

OCEAN IN A DROP- SRI LANKA



**BUILDING COMPETENCIES OF YOUTH
WORKERS**



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Professional Youth Workers’ Association of Sri Lanka (PYWA)
July 2016

Introduction

YOUTH WORK IN SRI LANKA

Youth work in Sri Lanka developed as an organized activity largely with the establishment of National Youth Services Council in 1979. Since then the government of Sri Lanka played a significant role in promoting youth work at a national level. The establishment of a ministry for youth affairs is also an important milestone in the history of youth work in Sri Lanka. Besides, the non-governmental sector and faith based organizations too have been actively involved in youth work at micro and meso levels focusing on a range of goals that include vocational training, soft skills development and psychosocial improvement. While youth work has been practiced at various levels by different agencies, it largely remained a non-professional category, resulting in the lack of recognition for those engaged in youth work.

It is important to note the two recent developments in the field of youth work, which are the formation of a National Youth Policy for Sri Lanka in 2014, and the establishment of a Professional Youth Workers Association in 2015. Research conducted for the formation of Youth Policy identified a serious gap in the understanding of youth work as a professional category in the governmental as well as in the non-governmental sectors. It also identified a lack of development approach to youth work which limited the ability of the youth workers to act innovatively at the grassroots level. An important recommendation of the youth policy was recognition of youth work as a distinctive professional category. The youth policy, while emphasizing the need for professionalization of youth work in Sri Lanka, also identified the lack of opportunities for professional education and training for youth workers.

The development of a professional youth workers association should be looked at in this background. For the youth work to be elevated to a professional status not only it should be recognized by the state as a distinctive category of work but also it should achieve distinct occupational standards. To augment this process, the formation of an autonomous youth workers association, independently managed by professionals, deemed necessary. To accelerate the process of professionalization of youth work it is important to introduce specialized training for youth workers that will help infuse a professional culture among the youth stakeholders in delivering youth services. The training program conceptualized by PYWA seeks to develop key youth work competencies focusing on the knowledge, skills and attitudes that will characterize the youth work as a distinctive profession.



Professionalization also involves a process of achieving competency standards that are recognized by the global community of youth work professionals. It is in this context PYWA has partnered with agencies like ComMutiny the Youth Collective and Pravah with the support of the Commonwealth Secretariat to bring out a training manual that can be used as a tool to enhance professional capabilities of our youth workers. Through this collaboration, PYWA intends to broaden the scope of youth work in Sri Lanka and make it comparable to the global standard practices.

To start the process PYWA developed a concept paper for a training program, focusing on developing the key competencies of the youth workers. Several discussions were held with Commonwealth Youth Secretariat, and ComMutiny the Youth Collective to further develop the idea of a training program. We also organized a two day consultative workshop with participation from the State and non-state agencies, to build agreement on the curriculum and instructional design principles of the training manual. The workshop was also used to pilot some of the sessions that are included in the training manual. Thus, we believe, the training manual will reflect the needs and perspectives of the diverse stakeholders that are engaged in youth work in Sri Lanka.

About PYWA

Professional Youth Workers Association (PYWA) was established in the year 2015. It is a non-profit independent organization registered under the Companies Act. Establishment of PYWA is a significant step forward in the process of professionalizing youth work in Sri Lanka. Its main aim is to work with youth workers in order to facilitate a holistic development and empowerment of young people in Sri Lanka.

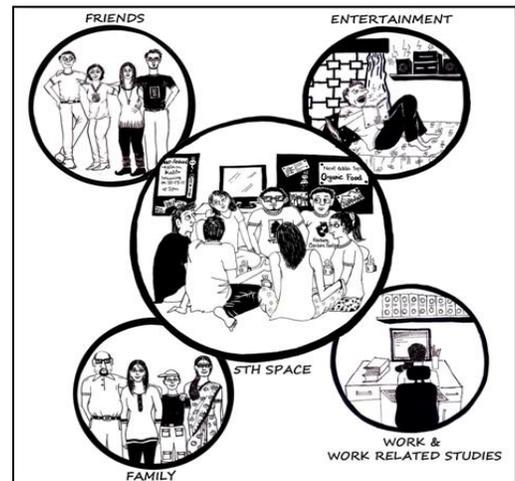
Specially, it seeks to adopt strategies for professionalization of youth work in Sri Lanka through organizing training programs, seminars, conferences and meeting at local and international level. Developing relevant and appropriate information and publications significant to youth development work, conducting educational programs and research initiatives to advance youth work sector are other important areas of work of PYWA.

As its first initiative PYWA has developed this Training Manual in partnership with ComMutiny the Youth Collective, and Pravah India, and with active support from Commonwealth Secretariat, aiming at building competencies of youth workers in Sri Lanka. We believe it is a significant contribution, which will help Sri Lanka's youth works representing a wider spectrum of youth work agencies, in infusing professionalism in their work.

About ComMutiny the Youth Collective and Pravah

How do young people spend their time? At home with **family**, with **friends**, at college or school or their **workplace** and in **leisure**. Traditionally these four spaces make up a young persons' universe. Beyond these four spaces there is another space that young people occupy where they invest their time in - learning about themselves, exploring their identity and developing leadership both in the personal and the public space to make a difference in society. This is the 5th Space¹ that needs to be nurtured for young people across the world – a space that allows young people to develop relatedness to the world and make an impact on local and global issues. A space that focuses as much on the self-transformation of youth as it does on transforming society through them.

CYC was set up in 2008 with the recognition that there were many organizations doing outstanding work on youth development that needed to come together to amplify the power of youth. The members of CYC are youth workers representing nearly 30 youth led and youth engaging organizations that work in collaboration to promote youth leadership by architecting and promoting 5th Spaces.



One of CYC's main objectives is to strengthen these organizations by offering them a platform to have an impact on a larger scale by sharing best practice and developing common action across the country using creative media and campaign strategies. CYC is a member of the Steering Group set up by the Commonwealth Secretariat to establish the Commonwealth Alliance of Youth Workers Associations.

Pravah was formed in 1993 with the mission to work on '**prevention**' of social conflicts by developing social responsibility and personal leadership among young people. We believe that social change is effected through deep mind-set change of individuals and along with the empowerment of the socially excluded it is imperative to hugely shift the attitudes of individuals in powerful decision making positions in order to change the social structures that marginalize communities. We recognized the need to work with young people so as to

¹See Ocean In A Drop: Inside Out Youth Leadership (Sage Publications, India, 2013): Patel, Venkateswaran, Prakash and Shekhar



be able to facilitate the creation of leaders who are self-aware, deeply empathetic, systems thinking and socially responsible. Pravah is a founding member of CYC.

Pravah and CYC have together impacted over 150,000 youth extensively and worked intensively with over 50,000 young leaders. They have together supported the capacity building of almost 1000 professionals from 170 organisations on the thematic of instruction design, facilitation skills, systems thinking, youth development and deep self-awareness through comprehensive learning journeys. The Ocean in a Drop and Big Ticket are two learning voyages offered by Pravah for youth workers.

About the Manual

The target audience for this manual is trainers who will use it to build capacities of youth workers in Sri Lanka. The focus is on building their personal and professional competencies and enhance the knowledge, attitudes and practices of youth workers so that they are able to design and deliver youth centric programmes by creating empowering spaces for young people. By building their skills on design and facilitation, youth workers will also be able to foster learning amongst the young people they work with, and support their personal transformation.

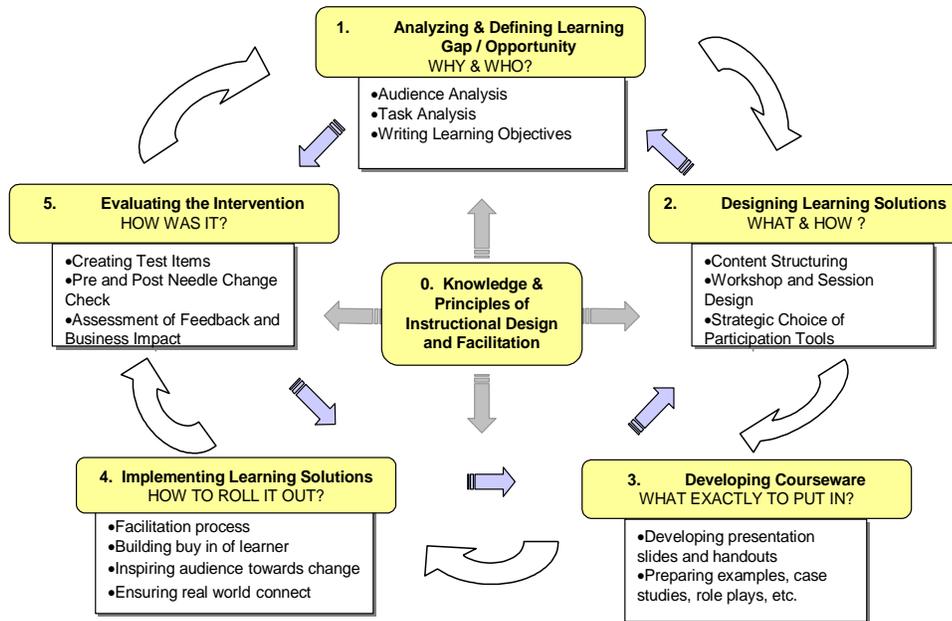
It has been designed to be run over eight days. The pedagogy used is experiential learning, and methodologies used include simulation games and exercises, films, role plays, case studies, group work and personal reflection. The design facilitates participants to apply the learnings during the sessions and also enables them to connect their learnings to their real world – in the personal and professional arenas.

1. *Design frameworks used:*

The ADDIE Model²: The ADDIE Model is a very useful tool and outlines the various stages that can be used for the design and delivery training programmes as well as interventions with young people.

²Share Credit: Vyaktitva, an OD, HR, Consulting and Training firm

The ID Process - The ADDIE Model



At the core of the ADDIE Model are learning principles which should be kept in mind when designing and facilitating programmes. In the manual these are referred to as Learning Commandments, and simple exercises are embedded within the sessions to help youth workers understand them. The 10 Learning Commandments include:

- Make the learner responsible for their learning.
- Introduce challenge in learning to draw learners out of their comfort zones.
- Learners need to keep the big picture in mind all the time.
- Take people from what they know to what they don't know.
- Use peer learning- teams learn better than individuals.
- Learning happens best by doing.
- Build a win – win, fun, informal atmosphere during learning.
- Use two way communication - involve the learner in the learning process
- Invoke feelings, as learning is enhanced by engaging emotions.
- Learning is a process, not an event.

A brief explanation of the five components of ADDIE i.e. Analysis, Design, Development, Implementation and Evaluation is given below:

i. Analysis [Why? and Who?]:

This step helps us to analyse the task at hand, and understand our audience. It facilitates us to gather all necessary information about them and enables us to write the objectives of the task. As youth workers this is the stage where we will understand the profile of young people we are working with – in terms of demographics (such as age, sex, geography and socio-cultural-economic backgrounds) and psychographics (such as their attitudes to learning, their needs and interests and their challenges). This will inform the objectives of our programme.

ii. Design [What? and How?]:

When using the ADDIE framework for trainings, we design the workshop and each of the sessions in this phase. We prioritize learning content and design the methodology to be adopted for the training. When using this framework for designing interventions with young people, this is the stage where we design the broad contours of the programme including the learning and leadership journey we will offer for young people. These will include mobilization processes, workshops, field visits and exposures, action projects that young people will undertake etc.

iii. Develop [What specifically should be included?]:

This step is about developing the course-ware, such as examples, case studies, and identifying relevant films etc. that can be used in the workshops and various sessions. For a youth centric programme this will be the stage when we will develop the material that we will use as part of the various activities, prepare for the field visits and action projects by setting up partnerships, organising the logistics etc.

iv. Implementation [How will it be rolled out?]:

This refers to the actual delivery of the learning content to ensure that the participants continue to be active collaborators in the change-making process.

v. Evaluation [How was it?]:

You need to evaluate, in terms of pre-defined parameters, the impact of the intervention. What were the learnings of the initiative? For example has there been positive movement in youth workers' ability to deal with conflicts? Do they comprehend what youth centric development is? What have the youth participants learnt about themselves and the issues

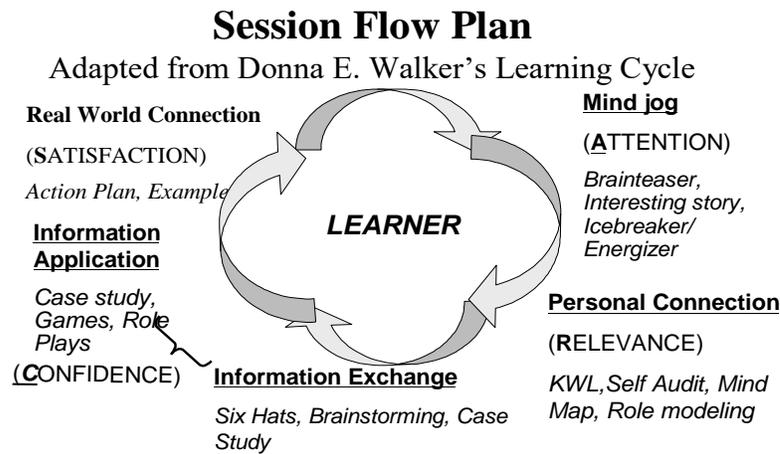
they have worked on? Has their leadership ability been enhanced? Do they have a deeper awareness about who they are?

2. The Walker's Cycle

Donna E. Walker's 'Learning Cycle' is very useful tool to design training programmes, and has been used to design each of the sessions in this manual. This five-stage session flow ensures that the learning impact of each session is maximized by understanding that learners have different ways of learning such as through observation, experimentation, and reflection.

Therefore, the different activities in each session (case studies, games, puzzles) cater to different aspects of learning. The Walker's Cycle is depicted below.

3



i. Mind Jog:

We start by gaining the attention of the participants. It also helps to start the session on a positive note and arouse curiosity about the issue the session relates to. Mind jogs need to be short and crisp, and lead into the topic.

³Adapted by Vyaktitva : An OD, HR, Consulting and Training firm

ii. **Personal Connection:**

This step helps to bring out the 'what's in it for me' connection and prepares the participants for absorbing new knowledge. The exercises used at this stage try to make the session relevant to the learner's real world 'as is'.

iii. **Information Exchange:**

The focus of this stage is to build new knowledge, facilitate exchange of information between and among the participants and deduce some key concepts through discussion and presentation to supplement participants' information. In this stage, the trainer allows the participants to come up with concepts instead of downloading it for them, and allows peer discussion and learning. The trainer needs to concentrate on refining and building on participants' inputs.

iv. **Information Application:**

The purpose of this stage is to build the confidence in the participants about new knowledge by applying the key concepts they have learnt to realistic scenarios. This reconfirms the learning's of the previous stages and facilitates the acknowledgement there is more than one perspective to an issue. This stage also seeks to add fresh insights into the concepts and apply skills to real life situations without taking too many risks.

v. **Real World Connection:**

The activities in this stage seek to elicit personal learning's and satisfy the participants that new knowledge will lead to better performance impact. The design of this stage enables participants to connect personal learning's to the real world, as the youth facilitator helps them set up clear performance-oriented goals, which are also specific, measurable and realistic. In this way, both the youth facilitator and the participants get a chance to informally assess how effective the participants' learning's have been.

3. Structure of the manual

The training programme has five modules.

Module 1: Setting the context

This comprises introductory sessions that set the context for the training, and helps build youth workers understanding of youth centric development and their role as youth workers to facilitate.

Module 2: Setting the agenda

In this module the focus is on building knowledge, skills and capacities of youth workers to enable them to strengthen their programmes and enhance their perspectives on the issue of identity based discrimination.

Module 3: Taking people along

Sessions in this module focus on building youth workers capacities to develop positive relationships by dealing with conflicts positively and listening empathetically. Facilitation skills which are a key competency for youth workers are also enhanced.

Module 4: Doing it the right way

This refers to the need for youth workers to recognize and deal with value dilemmas they may face when taking decisions and using this process to support young people to do the same.

Module 5: Closure and feedback

The focus in this module is to reiterate the key components of the training and support youth workers to develop a learning plan so that they are able to continue their learning journey.

Each of the sessions in the modules is structured as follows:

- Why should you use this session? : Outlines the purpose of the session and indicates what competencies/ skills/ perspectives will be built
- What can participants hope to gain from the session? : Articulates the learning outcomes for the participants
- Time required: Indicates the time it would take to run the session
- Resources needed: Provides details of the resources that the facilitator would need
- How should you run the session? Provides detailed instructions on how to deliver the session, according to the various parts of the Walker's Cycle i.e. Mind Jog, Personal Connection, Information Exchange, Information Application and Real World Connection

4. Pre- work to be done by the trainer

Prior to facilitating the training programme, it is recommended that the trainer does the following:

- Undertakes an audience analysis by speaking to each of the participants to understand their profiles and align expectations.
- Helps participants to identify a performance challenge they are currently facing, as the training programme will help them learn how to develop a plan to address this challenge.
- Develops a presentation with the key content areas for each session to be used to reinforce the learning's at appropriate points in the training.
- Gets familiar with each of the sessions, and if necessary practices some of the sessions that s/he feels may be difficult to transact.

Share credits for resources and materials used in this manual

Vyaktitva – an OD, HR, Consulting and Training firm

Co-creating Youth Spaces: A practice based guide for youth facilitators –

Commonwealth Youth Programme, NYKS and Pravah

Ocean In A Drop – Inside Out Youth Leadership (Sage Publications, India, 2013) :

Ashraf Patel, Meenu Venkateswaran, Kamini Prakash and Arjun Shekhar

Pfeiffer and Jones: Handbook of Structured Experiences

Sources for specific sessions have been credited in footnotes

To keep the circle of learning alive, please do share with us how and where you work with these designs so we can adapt, innovate and publish our work with your experience as a valuable practitioner on the field with shared credit. It is our protocol to also share verbally during the workshops/ and specific sessions with our audiences and partners the source of our work. We request you to carry this best practice forward. Please mail us at

youthcollective.commutiny@gmail.com each time you use/ adapt this manual in its entirety or in parts.

This manual has been co created by ComMutiny the Youth Collective and Pravah for the Professional Youth Workers Association, Sri Lanka and Commonwealth Secretariat. Please feel free to use whole or part of these designs with appropriate shared credit statement below.

Overall and independent session designs co-created by ComMutiny- the Youth Collective and Pravah for Professional Youth Workers Association, Sri Lanka and the Commonwealth Secretariat.

Module 1: Setting the Context

This is the introductory module of the workshop. It comprises four sessions that will set the context for the workshop and helps participants understand what youth work is, their role in this context and the three themes within which their competencies and capacities will be built in order to be effective in their roles. The sessions in the workshop are designed to focus on these themes. These are:

- a. Setting the Agenda where the focus is on the knowledge, skills and abilities youth workers need to build. Topics included in this module include systems thinking, the anatomy of discrimination and instructional design
- b. Taking People Along where the focus is on the capacities and skills they need to develop in order to build a space that is co-owned and co-created with young people. Topics included in this module include facilitation skills, building conflict resolution skills and the meta capacity of empathy
- c. Doing it the Right Way where the focus is on supporting youth workers to identify and recognize value dilemmas that they may encounter in the process of their work, and supporting young people to do the same.

The sessions in this module focus on helping youth workers understand and apply basic youth development principles, prioritize learning and recognize the spaces that young people occupy and the qualities of spaces that enable and empower youth as the first step towards creating such spaces for young people.

1.1. Getting to Know Each Other and the Outline of the Workshop

Why should you use this session?

The purpose of this session is to welcome the participants and introduce them to each other and the course. Through this session we will also set up some ground rules for the workshop.

Time required:

1 hour

How do you run the session?

1. Getting To Know Each Other

- a. Introduce yourself including your name, your organization and an overview of your work with young people and as a trainer.
- b. Ask participants to introduce themselves briefly. Go round the group starting with the person on your right.
- c. Tell them that this is only a short introduction and that over the next few days they will get a chance to know each other more deeply. Tell them to share their name, organisation, number of years they have been a youth worker and one thing that excites them about working with young people.

2. Setting the ground rules

The ground rules are important as having them help in co –creating a space of learning, valuing and respecting everyone’s inputs and helping the participants own the space. You could start by setting the first two rules as described below and request participants to add to them.

2.1 Empty your cup

- a. Narrate the following story

A professor decided to study Zen⁴ philosophy. So he went about learning about Zen in his own academic way and soon he had some command over it. He read a lot of books, surfed web sites and attended many conferences. He presented a paper on Zen philosophy in a

⁴Zen is a Japanese school of Mahayana Buddhism emphasizing the value of meditation and intuition rather than ritual worship or study of scriptures. It favors direct understanding through zazen(sitting meditation) and interaction with an accomplished teacher

conference for which he received a lot of acclaim. At the end of conference, only one wizened and old man remained. The professor asked him how he'd liked his paper. "Nice", he said "But if you really want to master Zen philosophy you have to meet the Zen master and learn from him".

So he decided to climb the mountain and meet the Zen master who lived in a small hut at the top. He reached the hut by four o'clock in the afternoon. The Zen master greeted him and offered him tea. The Professor accepted the offer and sat on a chair near the table. The Zen master was going through the traditional ritual of making tea, so he was silent. The professor could not handle the silence and began talking about his purpose of visiting the master. He was full of his own thoughts on Zen and began talking about his own mastery over the subject during the monologue.

All this time the master was silent. He began pouring the tea in the cup. The Professor continued talking. The cup was full and now the tea started spilling out of the cup and then on the table. The master continued to pour the tea but the professor did not notice. He kept on talking. Finally the tea fell on his lap and almost scalded him. He shouted and said "Master, can't you see, the cup is full and spilling over". The master in his calm voice replied "Just like you, professor. You are so full of yourself that anything that I pour will spill out. So go back, empty your cup and then we can talk about Zen".

- b. Ask the participants "What does this story tell us?"
- c. Possible responses from participants could include the following:
 - Old learning could interfere with new.
 - We have to start fresh each time
- d. Share that you understand that the participants are youth workers who come in with considerable experience. And that they have come into this workshop with a cup full of ideas and notions. Though this experience is very valuable, let it not come in the way of new learning. Tell them that while their cups are overflowing with experiences, judgments, stereotypes... to learn anything new they have to empty their cups, throw away their old baggage, make space for new experiences. The purpose here is to help the participants understand that they need to make space for new learnings.
- e. Invite them (though you are not a Zen master) to empty their cups before we begin.
- f. Share that the first ground rule is Create Space for New Learning.

2.2 Get uncomfortable

- a. Tell participants that you are going to do a small activity
 - Ask them to raise their hands parallel to the ground
 - Then ask them to fold their hands across their chests and observe their own natural style of folding the hands i.e. which hand is on top and which below
 - After this ask the participants to unfold and straighten their arms and fold hands now in the opposite way to their natural style
- b. Ask them how they feel when they make the change?
Possible responses could include
 - Uneasy
 - Feel like immediately going back to natural style
 - Uncomfortable
- c. Ask 'How could you have sustained the change?'
 - Possible responses could include
 - Attention
 - Effort
- d. Explain that you know it is difficult to change habits, and to be prepared that in this program they will have to re-look at how they have been doing things and move out of their comfort zones because that is when they will have the greatest learning.
- e. Share that the second ground rule for the workshop is Get Uncomfortable

2.3. Other ground rules and workshop outline

- a. Ask the participants if they would like to add some ground rules for the workshop and list them on a flip chart after building consensus with everyone in the group.

Some examples of ground rules that participants share could be:

- Listen actively: respect others when they are talking.
- Be open to sharing your own experience

- Value the timings to help in maintaining the schedule
 - Ask questions
 - Be conscious of body language and nonverbal responses
- b. Share the broad outline of the workshop and ask participants if they have any questions/clarifications.

Facilitator Note: *Read and develop deeper understanding of the sessions. Prepare a few slides showing the broad content areas that the workshop will cover.*

1.2. Pivotal Learning Events

Why should you use this session?

The 70-20-10 model for learning and development is a commonly used formula within the training profession to describe the optimal sources of learning by successful people. It holds that individuals obtain 70% of their knowledge from experiences, 20% from interactions with others, and 10 % from formal educational events.

The model was created in the 1980s by three researchers and authors working with the Center for Creative Leadership, a non-profit educational institution in Greensboro, N.C. The three, Morgan McCall, Michael M. Lombardo and Robert A. Eichinger, were researching the key developmental experiences of successful managers.

Learning is the minimum requirement for success in any field. A focus on learning supports the personal and professional growth of youth workers as well. It is essential that they keep upgrading their skills and knowledge about themselves and the world around them in order to be able to effectively support the personal growth of young people in a changing world. This session helps participants understand that the experiences we have every day are a great source of learning for us, and creates a positive attitude towards this and the need to create experiential learning opportunities for young people.

What can participants hope to gain from the session?

At the end of this session, participants will be able to:

- Analyse their pivotal learning moments and recognise that many of their significant learnings have come through real life experiences and not only through formal trainings/ classroom instruction
- Recognise that a key role of a youth worker is to create learning opportunities for young people from every day experiences, through interactions with others around them as well as through structured training when needed

Time required:

1.5 hours

Resources Needed

Chits with various emotions written on them e.g. sad, angry, surprised, afraid, happy, excited etc. (there should be half the number of chits as there are participants); print outs on A 4

sheets of emoticons with the same emotions as are written on the chits, a small hand held mirror (half the number as there are participants)

How do you run the session?

1. Mind Jog:

- a. Divide the participants into pairs. Ask them to decide who would be A and who would be B.
- b. Take the A's out of the room and give each of them a chit with a particular emotion written on it, the print out of the same emoticon on the A 4 sheet. Bring the A's back into the room and ask them to share the chit with their partner. (Ensure that they only share the chit and not the printed emoticon). B has to show that emotion (without speaking) and A will give marks (out of 10) to B based on his/ her judgement of the performance. This is Round 1. In Round 2, A shows the printed emoticon and B's have to imitate the expression they see. Ask A to give marks (out of 10) based on B's performance. In Round 3, B is handed the mirror and is asked to show the same emotion, but this time they can look into the mirror in order to improve their expression. Ask A to give marks (out of 10) based on B's performance.

Rounds 1, 2 and 3 have to be done in silence.

In Round 4, tell the pairs they are allowed to talk to each other. In this round, A is allowed to give feedback to B and help him/ her improve his/her performance

- c. Ask participants how they felt and what they observed in this exercise. Possible responses include
 - With each round it became easier because I was able to see how to do it better
 - I was able to improve because of the feedback I got
 - I improved with practice and experience
- d. Share that this was a small exercise to start off a discussion on learning which the focus of this session is. The exercise showed that there are many different ways to learn including observing, interacting with others and seeking and responding to feedback and that the focus on learning, can in fact, lead to achievement.

2. Personal connection/ Information exchange:

- a. Divide the participants into groups of three persons each.

- g. After everyone has finished discussing in the triads, ask for volunteers to share the highlights of the discussion with the large group. Process this discussion to bring out the fact that real life experiences can lead to significant learning.

3. Information Application:

- a. Ask participants to think about their work with young people and what kind of learning experiences they are providing. Ask them to reflect on how much of the learning is taking place through training workshops and how much is through experiential learning processes.
- b. Invite a few of them to share this with the larger group and give a flavor of the kind of experiences they provide.

4. Real World Connection:

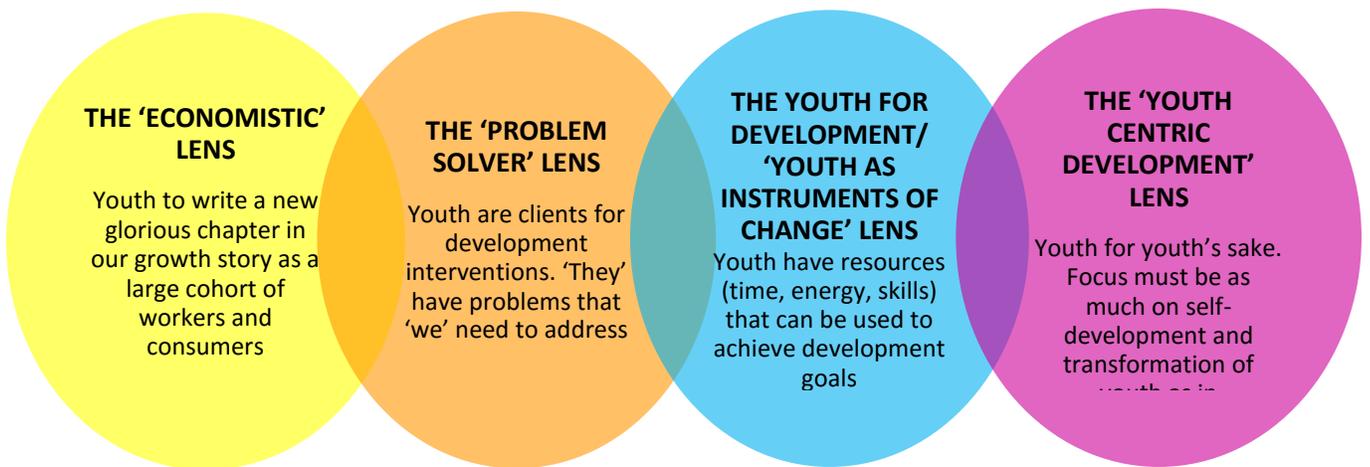
- a. Ask each person to write down two actions they will take to increase experiential learning opportunities for the young people they work with. Examples of these opportunities could include field visits, organizing events, designing and running campaigns, providing volunteering opportunities, conducting research etc.
- b. Invite them to share it with the members of their triad and ask for inputs.

1.3. Understanding Youth Centric Development

Why should you use this session?

There are various lenses people use to view young people.⁵The primary lens with which they are viewed is economic. The education system is geared towards this and investment in training young people for vocations is being planned as a way to ensure their successful entry into the job market. There are also those who look at young people as a client group for development interventions that seek to address and eliminate problems of this group, such as the lack of skills, health, education, livelihoods.

The third strategy that is prevalent views young people as instruments of change - as volunteers who can contribute their time, energy, skills and labor towards achieving development goals. As youth workers the lens we need to wear is the youth centric lens that is focused on youth development, and facilitates young people to understand themselves, build relationship and leadership skills and take social action so as to build a peaceful, just, equitable society. This session helps participants to understand the various lenses through which young people are viewed and supports them to recognize that the youth centric development lens is the one that is the most appropriate one to use. A brief overview of the four lenses is given below



⁵See Ocean In A Drop – Inside Out Youth Leadership (Sage Publications 2013); Patel, Venkateswaran, Prakash and Shekhar

What can participants hope to gain from the session?

At the end of the session, participants will be able to

- Describe various lenses used by youth workers
- Establish the need for a youth centric development lens for young people

Time Required

2 hours

Resources

Copies of the Youth Ministry simulation exercise (one for each participant), roles to be played by all the participants (one for each participant with more than one participant can play the same role if needed), index cards of various colours

How do you run the session?

1. Mind Jog

- a. Make two teams with each team standing in a line, facing the other person.
- b. Give each person a card and pen to write on.

- Ask everyone in Team 1 to write down three statements on their card that starts with **"If youth....."**

- Ask everyone in Team 2 to write down three statements on their card that starts with **"Then...."**

- c. Give the following instructions:

- One person in Team 1 reads an **If** statement from their card, and the corresponding person in Team 2 must finish the statement by reading a **Then** statement off their card. Remind them that the 'then' statement team needs to read it from the cards itself. They can't create something new after they hear the If statement.

- Continue this process for one or two rounds based on time.

- Some will be match, while others some will not.

- d. Explain that for everything that we wish for, there are consequences, and sometimes the outcome is something we have planned for, but especially when working with young people, the result may not match up with what we had anticipated, so we need to be prepared for everything. Additionally, sometimes even we can't gauge the power of an outcome that we wished for, and the cause and effect match so beautifully that the result is even better than we can have imagined. Through this game we saw a small example of this.

Facilitator Notes: *This is a fun exercise for the participants, and has been structured such that the statements and responses are fairly random. Thus, the **If** and **Then** statements will be related to each other only by chance (since the Team 1 which is writing the **If** statements does not know what Team 2 which is writing the **Then** statements are putting down)*

2. Personal Connection

- a. Ask participants to reflect on their youth hood and think about the most stressful time. What would have helped you at that time?
- b. Collect a few responses and write them on a flip chart

3. Information Exchange

- a. **Set up the simulation exercise:**
 - Say that we have just received a notification that the Minister for Youth Affairs is coming here to meet us. He has heard of this workshop where people across Sri Lanka working with youth have gathered, so he wants to use this opportunity to talk to all of you. He has sent us this invitation.
 - Distribute the stakeholder consultation invitation to everyone and ask one or two people to read the following invitation aloud.
 - Ask for a volunteer to play the role of the Minister

Ministry of Youth Affairs and Skills Development

Colombo

May 2016

Dear Participant,

It gives us great pleasure to invite you to a stakeholder consultation on “.DEVELOPING THE NATIONAL YOUTH PROGRAM 2016 – 2020

Date: May 9th, 2016

Venue: BIMCH, Committee Room G.

As you know, Mr. Rohana, has recently been appointed as Minister of Youth Affairs. In his first week at office, Mr. Rohana has expressed the desire to inform himself about his constituency so that the Ministry can design and launch the National Youth Program 2016 – 2020 in partnership with NGOs and the private sector. To this end, the Ministry has organized a stakeholder consultation to seek inputs on the role of young people in the country today, the issues at hand, program priorities and strategies.

Participants at the consultation will represent a diverse range of stakeholders, including senior government officials from various ministries, such as Labour, Education and Social Welfare, corporate representatives, religious leaders, youth wings of political parties, educational institutions, civil society institutions, student unions, parents and youth clubs.

We hope that you will grace this occasion with your presence and contribute to the proceedings. We believe that you have immense experience of working with young people and your inputs will surely enrich the discussions. The Honorable Minister looks forward to listening to your perspectives and recommendations for the National Youth Program 2016 – 2020. This is an opportunity to influence policy makers and the Ministry to adopt your recommendations for the program. All the stakeholder groups will be given a chance to express their opinions during the consultation. The Minister of Youth Affairs will then be invited to make a final decision on which recommendations will be adopted for the next decade.

Please find attached a concept note and a schedule for the consultation. We look forward to your active participation.

Best wishes

The Secretary, Ministry of Youth Affairs

Schedule:

11.45 – 11.55 am:	Welcome by Mr. Rohana, Minister of Youth Affairs
10.55 – 12.15 pm:	Open discussion on the issues impacting young people and their role in society
12.15 – 12.45 pm:	Stakeholder perspectives and recommendations for the National Youth Program 2016 – 2020
12.45 – 12.55 pm:	Concluding remarks by the Minister
12.55 – 1.00 pm:	Vote of thanks

a. Inform everyone that they have to play a role. Each person will be given a chit that will explain what they are to role-play and the perspective they have to represent. Bring to the focus of the participants that they may or may not agree with the role given to them but for the effectiveness of the exercise they need to play the given role and stick to it.

