve your project. Then, once you have identified the tasks, you will need to *sequence the tasks* to determine which comes first, second, and so forth.
- Facilitator shows the flipchart with the definition of “task” and asks participants to review it silently. Then, facilitator explains that, to illustrate the concept of tasks, we’ll brainstorm the tasks required to plan the CSA as a large group.
- Facilitator solicits ideas of what the “tasks” were to plan the CSA from participants. Co-trainers write on smaller pieces of flipchart paper and hangs on the wall, until there are 6-8 tasks. (Some examples: “visit communities and select participants for the CSA,” “identify a venue to hold the CSA,” “arrange transportation for participants,” “plan the content for the CSA,” “purchase materials for the CSA.”)
- Once there are several tasks hanging randomly on the wall, facilitator explains that the next step is to sequence the tasks, or to put them in the correct order. Facilitator asks the group to look at the list of tasks on the wall and choose which is first? Second? Last? Etc. (You do not need to sequence the entire set of tasks, but you do need to do enough so that the group understands the concept of sequencing.)
- Facilitators distribute small pieces of paper to Community Teams (15-20 pieces for each team), and instructs Community Team to brainstorm some tasks necessary to achieve the sample project idea that they have designed in the previous session. Once they have brainstormed a set of tasks (writing one task per piece of paper), they should work as a team to sequence the tasks.
- Facilitators should circulate, coach, and review tasks and sequencing as Community Teams work.

2. Identifying Results (15 minutes):

- Facilitator explains that it’s also important to determine what results we expect from each project task/activity. Otherwise, how will we know if the activity has been completed or not?

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- Show the flipchart with the definition of results. Provide an example illustrating the idea of results. For example:
 - Adriana’s task was to conduct selection of new YCED communities and participants in Romania. Ask participants if they remember seeing Adriana in their community and talking with her.
 - But how do we know that the task of “select new communities and participants” was completed? What were the results?
 - Give some examples of the specific results that Adriana needed to achieve:
 - Ex: visit 20 communities
 - Ex: select 10 new communities to participate in the program
 - Ex: conduct interviews with 75 potential participants
 - Ex: select 48 participants for the CSA
 - Explain that tomorrow morning we will pick up this session again and participants will start identifying results for the tasks/activities in their own sample project.
 - *De-Brief (5 minutes):* Facilitator asks participants how they found the exercises today. Was it easy or difficult to identify activities? Was it easy or difficult to put the tasks in order? Do participants have any questions at this point about results?

Bibliography: n/a

Session Title: Closing

Time: 15 minutes

Session Objectives:

By the end of the session, participants will be able to:

Materials Needed:

- Identify key learnings from the day.
- Re-energize.

Preparation:

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- Clear a space in the room so that participants can stand in a circle.

Approach:

1. Team-Building Energizer:

- Facilitator points out that today has been an intense day, and it's clear that teamwork has really come into play and that teams are much stronger. Facilitator directs participants to stand in a circle, shoulder to shoulder, with their arms around each other's shoulders. (Staff should join this exercise.) Explain that you have a difficult task for them to accomplish but that they might be able to do it given their stronger teams – they will take 3 giant steps forward, and the circle must remain intact. Instruct everyone to take one giant step forward; then a second (at this point everyone will be laughing and the circle will fall apart.)

2. De-Brief and Logistics:

- Facilitator says that they have had some intense time working together in their Community Teams today, and points out that a key principle in working with youth (and with anyone!) is to express appreciation. Participants should join with their teams and say one thing that they appreciate in working with their teams.

Bibliography:

n/a

Community Schools Academy Curriculum

DAY 4 – AM

Agenda:

Session Title	Time	Page Number
21. Welcome and Energizer	30 minutes	82
22. Identifying Activities and Results (Part 2) and Project Implementation Wrap-Up	1 hour	83, 85
23. Budgeting and Identifying Resources (Mentors)	45 minutes	86
24. Work on Project Posters (Youth)	45 minutes	88
25. Engaging Community Leaders and Sources of Support	1 hour	89

Room Set-Up: For this day, participants should be grouped at tables, in Community Teams. Preferably, tables will be set for 8 people, with two community teams at each table.

Materials:

- These sessions include many flipcharts and materials. The facilitator should ensure that materials are set up and organized before the start of the session, to avoid delays. The facilitator should also prepare brainstorming flipcharts, with headings, prior to the start of the sessions.

Session Title: Welcome and Energizer

Time: 30 minutes

Session Objectives: n/a (logistics and energizer)

Materials Needed:

- TBD

Preparation:

- A community team will run this morning's energizer. Facilitators should check in with the team at breakfast time to review the energizer, ensure that it is very active, and arrange for room set-up and supplies.

Approach:

- 5. Welcome (10 minutes):** Welcome participants, brief review of Day 1-3. Explain that we covered a huge amount of material yesterday in project design and management. Facilitator asks:
 - *What did you find most interesting of what we reviewed yesterday?*
 - *What new ideas do you have, based on what we reviewed yesterday?*
 - *Who can give all 8 steps of the Project Design and Management cycle?*
- 6. Energizer (Community Team-Led) (15 minutes):** Based on the Community Team's choice.
- 7. Logistics and Agenda (5 minutes):** Facilitator reviews the agenda for the day and any logistics and housekeeping items.

Bibliography: n/a

Session Title: Identifying Activities and Results (Part 2)

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify tasks needed to implement project successfully.
- Sequence project tasks.
- Identify expected results from planned project activities.
- Assign roles and responsibilities to Youth Action Team members

Materials Needed:

- Flipcharts with definitions of "Tasks" and "Results" from the Day 3 PM session
- Small pieces of paper with tasks prepared by Community Teams in Day 3 PM
- Blank pieces of flipchart paper and markers

Preparation:

- This session is a continuation of the previous sessions. Participants should continue to work with their Community Teams.

