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Incorporating reflection in the creation of a youth leadership development manual

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An abstract of

A thesis submitted to the Faculty of the

Rollins School of Public Health of Emory University

in partial fulfillment of the requirements for the degree of

Master of Public Health

in Global Health

2015

Abstract

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Introduction: Leadership skills help youth utilize their voice, make thoughtful decisions, believe in themselves, organize themselves and bring people together to achieve their goals. CARE is using its Girls' Leadership Model to embed youth leadership development into its educational programming around the world. CARE's country offices have asked CARE Headquarters for support in implementing this programming into their educational work. Therefore, CARE Headquarters, in its roles of knowledge management and technical assistance, has responded to this need by commissioning a youth leadership development activities manual. The manual is based on its leadership model and utilizes educational theories such as experiential learning and reflection in order to promote learning, action, and self-awareness so youth that participate in leadership programming understand and act with others to realize their human rights.

Objectives: There are two overarching objectives to this special studies project. The first is to design a youth leadership development manual that is simple, easy to use, and adaptable to local language and context. The second goal is to design this manual to have an intentional reflection component for each individual activity in order to improve learning, leadership self-awareness, and ability to conduct social action.

Methods: This manual was developed using the ADDIE Model of Instructional Design. This approach consists of five steps: Analysis, Design, Development, Implementation and Evaluation. In addition to creating the manual, each individual leadership activity within the manual has a reflection component. These individual reflection components were designed using Gibb's Reflective Cycle. The resulting deliverable is CARE's Youth Leadership Development Manual. After completing the manual, it was then disseminated by CARE to its country offices in order to support the implementation of leadership development programming.

Implications and Recommendations: The development of leadership skills is likely to have an effect on the participants of leadership programming and their communities as it will empower them to take action on a variety of issues such as youth education, poverty eradication, gender-based violence, sanitation, sexual and reproductive health, sexual violence, child marriage, gender equality and teenage pregnancy. Additionally, the outcomes support the realization of the post-2015 Sustainable Development Goals. This manual should greatly enhance CARE and its country offices' capacity to implement youth leadership development programming. Additionally, the inclusion of intentional reflection is a necessary component to the learning process and supporting CARE's leadership skill competencies.

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Chapter 1: Introduction

This introductory chapter explains the necessary background information for this special study project. It gives an overview of CARE's work in the field of youth leadership development and the creation and description of its current leadership model. Following this is the problem statement which explains the need for a youth leadership manual and what it should entail. The final sections explain the significance and objectives of the project.

Background

In 2008, CARE began incorporating girls' leadership development in its educational programming. The initiatives were incorporated through a variety of means such as formal education programs, extracurricular activities and sports. Their first program was the Power to Lead Alliance (PTLA) which was piloted in six countries. (Adolwa, Brand, Kintz, Renault, & Toth, 2012). After one year of program implementation, CARE published *The Power to Lead: A Leadership Model for Adolescent Girls*, a report that contained an analysis and recommendations highlighting that one of the greatest obstacles that girls faced was their low social status. Acting on this finding, CARE decided to both improve their model and tackle this social status issue by focusing on girls' empowerment as the essential factor to youth and leadership development. With this new focus and after much testing, CARE developed and published their *Girls' Leadership Model* which, since 2009, has been used in 28 countries.

The *Girls' Leadership Model* is used in many CARE offices around the world by staff to create programs for leadership development. It consists of three domains. The first two, equitable, quality education and transformative leadership opportunities, work together with the third,

advocacy and support, to help girls know and exercise their rights which is the change CARE seeks (Adolwa et al., 2012). This model is featured in Figure 1.

Through research and program evaluation, CARE subsequently identified five specific leadership competencies. The competencies are defined as:

1. Voice – a girl’s ability to engage in a rational process to arrive at an opinion, and her belief that she has a right to express that opinion.
2. Decision-making – her sense that her decisions matter in her own life, and can affect the lives of others.
3. Self-confidence – her belief in her own value as a human being, and self-assuredness in her judgment, abilities and power.
4. Organization – her ability to arrange her thoughts and actions to carry an idea through to a final product.
5. Vision – her ability to motivate others, to bring people together to accomplish an objective and to play an active role in her community. (Adolwa et al., 2012) pg. 7

By developing these competencies, youth gain problem-solving and critical thinking skills and are empowered “to see themselves as leaders – as do the communities around them” (Adolwa et al., 2012). These competencies were then tested and validated during the development of CARE’s Youth Leadership Index (YLI) Toolkit which was completed in 2014. This toolkit is now used for evaluating youth leadership development programming throughout CARE’s country offices (COs) and the competencies are being used to implement leadership development programming.

Immediately after creating the *Girls’ Leadership Model*, CARE implemented leadership development programs (an improved version of PTLA and Innovation Through Sports:

Promoting Leaders, Empowering Youth, ITSPLEY)) in eight different COs. Five of the eight COs participating in the program recorded statistically significant results which show that the participants acquired the leadership skills and could use them effectively to seek change in their lives (Adolwa et al., 2012). Girls that participated in the programs were more likely to use these skills to seek advice, provide opinions, speak their mind, make decisions that influenced others, and consider different perspectives (Adolwa et al., 2012). Furthermore, youth who participated in leadership activities tended to remain in school and improve their academic performance (Adolwa et al., 2012).

Problem Statement:

Leadership skills help youth utilize their voice, make thoughtful decisions, believe in themselves, organize themselves and bring people together to achieve their goals. CARE has been implementing youth leadership development programs through its COs for only a few years, continuing to enhance and further develop them. At first, there were only eight COs that were working with little outside support to integrate leadership development in its youth and education work. During their implementation of leadership development programming, CARE Headquarters conducted research in order to fully assess what else was needed to support this programmatic work. The findings were published in 2012 in the report, *Girls' Leadership Development in Action*. Additionally, since 2012, other COs have also started integrating leadership into their programs, and CARE has been receiving informal qualitative feedback from these COs on their difficulties with this integration.

The findings of the research and the feedback state that it was both time-consuming and repetitive for each CO to work independently on creating their own materials for programs including training manuals, structured program activities and evaluation toolkits (Adolwa et al., 2012). The eight original COs have made their own individual programs but have not been able to share this information widely to other country offices because a) their programs are specific to their context, and b) it is not their role. However, one of CARE Headquarters' roles is to capture what the individual COs have learned while implementing their leadership programming in order to consolidate and share this information with the new COs that are just starting to incorporate leadership development with their education and youth programs.

CARE works in 90 countries and has 285 concurrent education programs (International, 2015). This process of reinventing the wheel in each country in order to integrate leadership programming is a great strain on the COs. It is unnecessary as CARE Headquarters has the means of consolidating what already exists and compiling it into a user friendly format. If CARE Headquarters were to do this, the COs would be able to easily integrate leadership programming without having to create their own training materials. The COs would only need to take the supplied leadership development materials, translate them and contextualize them to the local context in order to start the implementation of leadership activities. This, from their programmatic viewpoint, is much simpler than supporting 90 COs as they each individually try to create their own leadership program.

CARE has already taken action to address this problem. The first response was to create an evaluation toolkit, CARE's YLI Toolkit, which was published and disseminated at the end of

2014. The next step was to create a leadership development training manual that would support consistent program implementation across the COs and reduce the workload of each CO.

I started working with CARE in September of 2014 right before the release of their YLI Toolkit and I, after discussing with the senior technical advisor, took on the responsibility of developing a youth leadership development manual which is a direct response to CARE Headquarters' need to assist the COs' integration of youth leadership development into their programmatic work.

The purpose of this manual is to have a tool that is a stand-alone, flexible resource. The manual will consist of activities that are enjoyable to youth and can be used in informal education settings. Each of the activities will be directly linked to CARE's leadership model, domains, and competencies. Each activity will have a reflection component. Reflection has been used in other CARE programs to great success as it promotes learning, action and self-awareness. Reflection is essential to experiential learning, the educational theory used by CARE. It is also essential for intrapersonal development which is the goal of three of the five leadership competencies.

Furthermore, reflection also leads to critically examining what one has learned in order to take action and create social change, the goal of the other two competencies. Therefore, reflection is a necessary component of the manual and an important contribution to CARE's work in youth leadership development. Additionally, the manual will intentionally focus on youth, rather than only girls, in order to be inclusive to all genders as girls cannot empower themselves alone.

Finally, this manual will be in basic English, not too lengthy, and uncomplicated so it could be easily translated into many languages and contexts, and also usable by anyone planning, leading, and/or facilitating youth leadership development including youth themselves.

Therefore this manual will fulfill two needs. It will fulfill the COs need for specific training materials directly related to the leadership model. And it will also support COs that are just beginning to integrate leadership development into youth and education programming. It will save the COs' time and monetary resources as they will be able to integrating leadership programming without having to do much preparatory work. Furthermore, this manual will create uniformity across CARE's work around the world. Knowledge management is a role that is required of CARE Headquarters in order to coordinate and support CARE's programs and the creation of this manual falls within this area.

Significance:

This new youth leadership development manual will assist CARE's country offices' youth leadership development work in non-formal settings. This manual will be a resource for the country offices to use in order to better program their youth leadership activities and keep them focused on CARE's specific youth leadership competencies. The manual will become an important component of Domain 2 of CARE's leadership model (See Figure 1). It is important to reach youth in early adolescence as it will guide them on their development in positive ways.

Leadership skills, in addition to basic education, help girls to analyze and act, alone or in coalition with others, to challenge that environment and make it one in which they can thrive.

(Adolwa et al., 2012)

Leadership leads to improved academic success and empowerment. Those with these skills will be more likely to act within their community to improve it in a variety of ways. Leadership, education and community empowerment are directly connected to improved health outcomes. Youth in CARE's programs have used and will use leadership skills to take action on issues of their choice including village sanitation, sexual and reproductive health, sexual violence and child marriage (Adolwa et al., 2012). Additionally, this gender-inclusive leadership program will promote gender equality in the communities participating in these programs. Previous research has shown that when boys and girls work together in leadership spaces, they are more likely to succeed at creating a space they control and, as a result, their self-efficacy rises (Adolwa et al., 2012). Finally, the findings of other youth leadership development programs have shown that as a result of empowerment and equality, the leadership development is a factor in lowering the rates of gender based violence and teenage pregnancy in communities. All of these benefits lead to a higher quality of life.

With the widespread use of this manual supporting CARE's leadership programs around the world, many people will have access to specific targeted activities that will support CARE's five leadership competencies. Furthermore, participants will be able to use the manual themselves in order to lead others with their newly developed leadership skills.

Special Studies Project Objectives

Based on the accomplishment of CARE's expectations for my role in the development of the youth leadership development manual, this special studies project (SSP) aims to accomplish two overarching objectives. The first is to describe the manual development process and with that

provide an understanding of the organizational capacity and health and development needs for this work. The sub-objectives of CARE's work are that the final product is a stand-alone resource that is easy to use and easily transferable to local language and context. The content will be inclusive of all genders, be directly linked to CARE's leadership competencies and each individual activity will have its own reflection component. The second objective is to design and incorporate reflection activities in the manual in order to improve learning, leadership self-awareness, and ability to conduct social action.

Chapter 2: Comprehensive Review of the Literature

Youth development and youth leadership development are the broad foundational concepts that frame CARE's program work and support the manual project. Based on that context and background understanding for this programming area, an in-depth description of CARE's model for youth leadership development provides the reader with information about the content, competencies, and learning objectives that have been used in the development of the manual. Additionally, a key component of the manual project beyond these topics is reflection and how it is used.

The following review of the literature is organized in four parts. The first section is an introduction to youth development and youth leadership development. This background information will be used to support CARE's vision in the second section. The second section explains CARE's work in youth leadership development. It focuses on its leadership model and competencies and references back to the previous section in order to support these. The third section focuses on the reflection component of this special studies project. This part is separated into two sections, the first focusing on reflection and its relationship with intrapersonal development while the second focuses on how reflection is used for social analysis and action. The final brief section is the results of my analysis of the literature and lists the limitations of what currently exists.

1. Youth Development and Leadership
2. CARE's Model for Youth Leadership Development
3. Reflection as a Component for Youth Leadership Development
 - a. Learning

- b. Intrapersonal Development Competencies
 - c. Social Analysis Competencies
4. Summary

1. Youth Development and Leadership

Youth development is a field that typically involves many disciplines (including adults, schools, communities and even youth themselves) working together to support the potential in youth. Edelman et al. wrote a paper for the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) on the background of youth development and leadership programs. Their paper contains a review of many sources (literature, programs, and curricula) that focus on youth development and youth leadership in order to create a single definition for each. They define youth development as “ a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent” (Edelman, Gill, Comerford, Larson, & Hare, 2004).

The NCWD/Youth definition refers to competencies that adolescents need. Van Linden & Fertman in their *Youth Leadership* go into more detail by breaking down these competencies and focusing on specific needs of early adolescents (aged 10-14 – also the target age group of the manual) which are self-acceptance, acceptance by others, knowledge of responsibility to others, how to make decisions, accept consequences of actions, and how to deal with feelings. All of these are being processed by youth while they are constructing their own personal value system

(Van Linden & Fertman, 1998). These are all built upon, grow, and develop as an individual ages, strives for independence and creates their own identities.

Research has shown that as a young person's identity develops their opinions change from being independent to interdependent and that they come to realize that it is necessary to collaborate with others (Komives, Longenecker, Owen, Mainella, & Osteen, 2006). This usually leads to an acknowledgement of the importance of leadership and the connection between leaders and followers (Komives et al., 2006). Even though youth leadership development is so important, it is not an explicit part of an adolescent's life and youth are rarely granted the opportunity to lead (Van Linden & Fertman, 1998). As a result many of the leadership models and programs currently being conducted around the world are focused on adults and, therefore, most research and publications are focused on adult leadership development or youth defined as college-aged students (18+). Adult leadership models are not applicable to youth as their development process is different (Gould & Voelker, 2012; Pfeiffer & Wechsler, 2013). Therefore, youth leadership development models need to be created for specifically working with youth. These models must take into account how youth develop and the skills that are most appropriate for youth.

Youth and children (<18 years old) are more malleable and are in a sensitive period in their lives as their hormonal and neural capacities are developing (Murphy & Johnson, 2011). Therefore, this is an optimum time for leadership skill development as it will help establish their identity at a younger age. In addition it would contribute to the development of the ability for public speaking, their social intelligence, coordination, integrity, listening and goal setting skills (Murphy & Johnson, 2011). These are skills that will help develop the competencies that were

laid out in the definition of youth development by the NCWD/Youth. Furthermore, another reason for conducting leadership activities with youth is that recently there has been a movement among researchers claiming that most efforts to develop leadership start too late in life and, therefore, can never optimize the impact of genuine development (Avolio & Vogelgesang, 2012). People grow and develop over many years and this does not start at adulthood but rather in early childhood. Why then should leadership development start in adulthood? Leadership development should start at a young age.

Youth leadership is a vital part of youth development. The main purpose of youth leadership development is for youth to master competencies needed for effective leadership (Edelman et al., 2004). Participating in such programs increases youth outcomes like positive attitudes, behaviors, and decisions. Additionally, research has shown that youth who participate also show higher levels of self-efficacy, advocacy and determination and leadership work has been directly linked to increased skills relevant to success in adulthood (Boyd, 2001; Transition, 2010; Youth, 2013).

Youth leadership education has also been shown to include elements that promote positive psychological development (Klau, 2006). The Center for Creative Leadership conducted a survey on when leadership development should start and more than 50% of the respondents thought that it should start at elementary school and almost all of the respondents (90%) said that it should happen before one turns eighteen years old (Van Velsor, Wright, & Center for Creative, 2012).

Given this recognition that youth leadership development is important, it is unfortunate there is not a common understanding of youth leadership (Ricketts & Rudd, 2002). Leadership is a complex concept and researchers continually add new information to its definition. Youth leadership in particular needs to be defined well as it means many different things in this field. While many have tried, a one-sized-fits-all definition of leadership will be difficult to attain. For example, one definition of youth leadership is:

- (1) the ability to guide or direct others on a course of action, influence the opinion and behavior of other people, and show the way by going in advance and
- (2) the ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out. It includes the ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to effect social change. (Edelman et al., 2004)

Another issue with youth leadership development is that there has not been much evidence based research on youth leadership programs (Redmond & Dolan, 2014). Most research in this field is conceptual and theoretical. However, there have been some insights found from this research. One is that most agree that leadership is both a learned and a naturally-occurring developmental process (Pfeiffer & Wechsler, 2013; Redmond & Dolan, 2014; Van Linden & Fertman, 1998). It should be intentionally taught and taught in stages (Gould & Voelker, 2012; Rehm, 2014). One model uses teaching in stages starting with the bottom level consisting of young people developing personal values, problem-solving abilities, and communication skills. The second level is to develop critical thinking and organizational skills. And the top level is developing a

vision and implementing action in order to making this vision attainable (Redmond & Dolan, 2014). This three level model is similar to Van Linden & Fertman's which has three distinct stages: awareness (participant is not actively thinking about leadership), interaction (this stage involves thinking about it and reflecting on experiences), and mastery (when participant is improving his capacities)(Van Linden & Fertman, 1998).

There are many different types of models of youth leadership development: trait approach, adaptive approach, transformational approach, situational approach, contingency theory, mentor approach, and transactional approach (Hall & Charmaraman, 2011; Klau, 2006; Redmond & Dolan, 2014). These models generally have some of the same components, such as including a youth-adult partnership or leading a service project. Additionally, they attempt to be objective but usually introduce biases, a lack of clarity, and attempt to define leadership in ways that are not always true (Boyd, 2001; Klau, 2006). For example, Klau (2006) mentions in his landmark piece that most models define leadership through a leader's prominence, authority, and influence and claims that these are the wrong factors for defining a leader as history has shown us many times that some leaders appear from out of nowhere (e.g. Rosa Parks). Furthermore, many models focus on skill development while not connecting these skills to practice (Redmond & Dolan, 2014).

Ricketts and Rudd (2002) created a comprehensive conceptual model to develop leadership in youth which consists of five parts. These are:

1. leadership knowledge and information – what youth need to know about leadership in order to proceed as a leader

2. leadership attitude, will and desire – shows the importance of motivation, self-realization and health in fulfilling one's leadership capacity [positive self-image]
3. decision-making, reasoning and critical thinking – skills that are necessary for youth to develop intellectually that will improve their lives by allowing them to fit in better to their complex ever-changing environments [intellectually reflective that analyzes issues and develops new solutions]
4. oral and written communication skills – communication skills allow one to not only share knowledge, ideas and opinions but is a necessary tool for giving people the ability to lead
5. intrapersonal and interpersonal relationships – these are skills that allow people to look inward at themselves and work with others in order to attain goals (Ricketts & Rudd, 2002)

Through their research they claim that giving the decision making power and responsibility to youth while they are participating in the program is a critical element to leadership development (Ricketts & Rudd, 2002). This not only gives them power but also builds their confidence. Unfortunately, the Ricketts & Rudd conceptual model is exactly that, conceptual. It does not specify how a program can promote comprehension, analysis, application, synthesis or evaluation (Conner & Strobel, 2007). They also recommend using this model in a formal education program, such as through classes in school that are either required or as a leadership elective (Ricketts & Rudd, 2002). They do not recommend conducting development programs through extracurricular means as they are not as focused. However, a different study recommends conducting structured extracurricular activities to develop leadership skills and claims that research supports that young people develop leadership skills during these activities (Edelman et al., 2004).

In NCWD/Youth's *Youth Development & Youth Leadership*, they commented on the importance of the twelve principles that were listed by Woyach and Cox in their "Defining principles to guide youth leadership and development" which are widely seen as the foundation for youth leadership development (Edelman et al., 2004; Woyach & Cox, 1996; Youth, 2013).

NCWD/Youth claimed that these principles are important to both the outcomes and content of leadership development programs. The twelve principles are:

1. Help youth learn specific knowledge and skills related to leadership.
2. Enable youth to understand the history, values, and beliefs of their society.
3. Facilitate the development of individual strengths and leadership styles.
4. Facilitate the development of ethics, values, and ethical reasoning.
5. Promote awareness, understanding, and tolerance of other people, cultures, and societies.
6. Embody high expectations of, confidence in, and respect for youth served.
7. Emphasize experiential learning and provide opportunities for genuine leadership.
8. Involve youth in service to others – to their community, their country, and their world.
9. Facilitate self-reflection and processing of learning both individually and cooperatively.
10. Involve youth in collaborative experiences, teamwork, and networking with peers.
11. Involve youth in significant relationships with mentors, positive role models, and other nurturing adults.
12. Be developed around stated purposes and goals. (Edelman et al., 2004)

Many of these principals have been used by CARE in its own leadership model. Youth development and leadership is an important field and CARE has recognized this and has used the

findings from the literature and their own research in order to create its own model for implementing youth leadership development around the world.

2. CARE's Model for Youth Leadership Development

The previous section laid out the background on youth leadership and development to explain and support CARE's model for youth leadership development.

CARE's definition of a leader is "an active learner who believes that she can make a difference in her world, and acts individually and with others to bring about positive change" (Adolwa et al., 2012). This definition is shorter and simpler than many others and will be used for the creation of the youth leadership training manual. The only change to be made is that the subject in the definition will be changed to the gender neutral singular-they form or "an active learner who believes that they can make a difference in their world, and acts individually and with others to bring about positive change" as this manual will support programs that affect both boys and girls.

CARE's leadership model (Figure 1) has three domains. The first two focus on the development of leadership competencies through equitable, quality education (Figure 1, Domain 1) and through transformative leadership opportunities (Figure 1, Domain 2). This manual aligns with the first domain as it will be used to support non-formal education programs that are focused on leadership development. The third domain is fostering an environment that supports the rights of youth. Through this, youth understand and act with others to realize their human rights.

The five essential leadership competencies that CARE has identified through its prior research and programmatic experiences for these domains are voice, self-confidence, decision-making, organization and vision.

1. Voice – a girl’s ability to engage in a rational process to arrive at an opinion, and her belief that she has a right to express that opinion.
2. Decision-making – her sense that her decisions matter in her own life, and can affect the lives of others.
3. Self-confidence – her belief in her own value as a human being, and self-assuredness in her judgment, abilities and power.
4. Organization – her ability to arrange her thoughts and actions to carry an idea through to a final product.
5. Vision – her ability to motivate others, to bring people together to accomplish an objective and to play an active role in her community. (Adolwa et al., 2012)

The first three competencies (voice, self-confidence, and decision-making) focus on intrapersonal development. The final two competencies (organization and vision) focus on social analysis. In this paper, I will delineate between these two areas – the intrapersonal sector and the social analysis sector.