- Distribute the roles to all participants based on facilitator assessment of the role and the participant. Give 10 minutes for the participants to prepare, and clear any doubts with facilitator. (The roles are given at the end of the session)
- Tell the participants that after a few minutes, the minister will be here, so they need to be prepared to give their recommendations. Ask them to write them on a piece of paper for reference. They can also lobby among this group and convert people to their side before the minister comes, if they want. Give them 5 mins to lobby, and if required some additional time as well.

b. Start the simulation exercise

- Invite the participant who is going to play the role of the minister to come in and conduct the meeting, where all present their recommendations.
- You can intervene if needed, otherwise let the minister handle it.
- Drama is very welcome in this, so you should encourage participants to really get into the character of their role and play it well, and can comment on each other's recommendations as well to add spice and make it like a real consultation.
- As the different recommendations are being shared, write them down on the board, grouping them under the four lenses
- Let the simulation continue until you feel that all the lenses have been included.

c. Processing the simulation exercise:

After you have ended the simulation, say that there are multiple stakeholders engaging with youth as we just saw here and they view youth from these different lenses. It is important to know who these stakeholders are, who are impacting youth, and how they are viewing youth/with what lens are they engaging youth.

- Read out the words written on the board under each sub-group, and ask participants to give it a name.
- If they are unable to, then suggest a name and explain it. Repeat the process till all four lenses have been identified and explained.
- What constitutes each of the lenses is given below⁶

Economistic: The focus is on skill building to make youth into productive workers and good consumers. Possible recommendations from participants who use this lens during the simulation exercise include:

- Youth programmes should cater to the job market
- Skills of language and technology to get a job
- Entrepreneurship should be encouraged
- They need career guidance
- Vocational training should be the focus

Problem Solving Lens: Those using this lens view young people as the problem that needs to be solved. Young people are typically characterized as lacking something whether it is health, education, peace of mind – that makes them potentially destructive members of society. They are painted as drug abusers, criminals or sexual offenders. They are thus seen as clients for development interventions i.e. ‘they have problems that we need to address’. Possible recommendations from participants who use this lens during the simulation exercise include:

- Young people are increasingly being affected with Sexually Transmitted Infections. There is not enough focus on Sexual and Reproductive Health and Rights (SRHR). Hence more such programs are required to deal with the issue
- Need to promote traditional / indigenous values and principles

⁶These are based mainly on responses generated when this simulation exercise was conducted with youth workers in Sri Lanka in May 2016

- We have to protect our culture. The influx of western culture is affecting the indigenous values and traditions that needs to be conserved
- Young people do not respond to teachers

Youth for Development/ Youth as Instruments of Change: Those using this lens view young people as valuable resources in the form of community workers or volunteers who can contribute their time, energy and skills to achieve development goals. The focus here is on 'using' young people rather than investing in them. Possible recommendations from participants who use this lens during the simulation exercise include:

- Young people must vote
- They need to be aware of environment issue/ gender etc. so that they can influence the issue
- Their energy is needed to organize events

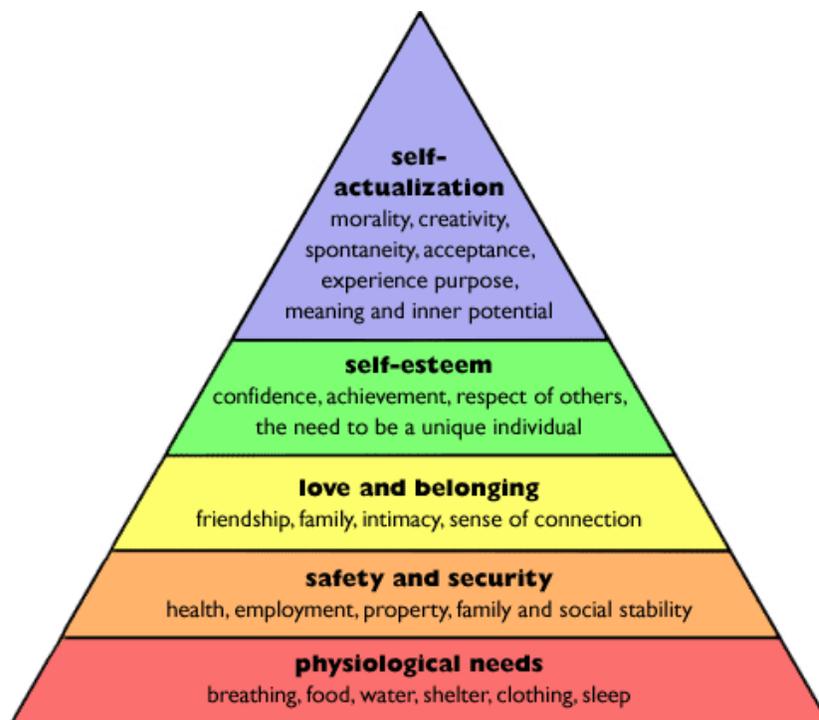
Youth centric development: Those using this lens wish to develop processes that are youth centered and focus on developing their leadership potential. Possible recommendations from participants who use this lens during the simulation exercise include:

- Encourage independent thinking and individual autonomy
- Give them exposure and opportunities to learn from the real world/ practical experiences
- Develop leadership skills
- Ask them what they want and respond to their needs.
- Help young people undertake a journey from self to society. Here the focus is on helping young people move from inward learning (about themselves and their aspirations) to outward application i.e. going from Me to We

- d. Explain the concept of the Maslow's hierarchy of needs and share that for young people all these needs are important i.e. the various levels must be seen not as a hierarchy but as a slice of cake. To illustrate that people wish all these needs to be fulfilled not sequentially but simultaneously consider a poor person who may be struggling to make both ends meet and is at the same time very religious. Does he only focus on fulfilling the first two levels of the hierarchy? Their visiting the temple regularly is probably fueled by their need for understanding a higher purpose and meaning of life i.e. the self-

actualization need which is the topmost of the hierarchy. Another example can be of a young person who is has the need for love and belonging even as s/he is filled with ambition, wishes to earn a place in the larger society (i.e. the need for status and respect) while being concerned about his/ her livelihood i.e. the basic needs and the safety and security needs.

The youth centric development lens tries to address all the levels rather than just focusing on one or two of them unlike the others. For example, those using the economic lens will focus mostly on the first two levels of Maslow's hierarchy.



4. Information Application

Share that in order to understand the lenses better, you will read out the programmes undertaken by different organisations in Sri Lanka and participants should try and identify what lens they are using⁷

- i. Programmes focusing on alcohol and drug prevention through peer educators (Problem solver lens)
- ii. A programme that creates opportunities and spaces for youth to become enterprises other than just job seekers. The focus is on supporting them/ guiding them/coaching and mentoring them basis to build the business (Economic lens)
- iii. Facilitating youth to exercise their cultural rights while enabling them to discuss and deliver message on reconciliation and peace.(Youth for development lens. This is not a youth centric development lens because the focus is on using young people to address issues of peace and reconciliation and there is no emphasis on building their capacities in this case)

5. Real World Connection

- a. Ask them to think about their own work and what lens they feel they are using.
- b. Get them into groups of four and discuss how the youth centric development lens can be incorporated into/ strengthened in each of their programmes

⁷These examples were generated at a workshop conducted with youth workers in Sri Lanka in May 2016

Concept note for the consultation:

Background information:

According to most recent census figures, the population of Sri Lanka is a little over 20 million⁸ (See Statistical Appendix C1.2). Of this population, 18.3% live in the urban sectors, while 77.3% live in the rural sector. 4.4% live in the estate sector⁹(Department of Census & Statistics Sri Lanka, 2013). The overall sex ratio is 94 males to 100 females. The proportion of females is slightly lower in the age group below 18 years but higher in the older age group above 60 years. 30% of the population is below 18 years. Declining fertility rates combined with rising life expectancy means that Sri Lanka’s population is aging and it is predicted that by 2020 the proportion of people over 60 years will be 16% (NHDR 2012). The working age population which also includes youth will therefore be under increasing pressure to support the dependent population.

Status of youth in Sri Lanka – some interesting facts

According to the 2012 Census data 23.2% of the total population is between the ages of 15-29 years¹⁰. When considering the changes of youth population, there is a slight decrease in the youth population in Sri Lanka. In 2001, 26.8% of the population was aged between 15-29 years but by 2012 it has reduced to 23.2%. This decrease is reflected in both sexes. In absolute terms 23.2% is approximately 4.64 million. The female-male ratio is almost the same, with the female youth population being slightly higher at 11.9% as compared to 11.3% males. The distribution of youth at the provincial level hovers around 23% except in the Eastern Province, where the youth are 26.1% of the population. This shows that there is no significant concentration of youth in any particular geographic location. However, the majority of youth, almost 77%, are in the rural sector, with less than 20% of youth living in the urban sector and 4.1% in the estate sector¹¹. This corresponds to the overall population distribution in terms of urban, estate and rural sectors.

⁸The 2012 Census is significant since it was the first census in 30 years to have covered the entire island in 30 years. The population figures released by the Department of Census and Statistics are provisional since they are based on an analysis of 5% of the sample

⁹ According to the Department of Census and Statistics, all areas regarded as Municipal and Urban Council areas constitute the urban sector; estate sector refers to areas with plantations of over 20 acres and 10 or more resident laborers. All other areas that do not fall into these two categories constitute the rural sector. This is the same definition that is used in this report when referring to urban, rural and estate sectors.

¹⁰ The Census and Statistics Department has released the results of 5% of the Census carried out in 2012. The figures that are presented in this report are based on those results.

¹¹Based on data from 5% of sample of 2013 Census

However, the NYS 2013 shows that in terms of age categories within the youth cohort of 15-29, there is somewhat of an uneven distribution within the provinces. There are more youth in the 15-19 age categories in the North Central and Central provinces compared to other provinces. The Northern Province has the highest concentration of youth aged 20-24 years.

The Youth Landscape:

The National Youth Policy has identified several strategic areas for policy intervention. The NYP has recommended a high powered Presidential Youth Development Commission to implement and monitor the NYP, and the appointment of a Youth Ombudsman to respond to the grievances of young people. The appointment of a Youth Ombudsman was also recommended by the Presidential Commission on Youth established in 1990. However, this position is yet to be established.

In addition to the NYP, an Action Plan for Youth Employment (2007), a draft National Policy and Strategy on Health of Young Persons (2011) and a National Strategic Plan on Adolescent Health (2013 - 2017) have also been formulated. Thus it would appear that the policy environment for youth in Sri Lanka is quite formidable and that the challenges are in translating these policies into actions that would concretely impact the lives of young people.

In terms of institutional mechanisms, the Ministry of Youth Affairs and Skills Development, the NYSC and The National Youth Corps are the key state institutions responsible for youth development. Many other institutions come within the purview of these key institutions such as the Vocational Training Authority, Tertiary and Vocational Training Commission and National Apprentice and Industrial Training Authority. The NYSC is one of the largest youth organizations in the country with around 10,000 youth clubs around the country with a membership of around 400,000. Its goal is to reach 1 million members by 2016.

In 2011 Sri Lanka launched the Youth Parliament. The Youth Parliament was established with the idea of building leadership skills among youth and facilitating dialogue among youth. The 2nd Youth Parliament was constituted in 2013, and the debates and recommendations of the Youth Parliament were made public and also shared with National Parliament for the first time. However, the Youth Parliament still faces challenges in being more representative as well as influential in advocating on behalf of youth.

Many of the findings and recommendations of the Commission are echoed in other policy documents such as the Action Plan for Youth Employment (2007) and the NYP which were formulated later. The fact that 14 years later, the same recommendations are being

suggested reflects a serious gap between policy development and implementation. During the FGDs conducted for the preparation of the NHDR 2014 and the NYP, a consistent complaint from youth was the lack of policy implementation. This was accompanied by a sense of disillusionment and cynicism regarding the possibility of change or transformation. This is a dangerous attitude since it leads to both alienation and mistrust of the possibility of change through peaceful and democratic means.

One of the reasons for non-implementation of policy in Sri Lanka is that policies are generally linked with the political party or the Minister responsible for the initiative. With a change of power, the new government feels compelled to disassociate itself with the policies of the past and to stamp their own identity with new initiatives. This does not augur well for policy consistency, long term commitment and vision. A more independent policy development mechanism would be one of the ways in which the issue of non-implementation of policy is addressed. Public institutions need to have an independence that gives it a degree of autonomy from ruling party political maneuverings so that policies are developed and implemented consistently with a long term vision in mind. Policies are also sometimes developed without accounting for local contexts and needs and also a proper assessment of the capacity of institutions to implement policies. Consequently, at the local level, there is little support for the structures and the people who are expected to translate often complex policy initiatives into actions that impact on people.

Simulation exercise: Instructions for the participants. Remind them that they are to take on the different roles assigned to them and speak from that lens.

‘You will take on the roles of various participants in the debate. **Your task is to make a recommendation from the point of view of your role and highlight the need for including it in the program.** What elements should the new National Youth Program incorporate? Why? How will it make a difference? Who will it benefit? The purpose of this exercise is to persuade the Honorable Minister to adopt your recommendations in the program. Please use the various points raised in the concept note such as the policy making processes and the programmes being envisioned for youth etc. to support your recommendations.’

ROLES

1. Government official (Ministry of Education)

Mr. Nihal Sri Lanka's education minister pointed out that in order for Sri Lanka to achieve, and sustain, a 10% growth rate in the next decade it must massively invest in human capital development.

Mr. Nihal himself shared some dire stats: in Sri Lanka today, what is of concern is the relatively high percentage of youth (37%) who do not proceed beyond upper secondary level. Given that Sri Lanka has a free education policy complemented by additional support such as the provision of free text books and uniforms it is not unjustifiable to assume that youth should stay in education for a longer period of time

2. Corporate executive:

We have a population of 21 million and yet I cannot find enough people to fill up the vacancies in my company. Where are all the trained youth? How do I meet my production targets? So many unemployed but either no one wants to work or they just don't have the right skills!!! If only more corporate, like Infosys, could run vocational training courses, we could build the required skills and make the nation proud.

3. Corporate executive:

Young people today are our biggest consumers. Many urban youth start earning early on and have a disposable income for luxury goods and entertainment. And even if they are still studying, their parents' income is always available. This is great news for the economy! At this rate, I am confident of being able to double our profits. Consumption is what drives the economy and therefore investing in youth is very important. My company, *Cool Cola* would be happy to sponsor youth festivals. Kids love music and we can provide the cold drinks and advertise our product. They are sure to love it!

4. Corporate executive:

Recruitment is the biggest challenge facing industry today. It is difficult to find the right guys for the job. I just hired an engineering graduate. He got the highest marks in his batch and I was really excited about working with this guy. But you know what ... the guy is a disaster with teams! He thinks he knows it all and he will not delegate. It is really demotivating the other team members. I keep telling him he cannot do it all but he is not at all open to feedback and becomes terribly defensive. Must be real insecure, for some reason. I wish they would teach them some interpersonal skills as well – you know ... like listening skills, building relationships, the ability to critically look at yourself and learn from others. What's the point of having a brilliant engineer, if he can't work with others???

5. NGO (Health)

Young people do not have access to information on reproductive health and sexuality. These are often taboo subjects that they cannot discuss in school or at home. Yet, they are at a stage of life, during which their bodies are experiencing physical changes and they have started developing relationships with members of the opposite sex. Many remain ill prepared for marriage with little awareness of their own sexuality or the importance of safe sex. Our NGO provides sex education and builds awareness on safe sex, contraception, and HIV/AIDS. Besides preventative measures, it also runs a reproductive health clinic for young people. Increasingly more young people are experimenting with sex and either getting married or living with a partner. It is imperative to include a reproductive health component in all youth programs so that young people can practice safe sex and remain healthy.

6. Mahesh 25 years: Engineering student from rural Sri Lanka:

I grew up in a village in Moneragala and went to the local school. I got selected for engineering through the district quota. Although I cope with the studies, I am finding it difficult to adapt to the city and the city folk. I cannot make friends and am lonely. I miss home. I wish I could improve my English and am considering attending a personality development course. I feel this will enable me to get over my shyness and get to know more people.

7. Sanjewa, 17 years: School Student, studying A/L:

All I do is study, study, study. There is so much pressure to achieve that we have no time to learn. How can we learn about life sitting in a classroom? Actually I learn best when I am with my friends, hanging out, having fun ... suddenly Lohan will have a crazy idea and we start discussing it and before you know what ... the idea develops a life of its own with all the other perspectives that fertilize and nurture it. Wish we had a hangout space where we could also interact with older people and learn more practical skills – for example I would love to make a film ... imagine ... what fun shooting a film on water rather than just learning about it from books. You think people would use water more carefully? May be we could even make a real difference ...

8. Parent :

I am worried about my son's future. He did terribly in his A/L exams – only 3Bs and he is not going to get into any engineering studies. What's worse, he is not in the least interested in science or commerce. He wants to study history!!! What in the world will he do later in life with history??? How will he earn a living??? And even if he does get into an engineering study in a private university, there is a capitation fee of Rs. 1 million. I am thinking of consulting my astrologer for advice.

9. School teacher:

The problem with young people today is that they have lost the values of their parents. They are lazy and spend their parent's hard-earned money in malls and all the time they waste talking on their mobiles. At home, they only watch TV – they are not interested in studies. They are not regular to school and then are upset when their grades are poor. We need to instill traditional values of discipline, obedience, hard work, and honesty. Then see how the nation progresses!

10. NGO Save the Earth:

Founded by an environmentalist, Save the Earth, mobilizes school students to spread awareness on climate change, sustainable lifestyles, water conservation, recycling and other conservation practices. Student members organize campaigns to spread the message. They also conduct environmental audits by monitoring the use of electricity and water on school premises. Since young people are the inheritors of the earth, it is in their interest to protect it from further damage. It impacts every young person and so it should be part of any youth program.

11. Youth worker of a political party:

Young people are not interested in politics today. They may vote but very few join the party. We would like to give them a political education so that they can learn that politics is not a bad word. In fact there are many leadership opportunities for them here – they can organize rallies, participate in election campaigns, reach out to the voters and learn about their needs so that the party can become more responsive and represent the people.

12. Buddhika (a right wing religious group) worker:

Values! The primary purpose of our group is to spread Buddhist values and traditions to protect the motherland. Young people are needed to defend the nation from foreign and Western influences that are colonizing the minds of the youth today. We need to learn lessons from the past – without knowledge of that, young people will continue to neglect their traditions and heritage, and get further seduced by the West. Celebrating Valentine's day and going to pubs and dancing – this is totally unacceptable.

13. Vice chancellor of a regional University:

You would like to see educational institutions grow into spaces that promote learning and not just factories that churn out a trained work force. Yes, vocational training and employment are important but a true education needs to prepare the individual to connect and live in harmony with the environment around him / her. It is not just subject knowledge or technical skills that is required today. Young people also need to learn life skills so that they can become

effective team players, family members, friends and good human beings. We need to promote values such as openness, inquiry, respect for diversity, critical thinking and learning. Life skills education will also help young people to explore their potential and make their own life choices.

14. Madhava, founder of Youth Space (NGO):

Youth Space believes that young people today are not given opportunities to develop their leadership potential. The focus is solely on academics and employment and all other skills are neglected. We believe in young people being able to make their own life choices and giving them the skills and options to do so. Our programs create the spaces for youth to take on leadership roles, develop their skills, engage with social issues and inspire others. Below is a case study of Ranga, 23 years, who was one of the youth fellows at Youth Space.

When I was a fellow with Youth Space, it was a learning process – many new thoughts, new ideas, new people, new experiences I particularly enjoyed being a citizen journalist and exploring and writing about my neighborhood. Through this process, I started feeling a responsibility for my neighborhood, just as I feel for my family.

The major shift in my thoughts happened when as fellows we facilitated the first orientation camp for young people. I had got 5 young people from my neighborhood to participate in this camp. This was the beginning of a new role where we were taking responsibility for the entire camp – from session planning to facilitation to organization. The camp inspired me to start my own neighborhood youth group. I felt this would be the best way of doing something for the space that I had started feeling as my own!

As a trainer I have now been instrumental in organizing 3 camps. Over each camp, our roles have kept changing and my confidence levels have increased. I found it a real challenge to listen and understand the thoughts of so many people at a time. Through our discussions, I realized that participants have their own strong beliefs – for example: “a sex worker can never be a good mother”, “women should wear culturally conforming / traditional dress”; “homosexuals are not normal people” etc. It is so difficult to change attitudes, for example stereotypes about Muslims. Being in camps with participants who were Muslims, made me realize that what we thought and felt were so similar, yet I had so many stereotypes! Muslims, women, homosexuals... I had made boxes for them all!

Domestic violence is something that I have been seeing from close quarters since childhood. It had stopped troubling me, had become an acceptable part of the system. Today, it disturbs me and I feel we need to do something about it. My group often intervenes in such cases and has resolved conflicts through discussion. Ending all forms of violence, especially against women, girls not getting married at young age, having a desire to get



educated and having a life goal These are dreams that I have for my group and my neighborhood.

1.4 Understanding the 5th Space¹²

Why should you use this session?

As a society we have ‘legitimized’ four spaces for young people - that of Family, Friends, Career/ institutions that prepare them for livelihoods (e.g. schools/colleges/skill building institutions) and Leisure and Lifestyle (which includes sports, arts, religious/cultural activities etc.). There is on the margins – a 5th Space - a space where young people discover themselves by engaging in social action as active citizens, volunteering and much more. Youth centric programmes help re-imagine and reposition the 5th Space as one that focuses as much on the self-transformation of youth as it does on transforming society through them. This is done by building on the aspects of understanding the self, developing meaningful relationships and impacting society. While impacting society, young people impact themselves and if facilitated properly these experiences lead to *heightened self-awareness*, *enhanced leadership skills* (like problem solving, decision making, team working, conflict positive, dialoguing etc.), *relationship building capabilities* and *value and knowledge-based stances and actions on social issues*. In this session, we establish the need for the 5th Space, and help participants understand some of the key principles.

What can participants hope to gain from the session?

At the end of the session, participants will be able to

- Analyse the spaces that young people occupy and the establish the need for the 5th Space
- Establish that the youth centric development lens facilitates the creation of a 5th Space
- Describe the principles of the 5th Space

Time Duration:

1 hour

Resources Needed:

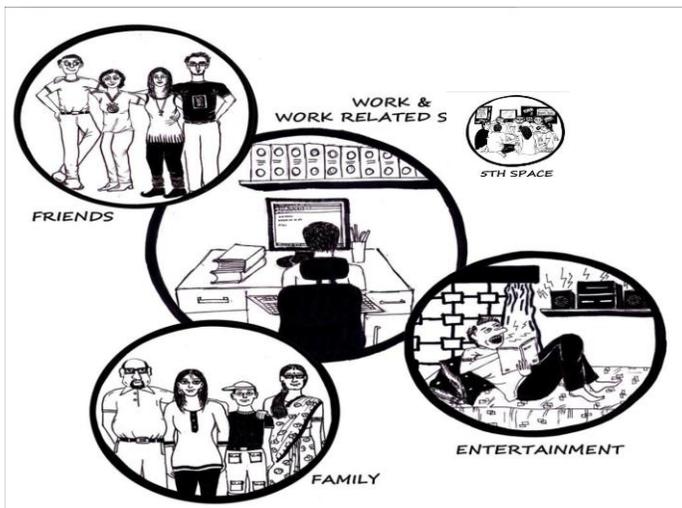
Flip charts, markers, ‘18 Till I Die’ – the Film (which can be downloaded using the following link: <https://www.youtube.com/watch?v=bZpGQckMIRk>), laptop, projector and speakers for

¹²See Ocean in A Drop- Inside Out Youth Leadership (Sage Publications, India, 2013): Patel, Venkateswaran, Prakash and Shekhar

the film, 5th Space Principles hand out (one copy for each participant and for the Trainer), chart papers for group work

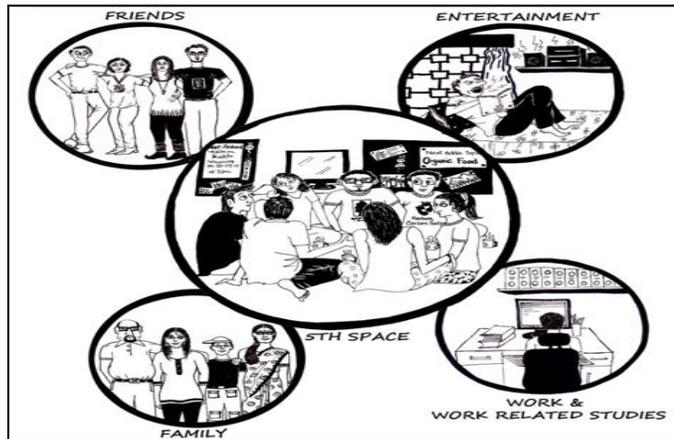
How should you run the session?

1. **Mind Jog and Personal Connection:** There is no Mind Jog and Personal Connection in this exercise
2. **Information Exchange:**
 - a. Tell participants that in this part of the session, the focus will be on trying to understand the youth of today. Ask them to think about today's youth and think about how they are spending their time. Collect responses.
 - b. As they share, write the responses on the flip chart, grouping things together in the 5 Spaces – Family, Friends, Career and Education, Leisure and Lifestyle. But group the first four together and leave the 5th outside – removed from the rest. In this, put down responses such as social action, volunteering, voting etc. Refer to the visual below



- c. Remind them about the youth centric development lens discussed in the previous session, and of the elements that are critical to youth centric development. Establish that in the four spaces of Family, Friends, Career and Education and Leisure and Lifestyle, key aspects of youth centric development such as encouraging independent thinking, building leadership skills and helping young people take a journey from Self to Society, are missing. And therefore the 5th Space should be repositioned as a space that does this. Explain that the 5th Space is about building on three key aspects of Deep Self Awareness, Relationship and Leadership skills and social action.

d. Ask that in the light of this, where should the 5th Space ideally be? Wait for them to suggest that it should be in the center. If they don't then lead them into this and share that ideally the 5th space would be central to our lives, cutting across the other spaces. If you are doing good work in the 5th space, than the other four spaces will be positively influenced as well.

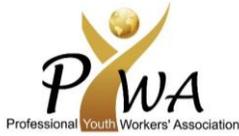


- e. Say that we will now be watching a short film. Set the context for the film – share that it was made for an Indian audience and therefore the data in the film relates to India, but that it has been shown to a Sri Lankan audience too and that they felt that the message of the film is relevant to Sri Lanka as well, which is why it was being showed here.
- f. Show the film '18 Till I Die'. Ask them to share what they think the key message of the film was. Possible responses will include:
- Young people were very active in India's freedom movement
 - They also stood for elections after India got independence, but were not included in decision making
 - Young people are unhappy about how they were being used
 - They are looking for leadership opportunities
 - They want to be part of decision making
- g. If the message about decision making is not articulated by them, remind them that one of the key things that happened in India, was that although young people were a key part of the independence movement and also were elected to the Parliament, they did not become ministers and thus were excluded from decision making.

- h. Ask them if young people are part of decision making processes in Sri Lanka. Generate a discussion about this, by telling them to reflect on the other four spaces that young people occupy and whether in any of them, young people are in decision making positions. The answer for all the spaces is likely to be ‘No’. It is possible that participants share that in the Friends space, because it is made up of peers, young people do get a voice in decision making. Explain that while this may be the case, it is possible that even that space may be dominated by a few young people, so not everyone who is part of the Friends space gets an opportunity to take decisions. Establish that in all other spaces, decisions are made by the adults in the space.
- i. Share that therefore one of the key principles of the 5th Space is that young people become part of decision making processes. Write this as one of the governing principles of the 5th Space.
- j. Divide them into three groups and ask each group to discuss the governing principles and values that the 5th Space should have in order for the youth centric development lens to be embedded in it. Remind them that the task is to describe the governing principles and values that will build young people’s deep self-awareness, relationship and leadership skills and capacity for social action which are the three key aspects of the 5th Space. Give them 10-15 minutes to discuss and write them on charts so that they can be presented to the larger group. Add the principles from the list below if they have not been shared in the group presentations.
 - i. Ownership is the key
 - ii. Co-leading the space
 - iii. Taking young people from what they know to what they don’t
 - iv. Learning from acting in the world
 - v. A space that is empathic and healing
 - vi. A space that nurtures critical thinking
 - vii. Valuing the here and now
 - viii. Organic renewal

3. Information Application/ Real World Connection:

- a. Ask participants to analyse their work with young people against each of the principles listed just now, and write down examples of where they feel they have demonstrated the principles and where they have faced challenges in incorporating them.



-
- b. Ask them to think about how they will address these challenges.
 - c. Divide them into groups of four and ask them to discuss these challenges with each other and get inputs from each other to enhance their solutions.

Hand Out: 5th Space Principles and Feelings

1. Ownership is the key

Ownership is not given, it has to be taken. It comes from putting in your own brick when the building is being constructed. Therefore, it is imperative to engage in dialogue with young people to decide what to do together in the areas that impact their lives. This co-creation of the agenda goes a long way in giving them a sense of belonging and they begin to refer to it as “my space.” Other ways of building ownership is to allow self-expression, democratic decision-making, developing shared goals and common rewards and consequences and, of course, creating a common culture of learning together.

2. Co-leading the space

It has been found that though young people are wary of adult governance, and scatter at the first sign of being “bossed around”, they do welcome light facilitation and nudges in the right direction. Moreover, there are times when young people are unable to take leadership roles due to lack of experience, capability, or due to existing conflicts among them. In such instances, an external, *unbiased* facilitator can support by providing guidance and aiding conflict resolution. It works best if young people and the youth facilitator/s create a co-led space. A good youth worker lets things self-organize as far as possible by encouraging conversations among young people themselves, and stirs things up with light interventions when young people are avoiding constructive confrontation.

3. Taking young people from what they know to what they don't

Young people need to move from what they are familiar with to spaces they are not, rather than the other way around. Starting with a focus on self and then moving to their immediate group and onwards to society is usually a better route to take than straight immersion into societal issues. *Action is taken to learn first about the self and then the world and vice versa.* Self-reflection facilitates personal transformation which is a critical first step leading to social transformation. Personal transformation changes the way young people perceive social change and conflict, and its resolutions.

4. Learning from acting in the world

We believe experiences help young people to learn better than books alone. Youth citizenship action may not change much immediately in the world outside, but it has the potential for changing a young person from within. This emphasizes a combined process of reflection and action, a process we call ‘**Refl-action**’. If as an individual I am deeply concerned with an issue then I need to take steps in resolving that problem.

5. A space that is empathic and healing

In a 5th Space, individual feelings of all young people are valued. The youth worker should facilitate the group in such a way that members are able to sense each other's feelings and empathize, search, confront and co-heal. Everyone should be encouraged to take 100 percent responsibility to resolve conflict situations and ensure opportunities for emotional release and connecting.

6. A space that nurtures critical thinking

The youth worker, in a 5th Space, needs to go beyond the surface into the depth to recognize the “social context in which individuals operate and respond.” This would entail critically thinking about the interconnected role of politics, the economy and culture that shapes young people's experiences. Such a ‘conscientization’ approach uses consciousness-raising for community education aiming to assist young people to explore the reasons for their political, social and economic disadvantages and powerlessness. This encourages young people to consider their own situation and problems in a broader context that requires both intellectual and emotional maturity which will lead to constructive, non-violent ways to create socially and politically enabling spaces. The Commonwealth's youth development material says that “bringing young people together to explore these issues will help them to see how their problems relate to the social context in which they live and enable creating collective solutions to these problems.” However, we need to be wary of young people's own tendencies to oppress those with less power which would require the youth worker to push within the space to reflectively avoid such tendencies of social forces and look for win-win solutions for all stakeholders.

7. Valuing the here and now

We are always preparing the young for a life of adulthood. Young people have emotions, needs, desires, and aspirations emanating from their immediate context in the ‘here and now’. Sometimes, when we work in the community, we begin to take ourselves too seriously. In the here and now, youth are looking for fun as much as making an impact. It has also been found that **fun is one of the most effective ways of learning** because it releases feelings that are critical for real learning rather than engaging in a mere intellectual exercise. And, if you want to engage with young people in large numbers, then make sure that you include a lot of fun and inspire everyone to spread joy.

8. Organic renewal of the space

In order to keep the vibrancy of the space, constant nourishment in the form of new leadership emerging within the youth people is critical. Like a seed that has all the genetic coding required to produce a new plant, the space should be encoded with the ability to infuse



all the new people who come in with a will to take ownership and charge of the space. So that when the founders move on, the space should have the ability to reinvent itself organically in the spirit and the principles of the 5th space.

5th Space Feelings:

There are 5 feelings that the 5th Space spawns and these are

- Love
- Ownership
- Hope
- Freedom
- Learning

1.5. Role of a Youth Worker

Why should you use this session?

The session facilitates youth workers to think of their role vis- a- vis young people. It also introduces the framework within which the workshop is designed. This framework comprises Setting the Agenda, Taking People Along and Doing it the Right Way. A series of sessions within each of the themes are described in Modules 2, 3 and 4 of this manual.

In order to set the agenda effectively, a youth worker needs to build his/ her understanding of young people, knowledge of key issues and policies relating to young people and capacity to design effective interventions. This will help the youth worker establish a purpose and cater to all the members of the youth group. Taking People Along will enable the youth worker to create ownership for the processes and content of the youth group with all its members. Doing it the Right Way involves ensuring that youth workers are able to support young people to deal with values dilemmas that they may encounter in different situations.

What can participants hope to gain from the session?

At the end of the session participants will be able to:

- Describe their role as a youth worker
- Recognise that the three key themes around which knowledge, skills and capacities of a youth worker will be developed are Setting the Agenda, Taking People Along and Doing it the Right Way

Time duration

3 hrs

Resources Needed

White board, markers, different colored ropes, 18 cloth pieces (which can be used as blindfolds/ to tie hands/ feet together), 9 pieces of cardboards(1.5 feet x1.5 feet), a chart placed on the wall of the room, with the numbers 1-10 listed one below the other. There should be enough space between each number for you to write the 10 Learning Commandments that we will be deriving through activities in different sessions of the workshop.

Facilitator Notes:

Before starting this session, select an outdoor space where three vertical strips of approximately 5 feet length can be marked with ropes, to indicate three rivers. Set up these 'rivers'.

How should you run the session?

1. Mind Jog:

Ask participants to share what comes to their mind when they hear the term youth worker. Tell them they should share the first response that comes to mind when they hear the term and not think too much about it.

- a. List these terms down on a flip chart as they are being shared. Try and make sub-groups of similar responses

2. Personal Connection

- a. Ask all the participants to find a partner, preferably somebody they do not know well.
- b. Tell them that the name of this game is 'Clay and Sculptor' and will be played in three rounds. An essential requirement for the game is that it be played in complete silence
- c. Share that the game will be played in three rounds and that you will give instructions for each round separately.
- d. Start the game

Round 1:

Give the instructions for Round 1 as follows:

- Ask each pair to decide who will play the Clay in this round and who will play the role of the Sculptor (The sculptor is the person who will mold the clay with artistry and precision to give it some form / shape that s/he wishes to give it)
- Tell them that the person who plays the role of the clay will have to behave exactly like clay i.e. lifeless, inert and unable to respond to instructions.
- Once they have decided who will play the clay, tell the Sculptor that they will have to create something out of the clay. In order to do this, they will have to physically move the clay into whatever form they wish

Play Round 1

- Ask the clay to sit down on the ground, and tell the Sculptor that they have two minutes to make their sculpture

- Remind the Sculptor that the Clay cannot hear him/ her and therefore cannot respond.
- See to it that the rules are followed, especially about not communicating to each other
- Now ask each sculptor to explain what they have made
- Appreciate each one with a comment and celebrate the efforts that everyone has made

Round 2:

Tell them that in this Round, the roles will be reversed i.e. the person who was the clay in Round 1 will become the Sculptor and the person who was the Sculptor in Round 1 will become the clay.

