

LIFE SKILLS FACILITATION - 3



DREAM
A
DREAM

TEACHER
DEVELOPMENT
PROGRAMME

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

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



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

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

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

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2-DAY LIFE SKILLS FACILITATION AGENDA

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

Day 2

| | |
|-------------------------------------|------------|
| Check In, Warm Up | |
| Revisiting Goals and Agreements | 40 minutes |
| Teaching Stories – Part 2 | 30 minutes |
| BREAK | |
| Teaching Stories – Part 3 | 45 minutes |
| LUNCH | |
| Teaching Stories – Part 4 | 75 minutes |
| BREAK | |
| Strength Based Facilitation | 90 minutes |
| Mind Map | 15 minutes |
| Next Steps, Evaluations and Closing | 30 minutes |

ROOM PREPARATION

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

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

DAY 1

POWERFUL BEGINNINGS (Start with a Bang!)

The purpose of this module is to start a workshop on a strong note. This includes getting everyone involved and building a sense of safety and connection between participants.

Nametags

Ask each participant to make a creative nametag. Spend time at the name tag table yourself engaging in conversation and admiring the nametags. This is also a great time to get to know the participants and remember their names.

Purpose: Imagination, Creative Risk

Time: 10-15 minutes

Materials: Card stock; glue or glue sticks; scissors; yarn or string; a variety of colorful materials for decoration such as glitter, glitter glue, marking pens, oil pastels, crayons, feathers. If you don't have access to these materials, you can use old magazines, scraps of paper, leaves, sticks, pencils—anything you can find.

Instructions: Invite participants to make a creative name tag using card stock and a variety of materials spread out on a table.

Facilitator notes: As this is the second workshop, it would be nice to challenge the participants to create different name tags than what they had in the first workshop. One idea to do this could be to give participants a theme which is in relation to LSF #2 which can be; an image that comes to you when you think of a child, one thing that you would love doing when you were a child OR it can be asking them to make name tags without using scissors or making name tags using minimum 3 coloured chart papers.

Welcome and Rhythm

Purpose: To get the group energized and in sync at the start of the training.

Time: 5 minutes

Script: Just follow me and we'll get there. Over the next two days we are going to be taking a creative journey together. Let's begin walking together to represent this journey. (take 8 or 10 steps together at a moderate rate) Great! Now, I'd like you to clap on the one of a four beat count... 'and Clap 2, 3, 4, clap 2, 3, 4.'" Continue to build the rhythm offering a steady dose of encouragement and praise.

Facilitator notes: Since you have introduced the rhythm in the first workshop, you could possibly now challenge the group by splitting them into two or three groups. Alternatively, you could look at creating a different rhythm depending on your understanding of where the group is at. It would be important here to counter in new participants who may or may not be aware of the rhythm.

Closure: Acknowledge the group about the group success.

Check-Ins

Purpose: Check-ins are always used at the beginning of a workshop, a day or at the beginning of a session. It literally means to check into or commit into a space. Here, it helps us understand the participants' state of mind, their moods and thoughts, briefly and gives the facilitator an idea about where the group is at. This is also a place for the facilitator to acknowledge each participant's presence.

Time: Usually 10 minutes (depending on the group size)

Instructions: Check-in is an opportunity for each individual to take a small creative risk and be seen and heard by the group. As a facilitator it is important to support the group in giving full attention to each member of the group, and to encourage everyone to participate to the fullest extent that is possible for them that day, without forcing them. This is a time to set the tone for safe space, and for creative risk taking.

Notes: For each of the Life Skills Facilitation workshops certain check-in questions have been put in the design, however depending on your sense of the participants and what you know, you can design the check in accordingly. Check-ins are very short and should not take much time. Each person should speak maximum for a minute.