The intrapersonal competencies are validated by not only CARE’s work, but are also affirmed by research in the field of youth leadership development. Research has shown that building trust and confidence are important to leadership development (Pfeiffer & Wechsler, 2013; Redmond & Dolan, 2014; Rehm, 2014; Van Velsor et al., 2012). Additionally, the literature shows that voice, decision-making and self-confidence are vital to the development of one’s own identity

and leadership skills (Boyd, 2001; Edelman et al., 2004; Murphy & Johnson, 2011; Transition, 2010; Van Linden & Fertman, 1998; Youth, 2013).

The social analysis competencies are also validated. Many recent leadership models state that creating visions while enabling others to work together is important (Pfeiffer & Wechsler, 2013; Redmond & Dolan, 2014; Rehm, 2014; Van Velsor et al., 2012). Furthermore, in Pfeiffer & Wechsler's study, a list of the most common attributes of effective leaders included planning, organizing, problem solving, creativity, innovation, motivating, and managing conflict. Additionally, their research also states that leaders should work towards making their vision actionable and this is supported by other researchers as well (Boyd, 2001; Pfeiffer & Wechsler, 2013).

The competencies also fit within the models of Redmond & Dolan and Ricketts & Rudd. In Redmond & Dolan's model there were three stages with the bottom level focusing on the development of personal values, problem-solving abilities and communication skills which are building blocks of CARE's intrapersonal competencies. The middle and top levels focused on the development of critical thinking, organizational skills, developing a vision, and implementing action which are the building blocks of CARE's social analysis competencies (Redmond & Dolan, 2014). In Ricketts & Rudd's model, the intrapersonal competencies fit within sections 2 (self-confidence), 3 (decision-making), 4 (voice), and 5 (intrapersonal relationships). Additionally, this model also supports the social analysis skills in sections 3 (organization and vision), 4 (organization) and 5 (vision) (Ricketts & Rudd, 2002). All of these models assert that youth need to develop all five of the competencies.

3. Reflection as a Component for Youth Leadership Development

Youth leadership is an important part of the youth development process. CARE has taken special notice of reflection and its role in the development process. It is a vital component to experiential learning, social analysis and action, and also supports developing and utilizing one's ability to analyze one's own strengths and weaknesses through reflection (Pleasants, Stephens, Selph, & Pfeiffer, 2004; Transition, 2010). Van Linden & Fertman (1998) state that "the goal of reflection is to achieve a higher level of thinking."

Denton (2011) points out that there are not many widely agreed upon definitions for what reflection is. However, most definitions agree that reflection, even though it does happen subconsciously, should be a conscious, voluntary activity for all people to do (Pleasants et al., 2004). Furthermore, the reflection process should not just be for the sake of thinking on a prior experience, but should also connect to current experiences and should be used to enhance future experiences (Boyd, 2001; Denton, 2011).

Most youth programs employ experiential learning methods yet do not allocate the necessary time or space for reflection (Jennings, Parra-Medina, Hilfinger-Messias, & McLoughlin, 2006).

This section will go into more detail on reflection for learning and separate the reflection component into the two areas/domains: intrapersonal development and the ability to conduct social analysis.

a. Reflection for learning

CARE's leadership model, specifically the second domain, emphasizes the development of leadership through experiential learning. Experiential learning is important to leadership and adolescence (Rehm, 2014). Many studies say that reflecting on the experiences in this type of learning is as important as the experience (Billig, 2000; Pleasants et al., 2004). Actually, much more than concrete experiences are needed for learning to occur. Learning is more likely to occur when both the experience and reflection happen together as they help youth retain outcomes for a longer period (Billig, 2000; Boyd, 2001; Sparks, 2006). This is because reflection is a response to the experience – it is the processing of what one thinks, feels, does and concludes at that moment of experience and afterwards (Boud, Keogh, & Walker, 2013). Reflection does happen at the unconscious level, however, when it happens at the conscious level, it allows the person to make learned decisions based on their previous experiences (Boyd, 2001). Actively reflecting is necessary for leaders during their development and afterwards (Komives et al., 2006; Nesbit, 2012). Reflection is something that one must do for themselves (Nesbit, 2012).

The use of reflection for learning in different cultural contexts is also supported by educational and developmental theory. This is important as this manual will be used in many different contexts around the world. The basis for the claim that the reflection process works across cultures is based on Piaget's theory of cognitive development which has shown that the human species develops and utilizes specific functions in the same way across cultures (Cole, Cole, & Lightfoot, 2005). Our target audience spreads across two of Piaget's age groupings: the concrete operational and the formal operational. The concrete operational are children between the ages of 7 and 11. During this age, the children start to think logically, become less egocentric and

develop basic problem solving skills (Cole et al., 2005). The formal operational, ages 11 to 16, improve their problem solving skills and develop abstract reasoning (Cole et al., 2005).

Throughout these ages, children act on and reflect on previous knowledge and learn why things are justified (Cole et al., 2005). This is both a cognitive and a biological development. Youth, be it from America, Burundi or India, are all human beings. Therefore, participants in the youth leadership program should all benefit from the reflection activities in similar manners no matter which country they live in. The reflection process and cognitive development, are therefore, similar processes in all people. Knowing that reflection can be utilized in learning in different contexts is important as it supports CARE's work.

Therefore, reflection is a necessary component to not only leadership development, but all learning. Self-reflection enhances the satisfaction of learners and also motivates them to continue learning (Nesbit, 2012; Zimmerman, 2002). Those that are more motivated are more likely to succeed academically and view their futures more optimistically (Zimmerman, 2002).

b. Reflection for intrapersonal development

Reflection should be intentional in order to connect one's actions to one's results in order to have a greater understanding of experiences. As people develop their ability to reflect, they will be better prepared for using their knowledge to complete actions (Billig, 2000; Pleasants et al., 2004). Reflection needs more than casual thinking. It needs systematic and deep-level analysis in order for one to truly grow (Nesbit, 2012). However, reflection is not always intentionally conducted and therefore this manual will have a reflection component embedded into each individual activity as it will foster a more meaningful experience and promote intrapersonal development. Reflection activities should include both individual (journaling) and collaborative

(discussion) parts as this will promote critical thinking among the participants (Pleasants et al., 2004).

Another reason reflection is important to intrapersonal development is that it gives youth the opportunity to think about why they made specific choices and responded to events in particular ways (Boud et al., 2013; Klau, 2006; Sparks, 2006). Reflecting on events is a very important step in being able to form a responsive action (Jennings et al., 2006). In one study, Conner and Strobel (2007) conducted research on girls that participated in a leadership program for three years. They found many parallels between this program and many other models and found that self-reflection is important to the development of youth and helps build their self-efficacy so they can become stronger leaders (Conner & Strobel, 2007).

It is important to reflect on both the positive as well as the negative. Reflecting on negative events (such as losing in a game) allows one to understand what exactly happened and build upon them (Nesbit, 2012; Pleasants et al., 2004). It is important to know your weaknesses as well as your strengths.

Through reflection, youth leaders can gain clarity and concordance with respect to their developing core values, identity, emotions, motives and goals (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). And, reflection allows one to understand and feel empathy for others (Gardner et al., 2005; Pleasants et al., 2004).

c. Reflection for social analysis and action

“Critical reflection is required to help youth come to see and understand the very structures, processes, social values and practices that they seek to alter. As [Paulo] Freire argued, if people are not critically aware of the visible and invisible structures and processes that make up social institutions and practices, nor of their own role and actions within these institutions and practices, there is little room for empowerment.” (Jennings et al., 2006)

In CARE’s model, the final two competencies, organization and vision, are less suited to intrapersonal growth and are, instead, more focused on critically examining what one has learned in order to create social change.

In Jennings et al. (2006) the authors explain, “From the perspective of critical social theories, youth empowerment is not complete without critical reflection, reflective action, and social change at individual and collective levels,” and the fact that critical reflection is necessary for youth to understand the processes and structures that build their society and community is corroborated by many others (McKay-Jackson, 2014). One specific example is Conner and Strobel’s (2007) study on girls that participated in a leadership program for three years. The researchers found that the critical analyses one conducts through reflection are necessary for empowering one to future action (Conner & Strobel, 2007). They recommend that after conducting these critical analyses and reflections, one should expand their ideas into full-fledged activities, such as developing surveys and conducting interviews in order to take action and

create change (Conner & Strobel, 2007). These studies support CARE's leadership model's goal of youth knowing and exercising their rights to create change (Figure 1).

4. Summary of the Literature

Research supports the need for youth leadership development and for CARE's work in this field. CARE's leadership competencies are well supported by the literature as a means for developing youth leadership skills. Furthermore, the research shows that the competencies will help youth leaders to understand their selves, and people who understand themselves are more committed to and aware of their core values and more likely to utilize their leadership skills to understand and exercise their rights. Therefore, the reflection component is an integral part of this manual..

These are the goals of CARE's leadership development program.

However there are some limitations. Most of the programs cited were conducted on either children from developed countries or those who were relatively advantaged in developing countries (Redmond & Dolan, 2014; Ungerleider, 2012; Van Linden & Fertman, 1998). And some defined youth as college-aged students which is not the same as CARE's target audience (Komives et al., 2006). Furthermore, as noted many times before, most of these models are only conceptual. The analytical articles do not use representative samples of all leadership programs and evaluation was rarely conducted. However, what evaluations there were, provided recommendations based on findings (Gardner et al., 2005; Hall & Charmaraman, 2011; Klau, 2006; Mayer & Feuer, 2008; Redmond & Dolan, 2014; Rehm, 2014; Ungerleider, 2012). Finally, some of the articles were not focused on either leadership or youth when studying reflection (Nesbit, 2012; Zimmerman, 2002).

Chapter 3: Project Content

Methods

There were two components to the creation of the Youth Leadership Development Manual. The first was the overall creation of the manual for which I used the ADDIE model of instructional design. The second was the creation of the reflection component of each individual activity within the manual. The organization of the Methods section is as follows:

- I. ADDIE Model
 - a. Analysis
 - b. Design
 - c. Development
 - d. Implementation
 - e. Evaluation
- II. Reflection Component
- III. Limitations

1. ADDIE model

The ADDIE model is a method used by instructional designers and educators to create training materials. It was originally developed for the U.S. Army by Florida State University's Center for Educational Technology in the 1970s (TrainingIndustry.com, n.d.). This method is widely used in both the public and private sector and is considered best practice for the development of course materials (TrainingIndustry.com, n.d.). It is noted for its flexibility as it can be used in both formal and informal instruction. The five stages of the model (analysis, design, development, implementation and evaluation) are conducted in a linear fashion. Each individual

stage is explained in detail in its respective section. However, a brief description of each section's goal is listed below in Table 1:

Table 1: ADDIE Model and Project Activities

| ADDIE | Project Activities |
|----------------|--|
| Analysis | Needs assessment and identify outcomes |
| Design | Design manual and content |
| Development | Create manual and content |
| Implementation | Create facilitator notes and publish |
| Evaluation | Evaluate manual |

a. Analysis

This first stage was set into action by CARE before my involvement with the project as it was a part of their larger leadership initiative. During this stage CARE identified the target audience (youth ages 10-14), the topic of instruction (leadership), and the problem (the need for the manual). CARE also identified the intended outcomes of the leadership development program – that youth know and exercise their rights (Figure 1).

b. Design

In October 2014, I started the design stage which was my first major task. In this stage I had to design the manual itself. The information that was aggregated during the analysis stage was used to plan what the manual would be – its structure and content. The first step was to design the program which I did with the help of CARE's senior technical advisor. She told me only a few specific details to consider but otherwise gave me much freedom on what I was to create. She said that one of the most important aspects of the manual was to keep it simple; which meant – it must be easy to read, have easy to use instructions, and it should have a simple yet attractive design that stays in line with CARE's brand standards. Additionally, I had to take into

consideration that the audience (both 10-14 year-olds and facilitators) would be using the manual in the field and should be briefed on how to use it effectively. Finally, I knew that many of the country offices would have to translate the manual and, therefore, it should be written in simple English for all to understand. These were the initial parameters for the design of the manual.

The next step in the design stage was to use the information from CARE's analysis to develop the organizational structure of the manual. It needed to be focused on developing the leadership competencies identified by CARE that would be applicable to 10-14 year olds in many contexts and cultures. I needed to focus on the learning objectives (CARE's competencies and how each activity related), activities, and lesson planning modules. I researched different training manuals, toolkits and curricula from a variety of sources to see what had been done and what had had success. During this step I identified specific elements of what should be included in the content and received feedback from CARE's senior technical advisor on these elements and what else should be included that I may have left out. Next, I created an initial mock-up of the design for CARE's education team showing an outline of the sections and an outline for how the activities would be designed. After having this mock-up approved, I proceeded to develop the manual.

c. Development

The development stage, in which the manual was physically created, was started in November 2014. During this stage I used the outline I had created and the feedback I had received and started research on creating and aggregating the activities for the manual. To accomplish this, I conducted the following activities: I looked through CARE's prior work with other organizations such as USAID and *Right to Play*; I received submissions from CARE's country offices; and I

mined my own personal experience working in youth development and education. While assembling the activities, I took into account the following:

- The competencies and the literature in order to avoid the selection of inappropriate activities.
- That programs that focus on creativity and critical thinking are more effective than ones that focus on rote learning (Pfeiffer & Wechsler, 2013).
- Ice-breakers, group cooperation games and activities focused on active listening skills are important to leadership development (Klau, 2006).
- Sports and games are important to leadership development. They allow for emotional regulation, teamwork, initiative and drive (Murphy & Johnson, 2011).
- Moreover, these skills are transferrable to leadership situations later in life as they build on one's ability to vision, be competitive, their self-efficacy, and are ego-oriented which helps one build self-confidence and enjoy the experience they are currently in (Avolio & Vogelgesang, 2012; Murphy & Johnson, 2011).

During this stage, I linked the activities to the competencies by writing objectives for each activity and showed its connection to them. All the learning objectives were included within the manual in the sidebar. At the end of this process I had identified and/or created about 100 activities. After presenting these to CARE's technical advisors and receiving feedback, I culled this selection to 72 final activities that are included in the final product. This includes 26 warm-up activities that are meant to be used at the beginning of a session and 46 main activities that are longer in duration. The next step in the process was adapting each activity from its original context to fit within CARE's leadership model.

After adapting the activities, I designed the layout of the instructions with all of the necessary components. These components included the title, description of activity, the instructions for the facilitator, the objective, the competencies covered, the materials needed, and the estimated time. The reflection component is described later in its own section where I go into more detail on the creation of these. Please refer to Figure 2 to see a sample page from the manual.

Then I created the manual using MS Publisher. Once the first draft was completed, I sent it to the senior technical advisor for education and awaited her feedback which consisted of making it simpler and adding creative ways for facilitators to conduct activities if they did not have all of the requisite materials. I sent this second draft to the senior technical advisor who then assigned three technical advisors to read through each activity and leave feedback so I could improve it. Their role was to validate the content for accuracy and completeness. Specifically, they checked the manual for a variety of issues including simplicity, easy to understand, usability, feasibility, whether or not the activities connected to the competencies, and whether or not these activities were suitable for 10-14 year olds. After CARE's education team finished editing my draft version of the manual, I incorporated their feedback and finished the graphical design.

d. Implementation

The implementation stage involves three steps. The first was the creation of the instructions for the facilitators and users of the manual. As the manual is meant to be used by anyone including youth themselves, the instructions were intentionally made clear and simple. While creating this, I used my prior experience and spoke with other facilitators on how to best compose this section. I also conducted some research and learned two important points: 1) in a study on empowerment

and leadership programs, it was shown that a curriculum that is loose and flexible, combined with an experienced facilitator, was a good formula for keeping the participants' attention and helped build their confidence and improve their skills, and 2) choosing the proper facilitator is a key part to the implementation of the program (Hall & Charmaraman, 2011). The final steps were the publication, in both PDF and printed format, and dissemination of the manual to CARE's country offices.

e. Evaluation

This is the final stage of the ADDIE process. There are two components to the evaluation. The first is a continuous formative assessment and the second is a summative evaluation. During each stage of the development of the training manual, there was a formative assessment that consisted of qualitative feedback from CARE's technical advisors to me. The summative evaluation of the manual will be conducted in the near future. There will be an evaluation on the manual itself as a practical tool and there will be an evaluation of the entire youth leadership development program in each individual country office using CARE's YLI Toolkit.

2. Reflection component

In this section I describe in more detail the design and development of the individual activities' reflection components. As mentioned previously, the inclusion of a reflection component is intentional as reflection is utilized in experiential learning, is important in self-awareness, and is important for social analysis and action. Therefore, reflection supports the development of the leadership competencies.

Even though the literature suggested that reflection had only been recently integrated into educational programs, reflection has, in fact, been a part of education and development for thousands of years. Socrates used the reflection method of dialogue through questioning and discussion in order to promote active learning among his students (Denton, 2011). Dialogue is useful as it increases understanding and empathy amongst the group members (Ungerleider, 2012). “Dialogue in a youth program deepens the potential for self-reflection and compassion in emerging leaders as they develop the sense of empowerment needed for responding together to the overwhelming issues that face their generation” (Ungerleider, 2012). For instance, a technique in dialogue is the use of *I statements* which gives participants the opportunity to take ownership of their own personal opinions (Ungerleider, 2012).

a. Process of developing a reflection activity

This manual has been created with the experiential learning model at its core. An important component of both experiential learning and this manual is the inclusion of reflection. I have used two models of reflective practice in the creation of this manual. The first is Kolb’s reflective model (Figure 3) which consists of four steps. This model is being used to support CARE’s leadership model.

- 1) The first step is a concrete experience, or in our case, the activity the participants do.
- 2) The second part is a reflective observation. During this part, the participants will engage in a facilitated group discussion: the reflection component of an individual activity within the manual. The structure of the reflection component is three-fold and is adapted from Gibb’s reflective cycle (Figure 4 –the second model of reflective practice).

- a. The first step is to reflect on the activity that had just taken place. The questions ask participants to describe the activity in detail, discuss how they felt during the experience, and evaluate the whole experience.
 - b. The second step is to link this experience to similar experiences in their lives by asking questions on how the activity relates.
 - c. The third step is to discuss how to apply what had been learned in their futures.
- 3) The third part is conceptualization which occurs when the participants discuss how they could improve their performance in the activity.
 - 4) The final part is applying what one had done, reflected on, and learned into their future experiences. In CARE's leadership model, this is when girls know and exercise their rights; the change CARE seeks.

b. Specific examples of two activities and how they incorporate reflection

The first activity is a warm-up titled "Just a Minute" which is Figure 2. The activity is described as: "Participants are given one minute to prepare a speech and then they must speak to the group". Following this are the instructions and some possible examples. Also included are the competencies addressed (voice, self-confidence), the objective of the activity (to speak confidently about a random topic without preparation), the estimated time, and materials needed. There is also the section titled "Reflection Activity". This has seven questions which I developed for "Just a Minute":

- 1) How did you feel creating a one minute speech?
- 2) Was it difficult to talk for one minute without preparing?
- 3) What is a strength you have when speaking?

- 4) What is a weakness you have when speaking?
- 5) What is an experience in your life when you were not prepared? What happened?
- 6) Sometimes you do not have much time to prepare for an activity, what are some ways you can still show that you are confident?
- 7) What steps can you take to improve your next speech?

Questions 1-4 are the first step of the reflective cycle as they reflect on the activity that had just happened. Question 5 is the second step as it connects this activity to their personal lives.

Questions 6 and 7 are the third step as they bring forth conversation on how to apply what has been learned in order to improve for the future.

A second activity is the main activity titled “Hopes and Dreams” (Figure 5). The activity is described as: “Teams must keep a ball in the air while talking about their hopes and dreams”.

This activity’s reflection consists of seven questions:

- 1) What happened in this game?
- 2) How did it feel to help your team keep the ball in the air?
- 3) How did you feel when the ball hit the ground?
- 4) Think of a time when you had to complete a task. Was it more difficult or less difficult when you had help from a group?
- 5) Can you remember the encouragement you heard from the others?
- 6) How can we encourage each other to stay hopeful?
- 7) How will you use what you’ve learned to support a team you are on in the future?

Questions 1-3 are the first step of the reflective cycle as they describe the activity and the feelings associated while doing it. Questions 4 and 5 are the second step as they connect this

activity to the participants' prior experiences of completing tasks with and without groups. The final two questions are the third step as they ask the participants how they will use what they learned in this activity in the future.

3. Limitations

Even though the ADDIE model of instructional design is considered best practice, there are some limitations with this project. The main one is that I am not an expert in this method and have had limited training in use this methodology. Furthermore, while working on this special study project, my supervisor at CARE left her position as senior technical advisor and since her departure there has been a lack of leadership on the technical aspects of educational programming and this specific manual.

The models of reflective practice that were used were not originally created for youth leadership development and have been adapted to that setting. Therefore, these may not be entirely appropriate for the target audience as the use of these have not been extensively evaluated in this context.

Another limitation is that the summative evaluation has not been completed yet. CARE recently postponed this section of the project and now it will be started at the beginning of their next fiscal year which starts in July 2015.

IRB Note: Emory IRB approval was not required as this project was the creation of a manual at the request of CARE. It did not involve human subject research.

Results

The Youth Leadership Development Manual is a resource that has been created for CARE staff and partners to address the capacity needs of CARE country offices and improve youth leadership development programming. It is a 98 page manual designed to support CARE's country offices as they implement youth leadership development programming. Its learning objectives are based on the five leadership competencies that CARE identified in its initial work in leadership development. The look follows CARE's brand standards which is "Always Orange". The first section is the introduction which was written by the senior technical advisor. The next section explains what the manual is and how to use it. Following this is the list of activities which separates activities by type (warm-ups and main activities). This list also notes which specific competencies are focused on in each activity. The largest part of the manual follows which are the actual activities. These are listed in alphabetical order. Each activity has the parts mentioned earlier: title, description, competencies addressed, objective, how to play, estimated time, materials, and reflection activity (see Appendix).

Chapter 4: Implications and Recommendations

This chapter contains two sections. In the first section, Implications, the focus is on the importance of this project and its relationship to the need it addresses as well as the contributions of the reflection component of the manual. Following that is a discussion of the implications for CARE's upcoming work, specifically its 2015-2020 strategy. The concluding implications are related to the public health impact, both small and larger macro-level. The second section contains recommendations for the evaluation of the manual in order to improve it and recommendations for CARE's leadership programming.

