

Empowered Life and Leadership Skills

ELLS

Lesson plans



Burma Link
Voices for Change
www.burmalink.org

Contents

Contents	1
Introduction	2
Timetable	2
Equipment needed	2
Notes for Trainers	3
DAY 1	4
Welcome to Empowerment and Leadership training!.....	4
Objectives, establishing rules, giving out materials	4
EMPOWERMENT	7
The Journey towards Empowerment.....	7
Part 1: Empowerment: The Basics	7
Part 2a: Developing Honesty	10
Part 2b: Developing courage.....	15
DAY 2	19
Identity and Responsible citizenship.....	19
Part 3: Identity	19
Part 4: Responsible Citizenship.....	26
DAY 3	33
Part 5: Dealing effectively with others and getting things done.....	33
Communication	33
Making decisions	38
Planning and getting things done	39
DAY 4	48
Leading.....	48

Introduction

Timetable

Empowered Life and Leadership Skills (ELLS) training is a three or four-day training program focusing on three main elements of empowerment: (1) Honesty and courage, (2) Identity and responsible citizenship, and (3) Dealing effectively with others and getting things done.

All the students need to take part is motivation and passion to be a leader!

Day 1: The Journey towards Empowerment
 Part 1: The Basics of empowerment
 Lunch break
 Part 2: Developing honesty and courage

Day 2: The Journey towards Empowerment
 Part 3: Identity
 Lunch break
 Part 4: Responsible citizenship

Day 3: The Journey towards Empowerment
 Part 5: Dealing effectively with others and getting things done
 Lunch break

Day 4: Leading challenges

“Leading challenges” can also be done on day three if that is more convenient.

Equipment needed

Day 1

- Handbooks for students
- Chart papers (quotes) or PowerPoint
- Blank chart paper and marker pens for rules
- Candies with different colour wrappers
- Timetables of training for each participant
- Definition dictionary for each participant
- Notebook and pens for each participant
- Seven pictures of empowerment
- Sticky notes

Day 2

- Handbooks for students
- Chart papers (quotes) or PowerPoint
- Honesty cards

- Courage scenarios for activity: Is this acting with courage?
- Picture cards: authenticity, confidence x2, responsibility x2, community pics, leaders, community)
- Index cards (small pieces of paper)
- Personal characteristics sheet
- Identity wheel
- Blindfolds
- Caption handout

Day 3

- Handbooks for students
- Chart papers or PowerPoint
- Drawing twins instructions and pictures
- A4 Paper
- Planners
- Community project planner handout
- Problem solving steps cardboard
- My promise – in handbooks

Day 4

- Handbooks for students
- Chart papers (quotes) or PowerPoint
- Miss Leader challenges and materials (A4 paper, pencils, coloured pencils, cameras/phones for taking pictures)
- Timer
- Chart paper and marker pens

Notes for Trainers

- We have written time scales in these lesson plans, but the timing for the program can be very flexible – please adjust these depending on the young people that you are training.
- The lesson plan explains what should be written on the chart paper that you are using, or which slide of the PowerPoint you should be on for that part of the training – make sure to use these!
- There are inspirational quotes throughout the lesson plan, we've found that it's good to write these on big piece of paper and stick them around the room where the training is taking place.
- The lesson plan also includes tips and tricks for the trainers. These are marked blue and indicated by a ✓. The clock refers to the start of a new part of the training. In red the equipment for each activity is stated. All class-activities and assignments are indicated by a ❖.

Good luck on your journey!

DAY 1

Welcome to Empowerment and Leadership training!

Total time indication: 30 minutes

Part 1. Introduce yourself and (other) trainers

Part 2. Play intro game

Part 1. Introduce yourself (and your assistant)

Part 2. ❖ ACTIVITY: Introduction game:

Time indication: 20min // if more than 6 participants – longer

Equipment needed:

- Candy with different colours

Preparation: Each colour of candy should represent something, e.g. blue = hobby, red = dream, yellow = passion, green = favourite memory, orange = wild card (anything you want to say about yourself)

To play:

- Everyone (including trainers) pick up a couple of pieces of candy.
- Explain to participants what the different colours represent
- Everyone should talk about the thing that the colour of their candy represents, for example if they have a blue candy they should talk about their hobby. The trainer should go first to show participants what to do.
- After everyone's done they can eat the candy!

✓ You could now put up (see Powerpoint slide: or write it on a chart paper or show picture card Appendix gb) and introduce the following picture:

"You must be the change you wish to see in the world" (Mahatma Gandhi)

Objectives, establishing rules, giving out materials

Time indication: 40min

Equipment needed:

- PowerPoint or chart paper for objectives
- Blank chart paper for rules
- Timetables



- Definition dictionaries
- Notebooks and pens

Introduce participants to the specific objectives (goals) for this training.

✓ It is good to write the objectives on chart paper and leave them on the wall or use PowerPoint slide:

Objectives of the ELLS training

At the end of this training, you will:

- Understand the basics of empowerment
- Value yourself and others as unique individuals; feel more confident and more comfortable with yourself
- Understand why honesty and courage and responsible citizenship are essential qualities of empowered people
- Know the value of being an attentive and respectful listener
- Know the value of being an honest and clear communicator
- Know how to get things done, honour your commitments, and solve problems

Now give participants the timetables and go over the different parts in the training.

Explain that with their participation, this training will equip participants with essential life and leadership skills, skills that empowered people have. It will help them to become empowered!

Explain that today we will first talk about the BASICS of empowerment. We have divided empowerment to three essential parts: (1) Honesty and courage, (2) Identity and responsible citizenship, and (3) Dealing effectively with others and getting things done.

❖ Establishing rules

These should be rules that will enable the training to run well, some examples include: no interrupting, being on time, respecting different viewpoints, not judging others, respectful listening, confidentiality, respecting differences in opinion, asking permission before leaving the room etc.

- With participants in one group, first give example(s) of some rules that might be useful to follow during the training (such as those above) and then try to get participants to come up with some of their own ideas.
- Divide participants into pairs. Each pair should write down one key rule that they think people should follow during the training.
- Bring the participants back together and ask each pair to share their rule.

- Write all of the suggestions on the board and then let participants choose the rules that they agree on and write them on the chart paper. They can decorate the paper if they want.
- Get everyone to sign the rules.

Giving out materials

Now give participants the definition dictionaries.

Explain that the dictionaries are also at the back of the handbook that they will be given later on (you can show the handbook now too, but don't give it out yet). Explain that we want them to have access to the dictionary throughout the training, which is why we are giving it to them already. Tell participants that they are free to write notes and whatever they want on the dictionary, knowing that they will still get one they haven't written on at the end of the training.

Give participants notebooks and pens

Explain to participants that all of the information in the training is included in the handbook, so they don't have to write everything down. Explain that we aren't giving them the handbooks for a while, because we want them to think about the topics on their own, without given answers.

Break
(10min)

EMPOWERMENT

The Journey towards Empowerment

Part 1: The Basics

Part 2: Developing Honesty and Courage

Mention that much of the information in the training is from this article:

“The Journey Toward Empowerment” by James Monroe Smith (November 2001 Issue of *Body Positive Magazine*)



Part 1: Empowerment: The Basics

Total time indication: 1 hour

Equipment:

- PowerPoint or blank chart paper
- Seven pictures of empowerment (Appendix 1)
- Sticky notes
- Tape

Explain that today we will introduce the basic concepts and the most important aspects about empowerment. We will dive deeper into it this afternoon and the next two days.

Ask participants: What is empowerment?

Explain that empowerment is developing the capacity to make decisions and to transform those decisions into the actions and outcomes that you want; empowerment is taking charge/ownership of your life – it is about having power! When you are empowered, things don't happen TO you, but you take control over your own life and what happens in your community and in your country.

Empowered people can make decisions and implement change in their own lives and the lives of other people.

❖ **ACTIVITY:** Most important aspects of empowerment

Which words do participants think are the most important qualities or skills that empowered people have?

- Write the 14 words below on the board in random order or use PowerPoint slide.
- Divide the group in two (3-5 people in each group).
- Get one group to circle the right words that represent empowerment and the other group to cross out the wrong words. See if they can agree and get the right words.

14 words - Empowerment relates to (being):

Authentic, honest, courageous, responsible, good communicator, honoring commitments, getting things done

Erase the wrong words off the board (Easy-going, good-looking, obedient, talkative, polite, highly educated, avoiding conflict)

Give participants the seven pictures which represent the seven most important qualities of empowered people (Appendix 1).

Get the participants to discuss and label the pictures (with sticky notes) with the quality that the picture represents. They should then stick them on the board next to the words.

Go over the words/pictures that participants don't understand (probably authenticity and honoring commitments).

Authenticity

Being an authentic person means being real, unique, genuine. It means you are who you are, and not what others expect you to be. You make choices consistent with the person you are, not the person others expect you to be. (e.g. Study what you want, not what your parents want; choose your own religion; be gay if that's what you are; wear your own style of clothes even if different etc.). Being an authentic person involves being confident and comfortable with who you are. In becoming authentic, we give ourselves the opportunity to have a life that works for us (not how others expect us to live). Tomorrow we will talk more about becoming comfortable with yourself.

