Our Today, Our Tomorrow:
Youth-to-Youth Curriculum

War Child Canada
March 2018

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Introduction for Youth Facilitators

This curriculum outlines War Child Canada's Youth-to-Youth methodology and is designed for both War Child Canada staff and Youth-to-Youth facilitators. The curriculum guides youth though the steps of the methodology, helping them to identify challenges in their communities and then develop and implement solutions.

Youth-to-Youth has two main components: 1) training youth facilitators and 2) facilitating a 6-step process with children or youth to help them identify, research and take action on issues of concern to them.

Youth Facilitator Training

Youth facilitators will participate in a leadership skills training workshop where they improve their facilitation skills, learn about the 6-steps of Youth-to-Youth and connect the issues raised in Youth-to-Youth to child and human rights. During this time youth get to know each, practice new skills and become more confident about being a Youth-to-Youth facilitator. They also have time plan how they are going to take Youth-to-Youth back to their community.

What is a facilitator?

A facilitator is someone who guides a group through a process by planning in advance, listening well and being flexible. Facilitating is *not* about teaching a group new information or skills, it's about empowering them to discover things for themselves; a facilitator is not a teacher, they are a guide.

A teacher may ask students questions but then provide them with the 'correct' answer. When you are facilitating a group, there may be no 'correct' answer but rather the need to guide the group through a discussion to come to an agreed decision or conclusion. Also students may have the chance to ask questions of the teacher – but again the communication is between the teacher and the students (continue tossing the ball of string in the same way to show the pattern of this way of working with groups, then get the participants to release the string and wind it back up again in a ball).

With facilitation the participants communicate with each other, not just with the facilitator. The facilitator may ask the group it's opinion and one of the participants might give their idea (toss the ball of string to one of the participants – tell them to hold onto the piece of string). Then another participant might like

that idea and suggest how to make it even better (get the participant with the ball of string to toss it to another participant... remembering to hold onto a piece of the string). Another participant may suggest another idea (get the participant to toss the ball of string to someone else) but then another participant may disagree with it (get the participant to toss the ball of string to someone else). Continue like this until a thick web is made.

DISCUSS: How is facilitation different from other ways of working with groups? What are some of the benefits of a facilitated process? Here are some characteristics of a good facilitator:

- Listen well
- Encourage discussion rather than giving 'answers'
- Seeks to learn together rather than teaching the group
- Appreciate the knowledge and skills participants already have and build on these
- Help participants discover/develop insight
- Allow participants to discover for themselves rather than telling them the 'right' answer
- Are flexible and open minded
- Let the participants decide on the agenda and how much time they want to spend on activities and discussion
- Enjoy themselves and have fun
- Admit that they do not have all the answers

Facilitating groups

As a trained youth facilitator you will work in pairs to facilitate the development of a Youth-to-Youth project in the community, with a youth group. The pairs work together until their complete the six Youth-to-Youth steps with the group. It is up to the group to determine how often and how long they will run the project for. A Youth-to-Youth project shouldn't be too long or two short. If youth really like the process they can repeat it again.

During the project youth facilitators meet together at least once a week. At this meeting they share what their group has done that week, what went well and what the challenges are. As a group, the youth facilitators solve problems together and plan their sessions for the following week. These facilitators meetings are very important to making Youth-to-Youth successful.

Facilitating group brainstorming or discussion is one of the key aspects of facilitation. When you are facilitating a brainstorm or discussion there are some key elements to remember:

- Ask clear, open-ended questions
- Ensure everyone remains respectful of all viewpoints
- Don't criticize responses or tell people they are wrong
- Don't alter or edit ideas
- Encourage crazy or silly ideas – they trigger more practical ideas
- Write down people's ideas then go back and read the list to help remind people what has been said (especially important for participants who can't read)
- Don't be afraid of silence – people may be thinking
- Ask the question in many different ways – you encourage new ideas by doing this
- Repeat what people say using their own words
- Ask questions to clarify what people say

Checklist to complete before you start Youth-to-Youth:

- ☐ I have reviewed all the materials and understand what I am going to be training on
- ☐ I understand what my role as a facilitator is
- ☐ I understand all of the activities in this curriculum
- ☐ I have all of the materials I need (a list of materials is included at the start of each module)
- ☐ I know when and where the workshop will be held, and am able to get myself there, on time
- ☐ I have made sure that I have enough time to complete all of the modules in the curriculum
- ☐ I know who will facilitate each module/activity
- ☐ All of the youth have been contacted and are aware of the time, date and location of the training
- ☐ I know who to go to if I have any questions

Once you have completed this section, you will be asked to sign the Youth-to-Youth Facilitator Code of Conduct in Annex 1.

