



Orientation to Life Skills Facilitation Workshops

DEAR READER,

Greetings from Dream a Dream! Happy to be a part of your journey in promoting life skills for stakeholders in the education space.

This document is a prescribed pre-read to the four manuals corresponding to the four workshops of Life Skills Facilitation.

For more information, please email info@dreamadream.org

We are excited to be a part of your journey!

All the best!

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GLOSSARY

LSF: Life Skills Facilitation

AoT: Arc of Transformation

SEL: Social and Emotional Learning

Young People: Life Skills intervention for young people refers to children from ages 10 years to 18 years

Teacher Trainer: Any person who engages in the skilling and development of teachers

DREAM A DREAM

Started in 1999, Dream a Dream is a registered non-profit organization empowering children and young people from vulnerable backgrounds to overcome adversity and thrive 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. Over the years, we have trained over 35,000 teachers/educators from 206 partner schools, impacting over 1,92,500 children. We have also 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. For more information, visit www.dreamadream.org

WHY LIFE SKILLS?

Life skills and Social Emotional Learning (SEL) competencies are essential in promoting the overall well-being of students and teachers. SEL builds the foundation to foster an environment for young people to thrive.

Life skills are a group of psycho-social competencies and interpersonal skills that help people to

- Think critically and creatively
- Make informed decisions
- Solve problems
- Communicate effectively
- Empathize with others
- Build healthy relationships
- Cope with emotions
- Manage their lives healthily and productively

Dream a Dream empowers young people from vulnerable backgrounds to overcome adversity and thrive in a fast-changing world, using a creative life skills approach.

THE TEACHER DEVELOPMENT PROGRAMME

From years of our work, we found that empathetic adults and safe spaces allow young people to discover their potential and thrive despite coming from adversity. Thus, in 2012, Dream a Dream launched the Teacher Development Programme (TDP). This programme specifically engages educators and teachers to deepen impact on and unlock the potential of young people. We use a creative life skills approach to nurture empathy, creativity, listening and validation, authentic sharing and facilitation. The teachers learn to create engaging learning environments where young people can rise to their challenges every day. The approach has been adapted from the Creative Community Model developed by Partners for Youth Empowerment (PYE).

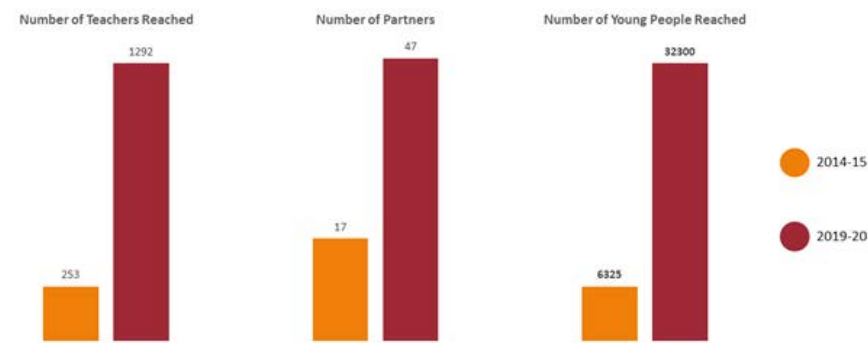
To get a glimpse of this programme, check out this [video playlist on Dream a Dream's YouTube Channel](#).

OUR REACH

The Teacher Development Program was conceptualized in 2012. To date, we have reached out to **4848 teachers** from **235 individual partner schools and institutions**, impacting **121,200 young people**.