Goals

For LSF#3, we will go deeper into understanding our relationship with the young person, thereby moving from the inward to the outward. The goals of this training are:

- **To gain a deeper understanding of our role as a teacher/facilitator:** This workshop provides us with an opportunity to re-look at our roles and identify qualities in us which makes us special, as teachers. We will also be looking at what we can do to redefine ourselves as teachers and connect deeper with ourselves in this role. In LSF #1, we focussed on ourselves as people – who we are. In LSF #2, we learnt more about ourselves in relation to the young people we interact with. In this workshop, we will work at deepening our understanding of ourselves as teachers/facilitators.
- **Develop skills of authentic speaking and sharing:** This is something that is always ongoing – how to connect with the young people in our classrooms and engage them with us. We will look at how we can create a safe and positive environment where each child feels valued. One of the key ways to do so will be to work on skills of effective communication, teaching through stories, working with differences and learning to see the strength in each child.
- **To build a supportive community:** In the journey of our engagement and partnership, this is our 3rd workshop together. As we have mentioned, since we are all together, it is essential for all of us to support each other in this journey and share our experiences as well. Last time we had started our work on building this community here today. Over the next two days we are going to take that to the next level. We would also like to invite you to look at what aspects of this supportive community experienced you are willing to take into your lives.

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

Community Agreements

“We created some agreements in the last workshop. In this workshop, based on the goals that we just spoke about, what are some of the agreements you will need to make these goals achievable?”

Based on the group’s response, list down the community agreements.

Role of a Teacher / Facilitator

The purpose of this module is to explore the role of a facilitator / teacher in working with groups.

Facilitator comes from the root word facile to “make easy.” A facilitator’s core job is to help the group achieve its aims by making the way easy for them.

The following outlines the differences between a facilitator, a teacher, and a facili-trainer. This table is for your reference to help you understand these differences.

A FRAMEWORK FOR UNDERSTANDING YOUR ROLE WITH GROUPS

| | FACILITATOR | TEACHER | FACILI-TRAINER |
|------------------|--|--|---|
| FRAMEWORK | Participants have the necessary knowledge, perspective, and opinions within themselves | I (the teacher) have the knowledge and understanding that participants do not have and thus need. | Both parties have knowledge and perspectives to share. |
| ROLE | Provide an environment, ask questions, and guide conversations in a way that allows participants to access and express the knowledge, perspectives, and opinions they hold within themselves to be true. Holds a neutral stance. | Dispense knowledge to participants in a way that they can comprehend and thus learn. An effective teacher uses all different kinds of methods. | Provide an environment that enhances learning. Ask questions and guide conversation in ways allows participants to express the knowledge, perspectives and opinions they hold to be true. Dispense knowledge and share perspectives |

| | | | |
|---------------------------|--|--|---|
| | | | when it supports the development of an individual or the group. |
| PARTICIPANT'S ROLE | To express their thoughts, opinions, beliefs, and perspectives. To listen to other participants do the same. | Listen to understand. Ask questions when confused. | Does participate actively in the learning through listening, taking in information, experiencing, and sharing experience, thoughts and perspective. Open to learning from self, other participants, facili-trainer. |
| WHEN USEFUL | Leading meetings; organizational development like strategic planning; working with dynamics within a group. | Teaching technical subjects. | Working with self-development, empowerment, creativity, team building, life and career planning. |

Purpose:

- To help participants understand the difference between facilitating and old-style teaching
- To gain a deeper awareness of their learning
- To gain a deeper understanding of their own facilitation gifts and areas for further development.

Discussion: 10 – 15 minutes

Discuss as a larger group the role of a teacher (if participants are teachers) or facilitator (if they are community workers). You can create a mind-map and chalk all the points on a flip-chart or alternatively get a few responses from the participants before moving on to the next part.

Group Drawing: 15 – 20 minutes

After an initial conversation, break into groups of four or five and provide each group with a large piece of paper and oil pastels or crayons. Ask people to close their eyes and imagine a time they were in a group led by a great teacher/facilitator. What was the teacher/facilitator like? What qualities did he/she use in leading the group?

Then ask each group to draw a shared image of “A Great Teacher / Facilitator”

What are the qualities of a great teacher / facilitator? What are the practices of a great teacher / facilitator?

Presentation:

- Demonstrate how to make a group sculpture that represents qualities such as strength, open heart, etc. with one person at a time calling out a quality and taking a shape.
- Then ask each group to come up with a sculpture in which each group member takes a shape to represent one of the qualities represented in their group drawing.
- Tape the drawings around the room

Short Debrief: A short debrief on how the experience was and what they have learnt through the process of this activity will be good to set the tone for the rest of the workshop.