<u>MODULE 1</u>: Introduction to Youth-to-Youth

Materials Needed: paper, pens or pencils, flip chart paper, markers

> *Facilitator's note*: The way people sit effects how they interact with each other. People communicate better when they face each other. Because Youth-to-Youth is a facilitated process (not a teaching process) participants need to communicate with and therefore need to be able to see each other – not just the trainer. The best way to ensure that participants can see each other is to have them sit in a circle either on chairs or benches or on the floor.
>
> Introduce yourself and War Child Canada and welcome the participants to the Youth-to-Youth training. Explain how long the training will be and the importance of participating in the entire training, not just part of it. Explain that the training is just the beginning of an exciting journey, the best part of which begins when they return to their communities and share the Youth-to-Youth process with other youth there.

Introductory Game!

Have all of the participants stand in a circle. Get each participant to step into the circle, introduce themselves and make an action (for example they could bow, turn around in a circle, cross their arms, put their hand above their head or something else). After each participant has introduced themselves the first participant now has to say the name and do the action of another participant in the circle, that participant in turn has to do the name and action of a third participant, continuing until everyone in the circle has been called on.

For example, Abdullah steps into the circle and says "my name is Abdullah" and then he bows. Then Sari steps into the circle and says "my name is Sari" and then she puts her arms up in the air AND says "and that is Abdullah" and then she bows. Each person should only say the name of the one person who came before them.

Group Rules

Before you begin it is important that everyone in the group agrees on and understands the group rules. Have the group brainstorm the rules that they want

for their group. Some suggested rules are below. If your group does not come up with these you may want to suggest them.

1. *DO NOT INSULT OTHER PEOPLE, OTHER GROUPS OR MYSELF.* Even if you don't agree with what someone else is saying or doing. No put-downs. Everyone has the right to an opinion, feeling comment, or questions. If we are putting each other down then no one will feel comfortable sharing and we'll learn nothing.

2. *LISTEN WITH RESPECT AND WITHOUT INTERRUPTING.* Listen to each other, not just the facilitator. Our peers deserve just as much respect. There is a lot we can learn from each other.

3. *RESPECT PEOPLE'S RIGHT NOT TO SAY ANYTHING OR NOT TO PARTICIPATE IF THEY DON'T WANT TO.* Just say PASS.

4. *SPEAK FOR YOURSELF.* Try using "I" statements. Try hard not to make generalizations or assumptions about what other people think or feel – you do not know.

What is facilitation?

Explain to the group what your role as a facilitator is (see the introduction section for further information) and then ask the group:
- What are the characteristics of a good facilitator?
- What does she or he do?
- How does he or she behave?

Facilitator's Note: This information will be useful for you to determine what the groups' expectations are of you as a facilitator and what they understand about your role.

What is Youth-to-Youth?

Explain the following to the participants - Youth-to-Youth is:

- An approach to bring youth together to learn from each other and better understand each other
- An approach to community development led by youth
- A way to help youth realize their rights (more information on this is below)

- A way for youth to make positive change in their communities

Youth-to-Youth uses youth facilitators rather than adults. The participants in Youth-to-Youth can be children or youth the same age as the facilitators. Youth-to-Youth focuses as much on the personal and skills development of the youth facilitators as it does on those of the participants. Youth-to-youth allows participants to learn from each other and develop relationships with their peers.

As mentioned, Youth-to-Youth is also a way to help youth come together and realize their rights as well as the rights of others. Unfortunately many youth do not know enough about rights and, at times, it can be challenging to have them work together.

