Critical Thinking & Community Engagement:

FACILITATION GUIDE & CURRICULUM - 2016

Developed for a youth critical thinking project in Kuwait

n-mu

EURASIA FOUNDATION
en.v
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The Eurasia Foundation gratefully acknowledges our colleagues

Deborah Bicknell and Omar Abdel Samad

who provided expertise and inspiration to make n-mu a meaningful experience.

“n-mu” is the English pronunciation of the Arabic word "انمو," which means “I grow.”

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PREFACE

Welcome to the facilitation guide and curriculum for the n-mu project. The purpose of this guide is to support you as an n-mu facilitator. It will be used as the primary document for the four-day Training of Trainers (TOT) and youth training rounds. The TOT will provide the necessary support to prepare you to successfully deliver the n-mu training and coaching/mentoring for youth in the coming months. The following sections are included in this guide:

I. Overview of n-mu
II. TOT Agenda
III. Educational Theories and Learning Tools
IV. Facilitation Basics
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n-mu is a project developed by The Eurasia Foundation (EF) in collaboration with The en.v Initiative (en.v) in Kuwait, and with the generous support of the International Research and Exchange Board (IREX) and the United States Department of State. The project aims to promote constructive youth engagement through critical reflection, dialogue and action for the purpose of fostering a more active Kuwaiti citizenry. These outcomes will be achieved by building local capacity and enhancing the skills of local trainers on issues pertaining to critical thinking and civic engagement to equip youth with the skills and resources needed to make a positive impact in their communities.

n-mu was designed as a pilot project and implemented in Kuwait during June 2015-May 2016 by a cross-cultural team and includes the following people and organizations:

Eurasia Foundation: Eurasia Foundation (EF) is an international nonprofit organization that believes societies function best when people take responsibility for their own civic and economic prosperity. Through cooperation based on mutual respect, EF supports emerging leaders in responding to pressing local challenges and achieving outcomes of enduring benefit to their communities. For almost 10 years, EF has worked across the Middle East and North Africa (MENA) region empowering youth and other underserved voices in shaping their countries' development. Through its demand-driven programs, EF seeks to bring creative approaches, new technologies and cutting-edge training methods to advance local solutions and respond to emerging needs.

Deborah Bicknell*:* Deborah is an international professional facilitator, trainer and curriculum and program designer. She has worked and studied in the field and practice of experiential education extensively and has a background in youth development and empowerment. She helped to develop and run a statewide youth leadership and empowerment training program in the U.S. and currently works nationally and internationally as a facilitator and program/curriculum designer in the areas of conflict resolution, communication skills, strategic planning and visioning, school and community change, multiculturalism and equity, and organizational and systems thinking. Deborah is a guest lecturer at various universities and teaches in a number of other educational and community contexts. She lives in the northeastern United States and believes in the greatness and possibility of people and communities. Her role in n-mu is lead curriculum designer and facilitator.

Omar Abdel Samad: Omar is a partner and development consultant at Beyond Reform and Development in Lebanon. He specializes in designing and delivering tailored capacity-building programs and trainings for local governments and civil society organizations. Over the past 10 years, Omar has worked across the MENA region with local innovators, youth, activists and social entrepreneurs to design and implement effective awareness-raising campaigns and advocacy initiatives. Most recently, in Lebanon, Omar worked on a number of capacity-building programs for female electoral candidates, local municipal councils and civil society leaders. Elsewhere in the region, he has trained organizations—both in the north and south—on management cycles in Yemen. In Libya, Omar assessed citizen priorities and offered public consultations on drafting a new constitution and other legislative frameworks. He is known for his training skills specifically in the field of campaigning and advocacy programming for the Middle East. His role in n-mu is curriculum design and facilitation.

en.v: en.v is a Kuwait-based organization founded in 2008 to promote social responsibility and environmental sustainability in the Arab world. The organization's activities include planning and implementing social development and environmental programs in the Middle East by creating strategic partnerships with local civil society organizations, governmental actors and the private sector. Through collaborative efforts and outreach activities, en.v raises awareness for pressing social issues as well as leading development initiatives in the region. en.v programs focus on three main areas: education, environment and capacity-building, with a particular emphasis on empowering youth, civil society organizations and social entrepreneurs.

In designing this curriculum, we also gathered input and feedback from Kuwaiti experts, including Rania Basil Al-Nakib at Gulf University of Science and Technology as well as directly from youth in Kuwait through a survey and in-country focus groups. We would also like to thank AIESEC Kuwait, INJAZ Kuwait and Youth Association of Kuwait for co-organizing focus groups and promoting n-mu. From the outset of the program, EF was committed to designing a curriculum that was responsive to the needs of youth in Kuwait, from the initial design process throughout implementation. The curriculum evolved over time and was adapted based on feedback and input from n-mu participants.

During the pilot, seven local Kuwaiti facilitators, selected by en.v, were exposed to the n-mu curriculum and training through a train-the-trainer experience—a four-day, in-depth training—that immersed them in the program's theories, content and practical application. The facilitators were responsible for training diverse groups of youth aged 18 to 30 and mentoring them throughout the community project phase of n-mu. It was a big task and an intense and powerful learning experience.

As part of their contribution to n-mu, these facilitators worked with the existing curriculum, adding in material and culturally relevant resources in order to enhance the content and make the training their own. This way of working is the embodiment of participatory learning and emergent design (see **Participatory Education** and **Emergent Design**). Facilitators' adjustments to the curriculum during the training were expected and encouraged, as long as they adhered to the integrity, core messages and teachings of n-mu. These facilitators brought their own expertise, style and sensibilities to the n-mu training, making each module and session unique in its own way. They worked as co-facilitators in the process, planning and adjusting sessions based on the needs and learning styles of n-mu youth participants.

The following facilitators were instrumental in making n-mu a powerful experience. They enhanced the curriculum with creativity and intelligence and acted as caring and steadfast coaches during the community project. For their incredible efforts, we thank them. They are:

Abdullah Alkhonaini is a civil activist and an active member of Sout Al Kuwait, a nonprofit organization that aims to promote constitutional awareness among Kuwaiti citizens. Abdullah co-founded Raqib50, an online nonprofit website that holds parliamentarians accountable by making their voting records accessible to the public. Abdullah also works as a researcher at the Rai Institute for Strategic Studies & Research where he examines the role of civil society and active citizenship on the social fabric of Kuwait. Abdullah is also a fitness enthusiast and works as a part-time personal trainer.

Dr. Sarah Alateeqi pursued a degree in botany from Kuwait University then worked in the Public Authority of Agriculture from 2007 until 2016. She earned her masters and doctorate degrees from Glasgow University in 2014. Sarah is a writer and published a short-story collection in 2008 and is a member of Kuwait Writers Society for creative writing. She is also a member of the Kuwait Environmental Protection Society and a presenter of the "Plant Everyday" program in Ramadan 2016.

Bedoor Al Sumait is the head of the Business and Professional Women Network and the vice president of the Kuwaiti Entrepreneurs Society. She holds several certified instructor certificates and has delivered many courses on marketing and project management, both in Kuwait and abroad. Bedoor is currently the business development manager at Safira, a company focusing on social responsibility. She also owns Bee Creative, a private general trading company

Mohammad BenBader is the founder of The Divan, an initiative created to discuss ideas openly in a free environment, and AlSalon. A social activist, writer and podcast host, he aspires to bring communities together.

Ahmed AlGharabally is an entrepreneur who co-founded one of the first RFID technology firms in the region and launched an online real-estate startup in 2008. He continues to be active within the entrepreneurial community and is one of the helping hands establishing a budding local ecosystem. Ahmed has also been active in the NGO world, working with civil society groups, lobbying and setting up an array of grassroots movements to push for local change. He uses his experiences, failures and successes to aid others through coaching, facilitation and mentorship.

I. OVERVIEW OF N-MU

"n-mu" is the English pronunciation of the Arabic word "انمو," which means "I grow." The word "grow" has multiple meanings, including "to undergo natural development by increasing in size and changing physically" and "to come into existence and develop." "I grow" is a metaphor symbolizing the growth of youth—through skills acquired through n-mu—as well as their mental, physical and developmental progression and evolution as they apply these new skills during the different stages of their lives. More broadly, the name relates to the overarching desired outcome of the project—the "growth" of the Kuwaiti community.

The n-mu training focuses on four main areas: citizenship values and skills, critical thinking, advocacy and media messaging. These focus areas are taught in four modules. Modules are taught in two sessions and each session will be taught in a four-hour segment over a four-week learning experience, two sessions per week. After the four weeks of training, n-mu participants will work on a community project in small groups for five weeks, receiving support and guidance from facilitators and n-mu team members.

The TOT experience seeks two primary outcomes:

- To provide you with your own educational experience through exploring key concepts and questions related to each of the modules, as well as the general educational theories that are the foundational methodologies used in n-mu
- To prepare you to deliver the curriculum modules to diverse groups of youth in Kuwait in the coming weeks by offering you clear materials and support for both the n-mu training and community project

The desired outcomes of n-mu are increased self-awareness among youth participants. Through discussions and asking questions, they will learn to think more critically and will be more empowered to act as responsive and responsible community members. As the facilitators of the n-mu experience, we hope that you will do the same and will feel prepared to support participants through a meaningful and useful learning experience.

During the TOT, you will have the ability to modify the curriculum (**Participatory Education** and **Emergent Design**) so that the material is both relevant and easy to use. Of course, facilitators each bring their own style, sensibility and expertise to the material. Participants' needs will also contribute to the program's evolving nature. n-mu exercises and activities are purposefully experiential (see **Experiential Learning**) and are meant to encourage full participation and offer opportunities for dynamic learning. Answers are not given or prescribed; rather, participants are asked to engage fully and to learn as they go.

Each of the module sessions is organized in part through a series of questions to be explored (see **Inquiry Based Learning**). Each of the eight sessions will include the following elements (with the possibility of adjustments as needed):

- Opening/Getting Connected
- Review of Last Session
- Content-Related Activities
- Application of Content—Skill-Building
- Community Project Design
- Reflections and Looking Ahead
- Closing and Assignments

Upon completion of the four-week training, n-mu participants will have learned to think more critically, will have wondered about themselves and their communities and will feel more equipped to become involved in their communities. The modules will offer youth information and activities to help them explore their communities and build practical skills related to advocacy, critical thinking, citizenship and media literacy. The guiding questions of each of the four modules are:

Module One: Citizenship

- Who and what is your community?
- What does it mean to be an active and good community member?
- What are the values that are important to your community?
- What do you care about in your community? How do you show that you care for your community?

Module Two: Critical Thinking

- Why do you think the way you do? What is the role of your family, religion and culture on how you think?
- What are critical thinking skills? How do you define critical thinking?
- What does critical thinking have to do with creating community change and leadership?
- How could critical thinking improve your life and your community?

Module Three: Advocacy

- How does thinking critically connect to making change?
- What are the skills you believe are needed to create change? What skills do you currently have, and which ones do you want to gain?
- What are some of the barriers to creating change in your community? How do you feel about these, and what ideas do you have for how to overcome these barriers (if any)?
- Who are the “change-makers” you admire in your community/country/world, and why?

Module Four: Media Messaging and Digital Advocacy

- What role does media play in creating change?
- What skills are needed to be a critical consumer and creator of media?
- How does media messaging relate to you as a leader? What skills do you currently have, and what skills do you need related to media messaging?
- What is your message and how can you get others to know it? What do you hope they will do when they hear it?

The questions that are explored in each module and session can also be understood as intended learning outcomes. What participants discover through n-mu may differ from person to person. The questions are the guides, and the provided activities, materials and exercises are the tools for exploring these questions together.

Community Project

A significant aspect of the n-mu training involves the creation of a small group community project by youth participants. Groups will range in size and topics for projects will be related to community needs, as well as participants’ interests. After topics are chosen, they’ll be narrowed down to be more feasible and groups will come up with an action plan and set concrete goals. During each session, facilitators will guide participants through a step-by-step process that relates to the module theme and that ultimately results in each group creating a comprehensive community project plan.

The group community projects will begin after the four-week n-mu training and will take place over a five-week implementation period. Groups will have access to their n-mu facilitators for ongoing support during this process and will meet with their peers to present their projects and share what they’ve learned.

Resources and support for planning the group community project will take place each week during the n-mu training and will continue for the five weeks of implementation. en.v and EF staff will be points of support for youth and n-mu facilitators during both the training and the project implementation periods.

The community project is a good example of applied learning—each week, participants will take another step toward creating a plan for their community projects. By the end of the n-mu training, participants will have selected a topic, narrowed its focus, created a clear action plan, identified key stakeholders and developed a media plan.

Time for community project planning should be determined by facilitators as they plan each session. Timing will vary, but facilitators should allocate at least 30 minutes per session to work on community project planning. It is recommended that this section be placed towards the end of each session (following content and related activities for each module.)

The success of the community projects is not determined by whether groups are able to complete their projects; it is determined by how the group implements what they've learned from n-mu. In other words, it is not just what they do—it is how they do it. Facilitators will act as coaches, with groups taking the lead in both planning and doing. The coaches are there to answer questions, offer support to help the group complete the n-mu project component, and support the group in thinking about how or if it will continue.

This process of taking an idea into action through working collaboratively is a significant part of the n-mu learning process. Facilitators can help groups establish agreements and expectations of how they will work together, as well as what happens if and when conflicts emerge. Also, the facilitator will support the group in identifying what success means to them, as well as outlining steps that need to be taken throughout the process. Creating community change, even on a small scale, can be challenging and unpredictable. Encourage participants to remain flexible, use their creativity and apply the skills and knowledge gained in n-mu to this experience of learning by doing.

II. TOT AGENDA

The TOT will begin with an overview of key concepts and move through each of the four modules, allowing time for practical application through practice sessions. The following is an agenda for the four days, allowing for adaptation as needed. Note: This agenda reflects the daily content and timing and was adapted as needed throughout the TOT.

	Overview	Session	Time	Details
Day 1 **October 4, 2015**	The purpose and focus of the first day is to present the overall project, have all participants get to know and connect with each other, discuss educational theories and ways of teaching and learning connected to this n-mu training, and to provide information about expectations, timelines and a clear sense of the goals and purpose of each day of the TOT.	**Morning Session**	09:00 – 09:10	Welcome Remarks: en.v
			09:10 – 09:20	Opening Remarks: MEPI
			09:00 – 09:30	Overview of the Regional Assistance Program: IREX
			09:30 – 09:45	n-mu Presentation: Eurasia Foundation
			09:45 – 11:00	Getting to Know Each Other, TOT Agenda Review and Learning Process
			11:00 – 11:15	Break
			11:15 – 12:00	TOT Goals, Logistics, Overall Timeline and Expectations
		Lunch		

		Afternoon Session	01:00 – 02:30	Educational Theories—Exploration and Experience
			02:30 – 03:00	Break
			03:00 – 04:30	Facilitation Basics—The How is the What
			04:30 – 05:00	Questions, Review and Look Ahead— Assignments and Closing
Day 2 **October 5, 2015**	**Overview**	**Session**	**Time**	**Details**
	The primary focus and purpose of the second day is to review the modules, both to understand outcomes and goals and to review and understand the activities central to each module. The teaching of the material of each module will be done experientially and participants will make note of which activities they need further coaching on, so that we may return to these later in the TOT.	**Morning Session**	09:00 – 10:30	Teaching and Review of Module One: Citizenship
			10:30 – 11:00	Break
			11:00 – 12:15	Teaching and Review of Module Two: Critical Thinking
		Lunch		
		Afternoon Session	01:00 – 02:30	Teaching and Review of Module Three: Advocacy
			02:30 – 03:00	Break
			03:00 – 04:30	Teaching and Review of Module Four: Media Messaging

			04:30 – 05:00	Questions, Review and Look Ahead—Assignments and Closing
Day 3 **October 6, 2015**	**Overview**	**Session**	**Time**	**Details**
	The primary focus of the third day is to begin to practice the material from the modules, and to work as a learning community to edit and adjust the training as needed and to receive peer-to-peer support on facilitation skills as needed. Each practice session will have two facilitators leading the remaining group through activities from each of the modules for one hour. This will both reinforce understanding of the activities, provide evaluative feedback to TOT facilitators and increase learning overall.	**Morning Session**	09:00 – 09:30	Welcome Back, Questions and Needs
			09:30 – 10:30	Group Projects—Activities and Process
			10:30 – 11:00	Break
			11:00 – 12:15	Review of Learning: Module Overview and Review Process for Practice Sessions
		Lunch		
		Afternoon Session	01:00 – 01:15	Energizer
			01:15 – 02:15	Practice Session #1
			02:15 – 02:45	Break
			02:45 – 03:45	Practice Session #2

			03:45 – 04:45	Practice Session #3
			04:45 – 05:00	Assignments and Closing
Day 4 **October 7, 2015**	**Overview**	**Session**	**Time**	**Details**
	The primary focus and purpose of this day is to ensure all participants are clear on the concepts, materials and activities and know the next steps and available support. This is the closing day of the training, so understanding how to stay connected, program expectations and continuing support for facilitators will be of the utmost importance.	**Morning Session**	09:00 – 09:30	Welcome Back, Questions, Needs and Review of Learning
			09:30 – 10:30	Practice Session #4
			10:30 – 11:00	Break
			11:00 – 12:15	Small Group Work, Planning and Review of Materials
		Lunch		
		Afternoon Session	01:00 – 02:30	Review of Key Points and Areas of Needs
			02:30 – 03:00	Break
			03:00 – 04:30	Learning Circle (Evaluation), Review of Next Steps
			04:30 – 05:00	Closing

III. EDUCATIONAL THEORIES AND LEARNING TOOLS

There are several educational theories and learning tools that are the foundation for this training methodology. The following are short explanations of the most important ones to know and understand.

- **FACILITATION VS. TEACHING:** Facilitation involves a skill set similar to that of a traditional teacher, though it varies in some essential ways. The job of a teacher, as often understood in most traditional systems of education, is to impart information to students in a meaningful way. It is the teacher's job to implement curriculum requirements, decide and decipher how material will be taught and to monitor and evaluate whether students have gained competency in any particular discipline. When one is facilitating a group rather than teaching, the goal is to provide experiences and offer information and content, with the primary difference being that the facilitator is guiding the students or participants into their own understanding of the experience—the meaning that students takes from the material may vary by individual. The facilitator's job is to make sure that each student or participant has a sense of what they learned, why it matters to them and how they will apply it to their lives in relevant and meaningful ways. The word "facilitate" means "to make easy." It can be helpful to think of the facilitator's job as a guide for a student or participant to help make their learning easier and more valuable.
- **INQUIRY-BASED LEARNING:** "Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience" ("Inquiry-Based Learning" 2013). Most scientists use this type of learning to test hypotheses; in the fields of social change and education, this means starting with questions instead of answers and designing programming that is inquiry-based. Inquiry-based learning both asks participants questions and asks them to generate their own questions; both methods involve a similar process of unearthing answers.
- **EXPERIENTIAL LEARNING: THEORY AND PRACTICE:** Experiential learning is an educational ideology and pedagogy that is connected to several theorists, including John Dewey, Jean Piaget, Kurt Lewin, David Kolb and Carl Rogers, among others. The general concept of learning through experience is ancient. Around 350 BCE, Aristotle wrote in the Nicomachean Ethics (2.1): "…for the things we have to learn before we can do them, we learn by doing them" (as cited in Marchand 2010). Though it is true this concept of "learning by doing" is ancient—and perhaps fundamental to us as humans—incorporating this ideology into systems and schools of learning became more prominent in the 20th century. One of the core ideas in experiential learning is that students make meaning for themselves, rather than being told something and repeating it back in a more rote or didactic manner (see Fig. 1).

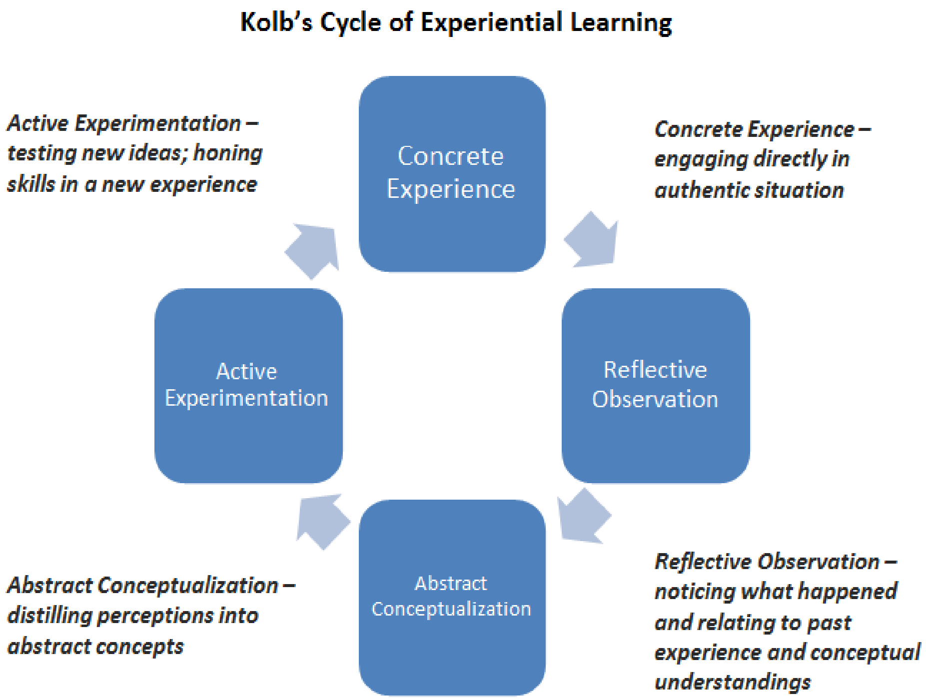


Fig. 1. Kolb's cycle of Experiential Learning. "Experiential Learning Defined." *Home*. The University of Texas at Austin - Faculty Innovation Center, n.d. Web. 27 June 2016.

n-mu will include many activities and games. While these activities might seem different when compared with more traditional learning and teaching styles, it is by design that participants are fully immersed in an "experience," and are then asked to reflect on and make meaning of what they are learning.

Tools used in experiential learning are interactive and engage multiple learning styles, as well as provide opportunities for self-reflection and personal meaning-making through inquiry and discussion.

Here are some key points to help you understand how experiential learning is different from traditional learning:

1. **TRADITIONAL LEARNING/EDUCATION**

   - The teacher is the expert and not to be questioned (at least not publicly) and is to be respected due to role and status.
   - Knowledge is seen as being given by the experts and "deposited" into the student or learner.
   - Information comes through theories that others create and data that is analyzed and memorized.
   - Learning in this environment is often done in a solo manner.
   - Lectures, readings, scholarly materials and experts are considered the only viable sources of knowledge.

2. **EXPERIENTIAL LEARNING/EDUCATION**

   - The teacher is considered a guide who assists students in their acquisition and creation of knowledge, and not the provider of information.
   - Information is acquired both through outside sources and through analysis of lived experiences.
   - Reflection and inquiry are key components to experiential learning/education.
   - Learning in this environment is often done in pairs or groups.

- Multiple means of teaching and learning, including many non-traditional sources, are considered appropriate and necessary to learning.

3. **MULTIPLE INTELLIGENCES AND LEARNING STYLES:** Another theory used in this training is that of multiple learning styles, which was created and explored by American educational theorist Howard Gardner. Gardner delineates learning into eight different styles (*Frames of Mind* 73-292):
   - Linguistic
   - Spatial
   - Body-kinesthetic
   - Musical
   - Interpersonal
   - Intrapersonal
   - Naturalist
   - Logical-mathematical

   Gardener suggests that “students learn in ways that are identifiably distinctive” (*The Unschooled Mind* 13). In traditional learning, material is often presented in a manner that appeals to linguistic and logical-mathematical learners. Applying this theory to n-mu curriculum requires designing activities that include materials and experiences that will appeal to a broad spectrum of learners and not just to a few. Activities are included throughout the training that would appeal to those who learn visually, kinesthetically and inter/intrapersonally. As facilitators, it is important to keep in mind ways of delivering instructions that can appeal to different learning styles. Teaching and facilitating while keeping in mind the idea that all participants learn differently is a key concept in this type of learning environment. Gardner believes that “the broad spectrum of students—and perhaps society as a whole—would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means” (*The Unschooled Mind* 13). The n-mu curriculum uses this theory so that participants can interact with the material in a way that best suits them in order to optimize their learning and their overall educational experience. It is essential to look at learning—and your role as facilitator—as making materials digestible for each of the participants to the best of your ability.

4. **PARTICIPATORY LEARNING AND EMERGENT DESIGN:** These two concepts are related to the schools of progressive education, constructivist learning, leadership, social change and organizational development. The idea behind participatory learning is that all learners in a group are encouraged and expected to participate in their own educational experiences. Emergent design is a term coined by David Cavallo (Cavallo) that relates to his research and theories on educational contexts rooted in indigenous knowledge. It has also come to refer to the notion that during group educational experiences, elements of the curriculum will likely change, adapt and expand. This notion is understood by group facilitators and educators as an acceptable means of teaching and learning—not as cause for alarm or derailment from strict adherence to an original plan. Facilitators who employ these methods are comfortable with this and encourage participants to be involved in co-creating curriculum.

5. **CREATIVE PROCESS:** This is an educational ideology based on the inherent creativity embedded in the learning process. It’s a belief that is hard to assign to one person or school of thought. For the purpose of this guide, it is more important to note the value of creativity in learning and the idea of “thinking outside the box” to appeal to different learning styles. Many modern social innovators and entrepreneurs talk, write and theorize about the value of creativity in learning, as well as in personal and societal growth. For n-mu facilitators, it is the idea of challenging oneself to work as creatively as possible with the modules and participants. Because the training modules are meant to be adapted as needed, the creativity of both facilitator and participants is encouraged.

6. **REFLECTIVE LEARNING:** Learning to reflect is a life-long educational tool that will serve participants long into adulthood, both in personal and professional matters. Reflective learning is connected to experiential learning in that reflection is a key tool for making personal meaning of educational experiences. Some tools that encourage reflection are asking questions, reflective writing using prompts, and visioning activities that allow participants to both reflect on experiences and think about how to apply what they've learned in the future. Reflective learning is a vital tool for facilitators and participants alike in order to improve learning experiences.

7. **PEER LEARNING:** Peer, or peer-to-peer, learning is an educational theory and practice in which "students interact with other students to attain educational goals" (O'Donnell & King 3). It is based on the idea that we all have something to teach and something to learn. Additionally, this sort of progressive educational tool is often linked to constructivist theorists like John Dewey, who wrote: "When education is based upon experience and educative experience is seen to be a social process… The teacher loses the positon of external boss or dictator but takes on that of leader of group activities" (66). Peer learning practices often help to enhance this knowledge.

A few additional learning tools that we will use are a "Facilitator Board," where we make note of key learnings after each session, and a "Bike Rack," where we will note topics that are unrelated to the current conversation, but might need to be addressed at some point in the training. We will also use an evaluative tool called "Roses & Thorns" to help gather daily assessment information as the training progresses.

IV. Facilitation Basics

As mentioned above in the Educational Theories and Learning Tools section, facilitation is different from teaching. It can be difficult to get used to the idea of being more of a "guide" in learning than an instructor, and this type of leading is not always the best or most effective—though, in this type of learning environment it is key. In n-mu, facilitators will walk participants through a process, allowing them to learn what they're ready to learn. Facilitation skills are essential for any coach or mentor in a community activity or project in order to encourages all members of the group to participate. Facilitators believe that all people have value and are essential to a positive outcome for the group. Facilitation involves the facilitator letting go of well-defined learning-process outcomes and instead gives this responsibility to the group. There are many skills involved in good facilitation: being able to understand group dynamics, communicate clearly and question in a way that opens learning up rather than shuts it down.

The following are reminders and tips related to facilitation, followed by a more in-depth look at some core aspects of facilitation and lessons learned from facilitators during the n-mu TOT.

Your Role

As a facilitator, your role is leader of the group. Because of this role, there are often expectations that one has of oneself or that others have of you, both spoken and unspoken. Here are a things to consider about how to be thoughtful in this role:

- You do not have to know everything, fix everything or make it better for individuals or the group as a whole. Your job is to keep a safe environment in which individuals can grow, learn and develop. You are powerful and in a responsible role, but you are striving to have participants take responsibility for their own learning. This is a balance.
- Think of your role more as a facilitator of experience rather than as a teacher—provide as many opportunities and as much information as you can, as long as it's not too overwhelming.
- Let the group guide you. Practice listening and watching what is going on with participants—their side comments, body language, etc.
- Get to know your group: learn what individual participants like and are drawn to as much as you can. For example, if you have a group that doesn't like to do arts and crafts projects but likes to be physical, gear your activities toward the mode in which they best learn. You can take any topic and figure out how to adjust it to the needs of the group as a whole and also to individuals.
- Make it a point to be a life-long learner and don't be afraid to learn alongside participants.

Below are more in-depth explanations of core aspects of facilitation. Understanding them will be very helpful for n-mu facilitators no matter what level of facilitation experience they have.

Framing and Debriefing

Framing and debriefing can be seen as bookends to experiential activities. Framing is a way to set up the environment so that people can get the most out of an experience. Providing space, tools and time for people to make meaning of what they just experienced is called debriefing. The concepts of both framing and debriefing are key to the experiential education model; they include a cycle of doing, reflecting and applying. This experiential cycle occurs in each n-mu activity. Framing an activity— which involves setting up a learning environment in which participants will have an experience, reflect on it and then hopefully make meaning of it—comes at the beginning of the cycle.

Debriefing involves making meaning of an activity (usually through asking questions). If done well, it can really make or break an activity. Don't rush through it—if it is not going well or not working, then try a different tactic. Pausing is also a very effective tool, both in order to gain your own sense of what is happening and to give space and time for whatever might organically arise. Debriefing can help group members make links between what they are experiencing in the session and the rest of their lives, which is a vital part of the learning process. Asking participants, “How is this activity like your life?” or “How can what we are learning here be used in other parts of your life?” can be effective ways to tie n-mu skills to life skills and allow each individual the chance to think about how they’ll apply this learning.

In both framing and debriefing, keep in mind the overall goals of the training program, your agenda and desired outcomes and participants’ wants and needs. Helping people come back to “How is this relevant to me?” and “What do I think and feel and notice about this experience?” is vital. For each participant, meaning, needs and experiences will differ with each activity. Learning to make meaning and ask questions are extremely important skills that are transferable and useful across all areas of life.

Group Dynamics

Groups have their own rhythms, shapes, sizes and reasons for being. Regardless of the its make-up, history, or intention, groups go through their own processes. In the mid-1960s, American theorist Bruce Tuckman proposed a theory of group dynamics that is still generally recognized: Groups go through the stages of “forming, norming, storming and performing” in order for “the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work and to deliver results” (as cited in Hord, Roussin & Sommers 130). This process is one where groups develop norms and ways of being together, tackle conflict and difficulty and then hopefully come out the other end more confident and cohesive than when they started. Understanding the basics of group dynamics can be especially helpful when things appear chaotic or are not going as planned. It puts the process in the larger context of group development and allows what is natural, or at least predictable, to happen—which allows groups to grow. n-mu facilitators, especially those new to working with groups, can be assured that all groups go through times of ease and times of difficulty. Learning how and when to intervene to support the natural process is part of the art of facilitation.

A brief description of Tuckman’s stages is listed here and can help n-mu facilitators better understand group and individual behavior during the training and coaching phases.

STAGE 1: FORMING: In this initial phase, groups and individuals tend to accept others and avoid conflict. Individuals are just getting to know each other and will likely not rock the boat right away. They are trying to figure out what the group is about and their role in it.

STAGE 2: STORMING: In this phase, individuals may begin to lose patience and important issues will begin to surface that the group will have to deal with. Roles and responsibilities may start to become apparent and/or an issue. Conflict arises and is expressed, even if not overtly.

STAGE 3: NORMING: This stage comes after the group has struggled a bit and established rules of engagement. The tasks and roles are clear. Group members now understand each other better and can often appreciate others in the group, even if there are difficulties. They have created a group, no matter how imperfect it may be.

STAGE 4: PERFORMING: This phase is when the group is performing well enough together to be independent, interdependent and flexible. Participants trust each other and roles and responsibilities change as needed—morale is high and conflict is handled by the group when it arises.

STAGE 5: ADJOURNING: This new stage is about ending the group and having clear boundaries of what is and isn’t part of the group’s work. It is about completion and disengagement when the work of the group is done. Dissolving the group and closure is an important part of the process.

An important reminder about these phases: They continually happen and groups can return to certain stages at different times. The process of group development is not always linear, but has some predictable patterns, as Tuckman found.

Scaffolding and Sequencing

Like many educational processes, group learning tends to build upon itself. Like with algebra, video games or learning to walk, groups (and individuals, though this can vary from person to person) tend to do best when they start with small manageable tasks in which they can have success and then progress incrementally to the next level of complexity. In the educational realm, this is often referred to as "incremental learning" or "scaffolding."