Alien Conference

As individuals working with young people, we must realize what an important role we play in their lives. We are placed in this unique position to recognize and understand their feelings, emotions and thoughts, as well as communicate better with them even when others are not able to comprehend it.

Purpose: To understand my role as a teacher / facilitator as it maps out through the activity

Alien Conference is a fun activity, with important implications about belonging, language and communication. It's important to remind people to stick to the community agreements in this improvisational game.

Instructions:

1. Ask for 5 volunteers: (2 aliens, 2 translators, and one host)
2. Introduce the game by saying: we are all at a conference and we have two aliens who are here to talk to us. What is the theme of the conference? (get suggestions from audience)
3. Both aliens can only speak their own different alien languages – a language none of us understand
4. They cannot understand one another
5. We've provided the aliens with translator so that they can communicate and we can understand what is being said
6. The translators' goal is to figure out what the alien is saying to them and translate for the audience and the other alien (in a stage whisper to the translator: If you don't know, make stuff up and keep it relevant to the topic)

7. The host will take questions from the audience and ask the aliens, as well as moderate the conference.

Facilitator Notes: While this activity is being done, observe the roles of the aliens, the translators and the host. This activity usually can bring up a lot of insights particularly with respect to communication, language and a deeper plunge into what our roles are, within the different spaces, be it communities or classrooms that we engage in. It is an activity that usually also generates a lot of fun and laughter, however a lot of interesting learning can come even when we conduct this with students and young people we work with.

Debrief: Refer to debriefing experiential activities in LSF#2 Manual for LEADS.

Teaching Stories – Introduction

Purpose: To help the participants understand the importance of sharing personal stories and build the skill of sharing their story with authenticity.

PART 1

Setting Context: Start with setting context for personal stories.

“This is an opportunity for the young people to get to know you and helps you to develop personal credibility and to model speaking with authenticity and vulnerability. A short, crisp introduction can let young people know that they can trust you, and that you believe in them. Stories help you to connect with the group better. Through a well-executed two- to four-minutes self-introduction you can accomplish all of this, and more.”

There is a simple format for a personal introduction and it helps in building instant rapport with groups you work with.

Introduction: Start with sharing a 2-3 minutes story on a particular life-skill, example courage or decision making. Ensure you prepare beforehand to make it crisp and powerful. After sharing with the group, break down the sequence of the power packed introduction.

Here’s the basic format for an introduction, which you narrate to the group.

Part 1: Your name.

Part 2: What you do.

Part 3: The role you will play with this group today.

Part 4: A short story from your life that demonstrates the life skill selected. The story should be drawn from your experiences, should be true for you and should show the point at which this change or transformation happened which developed that life skill in you. The operative word here is short – it should be no longer than ten sentences.

Part 5: Something you believe; this is where you get to share your vision of what’s possible for the group and generate excitement.

Parts 1, 2 and 3 are easy. They lay out the basics of who you are, and what your role is with the group. Knowing this basic information helps set young people at ease. Parts 4 and 5 are more challenging. You can feel quite vulnerable sharing your story and your vision of what's possible. Delivering these parts, however, is what produces the emotional connect.

A Sample Introduction

Part 1. Hi, my name is Raghu.

Part 2. I am from an organization called Dream a Dream. We provide arts/empowerment workshops for young people all over the world.

Part 3. I will be the facilitator of your workshop on life skills facilitation today.

Part 4. When I was in high school I went through a very hard time. There were problems in my family, and I was depressed. One of my teachers suggested I join an after-school creative writing club. We learned easy techniques to get the flow going, and once I started writing I could not stop. Suddenly I had an outlet for all the feelings that were bottled up in me, and to my surprise, I started to feel better. I've continued the practice of creative writing all through my life and it keeps me sane and happy. So I know how powerful writing can be.

Part 5. [Looking directly at your group] Now, some of you might wonder whether you can write. Actually writing is as simple as telling a story and putting it down on paper, and I know that each one of you can do it. If you can call a friend on the phone and tell him what happened last weekend, you can tell stories. If you can tell your parents or your brother or sister about what happened at school today, you can tell stories. I know that each of you has important things to say, so I can hardly wait to see what we do together. Let's get going!

