

Adolescents develop plans for their group projects.

 3/5

 2/5

 4/5

 30-45 min



Activity Overview

Purpose

Work in groups to develop ideas and plans for projects.

Objectives

Adolescents will be able to:

- ▶ Form plans.
- ▶ Make decisions collaboratively.

Competency domains

Critical thinking and decision making; Hope for the future and goal setting.

Works well for

Adolescents who are ready to work together on group projects over several sessions, and can work on them independently.

Phase

Taking Action.

Before

Adolescents should have already agreed on an idea for a group project. Read and use **Collaborative Decision making**.

After

Help the adolescents to keep their project plans in a place where they can access them in follow-up sessions. For example, they could store their notes in a secure place in the activity space, or in the Supply Kit.

Adolescents should have time during (and possibly outside) of sessions to work on the project steps they have outlined, and to review progress on their plans.

Preparation

None needed.

1

Ask the adolescents to sit together in a circle and post the marker board or flip chart paper where they can see it. If they are working on different projects in small groups, ask them to sit with their groups and distribute a few pieces of paper to each group.

2

Write the project idea that the adolescents have chosen on the marker board or flip chart paper. Then write the following questions:

What do we want to do with our project?

Examples could include:

- ▶ We want to hold a traditional music performance for the community.
- ▶ We want to have a poster campaign with positive messages about adolescents.
- ▶ We want to have a reading room that we can use during evenings and weekends.

What do we want the result or effect of our project to be (on ourselves or others)?

Examples could include:

- ▶ We want to know how to play and sing traditional songs.
- ▶ We want adults to recognize the good things that adolescents do.
- ▶ We want to be able to read and study in a safe place.

Who can help us?

Who do we need to work with?

What materials and resources do we need?

What steps do we need to take to do this?

3

Give the adolescents time to brainstorm answers to these questions. When they are ready, ask them to create a work plan using the template below (draw this on the marker board or flip chart paper).

Our project will be (what we will make, do or create):				
The effect of our project will be:				
What steps will we take?	Who will do this?	When will they do this?	What do they need?	What will happen as a result?

4

Share and Take Away

Ask the adolescents to present their project plans and encourage them to include all of the necessary steps to succeed. Discuss which steps (if any) they will take before the next session.

5

Agree on the next steps, and discuss whether the next session will include time for carrying out their plans.

Do & Don't

- ✓ Help adolescents to set achievable goals for their projects.
- ✓ Review adolescents' plans and make sure that they are feasible, safe, appropriate, and that tasks that are fairly distributed among group members.
- ✓ Let adolescents experiment or try things that might not work - as long as they aren't at risk, and are ready to manage the consequences.
- ✗ Let adolescents make plans that are likely to fail if they won't be able to handle the disappointment or embarrassment.

Adaptation

Different goals: Adapt the plans to focus on learning goals if adolescents are more interested in exploring a specific topic than working on a project.

Environment

Indoor or outdoor space with minimal distractions.

Supplies

A marker board, flip chart paper, notepaper (at least a few pieces for each group), markers and pens.

Improvise

If adolescents have access to social media, they can share their project plans online and post updates on their progress.

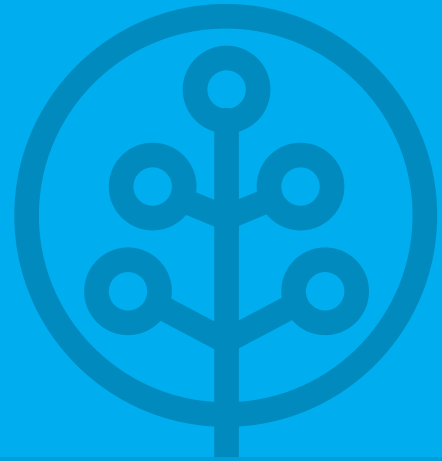
Continue

Adolescents can use this planning process for other projects or collaborative activities.





Draw a timeline tree for a group project and draw in the branches, events and people involved.



Activity Overview

Purpose

Plan and organize project steps by creating a timeline of events, people and dates on a tree timeline.