Similar to scaffolding, but slightly different, is sequencing, which is the art of building activities upon each other in an effective way. Knowing when to use certain activities and how to help groups move through their natural stages of development—while also recognizing experiences and activities that will support individual growth—is one of the main skills of a knowledgeable facilitator. Deciding when and where to do an activity requires the ability to read the group in terms of readiness, but also can be part of creating a systematic approach to teaching and facilitating.

Creating a Safe Learning Environment

Creating a sense of safety can greatly help group participants learn. A safe learning environment is one where participants know they will not be physically or emotionally harmed by the facilitator or others, and that the materials offered have been designed with multiple needs in mind and the flexibility to adjust as needed. While it is necessary to have participants move out of a completely comfortable place when learning, knowing that an environment is open and allows honest conversation and questioning is key. As a facilitator, it is part of your job to support participants in getting outside of their comfort zone—but not too far out that they are not able to learn. Here are a few ways to help create a safe learning environment within your group:

- Be consistent with agenda formats and with your behavior. Acknowledge when there is a change and share why the change has occurred.
- Model the behavior you want to see. Young people are watching what you say and do—youth notice the use of sarcasm, how you handle discipline and your own discomfort. They take these things into account, even if not outwardly expressed. Be a role model. Keep an open mind and encourage participants to do the same.
- Create and use group agreements (see activity description later in this guide) consistently and clearly.
- The ability to read the group is another important way of helping to create safe space through your role as facilitator. Be present and sense what is going on, both positive or negative, so that you can see and feel when a person or a topic needs more time and attention, or when a plan needs to be abandoned for what is more relevant and important in the moment. This can create a sense of trust in you and the group.
- Remember that you will likely have a wide range of abilities and needs in the room. Never make assumptions about what participants might be able to do or what they might feel. Ask questions as often as possible. In terms of differing abilities, be sure to get information ahead of time about the group, if possible, and if not, make adjustments as necessary. Part of creating a safe space is creating an environment where everyone feels they are welcome and wanted just as they are.
- Ask youth for their thoughts on how meetings are run, meeting length and the topics covered. This is extremely valuable and is a way of modeling shared power. Be willing to hear what youth have to say, and resist becoming defensive and/or explaining yourself. Instead, receive the feedback and comments with as much grace as possible so that participants know their thoughts and feedback are valuable.

Working with Conflict/Resistance

There is a lot that can be written about understanding and working with conflict and resistance in people and groups. Not all of it can be taught; much of it comes from the practice of facilitation. However, the following three steps are a simple way to start to address resistance. The nuances of how to address group or individual needs will take more individualized attention, yet these three steps are a great place to start when working with people or groups that seem to be struggling. Remember: when people or groups are struggling in n-mu, it is valuable for facilitators to try to better understand why this is happening in order to better support growth and learning. It's not about there being a "right or wrong" issue to solve.

1. CONNECT

- When facilitating, group conflict and difficult situations are sure to emerge. This is the nature of all groups. Though this tool may not work in every situation, it will work in most and is a good way to begin setting the stage for the other tools that will help you deal with conflict, such as active listening skills, empathy and curiosity.
- When something comes up—a disagreement or a difficulty—try to slow things down by addressing it in a calm and curious manner. This creates connection with the person or situation. Make sure you are clear about the problem, issue or conflict without passing judgment or reaching a conclusion about what is good or bad/right or wrong. This allows participants to see you as someone who cares to understand and not as someone who jumps to conclusions or makes swift judgments. This in turn helps the group to feel safe and a bit more comfortable.

2. VALIDATE

- After you have connected in some way with the issue, try to get a sense of what the person is trying to express. Ask clarifying questions or offer a reflection and then a question: "You feel that women primarily belong inside the home and not working in the business world—is that right? Can you tell me more about why you feel this way?" When conflicts arise, usually it is because some sort of extreme statement has been shared or there are very divergent points of view.
- If you as the facilitator can model deep curiosity, this will help others begin to do the same. It is often very hard to do this if you, as the facilitator, have also been triggered or upset by the comments. Staying as calm as possible and making sure you understand the thoughts and feelings of the people involved is a necessary and helpful step toward resolving conflict. You do not have to agree with the statements or situation; your job is to help the group resolve their issues while honoring and caring for each group member.

3. REDIRECT

- As often as you can, try to ask the group what ought to be done. More often than not, a group will resolve its own issues with a little help and guidance from you. If that does not come naturally or easily in a situation, you can offer an idea for how to resolve things—at times you might need to just ask the group if it is OK to put the conflict aside for a bit and then move on to another activity or topic. It is also your job to stay on task with the agenda and try to balance all of the group's needs. It's OK to ask the group to either return to what you were doing before or to a new topic, if appropriate.
- As a facilitator, you cannot avoid conflict. It is not your job to solve every issue that arises but to be attentive, kind and fair to all participants in order to create a safe and productive learning environment may be created.

Pitfalls and Pit Stops

Although as facilitators we must strive to be adequately prepared, well-trained and supported, sometimes all the preparation in the world is not enough. Here are a few things to consider if you run into the unexpected:

- If you suddenly have a much smaller or bigger group than planned, it is OK at the beginning to give the group an activity (such as making name tags) or ask one of the participants to lead a game while you make adjustments. Being transparent about the need for a few minutes to readjust is perfectly normal.
- If a group is not engaging in any of the activities, you can offer a reflection, such as, "It seems like you guys do not like these activities. How are you feeling right now?" Be aware of the balance between reading a group and going with what is new and emergent for them and keeping on track with the program agenda. It is OK sometimes to just keep going with what you have planned; the trick is knowing when to do this. Checking in with the group is a good tool for learning when to make changes.
- If an activity takes much longer than planned or you run out of time, acknowledge this and ask the group to help come up with creative solutions. Learn to trust that activities take the time they take and that ending too soon or dragging out an activity does not work to your or the group's advantage.
- Mistakes? We all make them—as facilitators, youth workers, parents, children, bosses. It is OK to acknowledge them and then move on. This can be especially challenging when so many of us have been taught to never acknowledge mistakes. In this context, it models that making mistakes is part of learning and growing. Be willing to hear tough feedback, knowing that your willingness to be vulnerable will go a long way toward creating trust and respect in the group.
- Breathe and relax. Be sure to always be yourself as facilitator—especially with youth. Being yourself, honest and genuine, and using your unique talents, skills and personality can carry you a long way if things are not going as planned. And, as much as possible, have fun—people learn better when they are having fun.

10 Tips for Great Facilitation

1. **BE YOURSELF**
   - You and your skills, talents, values and presence are a huge part of what you bring to your facilitation.
   - Always remember that you are part of the group—even though you are leading the group and are intending to be neutral, you are still a part of the group and always must be mindful about what you say and do.

2. **KNOW YOUR AUDIENCE AND YOUR GOAL(S)**
   - How you present yourself and your materials often will change slightly depending on the audience, and that is OK. The key is for people to feel comfortable enough to learn and participate, so be sure to adjust accordingly.
   - Be clear about the end result and goals of your facilitation so that no matter what happens, you can strive to achieve these goals. Also be sure that your goals match up with the group's values and big-picture visions as much as possible.

3. **HAVE CLEAR INTERNAL AND EXTERNAL AGENDAS**
   - External agendas include articulating your goals, your timeframes, roles different people will play, materials needed, etc. Your internal agendas are the attitudes you bring into the facilitation—what you hope people will feel, what you personally wish for and your idea of what success will look like.

- Be sure to help groups build on success by sequencing your conversations, initiatives and activities. Remember that everyone learns differently, so be sure to have variety in the way you present material.

4. PRACTICE "NOT TOO TIGHT, NOT TOO LOOSE" (POWER AND EMPOWERING)

- Sometimes you will need to veer off course from your original plan. That is OK; it's often best to go along with the group's energy and desire. Learn to listen to the group—pay attention to non-verbal cues. What are people interested in? What are they not paying attention to and why? People learn and change when they are engaged.
- Don't lose sight of the overall goals and your role, even while allowing the group to take charge for a bit. "Keep your eyes on the prize" can be a helpful mantra while also remembering "not too tight, not too loose" when it comes to following your original plans as well as letting the curriculum emerge in real time.

5. MODEL GOOD COMMUNICATION

- There is an old saying that we were given "two ears and one mouth" for a reason. This saying highlights an important point about good communication: the value of listening well. All of us have a lot to say and many stories to share, so listening attentively to people is a valuable gift.
- Using one's authentic voice and feeling safe enough to do that is the other side of the communication coin. Encourage people to share their thoughts and support them in sharing the right amount for them at any given time.

6. INTERRUPT GRACEFULLY

- As facilitator, it is your job to keep track of time and keep the session moving. It's OK to ask people to be brief if you need to keep things moving.
- Although it may be hard in the beginning, interrupting someone (only if a substantial amount of time has passed) is one way to maintain integrity with the group (see #9.)

7. USE RITUAL (BEGINNINGS AND ENDINGS)

- Beginnings and endings are some of the most important times in your facilitation. Starting with an activity that acknowledges each person in the room is vital, as is ending with some sort of clear sign that the meeting/retreat/group/workshop is over.
- Using rituals, such as the same closing each time or having a quote to start the meeting, are a good way to mark beginnings and endings. Most people respond to rituals of some sort and these symbols, rituals and routines can help enhance the community you create.

8. DON'T BE AFRAID OF CONFLICT—OR "GO TOWARD THE HEAT"

- For many of us, conflict can be scary. As the facilitator, if (and when) conflict arises, it is OK to name it and/or check it out.
- Often if one person is upset, someone else is likely to be upset, so always take what each person is saying and feeling seriously, no matter if you agree or disagree. Try to find a solution that will keep the group moving and that also acknowledges each person's perspective and experience. Normalize that it is OK to disagree.

9. BUILD TRUST—LITTLE THINGS ARE BIG THINGS

- "Little things are big things" applies to being a good facilitator. Things that seem little to some, like starting and ending on time or trying to remember people's names, are big when you put them all together.

- Think about how you develop trust when you are in a group. As the facilitator, try to remember what you like to have happen as a participant and be sure to address those issues in your facilitation.

10. CREATE A SAFE SPACE

- Knowing that the environment you have created is safe means that people feel they will not be harmed and will be able to express themselves freely. To create a safe space, listen well, don't correct or interpret and try to repeat back exactly what you hear. Also, when writing what people say, try to keep it as close to what they said as possible. People usually say exactly what they mean.
- Other factors in creating safe space have to do with how you deal with conflict. Keep track of your own triggers and being aware of them; "track" the room and address needs that arise (Bicknell).

FACILITATION TIPS FROM N-MU

There is so much to know and learn about facilitation and each facilitator will have different areas in which to grow. The following are some thoughts and reminders generated during the n-mu pilot training. Use them and combine them with your own style and experience.

GENERAL TIPS

- It is best not to bring your own opinion into facilitation. Share some, but let participants do the majority of the talking. You are a guide to their learning. Share what you think may be helpful in this regard.
- Your role is not to make people change their beliefs; your role is to invite participants to think.
- When facilitating, show up as you so participants show up as themselves (be authentic.)
- Facilitators should adjust tactics and approaches to accommodate participants—not the other way around.
- Let participants explore—you can question and you can lead, but you squash someone's desire when you tell them an opinion or idea is wrong or right.
- It's not your job to make sure everyone likes an activity; your job is to create a space for wondering.
- You don't need to fix everything; you just need to make a person feel heard.
- Remember that you have flexibility in your design.
- You are building a bridge and connecting participants to the bigger picture; you are helping them see links, not tell them why everything is happening.
- The sequencing of the modules is intentional because each lesson builds on the last.
- As facilitators, be clear about your goals and the essential take-aways for participants.
- You want participants to have an experience—you can teach, but make sure they have an experience.

GROUP DYNAMICS/EFFECTIVE LEARNING ENVIRONMENTS

- Disregarding opinions begins to break down the safety of the room.
- People remember how something felt as much as they remember the content.
- Remind participants to get comfortable to get uncomfortable.
- Participants have to embrace their own discomfort in order to learn.
- Uncomfortable is a great space to be in—that's when learning happens.

STRUCTURE OF TRAININGS/CONTENT

- Vary activities to appeal to everyone in the room.
- Little things are the big things (food, room temperature, space).
- People tend to like beginnings, middles and endings.

- Group size matters when designing/selecting activities. Adjust as needed.
- There is no wrong or right; participants see what they see.
- Working in a group is beneficial because people see different things.

Facilitator Feedback

An important part of facilitation is self-reflection. You can do this on your own or with your co-facilitator. Please see a list of questions below. If these questions do not work for you, feel free to adjust them. It is most important to be clear on what worked and what you might want to adjust and/or work on in the future.

1. How did you prepare for the session? Did you feel adequately prepared? If not, what do you think you should have done differently?
2. Did you face any challenges? If so, please specify if they longer term issues or issues that need to be addressed immediately?
3. Please list any local resources (and include links) utilized such as articles, videos, games and examples.
4. Please share any lessons learned and/or advice you would like to convey to your peers.
5. Please share any stories, anecdotes, or comments from participants of this session that you found particularly meaningful or that you would like to highlight.
6. Do you feel you need additional support? Please be as specific as possible.

V. Module Overview

The following modules are broken into two sessions per module. This section of the guide outlines each session's curriculum, including activity write-ups. The charts offer an overview or an outline of how each session in each of the four modules is intended to go, including the general content to cover, time allotted, the purpose of the activity and facilitator notes. Related activity descriptions (including materials needed, set up and step-by-step instructions) appear directly after each session chart.

These modules are designed to cover as much content as possible, focusing on supporting awareness shifts and skill-building through activities and discussions that help participants explore themselves and their communities. How each session actually runs will undoubtedly be different for each group, though we hope that the TOT experience and the materials offered in this guide will equip each facilitator with enough clear instruction and inspiration to make the n-mu program a meaningful experience for all involved. The most important thing is that learning occurs and that it is helpful, relevant and offers real application to youth in Kuwaiti communities.

Each module will begin with an introduction to the module's theme, key questions to be explored, intended outcomes and brief descriptions of related concepts.

A few pieces of wisdom from the TOT n-mu facilitators are offered here, relating to the modules and the learning that happens in them, as well as how to best facilitate the content.

- Each time you get back together with the group, ask participants to share what they remember from the last session and module: What stayed with them? What was meaningful? This reflection sets the stage for future learning and is an essential educational methodology and learning tool used in n-mu.
- As you prepare for each session/module, make sure you review notes from the previous session/module. What went well? What were the challenges? Make sure you have connected with your co-facilitator, that materials are ready, and that you have assigned and decided roles and allowed adequate planning time. These steps are not only helpful as a facilitator but essential to ensuring that the content components and outcomes are easily delivered and understood. Know the overall outcomes and content areas—in other words, the why behind the *how*.
- Try to give participants an experience of the topic (such as critical thinking) so that they experience things like multiple perspectives or the power of asking questions, rather than being told about this. This is the difference between teaching and facilitating (see the previous section).
- Remember as you are moving through the modules that people learn in different ways and at different rates. Allow a little silence or pause. It's OK and natural as people are thinking and wondering, especially when they're encountering a new way of thinking or a new perspective. Let them talk about and think about it. If you feel like they are lost or not getting it, ask a few more questions. n-mu is as much about what is learned as it is about the experience of learning it.

VI. Module One: Citizenship

Active Citizenship

There are many ways to understand active citizenship. Individuals and cultures have their own unique understanding of the concepts and practices associated with active citizenry, which is formed by shared history and values, as well as current governing rules and cultural norms. Additionally, the concept of citizenship is always evolving on the basis of new views and social patterns.

One key aspect to examine when seeking to understand what it means to be an active citizen is the idea of community as it relates to citizenship. The word "community" can mean different things to different people. However, community is formed by a number of individuals and/or groups living in one geographical location or linked by social, cultural and/or religious beliefs. For example, your neighborhood or town can be considered a form of community.

A community can be defined by one or more of the following elements:

- Members of the community recognize or feel that they form one entity.
- Members share the same geographical area.
- Members' affairs are governed by a unified system.
- Members share similar social behaviors, attitudes or interests.
- Members are affected by a common problem or believe in a common cause.

Usually people in the same community share traditions, culture, public spaces, problems and needs as well as services such as schools, hospitals, etc.

Being an active citizen in a community can also mean very different things depending on the values, norms and mores of each community. The following characteristics, however, are found in many definitions of citizenship:

- It is a foundation and a modern social role for all members of society.
- It is a set of interrelated and shared duties, rights, responsibilities and social, political, legal and cultural commitments. These concepts apply equally to all people in society.
- It requires a sense of belonging and membership for serious and active participation in society and in economic, political, social and cultural life.
- It ascribes importance to the just and equal enjoyment of economic, political, legal and cultural benefits, resources and privileges for all members of society regardless of class, race, religion or ethnicity.

The roles and activities that define active citizenship within communities can include the following:

- Providing support/services to community members. An active member in the community can be simply donating money to the local community center, or volunteering time to help the elderly in these centers.
- Raising awareness. A group of individuals can be raising awareness of the importance of waste sorting to preserve the environment and reduce pollution.
- Building capacity. An individual or an organization can be supporting and educating citizens to help them demand change in their communities and come up with solutions to suggest to local government.

An active citizen in any community is not passively waiting for the state or municipality to provide, but rather is engaged in helping and supporting community members by understanding their problems, participating within local organizations and groups to improve communities and suggesting alternatives and solutions to issues that arise.

A few quotes from people on being an active citizen:

Active and engaged citizens need a combination of knowledge, attitude and values. In this module, we will participate in activities that connect us to gain a better understanding of how to encourage active citizenship in ourselves and others. Some of the questions we will explore are:

- Who and what is your community?
- What does it mean to be an active and good community member and citizen?
- What values are important to your community?
- What do you care about in your community? How do you show that you care for your community?
- What are the skills needed to become an active citizen of your community, region, group, country or world?

These questions and the questions that emerge from n-mu participants will shape the learning of this section. Some key concepts that we hope will be discussed are community, active citizenship (values, skills and characteristics) and rights and responsibilities.

Additionally, some intended outcomes for Module One are that n-mu participants will be able to:

- Know their communities and be able to identify communities they are part of.
- Describe and define what active citizenship and being a good community member means to them.
- Know and articulate the values that are fundamental to being a good community member and active citizen (this will be different in different communities).
- Share and understand what others say about active citizenship.
- Understand the key learning tools and theories of n-mu and begin to build a community of learners among program participants.

MODULE ONE: FIRST SESSION OVERVIEW

4 HOURS

Time	Content	Purpose	Facilitator Notes
45 min	Quick Welcome and Getting to Know Each Other: • Name and Motion (#1) • Categories (#2) • Three Things in Common (#3)	Connect the participants to each other and begin to build the group	
45 min	Getting to Know the Program, Exploring Why it Matters: • Show video clip (if available) and have discussion of why we are here and why n-mu matters. (15 min) • Pair share personal goals for participation in n-mu. What do you hope to learn or gain? What is a personal goal for success? (15 min) • Share basic information and expectations. (10 min) • Tools for learning (experiential learning model, online journal, social media, other tools, inquiry etc.) (5 min)	Set expectations and begin to offer a framework in which to learn Set personal goals—a key tool for growth within a reflective learning environment Create a sense of common ground in terms of assumptions and expectations	
15 min	Break		
30 min	Questions, Getting to Know Each Other and the Program (continued): • Two-Minute Interview (#4) • I Want, I Will and I Offer—pair share and then big group (#5)	To continue to form and build the group Begin to explore content related to the module's theme of citizenship	
30 min	Content activities: Citizenship: • Who is Your Community exercise (#6)	Laying the foundation for the concept of citizenship	
15 min	Break		
20 min	Applied Learning: Exploring Values—Taking it Deeper: • Three Slips Activity (#7)	Connecting self to citizenship—this is a piece of applied learning	

30 min	Community Project: • Remind participants about basics. • Share some of the survey results; brainstorm additional topics/areas of interest	Begin the community project topic-selection process	
10 min	Reflections, Questions and Looking Ahead: • Teach in this first session the role of reflection in experiential learning, then model. • What is one thing you learned today? What will you take with you that is of value? What is a question you are walking away with? • One, One and One. (#8) • Share that next week's module is continuation of exploring the idea of citizenship and a little bit about where we are headed.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going. (Note: repetition is an important part of helping in the learning process.)	
20 min	Closing and Assignments: • Reminder for next meeting—time and place. • Assignment: Think of a person who embodies the values that matter to you; find a quote from them to bring in; and, if possible, bring in a picture of this person. • Share tool of "Roses and Thorns" and then do it. (#9) • Word whip (#10)	End the session Outline work to do for next session Model values and positive learning environment	

MODULE ONE: FIRST SESSION—ACTIVITIES

QUICK WELCOME AND GETTING TO KNOW EACH OTHER (45 MINUTES)

This section offers three different activities for getting to know each other and beginning to build a sense of community and commonality. Facilitators can decide whether to use all three activities or add their own.

- Name and Motion (#1)
- Categories (#2)
- Three Things in Common (#3)

Activity #1: Name and Motion

Goals/Uses/Outcomes: An "icebreaker" activity involving introductions. It's a good use of multiple learning styles and a good way to get people to learn names, have fun and "get in the room."

Materials Needed: None

Time Needed: Depends on group size—typically can be done in 15 to 20 minutes

Activity Description:

1. Have participants stand in a circle.
2. Tell the group that they will be sharing their name and a motion that goes along with that name. Use your own name as an example, or have someone from the group volunteer their name with a motion so that all in the group understand.
3. After each person shares their name and motion, the rest of the group will repeat it all together.
4. Do this for all members of the group.

Debrief Notes:

✓ There is not any big debriefing for this activity.

Activity #2: Categories

Goals/Uses/Outcomes: To deepen awareness of each other, get a sense of similarities and differences in the group and share "fun facts" about ourselves.

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. Tell participants that this game is about getting to know each other in terms of what we like.
2. The facilitator(s) will give three different categories. Example: If the topic is about what to do on a Friday night, the three categories might be: 1. Sit home with a good book and good food. 2. Listen to live music or 3. Hang out with friends at a café. (You can adjust these options for whatever is culturally typical.)
3. Once the facilitator has delineated the choices—anywhere from two to four—participants must find others who are like them by shouting out their choice. This leads to controlled mayhem, but it is participants' job to find others who are like them.

4. While participants are trying to find others like them—and, if, as the facilitator, you wish to increase the challenge—you can play music in the background or some other type of noise.
5. Once you have done this for several rounds, have participants do the same thing—find others who are like them—without talking or using sound at all.
6. End when you have done several rounds. Note: If the group is advanced or if you want to challenge the group with more of a problem-solving activity at the end, you can end this game with a topic such as music genres and then ask groups to come up with one line about the music they love.

Debrief Notes:

- ✓ Did you learn anything new? Was it fun?
- ✓ There is not a lot of debriefing for this activity—the point is to see and hear what participants experienced.

Activity #3: Three Things in Common

Goals/Uses/Outcomes: To remind participants that although we are each unique, we also have a lot in common —even if we don't think so or like it, and it's important to learn about our differences. This activity is good for building a deeper community and getting participants to begin to think outside the box.

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. Begin this activity by asking participants to pair up, preferably with someone they don't know.
2. The goal of this activity is to find out at least three things you have in common with your partner. They cannot be things that you can readily observe, such as, "You and I have brown hair" or, "You and I both wear blue shirts."
3. The amount of time for this is two minutes (facilitators: you don't have to be strict with this; don't go over the time limit, but if people generally seem ready before time is up, it's OK to call time.)
4. Have partners introduce each other: "Hi, I am Andy and this is Abdi," for example, and then share the three things they've found in common.
5. Once all pairs have shared, debrief the activity thus far.
6. After this, have the pairs find another set of pairs and repeat the activity, finding things the four of them have in common.
7. Have a few groups share, then ask them to find at least three things about each other that are different.
8. Share these with the group and discuss the value of commonalities and differences as part of the debriefing.

Debrief Notes:

- ✓ No matter how different we are, we can always find something that brings us together and illuminates our connection and similarities.
- ✓ Often, youth, cliques and certain subgroups think they have nothing in common with others or with adults. This activity can begin to dispel that myth.
- ✓ It is important to realize what we have in common with people, organizations, movements, etc.—where do we overlap? This is key to understanding how to collaborate and connect. It is also important and valuable to be able to name differences and recognize the value of seeing and appreciating those differences.

- ✓ Possible debrief questions: Was it difficult or easy to find things in common with your partner? What do you think this has to do with real life? In other words, what's the point? Was there anything that surprised you?

Getting to Know the Program, Exploring Why it Matters (45 minutes)

This section is about setting the context for n-mu participants and assessing their personal goals. Before describing the key elements of n-mu, talk with participants about the importance of a program like this. Why does it matter to have a program like this in Kuwait? What are similar programs trying to accomplish? Talk about the change students can make in their own lives, their communities and Kuwait if they fully participate, and not only how this can add to their lives, but also how they can add to the lives of others and communities, as well as the State of Kuwait.

Once you have talked about the value of n-mu and why it matters, ask each participant to share their response to the following prompt:

- What personal goals do you have for n-mu? What do you hope to learn or gain?

Next, share what will be covered in the program, as well as how it will be facilitated. Share that the learning community is based on the educational theories and tools described in the facilitator guide. Additionally, share any elements or information that you think will give participants an overall sense of what the program is, why it matters, where it came from and what needs it's addressing—in other words, why and how they were chosen to be here. It may also be helpful to talk about the participatory nature of the program and how they will be in charge of their own learning by participating fully, reflecting on what they've learned and asking and responding to questions.

Be sure to share that n-mu is highly experiential; share information about the community project as well. Some examples of additional topics to share in this section are:

- Who created n-mu and what are the goals of the program?
- Who are the organizations involved?
- How long does n-mu training last?
- What is the community project and why is it part of the program? (You can share more about this later as well.)

Ask the group if they have any questions—this can help set the tone for transparent information sharing, and setting the context for things is a helpful learning tool.

Questions, Getting to Know Each Other and the Program (continued) (30 minutes)

This section will continue to have the group get to know each other and the program. The reason for spending a good amount of time on this is that once the group has built some trust and connection, a learning community can develop.

This section will include another "Getting to Know Each Other" activity (Two-Minute Interview) and another activity about building commitments within the group (I Want, I Will, I Offer).

Activity #4: Two-Minute Interview

Goals/Uses/Outcomes: A good activity to help participants get to know each other in a more intimate way. Also teaches and offers some practice in asking questions/interviewing, which are valuable skills.

Materials Needed: Pen and paper (if desired, not necessary)

Time Needed: 15 minutes

Activity Description:

1. Have participants come up with five questions they would like to ask any member of the group.
2. Have them get into pairs—preferably with someone they don't know.
3. Ask the pairs to decide who is going to interview first; be sure that in each pair, there is the person interviewing and the person being interviewed.
4. Begin the interview process—two minutes for each person.
5. After each pair is finished, have everyone return to a big group and have partners introduce each other to the rest of the group—only if this feels comfortable and the group is fairly comfortable. If not, then just have them pick a highlight from the interview.
6. Debrief the activity.

Note: You can use the activity as a more focused, topic-centered tool. For example, the facilitator could have participants do a two-minute interview about their summer, or about being a youth in Kuwait.

Debrief Notes:

- ✓ This activity does not have a lot of debriefing, but some good questions to ask: Was it harder to ask the questions or answer them? Did you learn anything new? Is there anything else you would like to know? Did any answers surprise you and why?
- ✓ Two good points to highlight, besides what the group brings up, are the ideas of curiosity and presence. Question-asking shows others that we are curious—we want to take the time to get to know them. And sitting with another to listen and ask questions, as an interviewer, require a sort of presence that is important to cultivate in doing social change work.

Activity #5: I want, I will, I offer

Goals/Uses/Outcomes: This activity, which involves commitment-sharing by all group members, helps set the tone for shared learning and shared accountability.

Materials Needed: None

Time Needed: 15 to 30 minutes

Activity Description:

1. This activity is best done at the beginning of a session and is a way to set the tone for how the group would like to be with each other. In the next session, the group will come up with group norms, which is connected to this idea, but a little different.
2. Have people get into pairs—ask them to share with one another answers to the following prompts. Offer them three pieces of colored paper and have them put one response on each piece of paper.
   - *I want:* One thing the participant wants to get out of this program. It can also be what he/she wants from others.
   - *I will:* One thing the participant promises to do.
   - *I offer:* One thing the participant is bringing to the group. This is often a quality or skill (or both) that he or she brings.

3. After people share in pairs, bring the group into a big circle and, if time allows, have each person share all three of their responses. There is often not time to talk about each response, so, instead, just listen to each person's sharing.
4. At the end, offer a short debrief.

Debrief Notes:

- ✓ Ask for thoughts or comments from the group after all the participants share.
- ✓ Why does it matter to share this? How will we hold ourselves and each other accountable?
- ✓ What does making commitments have to do with citizenship and social change? (if time allows)

Content Activities (30 minutes)

In each of the modules and in each session, there are several times in the agenda when the focus will be on sharing activities and information. For example, in Module One, the content focus is active citizenship. This first 30 minutes will invite participants to begin to think about the concept of community and what communities they belong to. See the "Who is Your Community" write-up for how to do this. The purpose of starting with community is that before we can engage in how to be an active citizen of a place or community, we must first recognize and understand that community.

Activity #6: Who is Your Community?

Begin by sharing a brief definition of community. Use the one provided here, or use a similar one in your own words.

What is a community? The word "community" can mean different things to different people. A community is formed by a number of individuals and/or groups living in one geographical location, linked by social, cultural and/or religious beliefs. For example, your neighborhood or town can be considered a form of community.

Goals/Uses/Outcomes: An activity to help participants begin to understand the communities they are part of, plus the people/things that make up these communities—it works to answer the question, "Who is your community?" in a basic way.

Materials Needed: Flipchart, markers, blank paper and pen

Time Needed: 30 minutes

Activity Description:

1. Begin this activity by asking participants to name some of the communities they are part of.
2. Next, give each participant a blank sheet of paper and a pen. Ask them to draw four concentric circles—a smaller circle in the middle of the page, then a bigger circle around it and so forth.
3. Title the circle at the center of the page "Innermost Community." (Note: the facilitator can and ought to draw this on a flipchart to have a visual instruction as well as give verbal instructions.) The next circle out is the local, the next circle is the regional and the last circle is the meta or global community.
4. Have participants take time to quietly and individually fill in each of these circles. Examples of each might be:
   - Innermost community: My parents, siblings, myself, my house, other identities that people relate to
   - Local: Neighbors, teachers, friends
   - Regional: Might be organizations you're part of, the region in which you live

- Global: This might be about the larger world or groups you feel a part of—like being a man/woman, a global citizen, a youth activist, etc. (Note: These are examples; some identities might go in the inner circle or in some other circle.)

5. Once participants are done, have them share with either a partner next to them or, if there's time, with the whole group. You can also have participants put their pages on the ground or on the wall so they can walk around and see what others wrote and then talk about what they noticed.

Debrief Notes:

- ✓ This is a chance for group members to share what is in each sphere. Ultimately it does not matter what people wrote; the exercise is really about highlighting the fact that we are the ones who define and describe what community is and means to us. Who lives in our community? What comprises it?
- ✓ Another key point is that we are all part of many different communities, and when talking about good citizenship, it is important to know the community that we are talking about. For example, "What does it mean to be a good citizen of the ____ region of Kuwait?" which may or may not be exactly the same as in Kuwait City. Some of the ways of defining this are likely the same, though some might be different.
- ✓ This activity is to help the group begin to define community.

Applied Learning: Exploring Values (20 minutes)

In each of the modules and sessions, there are sections called "applied learning." The idea for this section is for n-mu participants to practice and/or take a concept deeper. In this first module on active citizenship, n-mu participants will explore the values of active citizenship.

Activity #7: Three Slips Values Exploration

Goals/Uses/Outcomes: To help the group create a values-based definition of citizenship and community by looking at these concepts through the lens of values to see what is common (and different) among group members.

Materials Needed: Slips of paper (three per participant; better if different colors), markers

Time Needed: 20 to 30 minutes

Activity Description:

1. Give each participant three slips of paper.
2. Instruct them to think about three core values that are most important in a good community member or citizen. Have them write one word or phrase on each slip—for example, one person might write "Honesty" as a core value. Make sure that each word or short phrase is written in big enough print for all to see when it is up on the wall.
3. Ask participants once they are done to post their slips on the wall. They can also post them on a flipchart.
4. Next, ask the group: What do you see? What are the commonalities? What do you notice?
5. If there are similar slips, you can ask a participant to come up and group these common values together.
6. Sometimes, after a discussion and debrief, the group will see that there are core values that the whole group thinks a good citizen should have, and thus are creating a sort of shared definition. It is not necessary to get the values to agree or for there to be a certain number of them. It is the conversation that matters here.

