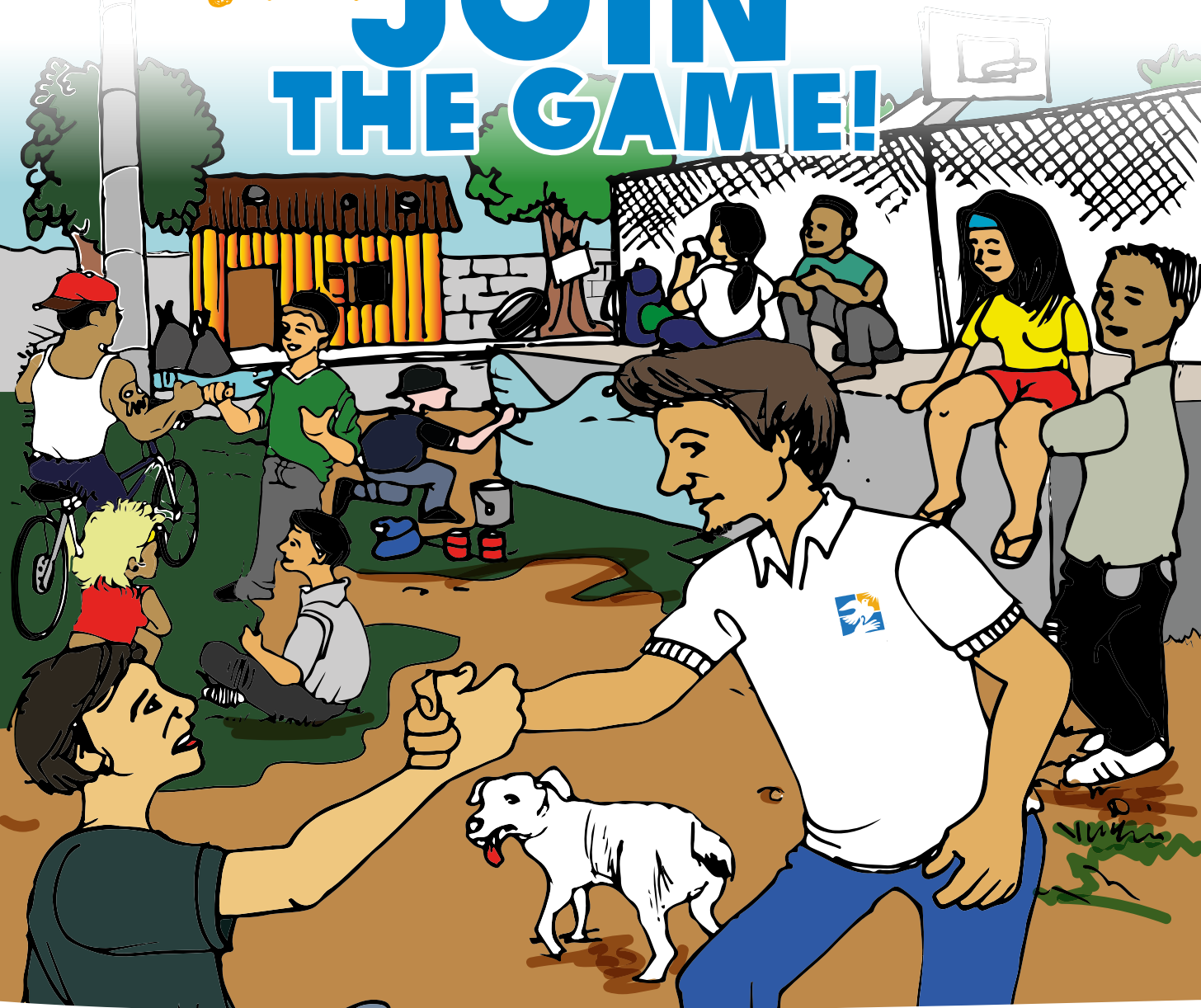




By Youth For Youth

**JOIN
THE GAME!**



**Intervention Strategies and
Techniques for Street Youth:
A Methodological Guide**

Facilitator's Notebook

Credits

Project: “Mobilizing the experience of youth: expanding a resource by youth for youth to support a way out of homelessness”.

AUTHOR

Arnín Cortez Morales
Consultant, methodologist and pedagogue

ASSISTANT

Jairo Luna Mayorga
Technical-methodological advisor

WORK TEAM OF CASA ALIANZA NICARAGUA

María José Argüello Cristina Navarro
Executive Director *Development Director*

Juan Carlos Gaitán Donald Moncada
Program Director *Consultant*

Elizabeth González
Specialized Care Coordinator

PROJECT TECHNICAL TEAM

Oscar Mayorga Juan Carlos Urbina
Project Coordinator *Youth Leader*

**CASA ALIANZA NICARAGUA
MANAGUA, NICARAGUA
September 2019**

Language Describing Partnership between CAN and CAMH for BYFY Guides

This guide was developed by Casa Alianza in Managua, Nicaragua, to facilitate the engagement of Managua youth who are experiencing homelessness and precarious housing. The guide grew out of a partnership between Casa Alianza Nicaragua and the Centre for Addiction and Mental Health in Toronto, Canada, on a project to develop the leadership skills of at-risk youth and youth who have experienced homelessness. This joint project was funded by the Canadian Social Sciences and Humanities Research Council.

Contents

Young facilitator’s general information	5
What else can I say about myself?.....	6
Presentation of the Guide	7
How is this guide organized?	8
STAGE ONE:	10
Getting ready	11
Group rules	12
Step 1:	13
Getting to know the group	13
1.1. What is this step about? What is its purpose?	13
1.2. Work sessions	13
Session No. 1: Welcome!.....	13
Session No. 2: Who are my peers?.....	17
Session No. 3: Discovering my group.....	24
Step 2:	28
I allow those who wish me well to help me	28
2.1. What is this step about? What is its purpose?	28
2.2. Work sessions	28
Session No. 4: My community	28
Session No. 5: Supporting one another.....	33
Session No. 6: friends and loved ones.....	37
Session No. 7: Who can I trust?	41
Step 3:	48
I recognize myself	48
3.1. What is this step about? What is its purpose?	48
3.2. Work sessions	48
Session No. 8: What I know and don’t know about myself	48
Session No. 9: The way I am	52
Session No. 10: My qualities.....	57
STAGE TWO:	60
Who am I?	61
Group rules	62
Step 4:	63
I accept and value myself just as I am.....	64
4.1. What is this step about? What is its purpose?	64
4.2. Work sessions	64
Session No. 11: My strengths	64
Session No. 12: My identity	69
Session No. 13: My personal history	73

Contents

Step 5:	78
I accept the challenge of changing my life	78
5.1. What is this step about? What is its purpose?.....	78
5.2. Work sessions.....	78
Session No. 14: Do I have challenges in my life?	78
Session No. 15: I recognize I need a change	82
Session No. 16: I accept the challenge of shaping my future!	86
Step 6:	91
My faith, my motivations, my beliefs	91
6.1. What is this step about? What is its purpose?.....	91
6.2. Work sessions.....	91
Session No. 17: What are my driving forces?	91
Session No. 18: My faith experience. Does it motivate me?	94
STAGE THREE:	99
Who do I want to be?	100
Group rules	101
Step 7:	102
My dreams, my wishes, my goals	102
7.1. What is this step about? What is its purpose?.....	102
7.2. Work sessions.....	102
Session No. 20: Do I want the best for me?	102
Session No. 21: My wishes in life	106
Step 8:	111
My future depends on my present	111
8.1. What is this step about? What is its purpose?.....	111
8.2. Work sessions.....	111
Session No. 22: How would I like to be remembered?	111
Session No. 23: How do I see myself in the future?	115
Session No. 24: My life project	119
Biography	124

Young facilitator's general information

Names:

Last names:

Gender:

Age:

Place of origin:

Place of residence:

Home address:

Cellphone #:

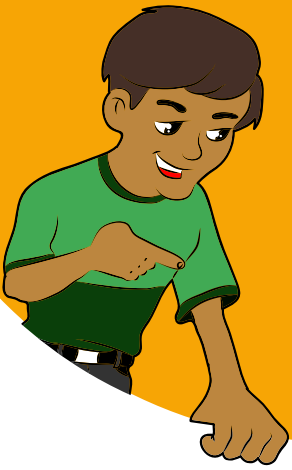
Date of birth:

”

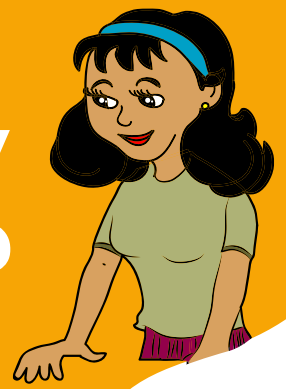
“This notebook is for me a priceless treasure, and I would be very sorry if I lost it. If such a loss were unavoidable, I will appreciate it if whoever finds it to may give it back to me. I will be grateful for such a friendly gesture, for I would always keep with me such a precious memory.”