Implications

Education is a universal human right but that does not mean that it is accessible to all youth. CARE says that, for girls, the greatest obstacle to education is how their community views and holds them to a low social status. Developing leadership skills and promoting understanding in all youth is an effective means for addressing the low social status of girls and therefore removing an obstacle to education. This empowers all youth and supports changes in customs in the communities around them. CARE focuses specifically on leadership skills, rather than leadership roles, as these skills can then be used in any role the youth decide to embody. This manual is a ready resource for CARE's staff and partners that they have not had before. It specifically focuses on developing the five leadership skills and competencies in youth through activities and reflection. CARE's leadership programming started in only eight countries and now, as of 2015, has expanded to 28 out of the 90 countries where it currently works. Having this manual as a starting point will support current and future facilitators as they work to integrate leadership skills development into their education programming.

One goal was to create a manual to support the leadership development programming without reinventing the wheel. Reflection was also supposed to be embedded into the activities in order to support the skills training. I feel that I have successfully done this. I learned to work within the structure of an INGO to create a broad manual that adheres to their leadership model. I was hoping to create something that would be tangible and useful and I expect it to be both. Having worked overseas in youth development with limited materials, I know that if I were working in a CO and had access to this, it would be useful as I would be able to quickly choose an activity to support a program. Most of the activities do not require much set-up or materials. I would only say that is innovative in the sense that it is CARE's first manual for leadership and one of its only materials that directly incorporates reflection into youth activities. Furthermore, it will build the foundation and capacity for participating in social analysis and taking action in the future. This will lay the groundwork for that mode of thought at a young age. However, the manual has not been formally evaluated and its usability in the field and impact is not fully known. Therefore, I'd like to note that the previous claims for this SSP are limited by the lack of evaluation.

I mentioned that the manual is innovative in the sense that it is one of CARE's only materials that directly incorporates reflection into youth activities. In this manual, each activity ends with a reflection in order to foster a more meaningful experience and promote skill learning and understanding. CARE has been utilizing reflection in other programs, usually through the method of social analysis and action, the focus of two of the leadership competencies. And these programs have tended to focus on adults rather than youth to address social and health related

issues such as power relations, food-security, nutrition, gender equality, gender-based violence, family planning, and early marriage (Abraha, 2014; Ethiopia, 2014; USA, n.d.). However, the basis of using reflection in these other programs comes from the idea that the questions are contextualized to their respective culture and setting while the process of reflection is the same in all programs. This method has worked before in CARE's programming, therefore I expect the use of this youth leadership development manual, and specifically, its reflection component to be successful as it focuses on a process that has been proven to work in any culture as long as the specific content and delivery are adapted to the culture where it is used.

To further support this idea of comparative transcultural use of reflection, I am highlighting some studies that have been done on this topic albeit in a slightly different context. In one study that involved 3400 students from 134 countries taking online courses, the instructors intentionally included discussion activities that involved students recounting personal experiences (Kulkarni, 2014). The students were told to focus on using every day concepts, such as work, local government, food, when recounting in order for all participants to be able to connect to the discussion without having to know the specifics of that person's culture (Kulkarni, 2014). Additionally, in a study on e-learning, it found that when using instructional design to create products, it may be good for one to leave intentional gaps that facilitators could easily use for inserting culture specificities (Kinuthia & Nkonge, 2005). This would allow the product to respect and promote cultural values and ideologies, keep the learning grounded within the culture and society of the learner, and still make the product easy to disseminate across different cultures (Kinuthia & Nkonge, 2005). This leadership manual, while it does not leave intentional gaps, has been created as a simple product that is easily transferable and has had most of its cultural

markings removed so facilitators could add their own. Furthermore, the reflection activities will all be conducted with people from the same community and, thus, should not encounter many difficulties when relating to each other. But it is essential that each facilitator's program is adapted to the local context as research has shown that many programs that are deemed successful have been created with the ability to adapt to the social, cultural, and ethnic diversity of the young people they serve and the communities where they operate (Transition, 2010). Beyond the implications of the use of the manual on individual projects, this manual will assist CARE in many larger ways. The foremost is that this manual is a flexible stand-alone resource that is directly related to CARE's leadership model. Therefore, COs know that this will be applicable to the work they plan on doing and will not need to spend time and money doing additional research creating materials for integrating leadership development into their programming. Now that this manual exists, COs may be more likely to start programming leadership development sooner as they can easily choose an activity. As the manual is in simple English and has minimal cultural identifiers, it can easily be translated to other languages by CARE staff and adapted to their cultural context.

On a macro-level, this manual fits within CARE's Education Strategy 2020 which is the basis for their programming between 2015 and 2020. During this timeframe, one goal of CARE is that "young people successfully acquire and use knowledge and are active participants in their society" (Education, 2014). Leadership development programming, supported by this manual, will contribute to leadership skills building in youth so they are empowered to understand and act with others to realize their human rights (Education, 2014).

Beyond the implications for CARE, there are also many public health implications. First, this leadership model is rooted in the health belief model of behavior change. When youth participate in the activities and reflections in this manual, it will build their self-efficacy which would lead to youth being more likely to make decisions that lead to greater personal health outcomes. An expected result is that youth will perceive themselves able to successfully take action.

Furthermore, when activities are contextualized to local situations, participants will be more likely to perceive barriers and benefits of the community in order to take action. By understanding the barriers and benefits, youth will be empowered to take action on youth education, poverty eradication, gender-based violence, sanitation, sexual and reproductive health, sexual violence, child marriage, gender equality, and teenage pregnancy. All of these will improve their and their communities' quality of life.

In further support of this are the results of CARE's previous and current youth leadership programs. For example, in Bangladesh, India, and Afghanistan more than one-half of all girls are married before they turn 18. Leadership programming has already been started in these countries and one of the outcomes is the rate of child marriage has decreased (Adolwa et al., 2012). There are specific links between child marriage and poor health outcomes. Children that do not marry early are more likely to be healthier and wealthier (Brides, 2015). Another example comes from Malawi where sexual abuse of adolescent schoolgirls is common. By empowering girls, they now have a voice to raise against this issue and groups have been formed with youth, parents and teachers to promote safety and equitable education throughout Malawi (Adolwa et al., 2012). Finally, in Honduras, which has one of the highest rates of urban violence in the world, youth have used the leadership skills they have gained to mentor younger children and form groups to

reduce gang and gender-based violence (Adolwa et al., 2012). Since these few programs have been successful in their respective communities, I predict that future leadership skills development programs in other countries will also be successful at tackling issues such as these.

Additionally, on an even larger scale, the United Nations' proposed post-2015 Sustainable Development Goals (SDGs) are supported. The fourth goal is “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Nations, 2015). The specific sub-goal related to the implications of the manual is 4.7 – “by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development” (Nations, 2015).

The fifth SDG, “achieve gender equality and empower all women and girls”, is also directly related to the outcomes of the leadership manual and leadership programming. Sub-goal 5.5 aspires to “ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life” (Nations, 2015) .

This youth leadership manual will even support the achievement of the goals outlined in these tentative SDGs.

Recommendations

Even though this project is currently going forward at CARE, I still have some final recommendations. Firstly, I have recommendations for the manual itself. There must be a full summative evaluation of the manual. That is in essence the E of ADDIE. Without it, this systematic approach to instructional design is not complete. Currently, CARE's COs are using the YLI Toolkit to assess participants' leadership development. However, that is not assessing the actual manual itself or linking its use to enhanced leadership competencies. In addition to assessing the manual, the manual itself should be updated with input for the COs after they have used it and also with illustrations for each activity in order for facilitators to more easily understand the instructions they are reading. Currently, the manual has few illustrations and it would be improved with more. Including images to assist visual learners is important, along with incorporating more activities that support other types of learning styles (musical, naturalistic, visual-spatial, etc.).

Second, CARE's leadership programming should be expanded to youth between the ages of 14 and 18 as this is a target group that CARE has not started to program leadership activities for. I think most of these activities will not be applicable to older adolescents as they may not find them interesting enough to hold their attention. In addition to altering the programming for older youth, there should be a space for personal reflection instead of exclusively using group reflection. Some of these activities may not hold the attention of older youth. These older youth are also in the next stage of cognitive development and will benefit from more advanced critical thinking activities. A type of personal reflection activity that can be included is journaling. Additionally, mentorship is included in many other leadership programs and this program would

be well suited to it too. For example, if the programming were to expand to 14-18 year olds, the older youth could mentor the younger. A final recommendation for the programming is that there should be community oriented service/awareness projects that are started and conducted by the youth that participate in these activities. By taking action, they are fulfilling the goal of CARE's entire youth leadership model. Currently, the activities build a foundation for this, yet, there are no guidelines for leading youth to take action.

Figures

Figure 1: CARE's Girls' Leadership Model (Adolwa et al., 2012)

CARE's Girls' Leadership Model

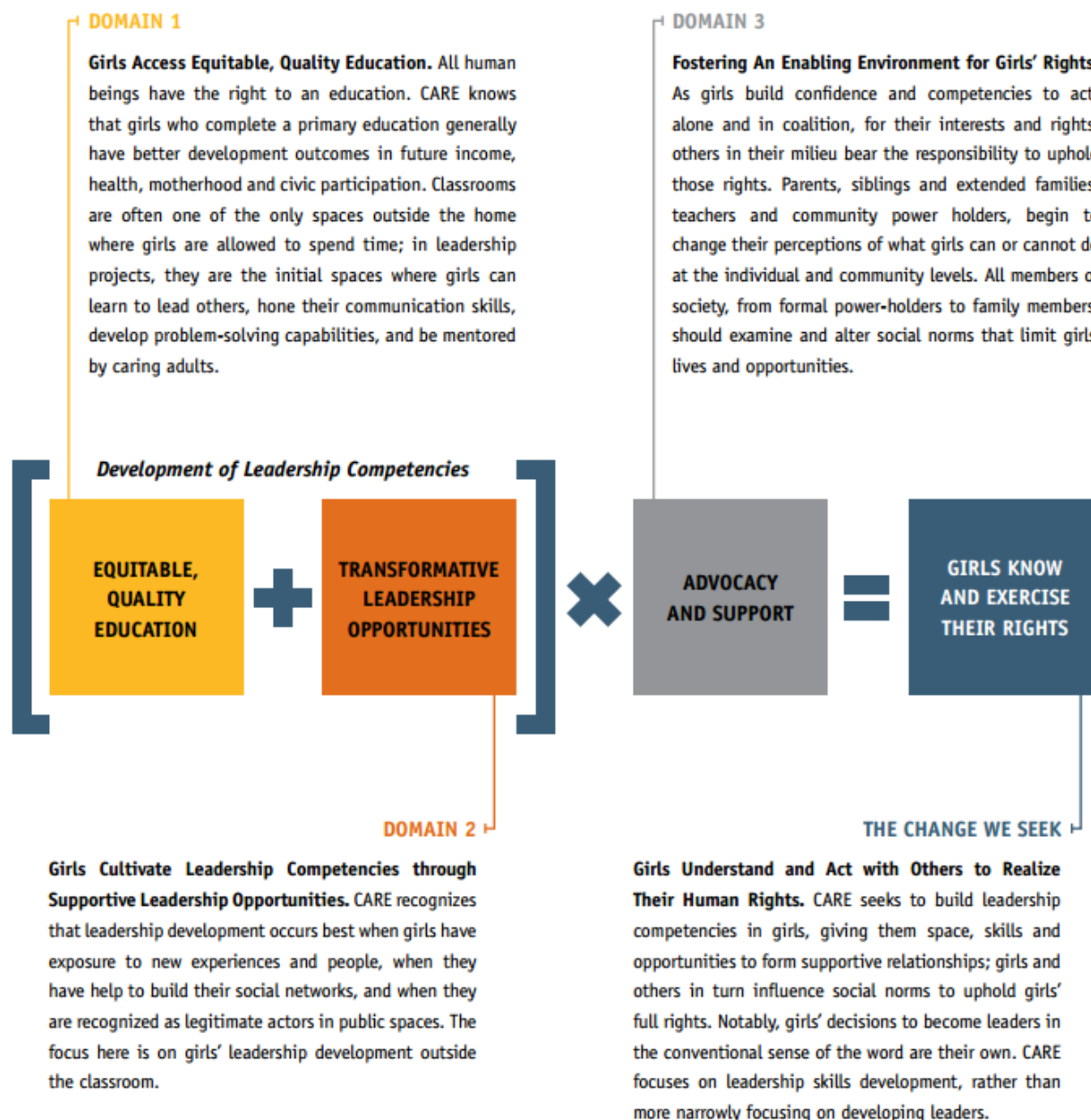


Figure 2: Example Page from Manual Showing All of its Parts

Just a Minute

| | |
|---|--|
| <p><u>Competencies Addressed</u> Voice Self-confidence</p> <p><u>Objective</u> To speak confidently about a random topic without preparation.</p> <p><u>Estimated Time</u> 10 minutes</p> <p><u>Materials</u> Paper Pens or Pencils Box, hat or bag</p> | <p><u>Description</u> Participants are given one minute to prepare a speech and then they must speak to the group.</p> <p><u>How To Play</u></p> <ol style="list-style-type: none"> 1. Choose some topics that relate directly to the experiences of participants. 2. Write each of these on a small piece of paper and place all of the papers in a box and mix them. 3. The facilitator should take one and speak about it for one minute. This will be an example for the group. 4. Ask each participant to take a piece from the box and then speak about it for 1 minute. <p><u>Example topics:</u> Radio, pen, school, friends, a holiday, toys, pets, family, elephant, rainy season, cinema, bicycle, ghost, ice cream, dance</p> <p><u>Reflection Activity</u> How did you feel creating a one minute speech? Was it difficult to speak for one minute without preparing? What is a strength you have when speaking ? What is a weakness you have when speaking? What is an experience in your life when you were not prepared? What happened? Sometimes you do not have much time to prepare for an activity, what are some ways you can still show that you are confident? What steps can you take to improve your next speech?</p> |
|---|--|



Contribution from CARE India

Figure 3: Kolb's Reflective Model (McLeod, 2010)

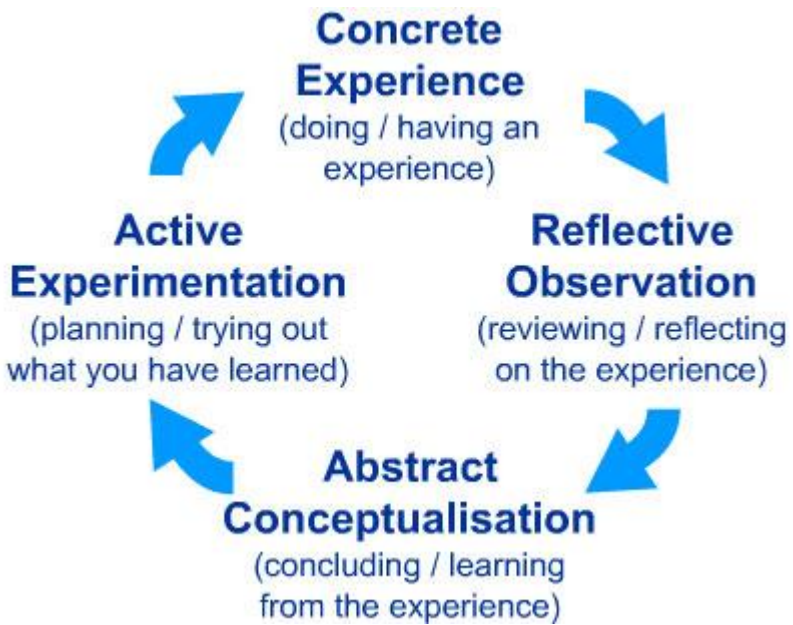


Figure 4: Gibb's Reflective Cycle (Eyre, 2014)

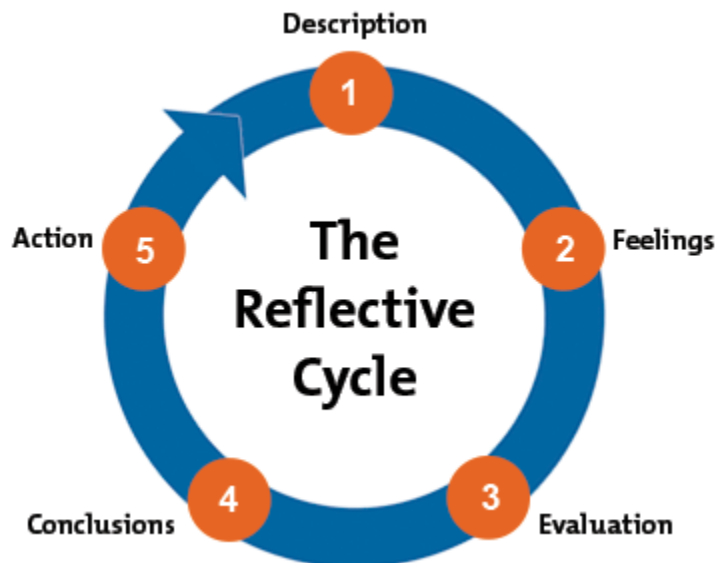


Figure 5: Youth Leadership Development Manual, page 67

Hopes and Dreams

Competencies Addressed
Vision

Goal
To work together to reach a goal. To develop an understanding amongst a group.

Estimated Time
20 minutes

Materials
Balls: 1 per group

Description
Teams must keep a ball in the air while talking about their hopes and dreams.

How To Play

1. Divide the participants into groups of 8-10 and have them form circles.
2. Tell them that in this game they will talk about their hopes and dreams. Ask participants to think of one thing they hope for in the future. Once they are ready, ask them to use their finger to write or draw their hope in the air.
3. Explain that the ball represents their hope. Their goal is to keep hope (the ball) in the air.
4. One participant in the group starts the game by tossing the ball high into the center of the circle and another member will try to hit the ball to a participant that hasn't touched the ball yet in their group.
5. The entire group should count out the number of hits as the ball is hit in the air. If the ball touches the ground, the group should start counting from 1 again.
6. Encourage the group to get higher and higher numbers of hits.
7. End the game at your discretion.

Reflection Activity

What happened in this game?

How did it feel to help your team keep the ball in the air?

How did you feel when the ball hit the ground?

Think of a time when you had to complete a task. Was it more difficult or less difficult when you had help from a group?

Can you remember the encouragement you heard from the others?

How can we encourage each other to stay hopeful?

How will you use what you've learned to support a team you are on in the future?

Adapted from *Live Safe Play Safe*

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Appendix:
Youth Leadership Manual



Youth Leadership Development

ACTIVITIES MANUAL



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Acknowledgements

The CARE USA Education Team extends its sincere thanks for the input to this manual received from:

CARE India

CARE Rwanda

CARE Zimbabwe

CARE Kenya

CARE International in the Balkans

CARE Malawi

We also thank USAID for supporting our initial work in testing the Girls' Leadership Model through the Power to Lead Alliance (2008-2011) and Innovation through Sport: Promoting Leaders, Empowering Youth (2008-2012) projects.

Finally, CARE thanks the girls and boys with whom we work: for their considerable intelligence, wit and talent; their drive, plans and aspirations—in short, for their humanity. Given opportunity, support and resources, adolescent girls can and do challenge and overcome many of the limitations that are imposed upon them and contribute to the betterment of their societies.



Introduction

Despite being a universal human right, education is not yet equally enjoyed by both boys and girls; between 1999 and 2011, the primary education rates of gender parity rose from 57% to 63% (UNESCO, 2014, p11). That being said, tremendous global gains have been made enrolling and retaining girls in school: the number of out of school primary school aged girls dropped from 62.4 million in 1999 to 31 million girls in 2011 (UNESCO, UNGEI, 2014, p3). CARE believes that the greatest remaining obstacles to girls' education are not a lack of schools or teachers, but the low social status in which girls are held. The considerable benefits of girls' education can be sustained, deepened and multiplied if integrated with deliberate efforts to address and alter girls' social status and empowerment, by cultivating leadership skills in adolescent girls and supportive changes in behaviors, customs and policies in the societies around them. CARE¹ has developed the Girls' Leadership Model (CARE, 2009) to guide those efforts.

CARE's *Girls' Leadership Model* has been developed to guide efforts focused on cultivating leadership skills in adolescent girls and supportive changes in behaviors, customs, and policies in the societies around them. Although the model was developed to promote leadership in girls, we acknowledge the importance of including boys in any effort to transform the rigid gender norms that limit both girls' and boys' choices and aspirations for their futures.

The conventional definition of a leader brings to mind not only a person who has specific qualities and skills, but the sphere in which she deploys them: a political leader, for example, or a business leader or social activism leader. In many societies, girls are often excluded from these spheres because of their age and sex. CARE, therefore, chose to emphasize leadership skills, rather than leadership roles or spheres, to develop our definition of a leader: *an active learner who believes that she can make a difference in her world, and acts individually and with others to bring about positive change.*

¹As a leading international nongovernmental humanitarian organization, CARE seeks "a world of hope, tolerance and social justice, where poverty has been overcome and people live in dignity and security" (CARE USA 2012). Since its founding in 1945, CARE has implemented education-related activities. In 1994 education became a programmatic focus area with increased efforts to understand, and implement education-based approaches to addressing poverty (CARE USA, 2005).



Focusing on what it takes to develop leaders who fit this definition, CARE identified five essential leadership competencies that can help girls seek new opportunities to lead or collaborate with others to bring about positive change:

1. Voice—a girl’s ability to engage in a rational process to arrive at an opinion, and her belief that she has a right to express that opinion.
2. Decision-making—her sense that her decisions matter in her own life, and can affect the lives of others.
3. Self-confidence—her belief in her own value as a human being, and self-assuredness in her judgment, abilities and power.
4. Organization—her ability to arrange her thoughts and actions to carry an idea through to a final product.
5. Vision—her ability to motivate others, to bring people together to accomplish an objective and to play an active role in her community.

The Girls’ Leadership Model has been tested in 28 countries, reaching hundreds of thousands of girls and boys. Resourceful CARE staff and partners have incorporated leadership development activities to foster the specific competencies from a variety of sources, and in many cases, created their own. This manual is an attempt to pull together many of those activities, so that future facilitators of leadership development programs have a ready resource at hand. The manual is designed to be a starting point, acknowledging that in every context facilitators will adapt activities as needed for cultural relevance, and will continue to be creative in developing their own additional activities.



Facilitator's Guide

This manual is organized into two sections, each containing activities lasting between 10 minutes and 1 hour. The activities are separated into Warm-Ups and Main Activities and it is best to pair two activities together for one session. In the list of activities on page 9, the competencies addressed are listed to the right of the activity's name. The facilitator may want to pair activities that focus on the same competencies or have similar procedures. Another option would be to pair activities based on whether they are "active" or "seated". It is up to the facilitator to choose which activities are right for their group. This is a menu of options that can be utilized in many ways.