Repeat the rules from Round 1 and start Round 2

See to it that the rules are followed, especially about not communicating to each other

Now ask each sculptor to explain what they have made

Appreciate each one with a comment and celebrate the efforts that everyone has made

Ask the following questions:

How did you feel as clay?

How did you feel as a sculptor?

List the responses on the flip chart. Possible responses could be as follows¹³:

Feelings As Clay

- Helpless
- Out of Control/ Controlled
- Felt the need to obey
- Under-utilized
- Misused
- Unclear on direction
- Powerless

Feelings As the Sculptor

- Powerful/ in charge
- Responsible
- Unclear about what to do
- Creative

¹³This exercise was conducted with youth workers at a workshop in Sri Lanka in May 2016. Their responses as Mud and Sculptor are also reflected above.

- e. Now play Round 3. Explain that this round has to be done individually i.e. in this round each person is both the Mud and the Sculptor.

Give everyone two minutes to make the sculpture, and appreciate all their efforts

- f. Ask them to describe how they felt in this round. List the responses as they are shared. Possible responses will include:

- It was easy
- Comfortable
- Responsible
- In control
- Was able to do what I wanted
- Difficult
- Did not know what to do
- Happy to be myself

- g. Ask them what role they think they play as a youth worker. Do they think of themselves as the Mud or Sculptor? List the responses and lead them into a discussion about the fact that as a youth worker their role is to not treat the young people they work with as the Mud because that could invoke negative feelings of anxiety, fear, confusion, misuse and other feelings they experienced when they were the Mud in the exercise. Instead they should think of themselves as youth workers as being the Mud and Sculptor at the same time (as they experienced in Round 3) and help the young people they work with also to feel the same. Connect the responses to the list that you prepared in the Mind Jog section of the session.

- h. Close this part of the session by introducing the idea of Learning Commandments. Share that in the course of the workshop you will be introducing them to 10 commandments of learning which reflect learning principles.

Ask them what commandment they could draw out from Round 3 i.e. when they were both the Mud and the Sculptor. After you hear a few responses, share that the 1st commandment is:

Learning Commandment 1: “Make the learner responsible for learning”

Explain that when the trainer is the one in charge, a learner can feel out of control, anxious and afraid of what’s to come. The trainer often tends to assume responsibility for the

learner’s goals. However, we should be transferring that responsibility and control to the learner, for after all, they are the learner’s learning goals.

Explain that as a youth worker, they should keep this in mind when designing programmes for young people. Write this commandment on a chart that has been set up in the room against the #1. Write the title of the chart as *Learning Commandments*

Facilitator Note: *We as youth workers need to view young people as individuals having their own unique way of thinking and being. Instead of looking at young people as individuals who are irresponsible and need to be controlled they should be viewed as people with immense potential, skills and a different world view which needs to be tapped and nurtured. They should also not be looked at as one homogenous category.*

3. Information Exchange and Information Application:

- a. Take the participants to the space where you have marked the rivers. Ask them to form three groups (with about 6- 8 members in each group)
- b. Set up the activity

Give them the following instructions:

- Explain that the river is toxic, and the only way to save themselves from being poisoned is by following the instructions. Say that their goal is that all team members cross this toxic river in the time set by the team.
- Each team will be given these 3 cardboard pieces which are their life boats.

Share the rules:

- At no point of time should the cardboard pieces be without human touch otherwise they will dissolve
- Also no body part of a team member can be in water, without the cardboard piece. If it happens, that member will have to start again.
- The cardboard piece cannot be sent back without human touch after having crossed the river (Participants cannot throw the cardboard pieces to each other)
- At any point (including at the banks) if we see the boats without any contact, we will remove them and you won’t be able to use them any more

Explain that there is an added challenge. Each of the team members has a physical challenge (two team members are visually challenged, two are hearing impaired, two can’t speak, three are physically challenged (i.e. arms tied at the back of one, and legs

of two participants tied together i.e. one leg each). Add more people with the same disability if the number of team members is more. Use the strips of dark cloth to create the disability.

Tell them that as a team they have to allocate these disabilities to different people, and then decide a time target to cross the entire river as a team. They have 5 minutes for this.

Facilitator Notes: *Facilitator needs to observe and pay attention to the arguments used in each team to allocate disabilities and process used for allocating time target. If there are more than one facilitator, then attach yourself to separate teams. Observe who is being included in strategizing, who is taking leadership, who is not being listened to, individual stereotypes, patterns coming out. Are they jumping to action, without strategizing?*

c. Start the activity

Ask each team for their time target from each team and announce this to everyone. All the teams will give estimates between 30 - 45 minutes

Ask them to get into their roles i.e. use blindfolds, rope/cloth to tie hands/feet. Tell them they have 10 minutes to strategize and practice, and then we will start.

Ask them before starting if they would like to revisit their time target after the practice. It is possible that some teams will change their time target.

Note the time, and start the game in three groups, with facilitator observing each group.

Facilitator Notes: *As the game continues, facilitator to observe:*

Are they using the same person in the team again to help others cross the river, while some are not playing much of a role?

What is the role each person is playing?

Are they sensitive to each other's disability? Are there comments being passed about the individual's abilities/ disabilities?

Are there any gender specific biases when distributing responsibilities?

d. Once the game is over take everyone back to the room, and ask them to sit in their groups. Give people time to drink water and settle down.

- e. Ask them how was the experience? Give all the teams a chance to speak and share their experience.

Facilitator Notes: *The key competencies of a youth worker's role needs to emerge from the discussion. Explain that building capacities on these three thus becomes the main focus of this intervention. The three key components are: 1) Setting the agenda 2) Taking people along, 3) Doing it the right way.*

- f. To process the aspect of **Setting the agenda** ask the following questions:
- How was the time target decided?
 - What was your strategy and did it work?
 - What could you have done when things were not working?
 - If you saw a team midway changing their strategy, ask them why did they do so?

Explain that if something is not working then we can revisit the strategy that we adopted. There is no point in continuing with something which will give us any results. Discuss based on your observation as regards what was happening in the teams how could they have changed the things. Talk about how it is important to understand the needs of the people you will be working with, the culture and context of the society in which one is working, before deciding the strategy.

Ask participants if they have a written strategy for their work with 1) an assessment of where their organization/ youth group currently is (needs, challenges, strengths), 2) vision of the organization/ youth group 3) six monthly strategy or one year plan of where they wish to take the organization/ youth group? How many times do they review it and make changes to their agenda/plan to adjust to the circumstances?

Explain that it is essential to have a six monthly /one year plan for themselves. It needs to give them clarity as to what exactly they want to achieve by the end of 6 months/one year and how they can break down the milestones for that. This must be revisited every month to see if things are working or if there is a need to adopt a different strategy. Hence we come to the first thematic of this workshop which is "SETTING THE AGENDA". *Write it on the board.*

- g. To process the aspect of **Taking People Along**, ask them to reflect on the Toxic River activity they just did, and respond to the following questions:
- Who was the leader? The one who helped most people cross i.e. took the most action or the one who spoke the most?

- Were you able to involve everyone to the best of their potential?
- Did everyone take responsibility?
- How do you think you involved everyone in your team?

Ask them to reflect on their organization/youth group. Do they tend to ignore some people in the organization/ youth group and only focus on those who are active? Isn't it true for life in general that we tend to focus only on people who are very outspoken? There might be people who don't speak as much but each individual has their own strength. At the same time everyone can still contribute even if they have some disability such as a hearing impairment, or an inability to speak, or some physical challenge.

It is important to understand the team members' (and this includes their youth group) needs, inspire and take the team members along. As is seen from the responses given above the team leader who was able to take people along and inspire them to work together won the game.

Conflicts arise in the team because different people have different needs and different priorities. For example: some members wants to cross quickly but other members couldn't do it fast enough. Different handicaps present different challenges and therefore have different needs. Conflicts also arise because people were not sensitive enough to each others' needs. For example the person who cannot see needs support to cross but doesn't get enough support.

Relating to each other is the key. The trick is to recognise everyone's gifts and understand how to use them while working together. It is important to see how everyone can complement each other. We do not understand what other people (and for youth workers this includes young people) need, what their priorities are and see the interdependency.

What helps in understanding each other's needs is empathy, seeing the interdependency, sensing and using different modes of communication. These insights are also applicable in personal relationships.

It is important to use the strengths of all the team members and inspire them to take ownership and leadership. Hence we come to the second thematic of this workshop which is "TAKING PEOPLE ALONG". *Write it on the board.*

h. To process the aspect of **Doing it the right way, ask them to** reflect on the Toxic River activity they just did and ask the following questions:

- Did anyone get left out or felt over-burdened?

- Did you compromise on the process or person's feeling at any point to make your team win? (means vs end)
- What were the values that you were operating from while playing this game?

Explain that the end is critical but the means are important as well. It is important to be conscious and aware of how we are achieving our goals. Are we riding rough shod over people and in the process are people getting hurt? Do we ignore people's feelings because we are focused on winning. It is important to see what values we are operating from. As we work to transform the world, we need to look within and ensure we are aware of how our values influence decisions in our daily life as well. Are we making sure we are conscious of young people's rights to be heard, to be part of decision making, to be included? Hence we come to the third thematic of this workshop which is "DOING IT THE RIGHT WAY". *Write it on the board.*

- i. Recap the three key themes of the workshop.
- j. Tell them to think about the game they just played. And ask them what their feelings were when playing the game. Did they have fun? Did they get frustrated/ upset at various stages of the game? Did they feel happy? Write these on the board. Ask them if the learnings about the three thematics would have come up so easily if instead of the game, which evoked all these emotions and involvement, you had shared the three thematics through a presentation, would they the learnings have come through as easily? The most likely answer would be no. Therefore introduce the next learning commandment, and write it on the Flip Chart that is Titled Learning Commandments

Learning Commandment 9: "Invoke feelings, as learning is enhanced by engaging emotions"

Module 2: Setting the Agenda

In this module the focus is on building knowledge, perspectives, skills and capacities of youth workers to enable them to strengthen their programmes by integrating the youth centric development lens, in the context of Sri Lankan society today, and the challenges they face in their work as well the environment young people exist in.

The module includes sessions on how to address key performance challenges youth workers are currently facing. As pre-work to the course, they will be expected to identify and share this challenge with the facilitators. This challenge could be operational, strategic, financial or people related for example how to mobilize young people for life skills programmes, lack of funding for youth work or how a youth worker can build leadership amongst her youth group. The sessions are designed so as to facilitate them to apply the learnings to analyse their challenge and develop an action plan for addressing it in their real world using a systems thinking approach.

In order to set the agenda for their work effectively, youth workers must also understand and engage with the context and culture in which they work. In post war Sri Lanka, the context is one of social discrimination and exclusion. This module therefore helps build youth workers' perspectives on this issue so that they can work help young people recognize the underlying causes and work towards building a more socially cohesive society.

As key to the role of youth workers is to facilitate young people to learn and address these challenges, there is also a focus on developing instructional design skills of youth workers so that they are able to design workshops and sessions that enhance learning.

One of the ways in which young people can contribute to setting the agenda for change, is for them to undertake research which will enable them to generate evidence which can then be used to convince decision makers and key stakeholders. The evidence they generate can also inform actions they wish to undertake to influence issues they are concerned about. Thus, a session on this also forms part of this module.

The sessions in this module thus build the following competencies for youth workers:

- Their ability to design youth centric programmes
- Respect diversity and challenge stereotypes and discrimination in their own lives and support young people to do the same

2.1. Aspiration Building

Why should you use this session?

One of the key characteristics of youth-hood is that it is a time of identity formation and understanding his or her role in the world. It is a time when young people’s relationships with people and communities change dramatically and they are grappling with trying to discover themselves as individuals separate from their families and other members of society. Young people are grappling with key questions such as who they are and what they want to be.

In a world led by adults, typically young people are expected to follow what adults want them to be and do, and because none of the four spaces of family, friends, education/ livelihoods and leisure/lifestyle we described earlier creates a space for young people to develop themselves and their leadership capacities, they also do not have a space where they can articulate their aspirations.

Thus a youth centric programme and a youth worker has a critical role to play. That of helping participants understand that they need to facilitate young people to have aspirations to help them take charge of their life, and to realize that aspirations are not magically fulfilled. We all have to make efforts to achieve them. Overcoming struggles and challenges are a part of the journey.

This session has been designed so as to enable youth workers to experience the process of aspiration building for themselves so that it becomes easier for them to run it with young people who are part of their programmes.

What can participants hope to gain from the session?

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

- Articulate aspirations for themselves
- Explain the importance of making efforts to fulfil these aspirations
- Develop solutions for challenges they may face when facilitating this session with young people

Time required:

2 hrs

Resources:

Multi coloured round stickers each in two different sizes for each participant, different colored balls of wools [4-5 colors], Different colored ribbons [4-5 colors], One ring/ bangle each for participants, Colorful beads, Different colored feathers/any other accessory that is available to decorate [optional], 5 colored ribbons for each participant to write their dreams, 3-4 scissors, colored sheets (3-4 colours) for participants to write their aspirations, blind folds/ strips of dark coloured fabric that can be used as a blindfold (one for each participant)

Facilitator Notes: Please look at the given sites for a refresher before the workshop.

Dreamcatcher - How to make a Dream Catcher:

<https://www.youtube.com/watch?v=XSmjHVh-xLM>
<https://www.youtube.com/watch?v=CVSXXeFF-Gw>

How do you run the session?

1. Mind Jog:

a. Ask the participants to stand close to a wall and give them the following instructions

- Try and touch a point on the wall as high as you possibly can with both feet on the ground (though you can stand on your toes)
- When you think you have reached the highest point put a small sticker on that point
- Make sure that you can identify your mark as you will need to use it again later in the session

b. Ask the participants to look at various marks on the wall. Ask them the following questions:

- What can you see on the wall?
- What did different people do when asked to touch the highest point on the wall?
- What do the different stickers on the wall imply?

c. Explain that as we can see from the wall, when asked to do the same activity, different people used different methods to touch the wall. Some people tried to stretch themselves fully, while others make less effort. Similarly around us we see that different people have different aspirations. Some people have high aspirations while others are satisfied with the status quo (satisfied with things as they are currently-believing in this is how things will remain).

2. Personal Connection:

Instructions to be given by the facilitator

- Divide the participants into pairs and give each member a coloured sheet of paper
 - Start with an individual reflection. Ask the participants to think of one childhood aspiration that they have completed. It could be as simple as learning how to ride a cycle, or as ambitious as gaining a university education. Note it down in the colored sheet of papers.
 - Take a few responses from those who are willing to share, to ensure participants have understood what they need to do. (The facilitator can also share one of her/his personal aspiration that has been fulfilled, before asking the participants to share if the response is not forthcoming or if only a few share their thoughts)
 - Ask them to share this with their partner.
- b. Ask participants to share how it felt when they narrated this?
- c. Facilitator to bring out the fact that in order to achieve something they first need to aspire

3. Information Exchange:

a. Do the following exercise

- Tell participants to space themselves out in the room and to blind fold themselves. Ensure that they have cannot see through the blindfold, and that there are no sources of natural light that they can see through their blindfolds. Tell them that you will be giving them directions to move, and they need to follow them fully. Give them the following directions:
- Take two steps forward
- Now do a 180 degree turn to your right
- Now take one step to the side
- Turn to your left another 180 degrees
- Continue to give them four – five additional directions so that they get disoriented and have moved away from their original position
- Ensure that nobody gets hurt when doing this exercise
- After you have finished your instructions, tell them to point towards the door (or any other object in the room such as the white board, or a wall clock etc.)

- Tell them to continue pointing and open the blindfold with the other hand. Ask how many of them were able to point in the right direction. Many of them will not have been able to do it. Ask them why. Responses will include:
 - I got confused
 - I was not aware of where I was going because of all the instructions
 - I did not know what the point of the exercise was
- b. Remind them about the learning commandments and ask them what they think this exercise was trying to show. Wait for some responses and then share the following and write it on the Learning Commandments flip chart:

Learning Commandment 3: Learners need to keep Big Picture in mind all the time

Explain that the big picture provides a framework for learning. It allows learners to distance themselves ever so often and look ahead. Therefore, it is essential to ensure that all are aligned to the big picture.

- c. Share that this is why aspirations are so critical. Looking back at the aspirations shared by them in the previous part of the exercise, when working with focus and keeping the larger goal in mind it creates motivation in oneself to achieve it. As a youth worker it is important that we also support the young people we work with to have a vision for themselves and therefore we need to help them do this. Share that in the next part of the session, we will be creating this big picture for ourselves and we can use the same process with the young people we work with as well
- d. Narrate the following story:

Story behind the Dream Catcher (A Native American story)¹⁴

Long ago, an old Lakota spiritual leader was on a high mountain and had a vision. In his vision, Iktomi, the great trickster and searcher of wisdom, appeared in the form of a spider. Iktomi spoke to him in a sacred language. As he spoke, Iktomi the spider picked up the elder's willow hoop which had feathers, horsehair, beads and offerings on it, and began to spin a web. He spoke to the elder about the cycles of life, how we begin our lives as infants, move on through

¹⁴This session was first introduced to Pravah by Sonali Ojha, Dreamcatchers Foundation, Mumbai, India

childhood and on to adulthood. Finally we go to old age where we must be taken care of as infants, completing the cycle.

But, Iktomi said as he continued to spin his web, in each time of life there are many forces, some good and some bad. If you listen to the good forces, they will steer you in the right direction. But, if you listen to the bad forces, they'll steer you in the wrong direction and may hurt you. So these forces can help, or can interfere with the harmony of Nature. While the spider spoke, he continued to weave his web.

When Iktomi finished speaking, he gave the elder the web and said, the web is a perfect circle with a hole in the center. Use the web to help your people reach their goals, making good use of their ideas, dreams and visions. If you believe in the great spirit, the web will filter your good ideas and the bad ones will be trapped and will not pass.

What is a Dream Catcher?

Native Americans believe that the night air is filled with dreams both good and bad. The dream catcher when hung over or near your bed swinging freely in the air, catches the dreams as they flow by. The good dreams know how to pass through the dream catcher, slipping through the outer holes and slide down the soft feathers so gently that many times the sleeper does not know that he/she is dreaming. The bad dreams not knowing the way get tangled in the dream catcher and perish with the first light of the new day.

- a. Share that now we will make dream catchers to catch our dreams and lot of the dreams will flow onward.. There is going to be some difference in this story and what we are going to do. We will think of our dreams and the beads that we weave in our web of thread will denote our dreams.

Facilitator's Note: *Place all the materials, bangle/ ring, different coloured wool, beads, feathers, ribbons in the middle of the table or group so that they are easily accessible to all of them.*

- b. Tell the participants that this is both a solemn and fun activity. Ask participants to look at you to get an idea on how to initiate the dream catcher
- c. Demonstrate to the group how to start the dream catcher. Pick a ring for yourself and cut out 4 meter piece of the wool/ribbon of color of your choice (take a corner of thread in one hand and take a measure of two arms multiplied by four).
- d. Ask them to pick the beads of their choice which they think will best represent their dreams. Ask them to think of their dreams – why are they important for them and then weave it.

Ask them to make dreams for themselves, their family, their work and their community. Tell them to think about where they want to go, what do they want to become, do they want to put in a component of learning?

The participants can use feathers and other material to make it more attractive. At the end, tell them to identify which of the dreams they want to work on for next six months.

- e. After 30 minutes of work on individual dream catcher, bring them back together. For those who have not managed to complete ask them to complete it and bring it the next day.
- f. In two groups, invite them individually to share
 - What were the dreams that you thought of?
 - Which one of them have picked to work on in next six months.
- g. Congratulate every one for sharing their dreams and encourage them to take the journey to fulfil their dreams. Put up all the dream catchers up on the wall for everyone to see.

4. Information Application:

- a. Remind them about the stretch activity they did in beginning of this session and say we will do the activity again
- b. Ask the participants to stand near the small sticker they had pasted on the wall. Ask the participants whether they think they can reach slightly higher than that small sticker they had pasted? Inform that if they are able to reach higher than the original point they should mark the new point with a bigger sticker. Give them two minutes to do so.
- c. Now ask the participants to sit back in their original positions.
- d. Ask the following questions to the participants:
 - How many of you were able to reach higher than the original point?
 - While doing the activity the first time did you think you did your best?
 - Why couldn't you reach the same point in the first part of the activity?
 - What helped you reach higher than the original point?
 - Think of what possible challenges they would encounter when they try and fulfill the aspiration for the next 6 months and what efforts will you make to overcome them?

Facilitator notes: *In case some participants respond that they thought that competing against one another helped them, explain that the competition is important but will only be helpful if you are competing against yourself. If you compete against someone you will only have to make efforts to go beyond what the other person has done and it may not be the best that you can do.*

- e. Explain that in the first part of the activity, you did not make a lot of effort to reach a high point despite the instructions telling you to touch the highest point. Many times we try and achieve something with some efforts but usually we don't give it our best shot. In order to fulfill our aspirations we need to make an extra efforts. You also experienced the same thing when you stretched just a bit more than before. Therefore efforts are as important as aspiration itself.

5. Real World Connection :

- a. Ask participants to reflect on whether they know the aspirations of the young people they work with
- b. Tell them to reflect on and share the challenges they may face when doing this session with young people. Publish these challenges on a flip chart, grouping similar challenges together when you do.
- c. Take each sub-group separately and ask participants to discuss ways in which to overcome these challenges. This discussion can happen in small groups or in one large group depending on the number of challenges that emerge.

2.2. Identifying the real causes for the performance challenge

Why should you use this session?

How many times has your solution to a problem back-fired? How many times have you got frustrated because the result is not what you had expected? How many times have you fallen into the trap of "cause and effect thinking," only to realize that you are unable to uncover all the causes for an effect? How many times have you tried to influence other's behaviour forgetting that their behaviours influence us as well?

In the next two sessions, we support participants to try and catch the systemic interconnections which they otherwise may miss. All the participants have identified a performance challenge that they are currently facing in their project. These challenges could be operational, people related, financial or strategic, and in order to come up with appropriate, long term solutions, we need to be able to unravel the *real causes* for the challenge we are facing and *excavating* the opportunity that it presents.

Through this session, we will support participants to identify these causes and in the next session we will focus on *co-creating/envisioning* the plan that they will use to address this challenge. This will form the basis for the actions they will take after this workshop i.e. by *executing* their action plan and *evaluating* it through rigorous reviews, they will be able to experience the benefits for themselves and their work.¹⁵

We will explain the key concepts using an example of a challenge youth workers face (examples of challenges could include the challenge of mobilizing young people to attend life skills training programmes, or their inability to raise resources for youth programmes or not being able to inspire young people in her group to take leadership) in this session and the next one would be and provide opportunities for participants to apply these concepts to their own challenge and get feedback and inputs on this from the other participants and the facilitators.

What can participants hope to gain out of session?

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

- Analyze the real causes for the challenge they are facing

¹⁵These steps form part of the E power 7 is an organization development model developed by Vyaktitva an OD, HR Consulting and Training firm that helps organizations achieve required impact on people and organizations. Vyaktitva is a strategic partner of CYC and Pravah. The seven steps of this model are Excavate, Envision, Energise, Enable, Execute, Evaluate and Enshrine.

Time Required

2 hours

Resources:

Cotton string (ensure that it is not so thin that it will break when you pull it) with a screw tied to one end, a pencil.

How do you run the session?

1. Mind Jog:

- a. Tell the participants that you are going to do a small demonstration
- b. Ask for a volunteer to give you a watch (preferably an expensive one). Have the string with screw tied to the end prepared and hold this end in one hand. Do not let the participants see that the end of the string you are holding has a screw attached to it (pinch the screw between your thumb and forefinger to hide it). Tie the watch to the other end. With your other hand hold a pencil horizontally in front of you and as high as you can above the ground. Dangle the string across the pencil, with the end which has the watch tied to it facing the participants. Stretch the end of the string which has the nail in towards you. Therefore with one hand you are holding the pencil with the string dangling over it (with the watch attached to it) and with the other (your stronger hand) you are holding the end of the string with the nail attached to it.
- c. Ask participants what they think will happen if you let the string go? Create some excitement as you hear the responses. Most will say that the watch will fall and hit the ground if you let the string go. Ask those who say that it will not fall, why they think it will not fall. Let go of the string from your hand and see what happens.

Facilitator Notes: Practice this a few times before the session. You will see that the watch will not fall because the thread will curl around the pencil and the screw will act as a stopper. Even if, for some reason, the watch does fall during the session, you can still use the exercise to process the learnings

- d. Ask the participants. Was it luck or science? What happened?
- e. Process the responses to explain that the reason that the effect was totally different from what they thought (remember that many of them thought that the watch would fall and hit the ground and it didn't) was because they did not know about the screw at the end of the string and what effect that would have on the outcome. Tell them that often we are still trying to figure out the cause although the effect of it is totally different from what we thought. The screw was light but the watch was heavy, that is why the string curls.

- f. Say that the screw in this exercise is symbolic of the fact that we need to go beyond what we see in order to understand the real causes of any issue. Share that this is this exercise demonstrates one of the laws of systems thinking as described by Dr. Peter Senge¹⁶ i.e. *cause and effect are not closely related in time and space*.
- g. Close by saying that systems thinking is an integrated conceptual framework that helps us make better sense of the world and deal with problems and challenges in a more holistic way.
- h. Share that we will be deepening our understanding of systems thinking over the next two sessions.

2. Personal Connection:

- a. Share that during the rest of this session you will be using a performance challenge faced by many youth workers as an example to help participants understand the concepts being explained. The performance challenge being used as an example is as follows:

Example that will be used through this session and the next:

'A youth worker whose organization focuses on conducting life skills training for senior school students has shared that one of her key challenges is mobilization of young people for the training programmes. She says she has tried many different strategies and methodologies, and although many young people sign up to join, they do not come regularly'

- b. Ask participants to think about the performance challenge they are currently trying to address. Form pairs and ask each member of the pair to articulate their performance challenge with each other. If possible the pairs could be of people who know each other's work so that they could give more informed inputs. Give them 10 minutes to do this. Tell them that during the rest of the session, these pairs should support each other to apply the concepts learned to their performance challenge.
- c. Move around the room, listening in to the discussions in the pairs, and if needed intervene to help members articulate their challenge clearly. Ensure that at this stage they are only talking about the challenge and not about the solutions.

3. Information Exchange:

- a. Do the following exercise. (*Refer to diagram of Mental grid on Page 209 and 210, at the end of the manual*)

¹⁶Dr Peter Senge is Senior Lecturer at the Massachusetts Institute of Technology, USA. He is world renowned for his insights into systems thinking.

- i) Make two groups, and ask each group to sit separately. Give the following instructions:
- Tell each group that they will get a paper which contains the code for the numerical system
 - You will have 90 seconds to understand and remember the code
 - You are not allowed to write the code anywhere and you cannot communicate with the other group
 - After 90 seconds I will take back the code, and then I will write certain numbers on the board, one by one, and you will have to send a representative from your team to write the code for that number
 - Once the representative comes to the board the team cannot support him/her
 - Whoever raises their hand first gets first chance to come to the board
 - If your teammate writes the code correctly your team gets one point
 - If he/she writes it incorrectly then other team gets a chance to gain a point
- ii) Start the exercise:
- Give the code sheets to each group as given in Annexure A. One group will get the 'pattern' code sheet (A) and other will get code sheet (B)
 - Wait for 90 seconds and take the sheet back. Ensure that teams have not written down the code anywhere
 - Write a four or five digit number on the board e.g.- 7366 or 2889
 - Choose the participant who has raised their hand first and give points according to their attempt
 - Wipe out the earlier code from the board and then write the new number
 - Do this for about five times and keep recording the scores on the board. You will typically find that the group which has been given 'patterned' code will perform better
- iii) Processing the exercise:
- Ask why they think that one group did well?
 - Listen to their answers but do not respond

- Then give the code sheets back to the groups – this time switch them around, so that both the groups get to see each other’s code sheets
- And ask them what the difference is between the two sheets

Possible responses would be

- The other group got a pattern making it easier to remember
- The other group had got a simplified version

Explain the following:

- Sorry, that we made it easier for the other group but this was only to bring out a key learning. And that is that people come to the training with some structures in their mind. They then try to connect new inputs to the structures they recognize

Share that the purpose of this exercise was to bring out the 4th Learning Commandment. Write this on the board

Learning Commandment 4: “Take people from what they know to what they don’t know”.

Share that in the next part of the session we will be using this commandment.

- Share that there are several tools available to get to the root cause of a problem. One of the tools that we will be using in the session is the Five Whys. This requires one to ask the question Why five times to arrive at the root cause. This is how we will move from what we know (which is the response to the first Why) to what we don’t know (which is the real cause for the challenge we are facing)
- Demonstrate this process through the mobilization challenge described in the example above. Ask the question Why five times and wait for participants to respond to each one before moving on.
 - The first Why: Why do you think young people do not join the programme?
 - Possible reason: Because they have to attend tuition classes
 - The second Why: Why do you think they prioritize tuition classes over the life skills training?
 - Possible reason: Because these tuition classes will help them get high marks in the A Levels and this is important for their university admissions
 - The third Why: Why are university admissions so important to them?
 - Possible reason: Because without that they will not get good jobs
 - The fourth Why: If the youth worker know that jobs are important for young people, why has she not designed her programme so as to address this need?
 - Possible reason: Because she do not have the necessary competencies to do this.

- iv. The fifth Why: Why has she not built these competencies, despite knowing that this is such a critical need for young people?
 - a. Possible reasons:
 - v. Because she was prioritizing her need (to deliver what she knows and does well) over the needs of young people.
 - vi. Because she was prioritizing her need to demonstrate her knowledge (of life skills) over the value of empathy for young people
- c. Explain that in the fifth Why, what we have done is to identify the governing values that the youth worker was prioritizing that has led to the performance challenge she is facing. In this example, in the first possible response to the fifth Why, what she was prioritizing was Her Needs over the Needs of young people. In the second possible response to the fifth Why she was prioritizing Knowledge over Empathy for the young people she works with. If she had instead prioritized young people’s needs and empathy she would have first made the effort to understand their needs and changed her programmes accordingly.
 - d. Share that for the five Why process to be effective, it would be important to keep asking the questions until the values that are governing the actions of the youth worker are identified as demonstrated in the example above. The governing values is ‘screw’ (from the watch drop exercise that was done at the beginning of the session) that we need to identify in order to be able to address the challenge.
 - e. Check with the participants if they have understood this process fully. In case they have not, share some more examples as given below:

Facilitator Notes: *Before the session, do the Five Why process for the following two examples until you reach the governing values. This will help you process the examples for the participants*

- *In case the challenge for the youth worker is that she is not able to build leadership within her youth group. Possible value prioritization for her could be that she is prioritizing Achievement over Learning for her group members. She is so focused on ensuring that she meets her programme goals successfully that she does not allow young people to learn through experience. The other possible value prioritization in this case could be that of Control over Letting Go. Thus she is so focused on doing everything herself, that she does not allow her youth group members to take charge and lead*
- *In case the challenge for the youth worker is that she is unable to raise adequate resources for her programmes, it is possible that this is because she is prioritizing task over building relationships with potential funders. i.e. when she meets funders, she only is only focused on the task of raising resources as against building relationships. The latter would help her understand them better and therefore she loses the opportunity to tailor her fundraising pitch to match their needs.*

4. Information Application and Real World Connection:

- Ask the participants to think individually about their performance challenge and do the 5 Why process to arrive at their governing values.
- Ask for two volunteers to share their analysis with the larger group. Ask the rest of the group to add their insights and sharpen the analysis. Add your own analysis as well. This will help everyone to understand the analysis process better.
- Once they have done this, ask everyone to sit with the partner they had shared their challenge with in the Personal Connection stage and discuss their analysis and governing values.
- Ask them to engage deeply with each other's analysis as this is a very critical part of the session.
- Move around the room, listening in to the discussions in the pairs, and if needed intervene to facilitate the discussion.

Facilitator Notes: *The same process can be used for any issue that youth workers and young people face. The challenge that they take up can be a programmatic one (such as the examples given in this session) or it can relate to challenges they face while impacting the contexts they work in (including their family context, or when trying to work with their local government, educational institutions etc.)*

2.3. Envisioning the plan that will help address the performance challenge

Why should you use this session?

In the previous session you have helped participants identify the value prioritization that is the cause of the performance challenge they are facing. You will recall that we worked through a few examples in the group.

In the first example, where the challenge was that the youth worker was unable to mobilize young people for her life skills training programmes, the possible value prioritization that emerged after completing the five Whys exercise was that this happened was because she was

- Prioritizing her need (to deliver what she knows and does well) over the needs of young people or
- Prioritizing her need to demonstrate her knowledge (of life skills) over the value of empathy for young people and their needs

Thus the real reason for the challenge she was facing was that she was not empathizing with young people and their needs.

Identifying the value prioritization is only the first step and will help the youth worker become aware of the causes for the challenge. The next step is to develop an action plan that will help them to address their challenge. In this session the focus will be on creating this plan, and it will be done using the systems thinking approach.

What can participants hope to gain out of session?

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

- Develop an action plan to address their performance challenge using the systems thinking approach
- Describe laws of systems thinking

Time Required

4 hours

Resources

The film titled ‘How Wolves Change Rivers’ (to be downloaded using the following link)

<https://www.youtube.com/watch?v=ysa50bhXz-Q>,

Projector, laptop and speakers, copies of the programme elements template (one for each participant)

How should you run the session?