Arnín Cortez Morales

“



What else can I say about myself?



I am a person (characteristic)

I would like to know (curiosity)

I usually like to spend my time...
(hobby, activity)

I dream that (wishes)

I am happy when
(feeling of happiness)

It bothers me that
(what I do not like)

I am worried about (concern)

I believe in
(beliefs, convictions)

I get sad when
(situation that makes me feel bad)

I hope that (hope)

I intend from now on
(goals, objectives)

Presentation of the Guide

Dear youth leader,

The notebook that you have in your hands is a methodological guide that has been developed by some of the teachers of Casa Alianza, with much effort, love, and dedication, so that you may use and enjoy it, doing all the activities that it suggests, and participating with generosity in the activities, games, and reflections that have been designed for you and your friends.

This guide will support you and take you by the hand, step by step, in the challenging and demanding path of reaching your dreams, wishes, and goals; as a person; achieving a radical change in your life for the better; and defining your life project, called: happiness.

We invite you, then, to dare to dream, to dare to fight, to risk for yourself, and to face the challenge of working for a change for the better in your life. Enjoy the journey, however difficult and daunting it may be. Remember that patience can be bitter, but its fruit is sweet.

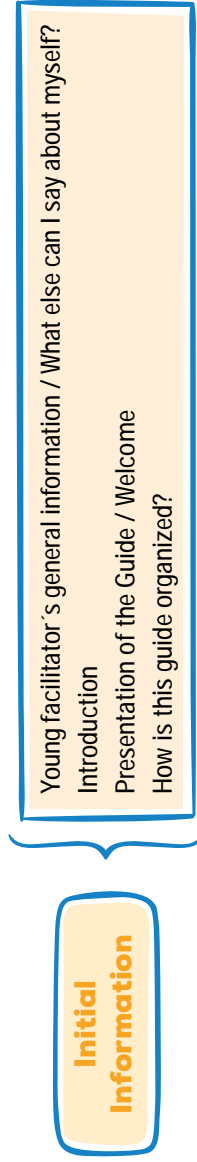
Let yourself be helped, cared for, and loved by those who wish you well. Among those people are your teachers at Casa Alianza, who with devotion, enthusiasm, and much love, offer the best of themselves, not only their time and knowledge but also their heart. And they dream, together with you, that there is a better tomorrow and a better life for you and your friends.

With love,
Casa Alianza's team of teachers



How is this guide organized?

Internal map of this notebook



How is the content organized?



Each step with its sessions can be completed in one to two weeks, and each stage, within about a month or month and a half.

Internal structure of the guide

Stage One: Getting ready



Step 1: Getting to know the group
What is this step about? What is its purpose?
Working sessions (agendas for each day)

Session 1
I explore my knowledge and my previous experiences
I reflect on the topic
I actively participate in the activities

Sessions 2 and 3
Step 2: I allow those who wish me well to help me
Step 3: I recognize myself

Stage Two: Who am I?



Step 4: I accept myself just as I am
Step 5: I accept the challenge of changing my life
Step 6: My faith, my motivations, my beliefs

Stage Three: Who do I want to be?



Step 7: My dreams, my wishes, my goals
Step 8: My future depends on my present

How is the content organized?

Stage One: Getting ready

Step 1: Getting to know the group

What is this step about? What is its purpose?

Working sessions (agendas for each day)

Session 1



I explore my knowledge and my previous experiences



I reflect on the topic



I actively participate in the activities

Session 2

Session 3

Session 4

Step 2: I allow those who wish me well to help me

Step 3: I recognize myself

Stage Two: **Who am I?**

Stage Three: **Who do I want to be?**

The guide comprises three stages. At the beginning of each stage, we introduce the general objective, mention the steps, and the topics for reflection.

Each step begins with a general description that defines its purpose.

Then, we proceed to the working sessions outlined for each day.

Each session features three moments that can help guide the activities:

- 1. I explore my previous knowledge and experiences:** First approach to the subject, exploring previous experiences and knowledge.
- 2. I reflect on the topic:** To think about the topic as a concept or think about our own experience related with the topic. It should not be taken as theoretical content.
- 3. I actively participate in the activities:** Strategies or educational activities that will be implemented or carried out with the participants.

This structure is repeated in the other stages, steps and sessions until the end of the process.

STAGE ONE:

GETTING READY

JOIN THE GAME!



Lorem ipsum



Objective of Stage One:

To facilitate an initial process of preparation and adaptation of conditions for the development in the participants of listening, attention, confidence, openness and group integration skills, and attitudes. This will allow them to begin to reflect on the importance of letting those who wish them well help and support them, and on the importance of recognizing themselves as people with qualities and values.

Steps of Stage One:

- Step 1:** Getting to know the group
- Step 2:** I allow those who wish me well to help me
- Step 3:** I recognize myself

Topics and contents that can be dealt with:

- ⊙ Group integration and cohesion.
- ⊙ Communication.
- ⊙ Confidence in self and others.
- ⊙ Learning to pay attention and listen.
- ⊙ Changing my life, etc.
- ⊙ Peaceful sharing.
- ⊙ Violence.
- ⊙ Venting feelings.
- ⊙ Social risks (my community).
- ⊙ Friendship.
- ⊙ Values.
- ⊙ Self-recognition.
- ⊙ Self-knowledge.
- ⊙ Self-esteem.
- ⊙ Meeting with oneself.



Group rules

General recommendations for group interaction during the first stage

1. Do not use substances during group sessions and activities.
2. Show respect and be friendly towards your peers, avoiding any kind of aggressive or violent behavior.
3. Respect the teachers and facilitators who share with us their experiences and life messages.
4. Engage in all the activities conducted by the facilitators.
5. Do not use sharp weapons during group activities and sessions.





Step 1: Getting to know the group

1.1. What is this step about? What is its purpose?

The adventure starts here. But before we get down to business, we need to warm up. To do so, we will begin by getting to know our peers with whom we are going to share throughout this process of reflection and learning. Do you know your peers well? Have you met all of them? Do you talk to all of them? Come on! Approach those you haven't met!

1.2 Work sessions

Session 1: Welcome!



I explore my previous experiences:

Before getting started, we propose some warm-up activities to explore previous experiences:

Warm-up exercise to start working with the group

Activity: "Shaking the body and freeing ourselves from sluggishness."

Shake and move different parts of the body quickly to wake up and focus on the activities. One foot / one leg / fingers of one hand / one hand / one arm / torso / head with tongue out / all parts of the body / combine different parts (have fun)

Activity: "Relaxing the body"

Relax the body's joints by moving them in circles/up and down/back and forth, starting from the ankles to the neck, first separately (ankles, knees, pelvis, etc.) and then loosening/moving the whole body at once.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.





I reflect on the topic

Throughout the adventure that we have just begun, we will reflect on who we are, who are the important people in our lives, what we want to do with our lives, etc. But first, we need to get to know each other well as a group, because personal growth is easier if we do it together and if we know our peers well.



I actively participate in the activities

Exercise: “Getting to know my peers”

Description:

The purpose of this exercise is to begin to know ourselves as a group, to know a little more about each other, since we are going to be spending time together and sharing in our various meetings. The idea is to create an environment where you are comfortable enough to freely express what you think and feel: your opinions, your doubts, your fears, your wishes, and your expectations.

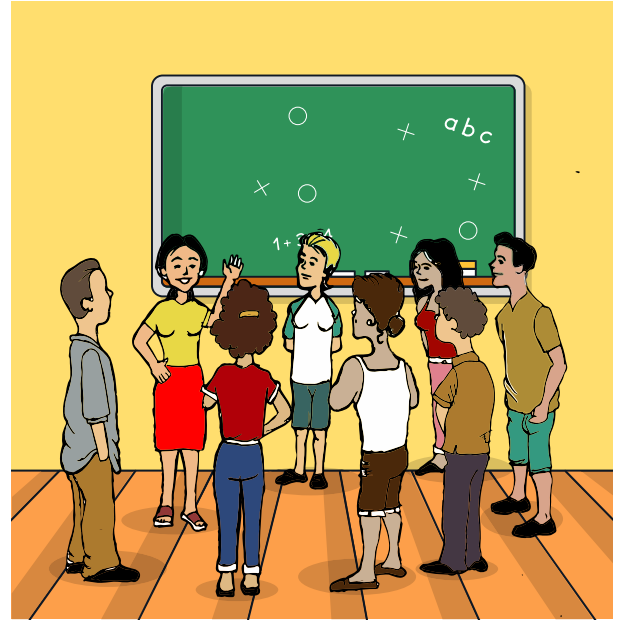
Objectives:

- To create a first approach that helps to bring all the participants closer together.
- To encourage personal recognition among group participants.
- To promote a climate of ease and trust to stimulate group work.