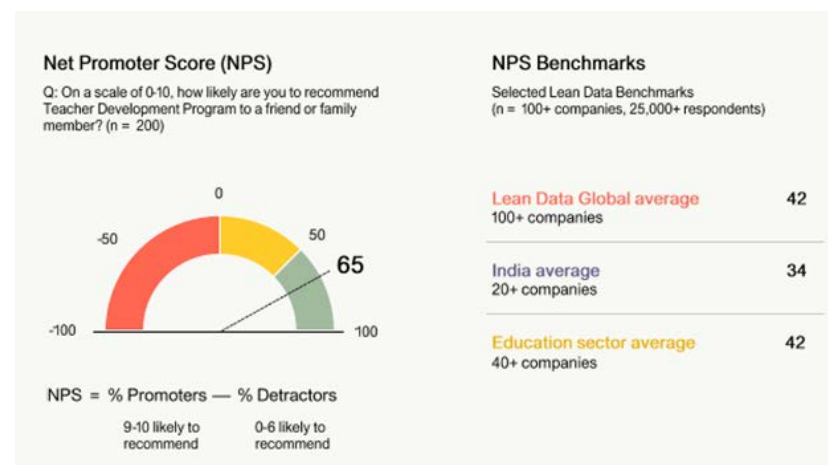
OUR IMPACT

In 2019, 60 Decibels (an end-to-end impact measurement company) conducted phone interviews of 200 teachers to understand the Teacher Development Programme both as a programme and its impact on the teachers. Some highlights from the study are shared below:



How satisfied are the TDP teachers?

The Net Promoter Score is a gauge of satisfaction and loyalty. Anything above 50 is considered excellent. A negative score is deemed to be poor. TDP achieved a Net Promoter Score of 65, which was also higher than the Lean Data global and India average.



What outcomes are being experienced?

Teachers were asked to describe – in their own words – the positive changes they were experiencing because of the Teacher Development Programme.

Improvements in teaching and increased empathy were the top social outcomes experienced by over 50% of the teachers.

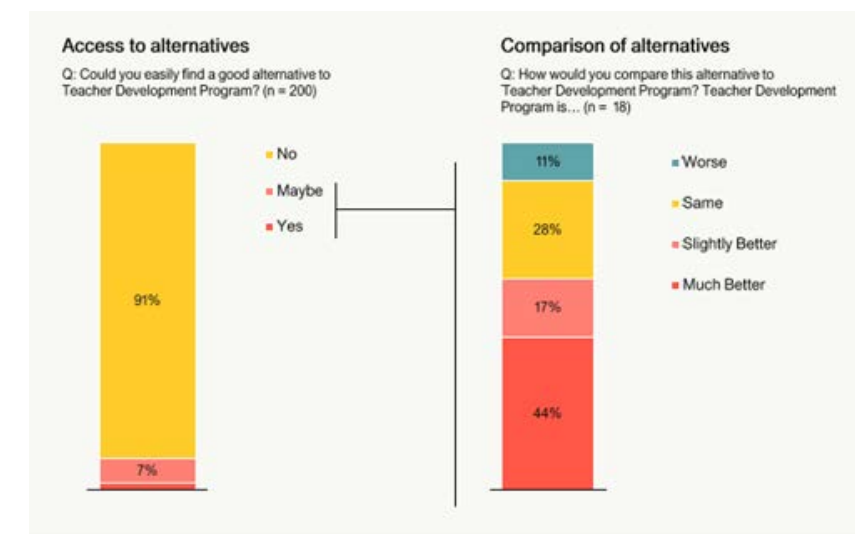
Top three self-reported outcomes for 94% of teachers who say the quality of life improved

Please explain how your quality of life has improved. (n=189). (Open-ended, coded by 60 Decibels.)



Are there alternatives available?

Availability of alternatives provides insight into the competitive landscape and the degree to which TDP is a scarce product. 91% of teachers said they could not easily find a good alternative; among those who could, most found TDP much better than the alternative.



Please visit our website to read the entire [impact report](#).