Honesty

Honesty is telling the truth, being sincere, and being trustworthy. Honesty has many positive effects that we will discuss this afternoon.

Courage

Facing your fears.

Responsibility

Completing your duties, making sure you and your community is healthy and safe.

Good communication

Open and honest communication and respectful and attentive listening

Honouring commitments

Empowered people take their commitments seriously. They choose their commitments carefully and have the important ability to say no. The ability to say no is an important skill!

Getting things done

Empowered people have a reputation for getting things done. They do as they say and do not make excuses.

There are more elements to empowerment but these are some of the most important.

✓ Use PowerPoint slide or the chart paper to summarize this part of the training: An empowered person is authentic and comfortable with oneself, is honest and courageous, and is a responsible citizen who communicates well with other people, honours their commitments, and gets things done!

Show the picture of the person who broke free from chains (PowerPoint or Appendix 1).

Explain the following: "We imagine that this person has all the qualities of an empowered person. The physical strength in this picture represents mental strength. If I am this person, I feel in control and I KNOW I have the power to make decisions and change my life. I also feel that I have the power to change my community and other people's lives.

I KNOW I CAN make positive change happen (positive change can be in your own life, helping someone, positive change in your community, in your country, in the world)
So I KNOW that I CAN – Do you think I will do it? YES!"

Write: I KNOW that I CAN



Explain: Empowered people CAN and WILL make positive change happen.

Then **add** on the board/chart paper:

I KNOW that I CAN - empowerment



I WILL



- activism

Explain: Empowerment leads to activism

Ask the participants:

When you have the power to help yourself and you KNOW you CAN do it, will you do it?
YES!

When you have the power to help others and you KNOW you CAN do it, will you do it? YES!

When you have the power to drive positive change and you KNOW you CAN do it, will you do it? YES!

Repeat: Empowered people CAN and WILL! So let's get empowered!

Now let participants know which of the seven qualities will be discussed in more detail on which day. Number them on the board/blank chart paper if possible.

Lunch Break
(or short break if the introductions were done the day before)

Part 2a: Developing Honesty

Total time indication: 2 hours but flexible



Equipment:

- PowerPoint or chart paper

✓ You could use **PowerPoint slide** to put up and introduce the following quote:
"Courage is the first of human qualities because it is the quality which guarantees the others" - Aristotle

❖ **ACTIVITY:** Ask what they understand honesty to be. Divide participants into pairs and ask the students to come up with their own definition of honesty. Get each pair to share their definition with the others.

✓ You could use **PowerPoint slide** or write the question on a blank chart paper/board

Time indication: 10 min

Examples - What is honesty?

- Honesty is telling the truth.
- Honesty is straightforward conduct.
- Honesty is being sincere, truthful, trustworthy, honorable, fair, genuine, and loyal with integrity.
- Accepting responsibility for your own actions; don't blame others.
- Being honest about your feelings.

Explain the definition of honesty (see PowerPoint slide)

Time indication: 5 min

What is honesty?

Being honest is being open, trustworthy, and truthful. When people are honest they can be relied on not to lie, steal, or cheat. Honesty is telling the truth. It is admitting mistakes even when you know someone might be angry or disappointed. Being honest means that you don't pretend to be something you are not. With honesty, you can trust things to be as they are.

❖ **ACTIVITY: Reflect** on the following questions together

Time indication: 25 min

When is it most difficult to be honest?

Answers can include: If it gets you into trouble e.g. you broke something or forgot to do something, if you are embarrassed about something, if you want to impress someone, if you want to spare someone's feelings, if you want to avoid conflict

Explain that the most common method people use to deal with difficult conversations is simply to not have them. Lying to avoid potential conflict might seem like the easiest thing to do – but it's not being truthful and it might lead to new problems. Truthfulness involves attempting to address an issue in an assertive and respectful manner. Being truthful in a situation like this builds a bridge of understanding between the two parties.

Get the participants to discuss the following questions in pairs or small groups, or ask them one by one.

1. How do you feel when someone exaggerates? What kind of problems can that cause?
2. Why do we people exaggerate? (Example answer: Because they want to impress others)
3. How do you feel if someone doesn't do what they say they will do? What kind of problems can that cause?
4. What would it feel like to always tell the truth and keep your word? (Example answer: You don't need to remember anything you've said!)
5. How does honesty help friendship to grow strong?
6. Do you think honesty requires courage?

Ask the class the following questions and discuss with them:

1. Do you think it is kind to be honest? (Answer: yes, but it depends on how you tell the truth! The same truth can be spoken in many different ways!)
2. Is it kind to say yes to someone when you would rather have said no?
3. Is it kind to let someone do something thinking they're well prepared or looking good when the exact opposite is true? Explain that there is a laziness and

unkindness involved in not telling people such things; how can they remedy or learn what needs to be learned if they are not told?

Honesty is about kindness!

Ask the class: Should you always be honest?

Discuss the fact that you should always be honest with yourself, but sometimes being honest causes only suffering, and then it might be better not be honest with others

For example: What if Thai immigration asks a foreign volunteer what they are doing in Thailand? Are they a tourist?

What would happen if the volunteer was honest here? Sometimes you shouldn't be honest, if it only causes suffering and has nothing but negative consequences. You need to decide this for yourself.

❖ **ACTIVITY – Practicing honesty and kindness**

Time indication: 30 min

Equipment:

- Roleplaying cards (Appendix 2)

Explain that you should **BE KIND!** The same truth can be spoken in many ways! We should use our honesty to build others up, not tear them down. Honesty IS kindness when you do it the right way.

You should be gentle but be honest!

You can also encourage honesty in others by making sure you react in a positive way! Make sure to appreciate other people's honesty and encourage your friends to be honest with you, even when it might be difficult to hear the truth.

Tell the participants that in this activity they will (1) practice making a value judgement on whether or not you should be honest and (2) practice honesty and kindness by role playing situations where it can be difficult to be honest.

Tell the participants that they will be given role play situations. In most of these situations (as in most situations in life) you should be honest. However, there are a few role play cards where you should NOT be honest (These cards are 1, 2, 3 and 6 partly – but don't tell them this yet!)

As you will see, there are A-cards and B-cards (Appendix 2). Participants who have an A-card need to first make a silent decision on whether or not be honest in the situation. This exercise can be done in different ways depending on the size of the group and how much time there is.

WAY 1

Students work in pairs. Give each pair some role play cards. Make sure they have A-cards and B-cards with matching numbers.

Instructions for participants:

- 1) Read your card (if one has 8A, the other has 8B). The person with the A-card needs to decide (silently) whether or not they should be honest in this situation
- 2) Role play the situation with your pair. The person with the B-card should make sure to react in a positive (but realistic) way.
- 3) Shortly discuss, with your pair, the benefit of being (or not being) honest in this situation.
- 4) Alternate A and B roles with your pair.
- 5) Choose one situation to role play in front of the class.
- 6) After everyone's done with their cards, each pair will come in front of the class to role play their situation.
- 7) After role playing, tell the class your ideas about what was the benefit of being (or not being) honest in this situation? What if you had done the opposite? Other participants can add opinions too.
- 8) After the role play, the next pair should come to the front with their A-card and B-card and role play to the class

WAY 2

Have two copies of each A and B card. When one pair comes to the front they can only see A or B card. Give others both so that they can see what the role play is about.

Instructions to participants: In pairs, come at the front of the class. One of you will be given A-card and one B-card. The A-card needs to first make a silent decision whether or not be honest in the situation.

- 1) Read the card. The person with the A-card needs to decide (silently) whether or not they should be honest.
- 2) Role play the situation in front of the class.
- 3) Tell the class your ideas about what was the benefit of being (or not being) honest in this situation? What if you had done the opposite? Other participants can add opinions here too.
- 4) The next pair should then come to the front with A-card and B-card and follow the steps above.

- ❖ **Ask** the students and write ideas on the board for the question
Why is honesty important?

Time indication: 10 min

They might say...

- Telling the truth lets everyone know what really happened. There's less chances of misunderstandings, confusion, or conflict.
- Telling the truth protects innocent people from being blamed or punished.
- Telling the truth allows everyone to learn from what happened.
- You usually get into less trouble for telling the truth than for lying (and getting caught).
- Other people trust you more when you tell the truth.
- You don't have to tell more lies to keep your story straight.
- You gain a reputation for being truthful - a trait that most people value.
- Telling the truth helps you feel secure and peaceful inside.
- If you are not honest, others will not believe you.
- You don't need to remember anything

Explain why honesty is important.

✓ You could use PowerPoint slide for this or write it down on a chart paper

"Honesty is important because it builds trust. When people lie, or cover up mistakes, others can't trust them. When people aren't honest with themselves, they pretend that something doesn't matter when it does or they exaggerate to impress others. When you are honest with yourself, you accept yourself the way you are. When you are honest, others can believe you. When you are honest, you are more likely to become a person of integrity."