Time: about 20 minutes

Instructions:

- a.** Ask the group to stand in rows or circles in such a way that everybody can face each other.
- b.** Invite them to introduce themselves following the guidelines below. It should be taken into account that there may be two scenarios
 - ⦿ First scenario: the participants do not know each other
 - ⦿ They must say their name and age
 - ⦿ Where they come from
 - ⦿ Nickname, if any
 - ⦿ Their favourite sport, hobby or activity
 - ⦿ The music they like to listen the most
 - ⦿ Second scenario: the participants know each other
 - ⦿ Ask them to introduce the participant on their right by saying his/her name and age (if they know it)
 - ⦿ Where they come from
 - ⦿ Nickname, if any
 - ⦿ Their favourite sport, hobby or activity
 - ⦿ The music they like to listen the most



If the participants need to write their answers first, they can use the space below in their Participant's Notebook:

For the participant's notebook:

Write in the following table the information requested in order to participate in the activity "Getting to know my peers"

Group where the participants DON'T know each other
They must say their name and age
Where they come from
Nickname, if any
Their favourite sport, hobby or activity
The music they like to listen the most

Group where the participants DO know each other
They must say the name and age of the participant on their right
Where they come from
Their nickname, if any
Their favourite sport, hobby or activity
The music they like to listen the most

Session 2: Who are my peers?



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Initial activity: "Triggering questions".

Discuss with the other members of the group the following questions:

1. Would you say that you know the other members of the group well? Why?
2. Who are the ones you know very little or with whom you do not communicate much?
3. Would you approach them and talk about something?

The following activity encourages you to do just that! Approach those you do not know well and share something with them.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

To fully enjoy the experience of participating in this group with its activities and reflections, first, we need to know ourselves well as a group. To do so, it is important to approach each other and share things about our life, and to listen to our peers telling us about their lives. For this exercise to be even more enriching, you need to do it with people about whom you know very little and with whom you do not have much communication. Are you up for it?



I actively participate in the activities

Exercise: "The Date Clock"

Description

This activity has been designed to bring the members of the group closer together so that they may get to know each other better. Also, it can be used as an opportunity for them to talk and express their feelings and thoughts about a topic.

Objectives:

- ☉ To provide a space for the participants to get closer, particularly those who do not yet know each other well, so that they can get to know each other better.
- ☉ To create a moment of reflection and dialogue about a topic through dates or brief meetings.

Time: about 20 minutes

Instructions:

- a. Provide a pencil or pen to each participant. They can do the exercise in the specific blank space in the Participant's Notebook. They can also do it, if they wish, on a legal-size sheet of paper.
- b. If they use a separate sheet, invite them to divide the sheet into 4 parts, folding the sheet in half, and then folding that half of the sheet back into two parts. When the sheet is opened again, there will be four equal parts. Help them fold the sheet if they ask.



- c. Ask them to **make a drawing** that represents them or that highlights a distinctive feature of them, or to **write their name**.

- d. Proceed to arrange the dates or meetings with the other members of the group. To do this, it is important to tell them that the exercise must be done with someone they do not know or with someone they do not talk much or they are not close with. They should choose 4 different persons with whom to talk at 4 different times.
- e. The participant should ask the first person they meet (i.e. with whom they'll have the first date) to **draw** in the **first** .. **x** a drawing that represents them or that highlights one of their distinctive features. Otherwise they can **write** their name. In turn, the other participant should make a drawing in the first box of their peer. Or write their name. It is important that both persons agree that they will not talk to or have a date with anyone else at that time (Date # 1).
- f. Proceed to do the same with the other dates (Dates # 2, 3 and 4) and with the **other boxes** so that all will have four dates with four different persons.
- g. Each date lasts between 3 to 5 minutes for a total of 12 to 15 minutes. For 3 to 5 minutes, they will talk about the following topics:
 - ⦿ **Possible conversation topics for the first date (select one):**
 - ⦿ I say my name, where I come from and how I feel at this time.
 - ⦿ I say how I feel and why.
 - ⦿ I say what I like to do the most and what I like to do the least.
 - ⦿ I say how I feel, what I like to do the most, and what I do not like to do at all.
 - ⦿ **Possible conversation topics for the second date (select one):**
 - ⦿ I say something funny that happened to me
 - ⦿ I tell them an interesting or nice experience I had last week.
 - ⦿ I tell what I remember of a person who is very dear to me, that means (has meant) a lot in my life and why.
 - ⦿ I comment on some good memories of my past.
 - ⦿ **Possible conversation topics for the third date (select one):**
 - ⦿ I share a quality or positive aspect that I know I have.
 - ⦿ I recognize a characteristic that I know my peer has. I say some good things I like about other members of the group.

⦿ Possible conversation topics for the fourth date (select one):

- ⦿ I share dreams or wishes about my future.
- ⦿ I say what I would like for me or my life in the future.
- ⦿ I comment on a goal or objective that I wish to set for my life.
- ⦿ I say what I want to do with my life.

- h.** Every 3 to 5 minutes the facilitator will inform that the date is over by saying “CHANGE OF DATE”. The participants should be advised to start wrapping-up the conversation about one minute before the end of each date.
- i.** During each date, both participants should share and listen, so it is important to remind them to use the time well so that both can have the chance to talk.
- j.** If the participants need to write their answers first, they can use the space below in their Participant’s Notebook:

For the participant's notebook:

Write the answers to the possible topics of conversation of each of the dates in "The Date Clock" activity.

Possible conversation topics for the first date (select one):
I say my name, where I come from and how I feel at this time.
I say how I feel and why.
I say what I like to do the most and what I like to do the least.
I say how I feel, what I like to do the most, and what I do not like to do at all.

Possible conversation topics for the second date (select one):
I tell something fun that has ever happened to me.
I tell an interesting or nice experience I had last week.
I tell what I remember of a person who is very dear to me, that means (has meant) a lot in my life and why.
I comment on some good memories of my childhood.

Possible conversation topics for the third date (select one):

I share characteristic or positive feature that I know I have.

I recognize a characteristic or positive feature that I know my peer has (if you know the other person a little).

I say some good features or things I like about other people and friends in the group.

Possible conversation topics for the fourth date (select one):

I share dreams or wishes about my future.

I say what I would like for me or my life in the future.

I comment on a goal or objective that I wish to set for my life.

I say what I want to do with my life.

For the participant's notebook:

Complete the following table with the information requested in order to participate in the activity "The Date Clock"

Activity "The Date Clock"	
<p>1 First date:</p> <p>Drawing representing the person with whom I'll have a date or their name</p>	<p>2 Second date:</p> <p>Drawing representing the person with whom I'll have a date or their name</p>
<p>3 Third date:</p> <p>Drawing representing the person with whom I'll have a date or their name</p>	<p>4 Fourth date:</p> <p>Drawing representing the person with whom I'll have a date or their name</p>

Session 3: Discovering my group



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “The Human Printer”

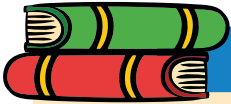
Each participant is given a sheet of paper and is asked to write their name or make a drawing that depicts them. The facilitator encourages them to show their drawings and explain why that drawing represents them. Then, they are instructed to pass the sheets to the right, slowly, one by one, as if they were a machine; all at the same pace. The facilitator may tap the floor with their foot to set the pace. When the facilitator says **“STOP THE PRINTER”**, everyone will look at the sheet of paper (drawing or name) they have in their hands to see to whom it belongs, without its owner finding out. They will then write or draw something about that person, i.e. something they think about that person in relation to some of the topics the facilitator will indicate. At the end, the facilitator says **“START THE PRINTER”** and they continue passing the sheets of paper to the right, one by one, repeating the exercise several times.



Some of the topics that can be proposed to write or draw about are:

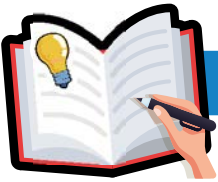
- ⦿ Describe or draw the physical traits of your peer (the owner of the sheet)
- ⦿ Describe or draw something good, positive or nice about your peer
- ⦿ Describe or draw something that worries you about your peer, i.e. something that is doing them harm, something that could be dangerous for them, etc.
- ⦿ Describe or draw how or where you would like to see them in the future (what do you see them doing?, where are they?, who are they with?)
- ⦿ Other topics the facilitator believes are important.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

For all members of the group to be closer and for the activities to be positive, nice and fun, it is important that the group members know each other very well. This means that everyone knows what the others like, what they do not like, what they think about certain things, etc. That is why during this session we will do activities to learn to know ourselves as a group.



I actively participate in the activities

Exercise: "The Group's Key Words"

Description

This activity involves the group making a "group x-ray" to show what things distinguish, define and interest the group, and of which its members are not aware. This is like taking a photograph of the group and then looking at it more closely to get to know it better. The idea is that they share their expectations, show their fears and dreams, analyze their attitudes and explain their needs to know each other. After this activity, we hope that the group will develop the need to know one another, learn each other's names, know where they come from, and get closer.