LIFE SKILLS FACILITATION WORKSHOPS FOR TEACHERS

The Teacher Development Programme series is delivered through four 2-day Life Skills Facilitation (LSF) workshops spread over 6-8 months. These workshops focus on

LSF 1	LSF 2	LSF 3	LSF 4
<i>Learning to understand & express one's creative potential</i>	<i>Understanding & engaging with young people with empathy</i>	<i>Deepening understanding on how young people learn and develop facilitation skills</i>	<i>Celebrating one's role in a young person's life</i>

These workshops are designed to be conducted in a face-to-face set-up with two facilitators leading a group of 25-30 participants

WHAT TYPE OF SESSIONS/ACTIVITIES ARE IN THE LIFE SKILLS FACILITATION WORKSHOPS?

The sessions in the LSF workshops belong to one of the following categories

- **Experiential Activity** - These sessions provide a high-energy and fun-filled experience which is later linked to life skills through a powerful debrief session.
- **Process Based Activity** - These sessions provide an experience that involves a creative process that enables the participants to reflect on their self and their being.
- **Discussion/Teaching Based Activity** - These sessions aim to trigger a deep discussion about a certain topic to enable the participants to reflect and share their knowledge and experiences.
- **Practice Session** - These sessions aim to allow participants to practice what they have learned during the workshop.

	LSF 1	LSF 2	LSF 3	LSF 4
Experiential Activity	<ul style="list-style-type: none"> • Powerful beginning • Theatre improvisation 	<ul style="list-style-type: none"> • Powerful beginning • Listening/Not listening • Rideshare 	<ul style="list-style-type: none"> • Powerful beginning • Alien conference 	<ul style="list-style-type: none"> • Powerful beginning • Stillness and speed
Process Based Activity	<ul style="list-style-type: none"> • Beautiful you • River of life • Poetry process • Mind map 	<ul style="list-style-type: none"> • Meet the child • Portraiture 		<ul style="list-style-type: none"> • Group quilt
Discussion/Teaching Based Activity		<ul style="list-style-type: none"> • Validation 	<ul style="list-style-type: none"> • Role of a teacher/facilitator • Teacher stories - introduction • Strength-based facilitation • Mind map 	<ul style="list-style-type: none"> • Mind map
Practice Session			<ul style="list-style-type: none"> • Teacher stories 	<ul style="list-style-type: none"> • Teach backs

The four manuals (LSF 1, 2, 3, and 4) describe in detail, the session plans and all the activities conducted for each workshop, respectively

WHO CAN CONDUCT THE LSF WORKSHOPS?

Based on Dream a Dream's experience, please see below, the list of recommended facilitators

- Psychologists
- Counselors
- Life skills facilitators
- Teachers
- Any person with experience in creative facilitation (e.g., facilitators from TFI, Rainbow Homes, Quest Alliance, Nudge Foundation, etc)

NOTE - The 'River of Life' activity can evoke many strong emotions among the participants. We recommend it to be conducted only by psychologists, counselors, and life skills facilitators.

WHO IS THE TARGET AUDIENCE FOR THE LSF WORKSHOPS?

Based on Dream a Dream's experience, please see below, the recommended target audience

LSF	Session Name	Young People	Teachers	Teacher Trainers	Govt. Educators	NGO Professionals	Parents	Professionals
LSF 1	• Powerful beginning	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Beautiful you	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Theatre improvisation	• Yes	• Yes	• Yes	• Yes	• Yes		
	• River of life	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Poetry process	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Mind map	• Yes	• Yes	• Yes	• Yes	• Yes		
LSF 2	• Powerful beginning	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Meet the child	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Listening, Not listening	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Validation	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Rideshare	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Portraiture	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
LSF 3	• Powerful beginning	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Role of a teacher/facilitator							
	• Alien conference	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Teacher stories - Introduction	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Teacher stories - Coaching and practice	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Strength-based facilitation	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
LSF 4	• Powerful beginning	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes	• Yes
	• Group quilt	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Teach backs	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Warm up - Stillness & speed	• Yes	• Yes	• Yes	• Yes	• Yes		
	• Mind map	• Yes	• Yes	• Yes	• Yes	• Yes		

- **Young People** - 10 yrs to 18 yrs
- **Teacher Trainers** - Teacher Educators/Teacher Trainers
- **Government Educators** - DIET/SRG/BRC/BEO
- **NGO Professionals** - NGO professionals in the Education/SEL space
- **Professionals** - Any professional working with children/young people (e.g., mentors, caretakers, counselors, etc)

HOW ARE THE LSF WORKSHOPS DESIGNED?