Debrief Notes:

- ✓ Help participants see what is common and what is not—what does that tell us about how we define community/citizenship?
- ✓ What can we do with this information? How does this help us understand how to be good citizens? Ask participants what they think about this activity and how it might help them answer that question for themselves.
- ✓ Not all values have to be the same. In other words, there does not need to be a conclusion. What's important is that participants have thought about this and see the value of being intentional in their understanding of all the elements that make up a community.

COMMUNITY PROJECT (30 MINUTES)

This is the first week of the community project and therefore will involve first introducing the project to the group. Facilitators will introduce the idea of a group community project and will outline what will be covered, the goals and desired outcomes.

It is OK to take a bit of time to explain this aspect of n-mu. Allow time for questions as well. Here are four steps for outlining the n-mu community project:

1. GOALS OF THE COMMUNITY GROUP PROJECT: (5 MINUTES)

- To offer practical application of all the skills learned in n-mu
- To apply advocacy skills in order for participants to effect positive change in their community
- To gain or build confidence in participants' abilities as social change makers
- To practice the skills of collaboration and teamwork

Be sure to share that community projects should be:

- **Reasonable and manageable**, meaning that a good amount of the work can be completed during the five weeks
- **Connected to participants' passions and interests**
- **Collaborative** and done in partnership with other n-mu group members
- **Relevant and connected** to a community need and n-mu's objectives and values

2. YOUTH SURVEY INFORMATION: (10 MINUTES)

Next, the facilitator will share a few top ideas generated from the youth survey. The youth survey data was collected as part of the n-mu design process so that it would be relevant and powerful for young people in Kuwait. Sharing this data is optional for n-mu facilitators. It may be helpful to share a few ideas (such as those listed here) to give participants a sense of the types of issues they may want to address. Facilitators can share topics that were addressed in the n-mu pilot phase as well. This is just to get current n-mu participants thinking.

Youth survey topic areas:

- Traffic
- Employment
- Religious strife
- Environment and infrastructure
- Rude behavior

- Racism/intolerance
- Gender inequality

n-mu pilot topic areas:

- Environmental awareness/protection (through the use of recyclable bags)
- Promoting pluralism and tolerance
- Legalizing home-based businesses
- Raising awareness on autism

Note: It is important to let n-mu participants know that these are just ideas; facilitators should be aware of the tendency to simply replicate what is seen or offered as ideas. Therefore, go through this section pretty quickly and/or do not include it if time is limited.

3. COMMUNITY PROJECT OVERVIEW: (10 MINUTES)

Facilitators can have participants review the handout below on their own or as a group. It can be offered first before more specifically discussing the goals.

4. QUESTIONS: (5 MINUTES)

Allow a few minutes for questions on the n-mu group project. If there are no questions, ask the group to share with you something they remember about the group project. This can be a good tool to see if participants have retained the major pieces of information. Have several people share something they are excited about related to the idea of the n-mu community project, and/or share something they have learned in this section about the purpose, goals and outline.

Additionally, facilitators can show a video clip or two from youth who have created change in their communities, either locally or globally, to inspire the group—maybe even an n-mu project video clip. Facilitators can also decide whether or not to start the section with one of these videos or instead end the section with a video. If there isn't time for a video clip during this session, it can be used to start the next session.

End this section by emphasizing that it's not how much of a project participants complete, but the process of thinking it through critically, with active citizenship and related values in mind. It is the applied learning of the concepts of n-mu.

Handout: Community Project Overview

PURPOSE

- The purpose of the group community project is for you to begin to apply the skills and knowledge gained through your participation in the n-mu program and to take an idea into action.

- More importantly, the purpose is for you to have an impactful experience, working collaboratively in teams with like-minded people to create and effect positive change in your community. Remember that change can begin with just a conversation and that every step, regardless of size, contributes to change.

- Projects should be relevant to a community need and connected to the objectives and values of n-mu. The group community projects will begin after the four-week training round and will take place over a five-week implementation period following the training. Groups will have continued access to their n-mu facilitators and en.v for ongoing support during this process and will meet with their peers to present their projects and share their experiences.

PROJECT CONCEPT AND INITIAL SUBMISSION

- You will be introduced to the concept of the community project during the first session of n-mu training. As you and your peers begin to identify and discuss community issues, your n-mu facilitator and en.v will guide you into forming groups based on issues and community needs that you feel passionate about. Progressively, as you experience each module (citizenship, critical thinking, advocacy and media literacy), you will also begin to think about how these themes relate to your topic through practical exercises on issue identification, root-cause analysis, stakeholder mapping and effective messaging.

- By the end of the training round, each group will be asked to develop an initial draft of their project action plan. During the last training session, each group will present their ideas and receive feedback from their peers, n-mu facilitators and en.v.

PROJECT PLANNING, FINAL SUBMISSION AND APPROVAL PROCESS

- In the two-week period following the end of the training round, each group will continue to work with their mentors to finalize the details of their plan, including activity timeline, outreach strategy and anticipated results.

- You will also be required to develop a budget. Each community project will be eligible to receive a small implementation grant. Please note that not every project will receive the same amount. The final amount will depend on the type of project and the activities to be implemented.

- We realize that creating budgets may be a daunting task, but your mentors and en.v will be offering you guidance on issues such as how to create a budget, types of costs to include, allowable and non-allowable costs, tracking expenses and reporting requirements.

- By the end of the two-week period, project teams will be required to submit their finalized plans and budgets to their mentor. At this time, the finalized project idea will be submitted for approval. We anticipate a roughly two-week approval process.

IMPLEMENTATION TIMEFRAME

- While you are welcome, and encouraged, to meet with your team and mentor to discuss and begin plans for your project, official implementation should not begin until you receive formal approval.

- After approval, teams will have five weeks to implement their projects. This timeframe is important to keep in mind when designing your project. Five weeks is a relatively short amount of time, so please use that as your guide when thinking through project activities and results.

- Remember: Even small steps can lead to big changes.

COACHING, MENTORSHIP AND RESOURCES

- As mentioned above, each project team will be assigned a mentor from the pool of n-mu facilitators. Your mentor will guide you from the beginning of your project through to completion. Because the timeframe is short, completion of all your project goals may not happen within the five-week timeframe. We encourage groups to set manageable goals and discuss what happens to these initiatives once the five weeks is over.

- Consider your mentors as a resource and source of support throughout the process. Mentors can help you brainstorm, think of ways to overcome challenges, connect you with relevant stakeholders/interested parties or simply talk.

- Through your mentors and en.v, you will also receive additional resources and tools on project design and implementation to help you carry out your plans.

Reflections, Questions and Looking Ahead (10 minutes)

This section is found in each of the sessions and modules and is a way to practice teaching and applying reflective learning. One activity, "One, One and One," will be a reflection tool in each of the sessions. There will be time for questions—as the facilitator, it will be part of your role to keep a running list of questions. Each question does not need to be answered by the end of the session, but can be noted and addressed at the beginning of the next session, or addressed and answered in the moment. "Looking Ahead" gives participants a sense of where they are going. For this module, the "Looking Ahead" is that Module One, Second Session will offer participants an even deeper look at active citizenship and time to pick a community project.

The following describes how to facilitate the "One, One and One" activity. The questions section is an open invitation to participants to share questions and note them on a flipchart. "Looking Ahead" involves the facilitator sharing a few things to look forward to in upcoming sessions. What information is shared will differ with each facilitator and is meant to help keep the flow of learning moving in a continuous manner.

Activity #8: One, One and One

Goals/Uses/Outcomes: A reflective tool that can be used once in n-mu or at each session, depending on the. It is a way to encourage participants to think about what they have just experienced and make meaning of it.

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. This activity is first done as an individual reflection for each participant at the end of the session.
2. Write the following prompts on a flipchart and then share them with the group:
   - What is ONE moment of value for me in this session?
   - What is ONE question I still have about this topic?
   - What is ONE thing I want to remember from this session?
3. After giving participants a few minutes to think about this, have them find a partner and share their answers.
4. Once this has happened, have everyone come back together and ask a few people to share with the group.
5. It can be helpful for participants to have a journal or a place to write these responses in order to be able to come back to them later, as it can provide a reflective overview of the whole experience.
6. Emphasize that the answers should be honest and authentic to the participant.

Debrief Notes:

- ✓ There is not much to debrief in this activity. Thank participants for their honest sharing and reflection.

Closing and Assignments (5 minutes)

Beginnings and endings are important in creating safe and strong learning environments. Facilitators can use their own tools and facilitation techniques to begin and end sessions. The following suggestions are effective methods for doing so. The "Roses and Thorns" technique is used to gather evaluative feedback on a module-by-module basis so the facilitator can make adjustments as needed, and also can track participants' learning experiences.

During the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment—this will be given at each session. Write this for people to see visually, if possible
- A “Roses and Thorns” debrief of the module
- A brief closing activity

The following are activity write-ups for “Roses and Thorns” and for “Word Whip,” which is an example of a closing exercise. Closing exercises signal to the group that the session is ending and are not intended to open up conversation or delve into new content. They are activities that do not require debriefing, as they end the session.

Activity #9: Roses and Thorns

Goals/Uses/Outcomes: This is an evaluation tool that will be used in every session as a way to both encourage and teach reflection as well as give facilitators a chance to see what engages participants and what might need to be adjusted to improve the curriculum.

Materials Needed: Flipchart and markers

Time Needed: 10 minutes

Activity Description:

1. Have the participants sit in a circle or something that feels comfortable. Prepare ahead of time a flipchart cut in two sections—one that is labeled “Roses” (or Pluses) and one labeled “Thorns” (or Deltas). The terms can also be something culturally relevant that symbolizes something very positive and something that needs to be changed or is/was hard or difficult.
2. Next, ask participants to share feedback on how the session has gone—as the facilitator, you can decide to start with the positives or have participants just share and ask them to delineate where it ought to go—in the positive or in the “needs work” column.
3. Do this for as much time as allotted—be sure to just let the feedback arise; no need to immediately address it or start a discussion. Clarifying information is fine, but the goal of this activity is to foster a sense of co-ownership and co-creation of the material, so it is important to allow feedback by just listening and noting it on the flipchart.

Debrief Notes:

✓ There is no debrief to this activity. Thank participants for their honest feedback.

Activity #10: Word Whip

Goals/Uses/Outcomes: This is a good and quick way to assess where a group is at. It also can be used as a focusing tool.

Materials Needed: None

Time Needed: 5 minutes

Activity Description:

1. Have the group sit in a circle, if they are not already sitting in one.
2. Tell the group that you are going to have them go around the circle and share just one word about how they feel. Be clear about that the one word should be their “first thought, best thought.”
3. Once everyone has shared their one word, sit together in silence for a moment.

4. Ask the group if there are any general comments or questions, and/or make general comments to the group.

Debrief Notes:

✓ There is no debrief to this activity. Remember to not react to any of the words and don't allow any conversation during this activity—let the words just come naturally (also, for some, it might not be verbal, but rather non-verbal). Allow every response to be perfect for that person, in that moment in time. Allow participants to be where they are. This is a way to create a safe learning environment.

MODULE ONE: SECOND SESSION OVERVIEW

4 HOURS

Time	Content	Purpose	Facilitator Notes
40 min	Quick Welcome and Getting to Know Each Other: • Have You Ever (#1) • Picture and Quote Gallery Walk (#2) • Where I Am From (#3)	Continue to build the group and collective learning	
10 min	Quick Review of Last Session: Highlights, Questions and Lessons Learned	Integration and applied learning—also encouraging inquiry as a learning tool	
15 min	Content Activities: • Creating Group (or Citizen) Agreements (#4)	Exploring topic of citizenship	
15 min	Break		
30 min	Content Activities: • Brainstorm: What Does Citizenship Look Like in Kuwait? (#5) (20 min) • Handout: Characteristics of an Active Citizen (provided below)	Exploring the topic of citizenship	
15 min	Applied Learning: • Rights and Responsibilities (#6)	Creating an exemplar for participants	
15 min	Break		
50 min	Community Project: • The group will narrow down the list of brainstormed topics and form groups. See below for more information. • Zim Zam—can be used here or anytime needed (#7) (10 min) • Community Need Venn Diagram and Group Brainstorm (#8) • Pick Your Topic (#9)	This is a larger applied learning piece—beginning to take concepts and apply them not only to oneself but also to put in action	

15 min	Reflections, Questions and Looking Ahead: • Questions, if there are any • Looking ahead—we will talk about the connection of citizenship to critical thinking, and look at the topic of diversity within communities/citizens and how to think critically about this in the next session.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going. (Note: repetition is an important part of helping in the learning process.)	
15 min	Closing: • Reminder for next meeting—time and place. • Assignment: If we are using Instagram, ask participants to post a picture on their account, at least one, of citizenship in action. • Closing activity (#10) Picture Closing	End the session Outline work to do for next session Model values and positive learning environment	

Module One: Second Session—Activities

Quick Welcome and Getting to Know Each Other (40 minutes)

This section offers three different activities to get to know each other and build a sense of community and commonality. Each facilitator can decide which activities to use from the ones provided below or add in their own. This session's "Getting to Know You" activities build on Module One, First Session and begin with participants sharing their assignments in a creative way.

Activity #1: Have You Ever

Goals/Purpose/Outcomes: To have fun, build the group and break the ice by getting to know one another.

Materials Needed: Chairs and room to make a big circle

Time Needed: 15 to 20 minutes

Activity Description:

1. Set up the room with a circle of chairs. Be sure that the circle of chairs has one fewer chairs than participants.
2. Begin with one volunteer in the middle.
3. Tell the group the purpose of this activity is to learn about one another and have fun—instruct them to notice with whom they share common experiences and with whom they do not.
4. Instruct the volunteer to share a life experience—a good way to have them frame it is in the form of a question, saying, "Have you ever been on an airplane?" Let the participant who is volunteering know that they must have had the experience in order to name it. If the group is relatively new or you want to keep things really safe to begin with, you can ask the volunteer to do an easy one.
5. Let other participants know that if they have also had the same life experience, they have to find a new seat—everyone who has had that experience must move. Whomever is left without a seat moves to the middle to share an experience.
6. Please also note in your instructions that people who move to a new seat cannot move to a seat directly to the left or right of where they were originally sitting.
7. Tell participants to watch out for each other and be aware of personal space when running to a new spot (it does get a bit chaotic). Part of the fun of the activity is that lots of people are often moving at the same time to find new seats first…this is great as long as personal safety is adhered to.
8. If the person in the middle shares a life experience that no one else has had (which is rare), help the process along by asking if other participants know anyone who has had the same life experience. Always try to find a way to help the person in the middle feel joined in their experience. (Note: sometimes participants will bring up sensitive or more personal experiences—continue to make sure that the space is safe for them to share.)
9. Once the group has gone through several rounds, quietly take away another chair, leaving two people in the center. Have the two people come up with one thing that they have both done. Have them repeat this to the group and continue the game in this manner.
10. End the game when most of the participants have had a chance to be in the middle or when it seems like the group is getting a little bored.

Debrief Notes:

✓ Some questions to ask:
  - Did you learn anything new?
  - Was it fun?
  - What did it feel like to see other people move when you did?

- What did it feel like when others did not have the same experience as you?

✓ We share experiences with some people and not with others, and sometimes our assumptions about others are not true.

Activity #2: Picture and Quote Gallery Walk

Goals/Uses/Outcomes: This is a continuation of the first session's assignment to think about the values of community/citizenship, then think of a person who embodies those values and bring that person's picture to the next session (if easy and appropriate) and a quote. This activity is about bringing those values into reality by connecting them to a real person to begin to see how active citizenship looks in practice.

Materials Needed: Tape to put pictures and quotes on the wall, and colored paper and pens if people need to write out the quotes.

Time Needed: 20 minutes

Activity Description:

1. Have each participant write out the quote, or if they have a picture and a quote ready (as assigned), instruct them to put their quote and the picture up on the wall next to the other participants'. If there's no available wall, line up the photos and quotes on a long table.
2. Once all participants are finished, have them go down the line as if they were at an art museum, looking at each quote and picture.
3. Once participants have looked at the items, have them take one of the pictures and quotes. Do this one of two ways: Either have the participants take their own picture back, or take one from another person.
4. Before people share their picture and quote, ask the group to talk about what they observed, thought, felt, etc., while looking at the photos and quotations.
5. Have each person discuss their picture/quote. If participants have selected a picture/quote that is not their own, have them share what drew them to it and then give a few minutes for the person who brought it to speak about it, too.
6. Debrief the activity.

Debrief Notes:

✓ The point of this activity is to discuss as a group what it looks like to be a good community member and active citizen. The people represented by the pictures and quotes are examples of this.

✓ Some possible questions to ask:
- Was it hard to find a quote that you felt captured something meaningful related to active citizenship?
- What did you notice about other participants' quotes? Who are the people who inspired them?
- Were you surprised?
- What, if anything, does this teach us about citizenship, how it's learned and how its values are taught?
- Did you get something out of this activity? Please explain.

Activity #3: Where I Am From

Goals/Uses/Outcomes: The overall purpose of this activity is to delve into the "stories" and understanding we have about ourselves and our lives based on where we are from. Understanding where participants are from can also connect them to the values of that place.

Materials Needed: Where I Am From worksheet

Time Needed: 20 to 40 min (depending on the facilitator's choice of how to run the activity)

Activity Description:

1. Hand out the "Where I Am From" worksheet and let people fill it out individually.
2. Facilitator can read this example if he/she thinks the group needs more help or context before writing. With youth participants, it may be wise not to read the example as it might feel intimidating to their own creative process, but is a good context for the facilitator to have. Below is the poem "Where I'm From" by George Ella Lyon.

   I am from clothespins,
   from Clorox and carbon tetrachloride.
   I am from the dirt under the back porch.
   (Black, glistening,
   it tasted like beets.)
   I am from the forsythia bush,
   the Dutch Elm
   whose long gone limbs I remember
   as if they were my own.

   I'm from fudge and eyeglasses,
   from Imogene and Alafair.
   I'm from the know-it-alls
   and the pass-it-ons,
   from Perk up !and Pipe down!
   I'm from He restoreth my soul
   with a cottonball lamb
   and ten verses I can say myself.

   I'm from Artemus and Billie's Branch,
   fried corn and strong coffee.
   from the finger of my grandfather lost
   to the auger
   the eye my father shut to keep his sight.

   Under my bed was a dress box
   spilling old pictures,
   a sift of lost faces
   to drift beneath my dreams.
   I am from those moments –
   snapped before I budded –
   seaf-fall from the family tree. (Lyon)
3. Once everyone is done, if it's a small group and the environment is safe, have all participants, one by one, share their "Where I Am From" story. Ask the other participants to pause for a moment before going on to the next person. If it is a big group or if there is not enough trust, have people just share in pairs or groups of three.
4. After everyone has gone, debrief with the group.

Debrief Notes:

✓ Some possible questions:
   - What stood out to you about your own story? What about the stories of others in the room?
   - How did you feel reading your story aloud? What about listening to others?
   - Did you learn anything? What do you think about this activity?

QUICK REVIEW OF LAST SESSION: HIGHLIGHTS, QUESTIONS AND LEARNINGS (10 MINUTES)

In each session except Module One, First Session, there is a section to review the last session, including time to identify the main lessons and time for participants to ask questions. This is an excellent way to teach and learn—it models reflective learning by reinforcing what participants have already learned as well as fueling the learning they hope to do through questions sparked by their own curiosity or confusion. Each facilitator can decide how he or she would like to handle this section—it could be through just talking and listening in a big group, or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions for doing this.

HIGHLIGHTED LEARNINGS FROM PREVIOUS SESSION:

This list will be generated by the participants, but here are a few reminders of what was covered as important learnings.

- Getting to know the group and the program
- Identifying communities and defining community
- Exploring the values of citizenship
- Beginning to identify community needs (community project)
- Connecting to a person who exemplifies values of active citizenship (assignment)

CONTENT ACTIVITIES

In each of the modules and in each session, there are several times when the focus will be on sharing activities and information about the topic area. This content activity is about a lived example of creating community through naming group agreements or norms. It is helpful in two ways: It is a good activity for looking at rights and responsibilities, as well as how citizenship begins to develop in a community. It also helps create a sense of shared ownership among the group.

Activity #4: Creating Group (or Citizen) Agreements

Goals/Uses/Outcomes: To help create a safe environment for all participants in the early stages of a group's development, and as an ongoing tool to create community and accountability.

Materials Needed: Markers and flipchart paper

Time Needed: 15 minutes

Activity Description:

1. Start by asking participants to find a partner. Once everyone is paired up, ask them to think about a time when they were a part of a community that worked well together and share that with their partner. What was happening in that group and what made them feel like it was working well?
2. Have everyone return to the large group, hand out strips of cardstock and art materials and invite each person to write down the most important thing they think is needed for this group or community to work well.
3. Once everyone has their strips, ask them to put them together on a big piece of flipchart paper.
4. Then ask the group if they notice any similarities or repeats, and, if so, lump those together on the paper.
5. Next, have the group talk about any other agreements they would like to make with each other to ensure that they can create the sort of community that they want. Other agreements/requests may

then come up that are more logistical or practical and the facilitator can write these up on the same piece of paper with the other words.

6. After this phase is complete, the facilitator can either write all of this information (or get a volunteer to do so) on a clean sheet of paper or can leave the paper as-is—this depends on the will of the group and the style of the facilitator.
7. Either way, once the brainstorm and sharing is complete, read through the list and ask the group if there are any words or phrases that they have questions about or cannot live with. Discuss any/all of these until there are no more.
8. Once the group seems to be in agreement about the list, read through it and ask the group to come up and sign it, showing their agreement to this co-created list. You can also have them yell "yes" or show thumbs up along with having each participant sign it.

Debrief Notes:

- ✓ This is a great activity for giving a group a lived experience of creating a citizen agreement. As the facilitator, you can then share the citizen agreements of the state or country that you live in. Have participants share how they think those documents are created and if the process is at all like the one they just did. If not, then how are these agreements made for a town or state?
- ✓ Some possible debrief questions:
  - Were you surprised by any of the responses, yours or others?
  - What themes did you notice? What did you notice about repeated words, phrases or ideas?
  - What do you think about an activity like this—did you learn anything? Do you think it is valuable?
  - What does this have to do with active citizenship?

Activity #5: Brainstorm: What Does Citizenship Look Like in Kuwait?

Goals/Uses/Outcomes: To examine what active citizenship looks in groups and communities by naming real examples from Kuwait.

Materials Needed: Flipchart and markers

Time Needed: 20 minutes

Activity Description:

1. Have participants get into equally numbered small groups.
2. Give them paper and pen or markers and ask the small groups to brainstorm as many examples of active citizenship (little and big) that they see happening in Kuwait. As the facilitator, you can give examples or none at all and see what the group generates.
3. After small groups have worked for 10 minutes, return to the big group for sharing.
4. Discuss and debrief.

Debrief Notes:

- ✓ This activity is a great starting point for community projects—it offers participants real examples of what it might look like to engage in active citizenry in Kuwait.
- ✓ Questions to ask:
  - How do you know this example is an example of being an active citizen?
  - What are the characteristics or traits that make you think it's a good example?
  - Were there any that surprised you?
  - Do you have any new thoughts or feelings about what active citizenship means or looks like?

Handout: Characteristics of an Active Citizen

1. **KNOWLEDGE:** Real knowledge means being aware of historical, social and cultural issues at a local, national and international level and being able to understand, discern and analyze social and political issues. This knowledge and awareness leads to better decision making and, as citizens, better understanding of power structures and how to play a more effective role in society.

2. **SKILLS:** This skill set includes things that enable more active participation in society. These skills include being able to ask meaningful questions and analyze information to respond to them, using decision-making skills, resolving issues and disagreements in personal and public life and cooperating effectively as a member of a group.

3. **ATTITUDES:** Attitudes of a responsible citizen include mental habits and tendencies that reflect prevailing values and behaviors. In short, an active citizen should:

   - Accept the fundamental values of a democratic society and live according to them. This includes:
     - ✓ Respecting human dignity and individual values of the members of society
     - ✓ Respecting and accepting diversity and the differences between individuals and groups
     - ✓ Believing in freedom of expression
     - ✓ Committing to the principle of “majority rule” without ignoring the rights of the minority
   - Be committed to the laws of a society. An active citizen has to be able to follow the law even if the law conflicts with personal interests. The law serves the function of creating solidarity and cohesion between people. Accordingly, the rule of law does not mean passive submission, but is a process of developing a civic sense in order to achieve higher goals of social life that will allow for reasonable efforts to amend laws for the greater good.
   - Feel a sense of responsibility for the happiness and well-being of his/her family, society and him/herself. The first step toward participation in public life is a sense of responsibility. Accepting responsibility for one another is a characteristic of a democratic citizen. Aspects of accepting responsibility include:
     - ✓ Participation in activities within the public arena
     - ✓ Attention to the effects of one’s activities and behaviors on others
     - ✓ Interest and attention in coming generations
     - ✓ An appropriate degree of responsiveness to political and social decisions

     If citizens of a society do not see themselves as responsible for their quality of life and social conditions, it is unlikely they will endeavor to improve their situation.
   - Be critical and receptive to criticism. One important characteristic of an effective citizen is both possessing a spirit of criticism and being receptive to criticism. Critical thinking helps individuals trace and scrutinize their own beliefs, analyze issues with logical arguments and assess other critical viewpoints. Democratic societies demand citizenship based on critical thinking because critical-minded citizens are the forerunners of change in their societies. This means they never take their own future or that of their country for granted.

4. **CIVIC ACTION:** The knowledge, skills and attitudes of an effective citizen are reflected in his/her civic actions. An active citizen must participate creatively and usefully in civic and social life at the local, municipal, national and global levels. The purpose of civic action can be for short- or long-term improvements in the living conditions of all members of society, whether local or international.

For further information about citizenship in the Kuwaiti context, refer to this publication by Dr. Rania Al Nakib.

APPLIED LEARNING (15 MINUTES)

In each of the modules and sessions, there are sections called “applied learning.” The idea for this section is for n-mu participants to practice and/or take a concept deeper. In Module One—Second Session, n-mu participants will explore the idea of rights and responsibilities.

Activity #6: Rights and Responsibilities

Membership in a large or small community conveys rights, benefits and responsibilities. Awareness of these rights and respect for these responsibilities not only prepares an individual to become a constructive and useful member of society, but also grants the possibility of endeavoring to improve societal conditions.

The rights and responsibilities of citizens in every society are cited in laws. Kuwait citizens have rights and freedoms clearly indicated in the Kuwait Constitution. In addition, international declarations such as the International Bill of Rights, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights—as well as other instruments and protocols issued by official international institutions—guarantee the rights that the State of Kuwait, by signing and joining them, is responsible for executing.

Unlike the rights of a citizen, which are officially recognized in a country’s laws, the responsibilities of a citizen do not generally have legal backing because the function of law is to provide what is minimally required for social life and cannot stipulate the manner of an individual’s participation in society. As a citizen, you can be active in political and social matters, but being inactive is not against the law. There are a few examples set out for citizens by law, but the responsibilities of citizenship are, in reality, an unwritten contract between the individual and society. Social responsibilities, in contrast to laws and the rights of citizens, have no other method of enforcement other than individual conscience, such that internalizing a sense of personal and collective responsibility is critically important to raising informed and active citizens.

Goals/Uses/Outcomes: To explore the ideas of rights and responsibilities and to think more deeply about these two concepts for the Kuwaiti citizen.

Materials Needed: Constitution of Kuwait, Public Rights and Duties section only (Kuwait 1962 reinst. 1992), Universal Declaration of Human Rights, pen and paper (see below)

> **<u>Kuwaiti Constitution</u>**
>
> The Kuwaiti Constitution has granted all citizens equal rights and duties with no discrimination based on race, origin, language or religion. This is mentioned in Article 29 of the Constitution:
>
> ***Article 29***
>
> *The people are peers in human dignity and have, in the eyes of the Law, equal public rights and obligations. There shall be made no differentiation among them because of race, origin, language or religion.*

Time Needed: 20 minutes

Activity Description:

1. Divide participants into groups. Ask them to answer the questions by studying the documents.
   - What does it mean to be a citizen in Kuwait?
   - What did you learn that surprised you?
   - Do you think these are considered rights or responsibilities?
2. Have groups come back together to share. There will not be time for everyone to share, but groups can share what they talked about on these topics.

3. After groups have shared, have participants reflect on their own communities (this might be a family, a town or a school) and list some of the rights and responsibilities for each.

Debrief Notes:

- ✓ Some questions to ask:
  - What did you learn from this activity? What questions do you still have?
  - Did you feel anything different or new about being an active citizen in Kuwait?
  - What do you think is most valuable or important to remember from this activity?
  - What might you do to become more aware and act on your responsibilities as a citizen?
- ✓ This activity is meant to take participants deeper into the idea of the responsibility that we have as active citizens and also the rights that we have as given by the many communities we are part of.

After you do this activity, show the group the video "SoutAlkuwait: Tadri 1" (SoutAlKuwait2012's channel) and discuss examples of what active citizenship looks like.

Before starting the community project section, offer participants a quick "energizer." This is a good way to refocus the group before getting into the community project section.

Community Project (50 minutes)

During this session, facilitators will guide participants through a brainstorming process and then help them narrow down a topic of interest for their community projects.

In this session, participants will form their groups and select topics. Some participants will have little to no idea what they are interested in focusing on and others will feel very strongly about a topic or a particular idea. As the facilitator, try to work with everyone. Ask participants to be open to their own curiosity to see what emerges from this process.

Don't worry if this gets a little chaotic. As facilitators, keep the big picture in mind and support participants in being connected to a project idea/concept that interests them.

Activity #7: Zim Zam

Goals/Purpose/Outcomes: To energize and re-focus the group

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. Have participants stand in a circle.
2. Explain that this activity is a way to energize the group (often good to do after lunch or if the group is dragging).
3. Share that there are two moves in this activity: Zim, which is passing the energy and Zam, which is blocking the energy.
4. Show the group what Zim looks like (you can have everyone follow along with your motions). Zim is energy and excitement and feeling ready to go— imagine this in front of you as a ball of energy.
5. Now that you know what Zim is, you can either pass/share it to the left of you, the right of you or across the circle to someone else.
6. Once Zim has been passed to you, you can either accept it by taking the Zim and then passing it to someone else or you can Zam it by putting up your hands in a "stop" or blocking position. If you Zam

the person that blocks the energy and then the person has to try and send it to another person instead.

7. Keep doing this until participants look a bit more relaxed, energized and awake.

Debrief Notes:

- ✓ There is no debrief needed for this activity.

Activity #8: Community Need Venn Diagram and Group Brainstorm

Goal/Uses/Outcomes: To form groups for community projects based on shared interests and perceived community needs

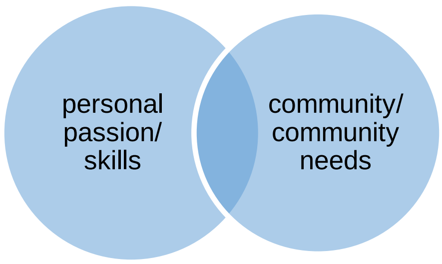
Materials Needed: Markers and paper

Time Needed: 20 minutes

Activity Description:

1. Give participants a piece of blank paper and a pen and allow them to work alone at first.
2. Share the following on a flipchart and have them fill in each of the circles starting with the community need:

   Draw a Venn diagram (two interlocking circles) on a flipchart such as you see here:



   The intersection of the two circles is a great place to do community projects. In order to create long-lasting change, people need to be committed, excited and engaged for a while, not just for a short time. If the methods of creating change are appealing and match participants' skills and passions, the likelihood of them staying connected and committed increases. At the same time, the activity/idea for change needs to be connected to a community need, otherwise it may last briefly (as in a fad) but is not considered advocacy that enhances community and creates positive social change.

   Note: This can easily lead into the stand-ups exercise in Module Three: Advocacy as a way to demonstrate the connection between what we care about and what we want to see happen.

3. Have participants list their passions and interests in one circle and their perceived community needs in another.
4. Once they have done this individually, have them turn to someone near to them and talk about both circles, each having time to share what they wrote.
5. Tell participants to hold on to this piece of paper and put it to the side. Bring the group back together.
6. Once you are back in the larger group, let people know that we will be focusing right now only on the perceived community needs – we will revisit the ideas and passions that people have for how to make change through their own project.. For the time being, the group will focus on brainstorming a list of needs, though participants may refer back to their own individual thoughts on this. Remember, each participant will have different communities in Kuwait that they are part of, and, therefore, may have different vantage points. Always trust participants know what is true for them—ask questions if you find yourself confused or the topic is too general.

7. Note: This list is not a list of all the needs in Kuwait. Ask the group to try and come up with the **top five** community needs in Kuwait.
8. Once the group has come up with the list of needs, pause to see if there are any questions, comments or needs.
9. The next step is for group members to pick their topic.

This next section is when participants will take the list of brainstormed ideas as well as their own thoughts and interests and pick a topic to work on.

Activity #9: Pick Your Topic

Goal/Uses/Outcomes: To form groups for community group projects based on shared interests and perceived community needs.