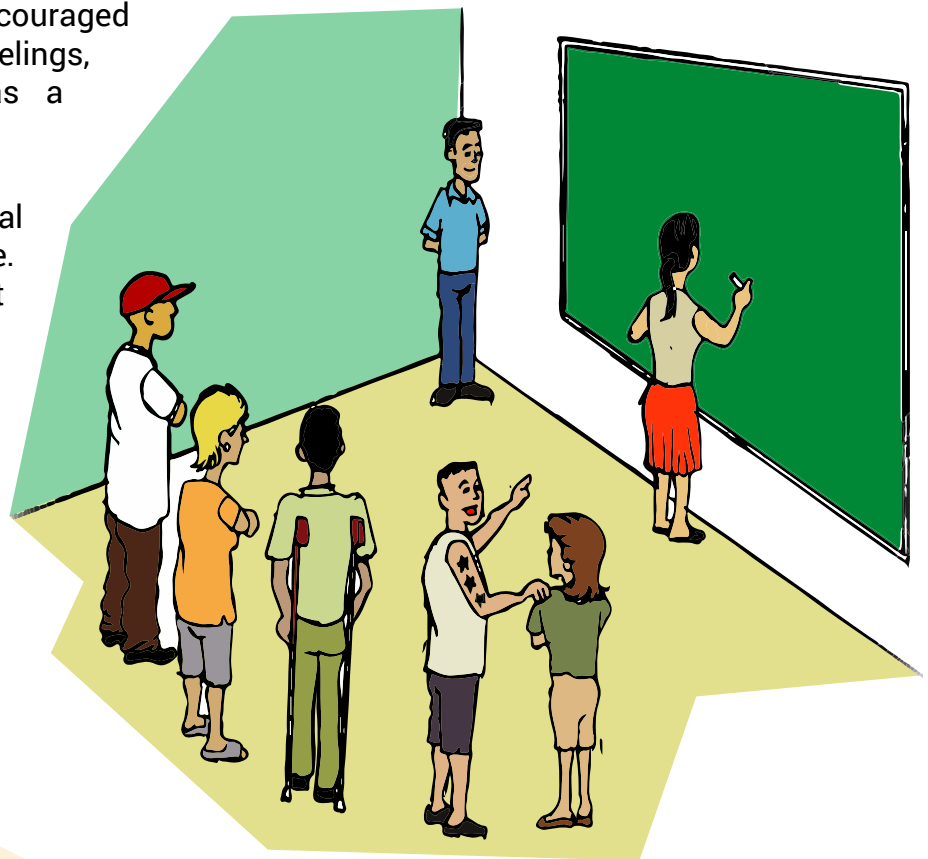
Objectives:

- ⦿ To provide an opportunity for reflection so that the participants become aware of what the other group members are like, what things they have in common, what things they see differently, what their expectations and fears are, among other things.
- ⦿ To facilitate discussion between the participants so that they may share the way they perceive themselves and the group in general; this will help them in their personal and collective process of self-knowledge.

Time: about 20 minutes

Instructions:

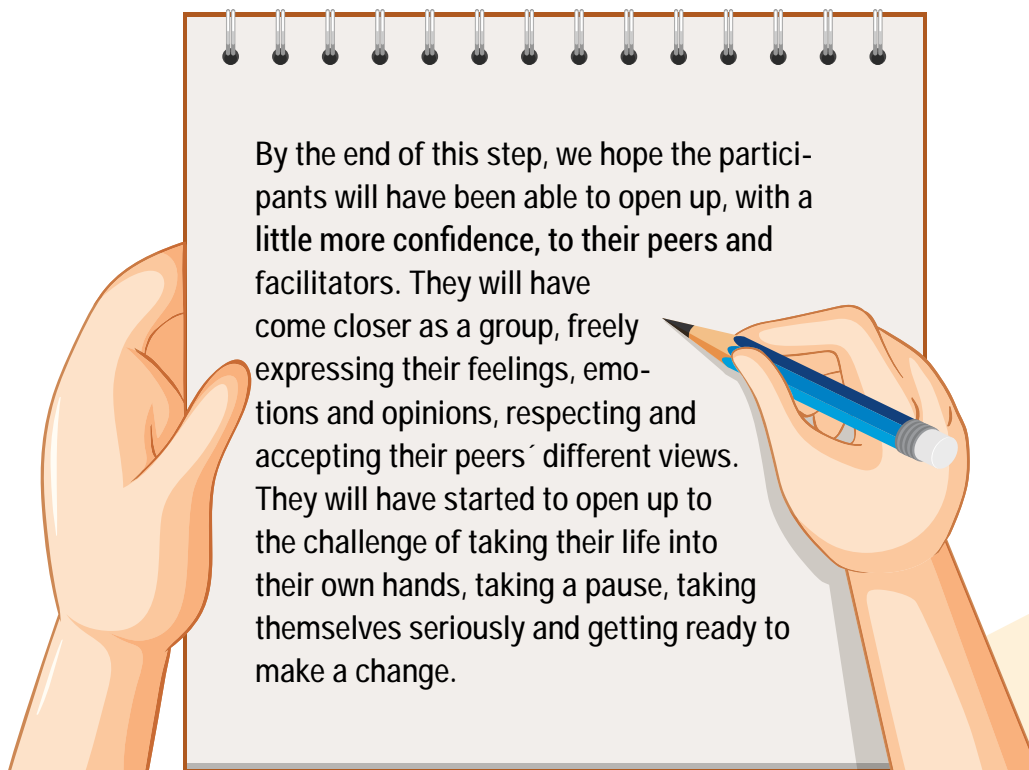
- a. Invite the group to form a half circle facing a board or a wall lined with flipchart paper (improvised blackboard) so that they may write on it later. By standing in a half circle, they will all have access to the board.
- b. They will have some minutes to think in silence about the questions that are already written on the board. They may use the Participant's Notebook to answer these questions:
 - ⊙ How are you feeling now?
 - ⊙ What are your feelings now?
 - ⊙ What are your wishes or dreams for your life?
 - ⊙ What do you need to do to make your goals come true?
- c. After the time of reflection, the participants are encouraged to go silently to the board and write one or more words or make one or more drawings to answer the questions they have thought about. They can put up as many words or drawings they want. The only condition is to take turns to go to the board and to sit down afterwards, one at a time, and to repeat this for 10 minutes. The facilitator will remind them not to make comments and to work in silence.
- d. At the end, they will be encouraged to say what their general feelings, objectives and concerns as a group are.
- e. The activity ends with a general assessment of the exercise. The group begins to reflect out loud, saying how they feel and what they learnt during the exercise.



For the participant's notebook:

Reflect on the following personal questions in silence and by yourself and then share your answers with the group in the activity "The Group's Key Words".

Questions to reflect upon for the activity "The Group's Key Words".
How are you feeling now?
What are your feelings now?
What are your wishes or dreams for your life?
What do you need to do to make your goals come true?





Step 2:

I allow those who wish me well to help me

2.1. What is this step about? What is its purpose?

The purpose of this step is to reflect on the fact that deciding to face the challenge of making an important change in our life can be easier if we accept the help or support of those who are willing to do so. Therefore, the reflection and the activities of this step may help us develop our friendship with the other members of the group.

2.2 Work sessions

Session 4: My community



I explore my previous experiences:

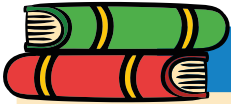
Before starting, we propose some warm-up activities to explore previous experiences:

Group trust activity: “Walking blindly”

The participants work in pairs, preferably with someone with whom they do not talk much or they do not know very well. One of them is blindfolded so that they may see nothing. The blindfolded persons will walk from one point to another letting themselves be guided by their partner. Some obstacles will be placed on the way. At the end, the exercise should invite us to reflect on *“How difficult is it to let someone else guide us?”* *How willing are we to fully trust others? What qualities should the person guiding us have?*

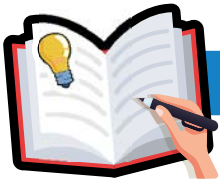


At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Honestly and sincerely accepting that receiving help from others can be good can help us grow, mature and improve as persons, as human beings. But first we need to start by recognizing which persons, situations, experiences or places in my community, my home, my group of friends are not good for me and who and which are.



I actively participate in the activities

Exercise "My community map"

Description

The goal of this activity is that members of the group become aware of their community or neighborhood, recognizing the social risks and dangers to which they are exposed every day, as well as the places and people that can be good for them.

Objectives

- ☉ To provide a space to think about the characteristics of the community or neighborhood where the participants live.
- ☉ To encourage a discussion on the social risks and dangers in their community to which they may be exposed.
- ☉ To recognize the places, institutions or people that make up their community map and that represent something positive in their lives.

Time: The activity is designed to be done over two sessions of 20 minutes each.

Instructions:

A. First part:

- a. Divide the group into smaller groups, depending on the number of participants.
- b. Provide each participant with a blank letter- sized sheet and coloured pencils, wax crayons and markers. They can also work on their map in the dedicated box in their Participant’s Notebook.
- c. Ask them to draw a map of their community or neighbourhood. They will have 10 minutes for this. Encourage them to consider for their maps:
 - ⦿ The location of their home or the place where they live.
 - ⦿ The home or living quarters of the group members who live near them.
 - ⦿ The home of their friends, loved ones or other persons they are fond of.
 - ⦿ Places or spaces in the community that they would not want to be there (dangerous or risky places for them) (For example, places where drugs are sold, places where you can get robbed, among others).
 - ⦿ Places or spaces in the community that they are happy they are there because they are good and nice places where they feel well (e.g. public squares or parks, sport fields, gardens, wooded areas, churches, schools, etc.)