Approach:

3. Identifying Results (20 minutes):

- Facilitator begins the session by reminding participants that yesterday, they learned about tasks/project activities and started to talk about the concept of results.
- Facilitator asks for a volunteer to remind the group of the definitions of “tasks” and “results” and shows the flipcharts prepared with the definitions. Facilitator clarifies any questions about the definitions of tasks and results.
- Facilitator asks Community Teams to take out the pieces of paper with tasks that they prepared yesterday for their sample project idea (these should still be in the room from yesterday). Remind participants that yesterday they brainstormed tasks and put them in a logical order. Now, we’ll work on brainstorming the results of these tasks.
- Ask why it is important to identify results for the project activities/tasks. Remind participants of the example of Adriana and community and participant selection that was presented in Day 3. Emphasize the link between activities/tasks and concrete results. Results show us that the task was completed.
 - For example, 48 participants were selected for the CSA and 5 days of content was prepared for the CSA.
 - If we said simply “select participants” and “prepare content,” without specifying the results, as a group we may not agree how many participants are needed and how much content is needed to complete the task.
- Facilitators distribute flipchart paper and markers and instruct Community Teams to brainstorm the results needed for tasks developed for their sample project idea. Facilitator can suggest that Community Teams split up the tasks and work in pairs to brainstorm results for these tasks. Teams should write the tasks and corresponding results on their flipchart paper in list format.
- Facilitators should circulate, coach, and review tasks and results as Community Teams work.
- Bring the group back together and ask a few teams to share one of their tasks and the identified result. Ask participants to comment on the result – does it help us to know that the task was achieved or not?

4. Assigning Roles, Responsibilities, and Timelines (20 minutes):

- Facilitator explains that, once your planning team has identified and sequenced the tasks, and identified results, you must collectively decide who is responsible for each task and what the timeline and deadlines are.
- Facilitator asks participants: *What is the best strategy for deciding who is responsible for which tasks?* Allow participants to brainstorm. Summarize the discussion, making sure the following points are covered: tap into team members' strengths AND interests; ensure an even distribution, so that one or two people are not overloaded; remember that multiple people can work on a task, but it's better if only one or two people "lead" the task.
- Ask participants to look at the tasks they have identified and as a group, discuss and decide who will do each task in the sample project.
- *De-Brief (5 minutes):* Facilitator asks participants how they found this exercise. Was it easy or difficult to assign roles? What are some considerations that they will make when completing this process with their Youth Action Teams? Note that when the Youth Action Teams form, of course teams will need to identify deadlines for each task as well as team member roles, and that RCRISS and IREX MD will be ready to provide coaching on this.

Bibliography: n/a

Session Title: Project Implementation – Wrap-Up

Time: 15 minutes

Session Objectives:

By the end of the session, participants will be able to:

- List the key components of effective project implementation
- Explain the concept of ethical project management

Materials Needed:

- Handout: Project Management Notes
- Flipchart: *Tools for Project Management*
 - *Clearly defined roles and expectations*
 - *Frequent internal communication*
 - *Budget and resource monitoring*
 - *Keeping to your timeline*
 - *Flexibility and problem-solving*

-
- *Keep team's motivation up*

Preparation:

n/a

Approach:

- Facilitator points to the *Steps in Project Management* flipchart, and reminds participants of the steps we've taken so far – all of the steps in planning a good project. Now, we're going to spend a few minutes discussing project implementation – it's time to "do" it!
- Facilitator asks participants and Y1 participants to share any past experiences with project implementation – *What challenges did you face, and how did you overcome these challenges?*
- Facilitator shows the flipchart: *Tools for Project Management* (see Materials section, above), and facilitates a discussion (~ 5 minutes) about key considerations in project management. Following the discussion, facilitator asks participants to turn to the *Project Management Notes* handout (in their binder) and jot down some reminders for themselves when they reach the project implementation stage in their Youth Action Teams.
- After allowing a few minutes for participants to take notes, facilitator points to the second topic on their *Notes* handout: "Ethical Project Management". Facilitator asks participants what they believe that ethical project management means. Solicit a few replies.
- Facilitator then asks if anyone has experienced a problem with ethical project management, when they have participated in a project in the past. Ask if anyone feels comfortable sharing what happened and how the ethical problem affected the project.
- Facilitator asks participants to jot down a few notes about steps they should take to ensure that participants in the Youth Action Teams feel that projects are managed ethically. Solicit ideas and write on flipchart. (Ideas should include: transparency about budget and expenses; frequent communication; sharing tasks among team members; transparency and honesty; sharing information with the community and community leaders).
- Transition to the next session by explaining that after the break adults will go into a separate session on budgeting and that youth will work on making a visual representation (a poster) of their project ideas, including the goals, objectives and activities (or tasks).

Bibliography:

n/a

Session Title: Identifying Resources and Budgeting - MENTORS

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify and list local resources that will support project implementation.
- Identify costs for project implementation.
- Develop a budget.
- Describe key considerations in managing grant funds.

Materials Needed:

- Copies of a completed grant application (handed out yesterday)
- Handout: YCED Budget Template
- Handout: Money Management Tips
- Flipchart: *Types of Resources*
 - *Time*
 - *People/Skills*
 - *Infrastructure*
 - *Space*
 - *In-Kind Contributions*
 - *Financial*

Preparation:

n/a

Approach:

1. Resource Identification and Budget Development

- Facilitator begins the session by reminding participants that IREX and Romani CRISS will provide small grants to support Youth Action Team projects, but that Youth Action Teams will also work with locally-identified resources in project implementation. Explain, “In this session, we’ll talk about how to identify local resources, how to prepare budgets and how to manage grant money.”

2. Resource Identification (10 minutes):

- Facilitator explains that there are several types of resources, and reminds participants that they can do a lot for their schools and communities without much funding. Facilitator uncovers the *Flipchart: Types of Resources* (see Materials section, above) and asks participants to brainstorm what types of resources are in each category on the flipchart. This should be a quick brainstorm, to generate a few ideas. Y1 participants should add their ideas too.
- Facilitator asks participants to think of other ideas that they may have about community resources in their own communities, and to brainstorm in their team a list of potential resources that could support the project. Encourage participants to try to think of resources for each of the categories on the flipchart. Y1 mentors circulate and provide coaching/tips to the different groups

3. Developing a Budget (15 minutes):

- Facilitator says, “Now, let’s talk about costs.” Community Teams create a short list of the things that they will need to spend money on during their project. Ask, “What will you need to spend money on?” (2-3 minutes)
- Returning to the large group, ask for a few examples of costs that were identified to support the implementation of the projects.
- Facilitators ask participants to turn to the sample completed grant application and ask them review it silently. Facilitator briefly discusses the budget, asking for examples of expenses for additional budget categories as appropriate. Facilitator should ensure that the examples are very specific (e.g. not just “supplies” but “folders” and “paper for photocopying”.)
- Distribute the YCED Budget Template Handout (or blank application). Facilitator asks Community Teams to begin to develop a budget template based on their sample projects, brainstorming costs and making their best guesses. Explain that, when preparing a real budget, the costs must be based on reality – so Youth Action Teams will need to research actual costs. Facilitators should coach Teams on being very specific in their budgeting, per the example above. Y1 mentors should also circulate and coach.
- To close this section of the session, facilitator emphasizes that the Planning and Budget templates will be submitted to Romani CRISS or IREX with the grant application. IREX and Romani CRISS will review the grant proposals, and, if the project is well-planned and the costs are realistic and reasonable, will award grants.