Explain what is integrity?

✓ You could use PowerPoint slide for this or write it down on a chart paper

"When you are a person of integrity you are honest and fair. You live by your values and stand up for what you believe is right. It is being honest and sincere with others and yourself. You are a person of integrity when your actions and words match; you keep your word. You don't fool yourself into doing what you know is wrong. You fill your life and your mind with things that help you to live a good, clean life."

"Honesty is being true in what you say, and integrity is being true in what you do."

❖ **ACTIVITY:** the positive effects that come from being honest

Time indication: 15min

✓ You could use PowerPoint slide for this or write it down on a chart paper

Ask students – true (T) or false (F)?

- Honesty builds trust T
- Creates unnecessary conflict F
- We begin to develop integrity T
- We begin to develop a wider self-acceptance and more self-respect T
- We lose potential friends F
- When we are being open and honest about who we are, some people will reject us, but our true friends will stay by our side. We know who our friends are and can develop more meaningful friendships and relationships. T
- We will attract other honest and courageous people around us. People who manipulate others and play games with people do not want to be around honest people T
- We feel stressed F
- We have less stress. We don't need to try to remember what we have lied about when we know we have told the truth. Our conscience is clear and we feel peaceful T
- As we become honest and courageous, we are likely to become good people. A good person is not the same thing as a nice person. T

Now, **go onto the next slide of the PowerPoint**, or **write** the words NICE PERSON and GOOD PERSON on the chart paper or board.

❖ **Ask** the students to reflect on the difference.

Write on the board anything that comes to their mind.

Explain that a nice person may be polite and may tell you what you want to hear. Being good requires that we contribute to the planet in some way - the planet is better because you are here!

❖ **Ask** participants: **Were you practicing being good or nice people before?**

They were practicing before being GOOD people, not nice people.

Break
(10min)

Part 2b: Developing courage

Total time indication: 2 hours but flexible

❖ **ACTIVITY:** Is this Acting with courage?



Time indication: 30 min

Equipment

- Courage scenarios (Appendix 3)

Ask for three volunteers to choose a scenario and read them aloud in order. After reading each scenario, ask the group if individuals were acting with courage. Different opinions are fine. If the group feels individuals are not acting courageously, ask for suggestions of other ways the individuals in the scenarios could act.

After discussing the scenarios, **ask**:

- What makes an action courageous?
- Do possible consequences influence whether an act is courageous or not? If there is no possibility of negative consequences, is the act still courageous?
- What role does fear play in acting with courage?
- Has there been a time that you or someone you know has been confronted with a problem that required acting with courage?
- Invite youth to share their experiences. Remind them that acts do not have to be big to be courageous. Explore the role that the possibility of negative consequences and/or fear played in their experiences.

❖ **Discuss** questions 1 and 2 together in a group. Use the explanations after asking students for their opinions.

Time indication: 10 min

1. What is courage?

Courage is facing one's fears.

Courage is the ability to do something that you are afraid of; the ability and willingness to confront fear, pain, danger, uncertainty, or intimidation; the will to do what you want and to stand up for what you believe in; Courage can also be the courage to tell the truth!

2. What is moral courage? What are some examples of moral courage?

"Morals" means doing what is right.

- Moral courage is doing the right thing when the wrong thing would seem easier or produce better results; moral courage is doing the right thing when everyone around you is doing the opposite.
- Moral courage never involves following the herd, and it rarely involves doing something that's popular. It means doing the right thing, even if it's inconvenient, if it's unpopular, or it's personally harmful.

❖ **Discuss** the questions below with the participants

Time indication: 15 min

1. Think of a time in your life when you showed courage? Share this with the group.
2. Think of an experience from your life where someone showed moral courage? Explain this to the group.
3. What stops people from taking a stand against something they know is wrong?
4. Is courage something you have to be born with, or can you develop it?

Explain to students that you can develop courage. If possible, give the class an example from your own life about when you conquered fears (fear of saying you are gay, fear of public speaking, fear of spiders, fear of disagreeing with your father etc.) Explain that you overcame it by facing it!

✓ You could use the PowerPoint or a chart paper to put up the following quote: "One isn't necessarily born with courage, but one is born with potential. Without courage, we cannot practice any other virtue with consistency. We can't be kind, true, merciful, generous or honest." Maya Angelou.

❖ **ACTIVITY:** How to develop courage: Step out of your comfort zone!
Time indication: 15min

Equipment:

- Blank chart paper or PowerPoint

Go through and explain these steps with the participants:

1. Face your fears, do what you are afraid of! The Golden road to self-development is stepping out of your comfort zone! It also helps you grow and make you happier.
2. Take risks (but use common sense - there's a difference between a risk and a dangerous idea)
3. Try out new things and take on new challenges
4. Learn a new skill
5. Be spontaneous and open for new experiences and ideas
6. Do not avoid something just because you are nervous, anxious or afraid – just do it!
7. Be honest even when it's difficult
8. Stand up for yourself and others

Explain that every day we face many situations and make many decisions, some of them make us feel nervous or afraid. Do not let that stop you! Make sure you show courage in your everyday life! Every time you are nervous or afraid, take that as an opportunity to develop courage.

Big challenges produce big courage but small challenges every day maintain its strength.

❖ **OPTIONAL ACTIVITY:** Best things in life require courage
Time indication: 20min - only if there is time left

Get participants to think back to the most meaningful, amazing moments of their lives and get them to share these with the class. Explain that when you examine these moments, you

will find that they had you stepping out of your comfort zone (this doesn't have to be death defying but can be, for example, traveling to a new place).

❖ **ACTIVITY:** Facing your fears and developing courage

Time indication: 30min

Get participants to make a list of things that they are afraid to do and would like to do in the future. Use the instructions below:

- **Ask** the participants: Are you in a relationship but scared to commit, afraid to tell the truth about your hidden sexuality, afraid to travel although you want to, afraid to pursue your dream of becoming a teacher because your parents want you to become a nurse, afraid to disagree with others who you perceive as having higher status, afraid to learn to ride a motorbike?
- **Tell** them to make a list of everything that scares them and slowly tackle each one by one. Start small and build up. Just like exercising a muscle, exercise your courage. Tell them the more often they do so the stronger it will get and the more confidence they will build to tackle bigger and bigger challenges.
- **Get** everyone to choose one thing on their list that they can share with others (anonymously). Participants should write this on a piece of paper. Everyone put this piece of paper into a basket. Draw pieces out of the basket and then discuss together as a group how to tackle that fear. Do this in two groups (if only 6 participants, one group is OK)
- **Conclude** together - Becoming empowered is about becoming more honest and courageous, and about reaching out in the service of others.

❖ **OPTIONAL ACTIVITY:** Do a courage wall!

Reserve one board in the class (or use large paper if no board) for a courage wall. Students can write their examples of when they showed courage, including moral courage.

Students can keep adding new things as the week goes by.

DAY 2

Identity and Responsible citizenship

Part 3: Identity

Part 4: Responsibility and Citizenship

✓ You could now use PowerPoint slide or a chart paper put up and introduce the following quote:

“Getting in touch with your true self must be your first priority”. - Tom Hopkins

Part 3: Identity

Total time indication: 2-3 hours



Equipment:

- Blank chart paper

- PowerPoint

Authenticity: What is an authentic person?

Time indication: 5 min

Remind the participants from yesterday that being an authentic person means being real, unique and genuine. It means you are who you are, and not what others expect you to be. You make choices consistent with the person you are, not the person others expect you to be.

“Being an authentic person involves being comfortable with who we are.”

❖ **Ask** the participants: What does it mean to be comfortable with who we are? Being comfortable with who you are means accepting yourself for who you are and being open and honest about who you are.

How to be comfortable with who you are?

Time indication: 10-15min

Explain to the participants that there are many ways to be comfortable with who we are. Go through these slides on the PowerPoint or write these on the board.

- Be honest to yourself and others. It helps us develop a wider self-acceptance and increases our self-respect, and thus helps us to be more comfortable with ourselves.

- Treat yourself with love, respect and acceptance. *This is important!* Take good care of yourself and pay yourself daily compliments. Be your own best friend.

(You can try this: First listen to how you talk to yourself. Do any of these thoughts sound familiar? *There's something wrong with me... It's all my fault... I can't do it... I'm not good/beautiful/smart enough etc. Would you tell your best friend that there is something wrong with him/her etc.? What would you tell your best friend if they feel bad about something? So how should you talk to yourself? – The same as to your best friend!)*

- Another simple way to be more comfortable with yourself is to find your natural talents and develop them. Your natural gifts are the things you do effortlessly and may include working with numbers or the ability to draft, draw, organize, sing, listen, write clearly or lead.

One of the most significant ways is to be able to talk about who we are and what is important to us.

Explain that today we will be talking about who we are and exploring our identities.”

What is identity?

Time indication: 15min

Equipment:

- Blank chart paper / board
- Picture card of DASSK

Write the word identity on the board/chart paper and ask students what parts of a person's life make up his or her identity. Write student responses down.