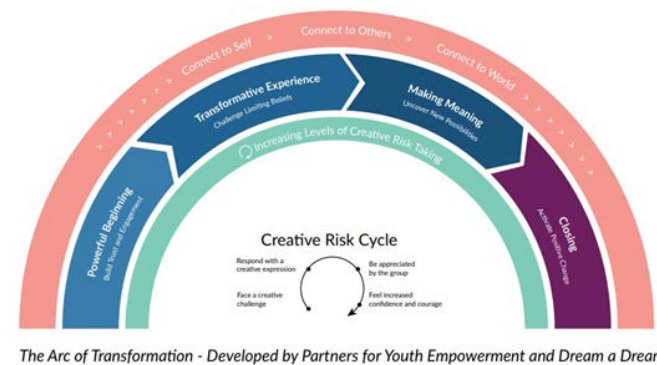
The four experiential LSF workshops are designed using the Arc of Transformation (AoT) framework developed in partnership with Partners for Youth Empowerment (PYE).

This section answers the following questions

- What is Arc of Transformation (AoT)?
- What is the intention of using the AoT framework in designing? How does AoT help the participants in their learning?
- What is the role of AoT in promoting life skills/social emotional learning?
- How do I evaluate a session designed to determine if it follows AoT?
- How do I evaluate if there has been a transformation in the participants?

What is Arc of Transformation?

The Arc of Transformation (AoT) is not an activity or a group discussion. It is not a toolkit or a curriculum. It is a process by which facilitators hold space for transformation. It is an 'arc' because there is no going back once you are on the other side.



The process of the arc of transformation has four main components.

- We start by creating a **powerful beginning** to help one let down their guard and help them connect with others in the group. It also helps them to trust the process by taking some low creative risks.
- A **high-impact powerful experience** follows it - An experience that can be created by using the arts, sports, or any other medium that lends itself to engaging in it in a non-judgmental way. It is hopefully something that one has never done before. Something that would usually make one feel silly or inadequate. But when the experience is created in a safe and trusting environment, one's true self comes to the fore and behave as one would in real life, outside of the workshop. During this process, we listen to our inner voices, allow ourselves to just 'be'. To Just let go.
- The next step is **making meaning** or, in simpler words, process the powerful experience. We go deeper into who we are and what we are capable of when we can see and hear ourselves beyond all the voices and images that hold us back.
- Finally, to make sure we never forget, we close by **celebrating the transformation**.

The most important enabler of AoT is a facilitator who holds space for the transformation through role-modelling. All it takes is the facilitator bringing their most authentic self to the process and a powerful experience that allows them to discover their true selves.

To know more, you can watch [this 30-minute video](#).

NOTE: The transformation of a person depends on several factors such as the facilitator, space, the cohort, the participant, etc. Transformation in the context of life skills is difficult to measure and will also take time to manifest.

What is the intention of using AoT framework in designing? How does AoT help participants in their learning?

We are trying to bring about a transformation in the "being" of the participant. For transformation to take place, a safe space is required. AoT enables the facilitator to accept and provide as much time as it takes to create that safe space. This transformation in the "being" is brought about by deliberately taking the participants on a journey guided by the AoT framework.

What is the role of AoT in promoting life skills/social-emotional learning?

Each adult interacting with a child is a human being. As human beings, our thoughts, emotions and behaviour are bound to change and can be unpredictable. Even though we might be aware of the "right" thing to do in a given situation, other factors may prevent us from actually doing so. Social and emotional well-being, like a plant, has to be constantly cared for and nurtured. When the adult is nurtured, there is space to nurture the child.