4. Grant Management (10 minutes):

- Facilitator asks participants if anyone has experience with grant management. What are some things that we need to consider when managing grants and managing money? Solicit ideas from participants.
- Direct participants to review the *Grant Money Management Tips Handout*. Solicit questions. Ask Y1 mentors to add tips from their own experience. Facilitator emphasizes the importance of careful planning and grant management for programs to be successful.
- Facilitator closes the session by explaining that we've briefly covered three very important topics – identifying resources, planning budgets, and managing grants. Youth Action Teams will need to be very careful and attentive to these issues when planning their projects and managing their grant funds, as all teams will be required to submit receipts of their expenses and demonstrate that they have managed their grants appropriately.

Bibliography: n/a

Session Title: Work on Project Posters - YOUTH

Time: 45 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Create a project poster that visually represents their project idea, title, goal and objectives, and activities/tasks.

Materials Needed:

- Goal and objectives, and activities/tasks drafted in the previous session
- Flipchart paper
- Markers

Preparation:

n/a

Approach:

5. Overview of Poster Fair and Work on Posters

-
- Explain that youth will now be creating a visual representation of their selected project, which will be displayed this afternoon for feedback from the group during a Project Poster Fair this afternoon.
 - The posters need to include: 1) Project Title 2) Project Goal 3) Project Objectives 4) Project Activities. These points need to be written, but encourage the youth to use creative visuals to help communicate their ideas.
 - Staff circulate, coach and make sure youth stay on task for the remainder of the session.

Session Title: Engaging Community Leaders and Sources of Support

Time: 1 hour

Session Objectives:

By the end of the session, participants will be able to:

- Identify key school, community and business leaders whose support will be important for the success of the work of the Youth Action Team.
- Discuss the priorities and concerns of community leaders.
- Develop a strategy for approaching and engaging school/community/business leaders.

Materials Needed:

Chairs (enough for all participants), manuals, blank sheets of paper.

Preparation:

- “Roles” (see Appendix A) prepared for role play exercise (cut roles into slips of paper; mix slips in hat for participants to choose.)
- Flipchart titled “Strategy to Engage Community Leaders” (see handout) inscribed with the following questions:
 - *WHO?*
 - *WHY do we need his/her support?*
 - *WHAT are his/her ideas and concerns?*
 - *WHAT should we say to explain the Youth Action Team?*
- Handout: *Strategy to Engage Community Leaders*

Approach:

1. Whose Support Do We Need, and Why? (5 minutes)

- Facilitator reminds participants about earlier exercises. “We have identified school and community leaders in the *Community Asset Mapping* exercise.” Facilitator asks: *Who do we mean when we talk about school and community leaders?* Participants brainstorm a list; write on flipchart. Ensure that school, community, business and opinion leaders are included: (formal leaders, informal leaders – may be local government, religious leaders, school directors, prominent characters, etc.).
- Ask: *Why is it important to talk about school, community and business leaders here in this training?* The large group should brainstorm ideas, and should discuss the importance of ensuring leaders’ support (all types of leaders – school, community and business.)
- Facilitator then asks participants: *If we don’t have the support of community leaders, what might happen?* The large group should discuss the possible pitfalls of not gaining support from school/community/business leaders. (For business leaders, this could be framed in terms of missed opportunities for the Youth Action Team to gain resources, rather than the more serious consequences that might result from a lack of support from school/community leaders.)

2. Understanding Community Leaders (25 minutes)

- The facilitator explains that understanding local leaders, including school, community and business leaders, will help you to work with them more effectively. If we understand a leader’s priorities, we can address those priorities when we speak to him or her.
- *Role Play:* Participants work in community teams. Each team picks a “role” out of a “hat” and develops a short role play. In the role play, imagine that the ‘leader’ is talking to someone that he or she trusts – a family member or a close colleague. The leader should address one or both of the following questions (write these instructions and questions on a flipchart):
 - “What problems exist in my community, and what do I think should be done?”
 - “What is my opinion of youth in my community?”
- Community Teams have 5-10 minutes to develop a short (2-3 minute) role play performance.
- After 10 minutes, the facilitator brings the group together and asks teams to join with a neighboring team and share their role-play together. Facilitators choose a pair of teams to coach during the role plays. After each role-play, the facilitator should de-brief with the following questions:
 - Who was the leader in this role play?

-
- What were his/her concerns?
 - What do you think his or her interests and/or priorities are?
 - If you were approaching him or her to get his/her support for your Youth Action Team, what would you say? What would you emphasize?

3. Different Types of Support (15 minutes):

- Note that we have been discussing a few different types of leaders, including business leaders. Ask participants (and Y1 participants) if anyone has experience working with business leaders on a community project, and invite them to share that experience. Was it easy or difficult to work with business leaders? How did it help the project?
- Acknowledge that depending on the local dynamics, some business leaders may be used to working with community groups, and for other businesses this may be something totally new.
- Facilitator tells the story of working with a youth group in a small community. Someone suggested to the group that they ask a local shop if they would be willing to donate a printer cartridge to the youth group's community project work, as it was a social project. The group immediately disagreed, saying that the shop would *never* give a cartridge for free. However, finally, the group approached the local merchant, explained the project and how it was for the benefit of the community, and the shop donated the cartridge. Alternately: Facilitator can identify a story in advance about fundraising from one of the Y1 participants and ask them to tell it.
- Facilitator explains that the lesson that the group learned is that the worst answer that you can get is "no"; AND, if the 'ask' is polite and interesting, the local business or official might not contribute that day, but might decide to contribute in the future.
- Facilitator reminds participants that *resources* means much more than money. In the example that we just gave, a local business gave an *in-kind* contribution to the youth group. Ask: *What are some other examples of ways that people, businesses, or local officials could support your projects?* Develop a list on the flipchart.
- Facilitator reviews the list and reminds participants that, when we talk about getting support from businesses, it's important to think of every kind of resource contribution – including, but not limited to – money.

4. Developing a Strategy (15 minutes):

-
- Facilitator explains that now that we have an idea of our goals in gaining support, the next step is for Community Teams to begin to prepare a strategy of how to engage community leaders. Reveal the pre-prepared flipchart titled “Strategy to Engage School/Community/Business Leaders” and explains the exercise. Each Community Team will identify a set of key school, community and business leaders, and begin to devise a strategy for approaching and engaging these individuals.
 - Facilitator asks participants to work together in Community Action Teams to complete the *Strategy to Engage Community Leaders Handout*. Facilitators should circulate and coach teams in their discussions.
 - When 5-10 minutes remains in the session, bring the groups back together and solicit ideas on who each group plans to approach and what they will say to him or her.
 - Close the session by re-emphasizing the importance of engaging school, community and business leaders, and highlight some of the benefits that came up in the discussions in this session. Remind participants that, once they have assembled a Youth Action Team, they should continue to work on this strategy, and assign roles to team members.