Some possible responses include the following: interests or hobbies, family, religion, goals, values, age, character traits, personality, ethnicity, sexuality, and community.

✓ You could now put up and introduce the following quote:

Identity is who you are. It is a set of characteristics that make you the person that you are. It can include things like interests or hobbies, family, religion, character traits, personality, ethnicity, and communities we belong to.

Identity is who you are on the inside and on the outside.

❖ **ACTIVITY:** Get students to look at the picture of DASSK (PowerPoint or Appendix 3) and list the things that make her who she is.

Time indication: 5min

Who is she on the inside and on the outside? This is her identity.

❖ **Reflect** together with the participants on the following quick questions

Time indication: 5min

Why do we need to know who we are?

To be ourselves we must know ourselves. To accept ourselves we must know ourselves.

Why is knowing your identity important for a leader?

If you cannot lead yourself, how can you lead anyone else?

❖ **ACTIVITY:** Our own identity

Time indication: 10 min

Equipment:

- Index cards/sticky notes
- Who are you? Sheet (Appendix 4)
- Community picture cards (Appendix 5)
- Identity wheel (Appendix 6a)

Hand out the index cards/sticky notes and ask students to write one fact about themselves that others don't know about them. It should be something that they are willing to share with others. Collect the cards and read the cards to the class one at a time and ask the class who they think the fact belongs to.

❖ **ACTIVITY:** Our own identity II

Time indication: 5-10 min

Who Are You? How Do You Identify Yourself? Let the students **fill out** this sheet (Appendix 4) about themselves.

Discuss the role of the community in identity

Time indication: 15min

Show students a picture of different communities (PowerPoint or give each pair one printed picture from Appendix 5). Tell them to look at the pictures and answer the questions.

✓ These communities are (from top left clockwise to centre left: Kachin, Karen, (Burmese) students in Rangoon, LGTB demonstration, football team, Muslims, group of volunteers)

1. What do the people in these communities have in common?
2. How did they become a community?

Conclude afterwards:

What do all the communities from Burma have in common (food, dress, language sometimes, many cultural traits etc.)?

What do all of them have in common? All people in the world? (All want to be happy, all care about their families and want a good future, all want to avoid suffering etc.).

Read aloud to participants: Communities are groups of people that are united by common characteristics. Community is a group of people with shared interests; a place where people with shared interests come together; a group of people living in the same place or having a particular characteristic in common; a social unit that shares common values.

Read aloud to participants: People usually belong to more than one community. Some communities are related to where we live, such as family or township. We also belong to other communities, based around our work, education, religion, culture, or hobby. We are born into some communities, like ethnic and family communities, but we also choose to be part of some communities, like hobbies or volunteer organisations.

We are a community as we share a common goal: We are all on a journey towards empowerment!

❖ **ACTIVITY – Communities and identity**

Time indication: 15 min

Ask the participants to make a list of different communities that they belong to. The more important the community the bigger the writing should be.

Ask the students to discuss their lists with a partner and talk about the following questions:

1. Are your lists the same or different?
2. What does your list tell you about your identity?
3. Do you find that the most important communities to you are those you choose or those you were born into?

Ask students how their specific community influences who they are.

The communities we belong to play a big part in creating our identities!

Break
(10min)

❖ **ACTIVITY** Personal Character Components Wheel (Appendix 6a)

Time indication: 20min

Tell the participants to look at their personal identity chart AND their community diagram and fill in the identity wheel (Appendix 6) with the 8 most important things that make you who you are.

Now **make sure** they understand to put SPECIFIC things in the wheel; they need to be specific and write e.g. my mother, reading, sports, Karen (not hobbies, ethnicity) etc.

Ask students to walk around the room and compare their wheels with others, looking for similarities and differences.

Tell them to compare their identities and talk about their interests and talents and things that are important to them. See what they share and what is different.

Bring the group back together and **discuss**:

1. What were you most surprised about in your observations of other students' wheels?
2. What were you least surprised about?
3. Did you learn anything new about each other?
4. Are any two people in a community exactly alike?
5. What similarities did you find? Did you find a similarity you didn't know about before? How did you feel when you found a similarity with someone that you didn't know about before?

People in all communities, as well as across communities, share some similarities and there are always things that are different.

❖ **ACTIVITY** - Community and why we need difference

Time indication: 30min

Equipment:

- PowerPoint or animal picture (Appendix 5)

Discuss: All communities, and all community members share similarities and differences.

Get participants to discuss the points in **bold** below in pairs, and then discuss the points together as a group. We have given some useful answers and discussion points that you should highlight if participants do not.

What are the benefits of having diverse people in a community?

- Many points of view
- Innovative ideas
- New fresh perspectives and solutions to problems
- Tolerance and open-mindedness
- Learning about new ways of life and thought
- Widening one's perspective of the world
- Stronger communities – we can tackle diverse challenges and solve problems better

What are the challenges of having diverse people in a community?

- Potential for misunderstanding, conflict, discrimination, exclusion

"We need to deal with our differences with openness and understanding so that we can solve problems and learn to use our differences towards building stronger and more peaceful communities."

✓ You could now put up and introduce the animal picture (PowerPoint or Appendix 5): "everyone is unique, we need to appreciate difference and use it to our advantage!"

Why/how should we use our diversity to make our community stronger?

- Each cultural/ethnic/religious groups as well as all individuals have unique strengths and perspectives that the larger community can benefit from.
- If cultural/ethnic/religious groups join together, they will be more effective in reaching common goals, than if they do it separately.
- We need a wide range of ideas, customs, and wisdom to solve problems and enrich community life. Appreciating and listening to minority voices can provide fresh perspectives and shed new light to solve problems. Everyone is a potential teacher; we can learn something from everyone!
- Understanding and appreciating diversity will help us overcome and prevent ethnic divisions. Ethnic divisions result in misunderstandings, loss of opportunities, and sometimes violence. We should focus on what we share and how we can use our differences towards reaching common goals.

We need to make sure we appreciate and value ourselves and each other as unique individuals, and also value each other's different communities and cultures.

Tell them to look at the animal picture again – How do you think the fish feels if you tell him to climb a tree? And if you tell him that is the only way his abilities will be measured? Do you think the animal community is using their different strengths if they don't appreciate the fish's unique ability? Do you think the fish will use his unique ability to benefit the community if he doesn't feel like a full member of the community?

Tip to tell participants: Make sure everyone in your community - whether young or old, disabled or healthy, university graduate or school dropout, Burmese, Kachin or Karen, Christian or Muslim, gay or straight, speaks with an accent, is poor or very wealthy – is welcomed as a full member of the community. In order to build a successful diverse community, every person needs to feel that they will be included and important!

Tip to tell participants: Everyone is a potential teacher (ask yourself what you can learn from a child? From a homeless person? From someone whose culture is different?)

❖ **OPTIONAL ACTIVITY: YOU ARE UNIQUE** – and that's a great thing!

Time indication: 40min (if you have time at least 30 min – they can continue in their own time)
Caricature/poem - Art/Writing (Appendix 6b): Have students create a caricature in their own likeness, using their wheels and character traits to write about their identity. For example, "I am very emotional and my caricature cries rivers of tears." Or "I talk a lot, and my breath is like a cleansing wind." Students name their caricature with a super hero, video game or cartoon name.

Read aloud to the participants:

Knowing our identity is a crucial step in becoming an empowered and happy individual. In order to feel comfortable with ourselves, we must know ourselves.

Everyone has strengths and weaknesses as well as unique talents and abilities.

Everyone is a potential teacher. We can learn something from everyone.

While we all share certain things in common, we are all different and everyone is unique.

Our differences in interests, abilities and viewpoints are essential in forming successful communities.

✓ You could write on the chart paper/board or show **on PowerPoint slide:**

“Knowing your identity helps you to be more comfortable with yourself and influence your community in a positive way. Understanding that people have different identities helps us to appreciate the differences that are needed in forming a successful community. Working with those differences and understanding diversity helps us solve and avoid problems and conflict. When diverse individuals and groups join together, they can form stronger communities and reach common goals.”

Lunch break

Part 4: Responsible Citizenship

Total time indication: 3 hours

Time is flexible (can take or add activities), but would be nice to be able to finish the leadership activity.



Equipment:

- PowerPoint or blank chart paper/board

Show on PowerPoint slide or **write** on the board: **what is responsibility?**

Brainstorm what it means together with the participants

Time indication: 5min

Read aloud to the participants/**Show** on PowerPoint slide: **Responsibility** means being accountable for your behaviour (which means answering for your actions); being dependable and trustworthy. Responsibility is a core value for living an honourable life.