B. Second part (can be done on the same day or another one)

- a. Invite them to share their maps with the other group members explaining the elements they drew and why they drew them.
- b. Provide each group with a flip chart sheet and coloured pencils, markers and crayons. They can also work on the second box included in their Participant’s Notebook.
- c. Explain that they will have to integrate the maps of each one into a single map by choosing the most important elements of each map so as to create a collective map that includes:
 - ⦿ The location of the place or space where they spend the most time as a group (market, sports field, church, etc.)
 - ⦿ Places or spaces in the community that they would not want to be there (dangerous or risky places for them) (For example, places where drugs are sold, places where you can get robbed, among others).
 - ⦿ Places or spaces in the community that they are happy they are there because they are good and nice places where they feel well (e.g. public squares or parks, sport fields, gardens, wooded areas, churches, schools, etc.)
- d. Have one representative of each group explain to everyone their community map.

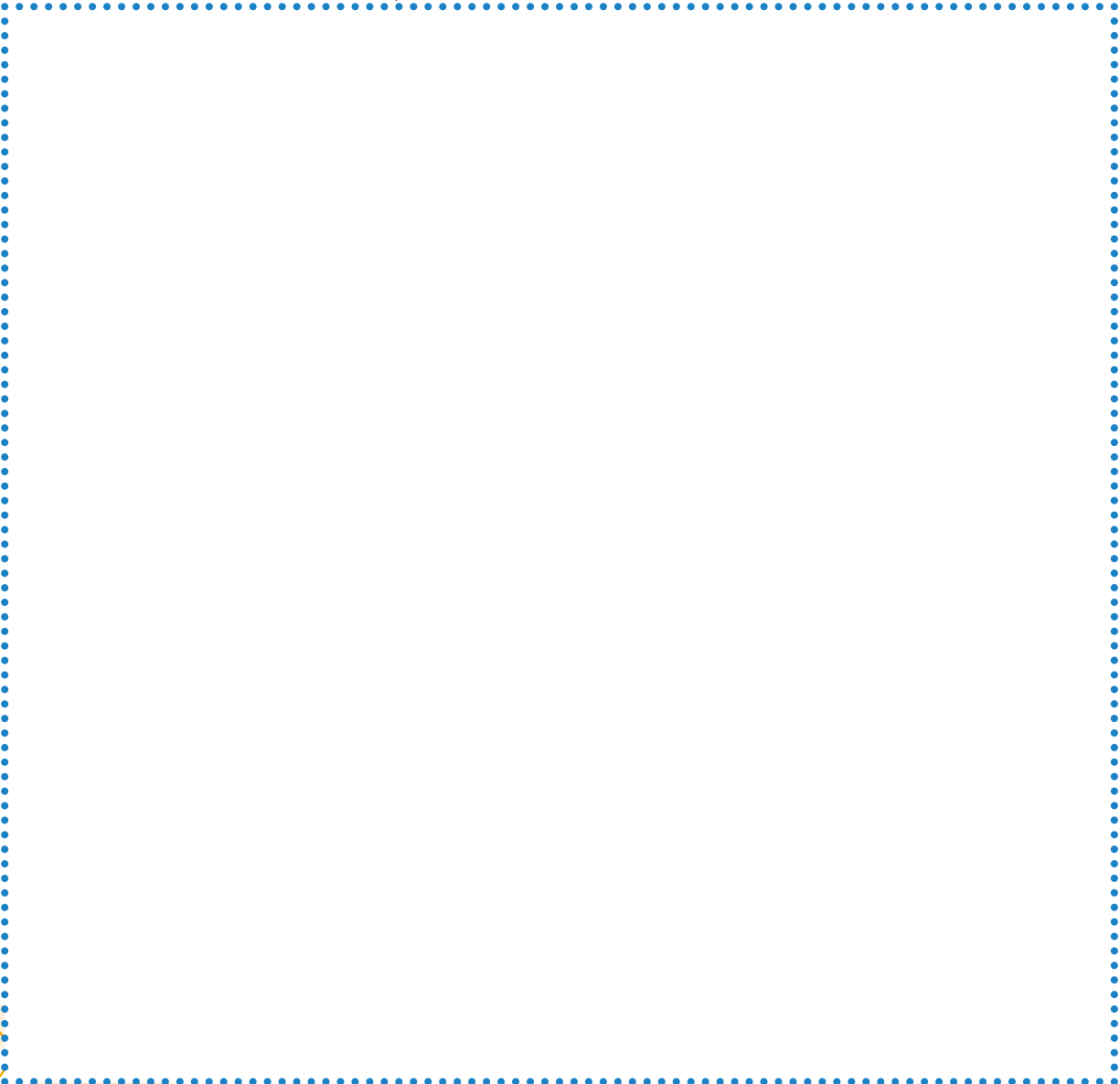
For the participant's notebook:

INDIVIDUAL MAP. Make a map of your community or neighbourhood including:

- ⦿ The location of your home or the place where you live.
- ⦿ The home or living quarters of the group members who live near you.
- ⦿ The home of your friends, loved ones or other persons you are fond of.
- ⦿ Places or spaces in the community that you would not want to be there (dangerous or risky places for them) (For example, places where drugs are sold, places where you can get robbed, among others).
- ⦿ Places or spaces in the community that you are happy they are there because they are good and nice places where you feel well (e.g. public squares or parks, sport fields, gardens, wooded areas, churches, schools, etc.)

GROUP MAP. Integrate into one single map all the maps of the other group members by selecting the elements that are most important to each and considering the following things:

- The location of the place or space where you spend the most time as a group (market, sports field, church, etc.)
- Places or spaces in the community that you would not want to be there (dangerous or risky places for them) (For example, places where drugs are sold, places where you can get robbed, among others).
- Places or spaces in the community that you are happy they are there because they are good and nice places where you feel well (e.g. public squares or parks, sport fields, gardens, wooded areas, churches, schools, etc.)



Session 5: Supporting one another



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “train tracks”

Make trains with four or five participants. Only the **last person** of each train has the eyes open, the others have them closed. For the train to start, the person at the end, i.e. the person whose eyes are open, directs the movement by patting the person in front of them. This one will pass the signal just as they received it to the person in front of them and so on until the first person at the front of the train. The signals are:

- ⦿ A pat on the center of the back: go straight ahead
- ⦿ A pat on the right shoulder: turn right
- ⦿ A pat on the left shoulder: turn left
- ⦿ A soft pat on the head: go backwards
- ⦿ A gentle squeeze on the top of both arms: stop

Obstacles can be added for the trains to avoid (cushions, chairs).

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

As we said before, letting a friend who wishes us well help us is very important when it comes to facing the challenge of changing your life. We need to learn to trust, but we need to know how to choose good friends who will lead you in the way of good. And if I am chosen as friend, I have to be a responsible one.



I actively participate in the activities

Exercise: Supporting my peer

Description

In this activity everyone is encouraged to be responsible for the others with generosity and solidarity. Each one will support someone else so that everyone will have someone who will care for them. Everyone will care for and support someone else. This should ideally be with peers with whom there is little communication. The objective of the activity is to develop the capacity to trust someone, allow them to help and learn about caring for the other, and about solidarity and generosity to support others.

Objectives

- To provide a strategy that allows them to open up to others, assuming the commitment to support a peer in the process of shaping their project.
- To promote a mutual learning experience that will allow them to develop trust, openness, generosity, solidarity, empathy, etc.
- To develop the capacity to trust and be open to others letting them help and support us in difficult times.