Bibliography:

n/a

Appendix A

Roles for Engaging Community Leaders Session:

Facilitator should cut this page into strips and mix the “roles” into a hat for the role play activity. Include only those roles that are most appropriate for your participants. You may also add your own ‘roles’.

School Director	Vice Mayor
School Director	NGO Leader
School Inspectorate	Municipality Leader
Religious Leader	Mayor
Roma leader	School Deputy Director
Mayor	Head Teacher
Local Shop Owner	Student Council President
Parent-Teacher Association President	

Community Schools Academy Curriculum

DAY 4 – PM

Agenda:

Session Title	Time	Page Number
26. Energizer (Community Team-Led)	15 minutes	93
27. (MENTORS) Facilitating Teams, Facilitating Participation	1 hour	94
28. (YOUTH) Facilitating Teams, Facilitating Participation	1 hour	95
29. <i>Project Fair</i>	30 minutes	97
30. Intercultural Activities	30 minutes	98
31. Team-Building and Closing	30 minutes	99

Room Set-Up:

- For this afternoon, youth and adults should be mixed, and Community Teams should be separated so that participants work with different people.
- Youth and Adults will be separate for the 2nd session of this afternoon.

Materials:

Session Title: Welcome and Energizer

Time: 15 minutes

Session Objectives: n/a (logistics and energizer)

Materials Needed:

- TBD

Preparation:

- A community team will run this afternoon's energizer. Facilitators should check in with the team at breakfast time to review the energizer, ensure that it is very active, and arrange for room set-up and supplies.

Approach:

8. Energizer (Community Team-Led) (15 minutes): Based on Community Team's choice.

Session Title: MENTORS - Facilitating Teams, Facilitating Participation

Time: 1 hour

Session Objectives:

By the end of the session, participants will be able to:

- Describe the 5 stages of team development, and identify appropriate facilitation methods for teams in each phase.
- Explain the conflict cycle and strategies to manage conflict in youth teams.
- List key components of effective facilitation and how to support youth as they facilitate.

Materials Needed:

- Handout: Group Dynamics
- Handout: Seven Techniques for Participation
- Handout: Do's and Don'ts of Facilitation
- Handout: Conflict Cycle

Preparation:

- Facilitator should be familiar with the 'Seven Techniques for Participation' and model these techniques throughout this session.

Approach:**1. Jigsaw Learning Exercise (1 hour)**

- Facilitator transitions to this session by explaining that we will spend the afternoon talking about leading, building, and facilitating teams. We anticipate that youth will serve as leaders, and that you will support them, co-lead with them, and help them to lead the Youth Action Teams effectively.

-
- Facilitator explains that, in this session, we'd like to cover three topics – (1) group dynamics and team processes; (2) youth and the conflict cycle; (3) techniques in facilitating youth leaders.
 - To do that, we will use a jigsaw learning format. Participants will split up into three groups (one group per topic.) We will provide resources to each group on your topic. You will prepare a presentation on the topic that you have been assigned – based both on the handouts that we provide, as well as on your own experience. Then, you will present to the large group. Your presentation should include some presenting information and some facilitating a discussion. Each group will have 5-7 minutes for their presentation/discussion.
 - Participants split into 3 groups (may count off, or may split by interest). Facilitator provides handouts and circulates to coach groups in preparing their presentations and clarifying the information if needed. (Give 15-20 minutes.) Y1 participants should also circulate and coach.
 - *The Facilitation group should get the “7 Techniques for Participation” and the “Dos and Don’ts of Facilitation.” Facilitator should also ask this group to discuss and present on the question: “How do we support youth, when they are facilitating? What if they make a mistake? How do we avoid taking over?” This group should have a Y1 participant coach.*
 - After 15-20 minutes of preparation, facilitator has each group present, facilitation group first. Remind participants to use the techniques of good facilitation that we have already discussed. As each group presents, if time allows, facilitator can deepen the discussion on each topic and ask Y1 participants to share their experience.
 - Facilitator closes the session by explaining that the youth have been discussing principles of facilitation in their session, and that we are now going to work in a large group on intercultural activities.

Bibliography:

Youthbuild (for 7 Techniques doc)

Session Title: YOUTH - Facilitating Teams, Facilitating Participation

Time: 1 hour

Session Objectives:

By the end of the session, participants will be able to:

Materials Needed:

-
- PPT: Facilitation (Day #2)
 - Flipchart: *Key Facilitation Skills:*
 - *Active Listening*
 - *Asking Questions*
 - *Making sure everyone feels comfortable to speak*
 - *Staying Open to New Ideas and new directions*
 - Handout: Do's and Don'ts of Facilitation
 - Handout: Seven Techniques for Participation

Preparation:

- Facilitator should be familiar with the 'Seven Techniques for Participation' and model these techniques throughout this session.

1. What is Facilitation (30 minutes)?

- Facilitator explains to participants that, in this session, we'll be talking about facilitation. We anticipate that you will be leaders of Youth Action Teams in your community, and we've spent a lot of time talking about good leadership so far here at the camp. *When you are leading a team of youth, if you want to keep them motivated and feeling included, what will you need to do?* Facilitator solicits some ideas from the group, encouraging Y1 participants to share experience.
- Facilitator summarizes the input from participants and ties the comments into the concept of 'Facilitation'. Point out that IREX and Romani CRISS staff have been acting as facilitators all week, along with Y1 participants.
- Participants form pairs (with someone that they haven't worked with before). In pairs, they will first complete the sentence "Facilitation is not...." (Give 3-4 minutes). Facilitator solicits a few ideas from the group, and shows PPT Slide #3 (Facilitation PPT). Facilitator asks: *Why are these points so important?* Solicit a few replies from the group, and point out that the most important thing for them to remember is that a facilitator is never a dictator.
- Working in their pairs, participants complete the sentence "To facilitate participation among team members, I should....." Give 3-4 minutes.

- Facilitator leads a large group brainstorming to develop a list on a flipchart of the key components of facilitation; co-facilitator writes on flipchart. Y1 participants can be encouraged to add their experience related to the topic.
- Facilitator presents prepared *Flipchart: Key Group Facilitation Skills* (see Materials section above). Facilitator explains/discusses each concept, giving active examples of each. (May use PPT: Facilitation slides on Active Listening (Slides 5-9) and Asking Questions (Slides 11-13).