❖ **ACTIVITY:** Responsibility experiment

Time indication: 25 min

Equipment:

- Towels/scarfs to blindfold participants

- Tell participants that they will be doing an experiment in responsibility.
- Get participants into pairs. Give each pair a blindfold (or a scarf).
- Ask one member of each pair to put on the blindfold. They will change roles afterwards.
- Get the participants to stand at one end of the room and place (not dangerous) obstacles between them and the other end of the room.
- The partner without the blindfold must direct the blindfolded partner from one end of the room to the other, making sure that they do not run into any objects or people. They can **ONLY** direct their partner with words, and cannot touch them.
- Let the partners switch roles after they have completed the task
- After all participants have had the chance to play both roles, have a group discussion using the following questions:
 - How did it feel to wear a blindfold and rely on your pair?
 - When you were not wearing the blindfold, how did it feel to be responsible for guiding your partner across the room?
 - How was this a responsible act?
 - If your partner fell, who would be accountable? Why?
 - What do you think would have happened if your partner had to get across the room without your help?

Explain that in this activity we role-played the responsible actions of average citizens.

☑ **Write** on the board or show on the PowerPoint slide: what is citizenship?

❖ **Brainstorm** what it means. Write students' ideas on the board.

Time indication: 5min

❖ **ACTIVITY:** Citizenship (Appendix 7)

Time indication: 10 min

Get students look at the pictures representing citizenship (Appendix 7) and choose one that they think best represents "citizenship". Students discuss their answers in pairs. Do not write captions yet.

Read from handbook (give them the books so they can read): We can define citizenship in different ways. In international law, citizenship is a legal relationship between an individual and their country. We can say that a person is a citizen of Britain, Thailand, or Burma. Citizens have passports, birth certificates, and other legal documents that prove that they are members of a country. Citizens have (*or are supposed to have*) rights in their country. In exchange, they have certain responsibilities including military service, paying taxes, and obeying the laws of the country.

Some people feel that this **legal definition** of citizenship is too simple. They say that citizenship is also an **activity**. It is about citizens developing communities that reflect their values.

❖ **Ask** the students to find the two definitions for citizenship in the text (legal status and an activity)

Time indication: 5 min

Explain that the idea of citizenship firstly as an activity (active citizenship), and secondly as a legal status has become more popular around the world.

❖ **ACTIVITY:** Different citizens

Time indication: 5min

Write 'A citizen is someone who...' on the board. Students spend a few minutes writing their own definition of a citizen. If they are having difficulty, ask them to think about the political, social, economic and cultural activities that a citizen participates in.

Ask the students to discuss with a partner. Encourage them to discuss the differences and why they have different ideas.

Read from the handbook: A citizen is someone who: UNESCO –is willing to investigate issues in the local, school and wider community; OXFAM – participates in and contributes to the community at a range of levels from local to global; takes responsibility for their actions; is willing to act to make the world a more sustainable place.

Ask the students to **re-read** their own definition and compare - Is this similar to your definition? These definitions are all about active citizens!

✓ Show on the PowerPoint slide or put on the blank chart paper the following quote:

"Active citizens take part in the development of their community. They accept their rights and responsibilities as part of the community. They promote social justice, equality, and respect for human rights. Active citizens work together to achieve shared goals and to build better communities".

❖ **OPTIONAL ACTIVITY: Active citizen**

Time indication: 10min

In pairs or small groups, think of a person in your community who you think is an active citizen. What do they do that makes them an active citizen? **Discuss** together

Read aloud to the participants: Responsible citizenship is about active citizenship. A responsible citizen participates in their community to promote personal and public good. There are many different ways we can work together to achieve shared goals and build better communities.

❖ **OPTIONAL ACTIVITY:** We can participate in cultural, social, and political activities. **Draw** the table on the board and brainstorm more.

Social activities	Political activities	Cultural activities
Running clubs	Voting	Organizing theatre

Break
(10min)

Explain that the way we participate in our community as active citizens depends on our resources, personal interests, opportunities, and the needs of our communities (5min).

To effectively participate in the community and society, being and staying informed is very important.

Explain that there are different ways to be more informed

Time indication: 5 min

- Talk to people who are knowledgeable, including teachers, community leaders, local experts etc.
- Get information from NGOs and officials
- Get information from reliable media sources

- Use libraries and read lots of books
- Participate in debates and discussions with your friends and others

Stress that we should also be critical towards information we receive – especially online ANYONE can write and post anything online! Be careful what you share on social media such as Facebook!

Explain that we can divide active responsible citizens into three categories.

Time indication: 15 min

Draw these into a table on the board, like the one below, but only add one or two examples

1. Community members who are personally responsible

Definition: Accepts their personal responsibilities to their community.

Examples: picks up rubbish, donates blood, obeys laws, volunteers to help others; following a cyclone, takes part in a volunteer program

2. Community members who participates within the community

Definition: Works with others to plan and take part in organised activities to achieve shared goals.

Example: Following a cyclone, organises (and not just participates) a volunteer program

3. Community members who works towards justice

Definition: Critically analyses social issues and injustices in the community.

Often also participates in the same activities as community members who are personally responsible and who participate, however, the goal of justice-oriented community member is to create social change and address problems.

Example: Following a cyclone, asks questions such as: Why were some communities more affected than others? How can we prevent this disaster from happening again?

❖ **Ask** students to draw a table in their notebooks and think of more examples in pairs. (15min)

Type of responsible citizen	Types of participation
Community members who are personally responsible	Obeys laws, keeps promises, cleans room, looks after pet, pick up rubbish, doesn't put embarrassing pictures of others on Facebook
Community members who participates within the community	Votes in elections, organises a campaign to save electricity or clean up the school
Community members who works towards justice	Critically examines existing laws, disobeys unjust laws, organises protests

❖ **ACTIVITY** – Images that represent citizenship (Appendix 7)

Time indication: 20min

- **Tell** participants that these images show everyday situations where we can exhibit responsibility and citizenship.
- **Ask** participants to look at the pictures. In what way are the people showing responsibility as active citizens?
- **Get** participants to write their ideas, like captions, on the lines.
- Participants should then discuss these with a partner. Which type of community activity?

Which types were the actions before: (1) blindfolding, (2) captions?

Explain what the benefits of active citizenship are:

1. It makes sure leaders cannot abuse their power
2. It keeps leaders and government informed of the needs of the people and communities
3. It involved citizens in the leadership of their country
4. If citizens participate in decision-making, those decisions will reflect the values of the people

“Communities are shaped by the big and small choices that people make about themselves and others. Little by little, all of our choices contribute to shaping the world we live in.”

Break
(10min)

Just and unjust laws – changing societies for the better

Explain to participants that simply because a law is made, doesn't mean that it is a just law. Check students understanding of the words just and unjust. Just = based on, or behaving according to, what is morally right and fair.

✓ Show on the PowerPoint slide or put on the blank chart paper the quote by Martin Luther King: "There are two types of laws: just and unjust. Every individual in a society has a responsibility to obey just laws and, even more importantly, to disobey and resist unjust laws." – Martin Luther King, Jr.

Throughout history, people have broken unjust laws to protect against oppression, corruption, and abuse. It has also caused very important social changes.

❖ **ACTIVITY:** Is this just or unjust?

Time indication: 1hour

Equipment:

- Just or Unjust Laws? (Appendix 8)

- **Give** participants the Just or Unjust Laws sheet (Appendix 8) and get them to look at the examples of laws (or non-existing laws) around the world.
- **Tell** them that, based on their understanding of justice, they should decide whether or not they think the laws are just or unjust.
- **Divide** the group into pairs and get each pair to choose one of the laws and make a short 2-minute presentation on the law.

Explain to participants that we should have just laws, and then Rule of Law! → Everyone is accountable

✓ Quote you could share with the participants:

"Knowing what's right doesn't mean much unless you do what's right." - **Theodore Roosevelt**

If there is time left, you can **discuss** the above quotes by Theodore Roosevelt and MLK. Do you agree or disagree? What statements can you think against the quote, and what for the quote?

Explain that it's our responsibility as good citizens to disobey unjust laws

✓ Show on the PowerPoint slide or put on the blank chart paper the following definition:

Responsible citizenship is about individuals who realize their obligations to take actions that ensure their community is healthy, safe and secure. A responsible citizen participates in their community to promote personal and public good. It often takes moral courage to be a responsible citizen.

❖ **ACTIVITY:** Examples of great leaders (Using Appendix 9)

Time indication: 30-45 min

Discuss examples of great leaders, active justice-oriented responsible citizens with moral courage.

Nelson Mandela
Malala Yousafzai
Mahatma Gandhi
Martin Luther King
Alice Paul
Aung San Suu Kyi

- Divide participants into pairs and get each pair to choose one leader
- The pair should read the story of the leader (Appendix 9) and prepare a presentation that answers the following questions:

1. Did the person go against the government and existing laws? Why?
 2. Was/is the person an active responsible citizen? How?
 3. Did the person show moral courage? How?
 4. What did you learn from the person?
 5. How can you become a leader like him/her?
- When they are ready, each pair should present their leader to another pair (depending on how much time you would like to spend, they could also do a presentation to the class).
 - After the presentations, ask the students to think if they can be leaders like that. (Keep in mind that Einstein was a high school dropout and initially failed university entrance exams; George Washington was only educated until he was 11)

Conclude together:

“Today we have learned about responsible citizenship and that **empowered people are active responsible citizens**. They participate in their society to promote personal and public good. We also learned about some individuals who have shown great responsibility and moral courage, doing what they believed is right, even with great personal sacrifice.”