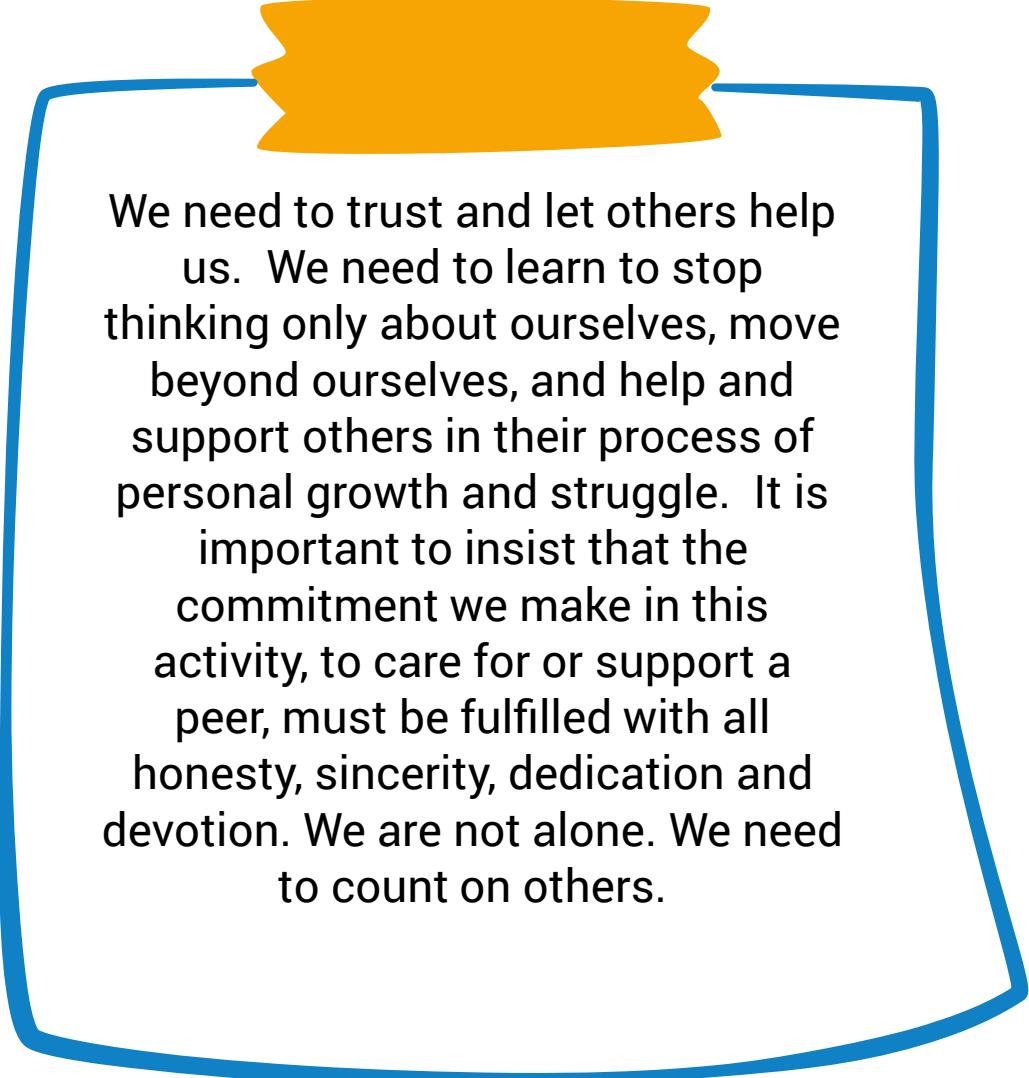
Time: about 20 minutes

Instructions:

- The facilitator writes down the names of all the participants on small pieces of paper and puts them in a box or bag, for them not to have to write down their names if they cannot read and write.
- All names are stirred, as in a raffle, and each person is asked to take out a piece of paper from the box or bag.



- c. The facilitator reads into each participant's ear the name they got. The person they got will be the one they will care for, support, advise, listen to, watch out for relapses, help to stay out of trouble, make sure they do not miss the group sessions, and watch out for their safety and health, as a guardian or faithful friend.
- d. Once a week, the person that gives support and the one that receives it will report on and evaluate the experience during that week.



We need to trust and let others help us. We need to learn to stop thinking only about ourselves, move beyond ourselves, and help and support others in their process of personal growth and struggle. It is important to insist that the commitment we make in this activity, to care for or support a peer, must be fulfilled with all honesty, sincerity, dedication and devotion. We are not alone. We need to count on others.

For the participant's notebook:

After the activity "Supporting my peer", complete the information requested below:

Name of the peer I commit myself to support:

I sign above with my name, my initials or an "X" to show that I commit myself to support and care for my peer during this process.

Name of the peer who will support me:

The person who commits to support and care for me during this process signs above with their name, their initials, or an "X".

Session 6: My friends and loved ones



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Team-building activity: "The Human Knot"

Standing up and in circles, the participants hold hands. WITHOUT CHANGING THE POSITION OF THE HANDS OR RELEASING THE HOLD. While dancing to the music, the participants start intermingling until the circle is tangled. When the music stops, the facilitator tells them to untangle themselves in order to get back to the original circle WITHOUT breaking the chain of hands. This is a good exercise to explore, think about and know the level of cohesion of the group, the degree of cooperation, who leads or who lets themselves be led, who are leaders, who listens and follows directions from a leader, who is a team member or who does not participate.



At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

We have thought about the importance of allowing those who care for us to help or support us. Therefore, we need to learn to choose our friends and recognize who are very special to us. They are the special people in our lives. Do you know who your special people are? Can you tell your real friends from just acquaintances?



I actively participate in the activities

Exercise: Recognizing the special people in my life.

Description

This exercise allows the participants to identify the persons that have been or are special in their lives. It encourages to think about the good things of these people. Also, it invites them to think if they would like to be like one of those special people or which of their qualities they would like to have. The participants do this activity on their own.

Objectives

- To identify special or significant people in our life.
- To reflect on the qualities, virtues, positive or nice traits of these people.
- To consider if they would like to mirror their attributes, characteristics or qualities in their own life.

Time: about 20 minutes

Instructions:

- Each participant is given a sheet of paper. Tell them to think about the positive traits or good things that they consider a person should have in general.
- They should write them in the circles on the sheet.
- Then ask them to identify some people, in their family, community, group of friends, co-workers or schoolmates (as the case may be) who they believe to have these good characteristics.
- Then they should write the name of famous people they admire a lot, e.g. historical figures, artists, singers, actors or actresses, athletes.
- Now, ask them to write the names of all these persons on the dotted lines within the box.

- f.** To complete the exercise, they will have to join with lines the good traits they wrote in the circles with the names of the people based on what they should ideally be like. One person may have more than one positive characteristic.
- g.** Share with the group:
- ⦿ Which persons are special to you?
 - ⦿ What positive traits do I find in them?
 - ⦿ Would you like to emulate these people in their good or positive traits? Why would you like to emulate them?



For the participant's notebook:
Complete the information requested below:

Form of exercise sheet
Significant people

Name and surname _____
Number of special persons: _____ Date: _____ Place: _____

Write in the circles the good or positive traits that you like in people in general. Then write on the dotted line the names of the people who have these traits. They can be members of your family or you community, school friends, co-workers or members of your church. Also think about public figures or famous people that you admire; they can be historical figures, artists, singers, athletes, etc. Then, join with lines the traits that belong to each person.

PEOPLE IMPORTANT TO YOU IN YOUR FAMILY OR COMMUNITY

FAMOUS PEOPLE YOU ADMIRE

Session 7: Who can I trust?



I explore my previous experiences:

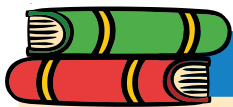
Before starting, we propose some warm-up activities to explore previous experiences:

Activity: "Escaping the circle"

The participants form two circles, one inside the other. The persons in the inner circle face the persons in the outer circle. The inner circle has less participants. In both circles, the persons hold hands forming a human chain. Now, the inner circle should try to get past the outer circle by passing below the arms of the members of the outer circle, always holding their hands and with all the persons passing through the same place. Once one of the persons in the inner circle manages to pass their head above or below the arms of the members of the outer circle, the latter will have to let them pass by lifting their arms. If the inner circle breaks up when trying to escape, the game starts over. The participants of the outer circle cannot bend, they can only block the passage by moving within the circle or by moving their arms. This game can be useful as an introduction to thinking about: How does the group work cooperatively when there is a common goal? Who leads, who drags, who pushes, who adapts, who gets upset, who enjoys it, etc.?



At the end, invite the group to reflect and say if they liked the activity, how they felt, how is this game related to their daily life.



I reflect on the topic

Think whether you have been able to recognize and identify who wants to help us. Let us recognize or name the persons that we trust at present.

Do we trust the people who want to support us and want us to be well?

Do we trust any of the people we love?

What does it take to trust others? Who do I trust?



I actively participate in the activities

Exercise: Profile of the person I trust.

Description

This activity is useful to think about what kind of people should be those who you are willing to trust to help you. It is a matter of thinking about the values, qualities, positive traits that an ideal person, should have in order to trust them and accept their help.