Objectives

Adolescents will be able to:

- ▶ Develop and plan steps for goals.
- ▶ Express ideas through group collaboration.

Competency domains

Creativity and innovation; Hope for the future and goal setting.

Works well for

Participants working on a longer project, such as a project in the community involving many people with different roles.

Phase

Taking Action.

Before

Participants should have a project idea. **Plan a project. Choosing** a challenge topic. **Review the Tree Timeline Tool.**

After

Adolescents can use their project tree timeline as a guide as they continue to plan and carry out their project. Keep their project tree timeline and display it where they are working together to remind them of their great work and their plans.

Preparation

Draw a sample project tree on a flipchart. Do not fill in the steps before the session, because you will demonstrate how to do this as part of the activity.



Project Timeline Tree

1

Explain:

Participants will use a project they are working on and draw a detailed tree timeline of events and people involved.

2

Facilitator will draw a large sketch of a tree on the marker board or a piece of flip chart paper. The tree should be tall with many branches. There should be space around the branches for the facilitator to add writing or drawings to represent project steps. Use the **Tree Timeline Toolas** an example.

3

||| Facilitator says:

"This is a tree timeline. As a large group, we will first draw a big tree. Then we will fill in branches from the bottom to the top of the tree."

4

||| Facilitator says:

"The bottom of the tree represents 'now' and the top of the tree represents the end of the project. The branches in between represent the steps we need to take to finish our project. We will draw in pictures, names, dates and events on the branches, in order, moving up the tree until the top, which represents the end of the project."

5

Explain:

Groups should first write/or draw their end goal at the top of the tree. Next they should brainstorm the steps they need to take to reach that goal. They can write or draw those steps on the branches, in order, from the bottom of their tree to the top. These steps can include events and people. Ask adolescents for some examples of steps needed to carry out their project, and demonstrate how to write them onto the tree timeline. They can write or draw to represent different steps.

6

Organize participants into small groups to develop their tree timeline, and help them to begin to work on their project tree timelines together.

Explain:

Participants can use several flipchart papers and tape them together to make a very tall tree.

7

After participants are finished and are happy with their timeline, help them to read through it from the bottom (now) to top (the end goal).

Share and Take Away

8

Discuss:

How will you use your project timeline tree to help you get work on your project together?

9

Did you learn anything new about your project and the steps you will need to carry it out?



Project Timeline Tree

Do & Don't

- ✓ Give plenty of space for participants to draw their timeline.
- ✓ Help adolescents create a plan and learn about the planning process, not draw or copy a "perfect" tree.
- ✓ Encourage flexibility and creativity in the drawing.
- ✓ Take time during the exercise to review adolescent's project timeline plans and help them to consider any additional steps that might be needed.
- ✗ Recommend steps that adolescents should include in their project tree timelines until they have had a chance to think of and write or draw steps themselves.
- ✗ Be judgemental of drawings.

Adaptation

Adolescents can pick something other than a tree to draw for their timeline.

Environment

Indoor or outdoor space with plenty of room to draw on flipchart paper.

Supplies

- ▶ Flipchart paper - enough for the size of the tree.
- ▶ Markers and coloured pencils for each participant.

Improvise

Adolescents can use the tree timeline for personal goals and can draw pictures on the branches of how they will reach their goals and who will help them.

Continue

Participants should revisit this timeline as they make progress on their project. They can mark or track their progress on the tree. Participants also can use this activity when brainstorming a new project idea.



Project Timeline Tree





In this activity adolescents practice making a prototype: a model of a new invention or product that can help to solve a problem or take advantage of an opportunity.



Activity Overview

Purpose

Create prototypes for inventions.

Objectives

Adolescents will be able to:

- ▶ Think creatively to build and make models.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Note: This activity helps adolescents to create prototypes of products or inventions that they may try to build in real life. Prototyping can also be used as a method for stimulating creative ideas for other kinds of projects.

Phase

Taking Action.