DAY 3

Part 5: Dealing effectively with others and getting things done



Equipment:

- chart papers (quotes) or PowerPoint
- Blank paper and pencils
- Pictures to draw for "drawing twins activity"

Introduce the topics of this day

Time indication: 5min

Read: "Today we will be talking about dealing effectively with others. The empowered person must be able to effectively deal with and relate to others. Effectively dealing with others will cause you to feel more control in your life. Good communication is essential in dealing with others effectively. Therefore, we will also be doing a number of exercises in communication, including listening and speaking. Then we will learn how to become **doers who get things done**. Empowered people have a reputation for getting things done."

- ✓ Show on the PowerPoint slide or put on the blank chart paper the following quote - "You can do anything but not everything". (David Allen) (also in Appendix 10)

Explain that **dealing with others** relates to:

- Being honest when communicating with others
- Clearly communicating with others
- Listening to others respectfully and attentively
- Honouring commitments
- Planning - Breaking down projects or goals into manageable tasks.
- Solving problems

Communication

Total time indication: 2 hours



Speaking

Time indication: 30min

Explain the following different aspects of communication

1. Honest communication

- Explain that we have already practiced honest communication on the first day and already understand that it is the most important thing!
- Go over this with the participants, asking them to recap what they learnt and helping them to remember if necessary

2. Clear communication

- Explain that it is very important to be clear when we communicate so that we minimize any misunderstandings, frustration, and uncertainty.
- Being direct and saying what you mean is the essence of clear communication.
- Remember that communication is both verbal and non-verbal (*Give an example of this, demonstrating how body language can effect what you are saying*). This means that the messages we send verbally and non-verbally should be in line with each other (*show an example of saying "that's just great" with positive and negative body language and ask what messages each give*)

Ask the participants: Sometimes we might think we are being perfectly clear and yet the listener might not understand, why?

Explain that this is because we all have different family and educational backgrounds and culture which means that everyone has learnt to communicate differently. Because we are all different sometimes even if we try to communicate very clearly the other person might not understand us. There can also be additional obstacles like language barriers. So you need to be understanding and patient towards the listener. This means we have to **manage our egos**.

❖ **ACTIVITY:** Drawing twins

Time indication: 15min x 2

Explain that while they may think that they are a clear communicator, others still may have trouble understanding them, because everyone communicates differently. To assess how clear of a communicator they really are and to help them improve, do the drawing game.

- Get participants into pairs
- One partner must explain to the other how to draw a picture using only words (see Appendix 11 for example pictures they can draw)
- Make it clear that the speaker can only use words to describe shapes, like circle, triangle, line, small, big, long etc. They cannot say things like draw a head or tree etc.
- The listener is not allowed to ask questions.
- If there is time, get partners to switch roles

✓ Show on the PowerPoint slide or put on the blank chart paper the following quote:
Good speaking skills require being open, honest, and clear. While we may think that we are clear communicators, others still may have trouble understanding us. Be humble and patient.

Listening

Time indication: 10-15min

1. Managing our egos

- Managing our egos is about admitting when we are wrong, controlling our emotions and anger.
- Our egos can be a big barrier to communicating effectively. Our egos get in the way of listening.
- Our egos prevent us from having a real conversation with another because our ego can make us believe that only we can teach others and that we may have little to learn from them.
- Our egos can also cause us to hastily judge or evaluate (and usually dismiss) what others are saying.

❖ **ACTIVITY:** Two buffalo were sitting on a log

Time indication: 7min

In this activity you read a brief story to participants that asks a question about the subjects of the story and their relationship to one another. The purpose is to illustrate that you need to listen carefully to the information you receive to really understand what is being said.

1. Tell participants that you are going to read them a short story and then ask them a question about the story so they should listen carefully.
2. Read the following to participants: Two buffaloes are sitting on a log talking about football. The little buffalo is the big buffalo's son. But the big buffalo is not the little buffalo's father. How is this possible?
3. Give participants the chance to answer the question.
If no one has the right answer explain that:
The big buffalo is the little buffalo's mother!
4. Ask participants why the answer to this question isn't always obvious. Explain that sometimes our preconceptions get in the way of us seeing the obvious answers to many things. (because when we hear the word football we instantly think that the big buffalo must be a man!).

Read aloud to the participants: To manage our egos, we can admit when we are wrong, attempt to see the situation from another's perspective, and **view all people as possible teachers** (*then we will believe that we have something to learn from them*). Managing our egos will make us more effective listeners.

2. Good listener versus bad listener

Time indication: 30min

❖ **ACTIVITY:** Listen to me – good and bad listener

Ask: What does it mean to be a good listener? Use the PowerPoint slides or make a table on the blank chart paper and write all suggestions there. Then fill in what it means to be a bad listener.

- A good listener: is fully present, looks at the person talking, attends to what they are saying, indicates to the other person they are listening, **asks for clarification if they don't understand**, clarifies or summarises to the person what they just said. Focus on the speaker's thoughts, not your own thoughts (listen without thinking what you will say next)! Putting yourself into the other person's situation (empathy – doesn't mean you agree with them, but you appreciate how they feel).
- A bad listener: looks away, doesn't indicate in any way they are listening, have no expression on their face. After playing a bad listener, start adding one by one a good quality – which one is the most important or are they all important?

Good listener	Bad listener
Looks at the person talking Attends to what they are saying Indicates to the other person they are listening (e.g. nodding, saying yes) Asks for clarification if they don't understand Clarifies or summarises to the person what they just said Focuses on the speaker's thoughts, not their own thoughts! Put themselves into the speaker's position IS PRESENT	Looks away Doesn't indicate that they are listening Expression on their face doesn't change Is distracted (e.g. looks at the time or other people) Changes the subject

- Divide participants into pairs. One partner will be the speaker and one the listener.
- The speaker will talk about **'The Issue in the world/my community I think is important'** for 2 minutes. The first time the speaker discusses this, the listener should act as the worst possible listener. The second time the speaker talks about the same topic again, the listener should be the best possible listener.
- Get participants to change roles if there is time
- Participants should then discuss the following points:
 - Bad listener scenario –How did it feel to talk to someone who didn't seem interested?
 - Good listener scenario – Was it easy or difficult to be a good listener? How did that make the other person feel? How did it feel to be listened to?

Tell them these tips

Tip 1: If you noticed any aspect of good listening that was difficult for you, start paying attention to that every time you listen to someone!

Explain that when we are good listeners, we make communication easier for the speaker. It is much easier to talk to another person when the speaker feels that the listener respects and values the speaker enough to give the speaker their full attention.

Tip 2: When you listen to someone, pay attention to really listening to the other person. Don't focus on what you will say next. The speaker deserves your full attention. Giving the speaker our full attention and really listening with our whole heart, is a way of showing that we **value and respect the other person**.

Trainers' note: *If there is not enough time to do active listening – the optional activity below - add summarising to this activity. That means that the good listener in the activity above, should also summarise back to the speaker what they were talking about.*

Tip 3: Summarizing the speaker's ideas back to the speaker is a great way to reduce conflict and misunderstanding if you are talking to someone who you deeply disagree with. Instead of focusing on your reaction, you are forced to REALLY try to listen and understand the other point of view. As you are forced to take a moment before replying, it reduces the emotional response that easily comes automatically when we disagree with someone.

✓ Show on the PowerPoint slide or put on the blank chart paper the following definition:

Good listening skills require really wanting to listen and taking responsibility for understanding the speaker. The speaker cannot read your mind so if you don't understand you need to make that clear. You don't need to agree with the speaker but you should appreciate that everyone is different and is entitled to their feelings and own opinion. Focus on the speaker's thoughts, not your own. Focus even more if you disagree with the speaker.

❖ OPTIONAL ACTIVITY – very useful but takes time

Active listening (and speaking) – (if no time skip this)

Time indication: minimum 30min

- Explain that in this activity we will have a critical discussion. This will practice managing our egos and communicating clearly and let us practice listening openly, carefully, and critically.
- Controversial topics that could be discussed:
 - Inter-religious marriages should be banned in Burma
 - Alcohol should be illegal
 - Arranged marriage is an unhappy marriage
 - People have to get married if the girl gets pregnant
 - Couples should not live together before getting married
 - Hate speech should be made illegal

- As participants are having their discussion, encourage them to summarise the speaker's points.
- Get participants to try to reach an agreement on the topic
- After the discussion, ask what were the positive effects of summarising?

Making decisions

Time indication: 15min

Explain that we make both small and big decisions throughout our lives. We make choices and decisions every day and those decisions can have important short-term and long-term consequences for our lives."

Show the students a lifespan of a person (80 years). Show where they are now. When we go over the choices show how they can affect the whole life.

❖ **ACTIVITY:** Small decisions/important consequences

Time indication: 15 min

Ask them to discuss with their partner how these small decisions can have important consequences. For every question, they should think about the short term and long term consequences for each choice.