When a facilitator holds space for transformation, the space welcomes the individual participant's personal journey. The intensity, depth and impact on the "being" of the individual will vary. No two participants will have the same learning and takeaway from the session.

AoT helps create a bridge between the facilitator and the participants to connect with each other while holding space for all.

How do I evaluate a session designed to determine if it follows AoT?

The following questions will help you reflect and determine if your session design follows the AoT

- Does your session begin with a set of activities that help the participants and facilitator know each other?
- In what ways does the activity encourage participants to feel light and show their creative sides?
- In what ways does the session help build trust within the group?
- Identify the learning objectives of the session. Does your session have activities (experience-based, process-based, teaching-based) directly linked to the learning objective?
- Does the activity help the participants reflect on their beliefs/knowledge and gain a new perspective?
- Does the session give space for the participants to reflect on their learning and experience?
- Does the session give space/opportunity for participants to share with each other?
- Does the session give space/opportunity for participants to share with the facilitator?
- Does the session provide space that is welcoming and non-judgmental to encourage 100% participation?
- Does the session give space for participants to reflect on all their learning and experiences and note down their takeaway?
- Does the session give space for participants to reflect on how the activities are linked to life skills/SEL?
- Does the session give space and opportunity for participants to celebrate their experience(s) and learning(s)?

How do I evaluate if there has been a transformation in the participants?

The transformation of a person depends on several factors such as the facilitator, space, the cohort, the participant, etc. Transformation in the context of life skills is difficult to measure and will also take time to manifest.

However, in the following cases, you can be assured that participants have had a transformative experience:

- Participants freely share with the facilitator/other participants experiences very personal and deep
- Participants are comfortable sharing their authentic emotions.

FACILITATION OF THE LSF WORKSHOPS

Dazzling Dozen Practices for facilitating the LSF workshops

The following Dazzling Dozen Practices are essential for **ALL** activities and sessions in the LSF workshops. They are gleaned from the experiences of facilitators who have conducted numerous workshops at Dream a Dream for various stakeholders.

- The facilitator must be aware of the intent of all the activities conducted and the expected outcome.
- The facilitator must be prepared for the sessions and ensure that the sessions begin and conclude on time.
- Authentic sharing by the facilitator is key to build trust with the participants. It will help participants to get comfortable. The facilitator should be open/comfortable with being vulnerable.
- The facilitator must build a good rapport and personal connection with the participants.
- The environment created by the facilitator must be light, welcoming, and non-judgmental. It must be a safe space where the participants are comfortable to be themselves and share.
- The facilitator must give clear instructions because there is a lot of possibility for misinterpretation/confusion. Take it one step at a time.
- Some participants will require individual attention to help them in the activity.
- Give enough time for participants to reflect and engage in the activity. Some will take less time, and others will take more time.
- Give enough time and space for participants to share. As much as possible, ensure 100% participation.
- The facilitator must keenly observe participants' behaviour and reactions. Use the observed behaviour and reactions to help the participants to reflect in the debrief session. It will also help ensure participation from shy people and provide support and encouragement as required.
- The facilitator should be aware of the emotions, feelings, behaviours the particular activity will invoke in the participants. It will help in giving the right space without judgment.
- Debriefing after the activity is very important. Give space for participants to share what connected with them and what they learned.

HOW DO I BEGIN?



RESOURCES FOR FURTHER READING

- [Orientation to Life Skills and Social and Emotional Learning – 2-hour self-learning course](#)
- [How life skills can be measured](#) - by Dream a Dream
- [The 10 life skills identified by the World Health Organization](#)
- Mapping Life Skills in India: Research, Policy and Practice
- [Comprehensive Life Skills Framework developed by UNICEF specifically for the Indian context](#)

FOR MORE INFORMATION

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