Take your time in preparing parts 4 and 5. Part 4 requires you to look inside yourself to discover why you are passionate about the subject at hand and to find a way to communicate that to your group. Remember to keep your personal story short – a little bit of self-disclosure goes a long way. Young people want a flavour of who you are and what your life is about, but they don't want lengthy stories.

Part 5 requires very direct communication and can be challenging even for those with a direct communication style. When you say to your group "I believe in you" you may feel very vulnerable. We encourage you to give it a try, though. When you let people know the possibility you see in them, you will gain their rapt attention.

Practice makes perfect. In our training programs, you wrote introductions and practiced delivering them in pairs and then in small groups. When an introduction hit the mark, the whole group could connect emotionally. Though practicing with peers or colleagues can be awkward and embarrassing, go for it. You'll notice the benefits the next time you stand up in front of a group and share your story.

After setting the context, provide 10-15 minutes to the participants to write their stories based on the life skill that has been chosen. Divide the group in pairs, and then ask each partner to share their story, preferably without looking at the paper and ask the other partner to tell them what they really liked when they were narrating their story and what part could they improve upon.

Closing

“One thought you are left with (say it in 3 words)”

Note: As a facilitator, it will be your job to remind them to keep it short and use only 3 words. This skill of brevity is an important skill and therefore this is a good point to practice even if you feel like saying a lot.

DAY 2: Warm Up

SPRAY PAINT

Context: Our voice follows our intention and our imagination. So if you are trying to hide, as a facilitator, you might talk in such a way that your voice drops right onto the floor in front of you. To connect with participants, you need to send your voice and intention right across the room. It's good to demonstrate this if possible. Begin by talking to your group, but having your intention on remaining unseen. Now, using the same volume, make your voice reach the farthest points in the room. Ask people to comment on the difference.

Instructions: We are now going to do an activity using an imaginary spray can of paint to learn to send our voice right across the room. Imagine you are holding a spray can of bright green paint. Hold your arm out and point that can to the other side of the room. Now press the imaginary button and begin to paint the far wall. As the paint comes out, make a loud sound like “eeeeeeeeeeeeeeee.”

Now you have a can of red paint. Find another wall to paint to the sound “oooooooooo.”

Now you have a can of orange paint. Find another place in the room to paint to the sound “ahhhhhhhh.”

SOUND BALL

Context: When you are in front of a group you are participating in an energy exchange. You say something, the group receives the energy of your comments and sends energy back. One of the reasons people are so afraid of public speaking is because of their discomfort with the energy exchange. This activity gives us the experience of just playing with the energy. This in turn helps us feel more comfortable in front of groups.

Instructions: This activity builds vocal power by having participants spontaneously come up with new sounds and pass them across the circle. It's a great teaching tool for public speaking because it involves giving and receiving energy. Participants stand in a circle. The leader (A) begins by making a sound and sending it with a hand gesture as if it's a ball to a person (B) across the circle. B repeats the sound as he/she “catches” it with the same intensity and velocity with which it was sent. B now comes up with a completely new sound and sends that to another person in the circle (C). C catches the sound and then sends a new one to yet another person, etc. The group continues to catch and send sounds across the circle.

In the heat of the game, people often forget to catch the sound before sending a new one. When facilitating this activity, point out the importance of catching the sound, and remind people when they forget. As the game gets going, urge people to go faster and faster. If you have a large group, you can break up into pairs. Have the partners stand about ten feet apart and play sound ball as a duo.

Teaching Stories – Practicing and Coaching

PART 2 & 3

Set context for small group learning session.

We are going to spend some time practicing our stories together. The way I look at it is, we are a small learning community. The purpose is not to do a good job, but rather to give it a try. Notice what each person does well and use what you've learned when it's your time to go. Sometimes I may focus on one part of the introduction—particularly part 4 or 5. One thing we'll be working on is brevity. As we work with these introductions you might be surprised to find how much can be said with so few words. What I usually find in leading these groups is that we start in one place and we all grow in our capability over the course of the hour."