These activities can be used in a variety of settings including schools, clubs, and community organizations. They should be used when working with groups of at least 6 participants but should not be used with more than 30 participants. It is recommended that the facilitator works with the participants to establish rules and norms. One recommendation is the activity **Ground Rules** on page 64 of this manual.

- I. **Warm-Ups:** consist of short activities that set the tone for the session but still incorporate the leadership competencies and a reflection component.
- II. **Main Activities:** consist of longer activities that may require more time and resources to set-up. These activities are also related to the leadership skills and have reflection components.

Organization of the activities

1. **Title** – Title of the activity
2. **Competencies Addressed** – List of leadership competencies focused on in the activity.
3. **Objective** – The main goal of the activity.
4. **Estimated Time** – Suggested amount of time for conducting the activity.
5. **Materials** – List of resources needed to conduct the activity. If the materials cannot be easily accessed, the facilitator can substitute for what is available.
6. **Description** – A short description of what the activity is and what to expect from it. This may be read to the participants before the activity so they know what to expect.
7. **How to Play** –Instructions on how to facilitate the activity; this may also include different variants, examples, and diagrams. The facilitator may alter these instructions to better suit their context.
8. **Reflection Activity** – Series of questions to ask the participants after completing the activity in order to improve learning, leadership self-awareness and the ability to conduct social action. The facilitator may add to these questions, change the questions or omit questions in order to tailor the experience to the group.



Example page from manual

1 As If

2 Competencies Addressed

Voice

3 Objective

To communicate clearly. To learn to follow others.

4 Estimated Time

5 minutes

5 Materials

List of sentences

6 Description

Participants will act out creative actions that are called out by the leader.

7 How To Play

1. Prepare a list of sentences that contains actions before the activity. (see below for examples)
2. Have the participants stand in an open space or classroom.
3. Explain that you will call out a sentence and they will perform the action in that sentence.
4. Call more sentences and have the participants continue to act them out.
5. Next, have a participant lead the group with their own ideas.
6. End the game after a few minutes.

Example sentences:

Hop as if you are a rabbit.

Swim as if you are a fish.

Run as if a monster is chasing you.

Paint as if you are a famous artist.

Kick as if you are a famous football player.

8 Reflection Activity

- How did it feel to follow directions?
- How did it feel to lead the group?
- Did you enjoy telling others what to do?
- When have you led a group?
- How should you speak so everyone listens?

Role of the facilitator

The role of the facilitator is to create an open and respectful environment in which the youth can feel comfortable sharing and learning from their own experiences. The activities are designed to generate a process of reflection and participatory learning.

In order to train leaders, the facilitator must also be a leader. Please be cognizant of your facilitation style. Remember that a leader inspires through example. Other characteristics of a good facilitator are:

- Be an active listener
- Be observant
- Ask questions
- Be flexible
- Be organized
- Be knowledgeable
- Be assertive but not controlling



Tips For Facilitators

8 tips for talking with youth

- Accept them as they are without passing judgment
- Respect their own unique qualities and potential
- Encourage their ability to make their own decisions
- Encourage them to take responsibility for their decisions
- Provide enough factual information to help them make decisions
- Avoid giving advice
- Help them evaluate their feelings about their problem or concern
- Provide them with emotional support

10 tips for facilitating group discussions

- Paraphrase what a participant has said so that she feels understood, and that the participants can hear a brief summary of what was said.
- Be sure you understand a participant's statement or ask the participant to clarify what she is saying.
- Compliment an interesting or insightful comment.
- Add to a participant's comment with examples or suggest a new way to think about the problem.
- Energize a discussion by quickening the pace, using humor or asking the group for more contribution.
- Disagree (gently) with a participant's comments to stimulate further discussion.
- Mediate differences of opinion between participants and relieve any tension.
- Link ideas together and explain how they relate to each other.
- Change the way participants interact or have the group evaluate ideas that have been presented.
- Summarize the major views of the group and confirm everything has been captured.

5 tips for tackling difficult topics

- Clarify your own values before you begin talking with young people.
- Be prepared and plan ahead.
- You do not have to know everything.
- Do not dismiss or look down on what young people know.
- Set your own limits.

4 tips for talking with special needs youth

- Encourage them to speak openly about their disability and share any concerns they have about changes they are noticing in their bodies.
- Present information in a simple and clear format.
- Be sure to use picture to help explain the information (if appropriate)
- Use repetition to help young people understand key information that is being shared.



| Warm-ups | Type | Page | Voice | Decision-making | Self-confidence | Organization | Vision |
|----------------------|-------------|-------------|--------------|------------------------|------------------------|---------------------|---------------|
| Animal Scramble | Active | 13 | | | X | X | |
| As If | Active | 14 | X | | | | |
| Blindfold Maze | Active | 15 | X | | X | X | X |
| Blindfold Shapes | Active | 16 | X | | | X | |
| Change a Thing | Active | 17 | | X | X | | |
| Charades | Active | 18 | X | | | | |
| Decisions, Decisions | Seated | 19 | | X | | | |
| Favorite Corner | Seated | 20 | X | X | | | |
| Follow My Hand | Active | 21 | | | X | X | |
| Four Corners | Active | 22 | | X | | | |
| Freeze Tag | Active | 23 | | | X | X | |
| Group Counting | Seated | 24 | X | X | | | |
| Hand Push | Active | 25 | | | X | | |
| Human Chair | Active | 26 | | | | X | X |
| Human Knot | Active | 27 | | | | X | X |
| Just a Minute | Seated | 28 | X | | X | | |
| Just the Face | Seated | 29 | X | | X | | |
| Keep it Going | Active | 30 | X | | | X | |
| Leading the Pack | Active | 31 | X | | | | |
| Listening Pairs | Seated | 32 | X | | X | | |



| Warm-ups | Type | Page | Voice | Decision-making | Self-confidence | Organization | Vision |
|-----------------------------|-------------|-------------|--------------|------------------------|------------------------|---------------------|---------------|
| Mirror | Active | 33 | X | X | X | | |
| Rock, Paper, Scissors Train | Active | 34 | | X | X | | |
| Secret Tag | Active | 35 | | | X | X | |
| Sort by.... | Seated | 36 | | | | X | |
| Telephone | Seated | 37 | X | | | | |
| Three-Legged Race | Active | 38 | | | | X | |
| Main Activities | Type | Page | Voice | Decision-making | Self-confidence | Organization | Vision |
| Barrier up, Barrier Down | Active | 40 | | | X | X | |
| Being a Boy, Being a Girl | Seated | 41 | X | | X | | |
| Blind Goal Quest | Active | 42 | X | | | | X |
| Blindfolded Partner Running | Active | 43 | | | X | | |
| Building Confidence | Seated | 44 | | | X | | X |
| Catch the Dragon's Tail | Active | 45 | | | | X | X |
| Choosing Self | Seated | 46 | | | X | | |
| Circle Chase | Active | 47 | | | | X | |
| Clock Pointers | Active | 48 | | | | X | |



| Main Activities | Type | Page | Voice | Decision-making | Self-confidence | Organization | Vision |
|-----------------------------------|-------------|-------------|--------------|------------------------|------------------------|---------------------|---------------|
| Communication Puzzle | Seated | 49 | X | | | | |
| Confident Choices | Active | 51 | | X | X | | |
| Conversations About Self | Seated | 52 | X | | X | | |
| Create a World | Seated | 54 | | | | | X |
| Creating Your Own Stories | Seated | 55 | X | | | | X |
| Decision Time | Active | 56 | | X | | | |
| Explore Opportunities by Gender | Seated | 58 | | | X | | |
| Follow the Leader | Active | 60 | X | | X | | |
| Gender Box | Seated | 61 | | | X | | |
| Gender Roles and Responsibilities | Seated | 62 | X | | X | | |
| Gender Sports | Active | 63 | | | | X | |
| Ground Rules | Active | 64 | | | | X | X |
| Hopes and Dreams | Active | 66 | | | | | X |
| I Am Not Alone | Active | 67 | X | | X | | |
| I Feel | Active | 68 | X | X | X | | |
| Making Speeches | Seated | 69 | X | | X | | |
| No Means Stop | Seated | 70 | X | | X | | |
| Norms and Rules About Gender | Seated | 71 | | | X | | |



| Main Activities | Type | Page | Voice | Decision-making | Self-confidence | Organization | Vision |
|-------------------------------|-------------|-------------|--------------|------------------------|------------------------|---------------------|---------------|
| Orientation Square | Active | 72 | | | X | X | |
| Personal Strengths Portraits | Seated | 73 | | | X | | |
| Pressure Ball | Active | 74 | | X | | X | |
| Say “No” | Active | 76 | X | | X | | |
| Saying No | Seated | 77 | X | | | | |
| Secret Leader | Active | 78 | | | X | | |
| Sharks and Minnows | Active | 79 | | | X | | |
| Situations and Feelings | Seated | 80 | | | X | | |
| Spot the Gap | Active | 82 | | X | | | |
| Stones | Active | 83 | | | | X | X |
| Storytelling Through Pictures | Seated | 84 | X | | | X | |
| Talking Ball | Active | 85 | | | | X | |
| The Way I Look at Myself | Seated | 86 | | | X | | |
| The Way I Look at Others | Seated | 88 | | | X | | |
| Three C’s for Decision-Making | Seated | 90 | | X | | | |
| Watch the Boundary | Active | 92 | | | | | X |
| What Others Think of Me | Seated | 93 | | | X | | |
| Who Am I? | Seated | 95 | | | X | | X |



Warm-Ups



Animal Scramble

Competencies

Addressed

Voice

Self-confidence

Organization

Objective

To use non-traditional communication skills.
To work as a team.

Estimated Time

10 minutes

Materials

Cards or pieces of paper: 1 per participant

Pen or Pencils

Blindfolds

Description

Participants are assigned an animal. They must keep their eyes shut and communicate like the animal in order to find others with the same animal.

How To Play

1. Choose three or four animals that the participants know and can easily make the sound of (for example: dogs, cats, cows, elephants, horses, sheep, etc.)
2. On the pieces of paper, write down one animal per piece. Try to make an even number of animals (for example: if there are 16 participants— 4 dogs, 4 cats, 4 cows, 4 elephants).
3. Give each participant a piece of paper with an animal on it. Make sure they don't share with others which animal it is.
4. Have the participants close their eyes.
5. Ask the participants to move around the play area and to make the sound of their animal, and listen for others making the same sound.
6. When the participants find animals of the same type, tell them that they should link arms and stay together to form a big group.
7. Once all of the "animals" of the same type are together, the activity ends.

Variants

Use blindfolds

Have one of the animals be dangerous so the others stay away (for example, snake, lion, etc). In this variant, if the dangerous animal comes in contact with the others, the others have to leave the game. If the others are in their full pack, they are safe. The groups of non-dangerous animals that forms its pack first, without losing any members, wins.

Reflection Activity

How did it feel to make animal noises in front of the other participants in the beginning of the game?

Did you feel more comfortable expressing yourself as the game went on?

How did it feel not being able to see or talk?

What are other examples in your life where it was difficult to communicate? What did you do?

What are different ways that we express ourselves in our daily lives?

Why is it important to express yourself in life?

How can we help others feel comfortable expressing themselves?



As If

Competencies Addressed

Voice

Objective

To communicate clearly. To learn to follow others.

Estimated Time

5 minutes

Materials

List of sentences

Description

Participants will act out creative actions that are called out by the leader.

How To Play

1. Prepare a list of sentences that contains actions before the activity. (see below for examples)
2. Have the participants stand in an open space or classroom.
3. Explain that you will call out a sentence and they will perform the action in that sentence.
4. Call more sentences and have the participants continue to act them out.
5. Next, have a participant lead the group with their own ideas.
6. End the game after a few minutes.

Example sentences:

Hop as if you are a rabbit.

Swim as if you are a fish.

Run as if a monster is chasing you.

Paint as if you are a famous artist.

Kick as if you are a famous football player.

Reflection Activity

How did it feel to follow directions?

How did it feel to lead the group?

Did you enjoy telling others what to do?

When have you led a group?

How should you speak so everyone listens?



Blindfold Maze

Competencies Addressed

Voice

Self-confidence

Organization

Vision

Objective

To communicate clearly. To trust each other.

Estimated Time

10 minutes

Materials

Large room or field

Blindfolds for half the participants

Obstacles (Paper, Bottles, Cones, Tables, Chairs, etc.)

Description

Participants safely guide a blindfolded partner through a complicated course.

How To Play

1. Set up a maze in a room or field by placing obstacles on the ground. These can be empty bottles, cups, cones, pieces of paper, chairs, tables, etc. Place these randomly over the space.
2. Divide the participants into pairs. One will be blindfolded and can't talk. The other can see and talk but cannot enter the maze or touch the partner. Have them discuss a communication strategy.
3. Once the pairs are ready, say "Go" and the activity begins. The blindfolded participant must go through the maze without stepping on or touching anything. The other participant must stay outside the maze and guide their partner to the other side using their communication strategy.
4. Once the blindfolded partner reaches the other side, have the pair switch roles and repeat the activity.

Reflection Activity

How did you feel during the activity?

What was one of the challenges of this activity?

How did clear communication help your partner during this activity?

Was it difficult to trust your partner when you were blindfolded?

How did you feel helping your partner?

How do you feel helping others in your life?

We can go through life trying to avoid obstacles alone but it is easier when we have help. Who or what helps you in life (outside the game)?

What communication skills, that you learned, will you use in your daily life?



Blindfold Shapes

Competencies Addressed

Voice

Organization

Goal

To communicate clearly. To work together as a team to complete a task.

Estimated Time

10 minutes

Materials

Long rope— length depends on the number of participants

Blindfolds

Description

Participants work together as a team to make a shape from a rope.

How To Play

1. Tie the ends of a long rope together to form a circle.
2. Ask for a volunteer to be the leader. (The leader will participate with everyone. The only additional task for the leader is to select the shape that will be formed)
3. Blindfold all of the participants (or have them close their eyes).
4. Have all of the participants grab the rope.
5. Have the leader call a shape (square, circle, triangle, etc.). The participants must move and communicate with one another to make the shape with the rope and then place it on the ground.
6. Have the participants remove their blindfolds when they think they have completed the task.

Variants:

Have the participants work in smaller groups (of 4-6) and compete against each other

For a more difficult task, use an extra long rope and have the participants make two

Reflection Activity

Was it difficult to work as a team when you couldn't see each other?

How did it feel to finish the activity without knowing if you had succeeded?

Is it difficult to complete a task when you don't know your progress?

How did it feel when you and your teammates successfully accomplished the challenge?

When in your life have you done an activity and not known whether you were successful?

Why is it important to attempt challenges even if you don't know if you'll be successful?



Change a Thing

Competencies Addressed

Decision-making
Self-confidence

Objective

To notice slight changes in the world around themselves.
To make decisions in a short amount of time.

Estimated Time

10 minutes

Materials

None

Description

Participants will change their appearance and guess what their partners have changed.

How To Play

1. Organize participants into pairs. Tell them they will study each other and then change their appearances. They do not want their partner to guess what they change about themselves.
2. Have the participants look at each other for 30 seconds.
3. After 30 seconds, have them turn around and change two things about their appearance. Tell them they have 1 minute.
4. After 1 minute, tell the participants to turn back and look at their partner again. The participants should say what has changed about their partner's appearance.

Reflection Activity

Note: There are two reflections for this activity. You may do one or both.

Self-confidence reflection

Were you confident that the other participant would not guess what you had changed?

How did you feel when they guessed correctly? Or How did you feel when they didn't guess correctly?

How did you feel when you guessed correctly? Or How did you feel when you didn't guess correctly?

Why is it important to pay attention to tiny details?

Decision-making reflection

How do you feel when you make quick decisions?

Why is it important to be confident when making a quick decision?

Have you had any life experiences when you needed to make a quick decision? What happened?

What will you do in the future when making a quick decision?



Charades

Competencies Addressed

Voice

Goal

To express yourself without speaking. To actively listen and try to understand another person.

Estimated Time

10 minutes

Materials

Paper or Cards

Pens or Pencils

Timer

Description

Participants express themselves using nonverbal communication to act out a word or a phrase.

How To Play

1. Create a list of words from a theme (for example, names, places, animals, games, sports, etc.). Write each word on a separate piece of paper.
2. Tell the participants that they will communicate without speaking. Show them the cards that were created and shuffle them.
3. Have one participant choose a card.
4. The participant will act out the word on the paper without talking to the group or writing.
5. The first participant to guess the word correctly wins and chooses the next word to act out.
6. End the activity when enough participants have had a turn.

Variants

This can be a team game. The participants are separated into two teams and the team that guesses the most actions correctly wins.

The teams have only five minutes each. The first team will start by sending their first participant to act out a word. After it is guessed, they will send a second participant, and then a third. If it is too hard, they can choose to skip that word. Their score will be the total number of words guessed correctly in the time limit. The second team will try to guess more words during their five minutes.

Reflection Activity

How did it feel to be successful?

How did it feel to be unsuccessful?

How did it feel to communicate without speaking?

Have you ever needed to communicate something without speaking? What did you do?

What are some methods you can use to communicate in the future without speaking?

What can you do to show you are actively listening?



Decisions, Decisions

Competencies

Addressed

Decision-making

Objective

To realize how often they make decisions in every day situations.

Estimated Time

5 minutes

Materials

Chairs

Stones

Paper

Pen or Pencils

Description

Participants enter the room normally but there are a few changes to the seating arrangements that they could make a decision about.

How To Play

1. Before participants arrive, set up the space with some chairs and objects. The number of chairs should be greater than the number of participants. Set up a few chairs as follows:
 - A chair with stones on the seat
 - A chair at the front of the space
 - A chair with a sign that says "Reserved" or "Do not sit here"
 - A chair facing a corner or at the edge and facing outside of the space
2. Participants arrive and are told to sit down.
3. Briefly talk to the participants about making decisions. Say that we make decisions everyday.
4. Then point at the chair with rocks on it and ask "Why didn't anyone sit here?"
5. After they answer, talk about how it's logical not to sit in an uncomfortable chair, or one that has objects placed on it. Then point at the chair in the front and ask "Why didn't anyone sit here?" Or, if someone sat there and brought the chair closer to the group, ask "Why did you move the chair? Why wouldn't you sit in it how it was before?"
6. After they answer, talk about how it may feel uncomfortable to be the center of attention. Then point at the chair with the sign and ask "Why wouldn't people usually sit here?"
7. After they answer, talk about how society has rules that should be followed. And finally look at the chair facing outside the space and ask "Why didn't anyone sit here?" or if someone sat there and turned the chair towards the class, "Why did you move the chair? Why wouldn't you sit in it how it was before?"
8. After they answer, talk about choosing to sit in the chair without moving it

Reflection Activity

How did you feel when you entered the room?

How did you choose where you sat?

What are some of the decisions that you make every day without thinking much about them?

What are some examples from your lives in which you relied on logic, feelings, social rules and goals to make a decision?

Adapted from Life Skills and Leadership Manual



Favorite Corner

Competencies

Addressed

Voice

Decision-making

Objective

To defend one's decisions and opinions.

Estimated Time

10 minutes

Materials

Paper

Description

Participants choose the corner with the word they like they most and then must say why they like it.

How To Play

1. Write a different word on four pieces of paper. Words can be of any topic that is relevant to your participants (see examples below).
2. Place a piece of paper in each corner.
3. Tell the participants to go to the corner with their favorite word.
4. After all of the participants have chosen a corner, tell them to spend a few minutes discussing why their word is the best with others in that corner.
5. Each of the four groups then tells the rest of the class why their word is the best.

Variant

5. Each of the four groups then tells the rest of the class why their word is better than the other three words.

Examples: (topic) word 1, word 2, word 3, word 4

(colors) blue, green, red, yellow

(food) ice cream, rice, fruit, vegetables

(sports/games) football, cricket, running, basketball

(days) Monday, Friday, Saturday, Sunday

(animals) dog, bird, cat, cow

Reflection Activity

How did you feel choosing your word?

Was it difficult to make your decision? Why?

Did any of you choose a word because your friends chose it too?

Was it difficult to think of why your word was the best?

Did any of the other groups convince you that their word was better? Or did you still support your word at the end?

Why is it important to know the reasons you support certain ideas?

Variant:

How did it feel when other groups explained how their word was better than yours?

How did it feel telling the other participants that their word was worse?



Follow My Hand

Competencies Addressed

Self-confidence
Organization

Objective

To lead others. To follow a leader and trust them.

Estimated Time

5 minutes

Materials

None

Description

Participants play a follow-the-leader game that uses the whole body.

How To Play

1. Separate the participants into pairs.
2. Ask one member of each pair to be the leader and the other to be the follower.
3. Explain that when you say “Go” all of the followers will try to keep their noses about half a meter from the right hand of the leaders.
4. Each leader will move around the room and will move their right hand high and low and in any direction they choose. (Note: The followers are expected to duck/stand up etc. to ensure they follow the movement of the leader’s hand)
5. After about 2 minutes, you’ll say “Stop”. All of the followers will become the leaders and the leaders will become the followers.
6. Repeat steps 3 and 4. Then say “Stop” after about 2 minutes.

Reflection Activity

How did it feel to be the leader? Did it feel good to have someone following so closely to you?

How did it feel to be the follower? Was it difficult to always be within half a meter of their hand?

Why is it good to be a follower?

Why is it good to be a leader?

Should you always follow a leader so closely? Why or why not?

Is it easy to get people to follow you closely in real life?



Adapted from *Live Safe Play Safe*

Four Corners

Competencies Addressed

Decision-making

Objective

To make quick decisions.

Estimated Time

10 minutes

Materials

Paper

Marker, pens or pencils

Description

Participants play a game in which one person tries to guess where the rest are hiding.

How To Play

1. Label 4 pieces of paper. Write 1, 2, 3, or 4 on the paper.
2. Assign the corners by placing one of the numbered papers in each one.
3. One participant volunteers to be the leader. This participant stands at the front of the room with their back to the group.
4. The remaining participants stand in the center of the room. When you say “go” count down from 5 and the participants must move to a corner.
5. The leader, without looking, says a number and chooses a corner.
6. The participants in the corner that was called are eliminated and must sit down.
7. Keep playing by repeating steps 3-5 until there is only one participant left. This participant is now “it” for the next round.

Reflection Activity

For the leader:

How did it feel to be the leader?

How did you feel when you chose a corner with nobody in it?

For the others:

How did you feel when your corner wasn't chosen?

How did you feel when your corner was chosen?

For all:

How do you make decisions in life?

How do you know that you have made the right choice in life?

How do you feel when you make the right choice in life?

How do you know that you have made the wrong choice in life?

How do you feel when you make the wrong choice in life?

What can you do after you make the wrong choice?