Before

Adolescents should already be organized into teams that have agreed on a project idea to develop. The **Brainstorming solutions, possibilities and project ideas** activity gives adolescents a way to think of project ideas. See **Our challenges, Our solutions, Our environment, Forming problem and opportunity statements** for steps to take before and after this activity.

After

Adolescents should have an opportunity to test their prototypes if they are intended for real-life solutions.

Preparation

None needed.



Prototyping

1

Ask adolescents to sit with their project teams. Each team should already have a project idea that they have developed together in an earlier session. Each member of the team should have paper or post-its, and a pencil, pen or marker.

2

Explain:

Participants will work on a process called prototyping. Prototyping is a process designers use when they are making a new product. Prototypes are models of their ideas, which other people can test. They are usually incomplete models that don't include all of the details of their ideas, but they include enough that other people can use them and share their feedback. Designers often make several prototypes of a new product in the process of designing it, as they don't expect the first prototype to work perfectly!

3

Facilitator says:

"There are different ways to make prototypes, and you are going to try a few of them today."

4

Explain:

Write the following three titles on the marker board along with a brief explanation that you also give verbally:

Arts and crafts models

Use the arts and craft materials, including materials you find locally, to build a model of your idea. It can be a full size model or a small model.

Remember:

- ▶ The model doesn't have to be perfect. It is like the first draft of something you write - you know that you will change it and improve it to make a better prototype.
- ▶ Sometimes you can't include all of the

details of your project ideas in your prototype. Think about creating a smaller version, or just the outside to show what it will look like.

- ▶ Be creative! Don't be afraid to have fun and try something even if you are not sure if it will work.

Storyboard

A storyboard is a short comic or a series of pictures that shows how your idea would work. You can do this on a piece of paper with six boxes, or on six pieces of paper. The first pictures can show the problem or opportunity, and the next pictures can show how you will address it.

Remember:

- ▶ Use your storyboard to demonstrate your project idea and how people will interact with it. You can include things like how people feel and react to the project.
- ▶ You can include other ideas that would make your project work well in real life.
- ▶ Focus on a single user so that you can work out how someone would interact with/use the project idea, and include this in your storyboard drawing.

Skit

Create a skit that shows the problem (or opportunity), and how people could use your project idea to solve or address it. Optional: If someone has a smart phone or another video recording device, create a short video of your skit.

5

Give the project teams time to create their prototypes.

6

After the allotted time, bring the circle together. Each team should present their prototypes, including arts and crafts models, storyboards and skits. (If technical resources are available they also can show their video skits).



Share and Take Away

7

||| Facilitator says:

"First let's share some warm feedback about each other's prototypes. What were some of the great ideas you saw today? What was great about them?"

(Discuss: Creative and original ideas, practical ideas that could work easily with simple resources, ideas that could work but would require a lot of work and time).

8

||| Facilitator says:

"Now let's talk about your own prototypes. What did you learn about your project idea by working on these prototypes? Did you learn anything about whether your idea would work in real life? What would you need to do to make a final version that actually worked? What changes would you make in the next version?"

9

Agree to next steps. Depending on the circle's goals this could include:

- ▶ Choosing one project idea that the entire circle can prototype and design together in the next session.
- ▶ Planning another prototyping session for teams to continue developing their project ideas.



Prototyping

Do & Don't

- ✓ Encourage adolescents to have fun with the prototyping process, and to use their creativity.
- ✓ Help adolescents to keep their prototypes, along with any notes or plans they have made.
- ✗ Push adolescents to make perfect prototypes.
- ✗ Discourage or prevent adolescents from trying a project idea, even if you don't think it will work well (Instead, let them have fun and learn by trying).

Adaptation

Adapt for less time, or simplify: This activity calls for adolescents to make three kinds of prototypes. It can be simplified by just focusing on one type. If adolescents do not have time to make prototypes and share them in the same session, divide this activity into two sessions.

Environment

Indoor or outdoor space For arts and crafts model prototypes, a space that is protected from rain and excessive wind, with a clean, dry, covered floor.