1. Mind Jog

- a. Show the film titled ‘How Wolves Change Rivers’.
- b. Ask participants to share what they think the film was about. After hearing some of their responses, explain that the film was trying to show the interconnectedness and inter-dependence of the world we live in. The systems thinking approach helps us become aware of this interconnectedness and interdependence and therefore it is critical that we factor this in when we develop a plan for the challenge we are facing.
- c. Tell them that in the rest of the session, you will help them understand a few of the laws of systems thinking which they need to keep in mind while developing their plan

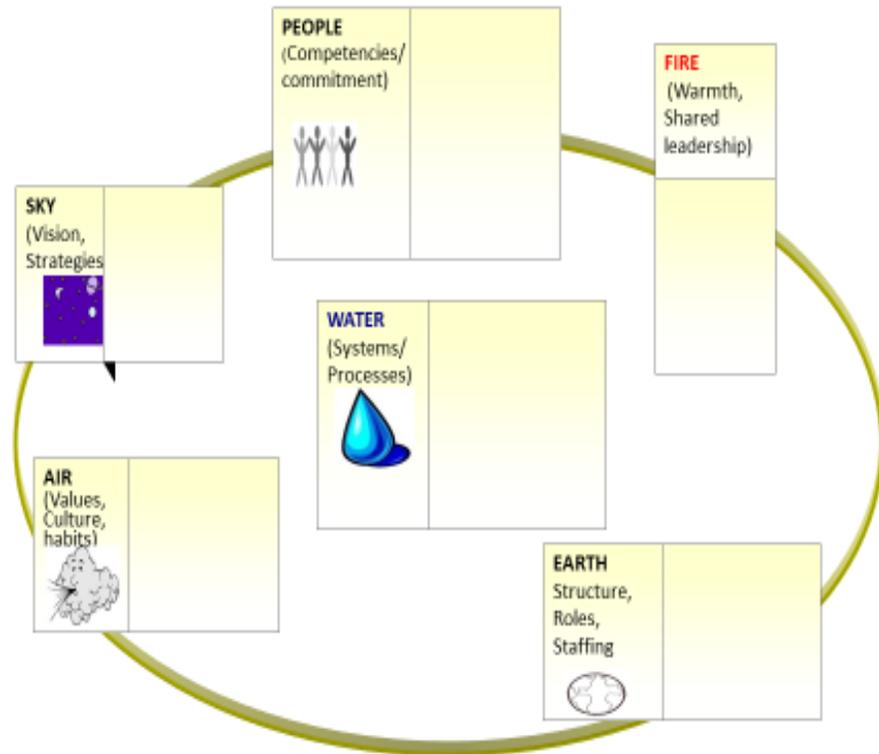
2. Personal Connection:

- a. Ask participants to think about a solution that later turned into a problem – where they ended up making the problem worse rather than actually fixing it. Share an example of your own to explain what you want them to do. For example, when we are traveling on the road, and someone tells us that the route we are planning to take has a lot of traffic, we think of taking an alternative route. When we take that route, we find that there are many others who have decided to do the same, and sometimes we end up in a worse traffic jam than if we had taken the original route. So in our effort to get to our destination, we took what we thought would be a faster route, but in fact, it ended up being slower.
- b. Collect some examples from participants and share that one of the principles of systems thinking that we need to keep in mind is ‘Faster is Slower’. Tell them to factor this in when developing their action plan for the challenge they are trying to address.

3. Information Exchange

- a. Say that in order for them to address their performance challenge using a systems thinking approach, they will first need to look at all the various elements of their system. Tell them to think of their programme as a system, share with them this system has the following elements (which can be mapped to the elements of the physical world i.e. Sky, Air, Water, Fire and Earth)
- b. Ask them to think about what these elements could represent in the context of a programme. Go through each element and put it in the context of a programme. Get the participants to answer, and write them on the flip chart as they respond. Tell them to think about the qualities of each element as this will help them to align them to the various elements of the programmes. Here are some guidelines:

- i. Sky: Qualities – It is vast, distant. In the context of the programme– it is the Vision i.e. what we aspire to
 - ii. Air: Qualities – all around us, not visible but we can feel it. In a programme context– it is the values and culture of the space
 - iii. Earth: Qualities –stability, strong. In a programme context – structure of the team, roles
 - iv. Water: Qualities – flows everywhere. In a programme context – it is the processes and systems
 - v. Fire: Qualities – gives warmth and energy. In a programme context – shared leadership
- c. Ask them if in the programme context there is another element that is missing. Wait for responses and if it does not come up then tell them that the sixth element is People and their skills, talents, and abilities.
 - d. Draw the template given below and explain that this will be used to outline the plan that they will create for their programme. By populating each of the elements of the template, they will be able to see the interconnections and therefore create a more holistic plan to address their challenge.



- e. Repeat the example from the previous session and remind them about the value prioritization they had identified to be the real cause of the problem.

The challenge:

'A youth worker whose organization focuses on conducting life skills training for senior school students has shared that one of her key challenges is mobilization of young people for the training programmes. She says she has tried many different strategies and methodologies, and although many young people sign up to join, they do not come regularly'

The value prioritization that emerged after completing the five Whys exercise was that this happened was because she was

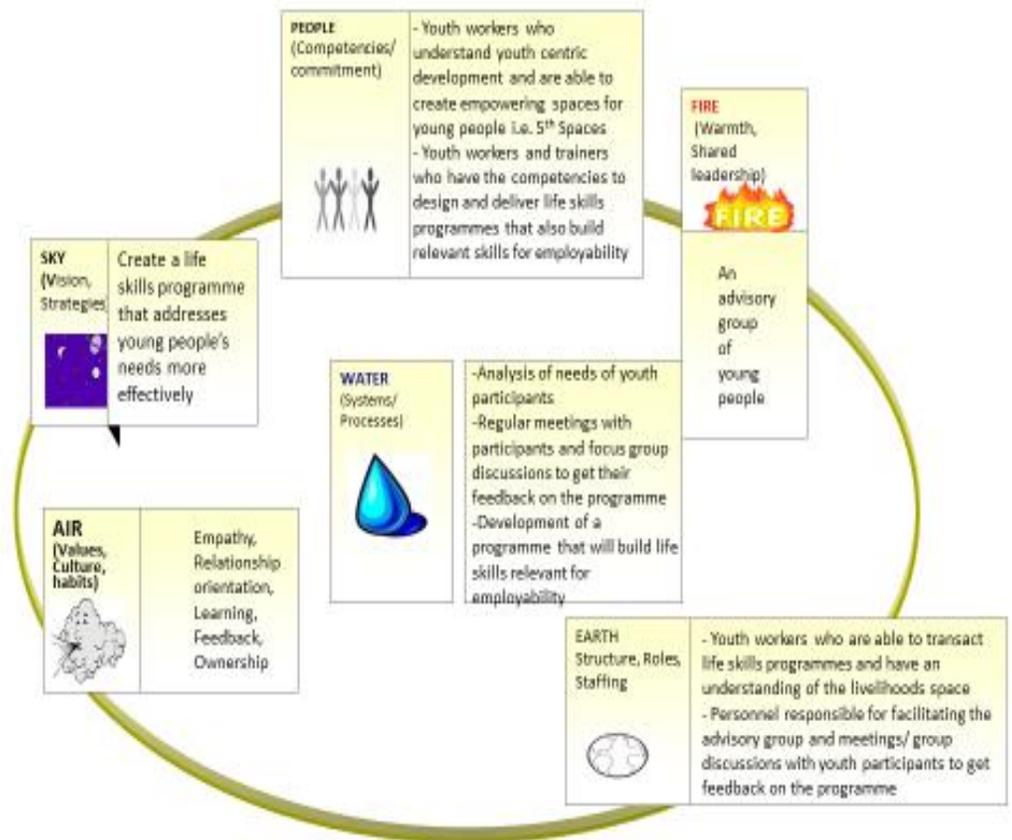
- *Prioritizing her need (to deliver what she knows and does well) over the needs of young people or*

- *Prioritizing her need to demonstrate her knowledge (of life skills) over the value of empathy for young people and their needs*

Thus the real reason for the challenge she was facing was that she was not empathizing with young people and their needs.

- f. Tell them that the next step would be to take up the this performance challenge and value prioritization , and use the above template to develop their action plan to address the challenge i.e. to articulate the vision, the values and culture they would like to now build. These are the two elements that will guide the design of all the others i.e. the processes they would need to have, the structure, roles and staffing in their programme, the shared leadership they would develop and the competencies and commitment they would need to have in their people will all need to be aligned to their vision and values in order to have a successful outcome.
- g. Take them through the process of developing the action plan for the example of the mobilization challenge, to help them understand the process fully. At each stage ask them for their ideas and then populate the template based on their ideas and the example shown
- i. Sky (Vision): Ask them what they think the vision for the youth worker should be for this challenge.
Suggested Vision: Create a life skills programme that addresses young people's needs more effectively
- ii. Air (Values/ Culture): In addition to Empathy which has already been identified as one of the key values that need to be built, ask participants what other values need to exist in the system in order to achieve the vision.
Suggested values/ principles: Empathy, Relationship orientation, Learning, Feedback, Ownership
- iii. Water (Processes/ Systems): Ask them what processes would need to be put in place to achieve the vision and live the values outlined above.
Suggested processes:
 - Analysis of needs of youth participants
 - Regular meetings with participants and focus group discussions to get their feedback on the programme
 - Development of a programme that will build life skills relevant for employability such as aspiration building, taking responsibility, leadership, initiative, enhance learning, team building and conflict resolution through trainings and exposures

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- iv. Fire (Shared leadership): Ask participants to suggest shared leadership spaces that could be built into such a programme
Suggested shared leadership spaces:
- Creating an advisory group of young people
- v. Earth (Structure, staffing, roles): Get participants inputs and share the suggested structure (the number of people would depend on the size of the programme):
- Youth workers who are able to transact life skills programmes and have an understanding of the livelihoods space
 - Personnel responsible for facilitating the advisory group and meetings/ group discussions with youth participants to get feedback on the programme
- vi. People (Competencies/commitment): Get participants inputs first
Suggested competencies:
- Youth workers who understand youth centric development and are able to create empowering spaces for young people i.e. 5th Spaces
 - Youth workers and trainers who have the competencies to design and deliver life skills programmes that also build relevant skills for employability
- h. As you are developing this plan, populate the template on the flip chart. A sample of what it will look like is given below:



- i. Ensure all participants have understood the template and the process of developing the plan and ask them to work on their own challenge using the same process.
- j. Before doing that share with them the following classic example from systems thinking literature:

In order to deal with the issue of pests eating up the crop, farmers sprayed the plants with pesticide and the crop yield improved significantly. After six years though, the pests were back and more than doubled, why?

- Let participants answer. Some of them will say it is because pests became resistant to the pesticide. Then ask, why are the pests more than double now? Why did they not just go back to the same number as before?
- Explain that there was a third group in the system that we did not see or account for i.e. the 'screw' from the watch drop exercise of the previous session. There were sparrows

eating the pests as well, but the pesticides killed the sparrows and they couldn't adapt as rapidly as the pests, so the pests came back in greater numbers than before.

- Ask them to think about what this example illustrates? After you hear from some of them, share that this example shows another law of systems thinking i.e. today's problems comes from yesterday's solutions. In the case of the pesticides, the solution that was created 'yesterday' – that of spraying pesticides – has caused another problem today i.e. that of doubling of the pests and causing further crop damage.
- Tell them that as they are developing their plan they should keep this and the other laws of systems thinking in mind. Recap the laws
 - Cause and effect are not closely linked in time and space
 - Faster is slower
 - Everything is connected – we try to influence the behaviour of others without realizing that their behaviour influences us too
 - Today's problems come from yesterday's solutions

4. Information Application/ Real World Connection:

- a. Give them time to work on their own performance challenge. Support them one on one if needed.
- b. After they have worked on it for some time on their own, take up two challenges from the group and get inputs from the larger group. If possible take up the same two challenges that were discussed in the previous session as all the participants will be familiar with them.
- c. Once the examples have been discussed in the large group, ask everyone to sit with the partners they had worked with in the previous session (2.2: Identifying the Real Causes for the Performance Challenge), share their filled in templates and get inputs.
- d. Move around the room, listening in to the discussions in the pairs, and if needed intervene to facilitate the discussion.

Facilitator Notes: *The same approach can be used to address any issue that youth workers and young people face, in their personal and societal contexts.*

2.4. Understanding Identity Based Discrimination

Why should you use this session?

Through this session you will be able to establish that identities are labels that we have been given/chosen at different points in time. The act of taking on these labels is identifying. When we **live a certain identity we identify with it**. The identity we pick and identify with can be a boon or a bane depending on the context we are operating in.

What can participants hope to gain out of the session?

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

- a. Develop a map that shows how close or distant they are from their various identities
- b. Recognise that they have multiple identities

Time required:

2 hrs

Resources:

- i. 4 sheet, pens, chart papers, sketch pen packets, white board, markers, flip charts

How do you run the session?

1. Mind Jog:

- a. Divide the participants into pairs and tell them to take turns asking each other the question....*Who Are You?* So if in the pairs one person is A and the other is B, A will ask B and B will respond by saying *I am.....*. Now B will ask A the question *Who Are You?* A will respond to B by saying *I am.....*. Tell the participants that they are not allowed to repeat their answers. Do this exercise for 5 minutes
- b. Ask a few pairs to share the various ways in which people describe themselves i.e. identities, our behaviours, moods, qualities etc.
- c. Share that in the rest of the session we will be talking more about identities

2. Personal Connection:

- a. Explain the process of identity mapping where the participants have to individually first plot their various identities in concentric circles.
 - Ask participants to write their names in the centre circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves.
 - The circle is also indicative of how close/distant they feel to their various identities. Give them several examples of identities that might fit into the satellite circles: female, athlete, Hindu/Muslim/Christian/ Buddhist, brother, educator, manager, Tamil/Sinhalese, middle class, and so on
- b. Create a map for yourself and share it as a sample
- c. Ask the participants to individually plot their identities on their map

3. Information Exchange:

- a. Ask the participants to divide themselves into 4 groups.
- b. They share their individual maps in the smaller groups and discuss the following
 - Any new identities they have acquired since adolescence
 - Identities that have strengthened with time
 - Identities that have diluted with time
 - Which of these identities were given to them and which ones have they chosen
- c. After this, get them to reflect on what identities are and have a discussion in the larger group to arrive at a common understanding of identities and the fact that they are labels that have either been given to us or we have chosen to use. The act of taking on these identities is the process of identification.
- d. Explain that we can hold multiple identities but yet not identify with any

4. Information Application:

- a. Ask individuals in two groups to discuss identities that have made them feel empowered.
- b. Ask individuals in two groups to discuss identities that have made them feel disempowered.



-
- c. Ask each group to share these discussions and talk about how the process of identification with different identities can be a boon or a bane

5. Real World Connection

Ask participants to discuss/ reflect on the composition of their youth groups and the diversity of identities within them and list some ways in which they will improve the diversity.

2.5. Anatomy of Discrimination

Why should you use this session?

This session will help to develop an understanding that discrimination is not merely a social construct – there is also a psychological element to it. Social constructs have been created so that my descendants and I can have these in privileges till perpetuity as a unique right.

Our needs lead to a fight for limited resources, privileges are a means of fulfilling our rights ahead of others, power enables us to acquire the ability to take decisions for ourselves and others. The notion of purity helps us to reconstruct the social stories and myths to help maintain and perpetuate a favourable power structure.

This Privilege, Power and Purity tree thrives on discrimination and exclusion. (Read the note at the end of this session that explains this further). The privileges are the roots, power is the trunk and purity is the fruits that sustains it. Inclusion is the antidote, for it to happen we need to bring about a change in mindsets.

What can participants hope to gain out of the session?

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

- Interpret the stories behind identities
- Analyse the power and privileges associated with various identities
- Explore the relationship between purity , power and privilege

Time required:

3 hours

Resources:

Long pieces of cloth/ rope, A4 sheets with privileges written for musical chairs, flip charts with the different statements for each round and pens, Anatomy of Exclusion handout, bulbs

How do you run the session?

1. Mind Jog:

- a. Set up chairs as you would for a musical chairs game set up. For each round select 3 chairs as privilege chairs on which you will place flip charts with the different statements. Remember to change the statements for each round

The statements for each round are as follows:

- Round 1: #1 Can travel out of town alone; #2 Afford to study what I want; #3 I will be able to get a government job
 - Round 2: #1 My family income is above SLR 25000 per month; #2 I can speak English fluently; #3 I can marry anyone of my choice
 - Round 3: #1 I belong to a majority religion; #2 I can afford the best medical care; #3 My name has appeared in mainstream media
- b. Start the game. Start clapping and tell participants to walk around the chairs and when you stop clapping only people for whom the statement holds true can sit on the privilege chairs i.e. the one with the flip charts on them. The others will take other chairs. In each round 1 chair is eliminated, so there are always fewer chairs than the number of people playing
- c. After all the rounds are played ask participants how it felt to sit on the chair, and not get eliminated? Collect a few responses and summarise by saying that it gave us a sense that we enjoy some privileges due to some identities.

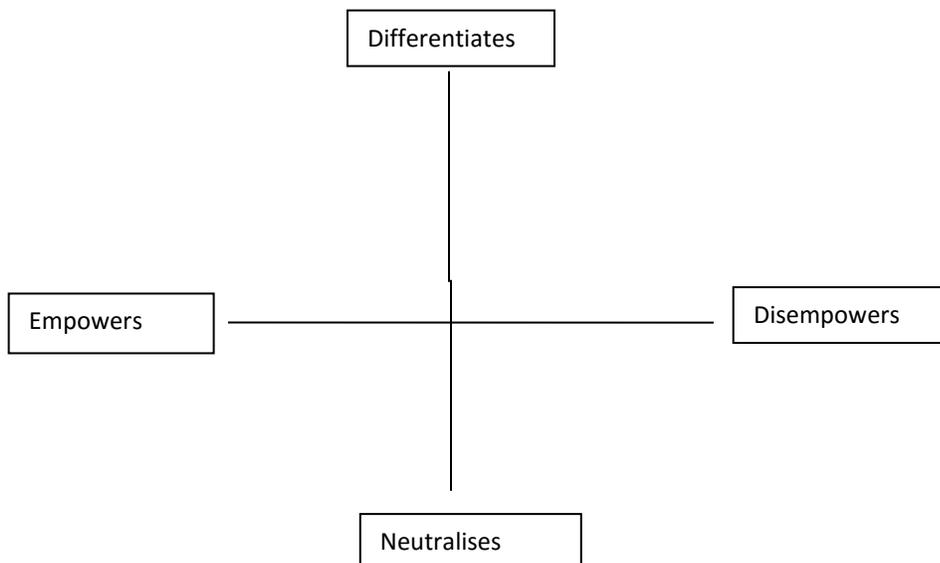
2. Personal Connection:

- Ask participants to think of stories in which they have received privileges based on their identities and a case where someone else's privilege has infringed their rights.
- Divide the participants in small groups – of four – five members each. Set up this discussion as a safe space, as the stories that come up may be sensitive

3. Information Exchange:

- a. Ask participants to sit in one big circle and keep a few toffees in the centre of the circle. The toffees should not be within easy reach of anyone in the circle, and there should not be enough for everyone. Tell them that they are a group of very hungry people who have not had food for several days and they do not know when they will get food again. The toffees represent food. The aim of the game for each person to grab as many toffees as possible in 30 seconds. Set it up so that participants are under pressure and therefore do whatever they can including pushing each other/ grabbing toffees from each other to win
- b. Declare the winner or winners and ask what they did to win and why they did so.

- c. Use the responses to establish that when resources are scarce, our needs take priority over everything else and could even lead to fights as was seen in this game. Draw the seeds on a flip chart (as shown in the Exclusion Tree in the handout)
- d. Set up the next activity
 - Physically create four quadrants in the room using ropes
 - Place A 4 sheets stating what each end of the line stands for as depicted in the diagram below:



- Explain the four terms
 - Empowers/disempowers : Will empower/disempower me and the nation
 - Differentiates: It differentiates against some identity
 - Neutralizes: It takes into account previous discrimination and is an attempt to bring equality.
- e. Tell participants that the game will be played in several rounds. In each round you will read out a statement and as they hear the statement they need to place themselves in the quadrant which describes their stance the best. Thus the decision they have to make when they hear each statement is whether they believe it

- Empowers and differentiates
- Empowers and neutralises
- Disempowers and differentiates
- Disempowers and neutralizes

Once they decide, they need to stand in the physical quadrant that represents their view.

- For each statement listen to the reasons given by participants, get them to speak to each other.

Round 1: Quotas for districts for entrance to Universities

Through this discussion bring out the idea of privileges. The fact that there is a need for this quota system means that these districts do not have the same facilities and therefore people from there are dis-privileged. This is an effort to neutralise that dis-privilege

Draw the roots as in the handout and title this Privileges

Round 2: You can use both these statements if needed. First do the exercise for one statement and have the discussion and then move to the next statement. You can even do just one statement if you think that is enough.

Statement 1: Luxury tax free vehicles to the members of Parliament.

Statement 2: VIP movement in the city /locality

Through this discussion bring out the relationship between privilege and power. Power is required to safeguard privileges.

Draw the tree trunk as shown in the handout and title it Power

Round 3: Again for this you can use both the statements or use just one

- Statement 1: Fairness creams
- Statement 2: Creating a Sinhala nation

Through Round 3, bring out the fact that power creates a story that can perpetuate it, and this is a Purity story.

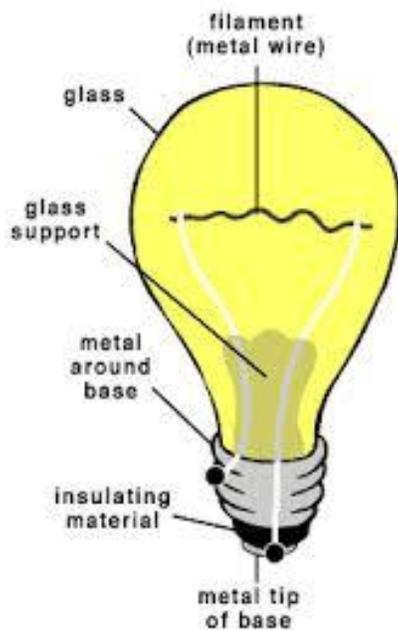
Draw the foliage in the tree as shown in the handout and title it Purity

- f. Close this part of the session by taking them through the concepts again and the relationship between the Need, Privileges, Power and Purity. Ask if there are any questions.
- g. Share that the key to making change is to question the stories that exist vis a vis various identities

4. Information Application:

- a. Set up the activity
 - Ask the participants to sit in a circle facing you
 - Take a bulb and hold it by the holder at a height (the glass portion of the bulb has to be facing the ground)
 - Make sure that there is enough space between the bulb and the participants and that you are not doing the activity in the middle of a room. This is to ensure that if the bulb breaks the participants are not harmed.
- b. Ask the participants “Will the bulb break if I release it?” The most likely answer will be yes.
 - The participants may ask you questions like: Will there be any pillows or something on the ground, Will you catch the bulb before it hits the ground?
 - Answer that you will not catch the bulb and that there will be no cushioning between the bulb and the ground.
 - Make sure that majority participants feel that the bulb will break. If there are participants who feel it won’t break ask for why they feel so. Answer any other questions that they may have.
- c. Release the bulb in such a way that the bottom of the bulb (the metallic part) hits the ground first. Ensure that the metal tip at the base is the vertically above the ground (see diagram below). The bulb won’t break.

Facilitator Notes: *Practice doing this activity 2-3 times before you actually do it in front of the participants so that you know how to drop the bulb. In case that the bulb still breaks, smile and take another bulb and say let us try again. Keep a few bulbs in hand for this activity.*



- d. Ask the participants "You all thought that the bulb will break. Yet it's intact. How is it so?"
 - Give the participants a few minutes to respond. Possible responses include - you dropped it on the metallic side first, coincidence
- e. Explain that many times because of our experiences, we believe that certain things have to be true. So because we have always seen glass break, or may have seen bulb break, we believe that if someone drops a bulb from height it is bound to break. We do not consider a situation where it will not break.

Since we have always heard a story told to us by our community or elders we believe it to be always true, without realizing that there could be another side to it. Therefore, the first step to understand the truth behind a story is to realize that there is more to the story than meets the eye. To do this, we need to ask questions to understand the whole story.

Ask participants to share what questions they could ask in order to understand the story more fully. List these questions on a flip chart and if they have not already come up then suggest the following questions:

- What part of the story is unarguably true?

- What is not in the plot? i.e. what is missing from the story that you have told me?
- Why is this story being told to me?
- Do I buy this story?
- f. Tell the participants that the result of not questioning the stories being told to us is that we create stereotypes about different identities and communities, and perpetuate discrimination and exclusion through this. Thus if we want to build a more socially cohesive and inclusive society we need to break our own stereotypes and facilitate the young people we work with to do the same. Share that in the next part of the session, this is what we will try and do.
- g. Facilitator to do a role play along with a participant. Facilitator and the partner write down a statement that they believe is true for all people belonging to a particular group or community. These statements could be based on gender, religion, region, language, ethnic group. E.g. ‘Dark women are not beautiful’, ‘All Muslims are violent’
 - Both facilitator and the partner take turns to share the statements that they have written.
 - After that both the facilitator and the partner would need to argue against her/his own statement, by identifying counter arguments and examples that refute this stereotype. They could use the questions discussed above to build their arguments
- h. Now divide the participants into triads. On similar lines to the role play done, ask each participant to write down a statement/ identity/ story that they believe is true for all people belonging to a particular group or community. These statements could be based on gender, religion, region, language, ethnic group or culture. Instruct them to take up each person’s statement in turns, and for the person who’s statement is being discussed to argue against their own statement, and the other two in the group to defend the statement. Allow 15 minutes for this activity i.e. 5 minutes for each statement
- i. Ask everyone come back in the large circle and collect responses related to how easy/difficult it was for them to argue against their own stereotypes. And what impact this exercise has had on the stories they held about various groups
- j. Highlight the fact that each individual is unique irrespective of the community or group s/he belongs to.

5. Real World Connection

- a. Think about your programme and analyse it through the lens of discrimination
- b. Identify two affirmative actions that you can make with your youth group to make it more inclusive

Hand out: The Anatomy of Exclusion

Discrimination is not merely a social Construct – there is also a psychological element to it.

NEEDS

Every morning, a familiar scene in the metro stations: the mayhem that takes place in the queue while commuters try to board the train. Jumping the queue is more the norm than exception. The origin of this behavior may be rooted in the human psychology of having some privilege over other in getting their needs fulfilled.

PRIVILEGE AND POWER

Any form of discrimination originates from the desire to have a competitive edge over the other in pursuit of fulfilling a set of needs. Though the nature of these needs have changed with the progress of civilization, the resources to fulfill them have always remained scarce. The needs include both material to the non-material ones. Much more so with the population explosion in the modern era to ensure access and control over the limited resources, individuals and groups and fortify certain privileges that ensured that their needs are fulfilled without having to fight each time for them. From the days of the hunting gathering communities, the ones who were in the lead ensured that they got their share before the others got their share. And the system continues till date. For example in gender situation where the male member of the family who is considered to be the bread winner still gets the best service available in the house hold, is considered superior, has the control to take decisions .

So, we have established that needs give rise to a desire for privileges which are a means of fulfilling our needs ahead of others.

The psychological requirement to fulfill one's own needs, secure our privileges and that of the immediate clan, made it important to create a process which would allow the "right" set of people to take decision on the control of the privileges. Thus, the need for grabbing **Power** in our hands arose. In fact, a lack of re-distribution of resources to ensure equity etc. happens because of this power to accumulate and exploit. Without having to fight every time for scarce resources, we could influence decisions that went in our favor. Political, cultural and economic powers are the common forms in which it manifests itself.

THE NEED FOR PURITY

As the groups started protecting their privileges using the power at hand, they began to realize that power was an ephemeral thing. It was not easy to keep power for long, as others woke up to their rights and began to wrest power to themselves

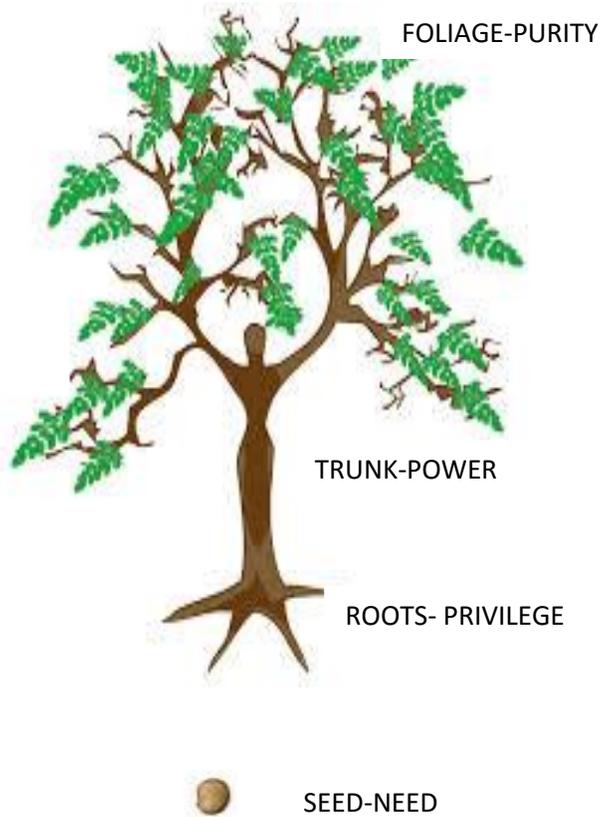
Just holding this power was not enough. This power had to be safe guarded from other groups and clans, *it was important to ensure its perpetuity across generations*. Therefore, a deeper psychological process needed to be attached to power to ensure that it does not pass into the hands of 'others'.

So, social and cultural structures had to be invented to facilitate this need of perpetuating power. Thus, arose stories and myths about **Purity**. Colour of skin, types of professions, right down to genetic reasons were involved in a bid to create long lasting eras of power by certain groups.

This can only be managed by putting some restrictions on social interaction processes between and among groups of people. The concept of purity led to rules being laid down to define 'pure' practices of social interaction including practices of food, rituals, sex and work. Purity of the social actions defined in some way the boundaries of sharing of privileges and power on one hand and on the other ensured that the sanctity of the decisions remained with the chosen few. Physical separation thus became a dominant narrative of discrimination.

And while the practices were restricted among a few group, gradually each group of people (especially with respect to various ethno-religious identities of the Sri Lankan people) defined what is pure and impure for that group.

The above can be explained through the framework of the **Exclusion Tree**



1. Our Needs : Lead to a fight for limited resources
2. Privilege : Means of fulfilling our needs ahead of others
3. Power : Acquiring the ability to take decisions for ourselves AND others and thus obtain privileges
4. Purity: Reconstructing the social stories and myths to help maintain and perpetuate a favourable power structure.

Let us understand the Exclusion Tree by an example, we are all familiar with Hitler's Germany. The seed was a hugely unemployed workforce looking for jobs (unemployment was as high as 30% in pockets). Hitler and the Nazis asserted that the Jews were responsible for this state as they had usurped the privileges and gained huge economic power. The Nazi party came to power and took the unprecedented decision of ethnic cleansing – removing the Jews from German society altogether. To perpetuate their ability to keep sending the Jews to camps and the gas chambers, the story of purity of the Aryan Race was extremely helpful. Thus Hitler tried to build this obnoxious Tree of Exclusion but fortunately the tree was short-lived and came crashing down in World War II.

How can we intervene?

This Exclusion tree thrives on our acceptance and conformity. They are the water and fertilizer respectively that nourish this tree of hate. At each stage of the growth of the tree some group is excluded. Freedom/Liberty, equality, justice, fraternity, unity and integrity are enshrined in our constitution and we need to continuously look at our own needs that are creating a trajectory that takes us and the country away from living the espoused values enshrined in our constitution.

We believe **Inclusion is the Antidote** that will uproot the divisive tree.

Privilege— Privileges are always in the hands of few due to various reasons. We need to inspire our ability to Share. This would require deep self-awareness and mindset change.

Power— To deconstruct the discrimination based power, we can ensure **inclusive decision making** processes across the country and within our own programmes. We can also protest and demand for our rights through the legal and advocacy route.

Purity— For breaking the perpetuity structure built on myth making we need to rescript our own stories and co-create a psycho-social and socio-cultural understanding based on an inclusive narrative.

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1. Anatomy of Discrimination: designed by Pravah and ComMutiny- The Youth Collective in partnership with Christian Aid, PACS
2. Identity Session: Adapted by Pravah from session designed for The Kabir Project and ComMutiny the Youth Collective for Kabir ki Khoj

2.6. Applying the Learnings on the Performance Challenge

Why should you use this session?

This session will help youth workers to consolidate their learnings from all the sessions conducted in this module so far. This will be an opportunity for them to review the action plan they developed in Session 2.3: Envisioning the plan that will help address the performance challenge, in the context of the learning from the sessions on Identity and Discrimination (Sessions 2.4 and 2.5)

What can participants hope to gain out of the session?

At the end of this session, participants would have been able to fine-tune their plan to address their performance challenge.

Time required:

3 hours

How should you run this session?

Facilitator Notes: *This session will not follow the Walker’s Cycle on session design.*

- 1. Ask participants to revisit the plan to address their performance challenge that they put together in Session 2.3, in the light of the inputs around Identity and Discrimination that were given in Sessions 2.4 and 2.5.*
- 2. Give them some time to work on their templates and discuss them with the partners they were working with. Tell them to prepare presentations to share with the other participants*
- 3. Break them up into small groups of six participants each and ask them to present their analysis and plans to others in the smaller groups. Each person should get 15 minutes for their presentations and 15 minutes for feedback from the rest.*
- 4. Once this is done, give them time to finalize their plans with the new inputs they have received.*
- 5.** *Close this session by responding to any queries that participants may have. Tell them that the next step for them would be to apply this plan in their programmes. Remind them to put in place a review mechanism so that they are able to evaluate the progress and make further changes to the plan as needed.*

2.7 Youth Led Research for Change

Why should you use this session?

Research is evidence. It is also empowerment. **Research** comprises creative and analytical work undertaken on a systematic basis in order to increase our understanding of an issue, and also, for our purposes here, using that understanding to change our circumstances. So we are talking here not about research for the sake of it, but about research for action, and change. The right kinds of quality research at community level, or any other level, can help young people convince decision-makers of the urgency or gravity of an issue young people face through quantitative (numbers) and qualitative (descriptive, analytical) information and knowledge. In this section, we are mostly focusing on small-scale, community research by young people.

Youth-led research is when young people (supported by adults) take decisions on the topic of research, the objectives of the research, take decision on data collection tools, the way they collect and analyze data, and the way they present data for social change. This helps young people determine issues of importance to them and their community. With the guidance and support provided by adults, youth are able to bring forth unique perspectives and skills to identify and address these problems. The research becomes richer this way because each step is rooted in the experiences and perspectives of young people on issues that affect their lives.

Youth-led research also allows young respondents to feel more comfortable with researchers who themselves are young people. This way, young people may gather information from other young people that may never have been revealed to adults. They then learn to build innovative, youth-centric understandings about existing social conditions and identify points of taking action to change the status quo.

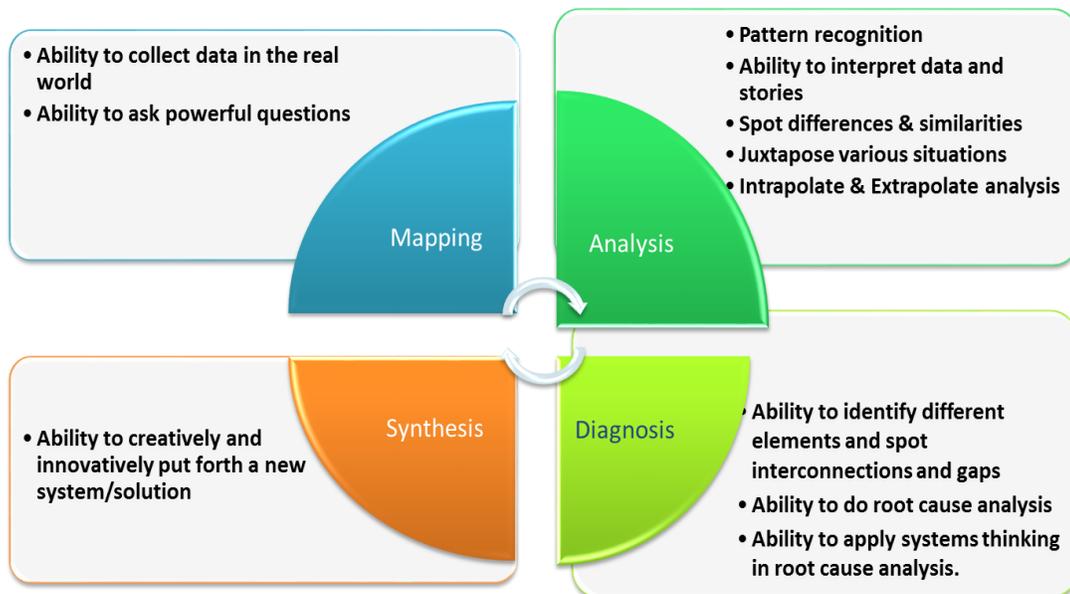
For collectives of young people, engaging in youth-led research for change can

- Increasing their positive curiosity,
- Increase their fact-gathering and analytical skills,
- increase their confidence in engaging with decision makers in their communities,
- Enable them to see themselves, and be seen by others, as agents of change,
- Will prompt young people to value the importance of evidence for determining causes and consequences of issues, and understand the dangers of assumptions and bias where there is a lack of evidence. A sample case study is shared in the Annexure I.