Materials Needed: Markers and paper

Time Needed: 20 minutes

Activity Description:

1. Give each participant a piece of paper and a marker or pen.
2. Ask them to look at the brainstormed list as well as their own notes and write on a piece of paper, in writing that is big enough to see, the topic they are most interested in working on. Example:

EDUCATION – lack of educational standards

3. Once all participants have done this, have them stand up, hold their paper out in front of them and walk around to see if there are others with similar interests.
4. Have them look for others who might want to do a similar project and ask them to stand together.
5. If there are a few people who do not have a group, ask if they are willing to work together on a topic of their choice. Try to let them figure it out—as the facilitator, there will be a tendency to want to jump in to see if participants can work it out and find a topic of overlap that exists within their interests (and/or they can come up with a new topic that everyone in that group likes and agrees on).
6. After they have found a group that they may want to work with, ask them to sit together and talk through the topic. Tell them that two groups might emerge from this discussion if they realize they have different interests—or they may remain one group.
7. Finish this part by asking each group to write on a piece of paper the name of the general topic and the n-mu participants involved.

Debrief Notes:

- ✓ Are there any questions?
- ✓ No need to know much more about this topic yet or what you will end up doing for a project as it is just the beginning step. This may need to be shared by the facilitator as it is a step-by-step process.

After this initial step, have groups do the following activity to help develop a clear sense of what the issue is, why they care and some initial thoughts on possible projects to address this issue.

Reflections, Questions and Looking Ahead (15 minutes)

This section is found in each of the sessions and modules and is a way to practice teaching and applying reflective learning. One activity ("One, One and One") will be a reflection tool in each of the sessions. There will be time for questions—as the facilitator, it will be part of your role to keep a running list of questions. Each of the questions does not need to be answered by the end of the session, but can be noted and addressed at the beginning of the next session, if not addressed and answered in the moment. “Looking Ahead” gives participants a sense of where they are going. For this module, the “Looking Ahead” is that in the next session, participants will begin to explore critical thinking as a central skill and tool used by active citizens to make community change.

The “One, One and One” activity (#7) (see activity description in **Module One—First Session**) will be repeated throughout n-mu. Facilitators can use a preferred reflective tool as they see fit; however, it is important to make sure participants have time at the end of each session to think about what they learned. Perhaps they can type this up on a computer, write it in a journal or talk to another participant, as this helps reinforce learning. Additionally, offering time for questions is an open invitation to participants to share questions. Noting them on a flipchart and the “Looking Ahead” provides a few things to look forward to in upcoming sessions. The information that is shared will differ with each facilitator and is meant to help keep the flow and learning moving in a continuous manner.

CLOSING AND ASSIGNMENTS (15 MINUTES)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use their own tools and facilitation techniques to begin and end sessions—the following are offered as effective methods for doing so. “Roses and Thorns” is a technique used to gather evaluative feedback on a module-by-module basis so the facilitator can make adjustments as needed and also track participants’ learning experiences.

In the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment—this will be given out at each session. Write this up for people to see visually, if possible
- A “Roses and Thorns” debrief of the module
- A brief closing activity

The following closing activity is “Roses and Thorns” (see **Module One, First Session** for instructions) and “Picture Closing,” which is described below.

Activity #10 Picture Closing

Goals/Purpose/Outcomes: To provide a visual way to debrief

Materials Needed: A wide variety of pictures from magazines—no text

Time Needed: 15 minutes

Activity Description:

1. Place the pictures on the floor or on a table.
2. Invite the participants to walk around and pick up a picture or two that represents how they are feeling at the moment (or that represents them in some way in this moment).
3. After each person has picked their photo(s), have them share what the picture means to them and why they picked it. This can also be done by just observing which photo(s) each person selected.
4. Debrief briefly.

Debrief Notes:

- ✓ When using this as a closing, there is no need to do much (if any) debriefing, unless the facilitator decides it makes sense.
- ✓ Some questions to ask, if at all: Were you surprised by the photo you picked? What did it say about how you are feeling?
- ✓ Discuss the power of images and how “a picture can say a thousand words.”

VII. Module Two: Critical Thinking

Critical Thinking

Critical thinking is an essential skill that can help anyone be a better family member, student, worker, advocate or community member. As an active citizen, the ability to think critically is extremely important and allows for the type of complex thinking needed to address community, national and international problems. To understand what critical thinking is, here's what critical thinking is *not:*

- Critical thinking does not involve identifying virtues and flaws.
- Critical thinking is not criticizing the behavior or opinions of others.
- Critical thinking does not require academic degrees.
- Critical thinking does not require proficiency in academic concepts or scientific theories.
- Critical thinking does not necessarily mean theorizing, coming up with new ideas or problem-solving, even though often, when we think critically, we gain these skills.
- Critical thinking is not a complicated, lengthy process detached from everyday life.
- Critical thinking is not about one's knowledge, intelligence, talent, social status or occupation.

So what is critical thinking? And what does it mean to be a critical thinker? Critical thinking is the process of evaluating our own thought processes and a way to prepare for informed and conscious action. Critical thinking guides us in shaping and reshaping our beliefs. By mastering critical thinking, we can provide clear and valid reasons for our reactions, choices and actions. Critical thinking involves the difficult task of slowing down our thinking and being willing to be uncomfortable while discovering and uncovering our assumptions and beliefs. It also requires being able and willing to explore a topic from multiple perspectives and then make informed decisions based on this type of mindful and skilled process.

In the context of n-mu, critical thinking is not about trying to "solve the problem" or figure out the axiom; it is about learning to think in new ways and adopting different perspectives that allow you to think creatively, question assumptions and think outside the box. In other disciplines, critical thinking helps solve math problems, is an underpinning of scientific methods and is a tool for debating logic and setting policy. In educational realms, it helps learners achieve a higher level of understanding and experience that knowledge in a more transformative way. Though it is valuable to understand theories related to critical thinking—such as inductive versus deductive reasoning, use of fallacies, etc.—in the context of n-mu, the focus is on skills related to critical thinking. Given this and given that there are many definitions of critical thinking, the context in which one is talking about critical thinking and critical thinking skills is really important. The following core critical thinking skills are articulated by Winston Sieck:

- Suspending judgment to check the validity of a proposition or action
- Taking into consideration multiple perspectives
- Examining implications and consequences of a belief or action
- Using reason and evidence to resolve disagreements
- Re-evaluating a point of view in light of new information

In addition to these skills, we might add:

- Using creativity
- Practicing the art of inquiry
- Being willing to question assumptions of self and others.

In n-mu, critical thinking is a very useful tool in relationship to advocacy and community project development. For example, the first phase of being able to assess a community's needs are figuring out who is in your community, what is needed and who is being served or noticed and who is not. In each step, one can use critical thinking to understand opponents and allies, to develop a positive media message and to understand how the plan addresses a particular need relevant to the community.

In n-mu, we are most interested in critical thinking as a tool for enhanced advocacy. The ability to self-reflect, to take multiple perspectives into consideration, to understand divergent needs and opinions are all skills that allow participants to think and participate using critical thinking.

Critical thinking skills are nothing without the commitment to practice using them. It is often our tendency as humans to take the easy path, and in this module, n-mu participants will be challenged to think differently and use their minds and hearts to consider things they may not have thought about before. They will be encouraged to use these skills in the upcoming modules—which will focus on advocacy and media literacy—in order to understand how to create and implement an effective community project.

Some of the key questions that Module Two will explore are:

- Why do you think the way you do? How does your family, religion and culture influence the way you think?
- What are the skills of thinking critically? How do you define critical thinking?
- What does critical thinking have to do with creating community change, active citizenship and leadership?
- How could critical thinking improve your life and your community?
- What are the benefits and costs of critical thinking?

Intended outcomes of the critical thinking module are that n-mu participants will be able to:

- Identify critical thinking skills
- Explore a few of the key skills related to becoming a more adept critical thinker
- Define what critical thinking means to them
- Know what others have to say about critical thinking
- Apply critical thinking to the idea of citizenship (and also to subsequent material in upcoming modules)
- Continue to build a learning community with other n-mu participants
- Take risks that challenge them to think critically

Module Two: First Session—Critical Thinking

4 HOURS

Time	Content	Purpose	Facilitator Notes
15 min	Quick Welcome and Getting to Know Each Other: • Get it Back (#1) (15 minutes)	To continue to build team; also to set the stage for the content theme of the module	Starting with a connection time is a valuable way to begin the session
10 min	Review of Last Session: Highlights, Questions and Lessons Learned	Integration and applied learning – also encouraging inquiry as a learning tool	
55 min	Content Activities: • Quote Definition Solo Write and Share (#2) (This can also be done at the beginning of each module if facilitator wants) (10 minutes) • Critical Thinking: Defining and Key Skills Exploration (#3) (10 minutes) • Share major skills to explore in this module: (5 minutes) ✓ Questioning assumptions ✓ Multiple perspectives/increased awareness and knowledge ✓ Practicing and learning about empathy ✓ Informed decision-making • Inference and Assumptions (#4) (15 minutes) • Picture Game (#5) (15 minutes)	Exploring topic of critical thinking	
10 min	Break		
45 min	Content Activities: Small Groups: Stereotypes Activity (#6) (20 minutes) Videos & Discussion (10 minutes) (#7) Agree/Disagree Continuum (#8) (15 minutes)	Exploring topic of critical thinking	

20 min	Applied Learning: Little Red Riding Hood (#9)	Begin to make critical thinking real—explore how critical thinking can change our perceptions/thoughts	
15 min	Break		
45 min	Community Project: Points Down (energizer/re-focuser—or use this at any point during critical thinking modules when you need to break up content.) (#10) (10 minutes) Gaining Focus (#11) (10 minutes) Root Causes (#12) (25 minutes)	This is a larger applied learning piece. Begin to take concepts and apply them not only to oneself but to action Teaching to explore root causes of an issue or social problem; ties into the theme of the module	
10 min	Reflections and Looking Ahead: One, One and One (#13) Assignment: Gather information offline about things happening around the world. Pick one to three headlines and/or hashtags/tweets. Look at them and name first thoughts. Then use critical thinking to explore other meanings. Also “Left Column” activity as homework, too.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going. (Note: repetition is an important part of helping in the learning process)	
15 min	Closing: Word Cards (#14) Reminder for next meeting Questions if there are any, assignment reminder	End the session Outline work to do for next session Model values and positive learning environment	

Module Two: First Session — Activities

This is the beginning of a new module, Module Two, which centers on critical thinking as an essential ingredient to advocacy and engaged citizenship. In Module One, n-mu participants worked together to discover the communities they belong to, the characteristics of an active citizen within those communities and started to think about a community topic they would like to explore further. In Module Two, participants are ready to move into how critical thinking might help them to do this work in a more thoughtful and effective manner.

A few of the major areas in which we see the need for critical thinking in relationship to engaged citizenry relate to the topics of diversity and stereotypes (for groups of people who are left out of conversations and policy/decision-making) in our communities. In addition, actions and community efforts are sometimes not well-planned due to a lack of critical thinking. In the following session, participants will explore, experientially, some of the skills related to critical thinking and begin to apply some of this learning to community project planning. *n-mu facilitators may want to share a word or two at the beginning of Module Two about the link between critical thinking and active citizenship, as the modules are all connected.*

Quick Welcome and Getting to Know Each Other (15 minutes)

This session's "Getting to Know You" activity relates to one of the key skills of critical thinking: questioning assumptions.

Activity #1: Get it Back (switching card game)

Goals/Purposes/Outcomes: To get to know each other and break the ice and to have fun by engaging both our minds and our bodies while sharing and learning new information about group members.

Materials Needed: Deck of cards, room to move around

Time Needed: 15 minutes

Activity Description:

1. Have participants stand in a circle and give instructions from here.
2. Tell all participants to take a card from the deck and pass it to the next person. Instruct them to look at their card, remember it and not to show it to others.
3. Once you have delivered those initial instructions, make sure everyone understands and then move on.
4. Next ask for a volunteer to come into the middle of the circle with you (you as the facilitator must also have a card).
5. Demonstrate for the group that the next step in the activity is to introduce yourself to each other ("Hi my name is_________") and then share with your partner one thing about yourself. It can be something you like to do, something you don't like, something you just recently experienced, etc.
6. Once each person has said hello and has shared, instruct the pair to exchange cards so that the partners now have each other's cards.
7. Ask if people understand and tell them that when you say "Go," they are to do this exchange with as many people as possible during the time allowed.
8. When they hear you say "in a LOUD voice…" Get it back!" they are to run around to anyone in the group who has a card, looking to find their original card.
9. Once they have located their original card, they are to return to the circle.
10. The goal is to meet people, learn new things, have fun, get back your original card and not be the last person to do so.
11. Debrief the activity.

Debrief Notes:

- ✓ This activity is about having fun, moving around and getting to know each other in a low-barrier sort of way. Using cards can be a tool for helping ease into interaction in a group setting.
- ✓ Some questions to ask:
  - Was this game fun?
  - Did you learn anything new? (ask for a few examples from the group)
  - Did you learn anything about yourself?
  - Was it hard to find and get your card back?

Review of Last Session: Highlights, Questions and Learnings (10 minutes)

In each session, except Module One, First Session, there is a section to review the last session, including time for naming the main learnings to highlight the main learnings and for participants to ask questions. This is an excellent way to teach and learn as it models reflective learning in a way that reinforces what participants have learned, as well as fueling the learning they hope to do through questions that are emerging from their own curiosity or confusion. Each facilitator can decide how he or she would like go about conducting this section. It could be through just talking and listening in a big group or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions.

The following lists some of the intended learnings from last session. This list is just a gauge for facilitators to get a sense of what some of the learnings might be.

Highlighted Learnings From Previous Session:

This list will be generated by participants, but here are a few reminders of what was covered as important learnings:

- Identifying the characteristics of an active citizen
- Creating a list of examples of active citizenry in Kuwait
- Creating group agreements—forming citizenship/community in the group
- Exploring the idea of rights and responsibilities
- Selecting a general topic area for community project work

Content Activities (55 minutes)

In each of the module sessions, there are several times when the focus will be on sharing activities and information about the topic area. These content activities are focused on defining critical thinking and outlining and exploring a few key skills related to critical thinking experientially.

Activity #2: Quote Definition Solo Write and Share

Goals/Purpose/Outcomes: To explore meaning in each module (or whatever one you choose) by looking at what others have said about the topic and reflecting on it).

Materials Needed: Manual with quotes (or your own quotes related to the topic)

Time Needed: 10 minutes

Activity Description:

1. Share quotes with participants either in a handout or a flipchart.
2. Read them all aloud in case someone has trouble with reading and make sure each participant picks a quote related to the module theme that they like, feel drawn to or are interested in.
3. Have them write or think about it quietly by themselves for a little bit.
4. After five or 10 minutes, come back together as a group and share thoughts, feelings and insights.

Debrief Notes:

- ✓ Some questions to ask:
  - What was interesting to you about the quote you picked and why?
  - What did it make you think about? Anything new?
- ✓ Adding quiet, solo activities into n-mu or any group learning experience is very important, especially for participants who are more introverted or need time to process things in a quiet or more internal way.

Activity #3: Critical Thinking: Defining and Key Skill Exploration

Goals/Uses/Outcomes: To begin to define and understand what critical thinking is and some of the key skills we will be exploring related to critical thinking.

Materials Needed: Flipchart and marker, two slips of paper for each participant

Time Needed: 10 minutes

Activity Description:

1. Ask participants to write down on a piece of paper (it does not have to be handed in) their best definition of critical thinking—give them one minute to do this silently.
2. Have participants share their definitions aloud in the big group. Are there any similarities? What did you notice?
3. Next, give participants two slips of paper and ask them to write down two skills that they think are essential to critical thinking. Ask them to write big enough for all to see.
4. Once everyone is done, have participants put these slips of paper in front of them on a table. Ask for a volunteer or two from the group to move slips around, creating piles of words that are similar.
5. See if the group can come up with the skills they think are most essential and write these down on a flipchart.
6. Ask participants to briefly expand on each of these skills—what does it mean to them? What does this look like in the real world?
7. Next, share the handout below that discusses additional skills participants will be exploring related to critical thinking.
8. Be sure to keep the list of skills they think are most important to critical thinking and be prepared to adjust the curriculum as needed to address these skills in manageable ways.

Debrief Notes:

- ✓ This is a beginning for participants to learn what is involved in thinking critically.
- ✓ Asking participants to first generate their thoughts before sharing yours as an n-mu facilitator is done purposefully and is part of constructivist learning and participatory education. It is a great way for educators and facilitators to see what people think and know about a topic before offering their own thoughts. This allows each participant to start from "where they are" and build on this knowledge.
- ✓ Some question to ask:
  - Were you surprised by some of the skills?

- Do you think there are any skills missing? If so, what are they?
- What are some arenas where thinking critically is beneficial?
- Do you have any questions?

Handout: Critical Thinking—A Beginning

The term "thinking critically" can be confusing for some—"critically" suggests that this type of thinking is about critiquing someone or being mean or unkind. This is not the meaning; in fact, critical thinking has nothing to do with being judgmental or expressing an opinion about a person or a topic. It's about learning skills that can help us to think more deeply about a topic, especially if that topic is one that carries stereotypes or is related to a group or idea that is foreign to us. Thinking critically can be used in any area of our lives and often helps us to be better students, citizens, family members and friends.

Below are a few of the skills we will highlight in n-mu:

- **QUESTIONING ASSUMPTIONS:** Looking underneath an initial thought, judgment, stereotype or label to see the more complex person, situation or context
- **INCREASING KNOWLEDGE THROUGH MULTIPLE PERSPECTIVES:** Learning to explore topics, community issues, situations and people from multiple perspectives and how we can increase our knowledge when we do this
- **BECOMING EMPATHETIC:** Empathy can be a difficult term to understand, and sometimes even harder to know how to experience. Learning how to take empathetic stances and to listen and learn through this lens can help clarify different perspectives and offer insight into issues, people and situations.
- **MAKING THOUGHTFUL DECISIONS:** Making thoughtful and informed decisions results from being able to do all of the things above. When an active citizen can make thoughtful decisions by first questioning assumptions, taking in different perspectives and exploring a situation empathetically, our communities can grow.

CONTENT ACTIVITIES, CONTINUED

The following three activities are a way to look at questioning assumptions, both in general and as it relates to stereotypes and labeling.

Activity #4: Inference and Assumptions

Goals/Purpose/Outcome: To understand the terms "inference" and "assumptions" and to begin to practice an initial phase of starting to question our assumptions.

Materials Needed: Flipchart and marker, two slips of paper for each participant

Time Needed: 15 minutes

Activity Description:

1. Write up the following definition of critical thinking on a flipchart:
    - Critical thinking is "identifying assumptions that frame our thinking and determine our actions" (Brookfield 7)
2. Let participants know that in this activity, they will be exploring the different and related concepts of inference and assumptions. Share handout with participants and review together. Share with participants the following definition of the process involved in critical thinking:
    - Discovering the assumptions that guide our inferences, choices, decisions and actions
    - Checking the accuracy and validity of these assumptions by exploring as many different perspectives, viewpoints and sources as possible
    - Making informed decisions that are based on these researched assumptions
3. Ask participants to make a short list of people and places they make assumptions about in their lives currently. Share a few responses with the group.
4. Debrief the activity.

Debrief Notes:

- ✓ Some questions to ask:
    - Did you learn anything new?
    - What do you think about these ideas? Do they make sense?
    - Where in your life do you see yourself making assumptions? Create a short list of these.
- ✓ We will be working with assumptions mostly to try to move participants from assumptions to informed decisions—not just from one's own life experiences (inferences), but through a more well-rounded exploration of the topic or situation at hand.

Handout: Inference and Assumptions

The following are definitions and descriptions of inference and assumptions as connected to the work of American theorist Stephen Brookfield.

Inference is **a stage in the thinking process where one makes conclusions based on a set of reasons a person deems right**. If you approach a friend with a knife in your hand, they will think that you want to hurt them. Inferences can be right or wrong, rational or irrational, justifiable or unjustifiable.

Assumptions are usually the things we have **accepted without checking their validity or questioning their accuracy**. Assumptions are a part of our belief system. If our beliefs are accurate, it means they are based on accurate assumptions. Otherwise, our assumptions are wrong and inaccurate. Assumptions are justifiable based on the valid reasons we provide for them.

What is the relationship between our assumptions and inferences? **We make inferences based on our assumptions.** We gain experiences by seeing the results of our inferences in real life. We must remember that there is a difference between raw information and our inferences on the course of an experience.

The table below clarifies the difference between assumptions and inferences ("Distinguishing Between Inferences"):

	Person A	Person B
Situation	Someone is lying on the side of the road.	Someone is lying on the side of the road.
Inference	That person is an alcoholic homeless man.	That person needs help.
Assumptions	Only alcoholic homeless people lie on the side of the road.	Whomever lies on the side of the road needs help.

The following are three types of assumptions based on the work of American theorist Stephen Brookfield:

- **CAUSAL ASSUMPTIONS:** This type of assumption can always be stated as cause-and-effect linkages, as in, "If I do A, then B will happen" and "Any change in A, can cause change in B" (Brookfield). Therefore, if all external circumstances are good, one should be happy and content and there is no reason whatsoever to be depressed. As you can see, uncovering causal assumptions is not very difficult, and challenging them is easier than the other types of assumptions that follow.

- **PRESCRIPTIVE ASSUMPTIONS:** These are the assumptions we hold about desirable ways of thinking and acting. They can usually be recognized by the inclusion of the word "should" in our thinking: "If I get a good education, I should get a job."

- **PARADIGMATIC ASSUMPTIONS**: They are "the deeply held assumptions that frame the whole way we look at the world. When we discover paradigmatic assumptions it often comes as a shock" (Brookfield). This type of assumption is harder to uncover and challenge. In fact, challenging paradigmatic assumptions transforms our entire life. They are so much a part of our outlook that when they are pointed out to us, we are tempted to reply, "That's not an assumption; that's reality." Paradigmatic assumptions have subtle yet strong ties with our mental and social structures. One example of this is how communities and societies think about gender and gender roles.

Activity #5: Picture Game

Goals/Uses/Outcomes: To assist/guide participants to understand and appreciate diversity and consider it as part of the richness and dynamics of society. This will also help them understand how stereotypes are formed and how to be aware of them.

Materials Needed: Pictures, printouts (list of answers and correct answers)

Time Needed: 15 minutes

Activity Description:

1. Distribute pictures and a list of potential answers to participants.
2. Have participants take a look at each of the pictures and instruct them to choose the best answer from the list that relates to each of the pictures.
3. Instruct participants to choose based on the initial thoughts that come to mind—don't give it too much thought.
4. After a few minutes, ask participants to stop their work.
5. Ask participants to share the description they've chosen for each photo. No need to ask each person about all of the pictures—just take few choices for each picture.
6. After getting answers from participants, ask them: Why did you choose this option? Based on what or which experience did you choose?
7. Distribute the correct answers to the participants.
8. Ask the participants about their feelings after playing this game—make sure answers are limited to the feelings experienced throughout the game.
9. Debrief

Debrief Notes:

- ✓ Some questions to ask:
  - Why do you think there were differences between your answers and the right ones?
  - Did you feel in this game that you've contributed to discrimination against some people?
  - What do you conclude from this discussion? What values or daily behaviors would you reconsider?
  - How do you think stereotypes are created? How is this related to questioning assumptions?
  - What are the consequences of considering stereotypes a reality? And what implications does this have for society?

Content Activities (45 minutes)

These activities continue the exploration of stereotypes and the value and benefits of thinking critically.

Activity #6: Small Groups: Stereotypes Activity

Goals/Uses/Outcomes: To explore more fully the idea of labels and stereotypes and to deepen the sharing and understanding among group members

Materials Needed: Paper and pen

Time Needed: 20 minutes

Activity Description:

1. Write on a flipchart the following prompts and have participants silently fill these out:
    - Women are ___________________________.
    - Children of divorce are ______________________.
    - Old people are _____________________.
    - Bedouin are ___________________.
    - The mentally ill are ____________________.
    - Wealthy people are _____________________.
    - Overweight people are ___________________.
    - People with disabilities are ________________.
2. Share a few responses with the group and explain that in this activity, we are going to look at stereotypes through the idea of "myths and facts."
3. Ask participants to write again silently about a few of the personal experiences they have had with being labeled or stereotyped. This will not be shared aloud.
4. Next, brainstorm some of the groups represented in the room. Give participants general topics and examples such as: religion, gender, ethnicity, etc. See who is "in the room," or if time is limited, you can just go with male/female and have participants get into the group that they feel best represents them. As the facilitator, try not to make assumptions about what groups participants will join. Let them self-select a group.
    - In small groups, have participants answer the following two questions: What are some stereotypes of your group? What is one thing you wish others knew about your group?
5. Reconvene the big group and have the two groups share out to each other. Ask that when one group is sharing, the other group just listens and notices thoughts and feelings.
6. Debrief the activity.

Debrief Notes:

- ✓ This activity is a way to tie the concepts of stereotypes and labeling into the personal experiences of the group.
- ✓ Some questions to ask:
    - What was this like for you? Did you learn anything new?
    - Did you learn anything new or surprising about the group you are not part of? What about your own group?
    - What is the value of looking at stereotypes and how do you think this can make us better citizens?

Handout: Diversity, Stereotypes and Labels

Diversity is a key ingredient of social life and is the product of the various identity structures of a society's members. Perception of "diversity" is an important benchmark for considering its effect on a society's members. If our image of an ideal society is a homogenous group of people who think alike, have the same values and choose the same paths for growth and development, then diversity is an obstacle to that end. But if we understand an ideal society is one in which there are a variety of differences in views, values and beliefs that fosters our cultural and intellectual growth as well as our mutual coexistence—then diversity becomes necessary for that ideal.

If we want to live in the real world of today, we must learn that diversity is an inseparable part of modern existence. Thus, tolerance, civility and respect for this diversity are essential for a cohesive society and a democratic government. "Tolerance" and "respect for diversity" are values that enrich human lives and thinking. These values teach us that people with different beliefs or political, economic or social views can live together in one society, have exchanges and cooperation and respect different beliefs and opinions. Diversity also helps us to find and strengthen our shared links and commonalities rather than look at our differences; it is through cooperation and consultation that we become more capable citizens of society. At the core of these values is respect for every individual's human dignity.

One way to better understand diversity is to pay attention to obvious and latent differences between the members of society. In hearing the word "diversity," many of us first think of differences in race, gender, income or appearance. These are obvious manifestations of diversity—meaning a diversity resulting from physical differences. On the other hand, latent diversity is the product of the differences that cannot simply be observed and awareness of those demands attention to deeper thinking. Diversity in key beliefs, life experiences, marital status and education are examples of hidden diversity.

An accurate reading of diversity means both grasping differences and accepting them, while also seeing the similarities that exist between us. For example, racial or gender differences are not things that can be denied. Everyone accepts that these differences exist. The problem begins when we consider people from another race as completely different from ourselves and take these differences as a reason to undermine or discriminate against that group.

Additionally, inward diversity is often overlooked. We assume everyone in a social group is similar to us and thinks like us. For example, we look at the obvious moral or political beliefs of people around us and assume we are all of one mind. From here, a person's differences aren't examples of diversity but, rather, a reason to see that person as mistaken or misguided. In doing this, we overlook the similarities that exist between us that help us better understand each other.

DISCRIMINATION AND PREJUDICE

How a society comes to terms with the diversity present within it can result in certain types of discrimination and prejudice. This can be explicit (through laws or institutions) or implicit (through behaviors and unwritten social rules).

The first step to accepting differences and eliminating prejudice and discrimination is recognizing them. If we want people to accept diversity and respect individual differences, we first have to take a close and critical look at ourselves and the society around us, and understand what we're really saying when we talk about discrimination and the failure to accept and tolerate others. We must have the motivation and perseverance for harsh self-criticism of our individual and social behaviors and we must search for answers to several important questions.

Discrimination and prejudice usually emerge from stereotypes and labeling—unchecked assumptions about people and differences that become a set of beliefs and result in behaviors, laws and attitudes that create an imbalance of power in a community.

Among the attitudes that fuel discrimination and prejudice are having “black and white” views of individuals in society or making judgments, right or wrong, about each other’s beliefs, values and choices. This point of view begins from here: “Those who have a different perspective, vote a different way, wear a different kind of clothing or believe in different things must be making a mistake” and ends here: “Those who have a different perspective, vote a different way, wear a different kind of clothing or believe in different things are bad people.” Such an approach leads to ignoring people’s humanity and their similarities to one another. It removes opportunities to know people up close and become familiar with different world views. Furthermore, such an approach generally creates obstacles to dialogue between people of different beliefs, as one of the preconditions of dialogue is that both sides are ready to learn something new from each other and accept the possibility that each might hold a different belief from the other or only has part of the truth.

LABELS

In order to understand the world around us, we use classification or labeling in order to optimize the information at our disposal. So instead of spending our time and energy becoming acquainted with new people or situations, we use these labels and make judgments. Under some circumstances these labels can be useful and even necessary. For example, many of us, because of personal experience or the experiences of others, do not feel entirely safe in the dark or on an empty street, even if we have never had an uncomfortable experience on a dark, empty street. At the same time, if labeling is misused, it can cause us to not make enough of an effort to understand the people around us and solely judge them on the basis of our current beliefs. This can make life in a diverse society very difficult.

Activity #7: Videos and Discussion

Goals/Uses/Outcomes: To explore some other well-known concepts related to critical thinking that offer helpful perspectives for skill building

Materials Needed: Video clips (ready to go) and a computer (or have it on a disk)

Time Needed: 10 minutes

Activity Description:

1. Have the group watch the following two videos:
   - Ad Hominem Fallacy (Pbsideachannel, "The Ad Hominem Fallacy")
   - The Black and White Fallacy (Pbsideachannel, "The Black and White Fallacy")
2. Discuss the videos and how they relate to critical thinking.

Debrief Notes:

- ✓ These are concepts connected to critical thinking and may be familiar to some in the group and not to others.
- ✓ These videos are most helpful in opening up the conversation.
- ✓ Critical thinking within this educational context is intended to help participants acquire important skills, not to learn how to argue better or to be "right."
- ✓ Some questions to ask:
  - Did you learn anything new?
  - What do you think this teaches you/us about critical thinking?
  - How do these two theories connect to stereotyping?

Note: Facilitators can highlight that it is important in conversations with others to notice when they are uncomfortable and/or disagree and then to work on becoming curious about that difference rather than argumentative or logical. This is how critical thinking in this context is slightly different than in other contexts. Ultimately, thinking critically can open us all up to more learning.

Activity #8: Agree/Disagree Continuum

Goals/Uses/Outcomes: To illuminate the fact that different people have different perspectives on things

Materials Needed: Video clip (if desired) or short story to read, tape to put on the ground

Time Needed: 15 minutes

Activity Description:

1. Put a long strip of tape on the floor in the middle of the training space—if space is limited, you can also go without the tape and put a sign up on one side of the room that says "agree" and on the opposite side, put a sign that says "disagree." This creates a continuum on which people can stand according to whether they "agree" or "disagree." Demonstrate this with an easy example, such as "I like chocolate gelato." If you agree with this statement very much, go to the far end where it says "agree" and if not, go to other end. If you are somewhere in the middle, stand in the middle.
2. Share a video clip or short story that has a bit of a controversial element to it. First use one from a different culture or community and then try an example from your own.
3. After each story or video clip, have participants put themselves on the continuum. Instruct them first, before sharing, to look at where people are and notice that different people have different responses to things.

4. Have a few people from different perspectives share their reactions and thoughts.
5. Debrief

Debrief Notes:

- ✓ This is a great experiential way to show that people have different perspectives on things. It also gets participants up and moving, which is helpful to learning and appeals to different learning styles and needs.
- ✓ Some questions to ask:
  - What did you notice in this activity?
  - How did you make some of your decisions about where to stand? Were they based on assumptions? Inferences? Other?
  - Did anything surprise you?
- ✓ A good reminder for n-mu participants is that in any situation, there is more than one (many in fact) perspectives. Learning how to take these into account ahead of time is helpful and useful for creating effective and thoughtful community change.

Applied Learning (20 minutes)

In each of the module sessions, there are sections titled “Applied Learning.” The idea for this section is for participants to practice and/or take a concept deeper. In this second module, we will look at multiple perspectives through work with scenarios.

Activity #9: Little Red Riding Hood

Goals/Purpose/Outcomes: To explore the concept of taking multiple perspectives in a creative manner, and also to offer a different learning style and tool for expression

Materials Needed: Paper and pen

Time Needed: 20 minutes

Activity Description:

1. Select a story to share that takes less than five minutes to read aloud. Be sure to make it a story that is familiar to all participants—it needs to be as culturally relevant as possible. Reading the story aloud will help participants remember the story in a brief manner.
2. List the main characters on a flipchart so that after you finish reading the story, you can instruct participants to select one of the characters (or make up their own from the story) and ask them to write a story from the perspective of this character. This may take some additional explaining, as it can be hard to think about how to do this. Instruct them to tell the story as if they were in the mind of the character selected.
3. Give participants enough time to write for a bit—five to 10 minutes.
4. Next, ask participants to read their stories aloud. It’s OK if they are not complete. Let all participants share who want to.
5. Discuss and debrief.