Supplies

- ▶ **For arts and crafts model prototypes:** Materials to make models - This could include new or discarded cardboard, markers or crayons, tape, glue, any discarded items that are clean and safe to use.
- ▶ **For storyboard prototypes:** Paper to draw drafts and a final version of the storyboard - This can be done on one large piece of chart paper with six boxes, or on six pieces of paper.

- ▶ **For skits:** Materials to make models and other props.
- ▶ **If resources are available for video:** Mobile phones, other video recording devices, and a computer or video screen with speakers so that adolescents can show their videos.

Improvise

Use the prototyping process to explore project ideas that are not based on creating a product or invention. For example, if adolescents have an idea for how they can work together on a community action initiative, such as creating a community garden or organizing an intergenerational dialogue, they can use these three prototyping processes to come up with ideas.

The prototyping process can also be used to explore and develop ideas for creative arts projects. For example, adolescents could imagine inventions, future science fiction or fantasy communities, or characters with special qualities or powers - all of which solve problems that concern them or address opportunities that interest them. They can use the prototyping process to create drawings, paintings, collages, photo essays, stories, songs or dramas to elaborate and exhibit their ideas.

Continue

This activity is intended as one step in a process. Adolescents think of a creative idea beforehand, and take time to explore and experiment with their concept afterward, working toward a final product or project. The prototyping process can be repeated several times until adolescents are satisfied with a final product or project, and can use their sessions as workshops to plan, develop and test those prototypes.



Adolescents use a visual map to plan the steps of a project they will design and carry out together.



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4/5



4/5



30-45 min



Activity Overview

Purpose

Adolescents plan a project using a visual map.

Objectives

Adolescents will be able to:

- ▶ Collaborate in groups to map out project plan and timeline.
- ▶ Set future goals for the project.

Competency domains

Cooperation and teamwork; Hope for the future and goal setting; Empathy and respect for others.

Works well for

Adolescents who are planning a project stimulating creative ideas for other kinds of projects.

Phase

Taking Action.

Before

Adolescents should have agreed to a project topic.

Choose a challenge topic is one activity they can use to do this. They may also have taken other steps to get ready to carry out their project, by mapping resources (using **Recognizing resources**) and doing other research in their community to prepare for their work together.

After

Adolescents should continue to work together on their project, using the **Practice and project time** activity and others.

Preparation

Prepare a sample road map before the activity begins.



Road Map

1

Facilitator says:

"Now that you have a project idea, what are your next steps? Who is involved? What is your timeline? What are your achievements?"

2

Explain:

A road map can help adolescents organize their thoughts and the tasks of a project.

3

Explain:

Adolescents should get into their project groups. Give each group 3 flipchart papers.

4

Explain:

Use 1 large flipchart paper to represent the next month. Use 2 more flipchart papers to represent the following 2 months.

5

Explain:

Adolescents should discuss in groups what needs to happen in the first month, then the second month, then the third month. Using small pieces of paper or post-it notes, adolescents write those dates and ideas down on the three charts.

6

Explain:

Next, using a different colour of post-it notes or small notes, tape the different dates and describe the biggest milestones that need to happen during the project within these three months.

7

Explain:

If the project will take longer than three months, use more flipchart paper to represent each additional month needed for the project.

8

Explain:

Once the group is comfortable with the information on the flipcharts, ask the group to assign individuals to the tasks represented on each note. Everyone should agree on the assignments and nobody should be left out.

9

Share and Take Away

Bring the full group back together and invite everyone to share their road maps.

Discuss:

- ▶ How will you use this road map as you move forward to carry out your project?
- ▶ What else can you add to this roadmap to help you implement your project?
- ▶ What will you do next to carry out your project?



Do & Don't

- ✓ Encourage adolescents to include everyone's ideas and opinions.
- ✓ Encourage each person to contribute to the roadmap.
- ✗ Show adolescents what their map should look like.
- ✗ Assign tasks for adolescents.

Adaptation

Low-literacy: Assign one person who can write to each group to be the group recorder, and let the other adolescents discuss freely and share ideas while the recorder writes it all down on the flipchart.

Environment

Indoors or outdoors.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.
- ▶ Small paper and tape.
- ▶ Different colours of paper or post-it notes.