This session will help you take young people through a simplified, de-mystified research process. Youth-led research can be conducted at different times for different purposes such as when understanding community needs initially for their own information, or later on, when the youth members are more consolidated, and feel that they are in a better position to engage with decision-makers.

The tools below can be used in a process to reach out to decision-makers with a rationale for why change is needed. You have to have some level of knowledge of research in addition to the simplified inputs below, to support youth-led research. It may also be important to obtain the support of an experienced, youth-friendly researcher to volunteer to implement this session.

As a youth worker, you will work with young people to develop their abilities as given in the diagram below:



What can participants hope to gain from the session?

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

- Apply the competencies of Mapping, Analysis, Diagnosis and Synthesis (M.A.D.S) to an issue
- Develop a plan with young people for using this research tool to bring about a change through evidence based action.

Time required:

4 hours

Resources:

A-4 sheets, pens, flip chart, coloured sheets, chart papers, markers, one copy of each of the Annexures for each participant

How do you run the session?

1. Mind Jog:

- a. Ask someone to be the volunteer. Request the person who volunteers to leave the room for some time.
- b. Have the rest of the participants get themselves into a human knot. Tell them they have to do this by standing in a circle, holding each other's hands and then tie themselves into a human knot by stepping over and ducking under each other's arms.

Tell them that under no condition are they allowed to leave each other's hands.

- c. Once the knot is formed, the volunteer is asked to come back to the room, and is given the following instructions

You have to untangle the participants and bring them back into a circle. You can neither touch nor hold any participant, and nor is anyone allowed to leave each other's hand. You can only give verbal instructions to the participants to move about and untangle themselves in such a way that they come back into their original circle.

- d. The rest of the participants are asked to just follow the volunteer's instructions and not try to untangle themselves.
- e. If the volunteer is unable to untie the human knot, ask the participants to untangle themselves, remembering to keep on holding each other's hand.
- f. Ask participants why they were able to do it easily while the volunteer was unable to. Explain, that this shows how sometimes an "outsider" (in this activity the volunteer was the outsider) cannot solve a problem as well as those who are directly involved in it. Hence if there is an issue or problem which concerns us we should be the one taking the ownership of taking action to resolve it.

Facilitator Notes: *In case the volunteer gets the participants to unknot themselves smoothly, explain that sometimes a person who is not involved in a problem can see the situation more*

clearly than those who are deeply involved. So asking for their support can sometimes help us resolve issues effectively.

2. Personal Connection:

- a. Explain the purpose of the session to the participants – i.e. the need to be involved in decisions that affect their lives to implement solutions that are relevant and responsive to their needs. From here, begin a discussion about research, the need to de-mystify the concept.
- b. Give each participant the Research Issue Identification matrix below, and ask them to think about the top five community issues that they relate to and affect them personally that they would like to research on. Remind them constantly that once they have gathered this data, that the intention is that they take action to change a circumstance for themselves.
- c. Next, work with them to score the issues on a scale of 5 (highest priority) to 1 (lowest priority) for the six criteria given in the matrix: Need, urgency, numbers benefited, impact, ease. For example, a playground may be seen as a great need by young people, but they may not consider it urgent Or, diseases may be seen as urgent, but not impacting as many as those impacted by the lack of water, and so on (See the sample matrix given below).
- d. Ask participants to add up the totals in the next column, and rank the issues as 1 to 5 (with 1 being given to the issue with the highest total, 2 to the one with the second highest and so on) (See the column in pink in the sample matrix).
- e. Get the participants to individually share their ranking on the issues and get into smaller groups with others who have ranked the same issue as #1. This will be the issue that they will be working on. Ensure that each group has a maximum of four-five people. There can be more than one group working on the same issue. In case there are some issues that only 1-2 people have ranked as # 1, encourage these participants to join one of the other groups which is working on the issue they may have ranked as #2 or #3.

Research Issue identification Matrix : A Sample¹⁷

Issue	Need	Urgency	Numbers Benefitted	Impact	Ease	TOTAL	RANKING
Water	5	5	5	4	3	22	2
Sanitation	5	5	5	5	3	23	1
Education	4	4	5	3	3	19	4
Playground	3	2	2	3	4	14	5
Livelihood	5	5	3	4	3	20	3

3. Information Exchange:

- a. Tell the participants that now we will develop a deeper understanding of research methodologies and tools. This will be done through group work. Each of the groups will be given a different task to work on. They will get half an hour to discuss the responses amongst themselves and then make a presentation to the larger group.
- b. Given below are the tasks for each of the groups. You can give more than one group the same task.

Task # 1

You have been invited by a representative of your local government to give your recommendations on what needs to be done regarding the issue that your group has decided to work on. They would like you to bring in clear evidence to substantiate your recommendations. Please share what you will need to do before you go for your meeting.

Possible responses could include:

- Build a deeper understanding of the issue by reading more about it as well as the current policies and programmes in place

¹⁷This weighted ranking tool is a version created by Dhruva, the consultancy wing of the Concerned for Working Children, Bangalore, India. CYP Asia thanks Dhruva for permission to reproduce the tool.

- Develop a hypothesis about the problem to be studied and based on this develop objectives
- Make a list of the various people who are impacted by it/ or are impacting the issue by their actions/ decisions
- Create a list of questions to get information from various stakeholders
- Collect data from the various stakeholders, and through studying available information
- Analyse the information gathered
- Prepare recommendations

Task # 2:

You have been asked to collect data on the needs and priorities of young people on issue that your group has decided to work on. Please share the sources available to you, the methods you could use to collect the data as well as describe some of the tools you could possibly use.

Possible responses could include:

- Studying available information and data about the issue through reading books and the internet
 - List the various stakeholders from whom data is to be collected
 - Decide how many people from each group need to be interviewed
 - Identify areas of inquiry for each group, and based on this and the number of people to be interviewed, decide how to collect the data/ information
 - Develop the research tools
- c. After each of the groups have completed their tasks, ask them to make a presentation to the larger group. Invite all the groups who worked on Task # 1 first. As they are presenting, note down their steps by classifying them into the four broad steps of Mapping, Analysis, Diagnosis and Synthesis. Share with them the acronym MADS as a way to remember this framework. Add value to their presentations through your own knowledge in this area.
- d. Invite the groups who were to do Task # 2 to make their presentations. As they are presenting classify their responses such that the following is understood by all
- There are various kinds of methodologies that can be used to collect data. These include
 - Secondary research i.e. through existing published information
 - Primary research i.e. where researchers directly collect data either through observation or directly from various stakeholders
 - For primary research, the following are the main data collection methods:

- Quantitative studies through large and small sample surveys
 - Qualitative research: which includes in depth interviews, focus group discussions, community mapping and transect walk
 - Mixed method – which includes a combination of quantitative and qualitative methods
- There are various tools that can be used to collect data. These include:
- Quantitative tools:
- Structured questionnaires with close ended questions
 - Semi-structured questionnaires which include a mix of close and open ended questions
- Qualitative tools:
- Discussion guidelines which have an indicative list of questions that the researcher will ask the respondents.
 - Observation sheets in which to record data collected through community mapping and transect walks

Facilitator Notes: See Annexure 2 for the more details about the MADS framework and the research methodologies and tools

4. Information Application:

- a. Based on this information, ask each group to develop a research plan for their issue. You could use the sample template given in Annexure 3 or create your own.
- b. Ask them to think of possible challenges when implementing their plan. Discuss the challenges in the larger group and co-create possible solutions with all.
- c. Give them time to prepare the research tools they will use to collect data

5. Real World Connection :

- a. Based on the time available and the location of the training programme, you could use either of the following options for this part of the session:

Option 1:

Ask participants to implement their research plan, by administering their tools with a sample of their respondents. Give them half a day to do this

Option 2:

Get a commitment from participants to implement their research plans once they return to their work place. Ask participants to identify who they will present the

recommendations to, and develop a strategy for action by young people and stakeholders to implement one of their recommendations

b. In case you use Option 1, do the following:

- Ask them to share their experiences – in terms of celebrations, challenges and learnings, and discuss ways in which to overcome their challenges.
- Give them time to analyse the data collected, and make recommendations for change.

Annexure 1: Stories From The Field A Youth Led Research Experience¹⁸

Root causes and analysis

Chanderketu, a youth club member, shares the members’ experience with research: “We have learnt to look at the root causes behind the issues through research. We have learnt to understand the extent of the issue as well as the real reasons behind it. We have also learnt how to work together with the community and other stakeholders to find solutions to our problems.”

The youth-led research exercises heightened young people’s analytical and reflective skills and took the youth club on yet another new direction, and to newer horizons of change. The two research projects young people undertook showed them the power of evidence and the vast possibilities of evidence-based action in changing their lives.

“We all had common issues”

The youth-led research involved working with young people to look at the pertinent issues in their communities in order to develop a deeper understanding about issues and possible solutions.

During the pilot, the youth club conducted two main research projects

1. Research survey on sanitation issues in Colony No. 5.
2. Research survey on impact of rehabilitation to Dhanas.

Sandeep, a youth club member, shares, “One of the reasons we felt the need to conduct more research on the issues affecting our community was because earlier we thought we were the only ones who felt that we faced problems. For example, I lost my job after we were relocated to Dhanas. We knew other people who were in the same boat. However, when we got people to fill out the survey, we realized exactly how widespread the problem was. Eighty percent of the people surveyed agreed that unemployment was the biggest problem arising out of the relocation. We were able to identify the impact of these problems on the community through research. Earlier, it was all abstract.”

During this process, the youth club also engaged with a number of stakeholders including community leaders and government officials. They used the data collected through the research to advocate with the local authorities for effective resolutions. For example, the youth club shared the data on the impact of relocation with the Municipal Corporation of

¹⁸Share Credit: A practice based guide for youth facilitators – Commonwealth Youth Programme, NYKS and Pravah

Chandigarh. The municipal corporation worked to address these issues by engaging the young people in free skill development courses to increase their employability.

How research changed the members

Sandeep, further, adds “Engaging in research has had a number of benefits not just for the community but also for the youth club, and for me personally. We have gained some recognition in our community now. They understand that we are trying to use our time and energy to do something positive and bring about change. The community members also feel that their voices are being heard and the youth club can help their voices reach the right people. Personally, I have become very comfortable in talking to people and asking the right questions for our work. It is very encouraging and empowering.”

As Sonu, one of the youngest members of the youth club shares, “I feel we can change something now.”

Annexure 2: Research Methodologies and Tools

About the MADS Framework:

Mapping: It is a process through which we seek information about the issue that is being researched. It involves gathering existing data and information, identifying all the key stakeholders, and collecting data through primary research if needed.

Analysis: It is the process of examining and reviewing the data gathered. The aim is to uncover patterns in the data, spot similarities and differences.

Diagnosis: This is the stage where interpretations and inferences are drawn based on the analysis. The purpose of this stage is to examine and investigate the probable causes of a condition or issue, identify the reasons contributing to and impacting the issue, and the connections between them.

Synthesis: This is the stage where recommendations are developed and possible solutions identified. These can then be used to advocate for changes on the ground. It could also inform actions that young people can take themselves to impact the issue.

Understanding Research Methodology

Primary Research: Is data directly gathered from participants of the research study. Data can be gathered using qualitative or quantitative methodologies. A brief overview of these are given below:

Qualitative Research: This is used when the purpose is to gain an understanding of underlying reasons, opinions, and motivations. This kind of research provides deeper insights into the problem. It also helps to develop ideas or hypotheses. Data collection in qualitative research involves either direct interaction with individuals on a one to one basis; or direct interaction with individuals in a group setting.

Quantitative Research: This type of research is undertaken when the data to be collected is easily quantifiable. It focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. It is used to quantify attitudes, opinions, behaviors and other defined variables- which can then be used to generalize results from a larger sample population. Quantitative data collection methods are much more structured than Qualitative data collection methods.

Secondary Research: Involves gathering data and information from existing sources.

An overview of Research Tools

Qualitative Research Tools:

- **Personal interviews:** Interviews are basically used to explore the views, experiences, beliefs and motivations of individual participants. An interview involve direct, face-to-face contact with respondents, and often can generate large amounts of qualitative data. A discussion guideline is prepared by the researcher prior to undertaking the interview. The discussion guideline typically has open-ended questions, as this allows the answer to take whatever form the respondent chooses. The researcher then uses his/her skills to probe into the responses to generate additional and deeper insights.
- **Transect walk:** A transect walk is an observation and interaction form of research where researchers and community members walk through their community, with researchers observing and talking about critical factors in relation to the research focus. Researchers have to listen, observe and ask questions throughout the walk to get as much information as possible. In youth-led research, the researchers themselves are often knowledge bearers in their community. When using this tool, it is important to ensure that different groups of community members such as men, women, persons with disability etc. walk with the young people in the transect walk so that each provides information about their own experiences. An observation sheet should be used for researchers to write down observations and inputs from the community carefully.
- **Community mapping:** Community mapping is a visual form of research where researchers demonstrate the issue in relation to a map of the community. For example, if the research issue is sanitation, the map will indicate the area with sanitation facilities, type of sanitation facilities available, gaps in the available facilities etc. which helps researchers understand the setting in relation to the subject at hand. The transect walk can also help prepare this community map.
- **Focus group discussions (FGD):** FGD is a qualitative research technique consisting of a structured discussion and used to obtain in-depth information from a group of people about a particular topic. A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and

natural discussion amongst themselves. A discussion guide helps the moderator to facilitate the discussions.

Quantitative Research Tools:

- **Questionnaires:**

A questionnaire is a list of questions which can be filled either by a researcher speaking to respondents, or by the respondents themselves. In youth-led research, young people will develop the questions with the support and guidance of a facilitator.

Structured Questionnaire (Closed Ended Questions) - are based predominantly on closed questions which produce data that can be analyzed quantitatively for patterns and trends. It provides little flexibility for respondents to qualify their answers.

A closed question can be answered with either 'Yes' or 'No', by having multiple choice options or ranking.

Semi Structured Questionnaire (Partially Structured Question) – In this a mixed approach is taken. It has both open ended and closed ended questions. In some situations, there are partial list of answer choices to choose from. However, there could be some questions where the questions are kept open so that respondents have the freedom to answer the way like to.

Annexure 3: Research Plan Sample Template

Names of group members:

Issue to be studied:

Research hypothesis:

<p>What do we propose to do? (List the research objectives)</p>	<p>How do we propose to do it? (Explain the research methodologies and describe the tools you will use)</p>
<p>Who will the data be collected from? (Describe the sample for the study – along with the various kinds of stakeholders who will be interviewed, size of the sample, tools that will be used for each stakeholder)</p>	<p>When do we propose to do it? (List the activities to be done and the time lines)</p>

Anticipated challenges:

2.8. Leadership Styles and Inputs on Session Design

Why should you use this session?

This session has a dual purpose. The first is to build skills of youth workers on instructional design with a special focus on session design using the Walker's Cycle. The second is to understand leadership styles and the notion of shared leadership. The leadership styles session is used as a demo to build session design skills, and there is an equal focus on both topics.

Leadership is about inspiring people within a team. Different circumstances demand different kinds of leadership styles.

This session identifies individual leadership styles existing within a group, and how these styles contribute to the dynamics of a group. The assumption here is that each group member is capable of being a leader. A key role of a youth worker is to empower young people to become leaders by encouraging them to take up leadership roles in different scenarios.

This leads us to the notion of shared leadership. This means that people lead together and co-create spaces.

What can participants hope to gain out of the session?

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

- Use the Walker's Cycle for session design
- Identify the three general styles of leadership
- Enumerate the advantages/disadvantages of each style and explain the effects of each style on performing successfully as a group

Time required:

3 hours

Resources:

Three boxes of pins, three packets of straws, flip chart, markers

How do you run the session?

Set up the session:

Let participants know in this session they will learn how to design sessions. This session plan will be built on the steps of the Walker cycle. They need to wear 2 hats for this session. The first as a session designer and the other as a participant.

As participants in the session they will go through each step of the 5 step Walker’s cycle. Tell them that after each step you will stop and get them to wear their Instructional Design(ID) hat and try and understand what happened in that step.

1. Mind Jog:

- a. Ask the participants to form two separate lines in a way that each participant is facing another participant in the other line.
 - Declare that the participants facing each other in the two lines are partners.
 - Ask each participant in one line to perform various actions / body movements.
 - Ask the partners in the facing line to emulate these movements.
 - A few minutes later, ask the line that followed to lead the game and do the same.
- b. Ask the participants which role they like better (leader or follower), and why
- c. Ask them to wear their ID hats and ask them ‘what do you think the activity was about?’
 - i. Potential responses:
 - To keep us awake
 - To energise us
 - ii. Explain that the purpose was to get their mind to focus on the topic of the session – which is Leadership. Since everybody is coming with different thoughts, it is important to get everybody on the same platform quickly. As a trainer it is important to ensure that the participants are mentally present in the class. Such an activity pulls their attention back to what is happening in the class.
 - iii. Such an activity at the beginning of the session is called ‘Mind Jog’. This is the first step in introducing a session. Write MIND JOG on top of a flip chart.

2. **Personal Connection:**

- a. Now tell them to wear their participants' hats
- b. Distribute the questionnaire given below that illustrates the three styles of leadership among the participants. Ask the participants to tick their choices and keep the questionnaire with themselves to be discussed later.
 - i. Your youth group has been asked to present at a youth festival. When it comes to the selection of participants, you
 - a) Consult all the members and then arrive at the decision.
 - b) Ask the members for their opinion and then go ahead with what you want.
 - c) Let the youth group members decide among themselves.
 - ii. You have to go out for a movie and as you are living closest to the movie hall you are asked to buy the tickets. There are 4 movies running- action, comedy, love story, thriller. When it comes to the selection of the movie, you:

Consult all your friends and then arrive at the decision.

- a) Let your friends decide among themselves.
- b) Buy the tickets for the movie you want to see

Facilitator Notes: *Each response refers to the following style of leadership*

1. a) Democratic b) Dictatorial / Autocratic c) Laissez Faire

2. a) Democratic b) Laissez Faire c) Dictatorial / Autocratic

- c. Tell participants' that they now have to wear their ID hats
- iv. Ask them 'What did we just do? What was the purpose of this step?'
- v. Potential Response
 - Got the participants to reflect
 - Assessed ourselves
 - Became more aware of our style
- vi. Tell them that the purpose of this part of the session was to create a 'buy in' to the learning ahead by allowing the participants reflect on their leadership styles. Each one got a chance to look at their own style and has realized their own area of focus in the

coming session. It will help them to pick up information from the remaining session in the area they feel the need to develop.

- vii. In session designing this is called Personal Connection
- viii. Now write PERSONAL CONNECTION in a clockwise direction below and to the right of MIND JOG on the Flip chart sheet

3. Information Exchange:

- a. Tell participants to wear their participant’s hat again as you move to the 3rd step of the Walker’s cycle
- b. Set up of the activity
 - Divide the participants into three equal groups. Select one leader from each group.
 - Take them aside and give them instructions individually, which are clearly written on a piece of paper.
 - Inform each leader that they have to portray the particular style of leadership they have been assigned without informing their group members that they are playing a role. Emphasize to each leader that they should stick to their role.
 - Assign one person as an observer in each group.
 - Provide each observer with a sheet of paper and ask them to track and note all the dynamics that take place within the group.
 - The instructions for each leader is given below:

Instructions for Group Leader I

Your job is to be as much of a dictator as you possibly can. Demonstrate this style of leadership to your group without informing them of what you are doing. Do not accept any suggestions from your group members. Give orders about the planning and construction. The object is to be constructed from your ideas alone.

Instructions for Group Leader II

Your job is to be as much of a laissez – faire (hands off) leader as you possibly can. Demonstrate this style of leadership to your group without informing them of what you are doing. Avoid making any suggestions about how things are to be done or what is to be done or who is to do it. Let every group member do whatever s/he wants. The object is to be constructed entirely from their ideas.

Instructions for Group Leader III

Your job is to be as much of a democratic leader as you possibly can. Demonstrate this style of leadership to your group without informing them of what you are doing. When a suggestion is made by you or a group member, ask to see how many of the members

- c. Conduct the activity
 - Provide each group with a packet of straws and a box of pins and ask them to make a structure using these materials within 10-15 mins
 - Share that their structure will be judged on three criteria, Strength, Beauty and Height
 - Share that a leader has been appointed for each group. The members will have to follow the instructions given by him/ her, even if they do not agree with these.
 - At the end of 10-15 mins ask the groups to stop working and put their structures up for display.
 - Ask the participants to observe all the structures well in order to judge them.
 - After 2-3 minutes, ask them to get ready to judge the structures and lay the following rules down:
 - You will judge the structures on three criteria, visa Strength, Beauty and Height
 - To vote you will close your eyes and think which groups structure is the most beautiful/ strong/ tall i.e. Group A, B or C's.
 - When asked, you will have to raise your hand for the group of your choice.
 - You will vote only for one group for every criterion.
 - Note the number of votes down on the scoreboard for each group (see the matrix for keeping score below)

The matrix for keeping score

CRITERION	GROUP I (Number of votes)	GROUP II (Number of votes)	GROUP III (Number of votes)
Beauty			
Strength			

Height			
TOTAL			

- Announce the winning group (the one with maximum overall votes) and ask for a round of applause for them.
- d. Processing the game
 - Ask each participant how / what he/ she felt during the activity
 - Ask each participant to share what it was like to follow their leader and what behaviour traits did they think the leader displayed
 - As they are sharing, write the traits of each kind of leader under three separate columns on the board
 - Ask each observer to share his/ her observations
 - Ask each leader how he/ she felt while leading the group.
 - For each of the three leadership styles, discuss with the groups based on their experience during the game, what bearing they thought the leadership styles had on group functioning and the completion of the task within the specified time period.
 - Ask the group that finished the task first, what facilitated it.
 - Ask the group that got the highest total votes, why they felt they got the highest.
 - Share with the group that the leaders behaved the way they did because they were assigned particular roles. Ask the leaders to read out the instructions that they had received.
- e. Tell participants to now wear their ID hat
 - Ask them 'What did we do just now in this step? What did we accomplish?'
 - Potential responses
 - We played a game
 - Worked together, exchanged information and experiences to create a structure.
 - Explain that this is the third step in designing an effective session. We just exchanged information by playing a game and gathering information and analysis of participants from the game

- This step in session designing is called **INFORMATION EXCHANGE**
- Write INFORMATION EXCHANGE in a clock wise direction below and slightly to the left of PERSONAL CONNECTION on the flip chart

4. Information Application:

- a. Tell participants to wear their participant hats again as we move to the 4th step of Walker’s cycle.
- b. Introduce the three leadership styles of Democratic Leader, Laissez Faire Leader and Autocratic Leader, and title the three columns that you had made in the previous part of the session where you had put down the various behavioural traits of the three kinds of leaders
- c. Facilitate the discussion further along the following lines:
 - What could be the effects of each type of leadership style?
 - What are the advantages and disadvantages of each styles?
 - How do team members feel under each of the leadership styles?
 - What happens to the task under each of the styles?
 - Lead the discussion to the fact that a democratic style works best, because it helps the task get accomplished and take care of people’s feelings as well
- d. Share real life (may also be historical) examples of different styles of leadership.
- e. Ask the participants to narrate their own experiences with different styles of leadership.
- f. Provide some of your examples. Ensure that you use some examples related to their own lives as well as to society at large
- g. Introduce the idea of a shared leadership style. Share that the democratic style is closest to this, but there needs to be a few added elements, because in a typical democracy, the majority decision holds. Instead of this, one should arrive at the process of ownership and consensus building. Lead a discussion on what can be done to build consensus and get everyone own a decision fully.
- h. Ask participants to put on their ID hats
 - Ask them ‘What did we just do?’
 - Potential response:
 - We learnt about different styles of leadership

- We got to know about the most effective style of leadership
- We shared our own experiences and what could we do better
- Explain that this is the 4th step in the session flow cycle. It is called INFORMATION APPLICATION where we apply the concepts learnt to areas beyond the game. Write Information Application moving clockwise to the left and slightly above INFORMATION EXCHANGE on the flip chart.

5. Real World Connection:

- a. Ask the participants to wear the participant's hat again as you move into the final step of the Walker's Cycle.
 - b. Ask them to read out the choices that they made in the questionnaire (in the Personal Connection stage) and identify their own style of leadership.
 - c. Facilitate a further discussion following the guidelines below:
 - How do the participants perceive their own styles of leadership/
 - How do they feel when led by different leadership styles?
 - What are the key takeaways from the session, which they can use in their lives?
 - d. Tell them to reflect on their leadership of their youth groups and what changes they would like to make based on what they learnt from this session. Wrap the session once you feel that the participants have gained an understanding about leadership styles as well as an idea about their preferred style of leadership
 - e. Tell them to wear the ID hat on again and ask them 'what did we just do?'
- Potential responses
 - We put down our takeaways
 - Made a plan for how we could incorporate the learnings from this session into our lives
 - Share that this is the last step in the session designing which is called REAL WORLD CONNECT. Write this on the flip chart to complete the Walker's Cycle.
 - Explain that while learning about Leadership Styles we have also learnt how to design an effective and interesting learning session
 - We used the Walker's cycle named after the person who designed it: Donna E. Walker

- It has five steps beginning with Mind Jog, Personal Connection, Information Exchange, Information Application, Real World Connection.
- f. To conclude let's look at each step again.

Mind Jog:

- Mind jog is used to attract attention of the participants
- It makes participants comfortable with each other and with the topic.
- Also it begins the session on a positive note.
- It arouses curiosity of the learner and creates interest.
- This purpose is generally brought about by brainteasers, stories, icebreakers
- Mind jog should be short and crisp
- It should be connected to the topic and easy to do.

Personal Connection:

- Personal Connection attempts at making the session personally relevant to the learner.
- It brings out the 'what's in it for me?' connection for the learner.
- It creates buy-in and prepares the participants for absorbing new knowledge.
- Mind maps, Role modeling and self-audits are the tools used to make it happen.
- It should be relevant to learner's real world
- It should generate self-reflection with respect to that world.
- It should establish connection to the new knowledge.
- Also it should arouse interest in new knowledge.

Information Exchange:

- The basic purpose of IE is to build confidence about the new knowledge.
- I also work on facilitating information between the participants.
- It works on deducing some key concepts through discussion and presentation.
- It attempts at supplementing the information participants already have.

- The tools that are used in the process are six hats; Brainstorming; Group Assignment; Case study etc.
- In this process the facilitator needs keep away from pure downloading and instead help participants come up with the concepts.
- Allow extensive discussion and learning by themselves.
- Focus on involving participation and refining the learning process.

Information Application:

- The main purpose is to build confidence about the new knowledge through application.
- Applying concepts to reality.
- Also keep on reconfirming the learnings of the previous stages.
- Application adds fresh perspective to the concept.
- This happens by taking real experience without taking real risk.
- The tools that are used at this stage are case study; games; role plays.
- It should be a real life scenario that is drawn from the participants' back ground and experiences.
- Let the participants experience complexity by building lot of variety.
- The activity should be challenging enough and lead to fair evaluation.
- Each participant should have a clear and meaningful role.
- The activity should bring out clearly effective and ineffective behaviours.

Real World Connect:

- The purpose is to elicit personal learning.
- Satisfy the learner that new knowledge will lead to better performance at work.
- Use the learning at the work place.
- It gives an opportunity to 'walk the talk'.
- The tools used in this process are Action plan, examples, case studies etc. The main care that the facilitator need to take is to allow people to do self-reflection and connect it to their reality.

2.9. Understanding Learning Styles

Why should you use this sessions?

We are constantly absorbing information from our surroundings. How we use this continual stream of information to change our daily or long-term behaviour is called “learning”. As individuals, we differ in the way in which we assimilate information and use it to our benefit.

You can use this session to explore and understand your own learning style, and facilitate participants to do the same. Participants can also implement it with the young people they work with/ their team members. Appreciation of learning styles and the need to cater to the many different learning styles of participants of any programme, strengthens the design of programmes that are designed to facilitate learning.

What can participants hope to gain from the session?

At the end of the session, participants will be able to

- Identify their own preferred learning style
- Appreciate the need to cater to different learning styles when designing learning interventions

Time Required:

2 hrs

Resources:

1 pair of chopsticks for each participant, Toffees, 1 copy of the Learning Styles Inventory for each participant, Flip Chart, White Board, Markers (Permanent and White Board)

How do you run the session?

1. Mind Jog

- a. Divide the participants into two groups and ask each group to sit in a circle. Ensure that the space inside the circle is cleared up. Announce ‘Today we will learn to use chopsticks’ and ask ‘How many of you know how to use chopsticks?’
- b. When people raise hands see to it that those who already know are equally divided in both the groups
- c. Distribute one pair of chopsticks to each participant and place a few toffees inside each of the circles.

- d.** Ask somebody who knows how to use the chopsticks to (or yourself) demonstrate how to use the chopsticks
- e.** Start the activity
 - Tell participants to use the chopsticks to pick up the toffees and pass it on from one person to the next only by using the chopsticks.
 - Give them five minutes to practice
 - Allow the participants to discuss among themselves and practice using the chopsticks
 - If they ask for guidance, please do so
 - Observe the process in both the groups from a distance
 - After five minutes ask them to wind up and be ready
- f.** Announce that the next part of the activity is structured as a competition.

The rules are:

- One person in each group will pick up the toffee with their chopsticks and pass it on to the next person and so on
- When it reaches the last person he/she will give the sweet to me
- You will not use anything else but chopsticks and in the style demonstrated earlier
- In case the toffee falls while being passed at any stage in the game, you will need to pick up another toffee and complete the circle
- The first group that is able to pass one toffee around the full circle using only the chopsticks is the winner

Ask them to start the game, and ensure that both the teams follow the rules. Announce the winners and have everyone clap for them. Allow everyone to eat the toffees

- g.** Process the game as follows:

Ask the participants what helped them to learn this skill faster.

Potential responses include

- We learnt from each other
- There was competition
- It was challenging since we had to achieve proficiency in the given time

- The practice round helped

- h. Remind them about the concept of Learning Commandments that we have been developing, and ask them what learning principles they think this game demonstrated. Publish the responses on the flip chart, and then write down the following commandments on the Learning Commandments flip chart

Learning Commandment 5: Use peer learning – teams learn better than individuals

Explain that learning from peers is both faster and easier. Competing in teams enhances performance as individuals feel inspired to learn from each other to achieve their collective goal.

Learning Commandment 6: Learning happens best by doing

Explain that learning is enhanced by doing and practicing.

Learning Commandment 7: Build a win-win, fun, informal atmosphere during learning

Explain that an informal, win-win atmosphere keeps the learner engaged in the processes and inspires him/ her to learn without seeming like a big task. Fun needs to be an integral part of the methodologies used in training, as it creates a positive atmosphere.

2. Personal Connect

1. Hand out a copy of the Learning Styles Inventory (given at the end of this session) to each participant and give the following instructions
 - In the 'The Learning Style Inventory', you will be asked to complete 12 sentences. Each has four endings.
 - Rank the endings for each sentence according to how well you think each one fits with how you would go about learning something new.
 - Using the spaces provided, **rank "4" for the sentence ending that describes how you learn best, down to a "1" for the sentence ending that seems least like the way you learn.**
2. Read out the example from the completed sentence set given in the inventory
 - When I learn:
 - I am happy (4) I am fast (1) I am logical (2) I am careful (3)
 - Remember
 - 4= most like you

3= second most like you

2= third most like you

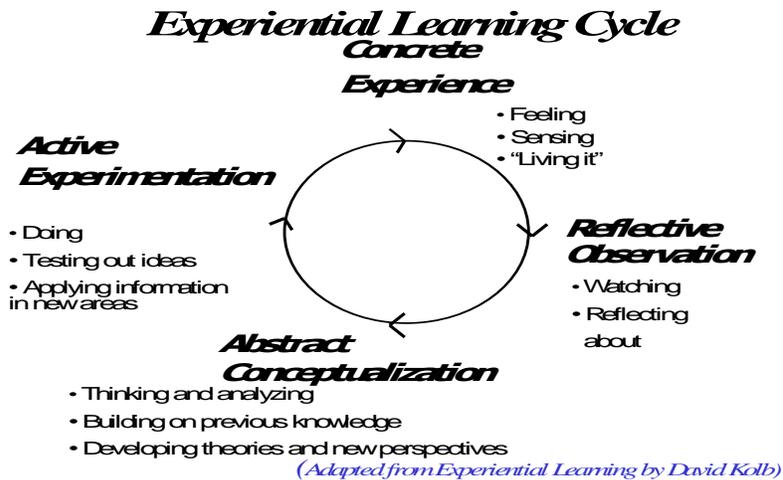
1= least like you

- Remind participants that they are ranking across - not down
- 3. Ask participants to complete the inventory, do the scoring and map their scores on the grid provided. Explain that the shape and placement of their kite will tell them which learning mode they prefer most and which they prefer least

3. Information Exchange

- a. Ask everyone to plot their kites on the board. This helps the group to know each other's learning styles. After this is done, explain the following:
 - The Learning-Style Inventory is a simple way to understand your strengths and weaknesses as a learner
 - It measures how much you use the four different learning modes
- b. For effective learning and for your kite to really fly, it should be balanced and should follow all the styles.

Explain that David Kolb, a well-known learning theorist has developed one of the most robust theories of how people learn. He calls it the experiential learning cycle. According to him there are four steps in learning starting with Concrete experiencing (feeling), Reflective observation (watching), Abstract conceptualizing (thinking) and Active experimentation (doing), as is given in the diagram below. Draw this on the board.



While none of the styles are better than the other and there is no perfect kite

Kolb says that we should learn to use our non-preferred styles to become better, more effective and faster learners.

According to Kolb, learning is equal to change in behavior. This means that if learning remains in the head, it is only knowledge. To become learning it has to travel down through your heart into your feet and you have to do something differently.

4. Information Application:

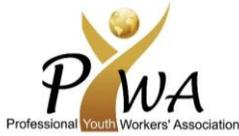
a. Ask participants how this knowledge about learning styles is useful to them as trainers and youth workers. After hearing their responses, add the following if they have not already shared it

- Different people are naturally inclined to learn differently

- In our training and programme designs we should incorporate all the four styles, because participants preferring different styles will be present in the group

5. Real World Connect:

a. Ask participants to write down what steps they will take to balance their kite. Once they have done this, encourage them to talk to others in the group who have a different learning style from them and seek their inputs on what actions they take for their styles.