Debrief Notes:

- ✓ This activity can be a very illuminating way to look at multiple perspectives, especially when using a well-known or childhood cultural story. Once you realize that each character has a perspective and vantage point, the story can really change for participants and teach experientially the concept (and power of) taking multiple perspectives.

- ✓ Some questions to ask:
  - What was this activity like for you?
  - What stood out? What did you learn, if anything?
  - What did it teach you related to multiple perspectives?
  - What was meaningful about hearing other "voices" in the story? Did it change the story for you? If so, how?
  - What did you notice about the way you told the story? What did it have to do with you, if anything?

Community Project (45 minutes)

Starting the community project section with an energizer and focusing activity is a good way to transition the group and start this section with clarity.

Activity #10: Points Down

Goals/Purposes/Outcomes: To start groups working together and problem solving, to help focus the group. Also good to use as a mental challenge more than physical one.

Materials Needed: None

Time Frame: 10 minutes

Activity Description:

1. Have participants get into small groups (these can vary anywhere from three people to six or seven).
2. Instruct participants that different parts of their bodies constitute a "point" (use a flipchart and markers to write this up for more visual learners). Whole hands are a point, fingers are each a point, feet are a point, the whole body is a point.
3. Tell the group you will yell out a number and then the group must come up with the same number of "points" (fingers, hands, feet, etc.) to put down on the ground. (Note: This activity can be done sitting around a table or standing up in a room.)
4. Have participants start with a practice round to make sure they understood the instructions. Make any adjustments as needed.
5. Call out a variety of numbers, going from easy to increasingly hard. For example, it is theoretically easier for a group to put more "points down" than a few, so you could yell out the number 23. As the group gets the hang of it, bring the number down to a very low number, like five or three, finally ending with one point down, which usually leads to some very creative solutions. Keep safety in mind at all times.
6. You can then join small groups into a bigger group and repeat the same process.
7. Debrief with the group.

Debrief Notes:

- ✓ Creative thinking is one of the goals of this activity—there is always more than one way to solve a problem or to come up with solutions and this activity encourages creative thinking.
- ✓ Some questions to ask:
  - What was challenging for you about this activity?

- What part were you good at? What part was the most fun?
- What is one thing you think you learned from it?

As you begin this community project section, remind participants about last week's accomplishments. In this case, groups formed around a very general topic. The next phase will be about helping groups narrow their topic from a very general to more focused. Before moving forward, check to see if there are questions or needs.

Activity #11: Gaining Focus

Goal/Uses/Outcomes: to begin to get a sense of the issue or topic and some of the desired outcomes

Materials Needed: Paper and pen

Time Needed: 10 minutes

Activity Description:

1. Have participants do this activity on their own before getting into their groups. Ask them to write down the topic they are focusing on in their group and then have them briefly answer the following questions:
   - What is the issue(s) or problem(s) related to this topic?
   - What do you want to have happen?
   - Why do you care about this topic?
   - What are some initial ideas you have for how to address this topic?
2. Have participants get into their small groups and talk about their answers to these questions.

Debrief Notes:

✓ There is no "real" debrief to this activity. Just remind participants that they will be working on this topic throughout the next four weeks. See if there are any questions or needs before closing this.

Next lead participants through a root cause analysis of their projects using the following activity. This will give them a clearer picture of what they want to work on and why.

Activity #12: Root Causes

Goals/Uses/Outcomes: To help participants have a clear and deep understanding of the issue they intend to tackle through examining its root causes and main manifestations. This will help participants choose the approach they'll use to tackle this issue.

Materials Needed: Flipcharts and markers

Time Needed: 25 minutes

Activity Description:

1. Have participants sit together with their community project groups.
2. Ask each group to sketch a tree with branches and roots on big sheet of paper. On the trunk of the tree, ask them to write the issue they're tackling. Have them write it as a problem phrase, such as, "too much pollution," "unfair wages," etc.
3. Then ask participants to write down the manifestations of the issue on the branches of the tree. Ask them to start by thinking of the effects of the problem: What and who's effected by the problem?

Where? When? How? Make sure all groups write down as many manifestations as possible, even if they are too detailed.

4. Then ask the groups to start thinking of the root causes, and write them down on the roots of the tree. Let them start with the direct causes. Then, for each of these direct causes, let them ask themselves: What leads to that cause? Who made a decision that resulted in that cause? Make sure they keep asking themselves, "What leads to that?" until they reach all the root causes of the issue.
5. After finishing the manifestations and root causes of the issue, ask the groups to start thinking of the approach they'll take to address the issue.
6. Ask the groups to look at the root causes and manifestations that they think are more urgent and of priority to them and the community.
7. Ask them to choose either a root cause they want to work on to address the issue, or a root cause and a manifestation, depending on how they prioritized in the previous step.
8. Once the group agrees on the main root cause and/or manifestation, have them write this down or circle it on the paper so they know what approach they'll be taking.

Debrief Notes

- ✓ What did you discover during this exercise?
- ✓ Did it help you develop a clearer picture of the issue you'll address? How?
- ✓ Why do you think this step is needed when addressing community issues?
- ✓ Do you think you can address this issue in a different way? How?

In the remaining time left, have the small group write the adjusted topic on a piece of paper to return to in the next session. Write down any topics, questions or issues to come back to.

Reflections, Questions and Looking Ahead (10 minutes)

This section is found in each of the module sessions and is a way to practice teaching and applying reflective learning. One activity (One, One and One #13 – see **Module One, First Session** for a description) will be a reflection tool in each of the sessions. There will be time for questions. As the facilitator, it will be part of your role to keep a running list of questions. Each of the questions does not need to be answered by the end of the session, but can be noted and addressed at the beginning part of the next session, if not addressed and answered in the moment.

"Looking Ahead" gives participants a sense of where they are going. For this module, the "Looking Ahead" is that in the next session participants will take critical thinking a bit deeper and begin to also apply it even more fully to being an active and engaged citizen.

Closing and Assignments (15 minutes)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use any own tools and facilitation techniques for beginning and ending sessions and the following are offered as examples of effective methods. The "Roses and Thorns" (see **Module One, First Session**) is a technique that is used to gather evaluative feedback on a module by module basis so that the facilitator can make adjustments as needed, and also can track participants learning experiences.

In the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment – this will be given out each session. Write this up for people to see visually as well if possible.

- A “Roses and Thorns” debrief of the module.

Activity #14: Word Cards

Goals/Uses/Outcomes: To close the group and get a sense of where people are at

Materials Needed: Note cards with 15 to 20 words on them

Time Needed: 5 to 10 minutes

Activity Description:

1. Put the cards with words on them face up on the floor or table so all can see.
2. Ask each participant to pick up one (it’s OK if they want two) words that describe how they feel about the session today. Have them do this silently.
3. Have each person go around and share their words and, if there’s time, one sentence about why they feel this way.

Debrief Notes:

- ✓ There is no debrief for this activity. Thank participants for sharing. You can also link different people’s words and experiences to the idea of multiple perspectives, even on the experience of the session.

Module Two: Second Session—Critical Thinking

4 HOURS

Time	Content	Purpose	Facilitator Notes
25 min	Quick Welcome and Getting to Know Each Other: • Question Swap (#1) (10 min) • Rumi Poem and Assignment Share (#2) (15 minutes)	To continue to build team; also to set the stage for the content theme of the module	
10 min	Quick Review of Last Session: Highlights, Questions and Teachings	Integration and applied learning—also encouraging inquiry as a learning tool	
55 min	Content Activities: • Defining Empathy activity (15 minutes) (#3) • Empathy in Action: Four Chairs (#4) (30 minutes) • Critical Thinking and Decision-Making (10 minutes) (#5)	Exploring topic of critical thinking	
10 min	Break		
40 min	Content Activities: • Silent Line Up (#6) (10 minutes) • The Art (and Science) of Asking Questions (#7) (15 minutes) • Perspectives and Perception (#8) (15 minutes)	Exploring the topic of critical thinking	
20 min	Applied Learning: • Current Issue Application (take current issue in Kuwait and apply critical-thinking skills—small groups and big group share) (#9)	Integration of first two content topics	
15 min	Break		

40 min	Community Project: • Theory of Change (#10) (25 minutes) • Who Are We Serving? (work on community project plan) (#11) (15 minutes)	Larger applied learning—begin planning	
10 min	Reflections and Looking Ahead: • One, One and One (#12) • Assignment: Post on Instagram, Twitter or Facebook to share what you have learned so far in n-mu. • Come to next session with "burning questions" from first two sessions.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going. (Note: repetition is an important part of helping in the learning process)	
15 min	Closing: • Highlight/Lowlight (#13) • Reminder for next meeting • Questions if there are any • Assignment reminder	End the session Outline work to do for next session Model values and positive learning environment	

Module Two: Second Session — Activities

In this Module, n-mu participants continue to explore critical thinking. One of the skills connected to questioning assumptions is the art of asking good questions. This is also helpful in learning to make informed decisions, especially when working on the community level.

Quick Welcome and Getting to Know Each Other (20 minutes)

Activity #1: Question Swap

This activity is good for earlier on in the module because participants are sharing information and learning, but also moving around.

Goals/Uses/Outcomes: An icebreaker is a good use of multiple learning styles and a good way to get people to learn names, have fun and "get in the room."

Materials Needed: Little slips of paper with a question written on each

Time Needed: Depends on group size—can be done as quickly as 10 minutes or can take as long as 20 minutes

Activity Description:

1. Have participants stand in a circle.
2. Instruct the group that this is an activity to get to know one another by sharing answers to questions.
3. Ask for two volunteers and bring them into the middle of the circle. Give them each a slip of paper with a question on it.
4. Explain that this is an information-swap activity and that they will each answer the question written on their slip of paper. (Note: You can also do the activity without slips of paper and have participants ask the other person the question directly. Pick one of these and let participants know in advance.) Have them answer the question on the piece of paper while the other person listens.
5. After each person in the pair has gone, have them exchange the pieces of paper.
6. Now that they have a new piece of paper with a new question or prompt on it, instruct them to go find another person to talk to.
7. Make sure participants talk to many people (you can keep this going for at least 10 or so minutes—make sure everyone has talked to at least five or six people.
8. Once people have mingled and shared enough, call time and have everyone come back to the circle.
9. Debrief.

Debrief Notes

- ✓ Ask participants if they learned anything new about someone else. Were there any surprises? Have participants share something they learned.
- ✓ A key point of this activity is to remind people to be curious about one another—there are so many interesting things to know about a person and typically we don't ask. We just want to know what do they do, what degree they have, etc. Get curious!

POSSIBLE LIST OF QUESTIONS/PROMPTS

This is a good place for facilitators to add in questions or make sure the questions are culturally appropriate. Here is a partial list of questions to get things started. Make sure, if you can, to have the same number of different questions or prompts as people in the group.

1. What is your favorite recent book or movie and what did you like about it?
2. Share a story about what you were like as a little kid—are you at all like this now?

3. Describe a perfect moment.
4. What are three words that describe you? What are three words that you think a friend would use to describe you?
5. What is one piece of advice that you would give to a younger version of yourself—if you could go back and give it?
6. How do you handle conflict?
7. What is a leadership quality that you possess? What is one that you would like to possess but don't currently?
8. What is something that one of your grandparents or an elder in your life taught you that you feel is a good piece of advice?
9. What is something that scares you?
10. What is your favorite thing about living in Kuwait?

Activity #2: Rumi Poem and Assignment Share

Goals/Purpose/Outcomes: To continue exploring the concept of critical thinking creatively and begin to tie in how this might be used in media (media literacy will be one of the module themes, so this is beginning to address this topic)

Materials Needed: Rumi poem, colored paper and markers for assignment share

Time Needed: 15 minutes

Activity Description

1. The first part of this module's welcome and getting to know each other will involve reading a poem followed by a short discussion. The poem below is a beloved one by the Persian poet Rumi and is related to a concept called "elephant and the blind men" that is attributed to many different peoples and cultures ("Stories from Rumi"). It is a translated version and can be found in slightly varied forms, so the facilitator is free to use whatever version works best.

   Elephant in the Dark
   translated by Coleman Barks

   Some Hindus have an elephant to show.
   No one here has ever seen an elephant.
   They bring it at night to a dark room.
   One by one, we go in the dark and come out
   saying how we experience the animal.
   One of us happens to touch the trunk.
   "A water-pipe kind of creature."
   Another, the ear. "A very strong, always moving back and forth, fan-animal."
   Another, the leg. "I find it still, like a column on a temple."
   Another touches the curved back. "A leathery throne."
   Another, the cleverest, feels the tusk. "A rounded sword made of porcelain."
   He's proud of his description.
   Each of us touches one place
   and understands the whole in that way.
   The palm and the fingers feeling in the dark are
   how the senses explore the reality of the elephant.
   If each of us held a candle there,
   and if we went in together, we could see it. (Rūmī 252)

2. Discuss the poem: How is it connected to critical thinking? What does it, or might it, teach us about the value of critical thinking?

3. Next ask participants to share responses from the assignment from the first session. The assignment was: Gather information off line about things happening around the world. Pick one to three headlines and/or hashtags/tweets. Look at your selections and name your first thoughts. Then use critical thinking to explore other meanings.
4. Once you have reminded participants of the assignment, have them pick one of their headlines/hashtags or tweets and write it in big print on a piece of colored paper and put it on the table.
5. Have participants write a short phrase on each of these headlines that represents what they think it means. Tell participants that they can also comment on what others wrote as well as add their own thoughts. It is also OK to draw instead of write words. This is all to be done silently.
6. Once everyone has commented on each piece of paper, return it to the person who brought it in.
7. Ask participants to read through what they see and take it in.
8. Allow the group time to discuss and debrief the activity.

Debrief Notes:

✓ Some questions to ask:
  - What did you think of the poem? Do you think it's a good way to teach multiple perspectives?
  - What did you learn, if anything, from the assignment? Were you surprised by some of the responses? What does that teach you about multiple perspectives? Encourage participants to begin to think about critical thinking as it relates to media literacy.

Review of Last Session: Highlights, Questions and Learnings (10 minutes)

In each session, except Module One, First session, there is a section to review the previous session, including time to highlight the major concepts and time for participants to ask questions. This is an excellent way to teach and learn—it models reflective learning in a way that is both about identifying what participants have already learned as well as fueling the learning they hope to accomplish through questions that are emerging from their own curiosity or confusion.

Each facilitator can decide how he or she would like to conduct this section. It could be through just talking and listening in a big group or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions.

The following lists some of the intended learnings from last session. Remember that whatever each participant learns is perfect—this is just a list to give facilitators a sense of what some of the learnings might be.

Highlighted Learnings From Previous Session

This list will be generated from the participants, but below are a few reminders of what was covered as important learnings.

DEFINING SKILLS OF CRITICAL THINKING

- Looking at the role of questioning assumptions in critical thinking
- Defining and understanding the connection between assumptions, stereotypes and critical thinking
- Understanding the value and skill of taking multiple perspectives
- Examining and understanding root causes of issues
- Looking at the need for relevancy and the role of critical thinking in community projects

Content Activities (55 minutes)

This section is a continuation of Module Two, First Session, in which participants identified critical thinking skills and the facilitator introduced some key skills to explore. The remaining skills— exploring empathy as it relates to critical thinking, making informed decisions and asking good questions—will be addressed in this module.

Activity #3: Defining Empathy

Goals/Uses/Outcomes: To assist/guide participants to understand the difference between empathy, sympathy and apathy. This exercise will highlight the meaning of empathy and provides a good introduction for participants to delve further into this concept.

Materials Needed: Flipchart paper and markers

Time Needed: 15 minutes

Activity Description:

1. This story is called "The Hole in the Ground":

   One day, there was a man walking in the woods to relax after a long day of work and stress. As he was walking, he passed by a big hole in the ground right next to a big tree. He got closer to the hole, looked down and saw a 30-year-old man in the hole. He looked down at the man and said: "Oh! I really feel sorry for you." After half an hour, another man was passing by and saw the hole. He looked down at the man, turned back and continued his way through the woods with no reaction.

   Later that day, a third man was walking through the woods and saw the hole. He looked down at the man and said: "I know how it feels to be stuck down there. I've been in some similar situations and know exactly how it feels. It must be really tough!"
2. After telling this story, ask participants to sit in groups of four, and ask them to describe the three different behaviors in the story.
3. Give the groups a big sheet of paper. Ask them to write down the three behaviors and define and describe each one.
4. Ask each group to display their work on the wall. Ask each of the groups to name the behaviors and present one definition.
5. Show the empathy video as a culminating piece as well as a support to defining how empathy and sympathy are different. (https://www.youtube.com/watch?v=1Evwgu369Jw)
6. Debrief

Debrief Notes:

- ✓ What are the three main behaviors you identified in this story?
- ✓ How do you feel about each of these behaviors? Which one do you identify with? Why?
- ✓ What are the main differences between empathy and sympathy?
- ✓ How does empathy play a role in being a good and active citizen? Can you give similar examples from your real life?
- ✓ Empathy is a prerequisite for the establishment of peaceful and effective relationships in society in that people are able to put themselves in another's place, understand each other's feelings and see the world from another's perspective. Many disagreements turn into violent conflict due to the lack of these components. When faced with a social or interpersonal problem, empathy skills give us the ability to see all sides of the issue and the people caught up in it to work together to reach the appropriate solution.

Handout: Empathy

What is empathy? Empathy means recognizing and understanding our own feelings and views as well as the feelings and views of others and responding appropriately. Empathy gives us the chance to better understand another person's motivations, better recognize their positions and feelings on matters and have more effective relationships.

Have you ever shared a confidence with a friend whom you felt completely understood you? For example, if you're talking about a loved one's death with someone who has had a similar experience and their responses show you that they understand and respect your feelings? This is an example of an empathetic relationship—instead of feeling judged, rejected or alone, you feel understood and that your feelings were respectfully taken into account.

In contrast, do you remember an instance where someone, without regard for your feelings, judged your behavior or something you said, talked mostly about their own experience without any attention to you or belittled an issue important to you or treated it casually? How do you feel in this kind of relationship?

Since the empathetic behavior of others draws us in, it is easy to identify, but understanding whether our own behavior is empathetic towards others is not so simple. Sometimes the way we judge others precludes us from understanding feelings and having empathic relationships. Sometimes we're so lost in our own world that instead of trying to understand another person and see the world from their eyes, we consider everything on the basis of our own experiences and forget to listen to the other party. But this can change. Through increasing self-awareness and constant attention to our behavior and words, we can strengthen our own empathy.

WAYS OF REINFORCING EMPATHY

While fostering empathy skills during childhood is very important, studies show that older youth and adults can also strengthen their capacity for empathy through conscious effort. Strengthening the capacity for empathy not only makes us more effective friends, coworkers and citizens, but has a positive effect on solving day-to-day problems and improves our quality of life.

Imagine that you have a student who disrupts the class or ignores the rules in order to get your attention. In confronting this student, knowing the real root and reason for this behavior is useful. For example, if you know that this child's father and mother have a long work trip and for this reason the child feels neglected, you will find more effective solutions to the problem than if you assumed the child solely and intentionally wants to annoy you.

Here is a list of behavioral habits of individuals with a high capacity for empathy (Krznaric):

- Look for similarities: We all have assumptions about some social groups and use labels that make us unable to recognize the individuality of members of this group. People who have a higher capacity for empathy seek similarities with others (instead of focusing on differences) and challenge their own assumptions and prejudices.
- Try other people's lives: The hardest and maybe most useful exercise in empathy is to experience someone else's life. If we have a specific political belief, we take part in meetings with people who differ from us. If we have a comfortable life, we can travel in our free time to a deprived city or village and do something useful there. No contemplation or debate or dialogue is as effective as understanding the feelings and conditions of others as experiencing the conditions in which they find themselves.
- Listen well and speak frankly: An empathetic friendship has two key features: The first is being a good listener and paying attention to the depth of feeling and needs of the other side. The second is to be willing to share your own feelings honestly with the other side. This is how we learn the value of shared feelings and experiences and, consequently, better understand each other.
- Encourage collective action and social change and be inspirational: Many think empathy lies in interpersonal relations. But empathetic people know that collective empathy is a type of empathy that, in

many cases, leads to social change. Mass movements to help victims of natural disasters, the numerous organizations that work to help deprived groups or those suffering under social pressure, or movements that defend civil rights are examples of actions that are products of empathetic feelings.

- Talk to at least one stranger every day: Those who have strong empathy skills have an insatiable curiosity about strangers (like the person on the bus who talks to the person sitting next to them) and displays an interest in knowing other people but not interrogating them. This is the same sense of curiosity that we all have in childhood but social pressure often silences it. Speaking to people who are not in our normal circle of friends and acquaintances gives us the opportunity to learn and understand new worlds and perspectives.

WHY IS EMPATHY AN IMPORTANT SKILL FOR AN ACTIVE CITIZEN?

To establish peaceful and effective relationships, people need to be able to put themselves in another's place, understand each other's feelings and see the world from other perspectives. Many disagreements turn into violent conflict due to the lack of these components. When faced with a social or interpersonal problem, empathy gives us the ability to survey and analyze all sides of the issue and the people caught up in it and to work together to reach the appropriate solution. This skill also helps us cooperate constructively with one another and respect each other's perspective.

Activity #4: Empathy in Action—Four Chairs

Goals/Uses/Outcomes: To explore empathy in real-life situations, to seek to understand how to integrate the concept of empathy in one's own life

Materials Needed: Four empty chairs, Four signs (blame self, blame others, empathy/care for self, empathy/care for others)

Time Needed: 30 minutes

Activity Description:

1. Have participants sit in a U-shape with four chairs at the front of the room.
2. Ask a participant for an example of a time when they felt they were connected to a conflict (it can be personal or not). Another way the facilitator can do this is to start with an example that is more well-known to most people such as being cut off in traffic or having some sort of traffic-related incident. Once you have used this example, try it again with an example from the group or from a participant's life.
3. Repeat the traffic example or incident of conflict out loud to the group so they know the scenario.
4. Next ask for a volunteer to come and sit in chair #1—this is the blaming others position.
5. Ask the participant if he/she were in the situation that was just shared, and they were to blame the other person for the situation, what might they be thinking and feeling. Have them share this aloud.
6. Next ask for another volunteer. Have this person sit in chair #2—this is the blaming self-position. Ask the participant to share if he/she were in the situation that was just shared and they were to blame themselves in some way, what might they be thinking and feeling. Have them share this aloud.
7. The third chair is the empathy/care for self-position. Repeat the instruction above for this chair as well—this is the first time when empathy comes into the scenario and it can be hard for people. Remind them what empathy is and encourage them around the idea from non-violent communication that first we must start with the self and then move to others.
8. The fourth chair is the empathy/care for others position. Repeat the instructions above for this chair as well. In this position, the person has the opportunity for more choices—once they have shared how they might feel and what they might say from this position, have the group think back to the first chair—to blaming others—and have them think about different choices they might now have for responding.
9. This activity is best done by a facilitator who has some knowledge and grounding in non-violent communication theory and methods. If brand new to this, a way to adapt it is to share the scenario and have people get into small groups and come up with ways of dealing with it empathetically, noting what barriers they must first address. Then have all groups come together to share.
10. Debrief the activity.

Debrief Notes:

- ✓ This activity is great for trying out empathy in real life situations. It gives participants a good sense of why empathy can be difficult but also how it can be beneficial.
- ✓ Some questions to ask:
    - What did you notice in the activity?
    - What do you think empathy has to do with critical thinking and citizenship?
    - Was there anything that surprised you?
    - What do you think about the value of empathy? Do you think it offers something important? Why would people do this? Why or why not?
    - What are some of the personal challenges you face in using this in your life?
    - Did you feel anything different by the end of this activity? Can you imagine using this in your own life and life situations?

Note: This activity is from a communication model called nonviolent communication, developed by Marshall Rosenburg. This activity can be done in a much longer time frame and is often taught in non-violent communication workshops as part of a series of activities. In n-mu, we are using it to explore a lived example of empathy, a concept that while it may be understood and known, can be complicated and difficult in real-life scenarios. Also the understanding of, and implications connected to, empathy can be very different from culture to culture. The most important tool to come out of exploring empathy, besides raised awareness, is the ability to have more choices in any given situation.

Activity #5: Critical Thinking and Decision-Making

Goals/Uses/Outcomes: To explore how to use critical thinking to inform thoughtful decision-making

Materials Needed: Flipchart and markers

Time Needed: 10 min

Activity Description:

1. Begin by sharing with participants that informed decision-making often involves the same skills as critical thinking.
2. Have participants get into triads with the people sitting next to them.
3. Next write on the flipchart (prep this before) a few simple decisions to make and ask the groups of three to come up with the steps they would take in order to make an informed decision.
4. Have all groups share this aloud.
5. Share the following as a good tip for remembering how to bring critical thinking into the decision-making process:
    - Be deeply curious. Question everything. Wonder about the sources behind the information you and others have.
    - Observe as much as you think. Pay attention to the situations and communities you are part of. Try to have a childlike sense of curiosity about why things are the way they are.
    - Let yourself question your own assumptions. Don’t be afraid to get underneath your own stereotypes and judgments. Go toward the things that you don’t like—sometimes they have a lot to teach you.
    - Develop empathy for others, not just because it will help you make connections, but if you are really willing to try to put yourself in another’s place, you will undoubtedly see things from a new perspective.
6. Point out that the letters spell the word “BOLD,” which is often what you have to be when thinking critically. (Note: This can be made into a handout if you want to give it to participants to take with them.)
7. Debrief.

Debrief Notes:

✓ Some questions to ask:
- Did people come up with the same decisions? Why or why not?
- What critical thinking skills and tools did you use to help you make informed decisions?
- Did you learn anything?
- Do you feel you missed any important piece of information in making the decision?
- How might you start to think more critically in making decisions in your own life?

Content Activities (40 minutes)

Activity #6: Silent Line Up

Goals/Purpose/Outcomes: A non-verbal problem-solver to help facilitate other ways of thinking and learning together. Also useful when trying to focus a group or to get the group to think or focus together.

Materials Needed: None

Time Frame: 10 minutes

Activity Description:

1. Explain to the group that this is a nonverbal exercise.
2. Instruct the group to form a single-file line according to their birthdays—the day, the month and the year. Do not give any other instructions.
3. Tell them to begin and to raise their hands when they have completed the task.
4. Remind them that they must communicate non-verbally (no lip-reading or spelling in the dirt or air allowed).
5. When the line is completed, each person will shout out his/her birthday, beginning in January.
6. You can also ask the group to line up according to:
    - Shoe size
    - Age
    - Number of siblings
7. Debrief activity

Debrief Notes:

- ✓ Opportunities to explore other ways of communication and problem solving in these environments pushes us to learn about different and sometimes non-dominant parts of ourselves.
- ✓ Some questions to ask:
    - Was it hard not to talk?
    - What did you learn by not being able to communicate verbally?
    - Were you successful? Why or why not?
    - What would have made this task easier, besides being able to talk?
    - Did you learn anything new?

Activity #7: The Art and Science of Asking Questions

Goals/Uses/Outcomes: To dig a little deeper into the skills and stages of asking questions

Materials Needed: Handout and video clips (computer or disk)

Time Needed: 15 minutes

Activity Description:

1. Share the handout below with participants. Have them read through it.
2. Discuss and debrief.
3. Share the following video clips:

- Kuwaiti Professor: People Who Believe the Quran Is Above the Constitution Are Betraying Kuwait (MEMRITVVideos)
- Aseel Alwadhi interview (Ugaj TV)

4. These video clips pertain to community issues. Discuss how the art and science of asking questions relates to both of the clips.

Debrief Notes:

✓ This is not really an activity but the sharing of a handout for review. Asking good questions is a complex skill that n-mu participants may not master during this program, but it is good to outline steps so that participants have a reminder of questions to use when looking critically at an issue.

✓ The video clips were added as a way to practice exploring this skill and see how it looks in the world.

✓ Some questions to ask:

- Does this make sense to you? Which question from each step is your favorite?
- Are there any questions missing, in your opinion?
- What did you see in both video clips that related to question-asking? What did you learn from watching them?

Handout: The Art and Science of Asking Questions

Inquiry is one way to examine our assumptions.

The **first step** to revisiting assumptions is understanding the context. When confronting an event or a challenge, we need to understand the values and issues related to it. To gain this understanding, we need to know more about the context and become aware of our own position in relation to the circumstances.

Asking these questions guides us in the process of becoming conscious:

- What factors are involved in this circumstance?
- What factors influence my behavior or the behavior of others in this situation?
- What other events might simultaneously be affecting this situation?
- Have I ever been in a similar situation? What differences and similarities did it have with the current situation?
- What can improve the outcome of this situation?
- In this situation, what things are of higher priority and what are of less priority?

The **second step** is looking at the issue from a different angle to gain a new perspective. To this end, we ask ourselves:

- What other views might there be on this issue other than my perspective?
- In what other ways can I learn more about this issue and not simply be content with my own knowledge?
- Are there resources I can use or people from whom I can ask for help?
- What might someone from a different culture, age group, gender or other group think about this issue and how might this help me gain perspective?

The **third step** is searching for the roots of assumptions. We must gain an in-depth understanding of our beliefs. For this purpose, you should ask the following questions:

- What values or beliefs instilled this assumption in me?
- Is there a logical or substantiated reason for this assumption?
- How do I know this assumption is accurate?
- Am I willing to imagine that my beliefs about a situation might not be correct or, at least, might not be the only ones?

A well-cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications and practical consequences.
- Communicates effectively with others in figuring out solutions to complex problems.

Activity #8: Perception and Perspective

Goals/Uses/Outcomes: To explore the idea of perception as it relates to perspective and critical thinking.

Materials Needed: Handout

Time Needed: 15 minutes

Activity Description:

1. Share a few images, one at a time with participants. Ask them to write down what they see after each image.
2. Once participants have written down their responses, ask them to share aloud. Are there differences? Explore the different responses.
3. Repeat this with a few different images.
4. Discuss and debrief the idea of perception and how this relates to perspective.

Debrief Notes:

- ✓ Here is one way that the difference between perspective and perception has been described and understood:

  "Perspective is an evaluation or analysis of something .... Perspective is a point of view, perception is what you interpret. Perception is what you interpret from your five senses, touch, smell, sight, hearing, and taste. Perception is the process of attaining awareness or understanding of sensory information. It comes from the Latin word 'perceptio,' which means receiving, collecting and action of taking possession with the mind or senses." (Nihar)

- ✓ Some questions to ask:
  - How can the idea of perception support critical thinking skills? In other words, what is the role of perception in critical thinking?
  - What does this activity make you think about or feel? How does it relate to what we have been talking about? How is it slightly different?
  - Any other thoughts, feelings or observations?

Handout: Picture Perception

(Fig 2): Holmov, Nikolai. "Corruption Perceptions Index 2011 – Sax Player or Pretty Woman?" Odessa-Talk.com, 2 Dec. 2011. Web. 28 June 2016.

(Fig 3): Reisinger, C.K. "The Zen of Perception." *Nothing By Chance Coaching Counseling*. N.p., 14 Mar. 2013. Web. 28 June 2016.

APPLIED LEARNING (20 MINUTES)

Activity #9: Current Issue Application

Goals/Uses/Outcomes: To explore critical thinking using an example of a community issue in Kuwait; to enhance understanding and learning.

Materials Needed: Handout-community issue write-up

Time Needed: 20 minutes

Activity Description:

1. Break the group into an even number of small groups. Give each group a short write-up on a local Kuwait community issue such as the fish boycott. (Note: The facilitator can also use one of the group community project topics for this.)
2. Tell each group that they are a bunch of highly paid consultants who are being asked to look at this community issue through the lens of critical thinking (remind them that these are all topics covered in the first two modules).
3. Let the small groups know that they will be presenting in front of the larger group, as if they were at a business meeting and presenting to their client. Topics to address are:
   - Diversity concerns as it relates to the community issues, including any groups that are stereotyped, labeled or experiencing prejudice and what the client might do about that.
   - Assumptions that might be made and how to think critically about these assumptions
   - An empathetic understanding of opposition to the issues—how might this help your client to better understand the issue and gain another perspective?
   - How do you gather other perspectives on this issue?
   - And anything else the group wants to include that relates to the skills discussed over the course of Module Two.

COMMUNITY PROJECT (40 MINUTES)

In this session, have groups get back into their community project groups with their critical thinking root cause analysis tree from the previous session. Before moving on, see if there are any questions.

Activity #10: Theory of Change Exercise

Goals/Uses/Outcomes: The purpose of this activity is to have n-mu participants think more about who they are including (or excluding) when thinking about their community change efforts.