Freeze Tag

Competencies

Addressed

Decision-making

Self-confidence

Objective

To trust your teammates. To be confident that a teammate will help you.

Estimated Time

10 minutes

Materials

None

Description

Participants play a tag game in which those that are tagged must stop moving until a teammate helps them.

How To Play

1. Have one of the participants volunteers to be the leader. This participant will have to chase and tag the other participants.
2. The rest of the participants run around in the play space while the leader counts to 10.
3. The leader will chase and attempt to tag as many people as possible. When someone is tagged, they must stop moving and freeze in place.
4. The leader wants to tag all of the other participants.
5. If a frozen participant is tagged by a teammate, they are unfrozen and can run around again.
6. The game ends after the leader tags all of the other participants or 5 minutes, whichever comes first.
7. The last participant to be tagged in the game can be the leader in the next game.

Reflection Activity

How did you feel to be the leader?

How did you feel when you were tagged and frozen?

How did it feel to be unfrozen by a teammate?

How did it feel when a participant that you had frozen became unfrozen?

Why is it important to be confident in your teammates for help?

Why is it important to trust others?

When is a time you worked on a team in your life?

What are some strategies for working on a team?



Group Counting

Competencies Addressed

Voice

Decision-making

Objective

To work together. To take risks and make risky decisions.

Estimated Time

5 minutes

Materials

None

Description

Participants must work together to count to 20.

How To Play

1. Have participants form a circle with the facilitator who will also participate.
2. Explain that we are going to play a game in which we count to 20. However, there are special rules. Only one participant can speak at a time. You can't say two or more numbers in a row. We can't make a system or go in order around the circle. It must be random. If we break any of the rules, we must start over from "one".
3. Then ask if they are ready and say that someone can start by saying "one".
4. Let them play. If they break a rule, say "one" to start over so they don't forget.
5. It may take several tries to reach 20.

Reflection Activity

How did you feel while playing this game?

What made this game difficult?

What helped us be successful?

What would you do differently next time you play?

How is this related to leadership?

Why is it important to speak out and not wait for others?

Why is it important to be cautious when making a decision?



Adapted from *Life Skills and Leadership Manual*

Hand Push

Competencies Addressed

Self-confidence

Objective

To respond appropriately to others' actions. To resolve conflicts.

Estimated Time

5 minutes

Materials

None

Description

Participants play a game in which they push each other.

How To Play

1. Have participants form two equal lines that are facing each other.
2. One line will be "line one" and the other "line two".
3. Each pair touches palms with the each other.
4. Tell all the participants in "line one" to start pushing against "line two".
5. People in "line two" can do whatever they want to.
6. After 30 seconds, switch roles and have "line two" push against "line one".
7. Stop after 30 seconds.

Reflection Activity

How did you feel while doing this exercise?

How did the other participant respond?

Did they push back? Did they give in? Or did they do something different?

How does this relate to conflicts in your life?

When should you push back against pressure in your life?

When should you not push back?

How will you deal with pressure in the future?



Adapted from *Life Skills Manual*

Human Chair

Competencies

Addressed

Organization

Vision

Objective

To use communicative and team-skills in order to sit as a group.

Estimated Time

5 minutes

Materials

None

Description

Participants work together to all sit down without sitting on the ground or falling down.

How To Play

1. Have the participants form a circle and stand from heel to toe with the people next to them.
2. Tell them you will count to three and say "Sit!" At three they will all attempt to sit down on the lap of the participant behind them.
3. Their goal is to not fall down.

Variant

Instead of sitting on each other's laps, they can all hold hands and stand on one foot. Then they can attempt to squat on one foot. If any other body part touches the ground they should try again.

Reflection Activity

How did you feel during the activity?

Did you think you would be able to do this?

What made this challenging?

What is an example in your lives when you needed support from others?

Why is it important to support others?

How will you support others in the future?



Human Knot

Competencies Addressed

Organization
Vision

Objective

To use communicative and team-skills to achieve the group's vision.

Estimated Time

10 minutes

Materials

None

Variant: Blindfolds

Description

Groups form a human knot and must untangle themselves to form a circle.

How To Play

1. Divide the participants into groups no larger than 10.
2. Have each group make a circle and tell everyone to face each other.
3. Tell each participant to reach into the center and hold hands with two different people. Do not hold the hands of someone next to you.
4. Now everyone needs to work together to untangle their group. They should not let go of each other.
5. The game is over when the knot is untangled.

Variants

No talking allowed

Blindfolded

Reflection Activity

How did you feel during this activity?

Did you work as a group to untangle the knot?

What do you think would have happened if you had to work alone without help from the whole group?

Did anyone act as a leader? How did the leader direct the group?

Did anyone give up? Why?

What made the group succeed?

What are some examples of from your daily life when it is important to work together?

Why is it important to have a person lead the group?



Just a Minute

Competencies Addressed

Voice

Self-confidence

Objective

To speak confidently about a random topic without preparation.

Estimated Time

10 minutes

Materials

Paper

Pens or Pencils

Box, hat or bag

Description

Participants are given one minute to prepare a speech and then they must speak to the group.

How To Play

1. Choose some topics that relate directly to the experiences of participants.
2. Write each of these on a small piece of paper and place all of the papers in a box and mix them.
3. The facilitator should take one and speak about it for one minute. This will be an example for the group.
4. Ask each participant to take a piece from the box and then speak about it for 1 minute.

Example topics:

Radio, pen, school, friends, a holiday, toys, pets, family, elephant, rainy season, cinema, bicycle, ghost, ice cream, dance

Reflection Activity

How did you feel creating a one minute speech?

Was it difficult to speak for one minute without preparing?

What is a strength you have when speaking ?

What is a weakness you have when speaking?

What is an experience in your life when you were not prepared? What happened?

Sometimes you do not have much time to prepare for an activity, what are some ways you can still show that you are confident?

What steps can you take to improve your next speech?



Just the Face

Competencies

Addressed

Voice

Self-confidence

Objective

To clearly communicate without speaking.

Estimated Time

10 minutes

Materials

Cards or paper

Description

Participants express emotions to each other using only their faces.

How To Play

1. Create a deck of cards or slips of paper with different emotions and feelings on them. Write one emotion per paper. Create enough so each pair of participants can have about 5 (each pair can have the same words or different words).
2. Divide the participants into pairs.
3. Give each pair about 5 cards.
4. Have one partner express the emotion written on the card using only their face. They cannot move their bodies or talk.
5. After this partner has finished and the other has guessed, they will switch roles.

Emotion examples: happy, sad, angry, crazy, bored, tired, excited, hungry, thirsty, mean, nice, lazy, scared, nervous, honest

Variant

Have the participants do this activity by only moving their body. They cannot move their face or change their facial expression.

Reflection Activity

Was it hard to show the emotion with only your face? (or your body?)

What are some techniques you used to show your feelings?

Why is it important to show your true feelings to other people?

When should you not show your true feelings to other people?

How does showing your feelings help you connect with other people?



Keep It Going

Competencies Addressed

Voice

Organization

Objective

To communicate effectively as a team.
To be organized.

Estimated Time

10 minutes

Materials

Balls: 3-5 per group

Description

Groups toss balls in the same pattern.

How To Play

1. Divide the participants into groups of 7-12 people.
2. Have each group form a circle.
3. Explain that the group will toss a ball between all members of the group. At the beginning, everyone will raise their hand. After receiving the ball and tossing it to another participant, you may put your hand down so we know that you have had a turn. Remember who tossed the ball to you and who you tossed it to.
4. Give the group a ball and have them do this.
5. Explain that the group will do this again and will throw the ball in the same pattern. Remind them that they only need to know who they received the ball from and to whom they threw it.
6. Give the group a second ball and start the activity again. When they have completed it a second time, tell them that now there will be three balls.
7. For this turn, wait until the first ball has reached the third participant in the group and give the second ball to the starting participant. Once that ball reaches the third participant, give the starting participant the third ball.
8. The activity can end here or if there are more balls available, they can be added to the activity to make it more challenging.

Reflection Activity

How did you feel during the activity?

What difficulties did you have completing the task?

What did you do to make sure the ball wasn't dropped?

Imagine that the balls being tossed is the same as sending a message to somebody. How would you describe some of the things that happened?

What are some listening techniques?

What are some ways to get someone's attention?

What should you do to better communicate with others?



Adapted from *Life Skills and Leadership Manual*

Leading the Pack

Competencies Addressed

Voice

Objective

To be confident and lead a group. To follow the actions of a leader.

Estimated Time

10 minutes

Materials

None

Description

One participant leads the rest in doing various actions.

How To Play

1. Divide the participants into groups of 6-8.
2. Have each group form a circle with one arm's length between each other.
3. Ask for 1 leader from each group. This participant will stand in the center of the circle.
4. Explain that the leader in the center of the circle will tell the others to "Do as I do".
5. The leader will perform an action or say a statement (for example: jumping on one foot, touching their nose with their right hand, or saying "I love playing football"). The participants in the circle will copy the leader's actions.
6. After 2-4 turns, have the leader rejoin the circle and ask for another participant to lead the group.
7. This ends when everyone has had a chance to lead the group.

Reflection Activity

How did it feel to lead the group?

Was it difficult being the leader?

When you were not the leader, how did you feel following the leader?

Who are some leaders in your community? What makes them a good leader?

When is a moment when you led others? What did you do to be a good leader?

What will you do to be a better leader in the future?



Adapted from *Live Safe Play Safe*

Listening Pairs

Competencies Addressed

Voice

Self-confidence

Objective

To understand the importance of active listening.

Estimated Time

10 minutes

Materials

None

Description

Participants tell each other a story while the listeners ignore the story.

How To Play

1. Divide the participants into pairs.
2. One partner will describe something in their life that makes them feel happy.
3. The listener should say nothing and should concentrate on the story.
4. After 2 minutes, ask the listeners to stop listening and to do anything else instead (for example, listeners can make noise, sing a song, turn their backs, etc). The speaker should continue speaking.
5. After another minute stop the activity.
6. Have the partners switch roles and do the activity again.

Reflection Activity

How did it feel when your partner was actively listening to you?

How did it feel when your partner was not listening to you?

Tell me about an experience in your life when someone wouldn't listen to you.

Why is it important to listen to others?

Why is it important to show others that you are listening to them?



Adapted from *Life Skills Manual*

Mirror

Competencies Addressed

Voice

Decision-making

Self-confidence

Objective

To use the body to both lead and follow.

Estimated Time

10 minutes

Materials

None

Description

Participants move their bodies while their partners copy their movements.

How To Play

1. Divide the participants into pairs.
2. One will be a mirror and the other will be the actor.
3. The actor will move however they want.
4. The participant who is the mirror will copy the actor exactly.
5. After a few minutes, the participants will switch roles.
6. Repeat steps 3-4.

Reflection Activity

How did it feel to be the actor?

Did you like it when the mirror followed every move you made?

How did it feel to be the mirror?

Did you like being shown what to do?

Did you prefer following others or having them follow you?

Which do you think is better?

Why are both roles necessary?

What is an experience in your life when others followed you?



Rocks, Paper, Scissors Train

Competencies Addressed

Decision-making
Self-confidence

Objective

To lead a group. To follow a leader and support them.

Estimated Time

10 minutes

Materials

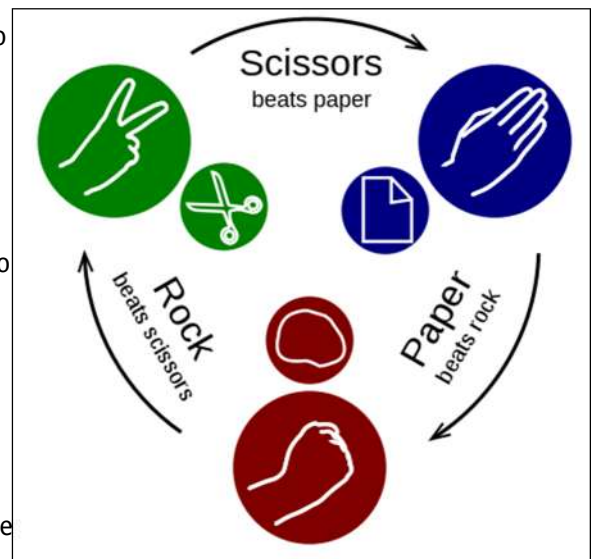
None

Description

Participants play a game in which the winners become leaders of the people they defeated.

How To Play

1. Explain that participants will move around the room and their goal is to play “rocks, paper, scissors” with the other participants. Rock beats scissors, scissors beat paper, and paper beats rocks. [Rock, Paper, Scissors is played by having two people face each other and counting “1, 2, 3, shoot”. On shoot, each person will either make a fist (rock), stick out their hand (paper), or stick out two fingers (scissors)]
2. When someone loses they must go behind the participant that won and form a train. They will hold onto the winner’s shoulders to form a line (=train) and should cheer for their leader.
3. After the first round, trains of two people will meet. The two train leaders will play, the loser and their train will all join the end of the winner’s train making a large train.
4. Continue playing. When a train loses, that train will go behind the winning train and make it longer.
5. Eventually there will only be two long trains remaining. They will play. The winner of this final match is the leader of the full train.
6. After completing the activity, play it again.



(Enzoklop, 2013)

Reflection Activity

How did it feel when you lost?

Did it feel worse losing in the beginning of the game or near the end of the game?

How did it feel to have people follow you?

How did it feel to have everyone cheer for you?

How did it feel to lead other people?

How did it feel to follow other people?

Was it easy to follow others after you had just been a leader?

When was a time in your life that you led people then had to become a follower?



Secret Tag

Competencies

Addressed

Self-confidence

Organization

Objective

To be confident in who you are. To understand the importance of secrets and trusting others.

Estimated Time

10 minutes

Materials

None

Description

Participants play a tag game in which the chosen players need to keep their status a secret to give them an advantage to win the game.

How To Play

1. Mark a play area and tell the participants that they can not leave it.
2. Have the participants form a line in which they stand side-by-side.
3. Tell all the participants to close their eyes.
4. Explain that the facilitator will walk behind the participants and tap a few participants on the back (about 4-5 participants per group of 20). These participants will be the leaders. The leaders should not tell the others that they are leaders. When you say "Go", the leaders will chase the others and attempt to tag as many people as possible. Tagged participants must return to the starting point. When everyone has been tagged, the activity is over.
5. Say "Go" and let the game begin.

Reflection Activity

How did you feel not knowing who were leaders?

After you were chosen to be a leader, how did you feel?

Why is it difficult to keep a secret?

Why is it important to keep secrets?

When was a time in your life that you had to keep a secret? Did you keep it secret?



Sort By ...

Competencies

Addressed

Organization

Objective

To organize a group without speaking.

Estimated Time

10 minutes

Materials

None

Description

Without speaking, groups sort themselves according to the instructions given to them.

How To Play

1. Divide the participants into groups of 6-10.
2. Explain that they will need to use different types of communication in order to solve a problem.
3. Explain that the facilitator will ask the groups to form lines in a specific order. The participants will have to work together to form the line as quickly as possible.
4. Also, explain that they cannot talk to each other.
5. Tell them how to form their line and start!

Example ways to form their lines:

Alphabetical order by first name

Alphabetical order by last name

Height: tallest to shortest or shortest to tallest

Age: oldest to youngest or youngest to oldest

Birthday: Jan, Feb, March....

Or anything you can think of!

Reflection Activity

How did you feel during the activity?

What was challenging about the activity?

What did you do to organize your group as quickly as possible?

When in your life did you have to communicate without speaking? What did you do?

What are some ways of communication without speaking?

In what other situations do you need to use different ways of communication?



Telephone

Competencies

Addressed

Voice

Goal

To clearly communicate important information and use active listening skills.

Estimated Time

10 minutes

Materials

None

Description

Participants whisper a sentence to each other and try not to accidentally change the words.

How To Play

1. Have everyone form a line.
2. The facilitator will whisper a sentence into the ear of the first participant in line.
3. This participant will whisper the same sentence to the participant next to them.
4. This will continue from participant to participant until it reaches the end of the line.
5. The participant at the end will say the final sentence and the facilitator will say the original sentence if it is not the same.
6. Repeat the activity with new sentences at your discretion.

Reflection Activity

How is it that the last participant heard “...” when the original statement was “...”?

How can you tell if someone is actively listening to you?

Why is it important to communicate clearly to others?

What are some skills of a good communicator?

How often do messages change like this in your daily lives?

What should you do to make sure someone understands you?



Three-Legged Race

Competencies Addressed

Organization

Objective

To work together as a pair to complete a race. Pairs must be organized to succeed.

Estimated Time

10 minutes

Materials

Rope or cloth

Description

Pairs have their legs tied together and then must run a race.

How To Play

1. Set up a start line and finish line in the play area.
2. Divide the participants into pairs.
3. Give each pair a piece of rope and have one participant tie their left leg to their partner's right leg. Let the participants practice moving for a few minutes with their legs tied together.
4. Explain that they will race to the finish line. They must remain attached to their partner.
5. Conduct the race.
6. If there are many pairs, it may be easier to have them run different heats.

Reflection Activity

How did it feel to be dependent on someone else to move?

What did your team do to be successful?

Have you ever had to work with someone who wanted to do things differently?

How can you work with people who want to do things differently?

Have you ever had to depend on someone else to solve a problem?

How can you be a leader and a follower at the same time?



Main Activities



Barrier Up, Barrier Down

Competencies Addressed

Self-confidence
Organization

Objective

To work as organized teams. To be confident when confronting barriers in life.

Estimated Time

30 minutes

Materials

Rubber balls: 8-10

Armbands or something to indicate teams

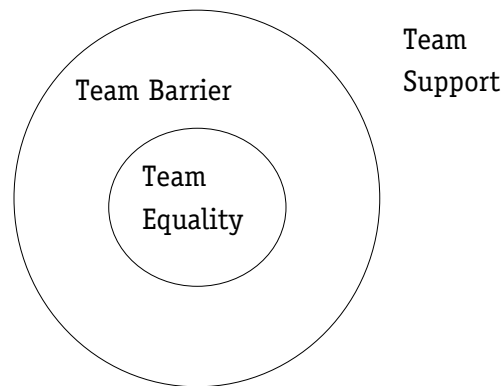
Chalk or stick

Description

A ball game in which participants remove “barriers” obstructing their lives.

How To Play

1. Draw a large circle in the playing area on the ground. Mark a larger circle around this to represent the playing area.
2. Divide the participants into three teams called Team Barrier, Team Equality, and Team Support. Team Barrier will stand in the outer circle. Team Equality must stay within the inner circle and throw the rubber balls to hit the participants on Team Barrier.
3. If a participant is hit, they must sit down on the ground. A participant may stand back up if a teammate on Team Barrier touches the inner circle on the ground with a hand. If that participant succeeds they should call out “Barrier Up” so a participant knows to rise.
4. Team Support’s role is to collect the loose balls and return them to Team Equality.
5. The round ends when all Barriers are down.



Reflection Activity

How did you feel during the game?

Did you feel differently in different roles?

What role did you most enjoy?

In real life, what kinds of barriers do you face?

What kind of barriers do girls face?

What kind of barriers do boys face?

How can we help each other break down barriers?



Adapted from *Live Safe Play Safe*

Being a Boy, Being a Girl

Competencies

Addressed

Voice

Self-confidence

Objective

To speak about uncomfortable topics.
To better understand others.

Estimated Time

10 minutes

Materials

Paper

Pens or Pencils

Board or flipchart
with markers or chalk

Description

Participants will discuss what they like about their and the opposite gender.

How To Play

1. Hand out sheets of paper. Have the participants write on their paper the following sentences.

For Girls:

I'm happy that I am a girl because _____.

I wish I were a boy because _____.

For Boys:

I'm happy that I am a boy because _____.

I wish I were a girl because _____.

2. Have the participants finish the sentences.
3. Once they have finished, ask the participants to share their answers. Write their answers down on either a board or on flipchart paper.

Reflection Activity

Discuss with the participants whether or not their roles and responsibilities can be changed. For example, if a girl wrote "I wish I were a boy because boys can play football", ask whether girls can play football too to the entire group and discuss.

Ask:

Why did you choose what you wrote?

When in your life did someone tell you that you couldn't do something because of who you were?

How did you feel?

What can you do to promote understanding between each other?



Blind Goal Quest

Competencies

Addressed

Voice

Vision

Objective

To communicate clearly. To trust others. To follow commands.

Estimated Time

20 minutes

Materials

Blindfolds

Description

Participants work together to help their blindfolded partners reach the goal.

How To Play

1. Divide the participants into groups of 6-10.
2. Have all but two of the participants hold hands and form a circle.
3. One participant will be blindfolded and the other will be able to see.
4. Both will stand in the middle of the circle.
5. The blindfolded participant must find the other participant in the circle.
6. The participants that make the circle can guide the blindfolded participant with their voices.
7. Once the participant has been caught, play again with new participants as the blindfolded participant and the one who can see.

Reflection Activity

When you were part of the circle, was it difficult to give directions to the blindfolded participant?

How did it feel to be blindfolded and have to rely on others for where to go?

How did it feel trying to escape from the blindfolded person when all others were against you too?

Which kind of directions were the most useful?

When in your life did you have to listen carefully to directions?

When in your life was it important to give clear directions to someone that needed help?

Why is it important to communicate clearly?



Adapted from *Red Ball Child Play*

Blindfolded Partner Running

Competencies

Addressed

Self-confidence

Objective

To confidently lead others. To trust others. To follow commands.

Estimated Time

20 minutes

Materials

Blindfolds

Cones (or another object to mark where to run to such as stones)

Description

Participants help their blindfolded partners complete a race.

How To Play

1. Create the play space by making a starting line and then from there place a cone or object about 10 meters away, one for each team.
2. Divide the participants into teams of 4-8 (an even number).
3. Have each participant get a partner on their team.
4. Each team must line up in pairs and link arms.
5. One participant in each pair will be blindfolded.
6. Tell them that this is a relay race. Each pair will practice by walking to the cone and then back. When one pair returns, the next pair will begin. After returning, the partners will switch the blindfold and will go again. Each pair will go twice.
7. Once they have all practiced, they will compete in a relay in which they run to the cone and back, twice for each pair.

Variants

Make the race an obstacle course.

Have groups of three with two blindfolded participants.

Reflection Activity

How did it feel when you were blindfolded?

How did it feel to lead the blindfolded partner?

What made being blindfolded easy or difficult?

How does it feel to be responsible for others?

What are some situations in which you have been responsible for another person?

How do you communicate to someone who cannot see compared to someone who can?

What are some techniques for leading others that do not know all the details of a



Adapted from *Red Ball Child Play*

Building Confidence

Competencies

Addressed

Self-confidence

Vision

Objective

To work as a team and communicate clearly to each other.