2. Facilitation Skills Practice (30 minutes):

- Facilitator distributes the handouts *Facilitation Dos and Don'ts*, and *7 Techniques*, and asks participants to read them individually. Ask: *What idea from these handouts do you like best?* Solicit a few responses.
- *Group Work/Practice:* Participants form groups of 4. Each group should select one person to facilitate a discussion on the topic on Slide #15. Give 5 minutes for this discussion, and remind participants to try to use the skills that we have just discussed (indicate flipchart).
- After 5 minutes, facilitator asks the group to give their 'facilitator' feedback on how she or he did. (Show slide # 7 for how to give feedback). Facilitators circulate to observe/coach. (3-4 minutes)
- Groups will now select a new facilitator who will facilitate a discussion on the topic on Slide #16.
- After 5 minutes, facilitator asks groups to give their facilitator feedback (following the steps on Slide #7). (3-4 minutes)
- *Closing:* Facilitator asks participants to write down 2 things that they commit to remembering and doing when they are responsible for facilitating teams in the coming months.

Bibliography:

n/a

Session Title: Project Fair

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Collect feedback from peers/colleagues on their projects.

Materials Needed:

-
- Project posters (created in the previous session)
 - Tape
 - Post-It notes (Each participant will need at least as many notes as there are Community Teams. Post-it notes should be at least 6cm x 6cm in size.)

Preparation:

- Ensure that participants have completed their posters.
- Make sure there is space on the walls to hang the posters.

Approach:**1. Overview and set-up (5-10 minutes)**

- Acknowledge the hard work and effort that everyone put into the previous day developing their sample project ideas. Today we are going to share our ideas in a visual way through the Poster Fair. Since project ideas will change when Community Teams go home and form their Youth Action Teams, the goal of the Poster Fair is not to show off a “perfected” project. Rather, we hope that everyone will gain positive energy and new ideas from learning about other Community Teams’ projects. Teams will also get feedback from the group that can help them improve their project design skills, no matter what project they end up doing for their actual grant.
- Hand out a stack of post-it notes to each participant.
- Explain that participants will write their feedback to the project designers on these notes. Feedback could include things they like about the project, possible challenges that could be associated with the project, questions they have about the project, or any other comments.
- Explain that very soon (but not yet!) Community Teams will put their posters up on the walls around the room. One person from the Community Team will serve as a representative, standing by their poster to answer questions. The remaining participants will walk around to visit the other team’s posters. Participants can ask the representative to clarify any information on the poster, and should leave their feedback by sticking the Post-It notes next to the poster.
- Community Team members should take turns being the representative by their poster, so that all team members get a chance to walk around and view other posters.

2. Project Fair (15-20 minutes)

-
- Participants should now put their posters up on the wall and start viewing and providing feedback.
 - Staff circulate during the project fair, noting any themes in the feedback or particularly insightful feedback, and making sure participants are on task.

3. Debrief (5 minutes)

- Facilitator asks participants to come back to their seats and asks for some reactions to the project fair. Was any of the feedback surprising to you or particularly helpful? What new ideas did you pick up from other teams during this activity? Take a few comments from the group.
- Remind Community Teams to take their posters and feedback home with them as the different challenges, “likes” and questions can still be relevant and inform their eventual post-assessment projects.
- Transition to the next session by explaining that groups can continue to draw on one another as resources and sources of inspiration during project implementation.

Bibliography: n/a

Session Title: Inter-Cultural Sessions

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

Session objectives, materials and approach should be developed in consultation with a local partner based on the conflict context and participant needs. In the YCED program, Inter-Cultural Sessions included presentations on Roma history and culture, active games and discussions about discrimination.

Session Title: Team-Building and Closing

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Describe hopes for their Youth Action Teams

-
- Re-energize

Materials Needed:

- n/a

Preparation:

- Prepare space for the selected activity (see options below).

Approach:**1. Energizer (10-15 minutes)**

- Facilitator should choose a closing activity
 - (Inside) Another round of Elephant/Tree/Boat (with participants' additions.)
 - (Outside or large space) Soldiers/Walls/Escapees. This game needs a large space and is a full-body version of Rock/Paper/Scissors. Group is split into 2 teams. For each round, the team must decide if they are Soldiers (standing with guns); Walls (everyone stands with their hands up to simulate a wall); or Escapees (miming climbing the wall). Soldiers trump Escapees; Escapees Trump the Wall; the Wall Trumps the Soldiers.

2. De-Brief and Logistics:

- After running several rounds of one of the games, facilitator reminds participants that we have spent time today on inter-culturalism and team-building, and asks: *What do you think is one of the most important elements of leading the Youth Action Teams once you return to your communities?* Solicit a few replies.
- Ask them to take a few minutes to organize all of their handouts in their binders, and make sure that they all have some extra copies of the planning templates and tools to use when they return to their communities.
- Staff remind participants of any logistics for the evening.

Community Schools Academy Curriculum

DAY 5 – AM

Agenda:

Session Title	Time	Page Number
32. Welcome and Energizer	30 minutes	100
33. Community Team Action Planning – Putting Together the Youth Action Team	30 minutes	101
34. Staying Connected with Each Other	1 hour, 15 minutes	102
35. Managing Conflict in Teams	1 hour	104

Room Set-Up: For this day, participants should be grouped at tables, in Community Teams.

Materials:

Session Title: Welcome and Energizer

Time: 30 minutes

Session Objectives: n/a (logistics and energizer)

Materials Needed:

- TBD

Preparation:

- A community team will run this morning's energizer. Facilitators should check in with the team at breakfast time to review the energizer, ensure that it is very active, and arrange for room set-up and supplies.

Approach:

-
- 1. Welcome (10 minutes):** Welcome participants, brief review of Day 1-4. Mention that we covered a huge amount of material yesterday in inter-culturalism, leadership, and facilitating teams.
Facilitator asks:
 - a. *What did you find most interesting of what we reviewed yesterday?*
 - b. *What new ideas about forming and leading the Youth Action Teams do you have, based on what we reviewed yesterday?*
 - 2. Energizer (Community Team-Led) (15 minutes):** Based on the Community Team's choice.
 - 3. Logistics and Agenda (5 minutes):** Facilitator reviews the agenda for the day and any logistics and housekeeping items.
-

Session Title: Community Team Action Planning: Putting together the Youth Action Team

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Describe the YCED project to their peers (youth-to-youth; adults-to-adults).
- Describe the characteristics of appropriate members of the Youth Action Team.
- Identify an appropriate balance of diverse ethnicities (Roma and majority youth).