Materials Needed: None

Time Needed: 25 minutes

1. First ask the group to take the topic they are going to work on (this is from the last session) and ask them to discuss the following questions:
   - What is the issue or need you are trying to address?
   - Why is addressing this issue important to you and to the community?

- How do you know it is an issue or community need? (For example, they might have experienced it themselves, they may have read about it, etc.) Is there any research/data or sufficient information? How else do they know it's an issue? Ask them to share a few ways that they know this is a need in their small group.
- What are a few ideas you have for how to address the root causes or manifestations of this issue?
- How do your own passions and interests connect to this idea or strategy for how to address it?

2. Once the group has discussed these questions, have them take their list of strategies and try to prioritize them. You can encourage the group to "vote" in their own way on which strategy or idea they think will be most interesting, energizing and impactful to them and to the community.
3. At the end of this activity, have them write down their own mini theory of change. It should look something like this:

   The issue we are addressing is __________________ and we will do so by doing ________________ and _________________ (and__________). By doing this we hope to create __________ and _______________.

   Each group will be stating (and then sharing) the following pieces.

   - Stating the issue. Groups can also say why it is an issue and its impact on the community.
   - Creative strategies for how to address the issue
   - Hoped-for results or outcomes.

   This is the first step in starting to create an action plan, which will come later in the process.

4. Have the groups share these (either aloud to the big group or with another group) and allow time for a bit of feedback.
5. At this point in the process, it may also be helpful for groups to write up their mini-theory of change and share it with the facilitator so that you are clear about how to help the groups.

After this, depending on the time, have the group do the following activity.

Activity #11: Who Are We Serving?

Goals/Uses/Outcomes: To help participants identify groups or individuals from their community that they may have overlooked—or at least groups or individuals on whom this issue has no direct impact. This exercise will help the trainees to get more acquainted with the impact of empathy on active citizenship and community engagement.

Time Needed: 15 minutes

Activity Description:

1. Start by handing out the "who is my community map" that participants created in Module One, Session One.
2. Ask them look think about who is not included in this community.
3. As a group, brainstorm a list of groups who were not included originally in their community map.
4. Next pick one of the answers from the brainstormed list and think about and discuss the following questions:
   - What are the needs of this person or group based on your knowledge of the community?
   - How might your project or idea serve, involve or attend to the needs of this group?
5. Ask participants to keep this question in mind as they are planning:
   - Who is my community group project serving? Who is it not and why?
6. Discuss why this is important to think about and debrief.

Debrief Notes:

- ✓ Why do you think these groups were left out of your initial work in Module One?
- ✓ On what basis did you identify their needs? Do you have any data? Did you just assume to know their needs based on previous observations or experiences?
- ✓ What would be the best way to engage these groups in your project? Based on what did you define these means?

Next during this session have participants take the root cause analysis tree from the previous session out and complete the following activity and discussion.

Reflections, Questions and Looking Ahead (10 minutes)

This section is found in each of the sessions and modules and is a way to practice teaching and applying reflective learning. One activity (One, One, and One #12 —see **Module One, First Session** for a description) will be a reflection tool in each of the sessions. There will be time for questions. As the facilitator, it will be part of your role to keep a running list of questions. Each of the questions does not need to be answered by the end of the session, but can be noted and addressed at the beginning of the next session, if not addressed and answered in the moment.

"Looking Ahead" gives participants a sense of where they are going. For example, in this module, the "Looking Ahead" is the beginning a new module, Module Three, focusing on advocacy.

Closing and Assignments (15 minutes)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use any of their own tools and facilitation techniques for beginning and ending sessions; the following are offered as example of effective methods. "Roses and Thorns" (see **Module One, First Session**) is a technique that is used to gather evaluative feedback on a module-by-module basis so the facilitator can make adjustments as needed and also track participants learning experiences.

During the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment—this will be given out each session. Write this up for people to see visually, if possible
- A "Roses and Thorns" debrief of the module
- A brief closing activity

The closing activity, "Highlight and Lowlight," is described below.

Activity # 13: Highlight/Lowlight

Goals/Purpose/Outcomes: To offer a sense of the "best and the worst" of the meeting/training/program/day, reinforcing personal reflection skills.

Materials Needed: None

Time Needed: 10 to 15 minutes

Activity Description:

1. Tell the group that you would like each person to share a highlight (positive) and a lowlight (negative or difficulty) from the meeting or training (or day). Go around the room in an orderly fashion or the facilitator can also choose to do “popcorn style” and just let people speak when they feel moved to speak.
2. Once each person has gone, thank them and repeat this until all members, including the facilitator, have shared.

Debrief Notes:

There is no debrief for this activity if used as a closing.

VIII. Module Three: Advocacy

Advocacy is one of the most natural of human behaviors. From birth and throughout our lives, we advocate in simple and complex ways. As with other topics in n-mu, the concept of advocacy is one that can be understood in a variety of ways. For the purpose of n-mu, we will look at advocacy in the context of building upon active citizenship and the desire to create some sort of positive community change by using critical thinking skills in a creative, relevant and effective manner.

There are different definitions of advocacy that activists, civil society organizations, lobbyists and other concerned stakeholders adopt based on their experience. One clear definition of advocacy from Merriam-Webster is "the act or process of supporting a cause or proposal" ("Advocacy"). It is a continuous process of planning, empowering and engaging citizens and decision-makers to bring about change in policy, practice and laws for the welfare of people. As we understand advocacy in this way, we also can see the connection to n-mu's exploration of critical thinking. In order to create change, one must be able to analyze and understand one's own community, explore the multiple perspectives within that community, learn by asking good questions about the community's needs and how a particular person, group or idea may be able to alleviate or ameliorate those needs. All the skills and understanding from previous n-mu modules come to life in this module—advocacy in n-mu looks like an active citizen who is able to think critically and then puts skills and passion into action.

During the pilot phase of n-mu, several powerful advocacy projects were created. The projects started with participants having the desire to create change, no matter how small, in their community. Discussions centered on projects that were connected to a community need as well as to individual passions. Some of the advocacy projects that emerged were:

- GreenBag, an initiative that aimed to raise awareness on the negative effects that plastic bags have on the environment through the distribution of reusable bags at local co-ops. GreenBag distributed more than 3,000 reusable bags at six co-ops. The team also created an awareness raising video (TheGreenBag).
- Legalize Kuwait, an initiative that aimed to promote the legalization of home-based businesses by elevating awareness on the positive impact they have on the economy. The team also created an awareness raising video (Legalize Home Businesses).
- Promoting Pluralism, an initiative that aimed to raise awareness about the importance of co-existence and respect for others. The team distributed a survey to more than 700 people to assess their views and opinions on diversity and respect in Kuwait. Survey results informed the development of the teams' awareness raising video (تعددية T3addudiya).
- Caring Hands, an initiative that aimed to raise awareness about autism in Kuwait by providing an educational space for the public to learn more about how to create a supportive environment for autistic individuals within Kuwait.

As explained below, there are a variety of approaches to advocacy depending on the advocates, their cause and objectives. Advocacy campaigns may focus on:

- Change in a law or policy: Activists, CSOs, or other concerned/affected groups campaign to change, reform, or introduce a new law or policy in order to gain rights or solve a social problem—i.e., campaigning to pass women suffrage laws in Kuwait, allowing Kuwaiti women to vote and run for parliamentary elections.
- Change in practice or behavior: Campaigns may also focus on changing an attitude or behavior prevalent within society; for example, an anti-littering campaign may seek to install/provide more public waste bins/trash cans to deter people from throwing waste out of their car windows. While this may eventually require the development of policy/legislation, the campaign initially focuses on

changing attitudes and behaviors. Another example may be a campaign seeking to encourage citizens to participate in parliamentary elections. Once again, this type of campaign does not seek to change policy/legislation; rather it seeks to change public behavior. This video, developed by an initiative of n-mu facilitator Abdullah Al Khonani, seeks to elevate the public's awareness on the importance of voting and the power each citizen holds (SoutAlKuwait2012).

In order to understand how advocacy occurs within communities and to be able to participate as an advocate, several key concepts and skills are involved. Some of these are the ability to understand and know one's community; to know who makes decisions and has power; to understand the possible impact of actions; to learn to develop strategies; and to understand the skills of building community collaborations. Sometimes advocacy can be as simple as having a conversation with someone to help them change a behavior, policy or practice. Having clear goals and being equipped with adequate knowledge are also important aspects of effective advocacy.

Some of the questions we will explore in this module are:

- What are the skills you believe are needed for advocating to create change—what skills do you currently have, and which ones do you want to gain?
- What are some of the barriers to creating change in your community? How do you feel about them, and what are some ideas you have for how to change them (if any)?
- Who are the "change-makers" you admire in your community/country/world and why?
- How does thinking critically connect to making change?
- What does advocacy mean to you?

Intended outcomes of this module are that n-mu participants will be able to:

- Define what advocacy means to them and know what others say about it
- Understand some of the key elements of advocacy
- Apply this learning to their community project
- Explore how to apply these skills to active citizenry
- Integrate previous knowledge from modules into this topic

Module Three: First Session—Advocacy

4 HOURS

Time	Content	Purpose	Facilitator Notes
25 min	Getting to Know Each Other: • Partner Share: What is one thing that has really stayed with you/made you think up to now? (#1) (10 minutes) • Lines activity (#2) (15 minutes)	To continue to build team and set the stage for the content theme of the module	
10 min	Quick review of last session – highlights, questions and teachings	Integration and applied learning—also encourages inquiry as a learning tool	
55 min	Content Activities: • Advocacy Definition/One Word (#3) (10 minutes) • Where do we find advocacy? And types of advocacy (#4) (15 minutes) • Stand Ups (#5) (30 minutes)	Exploring topic of advocacy	
15 min	Break		
45 min	Content Activities (continued): • Advocacy Cycle and Discussion (#6)	Exploring topic of advocacy	
15 min	Applied Learning – • Intended and Unintended Impact (#7) (10 minutes)	Integration of content topics	
15 min	Break		
45 min	Community Project • Advocacy Cycle Applied: Part One (#8) (45 min)	Larger applied learning — begin planning	

10 min	Reflections and Looking Ahead: • One, One and One (#9) • Homework: Take your community project topic and gather as much information (using the Advocacy Cycle) as you can. Report outs and application of this will happen at next session.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going (Note: repetition is an important part of helping in the learning process)	
10 min	Closing: • Group Clap (#10) • Reminder for next meeting • Questions, if there are any • Assignment reminder	End the session Outline work to do for next session Model values and positive learning environment	

Module Three: First Session—Activities

The chart at the beginning of each of the module sessions offers an overview of the training. It will require slight adjustments with each group to accommodate facilitator and participant needs, but represents the overall flow and intentions of each module. The column to the far right is for facilitator notes.

Listed here are the descriptions of content, activities and related handouts. The format below lists the curriculum or agenda item. Directly following this are related items.

Getting to Know Each Other (25 minutes)

This section offers three different activities for getting to know each other and to begin to build a sense of community and commonality. Each facilitator can decide which activities to use or can add their own.

This is the beginning of a new module, Module Three, which focuses on advocacy and community change. The activities and materials included in this module will build on the previous two modules and will integrate new concepts. We begin this module with a few getting-to-know-each-other activities that also connect in some way to the module's theme.

Activity #1: Partner Share

Goals/Purposes/Outcomes: To begin to share with one another things we are passionate about to get to know one another and to begin to foster the sense of conviction that's often needed when advocating.

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. Ask participants to write silently about one thing they feel passionate about or a topic or issue that they would stand up or fight for and why.
2. Ask participants to find a partner—someone in the group they have not talked to yet.
3. Ask each person to share what they wrote. For some participants, this might be hard to share, as usually the things we care deeply about are quite personal; however, at this point in the course, participants know each other a bit and hopefully feel safe to share.
4. Debrief.

Debrief Notes:

- ✓ This activity begins to cultivate the idea of what prompts advocacy—in fact, there are many things in our lives, both personal and professional, that we feel strongly about and often do advocate for (perhaps through volunteering or donations or other less-visible means).
- ✓ Some questions to ask:
  - Was that activity easy or hard for you? Are you clear about what you are passionate about? Why do you think this is?
  - What do you think this has to do with the module theme of advocacy?
  - What, if anything, did you learn about yourself or your partner?
  - Did anything surprise you?
- ✓ Keep the same partners for the next activity.

Activity #2: Lines

Goals/Purposes/Outcomes: To experience the idea of advocating with a belief that everyone can get something—more of a win/win situation rather than a lose/win.

Materials Needed: None (possibly tape)

Time Needed: 15 minutes

Activity Description:

1. Place a piece of tape down the middle of the floor that runs most of the length of the room.
2. Instruct participants to keep their partners from the last activity and stand across from one another, one on either side of the line.
3. Let participants know that what each person in the pairs wants is for the other person to come to his or her side of the line. One of the rules, however, is that you have to stay on your side of the line in order to make this happen.
4. Let participants work with this for a little bit; see what they do and then call for a pause.
5. Ask a few of the debrief questions below and talk to them about the idea of win-win—how can both of you get what you are looking for? What are creative ways to imagine this happening?
6. Let the pairs try again to achieve the objective of getting the other person to their side and see what happens next.
7. Let the activity go on for a bit and then stop and debrief.
8. Debrief

Debrief Notes:

- ✓ This activity is really about exploring the idea of how we go about getting other people to do things we want them to do. What is our first impulse or behavior? What is our second? And learning to explore the other options that might bring about a more fruitful result.
- ✓ Some questions to ask:
  - Were you successful? What about your partner?
  - What did you learn, if anything, from this activity?
  - How do you think this relates to advocacy and important skills of advocacy?

Quick Review of Last Sessions and Questions (10 minutes)

In each session, except Module One, First Session, there is a section to review the last session, including time to discuss the main lessons learned and time for participants to ask questions. This is an excellent way to teach and learn, as it models reflective learning in a repetitive way that is both about highlighting what participants have already learned as well as fueling the learning they hope to do through questions emerging from their own curiosity or confusion.

Each facilitator can decide how he or she would like to go about doing this section—it could be through just talking and listening in a big group or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions.

The following are some of the intended learnings from the last session. Reminder to facilitators: Whatever each participant learns is perfect; this list is just a gauge for facilitators to have a sense of what some of the learnings might be.

Highlighted Learnings from the Previous Session:

- Exploring the concept of empathy—what it is and what it's not and how this relates to critical thinking and citizenship
- Discussing perspective and perception
- Looking at how to make informed decisions through critical thinking
- Learning about the art of asking questions as a key tool in critical thinking
- Applying critical thinking to the community project planning process

Content Activities (55 minutes)

These activities will focus on participants defining and applying the idea of advocacy in their communities while exploring a model that can be used in developing and implementing their community projects.

Activity #3: Advocacy Definition/One Word

Goals/Uses/Outcomes: This exercise introduces participants to advocacy as a concept by coming up with definitions based on their perception and previous knowledge. This will also help them become familiar with different definitions of advocacy to create a contextualized definition as a group.

Materials Needed: Flipcharts and markers, colored sticky notes

Time Needed: 10 minutes

Activity Description:

1. Write on the flipchart the word "ADVOCACY"
2. Distribute colored sticky notes to each participant and ask them to write one word only, on each of the sticky notes that represents advocacy to them.
3. Give them five minutes to write down their word, and ask them to place their sticky note on the flipchart, as they write them.
4. Gather participants into groups of four, and ask them to come up with their own definition of advocacy using only the words displayed on the flipchart.
5. After they finish with their definitions, ask each group to write their definition on a big sheet of paper.
6. Ask each of the groups to present their definition briefly, and ask everyone in the room to share their input and feedback.
7. After several rounds of presentation and feedback, make sure all participants have at least a common understanding of the concept, then present a few of the definitions you have in the content.

Debrief Notes:

✓ Some questions to ask:
  - What experience or knowledge did you base your definition on?
  - What are some daily activities or events that you would link to advocacy?
  - How would advocacy be used to make your lives and others' lives better?

Activity #4: Advocacy Brainstorm Sessions

Goals/Uses/Outcomes: This exercise will help participants understand different aspects of advocacy and how it's used to bring about positive change. This exercise will also help participants understand the different approaches to advocacy and its objectives.

Materials Needed: Flipcharts and markers

Time Needed: 15 minutes

Activity Description:

1. Start by making a flipchart with four equal squares. Write one of each of the following questions at the top of each square:
   - Why do we advocate?
   - When do we advocate?
   - What are some ways of advocating?
   - What skills are needed to advocate?
2. Brainstorm with them for at least five minutes. Make sure you write down on the board every intervention from participants. (Make sure to create an easy environment for all participants to feel free to contribute.)
3. After taking all input from participants, start by discussing the answers written on the flipchart.
4. Debrief the activity.

Debrief Notes:

- ✓ In this activity, one of the main points is for participants to understand that we all advocate, almost every day—in fact, we are born advocates and thus many of the skills are inherent in our nature and are not just set aside for political action or campaigns. In other words, examples of advocacy can be found throughout daily life.
- ✓ Some questions to ask:
  - What are the main objectives of advocacy? Why do we do advocacy?
  - What are different results of advocacy?
  - Where do we find advocacy and what types of advocacy? (Categories might be: raising awareness, changing a policy or law, changing a behavior, etc.)
  - What tend to be the results expected from different types of advocacy?
  - What do you think are the most effective tools for each approach?

Activity #5: Stand Ups

Goals/Uses/Outcomes: This exercise will help participants experience advocacy on issues that are of most concern to them. During this exercise, participants will be able to better understand how advocacy contributes to effecting the change they hope to see in their communities.

Materials Needed: Chairs, balloons, A4 papers, sticky notes, pens

Time Needed: 30 minutes

Activity Description:

1. Ask participants to take two minutes and think about an issue that has been bothering them in their daily lives in their communities.
2. Participants can choose issues from any sector (water, health, lifestyle, etc.).

3. After two minutes, give each participant two balloons. One balloon represents the current status quo and the other is for what they hope to see happen.
4. Ask the participants to write on each balloon:
    - Status quo: Current issue, who is responsible for it, what do I want to change about it
    - Future change: What the issue looks like after advocating for it, what needs to happen to get there, what's their source of inspiration
5. Participants present to the group:
    - The issue and how it hurts public good
    - Then, have them throw the "status quo" balloon and show the group the "future" balloon
    - Participants describe the change they want to see in their societies.
    - Ask the participants to glue the "future" balloon to the wall (to remember their inspiration at all times).

Debrief Notes:

✓ Some questions to ask:
- How did visualizing the future help you better understand advocacy?
- What skills did you need to go from the status quo to the future?
- Why do you think it's possible to advocate for this issue?

CONTENT ACTIVITIES, CONTINUED (45 MINUTES)

Activity #6: Advocacy Cycle and Discussion

The bulk of the activity time in this module and session will be spent examining each component of the advocacy cycle. A local Kuwaiti example will be used to better understand the cycle in action (some examples may include the fish boycott of 2015 or the women's parliamentary vote of 2002. n-mu facilitators can also use an example from one of the group project ideas.

Goals/Uses/Outcomes: This exercise will help participants identify a cause that is of importance to them, then process it using the Advocacy Cycle. This process will allow them to experience advocacy firsthand, and see that change is possible by visualizing the change they want to see.

Materials Needed: Flipcharts and markers, colored sticky notes, A4 papers, masking tape

Time Needed: 45 minutes

Activity Description:

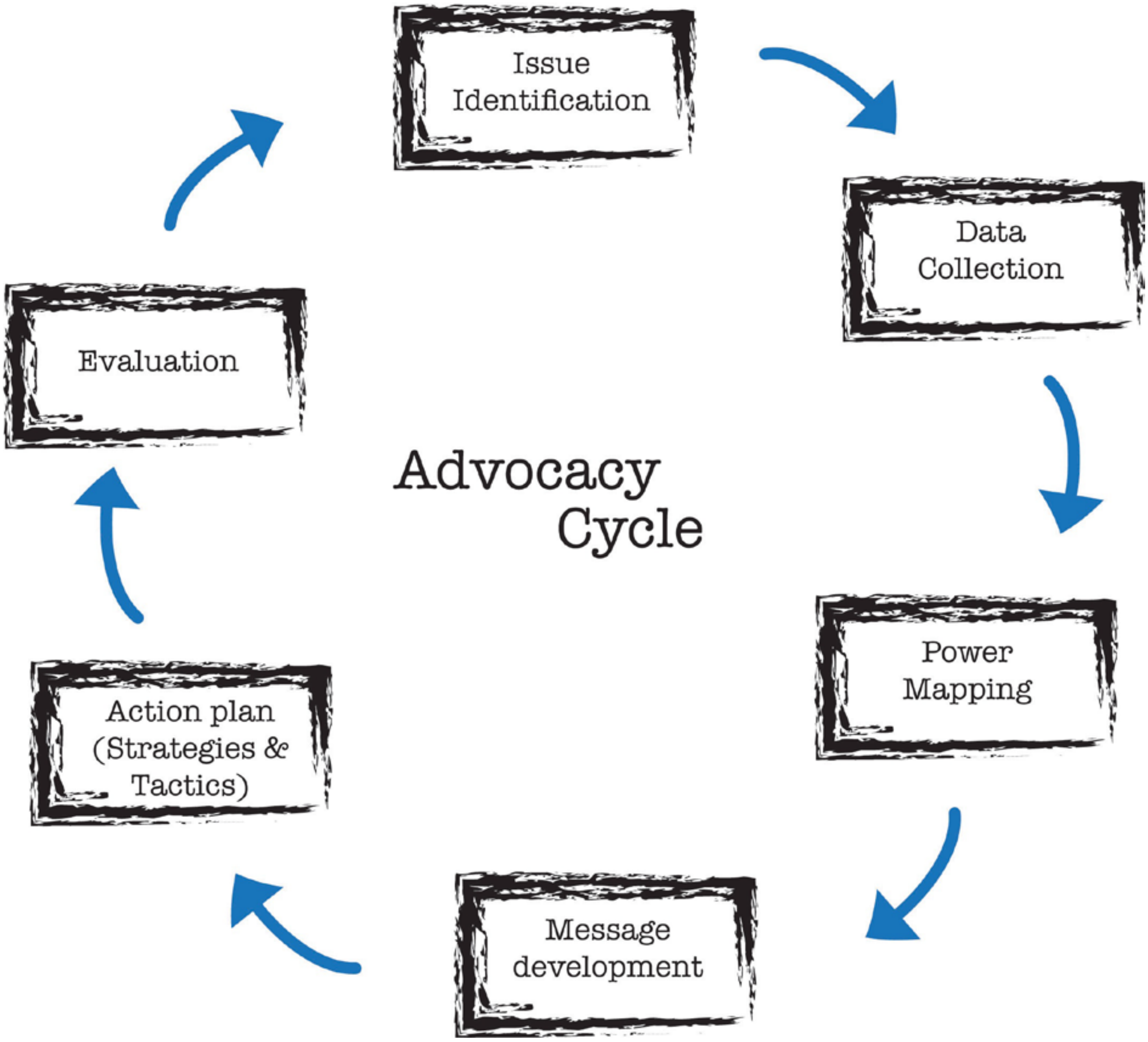
1. Split participants into six groups. Each group will be responsible for one component of the cycle: Identify the Problem – Gather Information – Make a Decision – Plan – Take Action – Evaluate
2. Each group will be asked to explain what happens in each phase (they will get two minutes to prepare and one minute to present).
3. After participants have talked about the components, present the cycle and go through each component using an example to explain each.
4. Next, split participants into three groups and have each group identify an issue that is happening around them now, in the room or training. (By the end of the exercise, you will have three different issues.)

- Give groups 15 minutes to process the issue through each step of the cycle Ask each group to draw the cycle: the situation now – How it would become if we advocate for it?
- Have each group present their issue to the larger group; allow time for discussion and feedback.

Debrief Notes:

✓ Some questions to ask:
  - What do you think of this exercise?
  - How does critical thinking relate to advocacy? Are they interlinked?
  - Is change possible? How does advocacy trigger change?
  - What are the skills you used in this exercise?
  - What support do you need to implement this cycle on an issue happening in your society today?

HANDOUT: ADVOCACY CYCLE



HANDOUT: ADVOCACY CYCLE

ISSUE IDENTIFICATION: This step requires a clear definition of the issue that will be tackled in the advocacy campaign. There might be many problems that advocates are concerned about, but the key is to be able to analyze each problem, its causes and implications and narrow down the issue you will focus on, in order to contribute to solving the main problem. For example: If you are concerned about environmental problems, there are probably many contributing issues—air pollution, water pollution, etc. And there may be many factors contributing to pollution, including cars, factories, solid waste, etc.

DATA COLLECTION: This step requires extensive research on the issue, including its history, current status, previous interventions and studies related to the problem. Having a grasp of the issue is essential in order to be able to build arguments, devise potential solutions and design targeted messages.

STAKEHOLDERS' MAPPING (POWER MAPPING): This step requires comprehensive identification and mapping of all actors who are either influenced by a specific issue, or have the ability to influence it negatively or positively. This mapping should be followed by an in-depth analysis of the dynamics and relationships of these stakeholders vis-à-vis the issue. This includes their stance, position in the community, interest in the issue and its impact on their daily lives.

MESSAGE DEVELOPMENT: This step requires tailoring a message for each of the target audiences (stakeholders) based on their interests, will and influence.

ACTION PLAN: This phase requires the design of the entire intervention strategy, determining the main goals to be met, target audiences, specific tailored messages and means of communication.

Applied Learning (15 minutes)

In each of the module sessions, there are sections titled "Applied Learning." The idea for this section is for n-mu participants to practice and/or take a concept deeper. In this module on advocacy, this section will look at intended and unintended impact.

Activity #7: Intended and Unintended Impact

Goals/Uses/Outcomes: To explore a topic related to advocacy: unintended impact through looking at intention and impact

Materials Needed: Flipchart, markers, paper, pens

Time Needed: 15 minutes

Activity Description:

1. Ask participants to think about a time in their lives that something did not go as planned. Ask them write a sentence or two quietly to themselves.
2. Once there has been a bit of time for this, ask participants to look at this situation and try to articulate the following.
   - My intention was____.
   - What I did was ____.
   - The unintended impact was_______________________________________.
   - Example: I tried to rebuild a community park and ended up taking away a favorite gathering spot for elderly people in the community.
3. Discuss and debrief.

Debrief Notes:

- ✓ This is a short activity to try to illuminate the concept of unintended consequences. A definition of this concept is:
  - In the social sciences, unintended consequences (sometimes unanticipated consequences, unforeseen consequences, or accidents) are outcomes that are not the ones foreseen and intended by a purposeful action. The term was popularized in the 20th century by American sociologist Robert K. Merton ("The Unanticipated Consequences").
- ✓ Some questions to ask:
  - How does this concept relate to advocacy?
  - Did you learn anything new?
  - What will you take away from this activity that is of value to you and your community project?
  - Can you think of any unintended consequences related to your community project?

Community Project (45 minutes)

This week, n-mu participants will begin to focus on developing a plan to address the issue they have now articulated. During the last module, participants articulated a general plan (through the "Theory of Change" exercise), and now they will take their general ideas and make them more specific by using the Advocacy Cycle to look at different aspects of creating a plan of action.

Activity #8: Advocacy Cycle Applied: Part One

Goals/Uses/Outcomes: To help participants understand the different steps of the Advocacy Cycle that will help them address the issues they choose to address in their communities. This process will allow them to experience advocacy firsthand, and see that change is possible by visualizing the change they want to see.

Materials Needed: Flipcharts, markers, colored sticky notes, A4 paper, masking tape

Time Needed: 45 minutes

Activity Description:

1. Divide participants into their community project groups then remind them of the Advocacy Cycle. Remind them also of what was covered the previous week in terms of the community project and see if there are any questions.
2. In this first section, they will focus on doing the first three steps in the Advocacy Cycle with their community project idea. The steps are:
   - Issue identification (Note: They've already done this, or ought to have the ability to say what issue their project is addressing.)
   - Data collection
   - Power mapping/stakeholder mapping
3. Ask each group to look at their theory of change from last week. Groups have already done the step of issue identification; have them go to the next step in the cycle: data collection. Instruct them brainstorm what data is needed in order to be well aware of the issue. n-mu facilitators can refer back to the previous exercise for the kinds of things each group will be looking for in terms of data collection. (Example: If the group wants to make fabric bags to distribute at local markets, what data will they need for making the bags, distributing them and ultimately knowing if this will be an effective form of advocacy?)
4. The next area for groups to work on will be power mapping/stakeholder analysis. This involves understanding all concerned stakeholders. Have them read through the handout below in order to understand this topic. Have them discuss this amongst themselves and allow time for questions in the big group.
5. Next, instruct them to think of every individual or entity either effected by the issue or able to influence the issue—even people who have minor roles in this issue. Have them write down all the people and organizations and entities that are:
   - Concerned about the issue/topic
   - Connected to the issue/topic
   - Influenced by the issue/topic
   - Influencing the issue/topic
6. Brainstorm each of these categories and be prepared to share aloud. Have each group present to the larger group and receive comments and feedback.
7. Share with the group that this is just one part of stakeholder mapping and in the next session, they will be learning more related to this.
8. Allow time for debrief and questions in a big group.

Debrief Notes:

- ✓ Why is the Advocacy Cycle an effective tool for project planning and analysis? What else might be missing?
- ✓ In which part of the cycle do you think your group is the strongest? What part do you still need to work on?

Handout: Stakeholder Analysis/Mapping Stakeholders

Advocacy work is often multi-dimensional, involving various actors with different interests and concerns. For it to succeed, a campaign must employ different strategies to meet stakeholders' interests and appease their fears. This handout includes a step-by-step tool for you to identify the key players in your campaign and understand their different positions, which will help you design effective tactics to engage them.

The term "stakeholder" implies a person or group of people who are directly or indirectly influencing an issue or being affected by it. It is in their interest (i.e., they have a stake in an issue) to act on a problem or exert influence over it (Bryson). In community participation, stakeholders are people, groups, actors or organizations that can exert influence over an issue or an institution. Stakeholders provide the context for action and are essential for creating strength and support for a particular cause (Clarkson 331-358).

- **PRIMARY STAKEHOLDERS** are individuals or a group of people that would be directly affected, either positively or negatively, by the actions of a citizen or a group of citizens. For example, if a group of citizens wants to work on a garbage-collection activity, then neighbors are considered to be primary stakeholders because they would benefit directly from this activity. Stakeholders are not a static category; they can be positively affected by one issue and negatively affected by another issue.
- **SECONDARY STAKEHOLDERS** are individuals or a group of people that are indirectly affected, either positively or negatively, by the actions of a citizen or group of citizens. For example, a program to reduce domestic violence would directly benefit victims of abuse (primary stakeholders) and could have a positive effect on nurses in emergency rooms (secondary stakeholders) by reducing the number of cases they see.

Stakeholders are categorized according to their position vis-à-vis the issue you're working on based on the following:

- Authority: People power, economic power, decision-making power, etc.
- Networks: Established relationships, informal connections, visibility opportunities, etc.
- Will: Agreement, interest and readiness
- Awareness: Attitudes, knowledge, expertise, etc.

Stakeholder analysis is a technique used to determine the position of a stakeholder on a specific problem. This determination is done after analyzing the stakeholder's interests in, influence on and expectations for any given issue or problem.

STAKEHOLDER ANALYSIS ENABLES YOU TO:

- Understand the position of each of your stakeholders
- Determine who will be supportive of your actions
- Determine who will oppose your actions and why
- Visualize the list and positions of your stakeholders

Develop a strategy to communicate with and engage your stakeholders. Any problem you choose to work on will involve interconnected relationships and power dynamics. The influence that stakeholders could exert comes from the power they have over an issue. Power is the ability to influence others and make them do something that they would not otherwise do. You need your stakeholders to use their power to support your action.

Stakeholder identification alone will not help you understand and deal with your stakeholders. Everyone has different interests and perspectives. To succeed in engaging others, analyzing their position and really learning how they see things is essential.

Stakeholder analysis gives the active citizen important leverage in the process of solving a community problem. Stakeholder analysis allows you to predict the others' reactions, to project the type of people who will be affected and to plan how to engage others in a meaningful and effective way.

In any community activity, the relationship between citizens and stakeholders (primarily decision-makers), has always been a controversial issue. There is no single formula that fits all actions and all situations, but keep in mind that relationships mature over time due to the need to collaborate. This can take three forms:

- **EXCHANGE OF INFORMATION:** A relationship that allows the exchange of knowledge and information, as well as skills and capacities to influence change through community action.
- **CONSULTATION:** As active citizens, you can play an important consultative role to tell decision-makers and influential actors possible solutions for them to adopt
- **ACTIVE PARTICIPATION:** Active citizens can push to become direct partners in the process of governance and bring about change through joint actions or initiatives to resolve conflicts between informal groups and reach common solutions

Reflections, Questions and Looking Ahead (10 minutes)

This section is found in each of the module sessions and is a way to practice teaching and applying reflective learning. One activity (One, One and One-#9 – see **Module One, First Session**) will be a reflection tool in each of the sessions. There will be time for questions. As the facilitator, it will be part of your role to keep a running list of questions. Each of the questions does not need to be answered by the end of the session, but can be noted and addressed in the beginning part of the next session, if not addressed and answered in the moment.