- When final exams are approaching, do you stay at home and study or go watch a 3D movie that your friends has free tickets for?
- Do you make a commitment to help your friend study for an important exam if you know you don't have enough time and you're not really interested in the subject?
- Your friend is being bullied by popular students at school. Do you take stand to defend your friend?
- Someone else has taken credit for your work. Do you confront them and ask for justice? (*If you can't stand up for yourself, how can you stand up for others?*)

Explain that every single decision we make affects and shapes our life, other people's lives, and our community and the whole world. Make sure to make responsible and moral decisions in your everyday life.

✓ Show on the PowerPoint slide or put on the blank chart paper (or picture card in Appendix 10) the following quote: "The future depends on what we do in the present"

 Break
 (10min)

Planning and getting things done

Total time indication: 2 hours



Ability to plan and follow through with your plans are essential qualities of empowered individuals.

Explain

Time indication: 25min

The Ability to Plan: The ability to plan implies that individuals will commit to the tasks that must be completed for a project to be finished. The empowered person follows through with any plans. Thus, empowered people are persistent and determined. Empowered people make commitments and honour them.

Breaking down Tasks: Empowered people are not overwhelmed with big challenges or projects. They will not procrastinate or avoid the work even if it might not seem manageable. Empowered people manage their time and resources and break down the project into manageable pieces that can be tackled one at a time.

Read aloud to the participants: James Monroe Smith: "In my capacity as the head of a few non-profit organizations, I have been amazed at how many people are unable or unwilling to make concrete plans (or make a commitment to them) even a few weeks into the future."

As we go over the below points, **write the bold** on the board – explain the rest.

1. This inability may result from **difficulty in saying "no"**. Many people take on too many commitments and do not effectively assess the time these projects or tasks will take or whether they relate to their personal priorities. Failing to follow through with a project is much worse than saying "no". It might surprise you, but the ability to say "no" is actually an important skill!
2. People may be unable to make commitments or do what is required because of **procrastination**. Procrastinator is someone (almost everyone sometimes) who puts off things that they should be focusing on right now, usually in favour of doing something that is more enjoyable or that they're more comfortable doing. They will, however, often spend considerable time stressing over the issue and "thinking about it" thus depleting themselves from vital energy. Procrastination is occurring when there's a significant time period between when people intend to do a job, and when they actually do it.

Think about it: The only thing you "achieve" by putting things off is feeling guiltier and more stressed, and having less self-respect. Completing difficult tasks **IN THE NOW** allows you to feel more in control of your work and your life, and makes it easier to manage all your tasks and commitments. Besides, completing a difficult

task straight away makes you feel really good about yourself! Make it into a habit to start with the tasks that you don't really want to do. It will make your days flow a lot better and you feel much better about yourself and your work.

✓ Show them a timeline and encourage them to think how it might be better to complete the task already in the beginning? The task is still exactly the same, it still needs to be completed "in the now", and the only thing "achieved" is more stress and feeling bad about yourself.

3. People also exhibit **work avoidance** and other **psychological strategies** to avoid facing a problem, a challenge, a project or a task. This can result in e.g. scapegoating (blaming someone else for your situation instead of accepting it, taking responsibility for it, and doing something about it!) or denying the problem ("I have no problem smoking, I could quit right now if I wanted to"), or finding a distracting issue ("I don't have time to finish the assignment now because I just noticed that the tires on my bicycle are empty and I need to go fill them").

Tip: Stay alert and watch out for any routine practices of work avoidance in your culture and community!

4. Many people also get overwhelmed with big challenges or projects. When faced with a big challenge or project they might not even try as the project seems completely out of reach. Keep in mind that ***you can climb on any mountain one step at a time!*** Empowered people manage their time and resources and break down the project into manageable pieces that can be tackled one at a time. They do not feel overwhelmed, no matter how big the challenge ahead.

How can you become a doer?

TIPS: Always start with the most difficult/least enjoyable task - this will make you feel less stressed and more in control of what you still need to do, and it will make you feel good!

Always confront problems, challenges and conflicts as they arise. Leaving them unresolved will only lead to more problems in the future. Face the situation NOW!

❖ Make a "To Do" List

Time indication: 30 min

Step 1. Tell the students to write down everything they would like to accomplish in the next week/month. Each item is only a word or a phrase. Tell them to give no thought to the importance of each item yet.

Step 2. Not all items on your list are of equal importance. Many individuals rank order all items assigning a "1" to the most important item, a "2" to the next most important, etc., to the least important. Tell them to begin each day by tackling number 1 before they touch any other item and proceed numerically through the list. Crossing items off the list as they complete them will motivate them to go on to the next priority item on their list."

Step 3. To insure they will complete all their "A" tasks, they should schedule these items, give them a deadline. Items that are scheduled have a much better chance of being accomplished. And when possible schedule assignments throughout the day to allow for unforeseen problems as well as unexpected appointments.

Remember: There is always enough time to do the really important activities. The difficulty is deciding what is really important and focusing on it fully!

Tips to shorten the list

Do everything you can to shorten the list (is everything on the list important?)

Prioritize - What are the most important things on the list? Do those first.

Do you have to do all the things by yourself? (you could ask for help or delegate)

General tips about planning

Tell them from now on and for the rest of your life, every time you think of something you need to do, write it down to your TO DO list or do it straight away!

If the project or task has a deadline, write it down and schedule accordingly. Celebrate your accomplishments and reward yourself for getting things done

You might find that you like to do this in a different way and that's cool – we're all different! Important thing is to always have a TO DO list.

Honoring your commitments

Time indication: 20min

Remind the participants that everything on their to do list is a commitment!

✓ Show them the following definition on the PowerPoint slide or chart paper:
Honoring your commitments means: Plan your time effectively with to do lists, and follow your plans. Always keep your word; do as you say and do as you plan (but be flexible - sometimes unexpected things happen and we need to re-plan)
Give each task your full attention and do your best

"In order to honor your commitments, you need to make sure you choose your commitments very carefully!"

Explain that every time someone asks them to do something, or take part in a project, they should think very carefully before they say yes.

Tell them to always think about the task or the project and the time commitment and other resources it will require from you.

“Look at your to do list and see if you have enough free time to do the task or the project – If no, say NO (but remember to be flexible, sometimes something so important might come along that we want to change our schedule for it)

Ask yourself is it something you have resources to do; can you do it? Can you do it well? Am I the right person for this? If no, say NO.

Ask yourself if it is something you want to do/something that is important to do? – If no, say NO.”

Example of a task (checking an essay for someone) and project (helping with school fundraising event).

Explain that saying yes should be the **final result of a careful thinking process**. As a responsible honorable person, you will find yourself saying no much more often than saying yes.

Read:

Everything you commit yourself to do, is a decision of honor. Do not take it lightly. When you always do as you say, people will start knowing you as a trustworthy person that deserves their respect. You will develop a reputation as someone who gets things done. As you do, new opportunities and doors will open to you.

We all have limited time and resources (and every task deserves our full attention), so you need to be very selective in making your commitments. Saying no to projects and tasks that we don't have the full resources or interest or time to allocate, is a way of showing respect to the person and the project. Also, every time we say no we give ourselves the opportunity to say yes to things we really care about.

The more you say no to things you don't really care about, the more you can say yes to things you really care about! The ability to say no is an essential leadership skill.

✓ Show them the following quotes on PowerPoint or chart paper (or picture card in Appendix 10):

“You can do anything but not everything”

Break
(10min)

After the break, you should still have about 2 hours.

❖ **Activity:** Planning and problem solving

Time indication: 15 min

Equipment:

- Problem solving pieces
- Big table
- Chart paper and marker pens
- Project planner sheets (Appendix 11)

In this activity the participants will plan a community project that helps to solve an issue or problem in their community.

Write the elements below on different sheets of paper, and ask the participants to put them in order. If possible, tape them on the class wall in the correct order and leave them there. As one group, they should put the problem solving pieces in the correct order.

✓ You can also show this on the PowerPoint, but it's best to have the paper sheets and get students off their seats and active!



Correct order:

Define the problem (now remember to be clear and specific!)

Brainstorm solutions for the problem (think of anything that comes to your mind that could solve the problem, listen and consider other viewpoints)

Evaluate the different solution alternatives (what is good and what is bad about the different solutions you and others came up with)

Decide on the best solution (based on your evaluation, choose the best solution)

Plan steps to be taken (how do you implement your solution in practice?)

Implement you plan (do as you planned!)

Review (after following your plan to solve the problem, look back whether the solution worked or not and should you modify your solution)

NOTE: There is also one VERY IMPORTANT step that comes already before defining the problem --> We need to choose to do something about it!

❖ Activity - Planning a real project

Total time indication: 1.5 hours

Explain: As a group, you will decide on a project that helps to solve an issue or problem in your community. It should be something you think is important and you all want to solve. You should also have the resources to do it; it should be realistic.