Estimated Time

30 minutes

Materials

An identical bag of objects for each team (anything—rocks, sticks, blocks, bricks)

A way to separate the teams so they can't see each other (blanket, tarp, separate rooms)

Description

One team builds an object. The other team must communicate clearly to also build the object without being able to see it.

How To Play

1. Separate the space into two areas so participants cannot see the other side. (Hang a blanket/tarp) Or use two rooms.
2. Divide the participants into an even number of teams (2, 4, 6...) of 3-5 participants.
3. Pair up the teams and call one the Builders and the other the Challengers.
4. Give each team a bag filled with objects.
5. The builders have 3 minutes to build a structure. After the 3 minutes are over, a participant from the Challengers team will go look at their structure for 10 seconds and then come back and describe it to his team where they will attempt to recreate it. Each participant on the team will be allowed to independently go and look at the Builder's structure for 10 seconds throughout the process. The Challengers only have a total of 5 minutes to recreate the structure.
6. When the time is up, have the teams look at the two structures and compare them.
7. Switch the roles of the teams and repeat.

Reflection Activity

How does it feel to create something from a bag of objects?

How did you feel when you told your group about the other structure?

Did you trust your teammate to tell you how to build it properly?

Who do you trust?

What can you do to show you are trustworthy?

Should you always trust a leader?



Catch the Dragon's Tail

Competencies

Addressed

Organization

Vision

Objective

To work as a team. To lead your team to success. To trust others.

Estimated Time

20 minutes

Materials

None

Variant: Blindfold

Description

Participants play a team game in which the teammates must protect one member.

How To Play

1. 1-3 participants will be Knights.
2. The rest of the participants will be placed in groups of 3 and form a line.
3. The participant at the front of the line will be the dragon's head, the middle will be the body and the end will be the tail. The participants must always hold the waist or shoulder's of the participant in front of them. Their goal is to move away from the Knights. The Knight is trying to catch the dragon by touching the tail (tagging the person in the back).
4. If the dragon comes apart (participants stop holding each other) the head moves to the end of the line and becomes the new tail.
5. If the Knight catches the tail, the head becomes a Knight and the Knight that caught the tail becomes the tail.
6. Game ends after everyone has played in all the roles.

Variants

Have no Knights and instead have each dragon try to catch the other dragons' tails. Blindfold the body and the tail of each dragon.

Reflection Activity

How did you feel being the Knight?

What was it like being the different parts of the dragon?

How did you feel being part of the dragon?

How did you communicate with your teammates?

Do you feel like more of a leader when you are the head of the dragon compared to being the tail or the body?

When do you take on the role of a leader in your life?

What can you do to be a good leader when you are not the assigned group leader?



Adapted from *Red Ball Child Play*

Choosing Self

Competencies

Addressed

Self-confidence

Objective

To be confident in yourself. To challenge your opinion of yourself. To understand your strengths and weaknesses.

Estimated Time

30 minutes

Materials

Any object to act as the talking object: 1 per team

Pens or Pencils

Cards or paper: 1 per participant

Description

Participants help each other build self-confidence by changing negative statements to positive ones.

How To Play

1. Have participants think about things people say to themselves that make them feel bad about themselves. For example: "I'm not smart." Have each participant write one example on a card.
2. Divide the participants into teams of 6-8 people.
3. Ask each team to form a tight circle and sit down.
4. Place the same number of cards as there are participants in a pile in the circle.
5. Give one participant on each team a talking object. Only this participant can speak. If someone else wants to speak they must request the talking object without talking.
6. Explain that the person with the talking object will choose one card from the pile and read the card out loud to the group. The group must provide suggestions to change what is written on the card into a positive statement (for example, if the card said "I'm not smart" it could be changed to "I know a lot about sports" or "I know a lot about cooking")
7. The group has 3 minutes to discuss each card. After 3 minutes, they will choose a new card.
8. Once all of the cards are finished, the activity ends.

Reflection Activity

How did it feel to change the negative statements into something positive?

Was it difficult to change the statements from negative to positive?

What are some negative things people say about themselves?

Why is negative self-talk dangerous?

What can we do to stop negative self-talk?

How can we remind ourselves of all the things that make us strong?



Adapted from *Live Safe Play Safe*

Circle Chase

Competencies

Addressed

Organization

Objective

To do multiple tasks at the same time.

Estimated Time

20 minutes

Materials

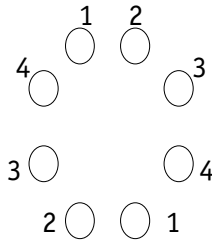
None

Description

Participants run around a circle and attempt to tag the person in front of them while avoiding the person behind them.

How To Play

1. Have the participants form a circle and stand about 1 meter apart from each other.
2. Number the participants from 1-4 around the circle. See figure below.
3. Explain that the facilitator will call a number. When a participant hears their number called, they will run clockwise around the circle and try to tag the runner ahead of them.
4. The runners must avoid the participant behind them.
5. They must run to their starting point.
6. If a participant tags someone, they are awarded one point.
7. Continue to call numbers and play until the facilitator ends it at their discretion.



Reflection Activity

Which part of the game was more important to you: avoiding the participant behind you or tagging the participant in front of you?

How did you feel when you were tagged? Did you continue running?

How did you feel when you tagged someone? Did you continue running?

If you were tagged, how did you change your strategy to avoid getting caught the next time?

What are some challenges you face when you do many things at the same time?

What can you do to help yourself do many things at the same time?



Adapted from *Red Ball Child Play*

Clock Pointers

Competencies Addressed

Organization

Goal

To work as a team. To take initiative when sharing power.

Estimated Time

20 minutes

Materials

Chalk (or anything to draw numbers on the ground)

Description

Participants work as a team to physically show the time that is called.

How To Play

1. Divide the participants into groups of 3 people.
2. Have each team draw a large clock on the ground. They will write the hour numbers in a circle.
3. Make sure the participants understand the three hands on a clock (hours, minutes, seconds) and explain in more detail if they still don't know.
4. For each team, have one participant represent each hand on a clock.
5. Explain that you will call out a time with the hour, minutes and seconds. Each team must then show the correct time by moving to the proper positions.
6. Start with easier times like exactly 3 o'clock. Continue to more difficult times like 6:43 and 25 seconds or fifteen minutes and seven seconds after 9 o'clock.
7. The game finishes at the discretion of the facilitator.

Reflection Activity

How did you feel during the game?

What was the most difficult aspect of the game?

What did your team do to accomplish the tasks quickly?

Did any one team member lead the others? Who made the decisions?

When in your life did you take initiative to lead a group?

What are ways for communicating and sharing power with a group?



Adapted from *Red Ball Child Play*

Communication Puzzle

Competencies

Addressed

Voice

Goal

To show the importance of clear communication and instructions. To follow instructions.

Estimated Time

35 minutes

Materials

One puzzle per participant (all are the same)

Flip chart (or board or paper)

Four flip chart pages titled: *First Round*, *Second Round*, *Third Round*, *Good Communication Skills*

Markers or chalk

Description

One participant explains to the group how to assemble a puzzle. This leader will explain it three times with three different sets of rules.

How To Play

Activity Preparation

1. Prepare one puzzle for each participant. This can be a picture that you cut with scissors to make a puzzle or it can be a drawing on a piece of paper that is then cut as a puzzle. The puzzle should be unconventional and doesn't necessarily need to be a rectangle. The participants shouldn't be able to finish it without the instructions. See example shapes on the next page.
2. Draw a puzzle on a piece of paper. Make copies for each participant
3. Cut puzzles with scissors.

Activity Procedure

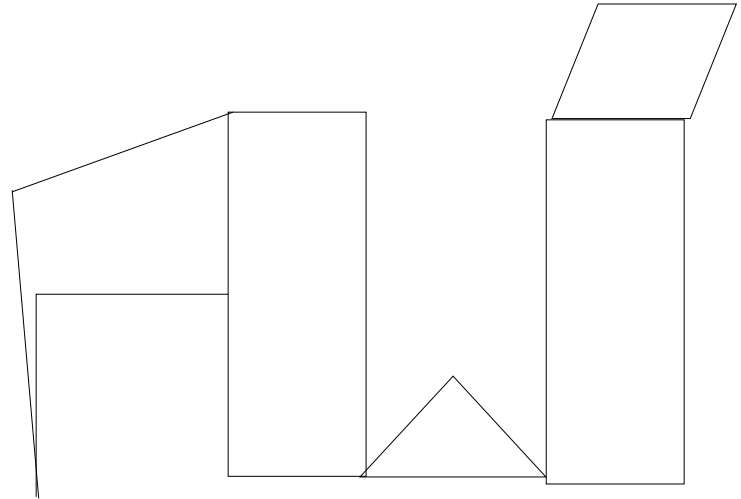
1. Have one participant volunteer to be the leader. The leader will leave the group and room.
2. Give the rest of the participants puzzles but they are not to start on them yet. There are four rules: 1) they have three chances to assemble the puzzle correctly, 2) there is no talking, 3) everyone must work independently, and 4) everyone must follow the leader's instructions step-by-step.
3. Give the leader a copy of the completed puzzle. Tell them that they will go back into the room and explain to the others how to complete the puzzle. Tell the leader to ignore all communication from the others. They may not answer any questions. Also, the leader must stand with his or her back to the group while providing instructions.
4. Start the activity. When the leader has finished giving instructions, they will leave the room again. Check the puzzles for completion.
5. Explain new rules to the group: they are allowed to ask questions.
6. Go tell the leader more new rules. Now the leader can face the group. However, tell the leader that the participants are still not allowed to ask questions and must ignore all questions.
7. Have the leader come back in and give instructions again. When the leader has finished, they will leave the room. Check the puzzles for completion.
8. For the third attempt, the participants and the leader can all speak to each other. They can ask and answer questions. They can look at each other's puzzles.
9. The leader will give instructions a final time. The activity ends once the puzzles, which should be successfully completed this time, are finished.



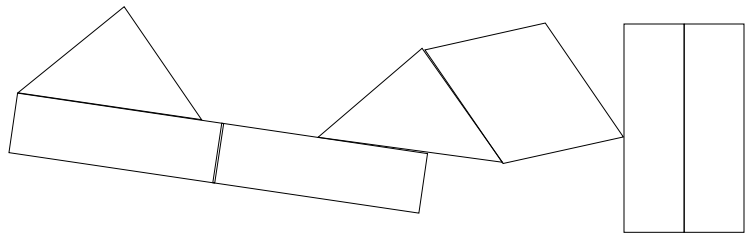
Adapted from *Life Skills Manual*

Communication Puzzle—Continued

Example Puzzle Shape 1



Example Puzzle Shape 2



These have unconventional shapes and don't form rectangles like most puzzles. You don't have to copy these; just take some paper and cut something unexpected.

Reflection Activity

Use the flip chart paper that says *First Round*: Why was it difficult to complete the puzzle? What was good about this round? Frustrating? What would have made it easier to complete the puzzle? How did you feel during this round?

Use the flip chart paper that says *Second Round*: How was it better this time? Was anything improved? What were the frustrations? How did you feel when you were ignored?

Use the flip chart paper that says *Third Round*: Why was it easier to complete the puzzle this time? How did you feel?

Use the flip chart paper that says *Good Communication Skills*: What are some good communication skills? Why is good communication important?



Adapted from *Life Skills Manual*

Confident Choices

Competencies

Addressed

Decision-making

Self-confidence

Goal

To explain why confidence is important when doing something new.

Estimated Time

25 minutes

Materials

Rock or beanbag: 1 per participant

Chalk

Action Cards: 4

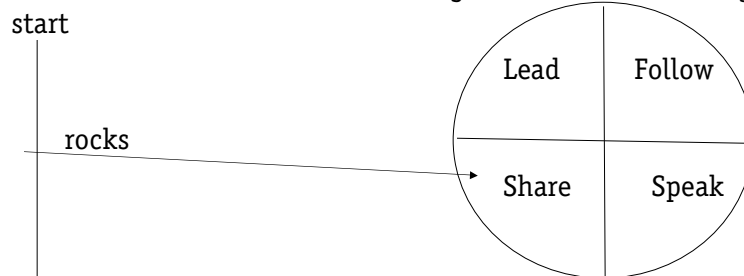
blank cards or paper

Description

Participants play a game in which they throw objects at a target and say why confidence is important.

How To Play

1. Prepare Action Cards by writing the words “sing”, “hop”, “dance”, and “your choice” on them. One action per card.
2. On the ground, make a start line.
3. Draw a circle on the ground about 5 meters away from the start line. Divide the circle into four equal parts.
4. Label each part of the circle with “speak”, “lead”, “follow”, and “share”.
5. Tell the participants that each label represents a “confident choice”.
6. Have each participant collect 5 small rocks.
7. Divide participants into groups of 4-6 and ask them to form a line behind the start line.
8. Explain that the first participant in each line will take a turn to throw a rock at one of the parts of the circle. Before throwing, the participant will say, “It takes confidence to _____” and will fill in the blank with something from the box they are throwing at. (For example, if they are throwing at “lead” they might say “It takes confidence to lead others”)
9. If the rock lands in the section they aimed at, the participant moves to the back of the line and the next participant goes. If the participant missed, the participant must take an Action Card and perform the task before going to the end of the line.
10. The participants should choose a different section each time to throw at.
11. The game ends at your discretion.



Reflection Activity

What was the most difficult part of the game?

Was it hard to perform the action? Did that require confidence?

How did you feel when you finished performing?

Which of the four “confident choices” is the most difficult for people to make?

Adapted from *Live Safe Play Safe*



Conversations About Self

Competencies

Addressed

Voice

Self-confidence

Goal

To understand yourself. To speak confidently about yourself. To reflect on your life.

Estimated Time

40 minutes

Materials

Pens or Pencils

Paper

Sheet on next page

Description

Participants will tell their life stories to each other.

How To Play

1. The facilitator talks about himself/herself and family. It may be easiest to answer these questions when telling the story:

What is your name?

When and where were you born?

Where have you lived?

Where did you study?

Are you married?

What is your favorite food, dress, etc?

2. While telling your (the facilitator's) story, encourage the participants to ask questions about yourself (the facilitator). They can ask questions that are not on the sheet.
3. Now give the participants a copy of the sheet on the next page or have the participants write on the piece of paper the following (or just write these somewhere so all can see):

My name:

Age:

Father's name:

Age:

Mother's name:

Age:

Brother's/Sister's names:

Ages:

Village's name:

Favorite sport/game:

Favorite food:

What do you want to be when you grow up:

4. Now divide the participants into groups of 3-4.
5. Have one participant in each group tell his story in a similar way. They can use their papers to guide their stories. Tell them to include 2 things that nobody knows about them.
6. Tell the other participants to ask them questions like they did to the facilitator.
7. Have the rest of the participants tell their stories.

Reflection Activity

How did it feel to tell your story?

How did you feel answering questions?

What did you learn about yourself?

What did you learn about the rest of the participants?

How are you similar? How are you different?

Why is it important to know yourself?



Contribution from CARE India

Conversations About Self Sheet

My name:

Age:

Father's name:

Age:

Mother's name:

Age:

Brother's/Sister's
name:

Age:

Brother's/Sister's
name:

Age:

Village's name:

Favorite Food:

Favorite Sport/
game:

What do you
want to be when
you grow up?



Create a World

Competencies

Addressed

Vision

Goal

To clearly explain your vision to others.

Estimated Time

30 minutes

Materials

Large pieces of paper:
2 per team

Crayons, chalk, or
markers

Description

Participants work as teams in order to describe worlds with and without leaders .

How To Play

1. Divide the participants into teams of 4-6 people.
2. Ask all the participants to give examples of what a world without leaders looks like, feels like, sounds like, and smells like.
3. Have each team form a circle. Place a piece of paper and the crayons in the middle of the circle.
4. Explain that each team will have 5 minutes to draw pictures and words that represent a world without leaders.
5. Each team has 1 minute to explain their picture.
6. Ask all participants to give examples of what a world with great leaders looks like, feels like, sounds like, and smells like. They can also mention their favorite leader and identify qualities of that leader they hope to acquire when they grow up.
7. Place the second piece of paper in the circle and give them 5 minutes to draw pictures and words. Then they'll explain their pictures for 1 minute each.

Reflection Activity

How did you feel speaking to all of the teams about your picture?

What are some of the pictures and words your team used to illustrate a world without leaders? A world with great leaders?

Are there any common themes between the teams?

What are some of the changes your team made to show a world with great leaders?

What is needed to make these changes in real life? What are barriers to making these changes in real life?

How can you promote leadership among your friends, family, and classmates?



Adapted from *Live Safe Play Safe*

Creating Your Own Stories

Competencies

Addressed

Voice

Vision

Goal

To actively listen to others. To work as a team to create a vision. To collaborate and communicate with each other.

Estimated Time

30 minutes

Materials

Paper

Pens or Pencils

Description

Participants use their imagination to contribute to telling a story one sentence at a time.

How To Play

1. Divide the participants into groups of 4-5 and have them sit in a circle.
2. The facilitator will start a story with one sentence.
3. Then each participant will add one sentence to the story and say what happens next.
4. Each participant should build upon the story and be creative.
5. After about 15 minutes, the facilitator will ask the participants to write a few sentences they'd like to add to the story on their pieces of paper.
6. The activity finishes at the facilitator's discretion.

Notes:

Participants may not want to speak at first. The facilitator can start the story with a few sentences to set the initial scene.

The facilitator will want to take notes of what is happening for the reflection session.

The facilitator should make sure the story connects and the sentences are related

Sample story ideas:

One day there was an animal (elephant, lion, wolf, monkey, eagle) running through the school...

I was at home when I heard a scary noise from the other room...

One day I found a bag with a lot of money...

A girl from the village, left and became a leader in another community. After three years she came back to the village...

Reflection Activity

When speaking, did you change the story significantly? Why did you do that?

Did the sentences you write conclude the story?

How did it feel to create a story together?

Was it difficult or easy to build off of someone else's ideas?

When have you needed to complete someone else's work? How did this make you feel?

Contribution from CARE India



Decision Time

Competencies Addressed

Decision-making

Goal

To understand the importance of the decisions you make.
To understand how people can influence one another.

Estimated Time

30 minutes

Materials

Medium sized stones:
5-10

Hoop or rope to
enclose stones

Small containers: 2

Description

A game in which participants run and avoid being tagged that also demonstrates positive and negative peer pressure.

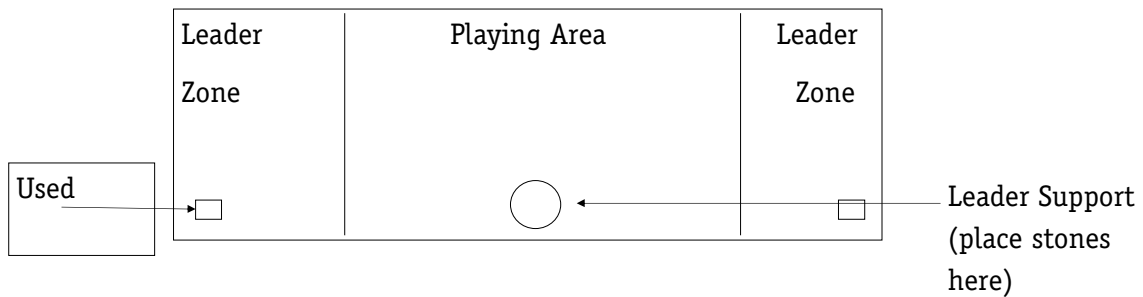
How To Play

1. Divide the play area into 3 zones: the Playing Area and 2 smaller Leader Zones (see next page)
2. Select a spot within the Playing Area to place the hoop and the stones and place one container in each Leader Zone.
3. Ask participants to line up across one of the Leader Zones.
4. Tell participants that in this game, they will play the role of Positive Peers who can influence their friends in positive ways by offering support to their friends.
5. Explain that negative peer pressure can lead to someone making poor choices but positive peer pressure can do the opposite. Positive peer pressure can help people make smart choices.
6. Ask for a volunteer to play the role of Negative Peer Pressure. This participant will stand in the Play Area and will try to tag Positive Peers as they run across the Play Area toward the other Leader Zone.
7. When Negative Peer Pressure is ready, this participant will announce “Decision Time” and the Positive Peers will try to run across the Playing Area without getting tagged. They are safe in the Leader Zones. If a Positive Peer is tagged, they must sit down where they were tagged and help Negative Peer Pressure tag the others as they run by.
8. Positive Peers want to take a stone from the Leader Support Area to the Leader Zone. If a Positive Peer is tagged they must sit down and return the stone to the Leader Support Area.
9. If a participant successfully brings a stone to the Leader Zone, they can then use that stone during the next “Decision Time” call by giving it to a seated peer. That peer can now get up and run to the Leader Zone.
10. Once in the Leader Zone, they must put the stone in the used container.
11. The game ends when all participants have been tagged.



Adapted from *Live Safe Play Safe*

Decision Time—Continued



Reflection Activity

How did it feel being a Positive Peer?

How did it feel being or helping Negative Peer Pressure?

How did it feel to go from being a Positive Peer to helping Negative Peer Pressure?

Why did some of you choose to risk getting tagged to help another participant?

When is a time in your life that you had to deal with peer pressure?

What are some strategies for dealing with peer pressure?

What are some ways to reduce conflict?

What advice would you give to someone who is making harmful decisions?



Explore Opportunities By Gender

Competencies

Addressed

Self-confidence

Goal

To discuss and analyze the differences between genders.

Estimated Time

20 minutes

Materials

Opportunity Sheets or Paper

Pens or Pencils

Description

A discussion activity in which participants talk about different opportunities that each gender has.

How To Play

1. Tell the participants that in this activity we will talk about different daily activities and who gets to do these activities.
2. Fill out the “Opportunity Sheet” on the next page. Fill in the column labeled “Opportunities” with different activities. For example : playing at home, playing outside, continuing to secondary school, going to the market, collecting water, etc.
3. Give the participants the “Opportunity Sheet” on the next page or draw the grid on a blackboard and have the participants copy it onto a piece of paper. The “Opportunity Sheet” is a blank sheet so you can create your own with relevant opportunities.
4. Have the participants fill out the sheets by placing a mark in the box they think is right.
5. Discuss their tables and fill in the table on the blackboard with their responses.
6. Proceed to the reflection activity.

Note

If you do not have access to the materials, you can draw the opportunity sheet onto a blackboard or onto flipchart paper. Ask the participants as a group about each of the squares and discuss them as you fill them in with all of their ideas. Conduct the reflection activity once the chart is filled in.