Improvise

Combine this activity with the Tree Timeline activity. First make the road map then add all of the steps, tasks and assigned people to the tree.

Instead of using the roadmap activity to plan roles and steps in a project, adolescents can use it to plan the plot of a story or drama that they create as a group or individually.

Continue

Adolescents can continue to use their map as a planning tool, revising what they have written if they need to adapt their plans or keeping track of their progress by marking off milestones they have achieved.



Road Map



Adolescents think of and use strategies to encourage more adolescents in their community to join their circles.



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 1/5

 4/5

 30-40 min



Activity Overview

Purpose

Use role playing and dialogue to encourage adolescents outside their circles to join in.

Objectives

Adolescents will be able to:

- ▶ Empathize about others' situations.
- ▶ Express ideas through role play and dialogue.

Competency domains

Communication and expression; Empathy and respect.

Works well for

Adolescents who feel comfortable and ready to interact with others outside their circles; Adolescents who want to promote positive activities for their peers.

Phase

Taking Action.

Before

Recommended follow up to the **Our environment** or **Our challenges, Our solutions** activity, focusing on identifying adolescents in their communities who may face challenges to participating in activities.

After

Adolescents should have an opportunity to reach out to others. They may also use related activities such as **Forming problem and opportunity statements**, **Practicing Interview Skills**, **Community Dialogue** and **Plan a project** to carry out initiatives to encourage their peers to participate in programmes or services, or to make programmes and services more accessible.

Preparation

Have blank cards ready for each group.

1

Facilitator says:

"Who are some young people your age who are not participating in this programme, or other programmes or services in the community?"

Facilitator Note: They could focus on adolescents who have not joined their circle, or others who are not participating in services such as school or health care. Give the adolescents a minute to think of answers..

2

Explain:

Participants will be given a card. On one side of the card, give an example of a category of adolescents who are not participating in or accessing programmes or services. On the other side, give a challenge or a reason they might not be participating.

3

When adolescents are done they should place their cards in the middle of the circle

4

Explain:

As a group, adolescents should organize the cards into groups of related categories having to do with the groups of adolescents they have identified. Support adolescents in using positive terms to refer to those from different groups, and avoid insulting terms.

5

Facilitator says:

"Now we are going to choose 5-7 categories of adolescents who are not participating in or accessing programmes or services." Adolescents should choose 5-7 categories.

6

Organize adolescents into small groups. Each group should prepare a role play in which they hold a dialogue between the adolescent from the circle and the adolescent who is not participating in or accessing programmes.

7

Explain:

In their role play they should discuss reasons why one does not participate in or access services, and how to improve the situation. The adolescent from the circle should try to convince the other to join programmes or use services.

8

Sharing and Take away

Each group of adolescents should perform their role play.

9

Discuss:

- ▶ What are some reasons why some adolescents don't participate in or access programmes or services?
- ▶ What could we do to support more adolescents in joining and using these programmes and services?

10

Agree to a possible action plan, and steps they will take in the next session.

Do & Don't

- ✓ Encourage adolescents to think of one type of programme or services, including Adolescent Circles, to make the discussion more focused.
- ✓ Encourage adolescents to think about all types of adolescents their own age, including those who may be least visible, such as those with disabilities or those who are married.
- ✗ Allow adolescents to use insults or rude remarks when discussing adolescents whom they consider different.

Adaptation

Organize adolescents into small groups with both girls and boys, or into pairs of older and younger adolescents, if this will help them to feel more secure and comfortable as they reach out to others in their community.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ Blank cards for groups.
- ▶ Pens, pencils, or markers (one for each adolescent).

Improvise

Instead of conducting role plays, adolescents can use the **Preparing interview questions** activity to prepare for outreach interviews to other adolescents.

Continue

Support adolescents in carrying out their initiative to support more adolescents in participating in and accessing programmes and services. They could:

- ▶ Organize an advocacy campaign to encourage more adolescents to join their programmes
- ▶ Work with community members such as coordinators, managers and local leaders to develop adaptations programmes and services for adolescents so that they are more accessible