We will do this in a particular format

- Each person will volunteer to share their story. At this point, it is important that as a group we completely respect and pay our full attention to the person who is sharing.
- At the end of the story, members from the group will be asked to give feedback in a simple format: connect – disconnect-connect. Connect is one thing that you really liked and disconnect is something that the individual can work towards.
- The person who is sharing, will choose two members from whom he/she would like to hear the feedback. This is only since there is less time. However, you could always hear from those who haven't spoken now during break time.
- For the person receiving the feedback, remember this is a gift and you can take as much or as little as you would like to.
- After the participants have finished, I will also coach you.
- This way, we'll make sure that everyone gets a chance.

Facilitator Note

As a facilitator, continue encouraging the group to give feedback and getting voices from the quieter ones as well. Encourage the group to not just focus on the story but how it is said as well. A good approach is to let the first person offer their entire introduction. Then look for one or two things to coach them on. Some possibilities include:

- **Lacking Vocal Power:** If the person speaks very quietly, you might say, "On a scale of 1 to 10, where would you say your vocal power was (1 meaning very quiet, 10 meaning very strong)?" Often a very quiet person will say something like 8 or 9. Then ask the group. They'll likely say 3 or 4.

"Ok, now start your intro again, and this time imagine that vocal power moving up from a 4 to an 8." Work with the participant to bring their vocal power up. Have fun and praise them a lot.

- **Unclear Story:** Very often the story is too long and unclear. Work to find the nuggets in the story and get it down to 3 or 4 sentences at most. One way to do this is to ask the person to say the story in outline form. Or you may try rephrasing the story for them to demonstrate how much can be said in very few words. Or you may ask them to take some time at the side of the group to clarify and shorten their story and then give them another go at it.
- **Avoiding talking directly to the group in the final section:** In the final section of the intro encourage people to use the word “you.” So rather than say, “I believe everyone can write,” they would look at their group and say, “I believe that each and everyone one of you can write.” This is often the hardest part of the introduction because you are getting up close and personal and you are taking a risk by telling them that you believe in them.

Strength-based Facilitation

One goal that as teachers and educators we have is the desire for children and youth to fulfill their potential and achieve their dreams. Unfortunately, these positive intentions are often overshadowed by emphasis on the shortcomings, deficits, and weaknesses of children and young people. Embracing a strength-based approach involves a different way of thinking about young people and of interpreting their patterns of coping with life challenges. With a strength-based mindset, one engages and interacts in ways that invites a curious exploration of “what can be” based upon a clear set of values and attitudes

While working with this perspective we look at the paradigm of

BEHAVIOURS----- NEEDS ----- STRENGTHS

| |
|--|
| <p>BEHAVIOURS (All those behaviours of the child that irritate / bother you or drive you crazy!)</p> <p>Talkative, Restless, Arguing, Chaotic, Bratty, Naughty, Keeps getting up, Untidy, Fidgeting, Hitting, Uses bad language, Irregular, Doesn't listen, Inattentive, Eats others' food, Tells lies etc.</p> |
| <p>NEEDS</p> <p>Not loved, In pain, Traumatized, Needy, Hurt, Frustrated, Hungry, Neglected, Not paid attention to, Not listened to, etc..</p> |
| <p>STRENGTHS</p> <p>Funny, Outgoing, Powerful, Expressive, Striving, Survivor, Straight Forward, Creative, Applying what they know, Strategic, Talented, Observant, Confident, Bold, Intelligent, Brilliant, Energetic, etc.</p> |

Activity #1: Who is this Child?

“I want you to begin thinking of a person, a child or a student who really drives you crazy! You might want to close your eyes and think about that person.

NOW. Who is this child? Please describe that person in two words or less.”

The group will likely start calling out behaviors like incessant, aggressive, dramatic, silent, punk, sarcastic, chaotic, bratty, frustrating, passive aggressive, obnoxious, victim, in your fact.

Write these words at the top of a flip chart page.

After you have 15 or so words Stop and say, “Ok. So this person is (read all the words). Now I want you to think again. WHO IS THIS CHILD? TELL ME IN TWO WORDS OR LESS.”