-
- b. Ask them to reflect on sessions they have designed/ facilitated and using the Walker's cycle and learning styles inputs, tell them to work on re-designing one of the sessions to incorporate these learnings

Learning Style Inventory

The Learning Style Inventory describes the way you learn and how you deal with ideas and day-to-day situations in you life.

We all know that people learn in different ways but this inventory will help you understand what learning style can mean to you. It will help you understand better:

- How you make career choices
- How you solve problems
- How you set goals
- How you manage others
- How you deal with new situations

Instructions

On the next page, you will be asked to complete 12 sentences.

Each has four endings.

Rank the endings for each sentence according to how well you think each one fits with how you would go about learning something new perhaps in your job.

Then, using the spaces provided, **rank “4” for the sentence ending that describes how you learn best down to a “1” for the sentence ending that seems least like the way you learn.**

Example of a completed sentence set:

0. When I learn:

I am happy	4	I am fast	1	I am logical	2	I am careful	3
------------	---	-----------	---	--------------	---	--------------	---

Remember

4= most like you

3= second most like you

2= third most like you

1= least like you

And: You are ranking across not down

No.	Sentence	R	Column 1	R	Column 2	R	Column 3	R	Column 4
1.	When I learn.....		I like to deal with my feelings		I like to watch and listen		I like to think about ideas		I like to be doing things
2.	I learn best when.....		I trust my hunches and feelings		I listen and watch carefully		I rely on logical thinking		I work hard to get things done
3.	When I am learning....		I have strong feelings and reactions		I am quiet and reserved		I tend to reason things out		I am responsible about things
4.	I learn by.....		feeling		watching		thinking		doing
5.	When I learn.....		I am open to new experiences		I look at all sides of issues		I like to analyze things breaking them down into their parts		I like to try things out
6.	When I am learning.....		I am an intuitive person		I am an observing person		I am a logical person		I am an active person
7.	I learn best from.....		Personal relationships		Observation		Rational theories		A chance to try out and practice
8.	When I learn.....		I feel personally involved in things		I take my time before acting		I like ideas and theories		I like to see results from my work

9.	I learn best when.....	I rely on my feelings	I rely on my observations	I rely on my ideas	I can try things out for myself
10.	When I am learning...	I am an accepting person	I am a reserved person	I am a rational person	I am a responsible person
11.	When I learn.....	I get involved	I like to observe	I evaluate things	I like to be active
12.	I learn best when.....	I am receptive and open minded	I am careful	I analyze ideas	I am practical
Total the scores from each column		Column 1	Column 2	Column 3	Column 4

The Cycle of Learning

The four columns that you have just totaled relate to the four stages in the Cycle of Learning from Experience. In this cycle are four learning modes: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC) and Active Experimentation (AE). Enter the total scores from each column:

Column 1 (CE): Column 2(RO): Column 3 (AC): Column 3 (AE):

In the diagram, given at the end of the manual (*Page number 211*), put a dot on each of the lines to correspond with your CE, RO, AC and AE scores. Then connect the dots with a line so that you get a "kite-like shape". The shape and placement of this kite will show you which learning modes you prefer most and which you prefer least.

Module 3: Taking People Along

The emphasis in this module is on building capacities of youth workers to taking different people with diverse goals and value prioritization along and building strong relationships. Developing positive relationships with youth is a key competency of youth workers. This module helps them build skills of active listening, questioning to learn better, and teaches them to demonstrate positive values like empathy and responsibility

Conflicts are a part of our lives and the ability to respond to them positively will enable youth workers to build strong relationships. Participants are facilitated to learn about the conflict positive process and practice it to resolve a personal conflict. The conflict positive process helps them to positively address instead of avoid conflicts. Having internalized this process, they will have the capacity to support the young people they work with to do the same.

Carrying forward the instructional design theme from Module 2, facilitation skills are also taught, as this is key to taking people along when working with groups whether in a training programme or in the real world. The skills of design and facilitation can then be used by youth workers to create sessions and modules for the young people they work with.

3.1. Facilitation Skills

Why should you use this session?

Facilitation is the art of letting group processes play themselves out in a positive, healthy manner towards a certain goal. Youth workers are expected to keep a youth group together with high energy and cohesion and to do this they will need to create an atmosphere which encourages learning, builds trust and inspires everyone to participate fully. This session will enable them to learn facilitation skills, which they will be able to apply in any group situation.

What can you hope to gain out of the session?

At the end of the session, participants will be able to

- Describe the IGNITE competencies for effective facilitation
- Analyse the importance of facilitation for creating 5th Spaces
- Develop a plan for self to strengthen and improve on one's facilitation skills using the IGNITE framework.

Time Required

2 hours

Resources

Copies of the drawings for Round 1 and Round 2 from Annexure 1 (one copy for each pair), Copies of Self Audit on Facilitation Skills (Annexure 2) and Feedback Sheet on Facilitation Competencies (Annexure 3) (one copy of each for each participant), Flip Chart, White Board, Chart papers, Markers (Permanent and White Board)

How do you run the session?

1. Mind Jog:

- a. Ask participants to get into pairs. Explain that there are two roles in each group. 1st is the Doer i.e. the person who is going to make a drawing and 2nd is the Instructor i.e. the person who is going to give instructions to the Doer.
- b. Once the pairs have been formed and roles selected, give further instructions:
 - Please listen to what is the task for each role carefully
 - The Doer and the instructor will sit back-to-back so that they cannot see each other

- Tell the Doer
- You will make the drawing according to the instructions from the instructor
- You cannot communicate with the instructor in any way
- **Tell the Instructor**
- You will be given a drawing
- You will instruct the doer to make it without showing the drawing to him/her
- You will get 90 seconds to complete the exercise

c. Round 1

- Now fold the drawing for Round 1 and give it to all the Instructors
- Make sure the groups are seated in a way that Doers cannot see the drawing from an instructor of another pair. Best arrangement is such that all the doers are facing inside and all the instructors outwards
- Tell the observers to give the drawing to the instructors only when you give them a go ahead

d. Keep your stopwatch ready as you give the signal to start

- Tell them loudly when 15 seconds are left
- Say 'STOP' at the end of 90 seconds
- Ask the Doers to share their drawings with the instructor and discuss what happened between them

e. After a few minutes ask them to share

- What the instructor did that helped the doer draw correctly and what hindered this process.
- Ask the pairs to hold the drawing up as they share
- While they do so cull out the relevant points and note them on the board
- Potential Responses

What Helped:

- Pace was right
- Instructions were specific

- Gave exact location
- Clarity of instructions
- Sequencing was right

What Hindered:

- Mistake in assuming Left-Right is same for both
- Terminology was not understood by the Doer
- No mention of Big Picture
- Could not confirm/talk/ask because of the rule of no communication

f. Now do Round 2

- Now let's do the exercise again
- Explain that the setup is exactly the same. The Doer and Instructor play the same roles, but this time the Doer can ask questions/ seek clarifications from the Instructor
- Tell them to get ready for Round 2
- Conduct the exercise as before right up to the step of each pair sharing how this round was.
- Resultant drawings this time round will be much closer to the original

g. Process the game.

- It is evident that the results in Round 2 were much better. Ask participants why this was so.
- The main difference was that this time you were allowed to communicate.
- The learning is that it is important to involve the other person in the learning experience. The higher the participation better the understanding and therefore learning
- This has an important implication on session design as it means one has to design them in a way that learners get involved in the learning activity

h. Remind them about the Learning Commandments we have been putting together and ask them to share what they think is the learning from this exercise. Collect a few responses and then share the following commandment:

Learning Commandment 8: “Involve the learner in the learning process, making it a two way process”

- Write the commandment on the Learning Commandments flip chart

2. Personal Connection

- a. Ask participants to fill up the inventory - Self Audit on Facilitation Skills, which is attached as Annexure 2.
- b. Tell them there are no right or wrong answers and that these are just different ways of approaching a situation.

3. Information Exchange

- a. Divide the participants into 6 groups
- b. Ask participants to look at the self-audit that they have completed on facilitation style
- c. Tell them to notice that the entire inventory is divided into 6 blocks. Inform them that through the exercise we want to learn from each other’s style by reflecting how we could have handled a situation better

Now in smaller groups ask them to pick up each block for discussion.

- Share with them in smaller groups they need to note down the responses which are similar and also the ones which are unique / different among their group members.
- They, as a group need to give each block a heading, something that in a word describes/groups the questions under it
- While going through the blocks they should also pick one statement in each block which is somewhat challenging for them and that they would like to reinforce their understanding of how to deal with such a situation
- Give them ten minutes to complete the task
- Ask each group to make a presentation. Note down the names given by the groups to the blocks on the board
- Encourage the larger group to come up with their experiences/ solutions to the challenges being shared during the presentation

4. Information Application

- a. After the discussion is over they should generate the following with the participants
 - First block is – ‘I’ i.e. ‘Inspiring the audience’

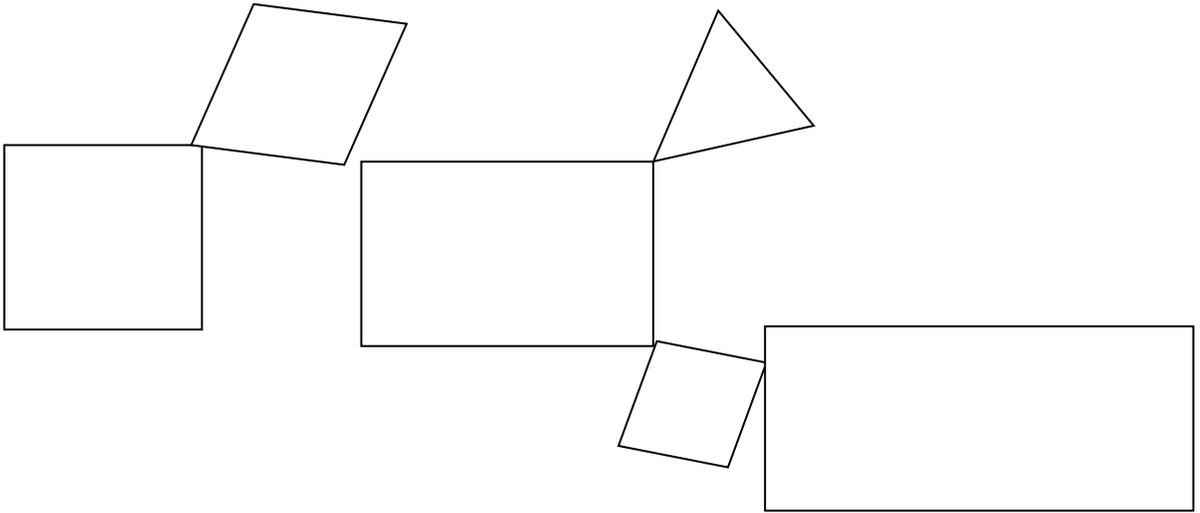
- Second block is 'G' i.e. 'Group Dynamics'
 - Third block is 'N' i.e. 'Not Controlling'
 - Fourth block is 'I' i.e. 'Involving the Participants'
 - Fifth block is 'T' i.e. 'Time Management'
 - Sixth block is 'E' i.e. 'Ensuring Learning'
- b. After the discussion to prepare the model is over, summarize the IGNITE model by taking them through the Rating and Feedback Sheet on Facilitation Competencies which is given in Annexure 3.
- c. Ask participants to rate themselves on facilitation competencies using the Feedback Sheet on Facilitation Competencies along with reasons for the rating. Tell them to describe their challenges when using each competency.

5. Real World Connect

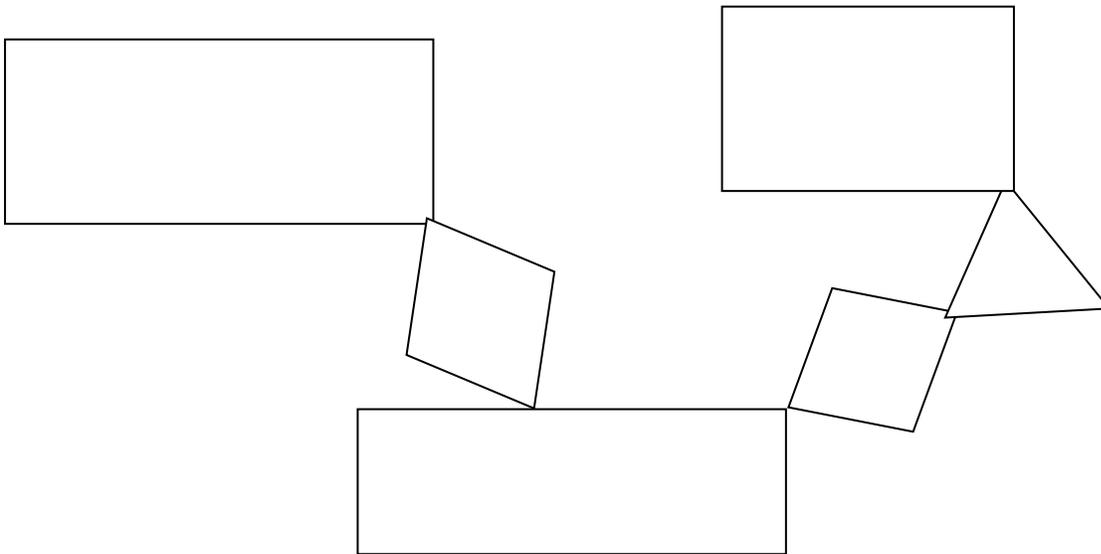
The participants should specify two areas they would like to work on and develop a plan for themselves.

Annexure 1:

ROUND 1



ROUND 2



Annexure 2: Self Audit on Facilitation Skills

Instructions	
Answer the following questions carefully to reflect on your intervention style.	
No.	Question
1.	In order to get the attention of the audience, I usually....
2.	In order to build ownership for learning in participants, I usually....
3.	I make participants realize the relevance of the training session by
4.	In order to generate interest & energize participants, I usually....
5.	When there is a conflict, difference of opinion in the group, I usually.....

6.	When group members are excessively polite and unwilling to confront one another, I usually.....
7.	When there is a group attack on a one individual, I usually.....
8.	When someone in the group becomes upset, I usually.....
9.	When someone comes in late, I usually.....
10	When a discussion is moving towards interesting and relevant areas, though unplanned, I usually.....
11	I let go when.....

12	If somebody in the group challenges me.....
13	When participants ask me for answers, I usually.....
14	When a participant is setting his action plan in a particular area and I have some great ideas that can help him, I usually....
15	In order to involve participants, I normally.....
16	When the group is silent, I usually.....

17	When someone talks too much, I usually.....
18	When an individual in the group is silent for a long period of time, I usually.....
19	In order to check understanding, I normally.....
20	In case the discussions are moving towards irrelevant areas or questions, I usually.....
21	I review my progress vs time allocated to a session.....
22	In case some sessions go beyond the planned time, I usually...

23	Normally my estimates of time to be taken for an exercise / session are.....
24	When starting the day/session, the first thing that I share with the participants is
25	The key points I keep in mind while structuring my session are.....
26	In order to further explain the bullets on slides, I usually....
27	When people are giving points, I usually.....
28	When I end a session or day, I usually.....

Annexure 3:

FEEDBACK SHEET ON FACILITATION COMPETENCIES

Instructions:

- The following is a list of the IGNITE (Involving, Group Dynamics, Not Controlling, Inspiring, Time Optimizing, Effective Learning) competencies required for an effective trainer/facilitator.
- Your feedback is essential in helping the trainers/ facilitators identify areas of self-improvement.
- Rate the training/ facilitation on a scale of 1-10 and explain the reasons with specific and constructive comments for your rating about each competency.

Feedback to:

	Competency (Parameters for rating indicated as a bulleted list for each competency)	Rating (on a scale of 1-10)	Reasons for Rating
1.	Inspiring <ul style="list-style-type: none"> • Showing passion and energy about the subject • Being sincere & authentic • Using 3 T.s principle - Tell them what you're going to tell them, Tell them, Tell them what you just told them • Generating interest and connecting through stories and examples • Using concrete, familiar language that create pictures • Varying tone of voice to show enthusiasm and energy 		

	Competency (Parameters for rating indicated as a bulleted list for each competency)	Rating (on a scale of 1-10)	Reasons for Rating
	<ul style="list-style-type: none"> • Displaying effective non verbal communication (making appropriate facial gestures, free hand/ arm movement, smiling face and sufficient variation in facial expressions, moving around appropriately • Giving honest, sincere answers to participants questions 		
2.	<p>Group Atmosphere</p> <ul style="list-style-type: none"> • Creating an energetic, charged atmosphere for training • Handling differences of opinion and conflicts between participants • Feeling the pulse of participants and uncovering their real apprehensions • Cutting through excessive formality/politeness, creating situations for positive confrontation • Cutting down/ channelizing over participation 		
3.	<p>Not Controlling</p> <ul style="list-style-type: none"> • Being more as a facilitator, rather than a trainer • Speaking with the participants rather than speaking to them • Nudging the program to move in the right direction when needed and letting go • Walking the thin line between process & outcome, between structure and letting it evolve • Not providing answers but allowing them to come out from the participants themselves 		

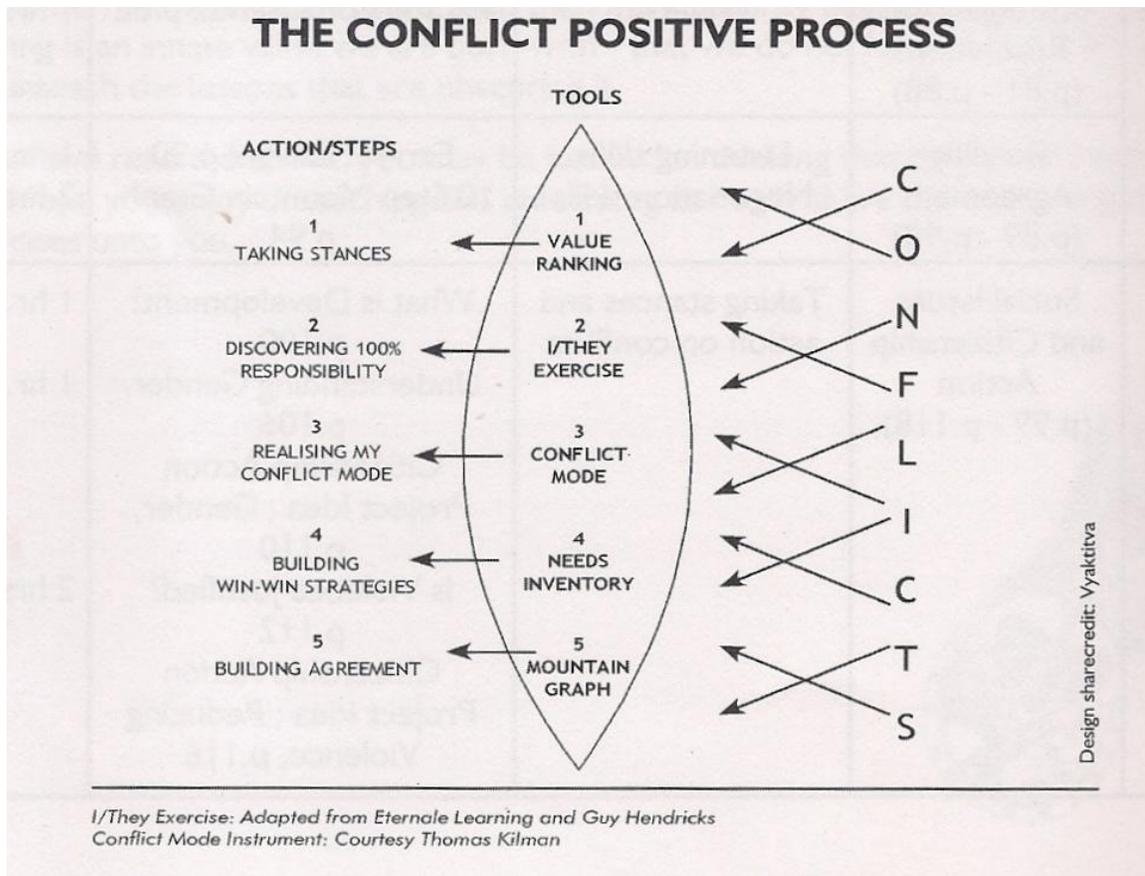
	Competency (Parameters for rating indicated as a bulleted list for each competency)	Rating (on a scale of 1-10)	Reasons for Rating
	<ul style="list-style-type: none"> • Not advising but allowing participants to evolve own solutions, areas of improvement, action plans etc. 		
4.	<p>Involving Participants</p> <ul style="list-style-type: none"> • Getting into the shoes of the audience Inducing/inviting members to participate through questions, answers, opinions, views • Ensuring participants are invited to speak every few mins. • Actively and empathetically listening, asking questions, responding • Checking frequently for understanding through questions • Keeping an eye on the group dynamics – specially the high and low participators • Maintaining eye contact with all participants throughout the session 		
5.	<p>Time Optimizing</p> <ul style="list-style-type: none"> • Managing the session in the planned duration • Cutting short irrelevant questions, discussions • Reviewing schedule every hour • Changing the schedule if necessary • Balancing the flow of discussion & guiding in the direction required 		

	Competency (Parameters for rating indicated as a bulleted list for each competency)	Rating (on a scale of 1-10)	Reasons for Rating
6.	Effective Learning <ul style="list-style-type: none"> • Sharing objectives of the program clearly with participants • Following Session Flow Plan stages viz. Mind jog, Personal connect, Info exchange, Info application, Real world connect • Using examples etc. to explain around the bullet points on slides and not just reading the slides • Influencing and inspiring participants to learn and share learning • Using the board to note participant inputs and key learnings • Meeting shared objectives • Closing session with a quick recap of key learning, soliciting questions and feedback from participants 		
	Overall rating on the facilitation skills		

3.2 Empathy and Values Clarification

Why should you use this session?

Building healthy relationships are the key to taking people along. Conflicts in relationships are inevitable, and they can be detrimental to relationships only if they remain unresolved. A positive resolution can instead lead to a higher status quo. The next few sessions will focus on the Conflict Positive process, which we will help participants recognise and work towards the resolution of their interpersonal conflicts. The youth worker can use the same processes used here to work with and support the young people they work with to understand the process and use it to resolve conflicts positively. A visual representation of this process is given below:



The first step in the Conflict Positive process is to understand the reasons for the different stances that people take in a conflict. These stances are typically because of their value ranking and by understanding this ranking, you will be able to empathise with them. This session will help you build the meta capacity of empathy.

What can participants hope to gain out of session?

At the end of the session, participants will be able to

- Explain that empathy is critical to understanding how the other person is feeling
- Recognize that in order to empathize fully, one needs to understand others values
- Examine the process of prioritizing values that underlie different stances

Time Required

3 hours

Resources

Coins, A-4 Sheets, Pens, Flip Chart, White Board, Chart papers, Markers (Permanent and White Board), charts with the following words written on each of them – the first chart to have the word AGREE, the second one to have the word DISAGREE and the third one to have the word UNCERTAIN. The words have to be written in large letters so that when the charts are put up they are easily visible to all the participants. Place these charts in three different sections of the room before the session starts.

Note to the Facilitator: *Prior to beginning on this session with young people, it would be useful for you to identify your own position with respect to the violence and conflicts that surround you. Reflect how you define and understand conflict. How have you responded to conflict in your personal or public spheres? What are the values important to you which you want to uphold? Are there times that you feel that violence is the only means of resolving a conflict in a "personal" or political space? Have you experienced and used empathy in knowing people better? It might also be useful for your preparation to study at least two role-models who are proponents of non-violence and examine how they dealt with conflict. For example you can read about Martin Luther King, Mahatma Gandhi and Nelson Mandela.*

How do I run the session?

1. Mind Jog

- a. Divide the participants in pairs. Say that one member of the pair has to be called A and the other person will be called B. Ask each pair to decide who will be A and who will be B.
- b. Ask all the A's to go out of the room.
- c. Give the following instructions to members of group A. Your partner has a gold coin.
 - You have to influence your partner to give up that gold coin
 - You can use whatever reason you want to convince your partner to give up his/her coin
- d. While group A is out give the following instructions to the B's
 - You have a gold coin which is a family heirloom and is of special significance to you
 - Your partner will try and ask you for the gold coin
 - You should not give in and give him/her the coin unless s/he understands the importance of the coin for you and the sacrifice it will be to give it up
- e. Ask group A to come in. Ask the partners to sit together. Start the activity. Say that whoever gets the gold coin should stand away from the rest of the group. Give them 5 minutes to do this activity. After the time is over ask the participants to stop and give a big round of applause to the winning participants.
- f. Ask the participants to get back in a circle.
- g. Process the activity by asking the following questions:
 - How did you find the activity?
 - How did the people in group A feel when they had to convince the participants to give the gold coin
 - How did the participants in group B feel
 - What worked for the winning pairs? What made them give up the coin?
 - Take a few responses from various participants.
- h. Explain "We saw from the activity that the gold coin was precious to the people in group B. Only those participants who understood the importance of the gold coin could

convince the others to give that coin. Those participants used a very important skill called empathy. Empathy can be used to influence others”.

We all have experienced empathy in our lives. Let us relook at some of these experiences and see what we can learn from them.

2. Personal Connection

a. Inform the participants that this is an individual activity and that they should refrain from talking with each other.

b. Ask the participants to identify a person with whom they have a conflict currently which they would like to resolve. Tell them that we will be working on this conflict for the next few sessions and in one of the later sessions we will also be sharing them in triads with other participants. So they should take up a conflict which they will be able to share.

Give the participants 10 minutes to think about this and write it down.

3. Information Exchange

- a. Ask the participants to stand in one corner of the room
- b. Give the following instructions
 - I will now say a statement
 - Those of you who agree with the statement stand next to the chart that has the word AGREE on it
 - Those of you who disagree with the statement stand next to the chart that has the word DISAGREE on it
 - Those who are not sure, stand next to the chart which has the word UNCERTAIN
 - You will be given 2 minutes to make up your mind
 - When the 2 minutes are over, I will clap my hands once, and you will need to move to your chosen location.
 - Once you move to your chart you will be given 10 minutes to discuss with others in your group and prepare arguments to justify your stance.
 - You will also have to nominate one person from each group to share this justification with the other groups.

- Ask if they have any questions? If they don't say the statement:

Violence is justified for the right cause

- Give them 2 minutes to make up their minds, clap once and ask them to stand next to the chart that depicts their stance. Share that for the purpose of this exercise, self-defence cannot be used as a reason for supporting violence i.e. for agreeing with the statement.
- After everyone has taken a stance, ask them to now prepare their arguments to justify their stance.

Facilitator Notes: *Make sure all the participants participate in the discussion. Tell them that they should think about all the reasons why they chose a particular stance.*

- c. Ask the person nominated by the first group to share their reasons after 10 minutes. Write down the main points/reasons on a chart paper/board. Inform the other groups that they cannot contest any reasons at this point.
- d. After the first group shares their reasons let the person nominated by the other group make his/her presentation. Write down the main points/reasons on a chart paper/board.
- e. After both groups have shared open the debate to the larger group (anybody who wants to contest someone's opinion can talk). However, ensure that at one time one person is talking.

Facilitator Notes: *When you open the debate to the larger group there is always a chance of creating chaos. If you think that many people are talking at once remind them of their ground rules where they had decided to respect each other's opinion.*

- f. Let both the groups' debate for another 10 minutes and then stop the debate. Write down crucial arguments on the chart paper.
- g. Ask the 'uncertain group' to join any of the other two groups after they have heard all the arguments. Also share that with participants that they can change groups at this point if their stance (agree/ disagree) had changed as a result of the presentations and discussions. Try to have every 'uncertain' member reach a conclusion
- h. Ask each group to refer to the reasons that have been listed on the chart, and identify the values behind their arguments. Share with them that values can be defined as broad preferences concerning appropriate actions. It reflects a person's sense of right or wrong or what ought to be e.g. justice, peace, security, equality etc.
 - Possible values for agreeing with the statement would be: security, justice, peace, freedom, self-respect
 - Possible values for disagreeing with the statement would be: peace, harmony, co-existence, justice, love

4. Information Application

- a. Tell the participants that now they will practice empathy.
- b. Tell each group to ask the other group five questions that will help them understand the other group and the stances better. Give each group time to decide their questions.
- c. Give each group a chance to ask their questions from the other group. Post this, the groups discuss and agree on what they feel are values of the other group and share it with each other. List the values as they are read out and ask the group whose values are being listed to share whether they believe the other group got it right. After both the groups have finished ask them how it felt to make the effort to understand the other group's values. Process the responses to highlight the fact that by focusing on understanding each other's values, rather than just the opposing stances, it becomes easier to empathize with each other.
- d. Ask each group to prioritize the top six values and write it on the board.
- e. Discuss the similarities and differences in the values stated by both the groups.
- f. Share that the same values may be reflected in both groups, but the difference lies in the prioritization.
- g. Explain the following:
 - Values are not right or wrong, they are simply values. Therefore no one can decide which values an individual should prioritize; it depends upon what the individual believes. Similarly one's stance is also never right or wrong, it just shows what the person values most.
 - We know that different people rank values differently which is why the decisions that we take may be different from the decisions that other people take. Conflicts arise because we don't take into account what the value ranking of the person is. Once we understand the values we are able to empathize better.
- h. Explain that there are two types of empathy. Compassionate empathy is governed by the right brain and has authentic feelings for the other. Curious empathy is governed by the left brain and is about being keen to understand the other person to know where they are coming from.

Explain "We can understand the other person by asking questions. Does it mean that we keep asking questions to the other person? No, some questions take you deeper. Questions like why, how, when and what help one understand the person deeper"

5. Real World Connect

- a. Ask participants to rate themselves on a score of 1-10 on the two kinds of empathy.
- b. Ask them to reflect if they feel they have used any of them in their personal conflict and what they will do better. Tell them to write down five questions they will ask the person with whom they have the conflict to understand them better. Tell them to try and use questions that will build both kinds of empathy.
- c. Ask them to write down the values they think the person they have a conflict with are prioritising
- d. Tell them that post the workshop they should go to the person they have a conflict with and ask them these questions.

3.3 Discovering 100% Responsibility

Why should you use this session?

Response- ability is the ability to respond. Between a stimulus and a response there is a gap and you have the ability to choose during that gap. This choice gives you freedom - the freedom to change your response and not be a victim of your circumstance. This session seeks to explain the concept of taking 100% responsibility towards conflict resolution.

This is the second step of the conflict positive process. It encourages participants to look at their identified conflict and analyze how passively or proactively they have engaged with it.

The session further demonstrates that taking responsibility includes inspiring the others in the conflict to also accept their roles in the conflict and its resolution.

What can participants hope to gain out of the session?

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

- Describe the concept of taking 100% responsibility to resolve conflicts in their lives.
- Analyze how much responsibility they are currently taking to resolve these conflicts and articulate how they will take responsibility in the future

Time required:

1.5 hours

Resources:

Candle, Matchbox, Papers, Pens, one copy of the I/They worksheet for each participant, flip chart, markers, sharpened pencils with both ends sharpened heavily (numbers should be enough for half the participants because they will use it as a pair)

How do you run the session?

1. Mind Jog

- a. Ask the participants to stand in one line at one end of the room (you could also mark a line and ask the participants to stand behind it). Place a candle a good distance between the participants.

Tell the participants that the aim of the game is to blow the candle.

- b. Light the candle (make sure that the room is not windy and that the candle doesn't automatically blow).

Say that 'there are so many of you, I am sure if you all blow together as hard as you can, you will be able to collectively do this'. Encourage them to concentrate deeply and try

Give the participants 2 minutes to do this activity. Normally they try for some time and are unable to succeed. Make them feel that by blowing together and hard they will succeed. At some point, typically one person in the group walks up to the candle and blows in out. Try not to allow it to happen in the beginning of the exercise.

Stop the activity after 2 minutes or if earlier if anyone is successful in blowing the candle.

- c. Ask the following questions to process the activity:

- What was happening during the activity?
- Were you able to blow the candle from there?
- How did you feel when you made efforts to blow the candle yet were not successful?
- If someone did get up to blow the candle ask them what made them do it?

- d. Explain that we all wanted to blow the candle and also put efforts to do so, but it was unsuccessful. We felt we had restrictions and so our efforts were wasted. However, if it was our need to blow the candle, it should be our responsibility to navigate things in a way that we are able to achieve the objective. (If someone was successful in blowing the candle use their example of how they did it.)

Facilitator Notes: *Participants need to understand that there exists an issue between them and the candle initially when they cannot blow it out. They look for a solution, and finally blow the candle after taking 100% responsibility for the existing situation (because the candle is inanimate and cannot be blamed!). This is how it should work when there are two parties in an issue. This point should be brought out at the end of the session while processing Information Exchange and Application.*

2. Personal Connection:

- a. Distribute the 'I/They' worksheet (given at the end of the session) to the participants and ask them to complete it for the conflict identified by them in the previous session. Explain the worksheet if needed.

Before they start, inform them they are to fill this worksheet as objectively as possible. Give them 5-7 minutes to complete this task. Ask them to keep the worksheets with themselves carefully for they will be needed again later during the session.

b. Ask a few of them to share their feelings associated with the conflict and the % they have assigned to I and They. The feelings that they share could be anger, sadness, frustration etc. Publish these on a flip chart.

3. Information Exchange:

- a. Ask the participants to form pairs and sit cross-legged on the floor with their backs facing each other and their arms interlocked.
- b. Tell them that they now have to get up together with their arms still interlocked.
- c. Some people will be able to do it easily and others will struggle. Wait till everyone has succeeded.
- d. Once this is done, ask them the following
 - What helped you to stand up easily
 - Why was it difficult

Possible responses include

- It was difficult because my partner was leaning on me/ I was leaning on him/ her
 - It was easy once we realized that the only way to succeed is if we were to stand up together and bear each other's weight equally
- e. Ask if they can relate this exercise to their role and responsibility towards the resolution of their identified conflict. (*Typically participants find the concept of 100% responsibility hard to comprehend and resist it at first*)
 - f. Refer back to the notes on the board related to feelings and ask the following questions:
 - Whose feelings are these?
 - With whom do the responsibility for these feelings lie?

Explain that if these negative feelings are theirs, then addressing them and making an effort towards the resolution of the issue is also their responsibility.

Share that a person feels empowered when s/he takes 100% responsibility and inspires the other to take 100% too. If you take less than 100% responsibility, you'll end up blaming the other person and feel like you are the victim. “Why should I fix it? I didn't mess it up!” or “I've done my part.” These are typical responses of this state and they will not solve the problem and your feelings of depression, sadness, anger and frustration at the situation will continue to hound you. On the other hand if you take up more than 100% responsibility, you will feel burdened and resentful at having taken on more than you share. Your typical response would be “Nobody really appreciates what I'm putting in.”

When you take 100% responsibility, it includes inspiring the other to take on their 100% too, and you move from ‘blaming to claiming’ the problem. Crucial to discovering this concept of responsibility as freedom is the realization that the other person also has to take on 100% responsibility. Responsibility cannot be sliced up like a cake – it is not divisible, rather it is generative.

4. Information Application:

- a. Hand out a pencil sharpened at both ends to a sharp point to each pair that did the exercise in the previous part of the session. They should be so sharp as to hurt a little bit if they press into the skin

Tell them to hold the pencil between their foreheads and walk from one end of the room to the other without letting the pencil drop. But that each person has to take less than 100% responsibility.