Materials Needed:

n/a

Preparation:

n/a

Approach:

1. Youth Action Team Overview (10 minutes)

- Facilitator opens the session by pointing out that yesterday afternoon we talked a lot about facilitating teams. Soon, you'll have a chance to put these skills in practice with your peers at home! So today, we'll start by talking practically about Youth Action Teams that each of your Community Teams will put together upon returning to your home community.

- Facilitator reminds participants that we've spent the entire week talking about civic engagement, volunteerism, community projects, and inter-culturalism. The Youth Action Teams should be committed to all of these!
- Facilitator gives an overview of the Youth Action Team composition. There is some flexibility in the number of youth on the Youth Action Team, but we recommend 10-16 participants. We also recommend that participants be aged 14-17, and that participants be enrolled in lyceum, and planning to continue education through the lyceum. However, Youth Action Teams may also engage out of school youth, aged 14-17, who are committed to the topics mentioned above.
- Facilitator reminds participants that their Youth Action Teams will be responsible for planning and implementing projects for *other* youth in their community. So, even if youth don't participate on the Youth Action Team, there should still be opportunities for them to benefit from projects.

1. What does a strong Youth Action Team look like? (20 minutes)

- Facilitator asks participants to work in groups (4-5 people) at their tables to brainstorm a list of characteristic for youth participants on the Youth Action Teams. (5 minutes)
- Facilitator solicits some ideas from the large group. (Ensure to discuss diversity of skills and characteristics; emphasize the importance of motivation, interest, and time.)
- Discuss need for teams to have a 50%/50% balance of Roma and majority youth.
- Facilitator emphasizes the importance of gender balance within each ethnicity.
- Facilitator asks Community Teams to join together and brainstorm a few ideas of the first steps that they would like to take in putting together their Youth Action Teams. (They should make notes on the *Day 5 Notes* pages in their binders.)
- Facilitator solicits a few ideas from Community Teams about their specific community and what their preliminary thoughts are about putting together the Youth Action Teams.

Bibliography:

n/a

Session Title: Staying Connected with Each Other

Time: 1 hour, 15 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Develop a plan for remaining in contact with each other.
- Commit to a networking plan.
- Make recommendations to IREX and Romani CRISS about how to support networking among the group.
- Introduce the concept of Groupsite.

Materials Needed:

- (If possible) Sample Groupsite view

Preparation:

- For the start of this session, the group will need to have enough open space to stand and move around. The session continues around tables.

Approach:

1. Networks and Connections (15 minutes)

- Transition from the previous exercise by reminding participants that we've learned a lot in the last five days, and participants will be embarking on a shared journey as they form Youth Action Teams and implement projects. In this session, we'll now discuss ways that participants can stay connected with each other and continue to share news and exchange advice.
- *Networking Exercise:* Facilitator explains that we will start this session with an exercise to show the importance that everyone in this group has for each other. Everyone should be standing in an open space around the room. (Staff participate as well).
- Facilitator asks participants to put their hand on the shoulder of someone in the room that they have learned something from. (Participants move around the room.) After groups/lines have formed, facilitator encourages a brief conversation about what participants have learned from each other.
- After 3-4 minutes, facilitator asks participants to find someone in the room who they would like to get to know better, and put their hand on that person's shoulder. (Participants move.) Facilitator encourages a brief conversation.

- After 3-4 minutes, facilitator asks participants to find a person whom they would like to remain connected to over the course of the next year, and put their hand on that person's shoulder. Facilitator encourages a brief conversation. After 3-4 minutes, facilitator asks the large group to share some of the reasons why they want to remain connected to each other over the coming year.
- Facilitator moves participants to their seats.

2. Networking Planning (40 minutes)

- Facilitator explains that IREX and Romani CRISS have seen, over the past few days, how much knowledge and capacity and creativity exists in this group, and that we believe that keeping everyone in touch will have huge benefits for this program.
- Therefore, we need to develop a plan for keeping networks strong, keeping everyone in touch and sharing knowledge and experiences. You – the participants – know best how this will work. So, we're going to ask you to spend some time developing suggestions and recommendations for us in these areas.
- Facilitator breaks groups into 2 – mentors and youth separate. (Each group will need a facilitator.) Each group should address the following questions, and develop a list of recommendations. (Spend approximately 10 minutes on each question.)
 - *What are all of the different ways that we – the Community Teams – and our future Youth Action Teams – benefit from networking and staying in touch? (Be specific!)*
 - *What networking strategies do we recommend to IREX and Romani CRISS to ensure that we are able to achieve these benefits?*
- (During this exercise, facilitators will need to remind participants that we don't have funding for lots of travel or conferences, although they may potentially use small amounts of travel money in grants to draw upon each other as resources, or to pay for communications.)
- Each group presents their strategy to the other group and to staff. After each presentation, the presenters should facilitate a discussion about their ideas. (IREX/Romani CRISS staff should be clearly present and taking notes.)

3. Groupsite and other ICTs (10 minutes)

- Facilitator briefly describes Groupsite and asks participants for ideas and suggestions on how it could work.

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- Facilitator asks participants, drawing on previous discussions, about other communications platforms, and shares ideas about social media and cell phones/Frontline SMS.

4. Community Teams and Networking Plans (10 minutes):

- Working in Community Teams, participants develop a set of ideas and/or action items for what they can do in their home communities as a Networking Strategy within YCED. (Facilitator gives example – of identifying where they can have computer/internet; what groups are in close proximity and they could meet with, etc.).
- *Closing:* Facilitator asks Community Teams for a few ideas of networking plans and strategies. Facilitator closes the session by saying that IREX and Romani CRISS will be in touch with them in September with more information about networking strategies and platforms.

Bibliography: n/a

Session Title: Managing Conflict in Teams

Time: 1 hour

Session Objectives:

By the end of the session, participants will be able to:

- Define and describe compromise.
- Identify and employ strategies to resolve conflict.

Materials Needed:

- Handout: 15 Tips for Conflict Resolution
- Flipchart: *Definition of Compromise* (see below)
- Flipchart: De-brief questions for role plays (see below)

Preparation:

Ask Y1 participants to prepare a role play situation on conflict in advance (see session plan notes below for details.)

Approach:

- Facilitator transitions from the previous session by reminding participants that, in teams, there are sometimes conflicts. In leading the Youth Action Teams, you will be responsible for helping to defray or negotiate conflict that may occur among team members, and for teaching other members of the Youth Action Team how to manage conflict constructively.