The group will likely switch to deficits of their person with words like: Not loved, in pain, traumatized, needy, hurt, frustrated, hungry, etc. Draw a line under the first set of words and begin writing the next set of words that represents deficits.

After 15 words or so, say, “OK, so this person is also (read the new set of words). Now I want you to think again WHO IS THIS CHILD? TELL ME IN TWO WORDS OR LESS.” This time, people are likely to begin coming up with words that represents the strengths of their person. Draw a line below the set of words representing needs and begin to write the new words.

Funny, communicative, capable, outgoing, creative, talkative, powerful, expressive, fighter, striving, survivor, straight on, resourceful, strategic, talented, observant, talkative, deserving, brilliant, energetic.

What we have here are three lenses through which we view a person. What is the first? Yes, behaviors. The second? Yes, need or deficit. And the third? Strengths. Every single person has a set of strengths no matter how annoying their behavior may be.

We like to think that a person’s behavior is their best strategy for getting their needs met.

One of the things we need to develop is our ability to work on and identify strengths;

They’re either:

Incessant or driven

Devil’s advocate or expressing a point of view

Silent or reflective

Obnoxious or strategic in how they get their needs met

We get to choose what we make behaviors mean and then we get to work with them. They may not be striving the way we want, but they are striving. We get to shift the lens through which we view them—building on strengths.

Non-violent communication says we have a small vocabulary of needs. We also have a small vocabulary of capabilities. How do I acknowledge strengths?

of capabilities. How do I acknowledge strengths?

The psychologist John Gottman says we need to have a 4:1 ratio of positive comments to negative (4 acknowledgments for every one correction) in relationships to have a healthy relationship. The same is true with kids. If you can get to a 2:1 or 3:1 ration in classrooms that's great. How many times can you acknowledge your kids in a session? Not by just saying "Good job!" but by actually naming a quality.

If you can articulate those, you're getting there. The question is how can I get fluent with this and be authentic?

Activity #2: Strength Brainstorm

"Please get into groups of 4 and begin to generate a long list of words that represent strengths."

After five minutes invite them to look at the Gifts, Strengths & Qualities list in the handbook. Ask people to call out ideas on their list that aren't in the manual and invite everyone to add to their list.

Activity #3: Working with Scenarios

"We're now going to run some scenarios and in your groups of 4, we'd like to you observe the behavior and then refer to your list of strengths and identify at least two strengths that the person is exhibiting. We will then call on people and you simply say, (Person's name) I really appreciate your (strength word or phrase.)" Person in the scenario simply says, "Thank you."

Our kids are not used to having their strengths recognized and sometimes this will stop them in their tracks. But remember, your job here is to simply identify the strength and appreciate the person.

Now let us look at a few scenarios that happen very often in our classrooms or sessions and what could the possible strengths of that child or young person in such situations be:

Scenario #1: One person is in front of the room sharing information or discussing a lesson plan.

A young person keeps raising his hand and wanting to be called on. He gets more and more insistent. "I know, I know, Call on me." Even after he has been called on a few times, the behavior continues.

Possible strengths include: persistence, willingness to participate, enthusiasm, energetic

Scenario #2: You are doing an activity. One youth keeps breaking in and saying we've done this before. This is boring. Can't we do something else?

Possible strengths include: willingness to speak out, give feedback, and speak honestly, courageous

Scenario #3: You are in the middle of telling something very important. Two students are involved in a side conversation that gets louder and louder, appreciating each other's hair, or talking about what they're going to do after school (or whatever).

Possible strengths include: commitment to friendship, enthusiasm, and friendliness, active

Case Study:

Ravi, a ten-year-old, is described by his class teacher as “a work in progress.” Ravi’s academic and behavioral issues present major challenges to the staff, as well as to the other children in the classroom. Ravi will submit work that is scribbled on and completely illegible, and is frequently unable to stay on track. The class teacher has noted self-esteem issues as well, relating to his behavioral issues in the classroom and the playground. Ravi’s strengths have been explored by the class teacher, and enhanced by his peers through the ongoing use of strengths within the classroom. When Ravi is experiencing the academic or behavioral challenges with which he copes, his class teacher has found that the strength based facilitation within the classroom setting is an effective method of getting the outcomes that she knows he is capable of producing. Posted on the strengths wall in the classroom, are the positive attributes that have been recognized in Ravi by staff and peers. If Ravi submits work that is not legible, she explores his strengths with him and has found that when she calls his attention to creativity, and challenges him to use that creativity to produce quality work, work that she has seen him produce and of which she knows he is capable. The result is described as that submitted by a different student. Similarly, when Ravi has conflicts with other students, his class teacher is able to analyze what is going on with him. She asks him why he is acting out and recognizes strengths, such as “being funny,” and “being fun to play with”. Through this strength based facilitation by his class teacher, Ravi has been steadily improving in his academics and is now able to work with his peers in a better manner.

Thus, the strength-based intervention recognizes strengths in everyone. By working on transferring strengths between various contexts, the young people learn life skills that can increase their resilience in many aspects of their lives. Working on transferring strengths also gives teachers and educators the opportunity to increase the protective factors in the lives of the young people, as well as to help transform negative behaviors or detrimental situations with their students into something positive. The young person, through the process of identification of strengths, may feel much more motivated, appreciated and valued. Thus, strengths become the assets used to address difficulties.

Feedback

Feedback is very important as it not only tells us about how the training has been received by the participants, but also gives us a good picture of what is working well and what could be improved.

Facilitator Notes: Provide participants enough time to fill in their honest feedback. Let them know that their feedback is important to you and the organization. A little bit of context always goes a long way in getting better feedback from the group.

Closure

A great way to close the third workshop is to bring in the strengths that you have spoken about previously through the community that you are working with. A good check out question therefore is, one strength that you see in this community...

| LIFE SKILLS FACILITATION #3 | |
|-----------------------------|--|
| Goals | Gain a deeper understanding of our role as a teacher / facilitator |
| | Develop skills of authentic speaking and sharing. |
| | To build a supportive community. |
| | To have fun. |

| SESSION 1 | | | | | |
|--------------------------|-----------------------------|---|--|---|---|
| DAY 1 10 AM - 1 PM | DAY 1 10 AM - 1.30 PM | | | | |
| S.No | Workshop | Workshop Goals | Description | For Facilitator | Duration |
| 1 | Opening | Powerful Beginning by engaging the imagination and making the space inviting | Creative name tags to be done before the workshop actually begins | | Half an hour before actual time of the workshop |
| 2 | Welcome and Rhythm | Bring people into the game quickly, balance the energy, and engage the body from the start. | A warm welcome to the two days and the journey. Starting the rhythm without much talking | | 10 am - 10.15 am |
| 3 | Check in (+Name) | Be seen and heard, understand participants' needs, acknowledge each person | | Recap of LSF #2 - One thing I have tried after LSF #2 | 10.15 - 10.30 am |

| | | | | | |
|------------------|-----------------------------|---|---|---|---------------------|
| 4 | Lead Introductions | Establish personal credibility, share your story, set the tone. | 3 mins per story | Pick a story relevant to theme of LSF#3 | 10.30 am – 10.40 am |
| 5 | Warm up | Sound Circle | | | 10.40 am – 10.50 am |
| 6 | Goals | Set foundation for a strong program by getting everyone on the same page. Create ownership and understanding of the workshop. | Share goals and thereby the intent and methodology. | This is the ‘What’ part of the workshop. Deliver in such a way that the ‘Why’ isn’t covered. Tell them about the journey of the 4 workshops and progression. | 10.50 – 11.05 am |
| 7 | Community Agreements | Get participants to buy-in by creating safe space, start building community | Set the tone & boundaries, create a safe space, seal the deal | Have your list but don’t present. Let the group come up with their agreements. Add if need be. Remember that agreements are again a process and the group needs to work towards it. So invite them. | 11.05 am – 11.30 am |
| TEA BREAK | | | | | 11.30 am – 11.45 am |