Discuss with the group why it is important for youth to understand their human rights. After the discussion have youth brainstorm what they know their human rights to be. The following is a list of _some_ of the human rights from the Universal Declaration of Human Rights if they need some help:

- Everyone is born free and equal in dignity and rights
- Everyone has the right to life, liberty and security of person
- Everyone has the right to nationality
- Everyone has the right to own property alone as well as in association with others
- Everyone has the right to work
- Everyone has the right to equal pay for equal work
- Everyone has the right to education
- Motherhood and childhood are entitled to special care and assistance
- Everyone has the right to a standard of living adequate for the health and well-being of themselves and their family including food, clothing, housing and medical care

Rights guaranteed in the Convention on the Rights of the Children (for children under 18) include, but are not limited to:

- Children have the right to be involved in decision-making and making their voices heard in issues that affect them
- Children have the right to be protected from all forms of violence, including sexual exploitation and abuse
- Governments have an obligation to protect children affected by war
- Children have the right to relax and play, and participate in cultural, artistic and recreational activities

- Children have the right to primary education, which should be free
- Children have the right to be protected from harmful and exploitative work

What are the steps in Youth-to-Youth?

Activity: Figuring out the steps!

There are six steps to Youth-to-Youth, listed below. Before you tell the participants what they are, write each of these steps on a separate piece of paper. Hand each piece of paper to a separate participant so that you have six participants each with one piece of paper. Have them each read out the step on their paper and the rest of the group has to decide the correct order!

The Six Steps of Youth-to-Youth Methodology

1. Getting to know each other – group members get to know each other so they will be able to work well together
2. Assess and discuss the issues in the community – group members discuss the many issues that are important to them in their community
3. Discuss and decide on a community issues – group members decide on one issue they want to take action on
4. Learn more about the community issue – participants research and learn more about their priority issue
5. Design and implement a solution to address the issue – based on what they have learned participants develop and then implement an action plan to address their issue
6. Monitor, review and reflect – participants evaluate their action and the Youth-to-Youth process itself so that future projects will go even better.

Once participants have put the steps in the order they think is correct, let them know if it is correct or if the order should change.

Youth-to-Youth Step 1: Getting to know each other

We will now look at the first step - getting to know each other. We will be demonstrating each step first and then discussing and answering questions about it.

Activities

Here are some ideas of games that you can use with the participants for them to get to know each other. You do not have to use all these games and you can use your own games if you like, these are just suggestions.

Feelings Dramas: Before the training, think of a list of different feelings – happy, sad, excited, angry, stressed, worried, etc. Ask for a volunteer and whisper a feeling into their ear and ask them to act out the feeling, without speaking. Ask the other participants to try and guess the correct feeling.

Human Knot Game: This works best in groups of 8 – 10 people. Ask the group to form a circle and then reach across the circle and hold another person's hand. They must hold the hand of two *different* people. The goal is to untangle this human knot so that everyone is standing in a circle again without letting go of hands. Communication and cooperation is the key to succeeding without harming anyone.

Human Machine: Everyone stands in a circle and one person goes into the middle of the circle and acts out a machine part. For example, they might use their hand as a hammer. The next person then goes into the circle and 'adds on' to what that person is doing. For example, they might make a noise of a hammer or add on a new part to the machine. By the end of the activity everyone should be making a movement and/or noise as part of the machine.

Facilitator's Note: These games are just examples of ones you can use as a facilitator. Are there other games you've played before that could be used? Let participants share other games they know. If there are too many then ask the participants to share them at other times during the training when the group needs an energizer. These types of games are not just for the first step – they should be used during every session, especially when the group is getting tired, bored or the atmosphere is tense. They are also a nice way to begin a session.

Once all the games are over, facilitate a discussion with the group - Why is it important to begin learning to cooperate and getting to know each other? Why are games a good way to share feelings and encourage cooperation?

Reflection

> *Facilitator's note:* At the end of each module it is important to have the participants reflect on the session, their thoughts, what they liked, didn't like or would like to see more or less of in future modules. Remember, each group is different so what works for one group, might not work for another. This is not a reflection of you as a facilitator but rather of the group needs.

Activity

Place two flip charts at the front of the room. On one write: 'what worked well' and on the other write 'what I would like to see done differently.' Ask participants to come up and write on each of them, as they like. Once everyone is done, go over the lists, ask for clarity as needed and make a plan to adjust the next modules based on their feedback.

MODULE 2: Starting the Youth-to-Youth Process

Materials needed: paper, pens, felt markers

Youth-to-Youth Step 2: Assess and discuss the issues in the community

In the previous module we covered the first step of Youth-to-Youth. We will now look at the second step in Youth-to-Youth: Assess and discuss the issues in the community

Activities

Community Mapping: Have participants get into groups of 4-5 and ensure there are both men and women in each group. Have them, together, draw a map of their community ensuring to include things like schools, religious buildings, meeting places, water points, etc. Anything they think is important to the community should be included.