Reflection Activity

Discuss their responses by comparing them. Ask why specific tasks are mostly done by girls or boys.

Can these tasks be done by the other gender?

What prevents specific genders from doing some tasks?

Why is it that boys get more opportunities outside the house?

Why do girls get more work?

Why is certain behavior expected from a girl? Is this right?

Does the lack of opportunities have a negative effect on the participant?

Why should everyone get equal opportunities?



Opportunity Sheet

| Opportunities | Boys get more opportunities | Girls get more opportunities | Both get equal opportunities | I don't know |
|---------------|-----------------------------|------------------------------|------------------------------|--------------|
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Follow the Leader

Competencies

Addressed

Voice

Self-confidence

Goal

To practice leading and following others.

Estimated Time

20 minutes

Materials

None

Description

Participants move around and act as both leaders and followers.

How To Play

1. Divide the participants into groups of 4-6.
2. Ask each group to form a line.
3. The participant at the front will be the leader and will move around the area doing creative movements such as dancing, skipping and hopping. They can do anything they want.
4. The other participants will imitate what the leader does as they follow.
5. After about 1-2 minutes, yell "switch!" and the leader will move to the end of the line, and now the new leader (the participant now at the front of the line) will lead the line.
6. Continue until all participants have had the chance to be the leader.

Reflection Activity

What role did you enjoy more, being the leader or being the follower? Why?

What was difficult about leading? Why?

What was difficult about following? Why?

When in your life have you been a leader? How did it feel?

When in your life have you been a follower? How did it feel?

Why is it important to be a good leader?

Why is it important to be a good follower?



Gender Box

Competencies Addressed

Self-confidence

Goal

To discuss stereotypes. To build confidence and understanding among genders.

Estimated Time

20 minutes

Materials

Board or flipchart

Markers or chalk

Description

Participants discuss different genders and what they are allowed to do.

How To Play

1. On the board, draw a picture of a girl. Give her a name.
2. Ask the group: What does she look like? How is she encouraged to act? What is she expected to do? What qualities does she have? Write their answers on the board.
3. Next: Draw a picture of a boy. Give him a name.
4. Ask the group: What does he look like? How is he encouraged to act? What is he expected to do? What qualities does he have? Write their answers on the board.
5. Draw a box around each picture and its answers.
6. Point at the drawing of the girl and ask: What is she discouraged from doing? What are her dreams when she grows up? What are her fears when she grows up?
7. Write the answers outside her box.
8. Point at the drawing of the boy and ask: What is he discouraged from doing? What are his dreams when he grows up? What are his fears when he grows up?
9. Write the answers outside his box.

Reflection Activity

What if boys or girls act in a way that is outside their gender box?

What happens to them?

How will they be treated by their families, friends, and community?

Have you ever felt like you were placed in the gender box?

Should we only do what is in our gender box?

Or should we do what we feel like doing? Why?



Adapted from *Youth Camps Manual*

Gender Roles and Responsibilities

Competencies

Addressed

Voice

Self-confidence

Goal

To understand different roles and responsibilities that people have at home.

Estimated Time

20 minutes

Materials

Paper

Pencils

Optional: blackboard and chalk

Description

Participants will fill in a table about boys' and girls' work and then discuss.

How To Play

1. Participants will sit and write in this activity.
2. Ask the participants which tasks their family members do. What does your father do? What does your mother do? What do your brothers and sisters do?
3. Then draw a table on the board or hand out papers with this table drawn on it.
4. Have the participants fill in both sides of the table.
5. Next, discuss the table with the participants.

Example Table

| Boys' work | Girls' work |
|-------------------|--------------------|
| | |

Reflection Activity

Who does the most amount of work?

Why does (insert the answer from above) have to do the most work?

Should the rest of the family help with this work?

How would you make this distribution of work better?

Should it be equal? Why or why not?

Who contributes when the (insert the answer from above) can't complete the tasks (for example: they fall ill)?

How much work do you have to do?

How do you feel knowing that you do a different amount of work than other family members? Is this fair?



Gender Sports

Competencies

Addressed

Organization

Goal

To understand the importance of supporting others even if they are different than you.

Estimate Time

Depends on the sport being played

Materials

Depends on the sport being played

Description

Participants play a team sport in which the scoring rules are changed.

Note: This activity is most useful for co-ed groups.

How To Play

This can be used for practically any sport—football, basketball, volleyball, netball, cricket, etc.

1. Choose a sport that you already have the materials for and the participants know how to play.
2. Divide the participants into two equal teams with an equal amount of girls on each team.
3. Explain that you will be changing some of the rules. This time when you play, only the girls can score.

Variant:

Make it so only the boys can score and separate the teams so there is an equal amount of boys on each team.

Reflection Activity

How did you feel when only girls could score?

How did your team support the girls on the team?

Were there any ways your team could have given more support to the girls?

Why is supporting girls and young women particularly important?

What is one thing each one of us can do to support girls and young women to be leaders?



Ground Rules

Competencies

Addressed

Organization

Vision

Goal

To work as a group to develop rules and norms.

Estimated Time

35 minutes

Materials

Pens or Markers: 1 per team

Paper: 1 piece per team and 1 piece for the leader

Description

A role playing game in which the participants work together to create rules for their future activities.

How To Play

Part One: The Boat Game

1. Divide participants into teams of 3-5 people and have them stand in a line while holding the shoulders of the participant in front of them. They must always hold the participant in front of them.
2. Each team will pretend it's a boat. The participants will move around and move their bodies in response to the situation you describe. If you say "move like a boat in the middle of a storm with big rough waves", they should jump up and down and back and forth while staying connected.

3. Call out these:

Move like a boat on a calm ocean.

There are some winds picking up.

The winds are getting stronger and stronger.

Now there are waves that are starting to hit the sides of the boat.

The waves are getting bigger and bigger.

Now the waves are crashing over the front of the boat.

The lightning is coming down.

And all of a sudden your boat hits a big rock and all of you are tossed onto the beach of a deserted island.

Part Two: The Group Contract

4. Tell the participants that they have a fresh start for their group.
5. Give each team a piece of paper and a pen and ask them to write down or draw pictures to describe 5 rules they think are important for their entire group.
6. After making their rules, ask each team to share one of its rules. Ask the teams to listen to others and make sure not to repeat what another group said.
7. The facilitator writes down the rules the teams shared.
8. The facilitator reads the list aloud and asks the participants if they think that all the rules are reasonable.
9. Discuss the rules and if any are unnecessary or unreasonable, they can be removed.
10. When the list is complete, all of the participants will sign the list and agree to play by the rules they created. (Make sure to bring this list to all future



Adapted from *Live Safe Play Safe*

Ground Rules—Continued

Reflection Activity

How did you feel during these activities?

Which of the rules do you think is going to be the easiest to follow? Why?

Which of the rules do you think is going to be the most difficult to follow? Why?

How are you going to ensure that you follow the rules?

When else have you created rules for something?

What are some other situations in which you have to follow rules?

Why should we make sure to follow rules?



Hopes and Dreams

Competencies Addressed

Vision

Goal

To work together to reach a goal. To develop an understanding amongst a group.

Estimated Time

20 minutes

Materials

Balls: 1 per group

Description

Teams must keep a ball in the air while talking about their hopes and dreams.

How To Play

1. Divide the participants into groups of 8-10 and have them form circles.
2. Tell them that in this game they will talk about their hopes and dreams. Ask participants to think of one thing they hope for in the future. Once they are ready, ask them to use their finger to write or draw their hope in the air.
3. Explain that the ball represents their hope. Their goal is to keep hope (the ball) in the air.
4. One participant in the group starts the game by tossing the ball high into the center of the circle and another member will try to hit the ball to a participant that hasn't touched the ball yet in their group.
5. The entire group should count out the number of hits as the ball is hit in the air. If the ball touches the ground, the group should start counting from 1 again.
6. Encourage the group to get higher and higher numbers of hits.
7. End the game at your discretion.

Reflection Activity

What happened in this game?

How did it feel to help your team keep the ball in the air?

How did you feel when the ball hit the ground?

Think of a time when you had to complete a task. Was it more difficult or less difficult when you had help from a group?

Can you remember the encouragement you heard from the others?

How can we encourage each other to stay hopeful?

How will you use what you've learned to support a team you are on in the future?



Adapted from *Live Safe Play Safe*

I Am Not Alone

Competencies Addressed

Voice

Self-confidence

Goal

To understand how something different can be included.

Estimated Time

20 minutes

Materials

None

Description

Participants form groups based on the topics they hear and have a discussion.

Note: This activity is most useful for co-ed groups.

How To Play

1. Tell the participants that they will walk, run, hop, or dance around the play area.
2. The facilitator will call out a certain characteristic, quality, or interest (for example: favorite food, favorite game, favorite color).
3. The participants must find others who share similar interests and form groups as quickly as possible.
4. The facilitator should try to call out topics so not everyone will be able to find a group. And the facilitator should try to call a topic to separate boys and girls.
5. Ask each group to tell you what they have in common.
6. Ask those without a group what they have that is different.
7. After each discussion the participants should start moving again and the facilitator will repeat the process a 3-5 times.

Reflection Activity

How did you feel when you found a group?

How did you feel when you could not find a group?

What are some activities that boys and girls can do together?

What activities can they not do together? Why?

What are some examples of people in your community who are isolated?

What are ways to include people who feel isolated when doing activities at school or at home?



Adapted from *Live Safe Play Safe*

I Feel

Competencies Addressed

Voice

Decision-making

Self-confidence

Goal

To talk openly about feelings. To communicate effectively using “I statements”.

Estimated Time

20 minutes

Materials

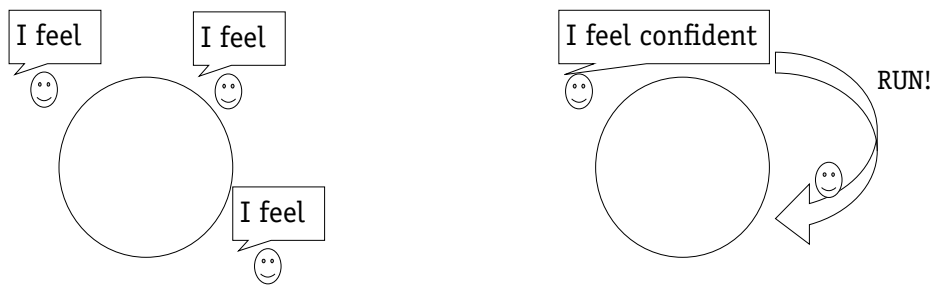
None

Description

Participants play a game similar to “duck, duck, goose” while communicating with “I statements.”

How To Play

1. Divide the participants into groups of 6-8.
2. Ask each group to sit in a circle, facing each other.
3. Ask the participants to list all of the emotions they can think of.
4. Ask for a volunteer leader from each group. The leader will start the game.
5. The leader will walk around the circle and tap each participant on the shoulder. As the participants are tapped, the leader will say “I feel”. Eventually the leader will choose a participant by saying “I feel” with an emotion. (for example, I feel confident. I feel angry. I feel happy)
6. The participant that is chosen will then get up and race the leader in the opposite direction to reach the empty spot. (If the leader is running clockwise, the other person will run counterclockwise.) The first participant there will sit down. The other participant will be the leader.
7. The (new) leader will walk around tapping participants’ shoulders saying “I feel” until eventually they choose someone by adding an emotion.



Reflection Activity

How did it feel to be the leader?

How did it feel when you were tapped on the shoulder?

Give some examples of times in your life when you say “I feel” something.

How do you feel when you succeed at a task?

How do you feel when you fail at a task?

What are some things you can do if you feel sad? Angry? Afraid?



Adapted from *Live Safe Play Safe*

Making Speeches

Competencies Addressed

Voice

Self-confidence

Goal

To develop public speaking skills.

Estimated Time

45 minutes

Materials

Speech copies: these can be a short paragraph from a textbook or from any materials in a school or office. It just needs to be something to read for 1-3 minutes

Description

Participants make speeches to the group and focus on the delivery of the speech.

How To Play

1. Prepare speech copies. These should be short enough to read aloud in 1-3 minutes.
2. Have each participant choose one speech to present to the group. It's okay if some participants use the same speech.
3. Give each participant a few minutes to practice reading the speech.
4. Ask the participants to come up one at a time and present their speeches. Challenge them to read their speech with as much personal style and passion as they can.

Variant:

To make it interesting, make it a role play with a speech (be a principal and give speeches to students, be a village elder, be a political leader, grandfather/grandmother etc.). Tell them to also try to mimic the person they are impersonating by altering their voice/personality. Others can guess who they are role playing.

Reflection Activity

How did it feel to stand up and read in front of the group?

What made the performances interesting for the audience?

Have you ever made a speech in your life? How did you feel then?

What are some other things we have to do in life that require a lot of confidence?

What are some ways that we can build confidence?



No Means Stop

Competencies Addressed

Voice

Self-confidence

Goal

To understand the importance of listening to others and respecting their choices.

Estimated Time

20 minutes

Materials

None

Description

Participants try to reach the leader but have to actively listen to whatever the leader is saying.

How To Play

1. Ask for a volunteer to start as the leader.
2. Mark a start line on the ground about 10 meters from the leader.
3. Have the rest of the participants line up behind the start line.
4. Explain that the participants must all focus on listening.
5. Explain that the goal of the game is to be the first participant to reach the leader.
6. The leader will play the game by saying “Go” and “No”. When the leader says “Go”, the participants can run towards the leader. When the leader says “No”, the participants must stop exactly where they are. Those are the only words the leader will say.
7. If a participant is still moving after “No”, they must return to the start line.
8. Once someone reaches the leader, restart the game and the winner takes the role of the leader.

Note: “No” and “Go” rhyme in English and sound similar.

Variant:

This could be changed to positive statements and negative statements so participants have to listen more closely. For example, participants will move forward when a positive statement is said and will stop when a negative statement is said.

I like candy. (Go)

I don't like candy. (No/Stop)

Reflection Activity

How did you feel during this game?

Was it hard to listen the first time you played the game?

Why is it important to listen to others when they say no?

How have you dealt with peer pressure in your life? What did you do?

What can you do if someone keeps pressuring you after you say no?



Adapted from *Live Safe Play Safe*

Norms And Rules About Gender

Competencies Addressed

Self-confidence

Goal

To reflect on one's own self. To analyze the roles of different genders.

Estimated Time

20 minutes

Materials

Paper

Pens or Pencils

Description

Participants discuss gender roles and what they like about their gender.

How To Play

1. Give each participant a piece of paper.
2. On their pieces of paper, have the participants complete the following sentences. It may be easier to write these on a blackboard or flipchart in advance.

For society, a good girl is one who _____.

For society, a good boy is one who _____.

2. Have the participants read their sentences out loud to the group.

3. Now have the participants complete the following sentences.

The one thing I like most about being a girl is _____.

The one thing I like most about being a boy is _____.

The one thing I would like to change about being a girl is _____.

The one thing I would like to change about being a boy is _____.

If I were the opposite sex my life would be different because _____.

4. Have the participants share these sentences to the group.

Reflection Activity

Ask students these questions, directly, after they have shared their sentences.

Why did you answer the first two sentences the way you did?

Are there other ways to describe good girls and boys?

Why did you choose (that one thing—insert their response) for being the thing you like most about your gender?

Why did you choose (that one thing—insert their response) for being the thing you want to change?

Should boys and girls always do what society tells them to do?

If something is traditional, does it mean that it is right?

Can society change the roles boys and girls have? Why or why not?



Orientation Square

Competencies Addressed

Self-confidence
Organization

Goal

To develop self-expression and creativity. To build confidence.

Estimated Time

30 minutes

Materials

None

Description

A team game in which each team must be creative and react to the leader in order to stay in the proper formation.

How To Play

1. Divide the participants into 4 equal-sized teams.
2. Ask each team to form a wall of a square around you.
3. Ask the participants to introduce themselves to the participants on their left and right.
4. Ask the participants to yell the name of the participant to their left when you say "Left" and the participant to their right when you say "Right".
5. Call out "Left" and "Right" 2-3 times each.
6. Now allow the teams to work together to create a sound and an action for their team. For example, this could be jumping up and down while barking like a dog or squatting while mewling like a cat.
7. Have all the teams practice their sound and action when you point at them.
8. When they are prepared, stand in the center of the square. Explain and demonstrate that the teams must try to stay in this exact position with the same people to the left and right of them. The teams must also be in the same position relative to the facilitator. If the facilitator moves, the teams should move to be in the same relative location. If one team is always facing the facilitator's back, if he were to turn around, the team must go to the opposite side of the square to still face his back.
9. When the facilitator says "Go", the facilitator may move to a new location and face a new direction. The teams must follow and get in the proper position. Once the teams are in the proper position they should make their sound and action to announce it to the other teams.
10. The facilitator should move a few times then end the activity.

Reflection Activity

How did you feel during this activity?

How did your team choose your sound and action?

Would you have been willing to perform this activity alone in front of the group?

What allowed you to feel comfortable enough to do this activity?

What are some examples of when being in a group allowed you to do things you would not have done alone?

What can you do to support your peers to feel more comfortable in your presence?



Adapted from *Red Ball Child Play*

Personal Strengths Portraits

Competencies Addressed

Self-confidence

Goal

To build confidence.
To show to others what one likes about themselves.

Estimated Time

25 minutes

Materials

Pens, Pencils,
Crayons, Markers or
other writing tools

Paper

Description

Participants draw self-portraits and write about themselves.

How To Play

1. Talk to the participants about themselves. Ask “What do you like about yourself?” “What are you good at doing?” “Why do you feel really good sometimes?”
2. After the discussion, hand out the art materials.
3. Tell the participants that they have 10 minutes to draw a picture of themselves.
4. After they finish drawing their portrait, tell them to write or draw pictures around the portrait that represent things they are good at, things they like about themselves and what makes them feel good.
5. When they finish writing, allow the participants time to look at each other’s participant strength portraits.

Reflection Activity

How did you feel talking about yourself?

How did you feel writing about yourself?

Which is easier to do? Why?

What are your strengths?

After looking at the strengths of your classmates, did you remember any other strengths you have?

Why is it important to know what your strengths are?

Why is it important to know what your weaknesses are?



Pressure Ball

Competencies Addressed

Decision-making
Organization

Goal

To develop strategies for dealing with stressful situations.

Estimated Time

30 minutes

Materials

Balls: 1-4

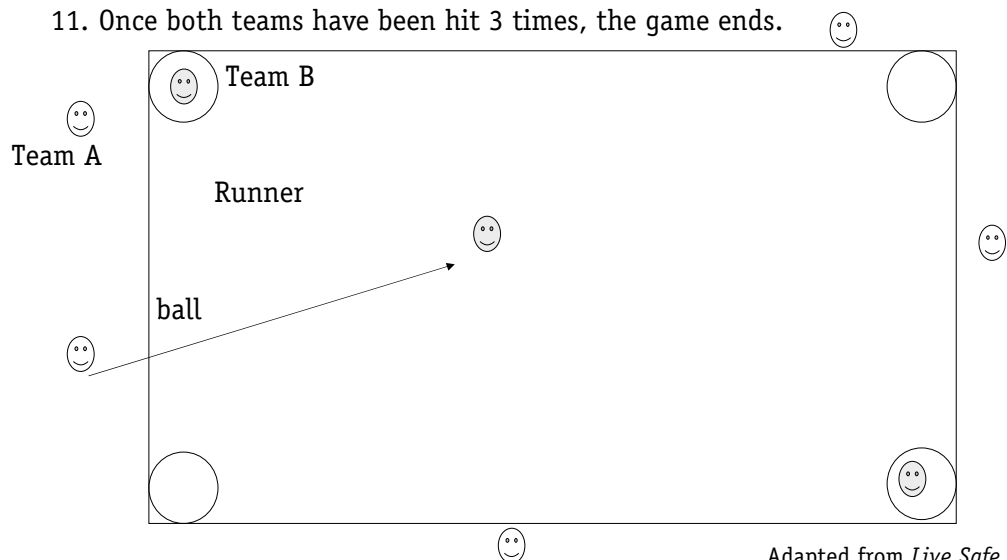
Chalk or rope to mark the ground

Description

Participants work as a team in order to release all of their members while under pressure from the opposing team.

How To Play

1. Mark a large rectangular area as the play area.
2. In each corner, mark a circle about 2 meters in diameter.
3. Divide the participants into two equal teams, A and B.
4. Team A will spread themselves around the perimeter of the rectangle.
5. Team B will spread themselves among the circles in the corners.
6. Ask Team B for one volunteer who will go to the middle of the play area to be the Runner.
7. Ask Team A for two volunteers to be ball retrievers. They can move anywhere in order to retrieve balls for their team.
8. Explain and demonstrate that: the facilitator will say “Go” and this will tell the Runner to try to release teammates from the circles. In order to release a teammate, they must run into a circle with both feet and tag a participant. Only one participant can be released at a time. The Runner must go to a different circle before returning to a circle already visited.
9. While this is happening, Team A will throw balls at the Runner and released members of Team B. A participant from Team B must be hit below the waist for it to count. Hits above the waist do not count. If a released participant is hit, they must return to a circle. If the Runner is hit the game stops and the teams switch positions. Team A will then choose a Runner.
10. If three people are hit that are not the Runner, everyone must freeze and the released participants are counted and that is their score.
11. Once both teams have been hit 3 times, the game ends.



Adapted from *Live Safe Play Safe*



Pressure Ball—Continued

Reflection Activity

How did it feel to be the Runner?

What type of pressure did you feel?

How did it feel to put the pressure (throwing the balls) on the Runner and the other team? Did you enjoy it?

Did any of you try to convince the Runner to release you before releasing others?

Do you think this made the Runner's job easier or harder?

What are some examples from your life when you felt a lot of pressure?

What can you do when pressure is building around you?

What are ways to deal with pressure?



Say “No”

Competencies Addressed

Voice

Self-confidence

Goal

To perform under pressure. To develop assertiveness.

Estimated Time

30 minutes

Materials

Ball: Football or Volleyball

Description

Participants kick a ball at a goal. If they miss they must say a way to say “no” to pressure.

How To Play

1. Make a goal post 2 meters wide using the cones or sticks. Participants line up behind each other facing the goal and two meters away from the penalty spot. The participant at the front moves to the goal to become the goal keeper.
2. The other participants each kick the soccer ball towards the goal in turns, and with an intention to score.
3. The goalkeeper then moves to the back of the line while the person who shot the ball becomes the goalkeeper.
4. Any participant who does not score must give one way of saying “NO” to peer pressure. If they are not able to, they are removed from the game.
5. The game ends when participants are unable to name any more ways of saying no.

Reflection Activity

How did you feel when you missed the shot?