| SESSION 1 | | | | | |
|------------------------------|--|-----------------------|-------------|--|--------------------|
| DAY 1 10 AM – 1 PM | DAY 1 10 AM – 1.30 PM | | | | |
| S.No | Workshop | Workshop Goals | Description | For Facilitator | Duration |
| 1 | Role of a Teacher / Facilitator | End with a sculpture. | | Opening them up to the context of the strength based facilitation. This is not necessarily a piece for learning (it may have already happened and/ or will happen over the next two days) This will help them to give a name to the shift that they have understood. | 11.45 am – 1.00 pm |
| LUNCH | | | | | 1.10 am – 2.00 pm |

| SESSION 2 | | | | | |
|-----------------------------------|------------------|---------------------|-------------|-------------------|-------------------|
| DAY 1 2.00 PM – 5.30 PM | | | | | |
| S.No | Workshop | Workshop Goals | Description | For Facilitator | Duration |
| 1 | Energizer | Introduce Gibberish | | Try out Gibberish | 2.00 pm – 2.15 pm |

| | | | | | |
|---|-------------------------|---|---|--|-------------------|
| 2 | Alien Conference | Accept differences, communication, giving and receiving, working together | The Alien conference activity from the arts curriculum. (6,7,8) | Ensure energy, participation and safety | 2.15 pm – 3.30 pm |
| 3 | Teaching Stories | Identify stories from our lives. | | Choose a life skill, give them format to write a story | 3.45 pm – 5.00 pm |
| 4 | Closure | End day one to understand where the participants are at | One thought you are left with. Say it in 3 words. | | 5.00 pm – 5.15 pm |

| SESSION 3 | | | | | |
|--------------------------|-----------------|---|--|---|--------------------|
| DAY 2 10.20 AM – 1 PM | | | | | |
| S.No | Workshop | Workshop Goals | Description | For Facilitator | Duration |
| 1 | Welcome | Warm and quick welcome to invite them into the journey of the day | | Acknowledge their participation | 9.50 am – 9.55 am |
| 1 | Check In | To take creative risk, recognize moods | Something that either involves a mime, or to use their voice, their body. Invite imagination | Gauge where participants are after one day of training. Following reflections can centre around | 9.55 am – 10.15 am |

| | | | | | |
|------------------|--|---|-------------------|--|---------------------|
| | | | | that. It could be one message from the child | |
| 3 | Revisit Goals / Agreements | Check extent to which goals are reached and ensure that safe learning is maintained | Quick run through | | 10.15 am – 10.40 am |
| 4 | Warm up – Spray paint, Sound ball | To get in sync with each other for the day ahead | | | 10.40 am – 10.55 am |
| 5 | Instructions and introduction to teaching | | | Share the introduction to stories, why is it important, what happens. Divide them into groups and coach the participants. Refer CF2 manuals. | 10.55 am – 11.10 am |
| TEA BREAK | | | | | 11.10 am – 11.25 am |
| 6 | Teaching Stories | Learn to tell your story | | Share the introduction to stories, why is it important, what happens. Divide them into groups and coach the participants. Refer CF2 manuals. | 11.25 am – 1.00 pm |

| SESSION 4 | | | | | |
|--------------------------------------|------------------------------------|---|-------------|---|----------------------|
| DAY 2 2.00 AM – 5.00 PM | | | | | |
| S.No | Workshop | Workshop Goals | Description | For Facilitator | Duration |
| 1 | Energizer | | | Do a theatre improvisation to invite magination | 2.00 pm – 2.15 pm |
| 2 | Teaching Stories | | | | 2.15 pm – 3.15 pm |
| TEA BREAK | | | | | 3.15 pm – 3.30 pm |
| 3 | Strength Based Facilitation | Understand the strength behind different behaviours that participants exhibit. Shift our thinking | | Remember the energy for each of the sections of the strength based process. At the end – Take them through role plays | 3.30 pm – 5.00 pm |

| SESSION 4 | | | | | |
|-------------------------------|-------------|--|--------------------------------|--|-------------------|
| DAY 2 2.00 AM - 5.00 PM | | | | | |
| S.No | Workshop | Workshop Goals | Description | For Facilitator | Duration |
| 3 | Mind Map | To understand how learning happened through the goals. | Mind map of each of the goals. | Interactive session to draw from their experience of learning they had through the goals. Quick and crisp. | 9.50 am -9.55 am |
| 5 | Closure - 1 | | | | 5.15 pm - 5.30 pm |

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