Once the maps are done, have the small groups talk amongst themselves about who are the people in the community who have the main influence? Why do they have influence? Do they have influence over all the community or just some parts e.g. a school or water point?

Have the groups share their maps and findings with the larger group.

> *Facilitator's Note:* You or participants may need to explain certain words they use – for example: community, healthy, challenges, etc.

Visualization Exercise: Following community mapping, have all participants close their eyes. Ask them to think about their day and about their life in general. Imagine waking up in the morning. Imagine a typical day. What are they doing in the morning and in the afternoon? What are they doing in the evening? Look around as they go through their day. What do they see? What really bothers them? What would they like to change? Have them open their eyes.

Ask participants to discuss the following questions:
- What are some of the challenges in your community?
- What challenges or issues do you want to improve/change/work on in your community?

- What are you concerned or worried about in your community or in your country?
- What is important to you?

As the groups are sharing the challenges they see, write EACH challenge on a piece of flip chart paper at the front of the room that everyone can see.

Youth-to-Youth Step 3: Discuss and decide on a community issues

We have now looked at steps 1 and 2 of the Youth-to-Youth methodology. Now we are in Step 3: deciding on a community issue. We need to narrow down the list of issues identified in part 1, above. The group must decide which issue they want to focus on for this project. At a later date they can pick another issue but for now it is important to focus on just one issue.

Activity

Read through the list of challenges that were identified in the previous activity. Make sure that all participants understand all of the issues on the list. Ask if anyone has any questions.

Once everyone understands them all, read through each one again but only read one at a time. Each time you read one, have participants raise their hand if that is the issue they want to focus on. They can only vote TWICE – they can vote on TWO issues per person. Mark the total number of votes next to each item as you go through the list. Once all the voting is done, take the top two issues. Ask the participants to vote on the two top issues so that they choose one only.

> *Facilitator's note*: Remember that this is their choice what issue to work on not yours. Do not try to influence the decision making process.

Youth-to-Youth Step 4: Learn more about the community issue

The next step is to research and find out more about the selected issue. The group needs to decide exactly how they want to do this but first they should discuss:

- What information do we need to get? What questions do we need answers?

- Who or where can we get that information from? If I am getting information from someone, how can I be sure that they will not be upset with any questions that I ask?
- What groups of people is it important that we talk to? Men, women, youth, children, disabled persons, sick or healthy persons, community leaders, etc.?
- How will that information help us?

Here are some suggestions for how you can get the information you need. The important thing is that you never get information from just one source. For example, what a community leader thinks about one issue might be different from what a youth or child thinks about the issue. It is important to remember that you need different opinions.

- Interview experts: Find people who are experts about the topic that you want to address and ask them questions
- Create a survey: Write a few questions that you have and go and interview people in the community
- Observe: Sometimes simply observing a situation can offer insight and provide ideas
- Research: Read books or newspapers or, if you have internet access, look on the internet to learn more. Always make sure that you are reading trusted sources – just because it is printed or on the internet does not mean that it is true!

Facilitator's note: Remember that being a facilitator means not controlling everything. Do not tell the participants where to find the information but rather guide them through this process of deciding for themselves.

Activity

Action Plan! Once the group has decided on the above, they need to complete an action plan for collecting the information they want. You do NOT have to use this template (you can if you want) but it is meant as a guide. Collecting the information should not take more than 1-2 days but this is flexible depending on the time you have.

What information do we need	Where are we going to get the information	Who in our group is getting the information	When will they get the information

Reflection

Facilitator's note: At the end of each module it is important to have the participants reflect on the session, their thoughts, what they liked, didn't like or would like to see more or less of in future modules. Remember, each group is different so what works for one group, might not work for another. This is not a reflection of you as a facilitator but rather of the group needs.

Activity

Place two flip charts at the front of the room. On one write: 'what worked well' and on the other write 'what I would like to see done differently.' Ask participants to come up and write on each of them, as they like. Once everyone is done, go over the lists, ask for clarity as needed and make a plan to adjust the next modules based on their feedback.