1. Compromise and Teamwork (10 minutes): The Facilitator should read and/or write down the definition of compromise on a flipchart:

“Compromise is when both parties give up something they want in order to get something else they want more. Neither side gets everything they want but they make concessions to reach an agreement that is satisfactory to both sides.”

- The Facilitator asks participants to restate the definition in their own words to make sure they understand the definition.
- Next, the Facilitator asks the participants to think of an example of when they or someone they knew compromised in a conflict situation. Then, they should turn to one or two neighbors, and share their example. After 5 minutes, Facilitator asks for volunteers to share their examples of compromise with the large group.
- Then, facilitator asks the following question for discussion: *Why do you think compromise is important for teamwork?* Solicit some responses; and then ask: *Can compromise be challenging at times? If so, why?* And solicit examples from the large group.

2. Effectively Resolving Conflict (50 minutes): Facilitator explains that we are now going to review and practice strategies for conflict resolution. Participants should form groups of 4-5 (mixed youth and adults; mixed communities). Facilitator distributes *Handout: 15 Tips for Conflict Resolution*.

- *Role-Plays:* Facilitator explains that we will explore and practice the strategies described on the handout through brief role plays. Ask Y1 participants to share their pre-prepared role play of a conflict situation that arose during project implementation and how a youth leader attempted to resolve the situation. Facilitate a de-brief discussion following the role play, using the following questions. *(Allow about 10 minutes for the Y1 participants’ example role play and de-brief.)*

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- *What happened?*
 - *Which strategies were used to resolve/mediate this conflict? Were they realistic?*
 - *What recommendations do you have for other strategies that could have been used to resolve this conflict?*
- Tell participants to, in their small groups, choose 2-3 of the tips, or strategies, that they particularly like. Then, they should create a brief (2-3 minute) role play of a realistic conflict scenario, one that might happen in their school, in which a ‘youth leader’ uses one or more of the strategies outlined in the handout to resolve the conflict situation. (Give 15 minutes for groups to develop their role play.)
 - (25 minutes) Groups demonstrate their role plays (not all groups need to present, if there is not enough time.) After each role play, one of the mentors in the group should facilitate a brief “de-brief” with the large group, asking:
 - *What happened? Which strategies were used to resolve/mediate this conflict? Were they realistic?*
 - *What recommendations do you have for other strategies that could have been used to resolve this conflict?*
 - *Closing:* Facilitator summarizes the strategies that were practiced, encourages participants to continue practicing and to refer back to the tips on this handout, and reminds them that they themselves should model good conflict resolution. Team members should be tolerant and listen to one another, be ready to put themselves in another’s shoes, and remember that they share a common goal.

Community Schools Academy Curriculum

DAY 5 – PM

Agenda:

Session Title	Time	Page Number
36. Energizer	15 minutes	107
37. Youth Civic Engagement and Dialogue Program Overview	30 minutes	108

38. Bringing It all Together: Project Management and Leadership	30 minutes	109
39. “Graffiti Wall” for Action Planning and “Snowball Fight” Reflection on the CSA	1 hour	111
40. Closing and Certificates	30 minutes	112

Room Set-Up: The last two activities of the day will require open space for the participants to walk around and move.

Materials: Make sure certifications of completion are ready to hand out at the end of the day.

Session Title: Energizer

Time: 15 minutes

Session Objectives: n/a (logistics and energizer)

Materials Needed:

- TBD

Preparation:

- A community team will run this afternoon’s energizer. Facilitators should check in with the team at breakfast time to review the energizer, ensure that it is very active, and arrange for room set-up and supplies.

Approach:

9. Energizer (Community Team-Led) (15 minutes): Based on Community Team’s choice.

Session Title: The Youth Civic Engagement and Dialogue (YCED) Program Overview

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Describe the components of YCED.

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- Define project sustainability and identify sustainability strategies for Youth Action Teams and for community projects.

Materials Needed:

- Flipchart prepared with YCED Program components (From Day 1)
 - *Select great participants*
 - *Community Schools Academy*
 - *Form Youth Action Teams*
 - *Plan and implement school/community projects (small grants)*
- Flipcharts and markers

Preparation:

n/a

Approach:

1. Review of YCED Components (15 minutes):

- Facilitator introduces the session by explaining that we are going to briefly review the YCED program in our last afternoon together, and talk about some practical next steps for when you all return to your communities.
- Facilitator provides a 2 minute sketch of the background and genesis of the program, as appropriate for the audience. (Could include the funder – the value on youth engagement in improving their own communities and the situation for other youth; the value on bringing different ethnic groups to work together; how this turned into a program; how IREX and Romani CRISS will work together to support you, the participants; etc.) Explain the grant amount and structure — if one grant will be given, or if an initial small grant will be followed by a larger one.
- Facilitator shows the flipchart from Day 1 that outlines the components of YCED. Remind participants that they saw this overview on Day 1, but that now we expect that they have a much deeper and more nuanced understanding of the program.
- Facilitator points to each component of the program, and asks participants to share their own ideas and understanding of the component, its importance to the program, what it means. Facilitator adds any missing points in this overview. (Ensure emphasis on ethnic balance in all activities.)

2. Understanding and planning for sustainability (15 minutes):

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- Facilitator states that there have been some inspiring ideas and great energy shared here over the past week. *We know that you will go home and create some wonderful projects, and IREX and Romani CRISS will provide funding to support these projects.*
 - Facilitator then says: *But, what will happen when the IREX and Romani CRISS funding comes to an end?* Allow a pause – and solicit replies if anyone has comments.
 - Explain that we would like to take a few minutes to talk about the concept of *sustainability*. Ask participants if anyone has heard the term, and what it means to them. Solicit responses. Explain that sustainability, for YCED, applies both to Youth Action Teams themselves, as well as to the projects that the Youth Action Teams implement.
 - Facilitator asks participants to work with their neighbors (maybe be tables, or groups of 3-4) and develop a list of suggestions of what they can do, in planning their Youth Action Teams and community projects, to work for *sustainability*. (Split the room; assign half of the room/groups to think about sustainability of Youth Action Teams, and half of the room to think about sustainability of the projects. (5+ minutes for group brainstorming). Facilitators circulate to coach.
 - Each group reports out and facilitators generate a general list on flipcharts.
 - Facilitator encourages participants to take notes of these considerations in their binders, to ensure that, when they plan in their community teams and Youth Action Teams, they incorporate sustainability considerations.

Bibliography:

n/a

Session Title: Bringing It all Together: Project Management and Leadership

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Develop a plan for managing the Youth Action Team.
- Outline their commitment to the program in the coming year.