Objectives

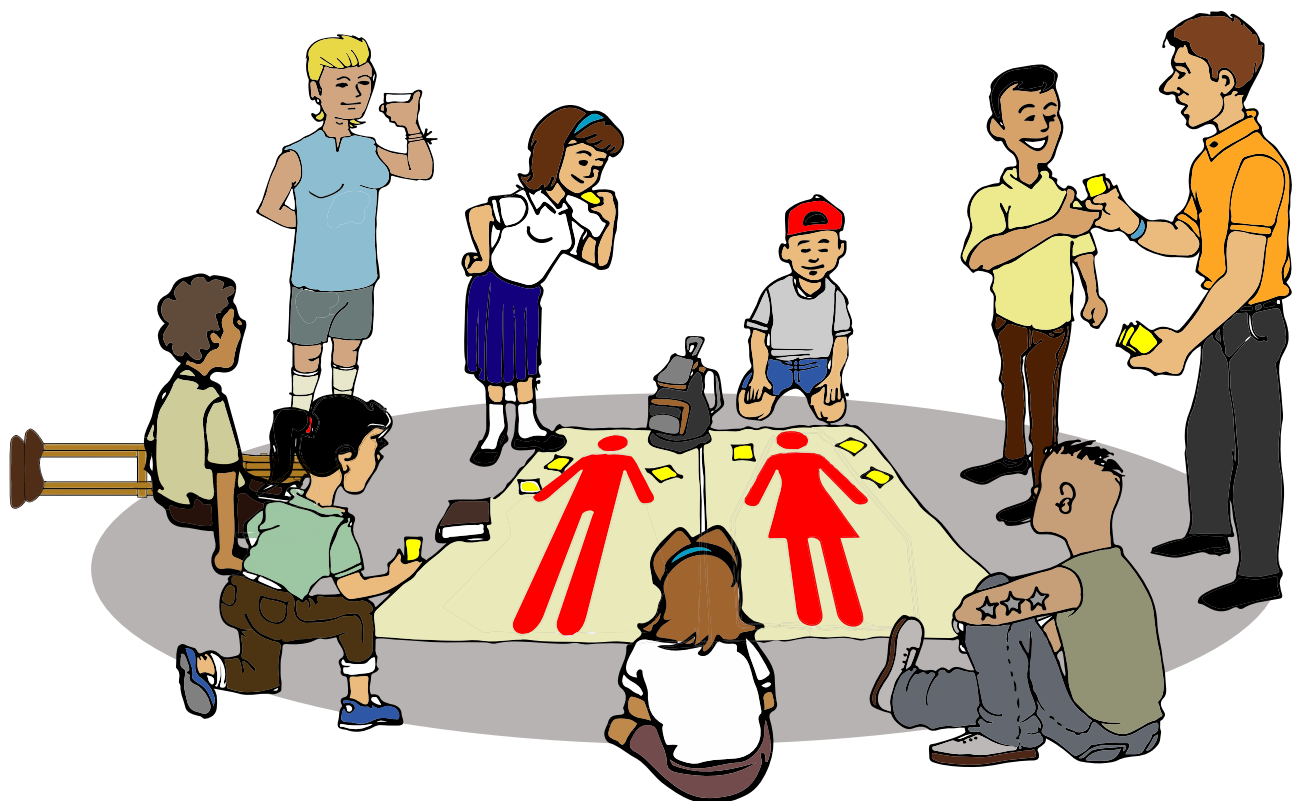
- ☉ List qualities, values or positive traits that I believe people should have for me to be able to trust them and let them support me or help me.
- ☉ Think about the importance of letting those who we trust help us or support us. The idea is to think of people who really want the best for us.

Time: about 20 minutes

Instructions:

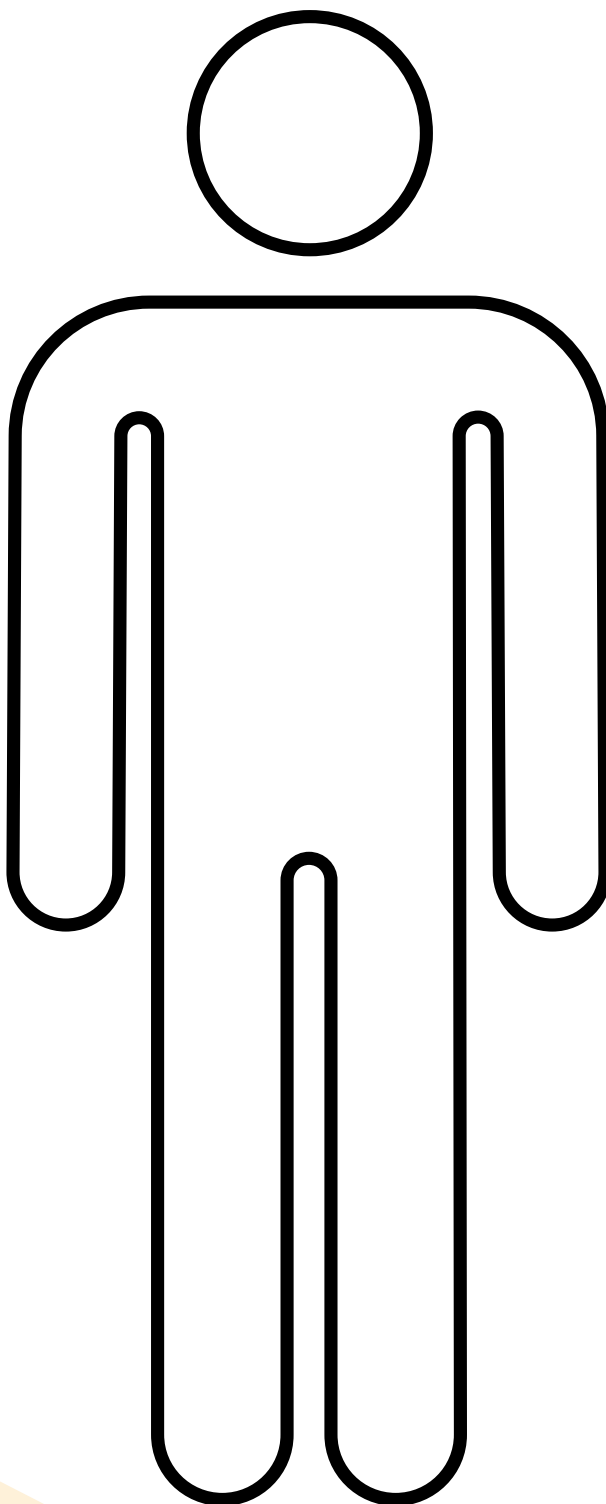
- Join two or more flipchart sheets of paper with tape and place them on the floor so as to have a large sheet.
- Draw the silhouette of a person you trust on a sheet. You can use the drawing that we suggest below.
- Hand out cards with values, qualities or positive traits already written in different colours. The participants can also write themselves the values or traits, instead.

- d. If you use the annexes, you will find a list of values to use for this exercise.
 - e. If you choose to work with the values written on the cards, place them on the floor or on a rug and ask the participants to walk around them and read the values or traits.
 - f. Ask the participants to choose two or three values or traits (positive things).
 - g. If working with the flipchart sheet and the cards, ask them to place the cards on the person they trust.
- ☉ The activity finishes with a discussion on the importance of letting others support us and help us in order to overcome our own challenges in life. Having people, I can trust helps me to face more easily the challenges or difficulties in life.



For the participant's notebook:

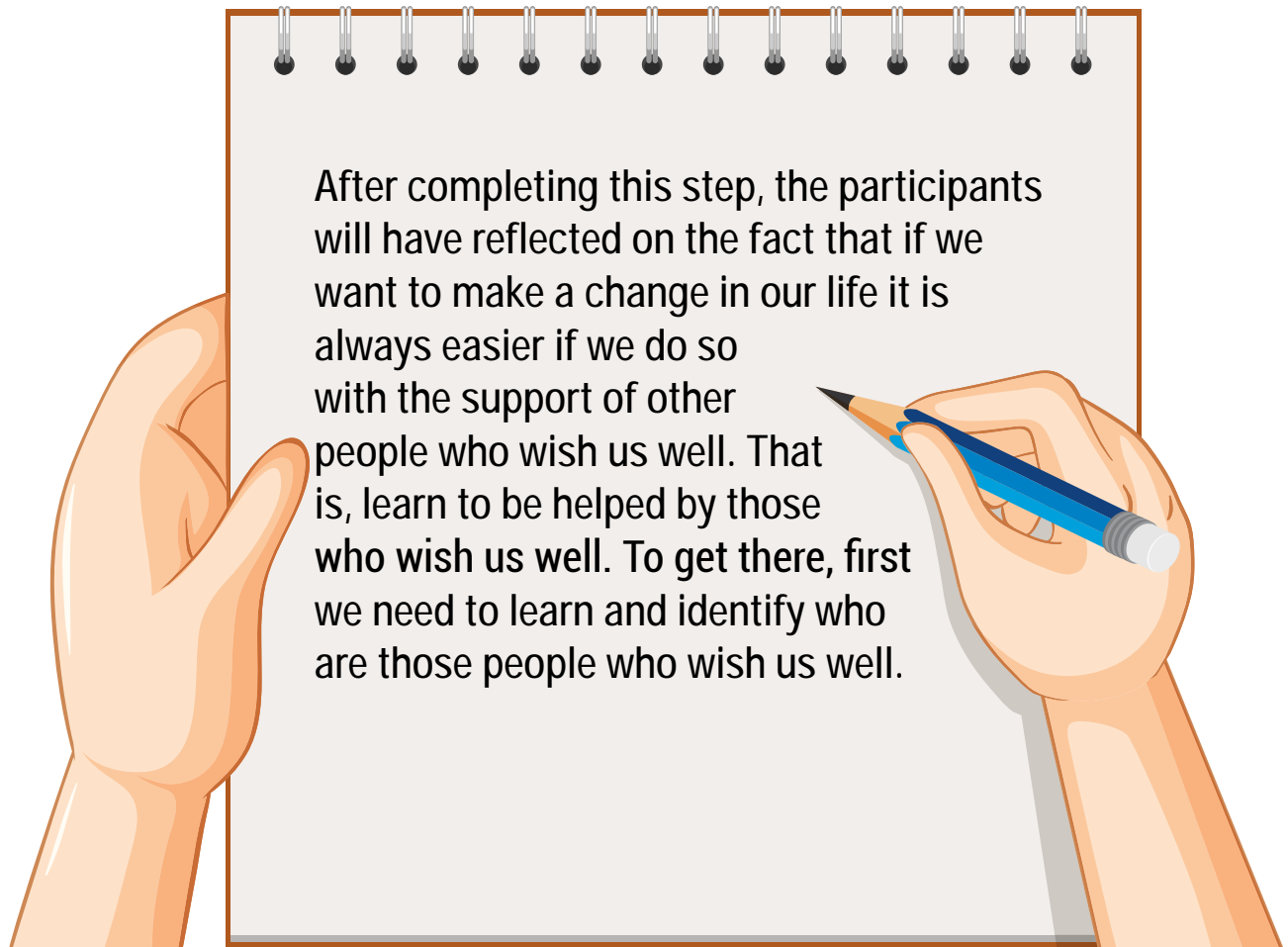
Choose a value or positive attitude and write them within the silhouette. It is important that you choose those that you believe this person should have :