Next, ask them to repeat the activity with each person in the pair taking more than 100% responsibility.

Ask them to repeat again with one person taking less than and one person taking more than 100% responsibility.

Finally, ask them to repeat the walk with both people in the pair taking 100% responsibility.

- b. Ask them what happened in each of the various rounds. If they had followed the instructions correctly, the pencil would have fallen each time except in the last round when each of them was taking 100% responsibility.
- c. Reinforce that just as in the activity, we need to take 100% responsibility to resolve issues.

5. Real World Connection:

- a. Tell the participants to refer back to their I/They worksheet (which they filled in the Personal Connection stage of the session) and reassign the percentages of responsibility of each party
- b. Ask them what percentage of the feeling is theirs (typical response is 100%).
- c. Tell the participants that now if they want they can change their responses in their 'I/they worksheet' with reference to the percentage of blame.
- d. Continue the session till it is clarified and agreed among the entire group that in the issue they have identified, each party has to claim 100% responsibility.

Facilitator Notes: *Sometimes 100% Responsibility as a concept is difficult for the participants to grasp and some of them might remain unconvinced even after the discussion. It also may happen that they get defensive and continue to question it. From 'blaming to claiming' is a paradigm shift and some participants might take more time to internalize it.*

Most students find it difficult to comprehend the 2nd and 3rd questions on the I/They worksheet and it is advisable that the facilitator explains these to them with a few examples.

Although in the session 'blaming to claiming' may have been discussed at length conceptually, while ascribing a percentage for blame to their group issue, students may hold the 'other' more responsible for causing as well as resolving the issue.

In many cases it may also be shared (in the discussion after they have filled up the worksheets) that the 'other' initiated the issue or contribute more to the causes, at which point the 'Response-Ability' factor can be discussed as a counter. The facilitator can also share that since the issue still continues, you (the student/participant) can now "choose" to respond differently to it.

In case some participants even after discussions, still ascribe a larger percentage of blame to the 'other', then the facilitator may try to help them by clarifying that the objective of this session is to move beyond the 'blame game' and look at taking responsibility for addressing and finding ways of resolving the issue.

I/They worksheet

Please answer the following for the conflict you are trying to resolve

1. What undesirable feelings does the situation evoke in you e.g. anger, disappointment etc.
2. What factors contributed to the problem and its resolution?

2 a). What are the I factors (actions within your zone of control/influence i.e. what you have done)

2 b). What are the They Factors (actions outside your zone of control/influence i.e. what the other person has done)

3. Who is to blame for the conflict
4. What percentage blame lies with you and what percentage blame lies with the other party? Write the % within the boxes

I

They

3.4. Understanding my conflict mode

Why should you use this session?

This is third step of the Conflict Positive process and the session will help participants to build an understanding around the different modes of handling conflicts namely competition, avoidance, accommodation, compromise and collaboration. The value of a collaborative approach as opposed to other modes is stressed and the participants are encouraged to re-visit their personal conflicts with this perspective.

What can participants hope to gain out of the session?

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

- Describe various behaviors that help/hinder a problem solving process
- Explain different conflict handling modes
- Identify their own mode of handling conflicts

Time required:

2 hours

Resources:

Paper, pen/ pencil, 5 sets of 'Broken Squares' (Instructions for making these Broken Squares are given at the end of the session)

How do you run the session?

1. Mind Jog:

- a. Ask for a volunteer for this exercise. Once the volunteer is selected ask him/her to leave the room

- b. Start the game:

Ask the rest of the participants to stand in a circle and hold hands, and tell them to create a human knot by twisting themselves up. Tell them to make it as complicated as possible.

When the knot is created to the satisfaction of the participants ask the volunteer to come in and give the following instructions:

- You have 2 minutes to untie the knot

- You cannot touch any of the participants but you can to direct them by talking
- The participants need to do what the volunteer asks you to do

Allow the volunteer to try for 2 minutes ask him/her to stop. If s/he is unable to succeed, ask the participants to untie the knot themselves.

Tell them to do it one more time, but this time ask the volunteer to be part of the group.

Facilitator Notes: More often than not the volunteer is not able to untie the knot. However, in the circumstances where the volunteer is able to untie the knot, repeat the activity and ask the participants to do it themselves.

After the end of the game ask the participants to give a big round of applause and ask them to sit in a circle.

- c. Ask the following questions to process the activity:
 - i. How did you feel while doing the activity
 - ii. Which part of the activity was easier and faster (when the volunteer tried to undo the knot or when the participants did it)
 - iii. Why was it easier?
 - d. Explain that it was easier to undo the knot ourselves than ask someone else to untie it because you knew what the problem was. Similarly in life when you face a problem or a conflict you are the right person to resolve it as you would know where the problem lies.

2. Personal Connection:

- a. Ask the participants to reflect on the conflicts they have had and how they have typically responded to them or dealt with them.
- b. Ask them to write their reflections down a piece of paper and share that they will need to refer to them later in the session.

3. Information Exchange

- a. Game set up
 - i. Divide the participants into group of 6 and ask them to sit in small circles

- ii. Distribute a set of 'broken squares' to each group. (Note: please remember that 1 set contains 5 envelopes which has 3 pieces of jumbled sets of 'Broken squares')
 - iii. Give the following instructions to the participants:
 - Your envelope contains three pieces used for making squares
 - The task of your group is to form five squares. You will have 10 minutes for this
 - No member may speak with each other
 - No member may ask another member for a piece or in any way signal that another member is to give him/her a piece.
 - Members may voluntarily give pieces to other members and other members may only take pieces which are handed to them by the others
 - Tell them to open the envelopes only when you tell them to do so
 - iv. Ask for one volunteer from each group and take them aside. Ask them to observe how their respective groups behave as a whole and how each group member behaves while playing the game. Give them one 'observer sheet' each, and ask them to follow the guidelines noted on them while observing
- b. Announce the start of the game
- Ask the group to begin making the squares while keeping their objective in mind.
 - Create excitement in the group by stating the status of each group (in terms of who have made/ not made squares)
 - Build pressure by reporting how many minutes are left.
- i. If you feel that the groups are finding it difficult to make the squares give the following clues periodically
 - The squares will be made of 3 pieces only
 - The squares will have to be made of equal size
 - ii. Sometimes the participants may have made a square of 3 pieces but it may be out of the wrong pieces. If you notice this, let them know it is wrong
 - iii. Stop the game after 10-15 minutes.

Facilitator Notes: *It doesn't matter if all the groups have not been able to make the squares. Ideally you should not extend the time, but if you feel that the group is really close then you can extend the time by 2-3 minutes at the most. Try and extend the time till at least one group succeeds.*

c. Game wrap up and processing

- Ask the participants to give a big round of applause
- Announce which group finished first, second, third (if any)

i. Tell the participants to sit in a semi-circle facing the board and ask following questions to process the game:

- How did you feel while playing the game
- What was your experience of playing the game

ii. Ask the observers to share their experiences about the group activity with regard to participation.

iii. Ask the group which finished first what facilitated the win?

iv. Ask the group which couldn't finish or finished late: what went wrong?

Write down the feelings and behaviors of each group and the reasons behind these on the flip chart. Group them based on the 5 conflict handling modes (refer to annexure 3 for sample board work).

Facilitator Notes: *Do not label the behavior yet. The various styles of conflict handling will emerge from the group's responses.*

Ask the participants to refer to the board work and try and name each set of behaviors. Give the following examples for them to understand:

- **Competing:** hoarding, watching others after completing their own square
- **Avoiding:** giving away all the pieces, not interested
- **Accommodating:** giving away all the pieces without contributing to any solution
- **Collaborating:** sharing pieces, being ready to break correct square
- **Compromising:** giving pieces only to those who give another piece back

Facilitator Notes: *If the participants are not able to name the behavior groups exactly, it is fine. They should be able to understand the meaning of each group.*

Explain "There are five ways in which individuals handle conflict situations. The above game helps us identify the different behavior groups. We can correlate these with our personal reflections of how we handle conflict. Let us now look at each mode in greater depth. Have you heard the story of two cats and a monkey? Let us hear the story"

4. Information Application:

a. Narrate the story of two monkeys and the cat given below:

There were once two hungry monkeys. Each had a little money but neither had very much. "Let us put our money together and get a whole hopper" said one. "Then we can divide it afterwards". That suited the other perfectly, and the hopper was bought that very day

The next question was, who was to divide it. Neither one would quite trust the other. So they started arguing about who should divide the hopper. Finally they agreed to ask the cat to divide the hopper into two equal parts for them. The cat came with his scales in one hand and a big knife in the other. He put a large pair of spectacles on his nose and turned the hopper over and over while he looked at it on all sides. When they saw him do that, both monkeys were sure that they had done well to ask him to help them.

"My friends" said the cat, "I shall try to divide this evenly. Then I shall weigh both pieces and be sure that I am right". "How wise he is", whispered softly to each other while the cat tore the hopper and put the two halves on his scales. One half was heavier than the other.

"That will never do" cried the cat and he took a big bite from the larger piece. Both monkeys gasped, but they did not dare to say anything. This time the other piece was too heavy. "See, you bit off too much", said one monkey. "Ah, that is easily changed," said the cat and again he took a bite. So he went on biting from first one side then other until both pieces became very small.

At last the monkeys could stand it no longer. "Enough!" they cried. "We are satisfied now. Stop! We are satisfied". "But I am not," said the cat, looking sternly over his spectacles. "As I have gone to all this trouble for you, I certainly must be paid. For my fee, I shall take these two little bits of hopper-and small enough my fee is, to be sure" he added, as he stuck one piece into his mouth. With the other piece in his hand, he flapped his tail in the faces of the two monkeys and walked away.

As for the two monkeys, they are still quarreling over who was to blame for calling the cat in to eat the roti.

b. Divide the participants in 5 groups and ask them to re-write the story ending using the different conflict handling modes. Give them 10 minutes to do so. Ask them to share their endings in the larger group.

c. Conclude by saying that the best way to handle conflict is by collaboration; a way in which both parties have something to gain. But collaboration is not easy to achieve. Sometime one needs to confront the other person to achieve collaboration. How do we do that?

5. Real World Connection:

Ask the participants to read out their experiences (from the Personal Connection stage) and correlate this with their roles in the activity. Refer to the conflict that they have chosen to engage with and ask them to think about the following:

- Why has your conflict-handling mode worked or not worked?
- What could you do differently in the future?

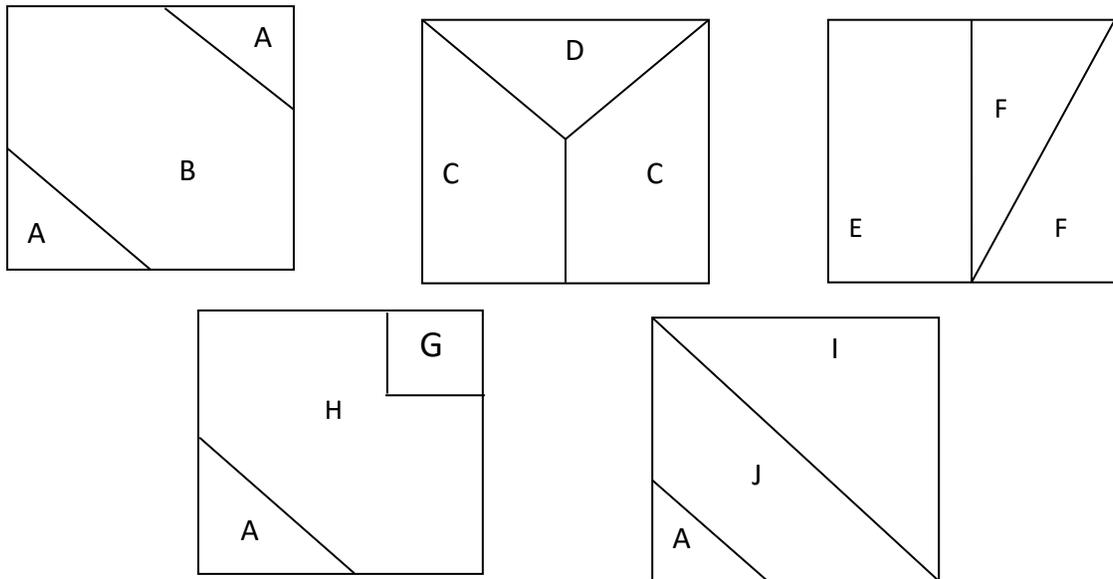
Facilitator Notes:

<i>Tricky situations that could be encountered</i>	<i>Tips to counter the same</i>
<i>The group is not articulate.</i>	<i>Ask pointed questions to the direction you want the group to take.</i>
<i>The observer may not be as neutral as s/he is supposed to be and may get involved in the group’s activities.</i>	<i>Clearly give instructions to the observers and emphasize the importance of being the observers.</i>
<i>The issue of sacrifice can come up when the group shares. Do we look at it as an enhancer of teamwork or detrimental to it?</i>	<i>Be clear that sacrifice always entails one party becoming the ‘martyr’; there is an element of giving with obligations, which does not work in the long run.</i>
<i>Hoarding behavior might come up in the discussion. It is a difficult situation if the participants consider it as an asset.</i>	<i>Point out that hoarding is very individualistic; emphasize the importance of the involvement of individuals within the team; reason how much of the team’s time and heads were used, and that 5 heads are always greater than 1.</i>
<i>There may be confusion about ‘communication’. The team may raise the issue that there was not adequate communication, which impacted their group’s performance negatively.</i>	<i>Agree that communication was definitely restricted in this game and that it was a part of the construct. Then reason that in real life situations too, we face various constraints.</i>
<i>No team is able to make the square.</i>	<i>Give them more hints and time.</i>
<i>Everyone breaks rules, and even then they win.</i>	<i>Ensure strict following of rules. Appoint observers as rule keepers as well. Even then, if a team cheats and wins, then observe that this happens in real life too. However, these teams eventually get under scrutiny and may even get disqualified for cheating. Also that this team does not acquire the ‘skills’ for actually winning, and eventually loses in the long run.</i>

Directions for making a set of Broken Squares

A set of 'Broken Squares' consists of five envelopes with pieces of cardboard cut into different patterns which, when properly arranged, form five squares of equal size.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6". Mark them as below, penciling the letters lightly so they can be erased. Cut each square along the lines into smaller pieces. Note: The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6".



Label the five envelopes 1,2,3,4 and 5. Distribute the cardboard pieces into the five envelopes as follows: Envelope 1 has pieces I, H, E; Envelope 2 has A, A, A, ; Envelope 3 has A, C, J; Envelope 4 has D, F, B; and Envelope 5 has G, F, C.

Erase the penciled letters from each piece and write, instead, the number of the envelope it is in. this makes it easy to return the pieces to the proper envelope for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.

Instruction sheet for the observers/ rule keepers

Your job is to be part rule keeper and part observer.

As a judge, you should ensure that each participant observes the following rules:

- There is to be no talking, pointing, or any other kind of communication between the team members.
- Participants may give pieces directly to other participants but may not take pieces from other members.
- Participants may not place their pieces in the centre for others to take.
- It is permissible for a member to give away all the pieces of his/ her puzzle, even if s/he has already formed a square.

As an observer, look for the following:

- Who is willing to give away pieces of the puzzle?
- Does anyone finish her/ his own puzzle and then withdraw from the group problem-solving?
- Is there anyone who struggles with her / his pieces, yet is unwilling to give any or all of them away?
- How many people are actively engaged in putting the pieces together?
- What is the level of frustration and anxiety in the group?
- Is there any turning point at which the group begins to cooperate?
- Does anyone try to violate the rules by talking or pointing as a means of helping fellow members to solve the problem?

Matching behaviours demonstrated with the conflict handling modes

COLLABORATING	COMPROMISING	AVOIDING	ACCOMODATING	COMPETING
<p>Passing extra pieces.</p> <p>Coordinating.</p> <p>Concentrating on one's own as well as others' pieces.</p> <p>Observing Breaking one's</p> <p>Own square when needed.</p> <p>Clear about the group's goal.</p> <p>Strategizing.</p> <p>Willing to rework.</p> <p>Cooperating.</p> <p>Figuring out who needs help</p>	<p>Sharing pieces because others shared with them.</p>	<p>Waiting for pieces.</p> <p>Waiting for everyone else to finish.</p> <p>Does not know the objective of the game.</p>	<p>Giving away all the pieces.</p> <p>Being dependent.</p> <p>Getting leftovers.</p>	<p>Staying with the pieces.</p> <p>Receiving pieces, but not giving away any.</p> <p>Hoarding (keeping more than one's own share of pieces).</p> <p>Not breaking the square inspite of repeated clues.</p> <p>Watching others after completing own square.</p> <p>Focusing on own goal.</p>

3.5 Developing Win-Win Strategies

Why should you use this session?

The fourth step of the Conflict Positive process is to develop a win-win attitude. This session seeks to explain to participants the concept of win-win in interpersonal, intra- group and inter –group conflicts/ relationships/ interactions, and the role of ‘trust’ in this context. The focus of the session is to demonstrate to participants, that ‘win-win’ is more than an option or a choice. It is also an attitude, which impacts the way we transact relationships at the individual, group and societal levels.

The win-win approach is about changing the conflict from adversarial attack and defense to co-operation. Trust forms a key ingredient in creating win –win solutions. Everyone’s best interests are best served when groups, teams or people collaborate.

What can participants hope to gain out of session?

- Illustrate the concepts of win -win, win-lose and lose-lose.
- Explain the role of trust in interpersonal relationships and in creating collaborative strategies.
- Identify the merits of creating win –win solutions to conflicts

Time Required

2 hours

Resources

White Board, Markers, 3 envelopes with 6 pink and 6 blue slips in each, Needs inventory

How do I run the session?

1. Mind Jog:

- a. Divide the participants into 4-5 groups of 5-6 participants each. Ask each group to form a circle
 - Ask a volunteer from each group to stand in the center of the circle
 - Ask the volunteers to close their eyes and fall freely in any direction without bending their knees
 - Instruct the participants standing in the circles to prevent the volunteer from falling
 - Emphasize that they should be very careful and do this with full concentration.

- b. Begin the game.
- c. Let at least 2-3 participants from each group take turns to perform the trust fall before ending the exercise.
- d. Ask the volunteers who were performing the trust fall if they were facing any difficulty while letting go and falling. Did they believe that the people surrounding them will be able to prevent their fall?
- e. Briefly collect information from a number of people in the circles about what made it easy/ difficult
- f. Close the discussion by talking about how the only way this exercise will work is we are able to trust our group

2. Personal Connection

Ask the participants to think about the conflict situation that they are currently facing with someone and how the lack of trust is affecting it

3. Information Exchange

- a. Game Set up:

Inform the participants that they are going to play a ‘risk taking’ game where the participants will be guilty prisoners and you will be the jailer.

- i. Divide the participants into three equal groups and ask them to sit apart from each other, so that they cannot hear each other’s discussions.
- ii. Ask the groups to name themselves.
- iii. Once the groups settle, give them the following instructions, using the first person and creating the ‘game’ atmosphere:

“You are prisoners in three different cells. You are not allowed to communicate in any way with the prisoners in other cells. I am a jailer, and I will give all of you envelopes with slips of two different colours blue and pink. You have to return only one of these slips to me. I will reward you based on the colour of the slip you return. You will win or not win reward points depending on the colour of the slip you choose to return. The game will be played 5-6 rounds. At the end of each round you will have to give me either one blue or pink slip. You will keep all the other slips hidden with you so that the other groups are not able to see what slip you have given me.

Please discuss within your group in each round, which slip (blue or pink) you want to give me. Your objective is to ‘maximize your rewards’

iv. Share the way the rewards will be given by drawing the following on the board:

	Possibilities	Reward Points	
		Blue Slip	Pink Slip
1	All 3 groups give the BLUE slip	1 point each	0
2	2 groups return BLUE slips, 1 group returns PINK slip	6 points each	0
3	1 group returns BLUE slip, 2 groups return PINK slip	10 points	0
4	All 3 groups return PINK slips	0	5 points each

v. Draw the following table for score- keeping on the board and share that this will be filled after each round:

Round	Group Name		Group Name		Group Name	
	Slip given (Pink / Blue)	Points rewarded	Slip given (Pink / Blue)	Points rewarded	Slip given (Pink / Blue)	Points rewarded
1						
2						
3						
4						
5						
6						
Total						

vi. Ask each group to designate a representative.

Take the representatives aside and ask them to act as observers of their groups. Instruct them to keep their role a secret from the group members. Let them know that at the end of the game you will ask them to share their observations and ask them to note the following when the game is on:

- How the group members behave while making decisions?
- What are the key discussions within the group, which are leading to the decision?

b. Start the game

i. Round 1

- Begin the game by giving each group an envelope (with the blue and pink slips inside it).

Ask the groups to write their group's name on the envelope and insert in it the one slip that they choose to return to you.

- While the groups are deciding, build excitement around the rewards to be won. Ask the groups to return their envelopes and remind them to keep their decision a secret from the others until you announce them.
- Once all the chits have been returned and opened, share the colors of the slips that the 3 groups have returned, and note the reward points on the table on the blackboard (as above).

Facilitators Note: *Remember to reward them according to the rewards table that you shared earlier.*

ii. Round II

Return the envelopes to the groups and conduct the game the same way as Round I.

iii. Round III: Bonus Round

Return the envelopes. Announce a 'Bonus Round' and double the reward points from those on the rewards table. Then ask the groups to take their decision.

iv. Round IV

Return the envelopes and conduct the same way as Round I.

v. Round V: Representatives Round

- Ask each group to send one representative for a special meeting.
- Inform the representatives that they are being given 3 minutes. In this time they can together decide which slip (pink/blue) their respective groups will return this time.
- Ask the representatives to return to their groups at the end of 3 minutes.
- Inform the groups that they will return the slips after they hear what the representatives have decided in the meeting. However, they need not abide by their representative's decision. They are free to override it. They need to decide in 3 minutes and return the slip.
- Give them the envelopes and ask the groups to decide.

vi. Round VI

Conduct the same way as Round I. If all the groups return pink slips after the meeting in round V, to tempt them, conduct this round the same way as round III.

c. Game Wrap-up

- Inform the participants that now the game has ended.
- Announce the total rewards that each team won.
- Ask the teams, which group is the winner.
- Get the large group back together.
- Sum up the total rewards of all the 3 teams.
- Compare this total to the maximum rewards that they could have received had all the groups returned the pink slips in all the 6 rounds.

Facilitator Notes: *Had all the teams returned the pink slips in all the 6 rounds, the 3 teams would have been rewarded 5 points each for 5 rounds, and 10 points for the bonus round, making it 35 points for each team and a total of 105 points for the three teams together.*

4. Information Application

- a. Inform the participants that they now need to stop being the 'prisoners' and return to real life from where they can look at what happened in the game.
- b. Ask each group the following:
 - How were you feeling while playing the game?
 - What was happening in each group?

- Why did you choose to return the blue slip when you did?
- What happened within each group after the meeting?

Facilitator Notes: *Most groups decide to give the pink slip in the meeting, but change that later.*

- c. Ask each of the observers to share about how their groups were functioning.

Draw the group’s attention again to the team totals of all the 3 teams. Compare this total again, to the maximum cumulative scores that would have been possible had all the groups chosen to return the pink slip in every round (Refer to the explanation in the Game Wrap-up stage).

- d. Emphasize the following through the discussion:

Had no prisoner given the blue slip in any round and had they not started competing with each other, not only would they have won the maximum reward points, they would also have not played against each other. In short, they would all have won. That would have been a solution, which is known as ‘win-win’.

In the above scenario the jailer would also have won because s/he wanted to give the maximum rewards.

- e. Ask the following questions to steer the discussion towards competitiveness and the desire to win being prime motivations:

- What stopped you from opting for the 5 points each option?
- What happened in the ‘representative round’?
- Why did the group/s change their decision after the representatives returned?
- What are the advantages and disadvantages of competition?

- f. Share that the prisoners were never asked to compete with each other, but were told to ‘maximize their rewards’. Choosing to compete was their own decision.

Explain that dividing the prisoners into 3 groups was a tactic that the jailer used to pitch them against each other. The prisoners had the choice to not play the jailer’s game and could have recognized that they were one, and that all could benefit by giving in the pink slips. They could have collaborated, especially after the representatives met. That would have been a win-win approach.

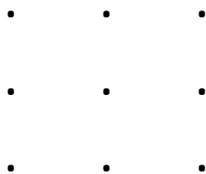
- g. Explain that in life, as an individual or while working in groups, we are often pitted against one another when our objectives or interests clash. This leads to conflicts. In such a situation survival instincts take over and we tend to focus on fight (winning) or flight

(losing). The only outcome seems to be one in which one wins and the other loses. This is the ‘win-lose approach’, and it sets up a cycle of ‘tit-for-tat’ and erodes trust, which leads to further conflicts.

Discuss how ‘trust’ or the lack of it impacted the prisoners. Relate the observations with interpersonal relationships in real life.

5. Real World Connect

- a. Ask the groups to share examples of ‘win-win’, ‘win-lose’ and ‘lose-lose’ situations from real life.
- b. Connect the various modes of handling conflicts and ‘win-win’ as follows:
 - Competition: win-lose,
 - Avoidance: lose-lose,
 - Accommodation: lose-win,
 - Compromise: neither win nor lose,
 - Collaboration: win-win.
- c. Ask them how ‘win-win’ is possible in real life. In the past were there situations that could have been turned around into ‘win-win’?
- d. Draw the participants’ attention to the conflict that they have identified earlier in the session, and suggest that the most important ‘win-win’ move they can make is to first try to understand each party’s underlying needs, before looking at solutions.
- e. Distribute the Needs Inventory (given at the end of the session) and ask the participants to fill questions 1 and 2. After ten minutes or so, draw their attention to the next exercise. Draw nine dots on a flip chart as follows

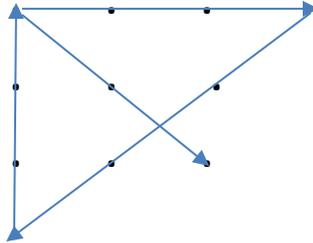


Ask participants to draw the same figure on a sheet of paper and to connect all the nine dots using a maximum of four straight lines, without lifting their pen from the paper. Give them a

few minutes to do this. Tell those who have done this before to not let the others know the solution.

Ask those who say they have figured it out to come to the board and share it with the rest.

If they have not been able to do it, show them the solution, which is as follows:



Ask people why they did not get it. Explain that it is because this solution requires one to think outside the box. There was no rule that one couldn't go outside the space that the nine dots framed, but for some reason, nobody thinks of going outside the frame.

Tell them that the reason you did this exercise was to demonstrate that the search for a win-win solution will require one to be creative and think outside the box. If the solution was easy, we would have found it by now and the conflict would have been resolved.

- f. Share that the nine dots exercise demonstrates another learning commandment. Ask them to think about what it could be. Publish the responses on the board and share the following commandment:

Learning Commandment 2: Introduce challenge in learning to draw learners out of their comfort zones

- g. Ask them to answer question 3 of the inventory. Form triads and ask them to share their conflict and ideas about the win-win solutions with others in the triad. Request others in the triad to add value to the solutions.



Needs Inventory

Please reflect on the conflict that you have chosen to resolve and answer the questions below:

1. What are your needs from the resolution of the conflict that have been identified?

My needs:

2. What do you think are the needs of the other party from the resolution?

Other party's needs:

3. Can you think of any one out of the box alternatives that are 'win-win' solutions to the conflict?

3.6 Building agreement

Why should you use this session?

This is the final step of the conflict positive process. Sessions 3.2 to 3.5 have been focusing on enabling participants to build capacities and attitudes necessary for positive conflict resolution. This session focuses on essential skills i.e. listening and responding, that are needed to build agreement with the person with whom they are in conflict.

What can participants hope to gain out of this session?

At the end of the session participants will be able to-

- Demonstrate correct listening behavior
- Practice building agreement with the person with whom they are in conflict using the ESCA framework

Time Required:

3 hrs

Resources:

Responding style inventory, A4 paper, chits of paper, pens, Listening quiz questions, ESCA observation and feedback sheets

How do you run the session?

1. Mind Jog

- a. Explain that in order to build agreement, one needs to be able to listen deeply and respond effectively
- b. Stephen Covey made this skill really famous with his habit- 'Seek first to understand and then be understood'.
- c. Say that before we begin our session let's take a quick quiz. Give the following instructions:
 - Please be ready with a paper and pencil
 - There will be a total of nine questions
 - I will not repeat any of the questions

- Maintain complete silence till the quiz gets over. You will write the responses to the questions and not say them out loud
- d. Begin administering the quiz. Just wait for about half a minute between each question
After asking all the questions you can discuss the answers. Clarify all the answers using the quiz paper
- e. Ask how many participants got more than five correct? Appreciate them quickly and ask
- f. What do you think the quiz was about?

Potential responses

- To keep us awake
 - Presence of mind
 - Test our intelligence
 - Our listening ability
- g. Explain that this quiz was about listening with intensity and focus. Many times we make decisions before we listen completely
 - h. Present them with the listener's dilemma, which is as follows:

'You can process 600 words in a minute but a speaker can send 150 words/minute. You must have noticed your mind wandering because you have already processed/understood the information'

So how do you keep your mind engaged for the rest of the time?

Potential responses

- Evaluate what you are hearing
 - Store the information
 - Ask the speaker to get on with it
- i. Explain that it is important to keep engaged with the same topic without evaluating. The best way is to keep storing and slotting the information

2. Personal Connection

- Hand out the Responding Style Inventory (attached at the end of the session) and explain
 - Listening is not just receiving. It is a 2 way activity. The evidence of your listening is in how you respond. The speaker gauges your understanding by your response
 - So here is an inventory which checks your first response to statements made by you to other people. This inventory checks your first response. You may go ahead and have a detailed discussion but we are only interested, at the moment, in your first response
- b. Ask the participants to take turns and read the instructions and the example given in the Responding Styles Inventory
- c. Explain the following:
- There are going to be total ten statements, so maximum points you will allot are thirty
 - There are no right or wrong responses
 - Do not think much, it's your natural response that is important
 - Please mark your point allotment in the score sheet given at the end of this inventory
 - You have about 15 minutes to complete the inventory. If you don't have any questions you can begin now
- d. After you have finished please transcribe your scores in the key. Don't go any further
- Give them about fifteen minutes
 - After that start pushing them for completion of the exercise
 - Help them to fill the scoring key as they finish
- e. Ask for people's scores
- Write E –C- S –A on the board
 - Note the score of all the participants on the board under appropriate column
 - Ask them to expand the terms E, C, S, A. If they are unable to do so, expand them as follows:
 - E- Empathy; C- Confront ; S – Searching; A – Advising

- f. Let participants check their own scores in this new light, and ask them if the score matches up with their own perception of their style?

It is possible that some participants feel the scores are not an accurate reflection of their styles, but explain to them that no psychometric inventory is exact but it denotes a trend. Tell them their score reflects their current position in life i.e. your age, responsibilities at the work place, the nature of job, number of people reporting to them etc.

- g. Ask participants if they have any question regarding their score or its interpretation?

Potential questions:

- What is the best score
- What is the ideal score
- What is the most balanced score

- h. Explain the following:

- There is no ideal score, you have to respond in the most suitable manner you perceive
- But a higher score in E is generally accepted as necessary for an effective listener. First empathize, then you can proceed with the rest of the dialog

- i. Ask if anybody has further questions.

Potential questions

- How can empathy be before search? We normally get information and then empathize
- Respond by asking 'When you are in trouble what would you like others to say to you?'

Most times we know the answers but we want someone to listen. So it is important to empathize to begin with. Only then you will receive genuine answers to your search

- Give an example from your personal life

3. Information Exchange

- a. Form three groups and give the following instructions:

- Please name the groups as A, B, and C
- Now each group will discuss the correct flow of the dialog after the first step of Empathy. Instead of the word criticizing, let's use C for confronting by which we mean getting the other person to own up to his part in the problem. And instead of Advising, let's use the

word Co-advising where we together create the solution. So all groups will give the ideal sequence for the dialog to flow smoothly.

- In addition groups will have the following tasks: A- Effective listening behaviors; B- Ineffective listening behaviors; C- Good questioning techniques
 - You have 7-10 minutes to accomplish your task
- b. Allow the discussion for about ten minutes
- c. Then ask one representative from each group to make the presentation
- d. Note their deliberations on a Flip chart, and after each presentation, ask if anybody wants to add to what the other group has said.
- e. Explain that the sequence is everything. If we have empathized first we get genuine answers to the searching questions. There it is important to make the person understand their part in the problem. Finally the solution is best co-created with the person themselves.

Active Listening

Essentials of Active Listening: The following are the most important aspects which will help you understand the other person and build resonance

- **Concentrate** with intensity on what is being said
- **Don't judge** - take all information and make an opinion only after receiving the complete message
- **Empathize** - get into the speakers' shoes
- **Paraphrase** - clarify what you've understood

Effective Listening Behaviors

- Making eye contact
- Affirmative nods and facial expressions
- Asking questions
- Repeating/summarizing what is been said
- Not over talking
- Not interrupting in between
- Balancing between the role of a speaker and listener
- Avoiding distracting actions

Questioning skills

- a. Open questions and closed questions are the two basic type of questioning techniques
- b. Open questions give an opportunity to elaborate and expand the topic.
- c. The close, questions expects an answer in yes or no.

Types of Questions:

- Specific questions demand specific information. They include background of the issue in the question.
- General questions want to open up ways in a direction.
- Intellect probing questions typically begin with what do you think... while feeling probing questions begin with how did you feel...
- Confronting questions put the person on the spot and directly challenge his position on the other hand; facilitating questions are non-threatening and used to include everybody's view.

Types of Questions:

A. Open/Searching questions (What do you think could be the effects of...) VS. Closed Questions (Do you think... will have an effect on ...)

B. Open Probing/Thought Provoking Questions(what issues seemed most...) VS Closed Probing Questions (Don't you think...)

C. Specific/Micro Questions (When you gave the piece away what were you think...) VS General/Big Picture Questions (What can you generalize as a learning or what learning or what similarities do you find...)

D. Intellect Probing Questions (What do you think...) VS Emotional Probing Questions (How did you feel...)

E. Confronting/Challenging Questions (You haven't said anything so far...why don't you say something...) VS Facilitating Questions (Why don't we go around the group and ask everyone's views...)

4. Information Application

- a. Tell participants that so far we have looked at the model of an effective coaching interaction. Now let's practice the model
- b. Ask them to make triads, and explain the process that is to be followed:
 - There are going to be three roles, A-B-C, in each group

- **A:** Speaker, who will talk about their conflict for 7 minutes. This is a real play and we expect you to take up a real conflict that you have been working on through the last few sessions. You have to use the ESCA model to try and build agreement with the person you have the conflict with.
- **B:** Listener, who is playing the role of the person with whom A has the conflict. A should explain to B, about the conflict and about the person with whom s/he has a conflict so that B can be as close to reality as possible
- **C:** Observer, who will note the pluses and improvement areas of A. After the 7 minutes are over C has a crucial role of giving feedback. C will use the Listening - Responding skills observation sheet as given in Annexure 2.
- Tell them to rotate the roles amongst themselves so that each person has the opportunity to be the Speaker, Listener and Observer.
- You have total 30 minutes (10 minutes for each real play) for the three

c. Now allow them to do the exercise.