Materials Needed:

- Flipcharts and markers
- Flipchart: *Considerations for Managing your Youth Action Team.*
 - *When/how often will you meet?*
 - *What will you do when you meet?*
 - *How will you ensure that youth participants have fun and feel appreciated?*
 - *How will you help youth participants feel motivated?*

Preparation:

n/a

Approach:**1. Components of good project management (5 minutes):**

- Facilitator reminds participants of the sessions on Wednesday, when we discussed project design and management. Ask: *What do you remember about key elements of good project management?* Participants brainstorm and develop a list on the flipchart. (Ensure that the following is included: understanding of a common goal; clear roles, responsibilities, and deadlines; flexibility when needed; open communication.)

2. Developing a plan to manage the Youth Action Team (10 minutes):

- Facilitator reminds participants that, yesterday afternoon, we discussed forming the Youth Action Teams, how you will do that, and what a strong Youth Action Team looks like. Today, we will take a few minutes to begin creating a plan for *managing* the Youth Action Team. *How will you keep your Youth Action Team motivated, engaged, interested, and working? How will you help them to feel energized, and that their efforts are important?*
- Facilitator shows the *Flipchart: Considerations for Managing your Youth Action Team* and briefly reviews each item.
- Participants work in Community Teams to brainstorm a list of ideas (5 minutes).
- Facilitator solicits ideas from groups and develops a list on the flipchart. (This list will be used in the Action Planning session, to come next.) Facilitator encourages participants to take notes in their binders.

3. The YCED Pledge (15 minutes):

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- Facilitator reminds participants that good leaders can help mobilize groups around a common goal. We would like to do an exercise with you that you can transfer to your Youth Action Teams as a key leadership strategy.
 - Facilitator explains that we are asking the participants to work together to prepare a pledge for YCED. As time is short and the group is large, we will split you into smaller groups, and each group will write a pledge.
 - Facilitator asks: *What is a pledge?* Solicit a few ideas; explain that a pledge is a formal promise, in writing, that a group of people working together for a common goal commit to. To write the pledge, your group should brainstorm what you, as a group, commit to doing over the next year – for yourselves, for your schools, for your communities, and/or for youth in your communities. It should start with the words “We will...” or “We promise....” Or “We commit....”
 - Divide participants into groups. (May be youth and adults separate; or 4 groups. Facilitator should determine breakdown based on how group work has transpired most effectively over the week.) One staff member should sit with each group to coach. Groups should select their own facilitator, brainstorm key phrases onto a flipchart, and craft them into a pledge.
 - *Closing:* Facilitator has each group share their pledge with the large group. (Depending on the number of groups, you may have a youth pledge and an adult pledge; or you may select a working group of youth and adults to finalize one pledge and present it at dinnertime.)

Bibliography:

Session Title: “Graffiti Wall” for Action Planning/Reflection on the CSA and Candle Circle

Time: 60 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Identify what they and other participants have gained from the CSA.

Materials Needed:

- A very large, wall-sized sheet of paper, or 10-20 sheets of flipchart paper, taped together to form a paper “graffiti wall”
- Markers
- Small pieces of paper (ex: half sheets) for “snowball fight”
- Pens or pencils to write with for “snowball” fight

- Music and music player (optional)

Preparation:

- For the first activity, you will need space for participants to write on the paper “wall,” which can be placed on the actual wall, or on the floor, while participants are working.
- Draw a timeline on the paper “wall,” starting with “Before CSA,” “Today,” “One month from now,” “6 months from now,” “1 year from now.” Draw vertical lines to mark off each section, like a timeline.
- For the second activity, you will need space for participants to stand in a circle, free of chairs/tables.

Approach:**1. “Graffiti Wall” (30 minutes):**

- Set out and explain the “graffiti wall” timeline and markers. Invite participants to write words, draw pictures or symbols, or otherwise represent their impressions, feelings, ideas and dreams on the paper. How will they use what they learned at the CSA to promote civic engagement, tolerance and dialogue?
- If desired, put on music (not too loud!) to encourage a relaxed atmosphere for expressing creativity.
- When the wall is full of pictures and words, thank participants for sharing their experiences and invite them to look at what others have put on the wall.

2. Reflection on the CSA – Snowball Fight (30 minutes):

- Participants stand in a circle (including all staff and attendees at the camp). Facilitator passes out half sheets of paper so that all attendees have a piece. All attendees should have pencils or pens to write with as well.
- Facilitator explains that everyone will write something on their paper which reflects – a) the most meaningful thing they learned from the CSA or b) the thing they most enjoyed from the CSA. What they write on the paper will be shared with the whole group, but it will be anonymous. Give participants 2-3 minutes to write their reflections on their papers.
- Next, ask participants to crumple their papers into a ball. Ask participants to imagine a very cold and snowy day. Feel the wind, feel the cold! When it’s snowing, it’s fun to have a snowball fight, and that’s what we are going to do right now! Invite participants to stand back in a circle and throw their paper “snowballs” at one another across the circle. Let the snowball fight continue for a minute or two.

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- Bring the group back together and explain that now we will look at the snowballs and see what we as a group have learned and enjoyed after the CSA. Facilitator asks everyone to pick up a snowball (not his/her own) and open it. Facilitator opens the snowball he/she is holding and reads the statement aloud before placing the “open” snowball on the floor. Facilitator asks if anyone else in the circle is holding a similar snowball. If yes, participants come and place these similar open snowballs on the floor in a group.
 - Facilitator invites remaining participants to read the opened snowballs and group similar snowballs as above.
 - After the last open snowball is read, facilitator concludes by thanking everyone for sharing their thoughts about the CSA and acknowledges the shared positive energy in the room.

Bibliography: n/a

Session Title: Closing and Certificates

Time: 30 minutes

Session Objectives:

By the end of the session, participants will be able to:

- Re-affirm their commitment to the value of affirmation

Materials Needed:

- Certificates for all participants
- Paper and masking tape

Preparation:

- *Prepare paper and tape for smooth transition from the candle-circle in the previous exercise.*
- This is a great photo opportunity!

Approach:

1. Appreciation Exercise (15 minutes):

- Transitioning from the previous exercise, staff walk around the circle and tape a piece of A4 paper to everyone’s back. (Including staff.)
- Facilitator reminds participants of the importance of showing appreciation to people, especially to encourage youth who are not used to community engagement work. In this closing exercise,

everyone has a piece of paper on their back. Everyone should circulate around the room and write something appreciative on anyone's back whom they would like to appreciate.

- Allow 10-15 minutes for this exercise.
- Award certificates!
- IREX and Romani CRISS congratulation participants and encourage them in their efforts in the coming year.

Bibliography: n/a

Attachments