"Looking Ahead" gives participants a sense of where they are going. For this module, the "Looking Ahead" is that Module Three, Session Two will provide a deeper look into several components of the Advocacy Cycle, will introduce another youth-created advocacy tool and will support participants in creating a more thorough community project plan.

Closing and Assignments (15 minutes)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use any of their own tools and facilitation techniques for beginning and ending sessions and the following are offered as effective methods. The "Roses and Thorns" is a technique that is used to gather evaluative feedback on a module by module basis so that the facilitator can make adjustments as needed, and also can track participants learning experiences.

In the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment – this will be given out each session. Write this up for people to see visually as well if possible.
- A "Roses and Thorns" debrief of the module
- A brief closing activity

Roses and Thorns will be done in this section (see **Module One, First Session**) and the closing activity for this session is shared below. Facilitators of n-mu can use their discretion to select any closing that has been offered through the n-mu curriculum or one that they prefer from their own work, or one that is offered up by participants also works well.

Activity #10: Group Clap

Goals/Uses/Outcomes: This activity is often used as an icebreaker, to learn names, tap into multiple learning styles; learn names, have fun and "get in the room." In this case, the goal is to close the session with a fun activity and to focus the group together before closing and giving final reminders.

Materials Needed: None

Time Needed: Depends on group size—can typically be done in 10 minutes

Activity Description:

1. Ask the group to stand in a circle. Next explain that you are going to "pass the clap."
2. Show that you will pass the first clap by clapping your hands and going to the right around the circle, having each person clap their hands one after the next in order.
3. After the group does this once and gets it, have them do it faster around the circle with one clap.
4. For the next round, do a double clap and pass this around the circle—do this round and one other if you want.

5. The last part of this activity is to have the whole group try to clap at one time, just as one big group clap. This sounds easy, but it's a bit of a challenge. Have them repeat this until they have done it.

Debrief Notes

✓ There is not any big debriefing for this activity—just ask for observations from the group.

Module Three: Second Session—Advocacy

4 HOURS

Time	Content	Purpose	Facilitator Notes
20 min	Getting to Know Each Other activity: • On My Left (#1)	To continue to build team; also to set the stage for the content theme of the module	
10 min	Quick review of last session— Highlights, questions and teachings	Integration and applied learning—also encouraging inquiry as a learning tool	
30 min	Content Activities: • Questions Asked and Answered (#2) • Assignment Share and Discussion (#3)	Exploring the topic of advocacy	
15 min	Break		
55 min	Content Activities, continued: • Stakeholder/Community Analysis: Allies, Opponents and Neutrals (20 minutes) (#4) • Cooperative Advocacy Video (15 minutes) (#5) • Building Community Collaborations (#6) (10 minutes) • Barriers: Brainstorm and Strategies (10 minutes) (#7)	Exploring the topic of advocacy	
15 min	Applied Learning: • Pair Share: Advocacy Cycle Reflections (#8) (15 minutes)	Integration of first two content topics	
15 min	Break		

50 min	Community Project: • Advocacy Cycle Applied: Part Two (#9) • Video: Five-Point Conversation: discussion and application (#10)	Larger applied learning—begin planning	
10 min	Reflections and Looking Ahead: • One, One and One (#11) • Assignment: Find a picture to capture the essence of your community project and what you hope happens as a result of it.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going (Note: repetition is an important part of helping in the learning process)	
15 min	Closing • Appreciations (#12) • Reminder for next meeting • Questions, if there are any • Assignment reminder	End the session Outline work to do for the next session Model values and positive learning environment	

Module Three: Second Session—Activities

This second session is focused on advocacy. It takes the basic concepts and goes a bit more in-depth into the skills needed to build collaborations. Also in this module, we examine stakeholder analysis and understanding how to work with those who agree and disagree with your position. The module will also include time for deepening the planning of the community project.

Getting to Know Each Other (20 minutes)

This section offers three different activities for getting to know each other and continuing to build a sense of community and commonality among participants. Each facilitator can decide which activities to use from the ones provided or can add their own.

Activity #1: On My Left

Goals/Uses/Outcomes: To continue to get to know one another and to practice the art of asking questions.

Materials Needed: None

Time Needed: 20 minutes

Activity Description:

1. Sit in a circle with participants sitting in chairs. Start with one chair that is open in the circle.
2. Whomever has the open chair on their left is then invited to ask another participant to come and sit in the open chair.
3. Once the participant sits in the open chair, the person who called them over will ask a question. Questions can be silly or serious; the person asking has the right to ask whatever he or she wants, and the person answering can decide whether to answer the question.
4. The activity goes on like this with the person who is sitting to the left of the open chair being the one to invite a new person over and ask them a question. Continue until most of the group has had a chance to be both the one asking the question and the one answering the question.
5. When the group has done this for a while, end the activity and ask for any brief reflections.

Debrief Notes:

- ✓ This activity is good for reinforcing and practicing question asking.
- ✓ If used later in the group process, it can be good for deepening the group connection; if used early in the group process, it's a good and fun way to share information.

Review of Last Session: Highlights, Questions and Learnings (10 minutes)

In each session, except Module One, First session, there is a section to review the previous session, including time to highlight the major concepts and time for participants to ask questions. This is an excellent way to teach and learn—it models reflective learning in a way that is both about identifying what participants have already learned as well as fueling the learning they hope to accomplish through questions that are emerging from their own curiosity or confusion.

Each facilitator can decide how he or she would like to conduct this section. It could be through just talking and listening in a big group or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions.

The following lists some of the intended lessons from last session. Remember that whatever each participant learns is perfect—this is just a list to give facilitators a sense of what participants may have picked up.

Highlighted Learnings from the Previous Session:

This list will be generated from the participants, but here are a few reminders of what was covered as important learnings.

- Exploring the idea of all people involved in advocacy being able to benefit
- Defining advocacy and types of advocacy
- Learning about the Advocacy Cycle
- Looking at the concept of unintended impacts
- Asking questions—midpoint reflection on questions
- Integrating the Advocacy Cycle into the community project planning.

Content Activities (30 minutes)

In each of the module sessions, there are times when the focus will be on sharing activities and information about the topic area.

Activity #2: Questions Asked and Answered

Goals/Uses/Outcomes: Focus on appreciating the hard work of others, an important skill in collaboration and advocacy.

Materials Needed: Blank paper and pens

Time Needed: 15 minutes

Activity Description:

1. Ask participants to write a question they have so far on a piece of blank paper. Once they are done, have them fold it and put it into a basket or bag.
2. Pass the bag around and have each participant pick a question from the bag to read aloud to the group.
3. Answer as many questions as you can (first ask the group to answer them) with the time allowed. Save the other questions to answer at the next session.
4. Debrief.

Debrief Notes:

- ✓ There is not a lot to debrief with this activity. It is good to know the questions participants have and also to give the group a chance to answer them. If follow-up or any additional resources are needed related to the questions, be sure to offer and provide this.

Activity #3: Assignment Share and Discussion

Goals/Uses/Outcomes: To enhance learning and understanding connected to the Advocacy Cycle

Materials Needed: None

Time Needed: 15 minutes

Activity Description:

1. Refer to last week's session—the assignment given at the end of the session was to use the Advocacy Cycle to try to gather as much information as possible and report back on what was gathered and discovered.
2. Have each community project group get together briefly to discuss the information gathered.
3. Select one or two people from the group to present the information gathered about different aspects of the cycle.
4. Once all groups have shared, discuss and debrief.

Debrief Notes:

- ✓ This is a chance to share from last week's assignment, which carries the learning over form one module to the next.
- ✓ Some questions to ask:
  - Was it hard to apply these concepts to your project?
  - What aspects of the cycle were/are most challenging for you?
  - Was the activity helpful?
  - What did you learn, if anything, from this activity?

Content Activities, continued (55 minutes)

This section will include working with the community project content as well as teaching relevant concepts. In other modules and sessions, teaching content was separate from the community projects. At this point in the n-mu process, the community projects are taking up a bit more time and focus so that by the end of the four modules, groups are ready to apply their learning through an n-mu community project.

Activity # 4: Stakeholder/Community Analysis

Goals/Uses/Outcomes: To explore opponents, allies and neutral people and the power that exists in each type of stakeholder within advocacy

Materials Needed: Flipchart, markers and handout, if available

Time Needed: 25 minutes

Activity Description:

1. Refer back to the Advocacy Cycle and last session's activity.
2. Tell participants that they are going to work on understanding the power-mapping phase/ stakeholder mapping. Share the following three types of people:
   - Allies
   - Opponents
   - Neutrals
3. After discussing these concepts briefly, break the group into three groups, one for each of the three types of people.
4. Offer a community-based issue to all of the groups (same one for all groups) and ask each group to respond to the issue or project according to their group title (allies, opponents or neutrals). This first round is a way to practice and learn what is meant here.

5. When everyone is done with this part of the activity, reconvene as a big group and share.
6. Now have the groups move into their community project groups and have them repeat this exercise with their community project issue.
7. Discuss and debrief.

Debrief Notes:

- ✓ This activity may require more time to be debriefed properly; however, a key objective is for the group to discuss and absorb both the ability to identify and understand the different types of stakeholders and the power they have in each position and also how to address and deal with each type.
- ✓ Some questions to ask:
  - Can you identify the allies, opponents and neutrals in your community project? What is needed to work with each group?
  - What, if anything, did you learn from this activity? Will it be helpful to you in your advocacy work?
  - What are the best strategies for dealing with your opponents?
  - Did anything surprise you?

Activity #5: Cooperative Advocacy Video

Goals/Purpose/Outcomes: To give participants an idea of how advocacy is done in Kuwait, and to familiarize them with approaches that can be successful.

Materials Needed: Video (envearth)

Time Needed: 15 minutes

Activity Description:

1. Show the video in the training room and ask all participants to write down their thoughts or questions.
2. Ask participants to share their thoughts on the video. (You can use some of the questions below for the debrief and to facilitate the discussion.)

Debrief:

- ✓ Did you relate to this video as active Kuwaiti citizens?
- ✓ What were the main elements of cooperative advocacy?
- ✓ How would the tools and approaches help you in your own projects?

Activity #6: Building Community Collaborations

Goals/Uses/Outcomes: To look at building collaborations and why they're important to advocacy work.

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. Review the handout on building collaborations.
2. Ask participants to get into small, evenly divided groups and discuss.
3. While still in small groups, ask them to generate what they think are the essential elements to good collaborations.
4. Also in small groups, list the benefits of collaboration and some of the risks or costs.

5. Return to the big group and share these answers.
6. Debrief.

Debrief Notes:

✓ There is no definitive list of what it takes to be an effective collaborator within the realm of advocacy. It is the hope that participants will think about and absorb the importance and value of collaborating.

✓ Some questions to ask:
  - What did you learn, if anything, that is useful to you in your advocacy work?
  - Are you currently planning to collaborate with other community groups on your community project? Did this activity give you any insight into how to improve those collaborations?

Handout: Building Collaborations

There is so much written about how to have effective collaborations and their value in community change work. The truth is, we know we need each other in order to make community change and for advocacy to work—we just don't always know how to go about doing it. Here are a few general areas to consider related to collaboration that might get you started (Ogden).

- **SKILL:** Collaboration is not necessarily natural or comfortable for everyone, even when they know it is a necessity. This is especially true when working across certain lines of difference (identity, sector, strategic approach). **Behind many effective collaborative efforts is a story of procedural and relational skillfulness that is rarely told**.
- **WILL:** Skill alone doesn't do it, especially when the going gets tough. Will is the drive to push through—or know when to step back, to stay committed during the bumps and to **learn what to do when we don't know what to do**. This includes remaining committed to diversity, inclusion and equity, all things that are important to social change.
- **ATTITUDE:** Most effective collaborative efforts benefit from champions—people and parties who hold down the commitment to the collective and **who lead with and model a spirit of generosity, and who demonstrate belief in the possibility of win-win and abundance-creating solutions.**
- **STRUCTURE:** Every collaborative effort depends upon some form of structure, but what this is depends upon context and the nature of the effort. **Ideally we are not perpetuating burdensome structures that frustrate and drive people away, but also not leaving things so fluid that people float away**. And, ultimately, structure must evolve as the needs and nature of the work change.

A few more tips for developing successful collaborations:

- **SEEK TO UNDERSTAND:** This can be easier said than done, but even when you disagree with another, seek to understand their perspective at the very least, even if you don't respect or agree with it. Seeking to understand first will help to build a collaborative attitude.
- **FIND COMMON GROUND AND APPRECIATAE DIFFERENCES:** Common ground is the place where two people or organizations share a value or a desired goal. It is any place of solid agreement. Even if these places are very small at first, find them and honor them. While finding common ground, appreciate and respect all of your differences.
- **INCREASE KNOWLEDGE/INFORMATION:** Always work to increase your knowledge through gathering and seeking new information

Activity #7 Barriers: Brainstorm and Strategies

Goals/Uses/Outcomes: To address barriers to advocacy and to strategize as a group about how to overcome them.

Materials Needed: Flipchart and markers

Time Needed: 10 minutes

Activity Description:

1. Take a piece of flipchart paper and draw a line down the middle. On one side write the word "barriers" at the top and on the other side write "strategies."
2. Ask participants to pair up with the person sitting next to them and briefly discuss what they think are barriers to successful advocacy in Kuwait, especially successful youth advocacy.
3. Once pairs have talked briefly, reconvene the larger group and brainstorm a list of the barriers.
4. After you have a good number of issues listed, inform the group that you will go through the barriers and see if the group can come up with strategies for dealing with or remedying them.
5. Do this for all items on the list.
6. Debrief.

Debrief Notes:

- ✓ Often for younger advocates or change makers, working on community change and advocacy can be frustrating because of how long it can take and all the pitfalls and barriers that are often involved. Addressing this ahead of time may help with some of the frustration if difficulties arise.
- ✓ Some questions to ask:
  - Is there anything missing from this list?
  - What do you think are the best tools to remember when faced with barriers when doing this work?
  - What do you think will be your biggest challenge in implementing your community project? How do you plan to get support to address that need/challenge?

APPLIED LEARNING (15 MINUTES)

In each of the module sessions, there are sections entitled "Applied Learning." The idea for this section is for n-mu participants to practice and/or take a concept deeper. In this module, we will use this time to examine how this material is influencing n-mu participants personally and offer them a chance to ask for help, if needed.

Activity #8: Pair Share: Advocacy Cycle Reflections

Goals/Uses/Outcomes: To allow participants time for individual reflection on the Advocacy Cycle and what has been learned to date, to help practice the educational tool of self-reflection and to help generate any questions related to the Advocacy Cycle

Materials Needed: None

Time Needed: 15 minutes

Activity Description:

1. Ask participants find a partner.
2. Share in pairs answers to the following:
    - What part of the Advocacy Cycle is easiest for you as a youth leader?

- What part is most difficult?
- What do you need for support?
- What questions do you have about it?

3. After each person has shared, come back to the big group and discuss and share aloud.

Debrief Notes:

✓ There is no debrief for this activity.

Community Project (50 minutes)

At this point in the community project, n-mu participants are far into thinking about their project and how it will create change, as well as who might be helpful in implementing the project. They will move from brainstorming potential stakeholders—as they did in the previous module—to "mapping" them in order to understand their roles and potential influence. They will also clarify their overall strategy in terms of what they are advocating for, to whom and how.

Activity #9: Advocacy Cycle Application: Part Two

Goals/Purpose/Outcomes: To help participants understand the role each stakeholder can play in the advocacy process. This activity will help participants become aware of different stakeholders relevant to their issue, understand their interests and begin to identify approaches for engaging different stakeholders.

Materials Needed: Flip charts, markers and sticky notes

Time Needed: 30 minutes

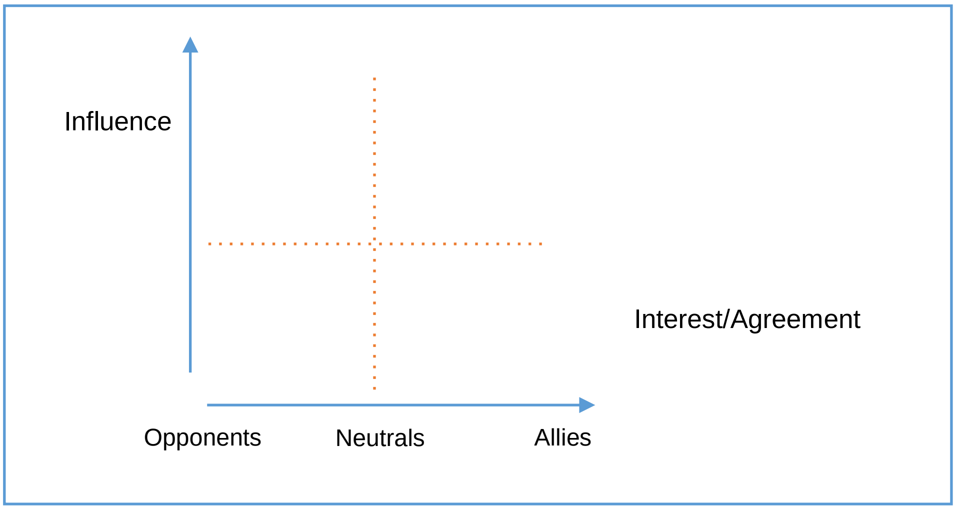
Activity Description:

1. Keep participants in their community project groups and have them refer to the list of people they came up with in the last advocacy session who were concerned, connected, influenced and influencing.

2. Ask the groups to write down on a big piece of paper each of the stakeholders they have identified on the scale of interest/agreement and influence.

   - Interest/agreement shows how much the stakeholder agrees with their suggestion or position.
   - Influence shows how much the stakeholder is able to influence the issue positively or negatively.

3. Encourage the groups to take their time in analyzing the stakeholders and make sure they have enough data to make their decisions.



4. After they plot/position each of the stakeholders on the scale, ask each group to present their work and receive feedback from the other groups.
5. After this phase of the Advocacy Cycle, point out to the group that the next two phases are: Message Development and Action Planning, which they will do in the next module.
6. See if there are any additional questions and make sure groups keep their community project information all together to easily come back to each week.

Debrief:

- ✓ What type of data did you use to position stakeholders?
- ✓ Did you miss any stakeholders in your analysis?
- ✓ How did the graph help you understand the positions of the stakeholders you identified?
- ✓ How do you think this tool would help you in designing your intervention approaches?

Activity #10: Five-Point Conversation: Video and Discussion

Goals/Purpose/Outcomes: To help groups see their community project as an advocacy project and gain clarity about what they are doing and what change they hope to make

Materials Needed: Computer with internet access

Time Needed: 20 minutes

Activity Description:

1. Have participants watch this video (MaineYouth ActionNetwork) created by young people in the U.S. about advocacy. It was created for youth by youth.
2. After watching the video and while still in community project groups, have a brief discussion on what was learned.
3. Ask participants to briefly try to create answers to their own "five-point conversation."
4. If time, have groups share with the big group.
5. Note: The purpose of this activity is to continue to help groups clarify the purpose of their project and begin to transition into messaging, which is the focus of the next modules.

Reflections, Questions and Looking Ahead (10 minutes)

This section is found in each of the module sessions and is a way to practice teaching and applying reflective learning. One activity (One, One and One #11 -- see **Module One, First Session**) will be a reflection tool in each of the sessions. There will be time for questions. As the facilitator, it will be part of your role to keep a running list of questions. Each of the questions does not need to be answered by the end of the session, but can be noted and addressed in the beginning part of the next session, if not addressed and answered in the moment.

"Looking Ahead" gives participants a sense of where they are going. For this module, the "Looking Ahead" is the final module, Module Four, which focuses on media messaging and will also be a time for finalizing community project plans and sharing them.

Closing and Assignments (15 minutes)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use any of their own tools and facilitation techniques for beginning and ending sessions and the following are offered as effective methods. The "Roses and Thorns" is a technique that is used to gather evaluative feedback on a module by module basis so that the facilitator can make adjustments as needed, and also can track participants learning experiences.

In the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment – this will be given out each session. Write this up for people to see visually as well if possible.
- A "Roses and Thorns" debrief of the module.
- A brief closing activity

The closing activity for this module and session is appreciations or facilitators choice.

Activity # 12: Appreciations

Goals/Uses/Outcomes: To close the group and focus on appreciating the hard work of others, which is an important skill in collaboration and advocacy.

Materials Needed: None

Time Needed: Five minutes

Activity Description:

1. Ask participants to stand in a circle.
2. Share that this is an appreciation circle and not everyone needs to share an appreciation—but everyone is welcome to.
3. Before beginning the appreciation circle, talk for one minute about the power of appreciation in creating change—be it in organizations, people's behavior or in working to motivate people to support your advocacy efforts.
4. Start the circle, letting participants speak if and when they feel they want to speak. Do not respond to the sharing; just allow the appreciations to happen.
5. When it seems that there is not much more to share, thank the group and end.

Debrief Notes:

- ✓ There is no debrief for this activity.

IX. Module Four: Media messaging and Digital Advocacy

What role does the media play in terms of advocacy and community change? Why is it important to know about how to create effective messaging? How are messages best tailored to the audience you are trying to reach? This module of n-mu is centered on how to create messages that can support, illuminate and facilitate advocacy efforts.

Learning to be conscious consumers of media and knowing how to create effective messaging and engage in digital advocacy are skills necessary for community leaders and those working on community change. They are 21st century skills that are essential to any community change effort.

Using media to forward your cause is also called "digital advocacy." Digital advocacy can be defined as "a focused approach on engaging your audience to create champions for your brand, issue or cause" (Shaw). When using social media in particular to create a digital advocacy plan, it is important to have skills that relate to this particular medium. Knowing the benefits and barriers involved when creating a social media plan is essential; however, being aware of the diverse media needs of your community and those you hope will hear and respond proactively to your message is also crucial.

Part of generating clear media messages is also being a conscious consumer of media—being media literate. Media literacy is about becoming competent in, and critical of, all media forms so that there is greater freedom in selecting, interpreting and acting upon the media messages we use. Media literacy empowers citizens of all ages to become critical consumers and responsible creators of media messages. These skills help us make thoughtful decisions about media choices, be it in the workplace, school, home or community.

The ability to craft powerful messages and deliver them appropriately may be one of the most important components of advocacy. Without this, advocacy is only for the few instead of for the many. Knowing how to speak to different stakeholders and audiences will allow n-mu participants to engage with a wide range of community members. Connecting to each of these audiences through different modes of media is both challenging and exciting.

Some of the questions we will explore in Module Four:

- What role does the media play in creating change?
- What skills are needed to be a critical consumer and creator of media?
- How does media literacy relate to you as a leader? What skills do you currently have, and what skills do you want to work on related to media literacy?
- What is my message and how can I communicate it to others?
- How can social media support your advocacy efforts? What are the potential barriers?

Intended outcomes of this module are that n-mu participants will be able to:

- Apply critical-thinking skills to media messaging and media literacy
- Learn what is needed to become a conscious consumer of media
- Be able to use media to create a digital advocacy/social media plan
- Understand how to create powerful media messages for different demographic

MODULE FOUR: FIRST SESSION—MEDIA MESSAGING AND DIGITAL ADVOCACY

4 HOURS

Time	Content	Purpose	Facilitator Notes
15 min	Getting to Know Each Other • Assignment Share (#1)	To continue to build team; also to set the stage for the theme of the module	
10 min	Quick review of last session—highlights, questions and teachings	Integration and applied learning—also encouraging inquiry as a learning tool	
55 min	Content Activities: • Basics of Messaging and Six Word Story (#2) (15 minutes) • Picture Perception (#3) (25 minutes) • Mind Map Activity (#4) (15 minutes)	Exploring topic of media literacy	
15 min	Break		
45 min	Content Activities, continued: • Basics of Messaging, Five Key Questions (#5) (15 minutes) • Video Clips and Discussion (#6) (15 minutes) • Persuasive Messaging (#7) (15 minute)	Exploring topic of media messaging	
30 min	Applied learning: Social Media Basics (#8) (30 minutes)	Integration of content topics	
15 min	Break		

40 min	Community Project: Communicating Messages and Media Plan (#9)	Larger applied learning—begin planning	
5 min	Reflections and Looking Ahead: • One, One and One (#10) • Assignment: work on putting together all aspects of the community project plan; to be shared with the whole group for feedback at the next session.	Enhance learning Prepare learning for next session—look back at what has been learned and give a sense of where participants are going (Note: repetition is an important part of helping in the learning process)	
10 min	Closing: • #ClosingItUp (#11) • Reminder for next meeting • Questions if there are any • Assignment reminder	End the session Outline work to do for next session Model values and positive learning environment	

Module Four: First Session—Activities

This module is the beginning of new material that centers on media messaging and literacy, an important topic for young advocates. In this first session of the module, n-mu participants will look at the basics of messaging, what it means to be media literate and will begin to integrate this concept with the other n-mu concepts.

Quick Welcome and Getting to Know Each Other (30 minutes)

As with previous modules, this activity is intended to engage participants with content-related materials as well as continue to help the group get to know and connect with one another.

In this section, n-mu participants will share their assignments from the previous week as well as conduct an activity called Six Word Story.

Activity # 1: Assignment Share

Goals/Purpose/Outcomes: To share images, to begin to think about how images can tell powerful stories and to link the content of all the modules to create a coherent learning environment

Materials Needed: None

Time Needed: 15 minutes

Activity Description:

1. Review the assignment with participants: “Find a picture to capture the essence of your community project and what you hope happens because of it.”
2. Have participants get into community project groups and ask each group to share their image aloud.
3. Allow time for other participants to offer general thoughts and reflections on the image as well as any other things they thought or felt when they saw the image.

Debrief Notes:

- ✓ There is very limited debrief for this activity except to invite participants to take in what they hear from others, welcoming other perspectives and think about whether they want to stay with this image, as they will need to have an image to go with their project media plan by the end of this module.

Review of Last Session—Highlights, Questions and Learnings (10 minutes)

In each session, except Module One, First Session, there is a section to review the last session, including time to discuss the main learnings and provide an opportunity for participants to ask questions. This is an excellent way to teach and learn, as it models reflective learning in a repetitive way that is both about naming what participants have already learned as well as fueling the learning they hope to do through questions emerging from their own curiosity or confusion.

Facilitators can decide how they would like to handle this section—it could be through just talking and listening in a big group or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions.

The following lists some of the intended learnings from the last session. Facilitators should keep in mind that whatever each participant learns is perfect—this list is just a gauge for facilitators to get a sense of what some of the learnings might be.

Highlighted Learnings From Previous Session:

- A deeper look at the Advocacy Cycle and how to apply it
- Stakeholder mapping and looking at the roles of stakeholders and strategies for engaging them
- Exploring the Five Point Conversation as another advocacy tool
- Discussing the concept of common ground and its use in advocacy
- Discussing barriers and benefits of advocacy

Content Activities (55 minutes)

This section will focus on understanding our assumptions and the multiple perspectives that each media consumer can have. Participants will begin to explore what they think about when consuming media and learn some of the basic premises of media messaging and literacy.

Activity #2: Six Word Story

Goals/Purpose/Outcomes: To highlight the importance of brevity and clarity in messaging

Materials Needed: Six Word Story handout (or make it into a flipchart or slide)

Time Needed: 15 minutes

Activity Description:

1. Share the Six Word Story handout, slide or flipchart. Review and see if there are any questions.
2. First, ask participants to sit and write silently about a topic they care about—it can be personal or related to their community project or some other issue.
3. After they have selected a topic, ask them to work silently on coming up with a six-word story that captures the essence of the message or story.
4. Once they have worked on this individually, have them get into groups of three and work together. One person can share their six-word story and the other two can offer feedback, tweaks or ideas to strengthen it.
5. Once the groups have all had a chance to workshop each person's six-word story, have the group reconvene and share some examples aloud.
6. Debrief

Debrief Notes:

- ✓ This activity is less about what is produced and more about the process of finding ways to articulate the essence of a story in clear, brief and powerful terms. The first exercise deals with images and the Six Word Story examines how words and written messages can seek to do the same thing.
- ✓ Some questions to ask:
  - What was interesting to you about the activity? What are the valuable takeaways?
  - How do you think you might use this in other projects or areas of your life?
  - Did you like the activity? Why or why not? What needs to be added or taken away from it?

HANDOUT: SIX WORD STORY

Brevity is a virtue and powerful messages are often conveyed in short bits of information.

Below is a collection of stories told in just six words. Some say this exercise was inspired by Ernest Hemingway's famous challenge; others claim this to be an urban legend (Jones). Regardless of the origins, others have taken this concept and played with it in the modern sphere, including a Six Word Stories website launched by Pete Berg and an online magazine called Six Word Memoirs by Larry Smith and Rachel Fershleiser.

Some examples of six-word stories ("Six Word Stories RSS"):

- Lost in wilderness, he found himself. (Daniel)
- Moved to mountains, mountains move me. (Katrina)
- For sale: baby shoes, never worn. (Ernest Hemingway)
- I came. I saw. I conquered. (Julius Caesar)
- Lost my wallet, found my desires. (Devendra)
- Born a twin; graduated only child. (kconz21)
- Went abroad. Finally feel like home. (Ant)

Other examples of six word stories from n-mu participants:

1. She is different, therefore hated.
2. The street is our path to development.
3. Fish was born, plastic was thrown.
4. We pollute, we eat, bon appetite

Activity #3: Picture Perception

Goals/Purpose/Outcomes: To increase awareness of the many ways that pictures and media messaging can be interpreted

Materials Needed: Pen and paper, five to six images

Time Needed: 25 minutes

Activity Description:

1. Print out five or six images from the internet or print media (see handout).
2. Give participants six slips of paper (or have them write on a page and number 1 to 5 or 6)
3. For each image, ask them to write on the slip of paper a hashtag, tweet or a one-line message that captures what the image conveys.
4. Once everyone is done, put one picture at a time on the table and have them put their hashtag, tweet or message on the table. See if there are similarities and differences.
5. Repeat this for at least three of the images—or whatever you have time for.
6. Now ask participants to repeat the exercise, this time writing their hashtag, tweet or a one-line message as if they were their parents or grandparents. Repeat the same pattern for sharing and discuss.
7. Debrief

Debrief Notes:

- ✓ Although this is similar to the exercise conducted at the beginning of the module, it is slightly different and aims to take the idea of perception and visual media messaging a bit deeper.
- ✓ Some questions to ask:
    - Was anything surprising to you about this?
    - What, if anything, do you think this teaches us about visual media use in advocacy?
    - What do you think you can do to make sure your message is clear?

HANDOUT: PICTURE PERCEPTION

(Fig 5): "The Soldier And The Piano: A Snapshot In Time - Anita's Notebook." *Anita's Notebook.* WordPress, 27 Mar. 2012. Web. 28 June 2016.

Note: This picture is a sample of what can be used by n-mu facilitators for this activity and was utilized by n-mu facilitators during the pilot phase of this project. Websites such as http://www.demilked.com/must-see-powerful-photographs/ can be useful for n-mu facilitators in prepping for this activity. Images from local print magazines and newspapers can also be utilized.

Activity #4 Mind Map Activity

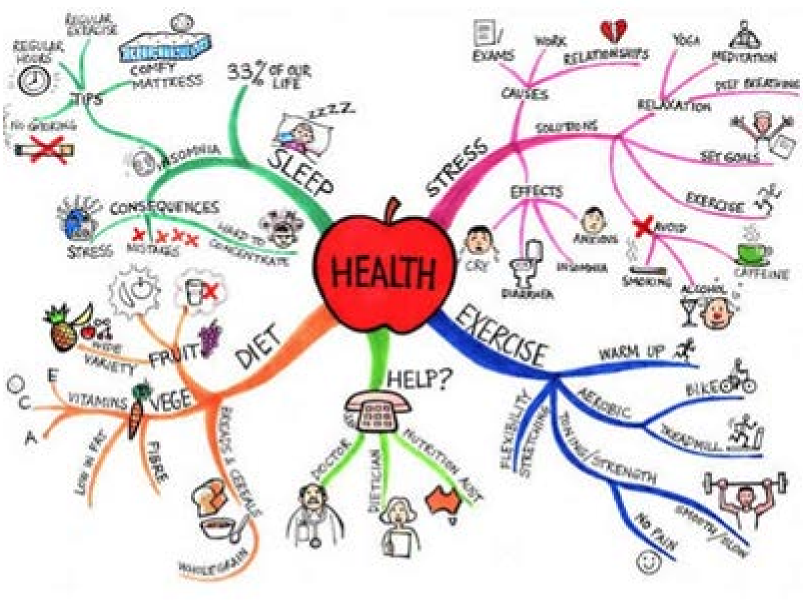
Goals/Purpose/Outcomes: To give a quick way of thinking about aspects of media literacy that are important to remember, additionally to build the sense of the group's definition and understanding of what it means to be a conscious consumer of media.