Did anyone intentionally miss a shot in order to say “no” in a creative way?

Is it difficult to think of ways to say “no”?

What are examples from your life when you have been asked to do something you didn’t want to do?

What is something you can do to help others be confident and make their own decisions?

What have you learned from this game that you can apply in your life?



Saying No

Competencies Addressed

Voice

Goal

To develop assertiveness. To find ways to deal with pressure.

Estimated Time

30 minutes

Materials

Cards or pieces of paper: 1 per participant

Pens or Pencils

Container: hat, bowl, box, bag

Description

Participants demonstrate and discuss different situations in which someone has to react to peer pressure.

How To Play

1. Have the participants sit in a circle.
2. Ask everyone to think of a situation when someone the same age has asked them to do something they didn't want to do. Provide a few examples to help the participants' thinking: a friend asks you to drink alcohol, a friend suggests you steal something from a store, a friend wants you to bully someone else.
3. Ask everyone to write 1 example on their piece of paper.
4. After writing, have the participants crumble up their paper and put all in a container (hat, box, bowl) .
5. Ask for two volunteers to act out a situation. The volunteers will choose one of the slips of paper from the container. One volunteer will be the participant trying to convince the other. The other participant will try to refuse.
6. After the role-play, ask the participants to think of ways to say no. For example: walking away, avoiding the situation
7. Have two new volunteers act out another situation. The participant that is refusing can try to use one of the ideas brought up in the previous task.

Reflection Activity

How did it feel to try to refuse a request?

Which situation was the most difficult to resist?

What are examples from your life when you have been asked to do something you didn't want to do?

What is something you can do to help others be confident and make their own decisions?



Adapted from *Live Safe Play Safe*

Secret Leader

Competencies Addressed

Self-confidence

Goal

To understand how we can lead others by modeling behavior.

Estimated Time

25 minutes

Materials

None

Description

A game in which a participant leads the group's actions without revealing their identity.

How To Play

1. Ask participants to form a circle.
2. Ask for one volunteer to guess who the leader is. This participant will leave the play area while the rest of the participants prepare.
3. Explain that the volunteer will soon return and stand in the center of the circle. This participant's role is to guess who the secret leader is.
4. When the volunteer has left, select one of the remaining participants to be the secret leader.
5. Explain and demonstrate that the secret leader will perform different actions (such as clapping hands, stomping with feet, shaking hips, etc). The secret leader can do any action.
6. The goal of the secret leader is to change and do a new action without being seen by the volunteer. The members of the circle will follow the actions of the secret leader. They should not stare at the leader as it may help the volunteer guess who the leader is.
7. The volunteer will return to the center of the circle and will have three guesses. If the volunteer guesses correctly, the volunteer may choose the next participant to be the volunteer. If the volunteer is not correct, the secret leader will step forward and choose the next volunteer (it could be himself).
8. The group should continue doing actions while the volunteer is in the center of the circle.
9. Repeat the game with another secret leader and another volunteer guesser.

Reflection Activity

How did it feel to be the secret leader?

How did it feel to be the volunteer?

What role did you enjoy more, being the secret leader, follower, or volunteer?

Are real leaders always visible?

Is it possible to lead without being noticed by everybody?

What are some ways you can lead in your community?

What does it mean to "lead by example"?



Adapted from *Live Safe Play Safe*

Sharks and Minnows

Competencies Addressed

Self-confidence

Goal

To develop strategies for overcoming pressure and distractions.

Estimated Time

25 minutes

Materials

None

Description

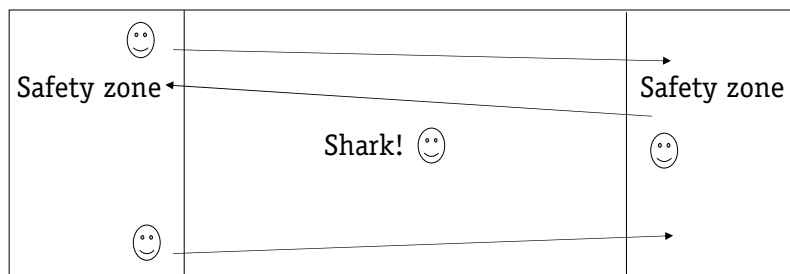
A game in which “minnows” must cross the play area without being tagged by the “shark”.

How To Play

1. Divide the playing area into 3 zones—playing area, and 2 smaller safety zones (see figure)
2. Have the participants line up across one of the safety zones.
3. Ask for one volunteer. This participant is the Shark and will stand in the middle of the playing area. The Shark’s goal is to “eat” (tag) the minnows (rest of the participants) as they run across the playing area to the other safety zone.
4. When the Shark is ready, it will say “Start!” and the minnows will start running across.
5. If a minnow is tagged by the Shark, the minnow will become a second Shark and try to tag more minnows.
6. Continue playing until all minnows except one has become a Shark.
7. The final minnow can be the first Shark when the game is played again.

Variant:

This can also be played in a swimming pool!



Reflection Activity

How did it feel to be the first shark?

How did it feel when other sharks joined your team?

How did it feel to be a minnow?

When did the game become more difficult for the minnows?

Can you think of a time when something distracted (or prevented) you from doing what you needed to do?

Was it difficult to overcome this distraction? Why or why not?

How can you avoid being pressured by others into doing what you don't want to do?



Situations and Feelings

Competencies Addressed

Self-confidence

Goal

To become aware of your fears, likes and dislikes.

Estimated Time

25 minutes

Materials

Situations and Feelings Sheet

Pencils

Paper

Description

Participants talk about their feelings and fears.

How To Play

1. Tell the participants that this activity will help them talk about and confront their fears.
2. Give the participants the Situations and Feelings Sheet (see next page).
3. Have the participants fill in the sheet.
4. Have the participants form pairs and talk about why they fear someone or something. The participants should listen to their partners carefully. They should understand that many of them have the same fears.
5. Continue to the group discussion.

Reflection Activity

Would any pair like to share their fears, likes and dislikes?

Can you overcome your fears?

Why is it important to be confident?

Is it good to communicate with people who intimidate you?

Should you tell people that you fear them? Why or why not?

Is it important to tell people why you like them?

Situations and Feelings

| | Answers | | Answers |
|-----------------------------------|---------|---------------------------------------|---------|
| People who you fear | | People you don't fear | |
| What do you fear | | Things you don't fear | |
| People who do not listen to you | | People who listen to you | |
| People you find hard to talk to | | People you enjoy talking to | |
| People who fear you | | People who like you | |
| What do you like in a participant | | What do you not like in a participant | |
| People who you avoid | | People you spend time with | |
| People you are shy of | | People you are not shy of | |



Spot The Gap

Competencies Addressed

Decision-making

Goal

To identify decision-making strategies.

Estimated Time

25 minutes

Materials

Footballs/Volleyballs:
2

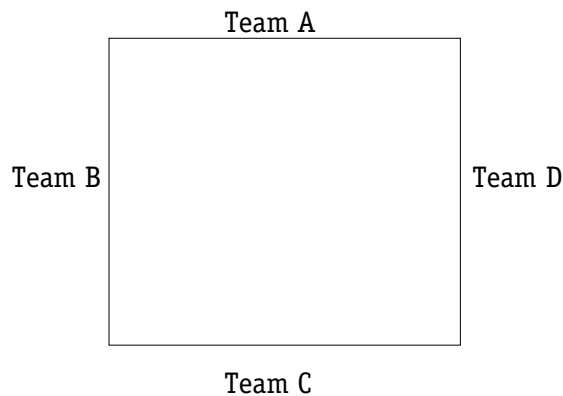
Chalk (or anything to mark the ground)

Description

Teams kick a ball across a field to each other without hitting other balls or people.

How To Play

1. Mark a square on the ground with the chalk, about 10 x 10 meters in size.
2. Divide the participants into four equal teams, Teams A, B, C, and D
3. Have each team line up single file on each side of the square.
4. Give a ball to the first participant in lines A and B.
5. Explain and demonstrate that when you say “go” the participants with the balls will pass these with their feet across the square to the first participant in line on the opposite team. When a participant makes a pass, they must follow the ball and then stand at the end of the opposite team’s line. The participants should try to play as quickly as possible.
6. If the balls collide, or two participants collide, those participants are out of the game.
7. The game ends at your discretion or when one of the teams only has one participant remaining. You can repeat the game multiple times.



Reflection Activity

How did you feel during this activity?

What did you do to make sure your ball didn't collide with the other ball?

If you were eliminated from the game, how did it happen?

From your life, do you have any examples of decisions that required a lot of time to make?

Do you have any examples in which you only had a short time to make a decision?

Who can you go to for help when making decisions?

What can you do if you've made a bad decision?

Adapted from *Live Safe Play Safe*



Stones

Competencies Addressed

Organization
Vision

Goal

To develop organizational skills and strategic thinking.

Estimated Time

30 minutes

Materials

Small stones—40

Chalk, rope or sticks to mark a center line, 2 home bases and 2 stone bases

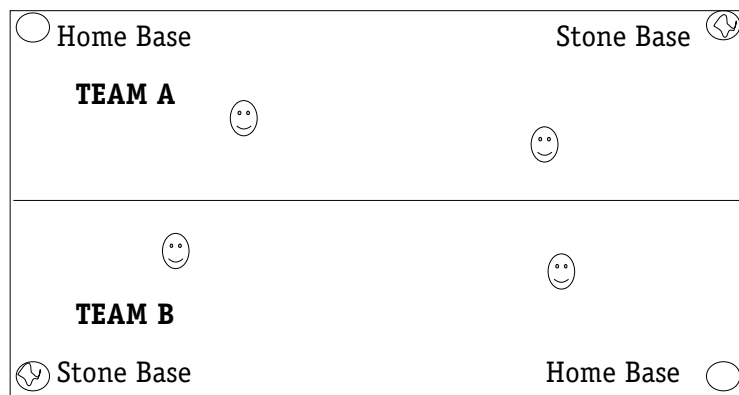
Armband or some marker to mark half the participants

Description

A team game in which participants must try to take stones from the other team.

How To Play

1. Divide the participants into two equal teams—Team A and Team B.
2. Give every participant on Team B an armband.
3. Show the participants the playing area. Mark a center line and two areas for the home bases and two areas for the stone bases (see figure).
4. Place 20 stones in each stone base
5. Explain that the goal is to get as many of the other team's stones as possible and then return to your team's base without being tagged.
6. Participants can only carry 1 stone at a time.
7. If you are tagged, you must go to the other team's home base and wait until someone on your team comes and tags you to free you.
8. After 5 minutes, pause the game and count the amount of stones in each team's stone base.
9. While counting, the teams will have time to discuss a strategy for when the game resumes.
10. Continue playing the game and make sure to stop every 3-5 minutes to count stones.
11. End the game at your discretion (15 minutes, 25 minutes...)



Reflection Activity

How did you feel while playing this game?

What was the most challenging part of this game?

How did you team work together to collect stones?

How did your team's plan change as the game continued?

In your daily life, when do you create plans to overcome challenges?

How can you successfully make plans with others?

Adapted from *Red Ball Child Play*



Story Telling Through Pictures

Competencies Addressed

Voice

Organization

Goal

To communicate a story. To work as a team and use its collective imagination.

Estimated Time

35 minutes

Materials

Many pictures, at least 1 per group

Pencils

Paper

Description

Groups write a story based off a picture and then tell their story to the group.

How To Play

1. Collect pictures from anywhere: magazines, books, newspapers
2. Divide the participants into groups of 4-5 and give each group a picture or a set of pictures.
3. Tell the participants that they will create a story using their picture and their imagination. They can write the story on their piece of paper. Give them about 20 minutes.
4. When the story is ready, the participants will practice narrating the story to each other for a few minutes.
5. Then the participants will tell their story to the larger group.

Reflection Activity

How did you feel creating the story with your group?

Did everyone share the work of creating the story equally?

Were there any conflicts when creating the story? How did you overcome them?

How did you feel telling the story to the large group?

When is a time that you had to make a speech to a group?

Did you practice the speech beforehand?

Why is it important to practice a speech before telling a large group?



Talking Ball

Competencies Addressed

Organization

Goal

To emphasize the importance of communication among a group.

Estimated Time

20 minutes

Materials

Ball: 1

Armbands or something to designate teams

Description

A team game in which participants pass a ball to each other while avoiding the other team.

How To Play

1. Divide the participants into two equal teams, Team A and B.
2. Explain and demonstrate that the object of the game is to complete 10 passes of the ball between group members.
3. The game begins by giving the ball to Team A. They will try to keep possession by passing it without dropping it. Participants can move around the area when they do not have the ball. If they have the ball, they can not move.
4. A participant cannot pass the ball to the participant that gave it to them.
5. The entire team should count out loud after every successful pass.
6. Team B will try to get possession of the ball.
7. Team B participants must stay 1 step away from the participant with the ball and cannot touch them.
8. If a team drops the ball, the other team gets it. If a team intercepts the ball or knocks it out of the air, they get possession of the ball.
9. The first time, do not let either team speak except for calling the number of successful passes. After a few rounds, allow them to speak.
10. The game ends when a team reaches 10 or at your discretion.

Reflection Activity

How did you feel during this game?

What did you do to help your team be successful ?

How did you communicate to each other when you couldn't speak?

Why is it difficult to communicate about some things?

What types of topics do people find difficult to talk about?

What are some examples from your life when it was difficult to talk to someone about something important?

What can people do if they want to talk with someone about a difficult issue?



Adapted from *Live Safe Play Safe*

The Way I Look At Myself

Competencies Addressed

Self-confidence

Goal

To build confidence.
To know one's own self better.

Estimated Time

20 minutes

Materials

"The Way I Look at Myself" Sheets (copy from next page or draw on paper)

Pens or Pencils

Paper

Description

Participants write and discuss what they like and dislike about themselves.

How To Play

1. Give the participants "The Way I Look at Myself Sheets" (see next page) or draw on a blackboard/flipchart paper and have the participants copy it to a piece of paper.
2. Participants will fill out the sheet by writing things they like and things they do not like about themselves.
3. After finishing the sheet, there will be a discussion.

Example: "The Way I Look at Myself" Sheet

| What are the things that you like about yourself? | What are the things that you do not like about yourself? | Don't Know |
|--|---|-------------------|
| Can play football well | My hair | |
| Can sing well | Not good at math | |
| Can cook well | | |
| | | |
| | | |

Reflection Activity

What are the things that you like about yourself?

Why do you like those things about yourself?

What are they things that you do not like about yourself?

Why do you not like those things about yourself?

How do you overcome your weaknesses and support your strengths?

Note: Tell them that what they like and dislike is subjective and not necessarily true. Some things can't be changed and the participants should try to accept that.



The Way I Look at Myself

| What are the things that you like about yourself? | What are the things that you do not like about yourself? | Don't Know |
|---|--|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



The Way I Look At Others

Competencies Addressed

Self-confidence

Goal

To build confidence.
To learn how to analyze one's relationships with others.

Estimated Time

20 minutes

Materials

"The Way I Look at Others" Sheet (copy from next page or draw on paper)

Pens or Pencils

Paper

Description

Participants write and discuss what they like and dislike about other people in their lives.

How To Play

1. Give the participants "The Way I Look at Others" Sheets (see next page) or draw on a blackboard/flipchart paper and have the participants copy it to a piece of paper.
2. Participants will fill out the sheet by writing things they like and do not like about these people.
3. After finishing the sheet, there will be a discussion.

Reflection Activity

Why do you not like certain things about other people?

Why do you like certain things about other people?

Why do you need to solve the problems that you have with other people?

What expectations do you have from these other people?

What expectations do they have from you?

How will you behave differently when you meet strangers in the future?

Say: Everyone has likes and dislikes and that's okay.



The Way I Look at Others

| Who? | What are the things I like about them? | What are the things I do not like about them? | Don't Know |
|--------------|--|---|------------|
| Father | | | |
| Mother | | | |
| Brother | | | |
| Sister | | | |
| Grandmother | | | |
| Grandfather | | | |
| Teacher | | | |
| Neighbor | | | |
| Friend | | | |
| Other: _____ | | | |
| Other: _____ | | | |



Three C's for Decision Making

Competencies

Addressed

Decision-making

Goal

To critically think before making a decision.

Estimated Time

40 minutes

Materials

Pens or Pencils

Paper

Flipchart paper (if available) or blackboard and chalk

Basket, box, hat, or bag to collect paper

Description

Groups follow the three C's for decision making and then must make a decision and explain it to everyone.

How To Play

1. Explain that making decisions and knowing the consequences are important skills they and young people need. There are three steps for active decision making. Sometimes this is done very carefully, other times very quickly. Some decisions can take a few days others can take years, while others are made instantly.
2. Present the three Cs for decision making:
Describe the **CHALLENGE** (or decision) you are facing
List three **CHOICES** you have
Consider the positive and negative **CONSEQUENCES** of each choice
3. Ask participants to take a piece of paper and write down a serious decision that they or their friends are currently facing. The decision can be about anything – school, a family situation or a friend. Instruct them to choose a decision where the consequences really matter, instead of something that will not make much of a difference. Assure them that what they write will remain confidential.
4. Collect the papers in a basket or hat. Read them quickly and choose 5 or 6 that are tough decisions, and write them on flipchart. If what is written can be used to identify the writer, change it accordingly to maintain confidentiality.
5. Explain that these are the kind of challenges many young people face, especially as they become older and more independent. Young people must make decisions and learn to live with the consequences.
6. Ask participants to choose one of the challenges listed on the flipchart/board.
7. Ask everyone to brainstorm several choices or options that a person making this decision has and write them on flipchart.
8. List those beside the word “choices” on the flipchart and add any others that you can think of. Be sure there are at least three choices. Remind the participants that there are consequences to their decisions.
9. Ask participants to think of possible negative and positive consequences for each choice. Add any obvious consequences that group may leave out, especially negative ones.
10. Divide participants into groups of 3-4. Assign each group one of the other challenges from the list on the flipchart. Have them follow the Three Cs and make a decision.
11. Once each group has made a decision, allow a representative from each group to share their decision and process with the whole group.



Contribution from CARE Rwanda

Three C's for Decision Making—Continued

Reflection Activity

Do certain decisions warn you right away to choose something else? If so, what are they?

What negative consequences relate to a person's feelings or values?

When facing a tough challenge and unsure of the decision to make, who could you ask for help?

How can you explore all the possible consequences of particular choice?

How did you feel sharing a decision that you or a friend is facing in real life?

Are you facing a personal decision now? Can you use this decision making process to help you?

Do you think this process is helpful? Will you use it in the future?



Watch The Boundary

Competencies Addressed

Vision

Goal

To demonstrate the relationship between one's personal boundaries and achieving a goal.

Estimated Time

15 minutes

Materials

Balloon—1 per team

Chalk (or anything to draw on the ground)

Description

A game in which participants work as a team to keep a balloon from touching the ground.

How To Play

1. Divide the participants into teams with 4-6 people.
2. Draw a square on the ground for each participant, about 1 x 1 meter. Each team's set of squares should be near each other. Ask each participant to stand in a square. If there are 5 people on a team, there should be 5 squares.
3. Ask each participant to think of one goal.
4. Show participants the balloon. Explain that the balloon represents their goal.
5. Explain and demonstrate that the object of the game is for participants to keep the balloon in the air. Participants can hit the balloon with any part of their bodies but they cannot leave their square. Also, participants cannot hit it more than one time in a row. They must wait for another participant to hit it before hitting it a second time.
6. When the balloon touches the ground, the game begins again and the participants try to keep it in the air for a longer period of time.

Reflection Activity

How did it feel to have your own section of the play area to stand in?

Do you think it would have been easier or more difficult if your square was larger?

We often set boundaries for ourselves (boundaries on what we eat, drink, etc). What are some examples of boundaries in our lives?

If you had to list all your goals in order of importance, how high would "leadership" be? (or you can put any word in the quotes)



Adapted from *Live Safe Play Safe*

What Others Think Of Me

Competencies Addressed

Self-confidence

Goal

To build confidence.
To be aware of how others perceive you.

Estimated Time

20 minutes

Materials

“What Other Think of Me” Sheets (copy from next page or draw on paper)

Pens or Pencils

Description

Participants discuss with each other how they think others feel about them.

How To Play

1. Give the participants the “What Others Think of Me” Sheets or a piece of paper.
2. Participants will fill out the sheet by writing what others think of them.
3. After finishing the sheet, there will be a discussion.

Reflection Activity

What things do people usually like about you? Do you know why?

What things do people usually not like about you? Do you know why?

What are some of the reasons that elders do not like things about you? Do you think they did the same things when they were your age?

What expectations do these people have from you?

Is it okay if someone doesn't like you?

Why is it important to know what others think of you?

Would you prefer not knowing what others think of you?



What Others Think of Me

| Who? | What are the things they like about you? | What are the things they do not like about me? | Don't Know |
|-------------|--|--|------------|
| Father | | | |
| Mother | | | |
| Brother | | | |
| Sister | | | |
| Grandmother | | | |
| Grandfather | | | |
| Teacher | | | |
| Neighbor | | | |
| Friend | | | |
| Other:_____ | | | |
| Other:_____ | | | |



Who Am I?

Competencies Addressed

Self-confidence

Vision

Goal

To build confidence. To know one's own self better. To visualize one's future and set goals.

Estimated Time

30 minutes

Materials

Paper

Pens or Pencils

Description

Participants discuss what they like and dislike about themselves. Then they talk about their futures.

How To Play

Part 1

1. Give all the participants a piece of paper and a pen or pencil.
2. Have the participants draw a picture of themselves.
3. Have the participants write 10 sentences that start with the word "I am....". Examples may be: "I am intelligent", "I am a good friend"
4. Tell the participants that these papers will not be collected and are for their own use.
5. After they have written their sentences, tell the participants to put a check mark next to the things that they like about themselves. Tell them to put a question mark next to the things they want to change.
6. Continue to Reflection 1 below

Part 2

7. Ask the participants to close their eyes and visualize what they will be in 5 years.
8. Ask them to open their eyes and share what they "see".
9. Brainstorm how they can reach their dreams.
10. Continue to Reflection 2 below

Reflection: Part 1

What are your most important characteristics?

How do you see yourself?

Would you say that you have good self-esteem?

Would you like to share something that you don't like about yourself?

Do you think you need to work on developing your self-image more?

Reflection: Part 2

Comment on whether the participants mentioned how they would use leadership skills. Suppose someone says that they want to work or go to college. Ask them how this will happen.

Who do they need to convince?

Will they need confidence to negotiate with this person? Why?

When you closed your eyes, did anyone think they would be married after 5 years?

What are the differences that come after getting married?

What are the additional responsibilities?



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