You will go over the steps in problem solving, and also practice planning the time to complete the project. You will first choose a problem to tackle. Then you will define it, brainstorm solutions, evaluate solutions, decide on the best solution, and then plan. We will go over all the steps together.

Example problems/issues to choose from: The school doesn't have enough teachers for the next year, children in the camp are smoking, there is a lot of rubbish on the ground.

Step 1. Choose the problem

Time indication: 10 min

As a group (not more than six per group), they should choose one problem. Tell them to listen to all viewpoints respectfully, be honest and clear.

Step 2. Define the problem

Time indication: 10 min

Why (roots of the problem)? Tell them to brainstorm together as a group. Draw a tree with roots on the board.

[Examples:

- Lack of teachers - Because they don't have enough money to pay good salary (or money is not used well), teachers are looking for their own education opportunities, teachers are going to third countries, difficult to find good teachers, teachers cannot teach what they want, school decision-making is not democratic, teachers feel like they cannot speak freely about their concerns and ideas

- Children in the camp are smoking – They don't understand the dangers, their parents don't understand the dangers, cigarettes are too cheap and easy to get etc.

- Rubbish on the ground – People don't care, there are no bins, people don't understand it would be nicer to have a clean ground, people don't understand the dangers, people don't understand the value of nature and clean environment, there is no waste system etc.]

Step 3. Brainstorm solutions

Time indication: 15 min

Brainstorm solutions to the root problems. Everyone writes on their own paper for **5 minutes**. Then look at them together and write on one big paper for **10min**.

Example: Lack of teachers: Raise funds, redirect and budget school funds, find teachers and volunteers, change the school so that teachers can teach what they want, change school decision-making structure

Step 4. Evaluate solutions

Time indication: 5 min

Evaluate the solutions together – what is good, what is bad about them and what can you realistically tackle as a group.

Step 5. Decide

Time indication: 5 min

Choose one root problem, and only one **specific** solution for it. Make sure it is **realistic** to achieve. This step is very important to make sure their solution is specific and realistic! Otherwise the steps that follow cannot be done well.

Example: Lack of teachers: Find volunteers

Step 6. Plan

Time indication: 50 min

Write goals – what do you want to achieve and what is your deadline?
Encourage them to have deadlines and use numbers to be exact.

If they already know what objectives are, write objectives instead of goals – Specific goals what exactly you want to achieve (**SMART** – specific, measurable, achievable, realistic, timed)

Example: Find volunteers:

- 1) 1 new volunteer ready to start by June 15 (minimum commitment 2 months)
- 2) School is connected to a volunteer network/organisation that can help bring in volunteers - by August 15.

Write a task list – everything you need to do in order to achieve your goals/objectives

Example: Lack of teachers (find volunteers):

Contact all foreigners you know and ask them

Contact other schools

Write an advert you can post on Facebook

Find other social media channels and post the ad there

Choose a contact person for volunteers and make sure the person checks their email regularly

Make sure school is ready to accept volunteers

Research volunteer organisations online

Ask other people and schools and foreigners about volunteer organisations
Contact volunteer organisations
Take pictures of the school
Put together information about the school for volunteers
Write a volunteer job description

Complete the planner

Everyone gets their own project planner sheet Appendix 11 and needs to fill it in.

- Tasks in order of time/importance/how easy or quick it is to do
- Resources needed
- Time needed to complete the task
- Deadline/schedule
- Person in charge

Step 7. Brainstorm about what happens next: implement and review.

You can explain them shortly what that means, and say that there are more details in their handbook that they can use as a guide later.

IMPLEMENT

Do as you planned and document the process as much as possible (save receipts of any payments, take pictures, save the documents and adverts etc., write down any problems etc.)

This will help you in all your future projects

It also makes the process transparent to others – they know exactly what you did and can trust you (essential for NGOs to get funding!)

REVIEW

Evaluate and review. *Tell them (and show) that they have both the community project planner and the evaluation table templates in the handbook (Appendices 11 & 12).*

– Should you do something differently? Can you learn from your mistakes?

❖ **OPTIONAL ACTIVITY** - Visualise the result of your project. Do a drawing or a poster that shows what your community looks like after your project is successfully completed > Present the trainers, or the other group if done in two groups.

Conclude together

Time indication: 15min

Final thoughts:

Unsolved issues usually just end up getting bigger and more difficult to solve in the future.

They might also lead to new problems > tackle the issue now!

Sometimes you may need to break a problem or challenge down to “sub-problems” that you can tackle one at a time.

You can climb any mountain one step at a time – just choose the mountain (commitment) carefully and manage your time and resources!

✓ **Show** the following quote on the PowerPoint slide or chart paper:
Empowered people communicate openly, honestly and clearly, and take the responsibility of being good listeners. Empowered people understand that leaving issues unresolved will only lead to more problems in the future. Empowered people have the reputation for getting things done. They choose their commitments carefully and say “no” if they don’t have the resources to follow through with a project or task. Empowered people do not avoid or put off work and commitments. No matter how big the challenge, they will break down the project to manageable tasks that can be tackled one at a time. Empowered people are doers. They do not make excuses or blame other people. Empowered people make commitments and honour them.

Encourage them to sign my promise (see handbook)

DAY 4

These activities can also happen on day 3 but preferably day 4.

Leading

Total time indication: 2.5 hours

Equipment:

- Timer
- Chart paper and marker pens
- Miss Leader challenges and materials
- Ball (e.g. table tennis or similar)
- Picture cards used throughout the training



Introduce with the following: “You have now learned all the essential qualities that empowered people and empowered leaders have. You have learned how to develop those qualities and made a promise to yourself to keep practicing them in your everyday life. Today we will practice being leaders in leading your group towards a challenge. After that we will start teaching you how to put your skills in to practice in your own community, and help your community voices be heard.”

❖ **ACTIVITY:** Miss/Mister leader

Time indication: 2 hours

In groups of three (depending how many students are in the group three or four), each young leader takes a turn to lead their group in a timed challenge (if there are an uneven number, some will get to be leaders twice!). In this way, they get to practice their leadership skills and also explore their leadership style, and find out what their strengths and weaknesses are as a leader.

Hand out blank A4 paper and pencils and colour pencils for everyone. Tell them that they will be given a series of challenges that they need to complete in 20 minutes. A different team member will lead each new challenge. If you complete the challenge successfully and on time, you get a small prize.

After each challenge you get 3 minutes to evaluate the leader. Write at least one good thing and one thing they can improve on. The leaders will also evaluate themselves. Save the notes for discussion after the activity.

Give the first challenge and one minute to choose leader. Start timing.

Tell them they will do 2 minutes presentations on each challenge, and all group members must participate. The leader will be the main presenter.

Challenges:

1. Draw a picture of an empowered leader (*you can think of the qualities that we have learned empowered leaders have*)
2. Take a picture that represents empowerment.
3. Make a logo (and create a slogan) for this training.
4. Create a drama scene/role play where **someone shows courage** or moral courage.
5. Do a drawing or a poster that shows what your community looks like after your project from yesterday is successfully completed.

Examples from previous training:

Left: Presenting a drawing of an empowered leader

Right: Picture that represents empowerment



(20 + 3 + 2 = 25 minutes for each challenge x 3 = 1 hour 15 minutes) (25 x 4 = 1 hour 40 min)

At the end, **bring** everyone to a circle (with their own groups, but if there are only 6 people they can all be together) to discuss what they learned.

Give each participant a chance to hear what their teammates wrote about them.

Emphasize being respectful but kind but honest. After listening to the comments the leader will share how they felt leading the challenge. What was difficult? What did they enjoy? What did they learn?

They can discuss each challenge for 5-10 minutes.

Ask everyone to share what they did well and what they could improve, and to take those qualities next time they are leading a group.

❖ **ACTIVITY:** Catch the ball

Time indication: 10 min

- Participants should throw a ball between themselves, e.g. standing in a circle.
- Every time a participant catches the ball, they need to explain one thing that they have learnt this week in one sentence.

- Throw the ball around for a while making sure that everyone says at least two things.
-

Explain to participants that we now have come to the end of our training. We hope that this training has given you the skills, tools, and confidence to be an empowered leader in your community!

Show the objectives of the training that were put up on the first day and **evaluate together**. Do you (or have you)....?

- Understand the basics of empowerment
- Value yourself and others as unique individuals; feel more confident and more comfortable with yourself
- Understand why honesty and courage and responsible citizenship are essential qualities of empowered people
- Know the value of being an attentive and respectful listener
- Know the value of being an honest and clear communicator
- Know how to get things done, honour your commitments, and solve problems

❖ **ACTIVITY: Pictures**

Time indication: 10min

Explain that we have covered important leadership and life skills that we hope you will keep developing and skills that will stay with you for the rest of your life: Honesty and courage, being comfortable with yourself, knowing your identity and being yourself, good honest, clear communication, planning, honoring commitments, problem solving and facing problems...

Ask the participants to choose any of the pictures that is especially meaningful to them. Ask them to explain to the class why that particular picture is important.

They can then keep the picture – It's theirs!

This is the end of the Empowered Life and Leadership Skills (ELLS) training.