MODULE 3: Taking Action through Youth-to-Youth

Materials: flip chart paper, markers

Youth-to-Youth Step 5: Design and implement a solution

Now that you have collected all of the information (as done in Step 4), share and discuss with the group.
- What did you learn?
- Who did you talk to?
- Were you able to talk with everyone you wanted to?
- Did any more questions come up when you were talking to people?
- What is it exactly that we want to change?

It's now time to take action! You have now identified an issue in your community that you want to address and collected all the information that you need. Now it's time to develop a project or plan for how you want to address this issue.

Discuss with the group why it is important to make an action plan first, before doing a project.

Use the following template to help develop your project idea.

> *Facilitator's note*: You should draw this template on a piece of flip chart paper at the front of the room, before the session starts.

What is the change we want to see in the community when the project is done?	
Who do we need to involve so that this change will happen? (be as specific as possible)	
What is our project idea?	
What methodology will we use? Drama, music, letter writing, community action, posters, community meeting, etc.?	

Do we need to get permission from anyone for our project idea?	
What materials or resources do we need for our project? Are these available in our community?	
When will our project happen?	
Who in our group will be responsible for doing what, when?	

Safety Audit

It is also important that your project idea not upset anyone or cause any tension in your community. For this reason it is important to complete a safety audit by answering the following questions:

- Is there anyone who could get upset by our project? If yes – is there a way to get their support before doing the action?
- Does our project allow for everyone to be involved regardless of age, gender, ethnicity, etc.? If not, will any of the groups that are not involved be upset? Why does our project not allow for everyone to be involved?
- Could any part of our project put our group or any other members of the community in danger or potentially cause them harm?

Once you have completed all of this, it's time to implement your project! The next step, below, can only be done once the project has been completed.

Youth-to-Youth Step 6: Review and Reflect

You've done it! This is the last step in the Youth-to-Youth process – reviewing and reflecting on your project.

Activity

Group Discussion: Have the group divide into smaller groups of 3-4 members. Ensure that each group has male and female members. Ask them to answer the following questions:

- What did you learn from the project?

- Do you think the project affected the change you wanted to see in your community?
- If you were to do it again, what would you change, if anything?
- What worked really well in the project? What didn't work so well?
- Do you think that the community now sees the role that youth can play in community development, as a result of the project?

Have each small group share with the larger group their answers to the questions.

Next Steps!

Now that the group has completed one project (one full cycle of the Youth-to-Youth methodology), have them decide as a group what they want to do next. Do they want to keep meeting as a group, without a facilitator, to look at other issues in the community? Are there other existing groups they can join? It is important that everyone leave the group understanding if they will meet again, or not, and if the group is going to continue, or not.

Reflection

Facilitator's note: At the end of each module it is important to have the participants reflect on the session, their thoughts, what they liked, didn't like or would like to see more or less of in future modules. Remember, each group is different so what works for one group, might not work for another. This is not a reflection of you as a facilitator but rather of the group needs.

Activity

This is the last reflection the group will. It is important to know what they liked and what they would improve for future Youth-to-Youth trainings. Have the participants get into groups of 3-4 members and answer the following questions. Once the questions are answered, each group should select one member to share with the larger group.

1. What did we learn about our community that we did not know before?
2. What did we appreciate about the Youth-to-Youth methodology?
3. What did I learn about the rights of youth?
4. What would we do to improve the next Youth-to-Youth training for other youth?

5. How will this training change how we address issues in our community?
6. What will I tell people that I learned during this Youth-to-Youth training?

Annex 1: Youth-to-Youth Facilitator Code of Conduct

As a Youth-to-Youth Facilitator I commit to the following:

1. To complete all Steps of the Youth-to-Youth project by _____ (insert date)
2. To be on time for Facilitators meetings and Youth-to-Youth workshops
3. To plan all of my Youth-to-Youth workshops in advance of doing them
4. To contact _____ and my co-facilitator if I cannot make it to a meeting or workshop
5. To work together with my co-facilitator and War Child Canada staff to solve any difficulties that may arise.
6. To ask for help when I need it
7. To behave responsibly, especially when I am with the youth participants
8. To immediately report to War Child Canada is I am worried about any of the youth participants or other youth or children in the community
9. To be a good role model
10. To be kind to my participants
11. To treat all participants equally and fairly

_____   _____   _____
Youth to Youth Facilitator   War Child Canada Staff   Date