Materials Needed: Mind Map example on a flipchart, flipchart paper and markers

Time Needed: 15 minutes

Activity Description:

1. Begin by brainstorming the skills needed to be a conscious consumer of media. Do this by drawing a circle in the middle of the flipchart paper and write "conscious consumer of media" in the middle.
2. Next draw lines with arrows from the middle of the circle out and have participants brainstorm all of the skills they think are needed. You may have other lines that extend off of one of the skills that are a related skill. Fill up the "mind map" with as many skills and attributes as the group cares to name. See image for what an example mind map.



(Fig 6): "Technology Across the Curriculum." *Mind Mapping*. Oregon State University, n.d. Web. 28 June 2016.

3. Debrief activity.

Debrief Notes:

✓ Some questions to ask:

- What did you learn from this activity?
- What do you think you will remember that is important to you?
- How do you think this will improve your advocacy efforts?

CONTENT ACTIVITIES, CONTINUED (45 MINUTES)

After a break, participants will returning to content-based activities after a break and move toward further understanding and applying this knowledge to their projects.

Activity #5: Some Basics and How To's of Media Messaging

Goals/Purpose/Outcomes: To share tools for effective media messaging

Materials Needed: Flipchart paper, marker, pen and paper

Time Needed: 15 minutes

Activity Description:

1. Start this section with a brainstorm about the role media plays in advocacy work. Solicit participant feedback and thoughts. One example might be something like:

   "Media messages are what an advocate or organization has to say about an issue, its impact on people and possible solutions."
2. Once you've established the role of media in advocacy, share the Five Key Questions and Five Core Concepts handouts with participants.
3. Review key points with the group and facilitate a brief discussion about the key points.
4. Debrief

Debrief Notes:

- ✓ There is not much debriefing to this activity as it's more of a discussion and information sharing than an activity.

HANDOUT: FIVE CORE CONCEPTS AND FIVE KEY QUESTIONS OF MEDIA LITERACY

The key concepts and questions below are developed by the Center for Media Literacy and provide the clearest explanation of what media literacy means and how it should be applied.[1]

Key Concepts	Key Questions
#1 Authorship: All Media Messages Are "Constructed" "This is arguably the most important concept. The media do not simply reflect external reality. Rather, they present carefully crafted constructions that reflect many decisions and are the result of many determining factors. Media Literacy works towards deconstructing these constructions (i.e., to taking them apart to show how they are made)" (Pungente).[2]	**Who created this message?** "Think about who wrote and edited the TV show, movie, newscast or commercial. Though it may look realistic, remember that it took a team of people to construct the message" (Myers).
#2 Format: Media Messages Shape Our Perceptions of Reality "The media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations, and conclusions already built in. Thus the media, to a great extent, give us our sense of reality" (Pungente).	**What creative techniques are used to attract my attention?** "Think about how things like music, lighting, camera angles, props, clothing and colors are used to draw your attention to certain aspects of the message and make it seem more realistic or persuasive. How do these techniques affect your thoughts and emotions?" (Myers).
#3 Audience: Different Audience, Different Understanding of the Same Message "If the media provides us with much of the material upon which we build our picture of reality, each of us finds or 'negotiates' meaning according to individual factors: personal needs	**How might different people understand this message differently than me?** "Think about how people from different cultural backgrounds or age groups might interpret this message differently than you. For instance, some ethnic groups might find it humorous,

[1] Republished with permission of Center for Media Literacy, from "MediaLitKit: A Framework for Learning and Teaching in a Media Age"; permission conveyed through Copyright Clearance Center, Inc.

[2] Republished with permission of Center for Media Literacy, from "More Than Meets the Eye: Watching Television Watching Us," John J. Pungente and Martin O' Malley, 1999; permission conveyed through Copyright Clearance Center, Inc.

and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, moral standpoint, and so forth" (Pungente).	whereas some might find it offensive" (Myers).
#4 Content: Media Messages Have Commercial Implications "Media literacy aims to encourage awareness of how the media are influenced by commercial considerations, and how they impinge on content, technique, and distribution. Most media production is a business, and so must make a profit. Questions of ownership and control are central: a relatively small number of individuals control what we watch, read and hear in the media" (Pungente).	**What values, lifestyles or points of view are represented in, or omitted from, this message?** "Think about what this media message says about what is important in life. All media messages are framed to highlight certain values and often, messages will promote and reinforce stereotypes" (Myers).
#5 Purpose: Media Messages Embed Points of View "All media products are advertising in some sense proclaiming values and ways of life. The mainstream media convey, explicitly or implicitly, ideological messages about such issues as the nature of the good life and the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism" (Pungente).	**Why is this message being sent?** "Lastly, think about how the message may have been influenced by money, ideology or an attempt to gain power. Try to identify product placements within the message. Are main characters holding a Coke? Driving a Lexus? Brands are sometimes strategically placed throughout media messages as subtle advertisements" (Myers).

Activity #6: Video Clips and Discussion

Goals/Purpose/Outcomes: To offer real-life examples of effective messaging and messaging that is less effective

Materials Needed: Video One (Chocolatenesskw), Video Two (Zain Kuwait), projector, flipchart paper and markers

Time Needed: 15 minutes

Activity Description:

1. Tell participants that we will be watching several video clips and discussing what we believe is the message of the video clip, as well as what we think was effective and what was not.
2. Share three to four video clips and discuss. Note: The video clips above are examples of video messaging from n-mu facilitators during the pilot phase. N-mu facilitators can bring in other examples of messaging for participants to watch and reflect on.
3. Ask participants to share thoughts about video clips and media messaging that they think is effective. Ask them to send them to you and/or have them write the links on a piece of paper.
4. Debrief.

Debrief Notes:

- ✓ This activity is meant to be fun and informative. Participants will hopefully leave with a more real sense of effective media messaging.
- ✓ Some questions to ask:
  - What did you learn, if anything from this activity?
  - How might you change your messaging after this activity?
  - What do you need to do to help bring creativity and style into your messaging?

Activity #7: Persuasive Messaging

Goals/Purpose/Outcomes: To educate participants on some common techniques used to create persuasive messages

Materials Needed: None

Time Needed: 15 minutes

Activity Description:

1. This activity directly follows the video clips and is meant to follow-up on that discussion.
2. The idea of persuasive messaging is likely to have come up in the previous discussion. For some common ways to create media that persuades people, a necessary tool in advocacy efforts, see http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/principles-of-persuasion/main (Work Group for Community Chapter 6).
3. Ask participants for any additional techniques that they think are effective.
4. Have them think about and share some additional examples of media messaging that they have found persuasive. If interested, write these techniques up on a flipchart to refer back to when groups are creating messages.
5. Debrief.

Debrief Notes:

- ✓ There is not a lot of debriefing for this activity as it is more about information sharing.

APPLIED LEARNING (30 MINUTES)

This section is for n-mu participants to practice and/or take a concept deeper. In this module and session, we will look at how our learning applies to social media messaging and digital advocacy.

Activity #8: Social Media and Applied Five Key Questions

Goals/Purpose/Outcomes: To deepen understanding of social media campaigns and messaging and practice applying this to a current example

Materials Needed: None

Time Needed: 30 minutes

Activity Description:

1. Begin by explaining to the group that this activity is about better understanding how to use social media in advocacy. Brainstorm with participants about what they think works in terms of social media campaigns. What platforms do they use? What do they know and have seen be effective in using social media? Ask participants to be as clear as possible about why they think a certain campaign or messaging was successful. Keep this brainstorm for participants to utilize during their community project planning.
2. Have participants get into small groups for discussion. For useful discussion of this topic, share this article with groups: http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main (Work Group for Community Chapter 33). (Note: n-mu facilitators can print this article out, one per small group to read and discuss together.)
3. For discussion on this topic, provide this article, or another of your choosing: http://www.socialmediaexaminer.com/social-media-marketing-tips-pros/ (King). Have each group focus on 1 to 3 of the "tips" (this will depend on how many small groups you have). Have them discuss the tip and if they have seen this work in a local context/give examples of this.
4. Have each group share the tip they read about with the large group, sharing a bit about what they discussed.
5. Show this video clip (Latenight The Tonight Show) if time allows and talk about how to keep messaging simple. Note: This can also be a fun way to start the activity if the facilitator prefers.
6. Once you are done with the information sharing, ask participants to get into evenly numbered groups.
7. Pick three to five hashtags from a current or recent social media campaign and in small groups have them try to answer the Five Key Questions with the hashtags.
8. Debrief.

Debrief Notes:

- ✓ There is a lot to know about effective social media messaging. Don't expect yourself, or participants, to become experts in this. Offer some insight into the importance of learning about effective messaging.
- ✓ Some questions to ask:
  - What did you learn during this activity?
  - How might your social media campaigns change now?
  - What do you think works and does not work about social media vs. different types of media?

Community Project (40 minutes)

This session will focus on developing messages that support participants' community projects. These activities will result in a basic media plan that will allow them to move forward to sharing their efforts publicly.

Activity #9: Communicating Messages and Media Plan

Goals/Purpose/Outcomes: To deepen understanding of social media campaigns and messaging and to practice applying this to participants' community projects and begin to create a media plan for their project.

Materials Needed: None

Time Needed: 40 minutes

Activity Description:

1. Talk about the most recent step in the community project planning process—the stakeholder mapping and analysis. Let participants know that the next step in the advocacy cycle is message creation**.**
2. Take several of the stakeholders and list them on a flipchart. Based on each stakeholder's role, interest or position, ask the groups to write down the messages needed to address each of them. See the chart below as an example of how to brainstorm messages.
3. Before doing this, look at the following questions and read them aloud to try to create relevant messages that will appeal to different demographics.
4. After groups have worked on creating messages, return to the big group and share aloud. Allow time for each group to get feedback (encourage groups to start with something positive and then offer critique or other ideas).
5. Have groups to go back into small groups and make notes and adjustments to their messaging ideas.
6. Next have groups begin to fill out their media plan:

   Media Plan

   Project title: ____

   Slogan: ____

   Logo: ____

   Hashtags: ____

   Media platforms: ____

7. Have groups wrap up when time is up. Let them know they will come back to their media plan in the next module.

Debrief Notes:

✓ There is no debrief for this activity.

Handout: Tools for Outreach and Messaging

Before disseminating messages, there are things that should be taken into account to help target the right audience.[3]

- **WHO** is the audience?
- **WHAT** is the best way to convey the information to this audience? Radio, TV, direct mail, other? What kind of image do you want to project? Will it be an effective part of your total communication effort?
- **WHEN** is the deadline? Will your message be distributed in time to be effective?
- **HOW** much will it cost? Is this the most effective use of available funds?
- **WHY** is this the best strategy for this audience?

Here are some commonly used tools for getting the message out, depending on who you are addressing and when (American Library Association):

- Banners, posters, displays
- Handouts, giveaways
- Mailings
- Media: Newspapers, newsletters, radio, TV
- Print materials: fact sheet, newsletter, flyers, tent cards, brochures, etc.
- Website
- E-mail lists
- Social media platforms
- Presentations to groups
- Partnerships
- Word of mouth
- Public events
- Human chains
- Flash mobs
- Street performances
- Concerts

When it comes to audiences, one size does not fit all. Different people need different information and in different ways. It might be convenient for us to give everyone the same briefing document or brochure, but will it be effective? Think about your audiences and what will work best for them. For example: if you issue an op-ed a local newspaper exposing the issue of water pollution, it might reach a limited audience - people reading the newspaper! You need to think of ways to reach out to different audiences too.

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- **Primary audiences** are those directly affected by your proposal, plan or project. *For example: people living next to the polluted river*
- **Secondary audiences** are those who may not be directly affected but will have an interest in the outcomes of your proposal, plan or project. *For example: people who will benefit from cleaner water to have the chance to enjoy picnic by the river.*
- **Key communicators** are people outside your committee who can help get your message across. *For example: Journalists, or university professor can have the ability to reach out to different groups of people effectively and contribute to your action, without being directly involved.*

Handout: Stakeholder Chart- Illustrative

Audience	Interests/ concerns	Levels of Knowledge	Possible messages	Medium	Intended outcome
Civil Society groups: • Grassroots • Trade unions • International organizations				• Meetings • Conferences • Workshops • Promotional material- posters, flyers, stickers • Radio • TV • Newspapers • Online social outlets • Issue briefs	• Joining a coalition • Claiming support • Participating in activities • Funding
Decision Makers: • Ministries • Parliament				• Meetings • Issue briefs • Newspapers • Field activities • TV • Radio • Other	• Understanding the issue • Getting exposed to possible solutions • Getting their support • Endorsing a possible solution • Pushing them to vote on a specific amendment
General Public				• Door to door meetings TV • Social media • Radio • Billboards • Posters • Petitions • Other	• Understanding the effect of the issue on their lives • Educating them about the history of the issue • Getting their support • Getting them to participate in your activities

Reflections, Questions and Looking Ahead (5 minutes)

This section is found in each of the module sessions and is a way to practice teaching and applying reflective learning. One activity (One, One and One #10—see **Module One, First Session**) will be a reflection tool in each of the sessions. There will be time for questions. As the facilitator, it will be part of your role to keep a running list of questions. Each question does not need to be answered by the end of the session, but can be noted and addressed at the beginning of the next session, if not addressed and answered in the moment.

Closing and Assignments (10 minutes)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use any of their own tools and facilitation techniques for beginning and ending sessions and the following are offered as effective methods. The "Roses and Thorns" (see **Module One, First session**) is a technique that is used to gather evaluative feedback on a module by module basis so that the facilitator can make adjustments as needed, and also can track participants learning experiences.

During the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment – this will be given out each session. Write this up for people to see visually as well if possible.
- A "roses and thorns" debrief of the module.
- A brief closing activity

For this module, facilitators can chose their own closing from the options already provided. Below is another closing that is similar to Word Whip, but uses hashtags as a way to end. However, Module Four, Second Session also opens with a hashtag exercise.

Activity #11 #ClosingItUp

Goals/Purpose/Outcomes: To close the session in a creative and fun way

Materials Needed: None

Time Needed: 10 minutes

Activity Description:

1. This activity is similar to Word Whip in that you have participants sit in a circle. Let them know that each person will have a chance to share one hashtag that describes how they are feeling right now and/or about the session in general.
2. Give participants a minute to think about this and then begin.
3. Don't discuss the hashtags shared. Continue around the circle until all participants have shared.

Debrief Notes:

✓ There is no debrief for this activity. Thank participants for sharing.

Module Four: Second Session—Media Messaging and Digital Advocacy

4 HOURS

Time	Content	Purpose	Facilitator Notes
15 min	Getting to Know Each Other activity: • #GetToKnowMe (#1)	To continue to build team; also to set the stage for the content theme of the module	
10 min	Quick review of last session – highlights, questions and teachings	Integration and applied learning – also encouraging inquiry as a learning tool	
40 min	Content Activities: • Positive Storytelling (#2) (15 minutes) • Danger of a Single Story: Video and discussion (#3) (25 minutes)	Exploring topic of media literacy	
15 min	Break		
55 min	Community Project: • Media Plan and Action Planning Continued (#4) (20 minutes) • Peer feedback model (#5) (25 minutes) • Project Shares and Peer Feedback (#6) (30 minutes)	Exploring topic of media literacy	
15 min	Break		
60 min	Community Project: • Project Shares and Peer Feedback (#7 continued) (45 minutes – note: adjust the timing as needed.) • Community Project Implementation (#8) (15 min)	Sharing plans with the rest of the group in order to learn from and support one another	

30 min	Closing: • Have each participant share an overall One, One and One in the big group (#9) (15 min) • Yarn Toss ((#10) (15 min)		

Module Four: Second Session—Activities

In this module, n-mu participants continue to explore media literacy and will share community project plans with each other, with time set aside for peer feedback, as a way to integrate all of the teachings from previous modules and create a plan that will help with the implementation of these ideas.

Quick Welcome and Getting to Know Each Other (15 minutes)

Activity #1: #GetToKnowMe

Goals/Purpose/Outcomes: To continue to get to know each other in a creative and fun way

Materials Needed: Sticky notes and pens

Time Needed: 15 minutes

Activity Description:

1. Give participants four sticky notes and have them write on the front of each one a hashtag for each of the following prompts:
   - Something that describes my strengths
   - Something that describes my weaknesses
   - Something that describes one fun or unknown fact about me
   - Something that describes me as a youth advocate

Debrief Notes:

- ✓ There is a limited debrief for this activity as it is meant to get people ready for the session and by now participants know each other pretty well.
- ✓ Some questions to ask:
  - Were you surprised by any of the hashtags you used for yourself? What about others' hashtags?
  - Did you learn anything new about yourself or others?

Review of Last Session: Highlights, Questions and Learnings (10 minutes)

In each session, except Module One, First session, there is a section to review the previous session, including time to highlight the major concepts and time for participants to ask questions. This is an excellent way to teach and learn—it models reflective learning in a way that is both about identifying what participants have already learned as well as fueling the learning they hope to accomplish through questions that are emerging from their own curiosity or confusion.

Each facilitator can decide how he or she would like to conduct this section. It could be through just talking and listening in a big group or some other creative means. During the n-mu TOT, facilitators will be offered a few suggestions.

The following lists some of the intended lessons from last session. Remember that whatever each participant learns is perfect—this is just a list to give facilitators a sense of what participants may have picked up.

Highlighted Learnings From Previous Session:

- The basics of media messaging
- Exploring techniques of persuasive messaging
- Looking at social media and how it is similar or different to other media messaging
- Creating a media plan for the community project
- Examining and integrating the idea of multiple perspective into media

Content Activities (40 minutes)

This modules' activities will continue to focus on supporting n-mu participants in learning about effective messaging, particularly as it relates to their advocacy efforts.

Activity #2: Positive Storytelling

Goals/Purpose/Outcomes: To look at the idea of storytelling in creating effective media messaging

Materials Needed: Storytelling links: "The Power of Storytelling" (Smith); "5 Ways to Use Storytelling in your Social Media Marketing" (Upasna)

Time Needed: 15 minutes

Activity Description:

1. Share information about storytelling as an effective media tool. Look at both links and share key concepts—either print them out as articles and/or put them up on the flipchart to discuss.
2. Discuss as a group the key concepts.
3. Debrief.

Debrief Notes:

- ✓ Telling powerful stories is a key skill often used to create effective media, especially when advocating for something.
- ✓ Some questions to ask:
  - How is telling a story different from sharing a message? What do you notice about this tool and why do you think it is effective?
  - What are stories do you respond to in the media? Are there ones that make you think, feel or act?
  - What did you learn, if anything, from this activity?

Activity #3: Danger of a Single Story—Video Clip and Discussion

Goals/Purpose/Outcomes: To offer a sense of the best and the worst of the meeting/training/program/day, reinforcing personal reflection skills

Materials Needed: None

Time Needed: 25 minutes

Activity Description:

1. Watch TED Talk "Danger of a Single Story" (Adichie).

2. Discuss and debrief.

Debrief Notes:

- ✓ This video clip can be used to teach many different concepts. In this context, it can be used to look at how to integrate critical thinking into media messaging and storytelling in order to avoid perpetuating stereotypes.
- ✓ Some questions to ask:
  - What do you think this teaches us about the stories we tell in the media, we create and consume?
  - What about this talk stuck with you?
  - What information or themes from this talk do you think will be useful for creating advocacy messages?

Community Project (55 minutes)

This is the final session and therefore the community project will take the majority of the time so participants can feel ready for the implementation phase.

Activity #4: Media Plan (continued) and Action Planning

Goals/Purpose/Outcomes: To help participants create a media and action plan for their community project

Materials Needed: Paper, pen, action plan worksheet

Time Needed: 30 minutes

Activity Description:

1. Have participants get into their community project groups and pick up where they left off with creating their media plans. Give them five to 10 minutes to work on this, then have groups present to each other with time for questions and feedback.
2. Next, have them begin a plan of action—use the chart below to name steps of an actionable plan or some other way of thinking through the process of moving from thought to action.
3. Once they have completed at least the first three steps, come back together as a big group to discuss any questions or observations.
4. Debrief

Action Step	Group Members Involved	Time Frame	Resources You Have	Resources You Need

Debrief Notes:

- ✓ These two exercises are about groups making concrete plans for moving community projects into the implementation phase.
- ✓ Some questions to ask:
  - Are you clear about what your first three steps are?
  - What are the strengths and weaknesses of your community project?
  - What resources do you need to make your community project stronger? How might you access these resources?
  - Is there anything else missing in your planning?

Activity #5 Peer Feedback Model

Goals/Purpose/Outcomes: To offer a clear and easy peer feedback model to use for community project plan presentations.

Materials Needed: None

Time Needed: 5 minutes

Activity Description:

1. Explain that you will be sharing the peer feedback model that will be used during the remainder of the session to assist with learning and growth when presenting community project plans.
2. Each group will present their community project plans – see the list of items that must be included in the presentation of the community project.
3. After each group has presented, there will be time for peer feedback. The amount of time available will depend on how many different groups there are per training.
4. Share the peer feedback model below as a way to offer and receive feedback on their community plan. Once you have shared this model, ask for any changes or additions that participants might like to make to it. The feedback model needs to work for the group so be sure that you have "buy in" from the group before starting to utilize it.

Peer Feedback Model:

1. After the project plan is presented, clap or give some sort of approving attention (the group can chose a fun or creative way to do this) but something that acknowledges the presentation is over the feedback time is about to begin.
2. For the first part of the feedback session, the people who just presented the plan will listen, they will have time to share what they liked, disliked and might want to change at the end of this time and before the next group goes.
3. Start with authentically positive things. Be specific and be positive. Allow several positive comments from the group to emerge about what they like about the plan.

4. Offer specific ideas and/or questions for improvement. This is a time to ask questions about something you did not understand, to share a component that you thought was weak or not fully developed or to offer insight into any area that might have been missed or overlooked. Do this with respect and with a sense of being a community of youth advocates who are learning together.
5. Finally the group members will have a few minutes to talk about what they liked and didn't like and to respond to any of the feedback received – they can take notes during the other sections if they like but they cannot respond. This is the time to answer questions that arose or to talk about "next steps" to improve their plan.

Debrief Notes:

- ✓ Some questions to ask:
  - Does this peer feedback model and idea make sense to you? Do you have questions about it?
  - What do you hope to gain related to your community project?

Activity #6 Project Shares and Peer Feedback

Goals/Purpose/Outcomes: To have groups give and receive feedback on their community projects in order to be ready for implementation phase

Materials Needed: None

Time Needed: 30 minutes

Activity Description:

1. Each group will be asked to present with in a 10 min time frame, with 10 minutes for feedback from peers. A peer feedback model, as described here, will be used to support effective peer to peer learning.
2. Utilize the peer feedback model during the feedback time and allow for any questions that might arise.
3. Keep going until as many groups as possible have gone. If need to shorten the feedback time due to numbers of groups, one tool can be to have participants write feedback down on notecards to hand over to the group.
4. Note: n-mu facilitators are responsible for all groups having time to present and receive feedback and the overall time ought to be divided by the number of community groups that there are to present.

Debrief Notes:

- ✓ There is no real debrief for this activity. The point of the activity is to make sure groups feel ready for implementation phase and that peer to peer teaching and learning is highlighted by allowing and encouraging feedback.

COMMUNITY PROJECT, CONTINUED (60 MINUTES)

Presentations of community group projects and feedback will continue in this section.

Activity #6: Project Shares and Peer Feedback (continued)

Goals/Purpose/Outcomes: To offer a clear and easy peer feedback model to use for community project presentations

Materials Needed: None

Time Needed: 45 minutes

Activity Description:

1. Each group will be asked to present within a 10-minute time frame, with 10 minutes for feedback from peers. A peer feedback model, as described here, will be used to support effective peer-to-peer learning.
2. Use the peer feedback model during the feedback time and allow for any questions that might arise.
3. Keep going until as many groups as possible have gone. If you need to shorten the feedback time due to the number of groups, have participants write feedback down on notecards to hand over to the group.
4. Once all groups have presented and been given feedback, have them get back into their small community groups to incorporate feedback and make adjustments.
5. At the end of this section, have participants think about or write down what they will need for support in order to be successful. They will share this as part of the closing. (Note: The facilitator can either do this as a sharing aloud activity or do it in connection to the yarn toss, using this question as a prompt.)

Debrief Notes:

- ✓ There is no debrief to this activity.
- ✓ Be sure all questions about group projects are answered before the implementation phase begins.

Activity #7: Community Project Implementation Phase

Goals/Purpose/Outcomes: To offer information to participants about the implementation phase, answer questions and set expectations

Materials Needed: None

Time Needed: 15 minutes

Activity Description:

1. Read through the Community Project Implementation and Coaching handout as a group. Go over the timeline and hoped-for outcomes and expectations.
2. Be sure to share some of the past n-mu projects if you have not already and share “lessons learned” from previous projects.
3. Allow time for questions.
4. Before ending this activity, have participants get into their small groups briefly to determine their first meeting date, place and time.

Debrief Notes:

- ✓ Make sure participants know the immediate next steps in the implementation and coaching phase as well as who their coach is and the best way to reach him/her.
- ✓ If you’re going to use some sort of social media platform for big group communication (as well as small groups), be clear about this and the best ways of staying connected now that the training phase is coming to an end.

HANDOUT: COMMUNITY PROJECT IMPLEMENTATION AND COACHING

Once the four training weeks of n-mu are complete and all projects are approved, participants will begin to implement their community group projects. The facilitator's role will shift from facilitating the process to coaching and offering support. Facilitators (with support from en.v) will check in with small groups through social media, or in person to assess how things are going, offer insight and help resolve emerging questions or issues.

Sample coaching questions to support project implementation are listed below. Facilitators will offer resources and support according to their own style and sensibility.

COACHING QUESTIONS:

1. How are things going?
2. What aspects of the project are going really well and why do you think this is?
3. What has surprised you so far about the process?
4. Are you facing any personal challenges in this group project?
5. What are some of the barriers that are emerging in your group project? What support do you need in order to overcome them?
6. Do you feel that things are successful up to now? What do you need to keep moving forward?

Facilitators will ask participants to check in and talk over what is happening and/or will ask group members to share their thoughts in writing. This may be done as a reflection tool in which each participant responds to a set of questions or it can be done in one-on-one conversations.

As noted above, the final phase of the group project will involve n-mu participants gathering to share stories of success and what they've learned from their group projects.

COACHING TIMELINE: This is a sample timeline for facilitators to fill out. It can also be filled out during n-mu by participants themselves. This helps with clarity and accountability.

DATE	WHAT TO CREATE?	WHAT TO EXPECT?
Week One	Example: Share what is going well with the project and what is not.	Example: Facilitators will send an email to the group reminding them of the next steps.
Week Two		
Week Three		
Week Four		
Week Five		

COACHING APPROACHES AND METHODS: Coaching is a form of learning aimed at guiding students to identify and define specific goals and then organize themselves to attain these goals.

C. Van Niewerburgh defines coaching as "a one-on-one conversation focused on enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in supportive and encouraging climate" (Nieuwerburgh). Sir John Whitmore defines coaching as "a process of unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them" (Clutterbuck and Megginson 15).

There are generally two accepted forms of coaching: **directive** and **non-directive**. Directive is a form of coaching whereby the coach teaches and provides feedback and advice. In contrast, non-directive coaching requires the coach to listen, ask questions, explore and probe and allows the person coached to find solutions to problems.

The GROW Model

The GROW Model is one of the best-known and widely used coaching models. It provides a simple yet powerful framework for navigating a route through a coaching session, as well as providing a means of finding your way when lost. It is described in a number of coaching books, including John Whitmore's *Performance Coaching*.

GROW is an acronym for Goal, current Reality, Options and Will—which are considered the four key elements of a coaching sessions.

1. **Goal of the check in**

   When beginning a coaching dialogue, you want to be clear as to what this discussion is about. What do you want to achieve in the minutes together? And how does it connect to the person's goal, overall, in his or her work.

2. **Reality of the current situation**

   As a coach, you want to be sure to understand the coachee's assessment of the situation.

3. **Options the participant can take**

   Seldom is one approach the only right one. It is important in a coaching dialogue to identify what the coachee sees as possible actions to address the situation. Even if you, as the coach, prefer one option over another, it is important to encourage diverse thinking and foster a learning approach so that the coachee will "own" their ideas for next steps and change.

4. **Willingness to follow through**

   This step helps conclude a discussion to validate what the coachee is committed to doing. This step also serves as an opportunity to hear about obstacles or hindrances the coachee may need help with if they come across as uncertain or lacking confidence.

Reflections, Questions and Looking Ahead

This is the final session of the final module and because of this, the reflections are included in the closing.

Closing (30 minutes)

Beginnings and endings are important to creating safe and strong learning environments. Facilitators can use any of their own tools and facilitation techniques for beginning and ending sessions. The following are offered as effective methods. "Roses and Thorns" (see **Module One, First Session** for a write-up) is a technique that is used to gather evaluative feedback on a module-by-module basis so that the facilitator can make adjustments as needed and also can track participants learning experiences.

During the closing section of each module, n-mu facilitators will include the following:

- A reminder of the next meeting date, time and location
- A reminder of the assignment—this will be given out at each session. Write this up for people to see visually as well, if possible.
- A "Roses and Thorns" debrief of the module.
- A brief closing activity

Because this is the final session of the n-mu training program in terms of teaching material, this closing section will be slightly different than preceding sessions and is longer in length to reflect this.

Also because this is the final session, sharing next steps will be important. Information about the coming weeks and what participants can expect will be included in the community project section, as this will be the focus of that learning.

The reflective tool used throughout, "One, One and One," will be used for the final session as will a final and overall "Roses and Thorns". The closing activity of the session will be Yarn Toss.

Activity #8: One, One and One (overall)

See write up in **Module One, Session One**. This will be done in the same manner, but the prompt will be from the overall n-mu experience.

Activity #9 Roses & Thorns (overall)

See write up in **Module One, Session One**. This will be done in the same manner, but the prompt will be from the overall n-mu experience.

Activity #10: Yarn Toss

Goals/Purposes/Outcomes: To close the n-mu sessions and create a sense of connection in the group

Materials Needed: Large ball of yarn

Time Needed: 15 minutes

Activity Description:

1. This activity can be very effective for closing a meeting or a group.
2. Invite the group to stand in a circle. Hold the ball of yarn in one hand and explain that you will be throwing it to someone in the circle and sharing something that you learned from the n-mu experience or something you appreciated about it.
3. Remind participants to hold onto the yarn before throwing the ball, thus creating a visual web as the yarn ball is being tossed and appreciations shared.
4. Each person must receive the ball of yarn at least once. When they receive it, they can share their learning or an appreciation before passing it to the next person.
5. Before closing completely, ask the group to look at the web that has been created and notice how they feel. As the facilitator, you can make analogies here to the larger n-mu community, to the connection to other youth advocates around the world and to the support available to them in the rest of this experience.

Debrief Notes:

- ✓ This is a great visual way to show the group's connection. It's a helpful closing, as the next five weeks will be a time when community projects are happening, so it will be important for participants to see and feel that they are connected, even without the sessions.

COMMUNITY PROJECT TEMPLATE

Project Title/Focus Area:

Date Submitted:

Project Team (*please include first and last names of each member*) :

n-mu Facilitator/Coach:

1. **A. Project summary (include goal statement and describe need that project is trying to address):**

   <u>Goal Statement:</u>

   <u>Community Issue/Need:</u>

   B. Please describe target population, including direct beneficiaries and key stakeholders:

   <u>Target Population:</u>

   <u>Direct Beneficiaries:</u>

   <u>Key Stakeholders:</u>

2. **List key activities and timeline:**

   When thinking about activities please keep in mind the implementation period is only five-weeks in length. A helpful tool is thinking of your activities through the S.M.A.R.T. lens (specific, measurable, action-oriented (specific division of labor), realistic (given time-frame and resources in hand), timely). Please also think about your available resources. Please review budget guidelines and submit a proposed budget with your project plan.

   Week One:

   Week Two:

   Week Three:

   Week Four:

   Week Five:

3. **Please outline social media/outreach strategy including platforms to be utilized and messaging plan.**

   Week One:

   Week Two:

   Week Three:

   Week Four:

   Week Five:

4. **List local organizations or other partners that will be engaged through this project:**

   Please specify if someone on your team (or mentor) has contacts at these organizations or if you will need to establish connections through your project.

Name of Organization	Existing Relationship *(someone on your team have an existing connection to the org?)*	If yes, who?	If no, what is your outreach plan?	Envisioned Role?	Team Member Responsible

5. **List project outputs/results (number of participants; number of individuals engaged through social media; number of partnerships formed):**

   Please remember that the implementation period if only five-weeks in length. Results should be specific, measurable, and achievable (given your resources).

6. **Describe intended community impact.**

   Please remember this is a pilot initiative; when thinking of the intended community impact please be as specific as possible and remember that even small steps can lead to long-term change.

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