- Initially for first few minutes keenly observe to see if they are following the guidelines in word and spirit.
- Correct wherever necessary.
- Later let them flow by themselves but keep an eye on the process from a distance.
- Keep reminding people of the time and the need to switch roles.

d. Ask people to wind up at around 30 minutes since they began. Give a chance for any straggling triad to finish.

e. Ask the following questions to process the exercise:

- How did you find the process?
- Allow them to express. Listen and appreciate whatever they say

f. Ask also for their personal insights about their ability to listen, respond and build agreement.

5. Real World Connect

a. Ask participants to use these insights to put down two actions they will take to improve their listening and responding behaviors.

- a. Tell them to use the ESCA framework to try and resolve the conflict they have once the workshop is over

Listening quiz: Are you a Good Listener?

No.	Question	Right answer
1.	A man builds an ordinary house with 4 sides, but each side has a southern exposure. A bear comes to the door and rings the doorbell. What color is the bear?	The bear is white. The builder is at the North Pole, and the clever bear is a polar bear.
2.	An archaeologist claims that he has dug up a coin that is clearly engraved with the date "46 BC." Why is he a liar?	BC means "Before Christ". The culture that stamped the coin in 46 BC would not know of Christ.
3.	If you had only one match and entered a cold room that had a kerosene lamp, an oil heater and a wood stove, what would you light first to maintain the most heat?	First, you should light the match.
4.	According to international law, if an airplane crashes on the border between 2 countries, would identified survivors be buried in the country they were travelling to, or the country they were travelling from?	You wouldn't bury the survivors, only the dead.
5.	How many birthdays does the average man have? How many birthdays does the average woman have?	Each man and woman has only one "birthday". All the rest are anniversaries of that date.
6.	Is there any federal law against a man marrying his widow's sister?	There's no law against a man marrying his widow's sister- But to have a widow, he must be dead.
7.	If you were to overtake the last runner in a race where would you be?	You cannot overtake the 'last' runner
8.	If you were to overtake the second runner in a race where would you be?	Second
9.	If a ladder tied to the side of a ship is 2 ft above water and the water level is rising at the rate of 1ft per hour, how much of the ladder will be still above water after an hour?	The ladder will be still 2 ft above water level because with the rise in the water level, the ship will also rise at the same rate.

Responding Styles Inventory

This exercise contains a series of ten statements made by your peers. Besides each are four responses. Select the response that you most agree with...the one(s) you would be likely to make if you were responding to that person face-to-face. Remember this is the first response statement you're making. Subsequently, you may go on to have a longer dialog but this inventory focuses on your first response only.

For each of the ten statements, you have three points to assign, giving them to one or more of the alternate responses. Here is a typical statement and its four responses:

Example Statement

"As a senior member of the team, I was asked to supervise the new joinees. It's been three months and by now I'm quite sure that one of these fellows seems more interested in his own needs and personal interests than he is in working on our organisational goals and standards."

Responses:

- A) "Why do you think he is putting his own needs ahead of the organizations?"
- B) "Maybe you haven't spent enough time communicating our organisation's goals and standards."
- C) "I think you should tell this team member how you feel and at the same time get him to express his views on the situation."
- D) "Supervising such a person can be quite difficult."

You may assign your three points to indicate your response style as follows:

i. If you agree fully with one of the responses (say the second one that begins with "Maybe you ...") and do not like any of the others, then give all the three points to this selection. In this case, your entry on the Answer sheet will look like the one shown on the right.

0
3
0
0

ii. If you like two responses, one a little better than the other, then give two points to your first preference (Response B) and one point to your second preference (Response D). In this case, your entry on the answer sheet will look like the one shown at the right.

0
2
0
1

iii. If you like three of the four responses equally well i.e. Responses A, B and D, you can assign one point to each of them. In this case, your entry on the answer sheet will look like the one shown at the right.

1
1
0
1

To summarize, you must assign three points between each set of four responses. You can follow any of the patterns discussed. Fill in a zero for any response that receives no points. *Select the response that you are most likely to make.*

Exercise:

1.	“I think my performance is good but I am not so sure about what my Supervisor expects of me. I haven’t been told how I’m doing and I don’t know what has been planned for me. I don’t know where my career is going? I wish I knew where I stood.”	A.
	a. “That’s a fair expectation. Everybody needs feedback on their performance and some direction to their careers”	B.
	b. “If you gave it a little thought, you’d realize that the key thing is to put in your best performance and not focus on your career. Your Supervisor will take care of that. “	C.
	d. “Why have you waited for so long to tell somebody? You should have discussed your concern with the Supervisor or HR long ago.”	D.
2.	“It happens every time my new Senior Manager appears in my department. He just takes over and orders me around in front of everyone. He keeps questioning me on every little	A.

	<p>thing as if I am not responsible enough. I have been with this department for 2 years and he still keeps telling me what to do and how to do it. I get confused and upset. What can I do?"</p>	<p>B.</p>
	<p>a. "I know. Being corrected in front of everyone can be quiet upsetting."</p>	<p>C.</p>
	<p>b. "Why're you getting so upset? If you make a mistake you should expect to be corrected."</p>	
	<p>c. "How long has this been going on?"</p>	<p>D.</p>
	<p>d. "You should discuss it with the Senior Manager or report it to HR."</p>	
<p>3.</p>	<p>"Even though I have been working for 2 years, I sometimes feel that I should start studying once again and get a higher professional degree. But then I will lose my seniority. I really don't know whether it is worth it.</p>	<p>A.</p>
	<p>a. "The experience you gain while working is more valuable and useful than getting a professional degree"</p>	<p>B.</p>
	<p>b. "What kind of a degree do you have in mind? What would you like to study further?"</p>	<p>C.</p>
	<p>c. "You could do both – work in the day and take up some part time course in the evening."</p>	<p>D.</p>
	<p>d. "I can understand your confusion, it's a pretty tough decision to make."</p>	
<p>4.</p>	<p>"I had kept my eye on that position for a very long time; I've been working hard for it. I know I could do the job. And now I find that this new guy is coming in to take up that place. I'm feeling very upset and let down. I could prove myself if I had the chance. Well, if that's what the management thinks of me, I know when I am not wanted."</p>	<p>A.</p>
	<p>a. "Maybe your qualifications don't compare with those of the new person"</p>	<p>B.</p>
	<p>b. "Did you speak to your senior team members or HR about it?"</p>	<p>C.</p>
	<p>c. "I would make sure the management knows your views and let them know your interest in advancement."</p>	
	<p>d. "You feel like giving up when the management ignores your hard work and hires from outside."</p>	<p>D.</p>
<p>5.</p>	<p>"I have been working in this department for the last 1 year. I have been doing the same thing day in and day out. I am beginning to feel very bored with my job. There is nothing exciting, different or challenging."</p>	<p>A.</p>
	<p>a. "1 year is not so much. One should spend at least 2 years to know a department well."</p>	<p>B.</p>

	b. "I agree, it does get monotonous sometimes."	C.
	c. "It's not a very old department in the company right? Were you part of the transition team? How long since this department was stabilized?"	D.
	d. "You should try to make some small continuous improvements in your own area of work."	A.
6.	"I don't know what I am going to do. I'm making all kinds of mistakes and I know my boss is getting agitated with me. He's already reprimanded me two times this week. And he was very harsh about it."	B.
	a. "Why do you think you make so many mistakes?"	C.
	b. "Why don't you tell your boss how you feel?"	D.
	c. "You must be pretty disturbed, especially if you don't know what is behind the mistakes."	A.
	d. "Perhaps your boss has good reason to be agitated with you."	B.
7.	"My boss has advised me to strongly consider the opportunity to shift to another department. But I am worried and am not so sure whether I want to do this. At the same time I don't want to offend him."	C.
	a. "I wouldn't let anybody push me into making my decision."	D.
	b. "It's quite a difficult decision to make especially if the other department is very different."	A.
	c. "Why are you not keen on shifting to the new department?"	B.
	d. "You should stay with your department and tell your boss firmly that you will not shift."	C.
	"I don't know what I am going to do? I have been working late nights for 3 months now. I thought I'd get a break this month but two members left so it's going to be late nights again. I don't think it's fair to me at all."	D.
	a. "Sounds like you feel you're being taken advantage of."	A.
	b. "If I were you, I'd discuss it with your boss. You should tell her how you feel."	B.
	c. "If you didn't act like such a diffident person, you would have stood up to your boss by now."	C.
	d. "What's the basis of late night assignments?"	D.

9.	<p>“Fact is that I’m in the wrong job. I’ve hesitated leaving for a long time because I have spent 3 years doing this type of work. But I think I would be much happier if I leave this job behind and enter this other completely different field—even though I will be starting at the bottom of the ladder.”</p> <p>a. “You really should stay in the job you have since you don’t know what you’re getting into if you change jobs.”</p> <p>b. “To change fields after spending 3 years doing one kind of work is a big decision --- I am sure it’s not easy for you to make.”</p> <p>c. “Why’re you so afraid of challenges?”</p> <p>d. “What is it that appeals to you in this other field?”</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
10	<p>“It’s happened again! I was describing my problem to my boss when she starts staring out of the window. She doesn’t seem to be really listening to me because she asks to repeat things to her. I feel she’s just superficially giving me the time to state my problems – actually it’s her way of merely side-stepping the issue and postponing the flash point.”</p> <p>a. “You should stop talking when you feel she is not listening to you. That way she’ll start paying attention to you.”</p> <p>b. “You can’t expect her to listen to every problem you have. You should learn to solve your own problems.”</p> <p>c. “What kind of problems do you talk to her about?”</p> <p>d. “It feels strange when someone asks you for your problems, you pour them out and they don’t listen.”</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

Response Style Exercise - Answer Sheet

	E	C	S	A
1.	A=	B=	C=	D=
2.	A=	B=	C=	D=
3.	D=	A=	B=	C=
4.	D=	A=	B=	C=
5.	B=	A=	C=	D=
6.	C=	D=	A=	B=
7.	B=	A=	C=	D=
8.	A=	C=	D=	B=
9.	B=	C=	D=	A=
10.	D=	B=	C=	A=
Total				

Listening and Responding Skills - Observation and Feedback Template

Name of Participant:-----

Name of Observer:-----

Date:-----

Use this template below to give feedback based on the ESCA Model.

a) Effective/ineffective behaviour (check the boxes of those that apply):

Empathizing	Searching	Confronting	(Co) Advising
<p>Positive Behaviours</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listened to understand <input type="checkbox"/> Paraphrased to clarify <input type="checkbox"/> Mirrored emotions <input type="checkbox"/> Acknowledged feelings <input type="checkbox"/> Rapport building 	<p>Positive Behaviours</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asked relevant questions <input type="checkbox"/> Asked open-ended questions <input type="checkbox"/> Was curious to know more 	<p>Positive Behaviours</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confronted without fear or guilt <input type="checkbox"/> Attended to task as well as relationship <input type="checkbox"/> Helped other person to take their responsibility 	<p>Positive Behaviours</p> <ul style="list-style-type: none"> <input type="checkbox"/> Worked towards a consensus <input type="checkbox"/> Made a joint action plan <input type="checkbox"/> Asked for suggestions
<p>Areas of improvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interrupted other person <input type="checkbox"/> Worked from assumptions <input type="checkbox"/> Showed distracting behavior 	<p>Areas of improvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questioned with an agenda <input type="checkbox"/> Asked close-ended questions 	<p>Areas of improvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hurried through confrontation <input type="checkbox"/> Stuck to own point of view 	<p>Areas of improvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dictated a solution <input type="checkbox"/> Did not make an action plan <input type="checkbox"/> No thought to monitor action plan

b. Did s/he follow the sequence? Circle the appropriate answer: Yes No

Which steps were missed?

c. Three things done well:

d. Three things that could have been done better

Module 4: Doing it the Right Way

This module focuses on building youth workers’ competencies to understand that they will have to make many decisions in the course of their work, and often these decisions will require them to prioritise one value over another. Thus they will need to have the capacity to recognise these dilemmas and see how best they can prioritise the 5th Space principles and values outlined in Session 1.4 which ensure that young people’s rights are foregrounded. This also builds youth workers capacities to take responsible and informed decisions (as it will give them a clear understanding of what values they are foregrounding in the decisions they take). They will then also be able to use their design and facilitation skills to help young people learn how to take ‘wise’ and ‘informed’ decisions.

4.1 Dealing with value dilemmas

Why should you use this session?

We all probably make a decision every minute. Some of them we make unconsciously and some we agonize over. Some we make on our own, some we consult others about. Decisions on what to wear and what to eat are relatively easier to take than decisions in situations where there is a conflict between values.

Consider the following situation as an example. There is a meeting with government officials where you need to present a proposal to obtain funds for an activity planned by the youth club you are working with. You have to choose whom to send for this meeting. Will you send the youth club member who has excellent presentation and communication skills or will you send the person who is not as good but knows the project really well because s/he has worked hard on making the proposal?¹⁹ The value dilemma for you is should you choose Achievement (as you are more likely to get the funds if you send the person who is an excellent communicator) or Learning (because by sending the person who is not so good at presentations, you will be giving him/her an opportunity to build her/ his skills in this area and this will be a significant learning experience for him/her)

In this session we will build participants abilities to recognize the value dilemmas they face when taking key decisions and to understand that by taking a particular decision they are prioritizing one value over another in that particular situation. The session also supports participants to discuss ways in which to hold all the values together.

What can participants hope to gain out of this session?

At the end of this session, participants will

- Recognise that any decision is a value ranking and many of them are value dilemmas

Time Required:

2 hours

¹⁹Co-creating Youth Spaces: A Practice Based Guide for Youth Facilitators (The Commonwealth Youth Programme, NYKS and Pravah) Page 101

How to run this session:

1. **Mind Jog:** This session has no mind jog
2. **Personal Connect/ Information Exchange:**
 - a. Ask participants to write down their personal responses to the following scenarios. Tell them that this is an individual activity and they should not discuss their responses with anybody else.

- b. Read out the following situations:

Situation #1

One of the members of your team – Aruna - is on vacation. He has been working very hard and needs this break, and he also ensured that he completed all his pending work before he left. However, the day after his vacation starts, the Government asks you to submit a proposal for an important project. The proposal is due to go in the next two days. Aruna is the **only** person in your organisation who can write the proposal, as he has handled a similar project in his previous organisation.

This project is very prestigious for your organisation and getting it will add to your reputation as a youth organisation. The request from the government is something that your organisation has been waiting for.

What will you do? Will you call him to office and ask him to finish the proposal or will you ask him whether he would be willing to do so and respect whatever decision he took?

Situation # 2

Your youth group has been asked to nominate a candidate for the Youth Parliament from your district. Your youth group has a mix of Tamils and Sinhalese and you know that the Sinhalese members will be much more easily accepted, and will probably win the election as well. At the same time you want to encourage one of the Tamil members as they are generally discriminated against and do not get a chance to participate in such processes. Who will you nominate?

- c. Give participants time to note down the decision they would take in each of the situations on a piece of paper. Ask them to identify the value they have prioritised which reflects the decision they have taken in each of the situations.
 - d. Divide the participants into two groups and ask them to discuss their decisions and the values behind their decisions in each of the situations. Each group is likely

to have a mix of people who have taken opposing decisions. Ask them to discuss whether it was difficult or easy to take the decision and why it was difficult.

In Situation # 1, those choosing to call the person back from the vacation, is most likely prioritizing values such as Achievement and Excellence. Those choosing to let the person continue his vacation, is most likely to have prioritised Relationships or Empathy.

In Situation # 2, those who choose to nominate the Sinhalese youth would have prioritised Achievement, whereas those who decided to nominate the Tamil youth would have probably prioritised Inclusion or Social Justice of Equality.

Ask the groups to share the dilemmas they faced while making the decision and the values that everyone finally did prioritise.

- e. Now ask them to go back to their groups and tell them that they now need to take a decision for each situation that would enable them to uphold the values of all the people in the group.
- f. Once they have had a chance to discuss this, ask each group to share the decision that would enable them to uphold all the values and lead the group into a discussion about how easy or difficult it is to uphold all the values in any given situation. Bring out how generally we tend to prioritise one value over the other, because upholding all of them often requires a lot of time and effort.
- g. Explain that we need to try and move from the tyranny of the OR (i.e. choosing one value over the other) to the potential of the AND (i.e. upholding all of them together). So for example in the first situation, one way to hold both together would be to have a conversation with Aruna, explain the situation to him and try and arrive at a solution that will work for both him and the organisation. If he does agree to come in to do the proposal, you could also offer to give him additional leave – over and above what he is entitled because he has been willing to put the organisation’s needs before his own.

In the second situation, one way to hold both Achievement and Inclusion/ Equality/ Justice together, would be to build the capacity of the Tamil youth to be able to win the election. At the same time, you could need to work with the community (including other members of the youth group) to help them break their stereotypes and stories about Tamils and recognise that they are also very capable and competent.

- h. In order to do this, the first step is to recognise the value dilemmas.

- i. Open the space up for questions/ clarifications.

3. Information Application

- a. Share that when working with young people, one way to try and resolve value dilemmas that may come up in the course of the work, is to create an empowering space where youth workers help young people make value dilemmas explicit, and that will facilitate a discussion on the dilemmas and this in turn, will allow everyone an opportunity to explore how best to resolve them.
- b. Remind them about the 5th Space that was discussed in 1.4 and the 5th Space principles that were highlighted through that session.
- c. Tell them to refer to the handout that was given as part of that and suggest that by creating a space that upholds all these principles, we would be able to resolve some of the value dilemmas that we may face as youth workers.

4. Real World Connection

- a. Ask them to think about some important decisions that they may have taken with respect to their youth group/ in their organisation, and what values they upheld (and breached) when taking those decisions
- b. Tell them to think about how they will use the 5th Space principles to take a different decision i.e. one that will hold all the values together

Module 5: Closure and Feedback

The focus of this module is to enable youth workers to recap the competencies and content that they learnt during the course, and to develop a learning plan which will enable them to become learners for life. As they go back into the real world of experiences, they will need to learn from these experiences, upgrade their knowledge and skills and perhaps even unlearn! A major outcome of this module is a personal learning plan that each participant will be expected create and which they can use to review their own progress/ seek support of a mentor/ facilitators of the workshop to help them focus on their learning.

This module therefore foregrounds the learning agenda for youth workers and as they recognise their ability to become learners for life they will be able to foster learning for the young people they work with.

5.1 Learner for Life

Why should you use this session?

The only way we can continue to grow as individuals (and as youth workers) is if we recognise that we are learners for life. Learning will not always come in an easy, packaged format ready for consumption. We will not always have support systems or people who will mentor us. The experiences we have every day are a great source of learning for us, as we saw in the Pivotal Learning Events session (Session 1.2), but if we do not reflect on those experiences and our learnings from them, we will continue to make the same mistakes and not learn and grow. This session therefore emphasizes the importance of learning from life and recapitulates the key learnings and content areas that this workshop focused on so as to inform participants learning plans.

What can participants hope to gain out of this session?

At the end of this session participants will be able to

- Describe the key competencies and content areas that this workshop focused on
- Create a personal learning plan

Time required:

2 hours

Resources needed:

A cycle tyre, flip charts, markers

How should you run this session?

1. Mind Jog:

- a. Ask participants to stand in a circle holding hands
- b. Ask two of the neighboring participants to let go of each other's hands, introduce tyre over there and ask them to hold hands again through the tyre. Tell the group that their task is to ensure the tyre goes around the group, and returns to the person who now has it around their neck. They have to continue to hold hands through this exercise. Ask them how long they think this will take. Answers will vary based on the number of participants and will range from 5 minutes to 30 minutes.
- c. Give them a few minutes to decide how long it will take and tell them to start

Facilitator Notes: *Practice this yourself with a few of your friends/ co-workers before you do the exercise with participants. It seems impossible at first, but it is very do-able.*

- d. After they have done it successfully, get everyone to clap for themselves and announce the time it took. Normally it takes less than a minute!
- e. Tell them now they will now have a chance to improve their time and do the exercise again. They will either stick to the time they did it in the first round, or reduce the time
- f. Do Round 2. Announce the time and celebrate the achievement.
- g. Now ask them how they think the exercise was connected to learning? Possible responses could include
 - Practice helps us to improve
 - We need to think out of the box in order to learn
 - We found a formula that helped us perform better

Accept these responses, and ask them to think about the Learning Commandments you have been building through the workshop. Ask them to think about what commandment will emerge through this exercise. Wait for their responses and then share the following:

Learning Commandment 10: Learning is a process - not an event

Explain: Learning is a continuous and adds value to our lives

- h. Explain that this workshop was an event that they attended, but since learning is a process, they will need to continue to learn even after the workshop ends, and therefore learning is a continuous process.

2. Personal Connection:

- a. Ask participants to think about what opportunities they will have to learn post the workshop. Lead them into a discussion about how they can use their experiences in the real world as spaces to learn

- b. Ask them to think about what makes learning from experience difficult. Tell them to walk up to the flip chart and write them down and as they are writing them to share their insights with the rest of the participants. Possible responses²⁰ include
- Everything else seems more urgent
 - Because of performance pressure we cover up our mistakes
 - Learning requires one to take risks and this causes anxiety
 - Support for learning may be missing and inadequate
 - Personal preferences come in the way, so we are not able to set aside time for reflection
- c. State that in order to become a learner for life, it is important to be aware of these challenges, and identify those that are relevant to each of us as individuals. This will help us ensure that the learning plans we make address these effectively.

3. Information Exchange:

- a. Tell them that as they are now at the end of the workshop, it would be good to recap the key content areas and competencies that they had learnt through the workshop.
- b. Say that this recap would be done in the form of a quiz, which would be prepared by the participants themselves.
- c. Divide the participants into three teams and ask each team to prepare a set of 10 questions that they would ask. The questions should relate to the workshop content including the learning commandments, and the various models and concepts that were covered.
- d. Share the process that would be followed for the quiz:
- The three teams would be called A, B and C. Each team will ask one question, and each of the other two teams could raise their hands to answer. The team that raises its hands first will be given a chance to answer. If they get the answer right, they will get 10 points. If they are unable to answer, the next team will be asked the question, and if they get it right, they will get 5 points. If none of the teams

²⁰The Center for Creative Leadership Handbook of Leadership Development

get the right answer, the team that asked the question will need to answer and will be given 5 points

- Ask Team A to start with their first question, then get Team B to ask their first question and then move to Team C. Repeat the process till each of the teams have asked each of their 10 questions
- Keep the score on a flip chart as the quiz progresses
- At the end of the quiz, announce the winner, and ask for a round of applause
- e. After the quiz is over, do a recap of the entire workshop. Ask participants for clarifications and questions.

Facilitator Notes: *Prepare a presentation highlighting the key content areas, including the 10 Learning Commandments, and the various models and concepts covered.*

4. Information Application/ Real World Connection:

- a. Ask the participants to reflect on all the sessions and their learnings that they experienced during this programme and make a learning plan for themselves.
- b. The learning plan should include their learning goals, key challenges they expect to face (they can refer to what was shared in the Personal Connection part of this session and add to this list as well) and ways to overcome them. They should also list down key milestones as part of their learning journey which will serve as indicators for them.
- c. Tell them to form groups of four, share these learning plans with each other and get inputs from each other.

5.2 Evaluation and Feedback

Why should you use this session?

This is the last session of the workshop and should be used to get feedback on the workshop, including its content and methodology as well as an evaluation of the facilitators.

Time required:

1 hour

Resources Needed:

Feedback forms (one for each participant)

How should you run the session?

1. Hand out the feedback forms and ask participants to fill them.
2. Stand in a circle and ask everyone to share one key learning that they have had through the workshop, and one thing they would do differently as a youth worker.
3. Close the workshops by sharing what you feel have been your key learnings as a facilitator.

10 LEARNING COMMANDMENTS

Learning Commandment 1: Make the learner responsible for their learning.

Learning Commandment 2: Introduce challenge in learning to draw learners out of their comfort zones.

Learning Commandment 3: Learners need to keep the big picture in mind all the time.

Learning Commandment 4: Take people from what they know to what they don't know.

Learning Commandment 5: Use peer learning- teams learn better than individuals.

Learning Commandment 6: Learning happens best by doing.

Learning Commandment 7: Build a win – win, fun, informal atmosphere during learning.

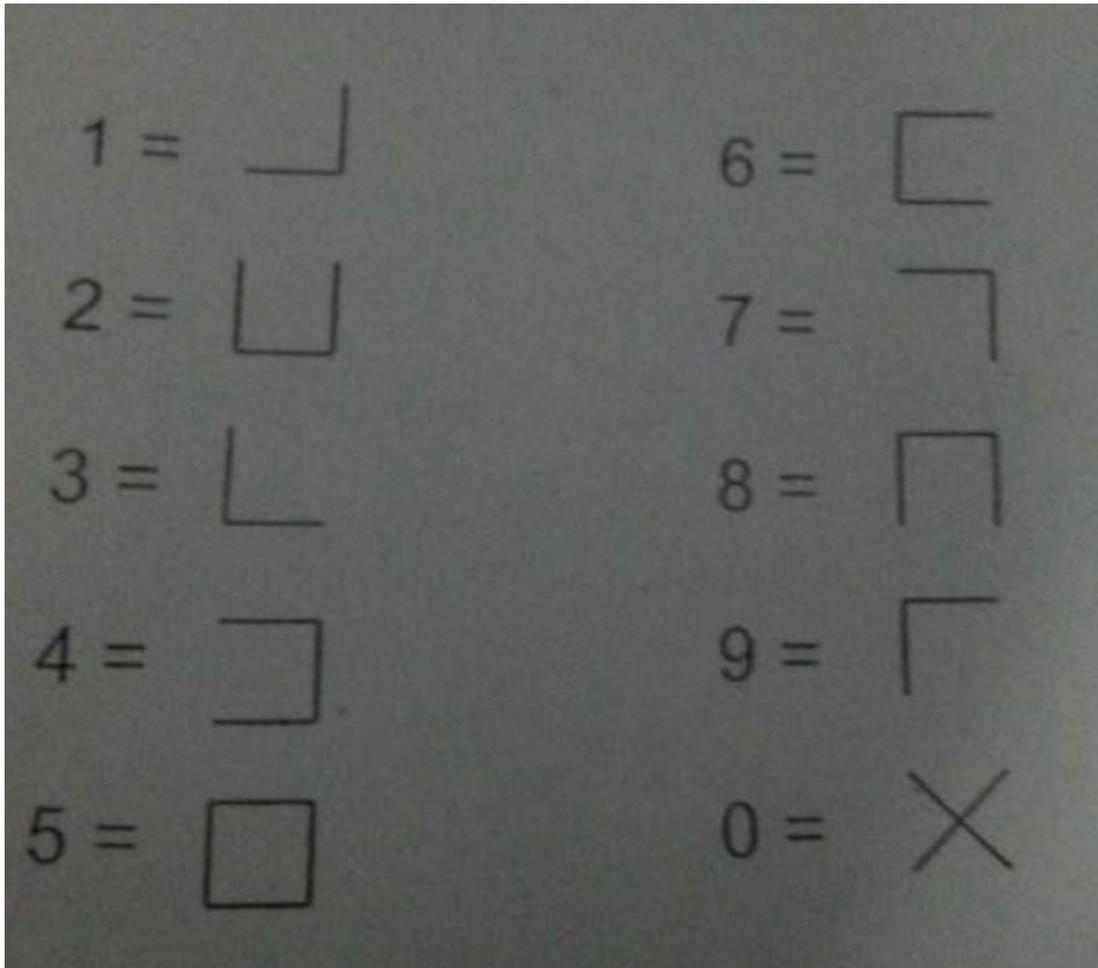
Learning Commandment 8: Use two way communication - involve the learner in the learning process

Learning Commandment 9: Invoke feelings, as learning is enhanced by engaging emotions.

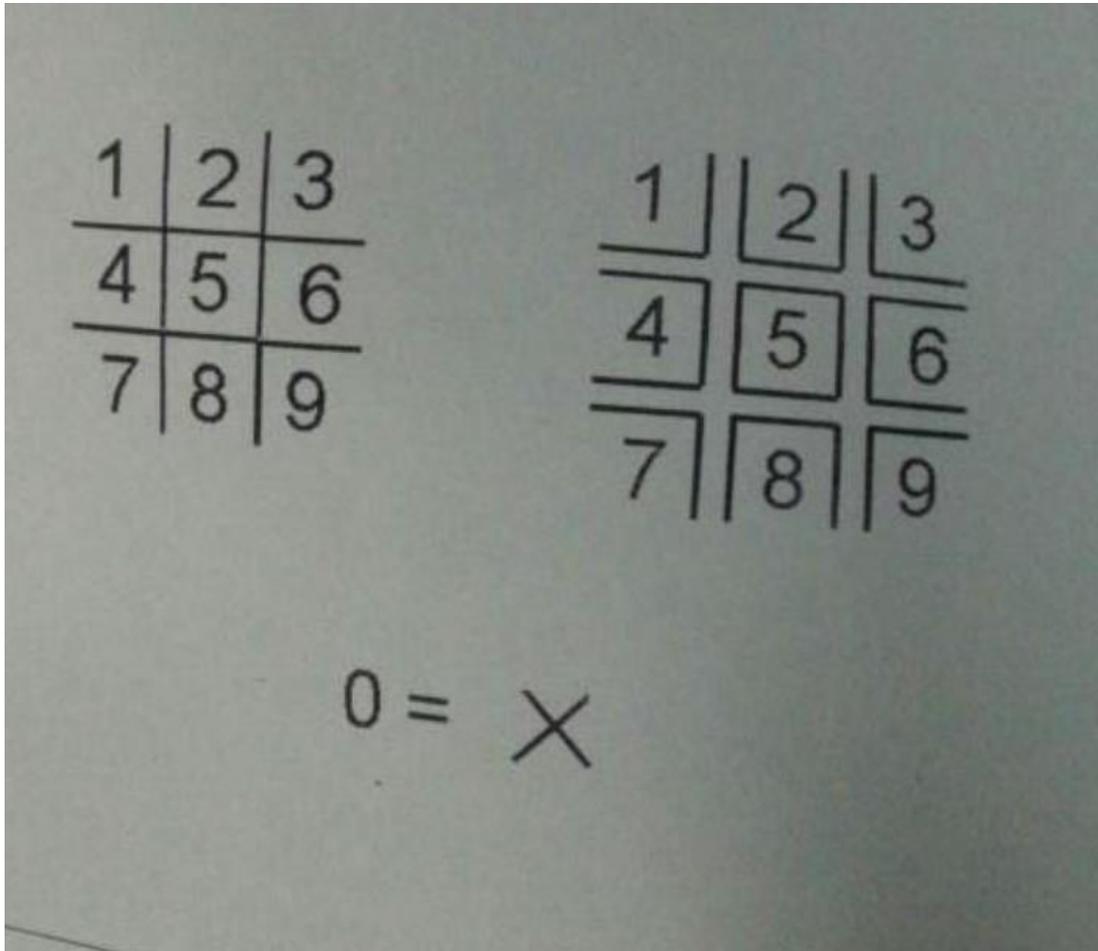
Learning Commandment 10: Learning is a process, not an event.

MENTAL GRID

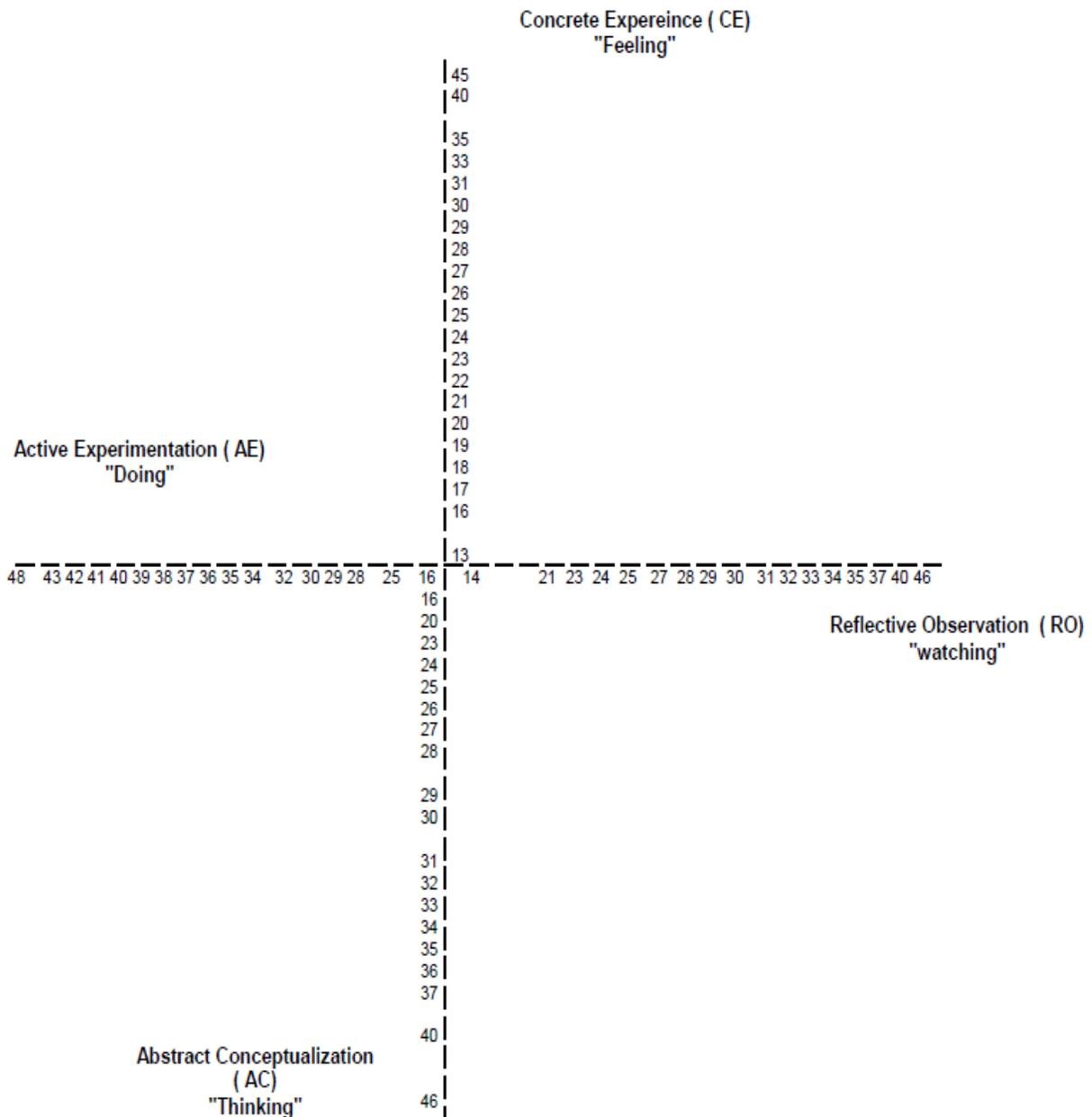
GROUP A



GROUP B



Cycle of Learning



The Learning-Style Inventory is a simple test that helps you understand your strengths and weaknesses as a learner. It measures how much you rely on four different learning modes



that are part of a four stage cycle of learning. Different learners start at different places in this cycle. Effective learning uses each stage. You can see by the shape of your profile (below) which of the four learning modes you tend to prefer in a learning situation.