Values, qualities or virtues that the people we trust should have		
✓ Service-oriented	✓ Honesty	✓ Friendship
✓ Generosity	✓ Fidelity	✓ Understanding
✓ Politeness	✓ Loyalty	✓ Sincerity
✓ Humility	✓ Solidarity	✓ Listening skills
✓ Kindness	✓ Respect	✓ Advisory skills
✓ Love	✓ Tolerance	✓ Attention
✓ Forgiveness	✓ Support	✓ Responsibility

Note: You can think of other values or qualities.







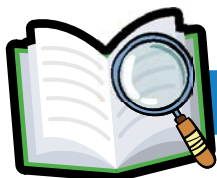
Step 3: I recognize myself

3.1. What is this step about? What is its purpose?

This step encourages us to think about who we are. Do we really know ourselves? To make changes in our life, it is necessary to look within oneself, remember our history, our biography, recognize ourselves, who we are, where we come from, why we are who we are, why we are what we are.

3.2. Work sessions

Session 8: What I know and do not know about myself



I explore my previous experiences:

Before getting started, we propose some warm-up activities to explore previous experiences:

Initial activity: "Meditation and body scan"

For this exercise, we suggest using a large, enclosed space where you can connect a music player to listen to meditation music. Tell the participants to sit on the floor in a circle, with meditation and relaxation music playing in the background. Ask them to close their eyes and gradually focus on their breath. First, ask them to think of or imagine a pleasant place that they like (it could be a garden, a forest, a mountain, the ocean, a river, etc.). Ask them try and listen to their own heartbeats, to be grateful for being alive, for their body. Then, lead them to gain awareness of all the parts of their body (eyes, mouth, nose, neck, chest, arms, stomach, legs, fingers and toes, back, etc.). The meditation ends with them slowly opening their eyes. *Ask: How did this meditation exercise make you feel? What do you think of the gift of being alive and having your body? What do you think of your body?*

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Self-knowledge is recognizing one's good and bad, our character, thoughts, feelings, likes and dislikes, personal qualities and defects. When we know ourselves, we learn to accept others and communicate without violence, with respect.



I actively participate in the activities

Exercise: "The known and the unknown"

Description

This exercise allows us to see if all the participants in the group know each other, and if each one knows themselves. It even reveals new things about oneself that were previously unknown.

Objectives:

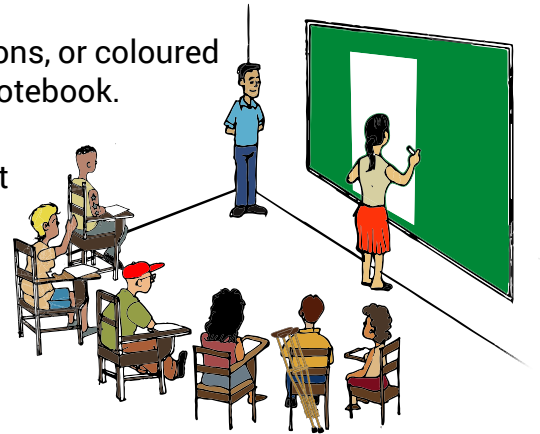
- To provide a space for reflection on, and confirmation of, how well the participants know each other and themselves.
- To motivate them to explore and learn more about their peers and themselves.
- To encourage them to learn about positive aspects of their own person that are perceived by others and that they do not know.
- To invite them to share positive insights or views about others which they had never shared before.



Time: about 20 minutes

Instructions:

- a. Provide each person with a flipchart sheet, markers, crayons, or coloured pencils. This exercise can be done in the Participant's Notebook.
- b. If they work with a flipchart sheet, invite them to divide it into 4 parts, folding the sheet in half, and then folding that half of the sheet back into two parts. When the sheet is opened again, there will be four equal parts. Help them fold the sheet if they ask. The table is already drawn in the Participant's Notebook.



You may choose to take the flipchart sheets already folded into four parts, and even numbered from 1 to 4.

- c. Ask them to **draw or write** in **box # 1** something that describes or distinguishes them from other people and **that everyone knows**. Something that is obvious to other people.

Note: *Since not everyone can read or write, it is important to give the choice of drawing.*

- d. Ask them to **draw or write** in **box # 2** something that describes or differentiates them from other people, but **that the others do not know**.
- e. For **box # 3** invite them to write or draw in the flipchart sheet of **the peer on the right, a quality or something positive about their peer that they probably do not know about themselves**.
- f. Finally, in **box # 4**, invite them to write or draw something about **themselves that they do not know but would like to know, and that others probably do not know either**. A few suggestions for the drawing of this box:

- ⊙ What things would I like to know about myself that neither I nor the others know?
- ⊙ I would like to know if I.... can...
- ⊙ What things about my life or myself do I and my peers probably not know yet, but that I think are about...?

- g. It is important to make sure, as a basic rule for the exercise, that in box # 3, only positive aspects of oneself and one's peers should be highlighted, avoiding expressions that disrespect or offend others.

- h. At the end, invite them to freely share the results.

For the participant's notebook:

Complete the table below following the instructions given:

Activity: "The known and the unknown"	
<p>1 First box:</p> <p>Draw or write something that describes or distinguishes you from other people and that everyone knows.</p>	<p>2 Second box:</p> <p>Draw or write something that describes or differentiates you from other people, but that the others do not know, and that only you know.</p>
<p>3 Third box:</p> <p>Draw or write in the third box of your peer to your right a quality or something positive about them that they probably do not know about themselves. In your own box, your peer to your left will write or draw the same.</p>	<p>4 Fourth box:</p> <p>Draw or write something about yourself that you do not know but you would like to know, and that others probably do not know either:</p> <ul style="list-style-type: none"> ⦿ What things would I like to know about myself that neither I nor the others know? ⦿ I would like to know if I... can... ⦿ What things about my life or myself do I and my peers probably not know yet, but that I think are about...?

Session 9: The way I am



I explore my previous experiences:

Before getting started, we propose some warm-up activities to explore previous experiences:

Initial activity: "Triggering questions".

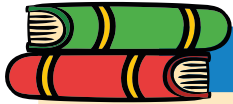
Discuss with the other members of the group the following questions:

1. How well do we know ourselves?
2. Using a scale of 1 to 10, where 1 is nothing and 10 is a lot, how would I rate the knowledge I have of myself?
3. Can I say, without thinking too much, some things about myself such as: what I like and do not like, what bothers me and what makes me feel good, what I want to be in life and what I do not want to be in life, etc.



- ⦿ To share what they like and do not like, make them act it out and let the rest of the group guess.
- ⦿ To answer the second question about what bothers them and what makes them feel good, the facilitator will start by saying I am ...(name) such a thing really bothers me... because... and such a thing makes me feel good... because... FOLLOWING THAT STRUCTURE THE PARTICIPANTS WILL SHARE ONE BY ONE IN CIRCLE.
- ⦿ Then divide a sheet of bond paper in half, on one side they will draw what they want to be in life and on the other half what they do not want to be in life. Then they will share this in circle.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

How well do we know ourselves? This is an important question that should not be answered lightly. Self-knowledge gives us security, inner strength and happiness. We must be sincere and honest, and recognize how much we really know ourselves, or if we need to start doing so. The exercise below can help us do this.



I actively participate in the activities

Exercise: My silhouette

Description

In this exercise, everyone thinks about some characteristics of themselves, some may be easy, others not. The challenge is to try to really recognize how much we know about ourselves.

Objectives

- To provide a practical tool to recognize some characteristics of our own personality.
- To recognize the degree of self-knowledge, by completing the exercise and answering the questions provided for guidance.

Time: about 20 minutes

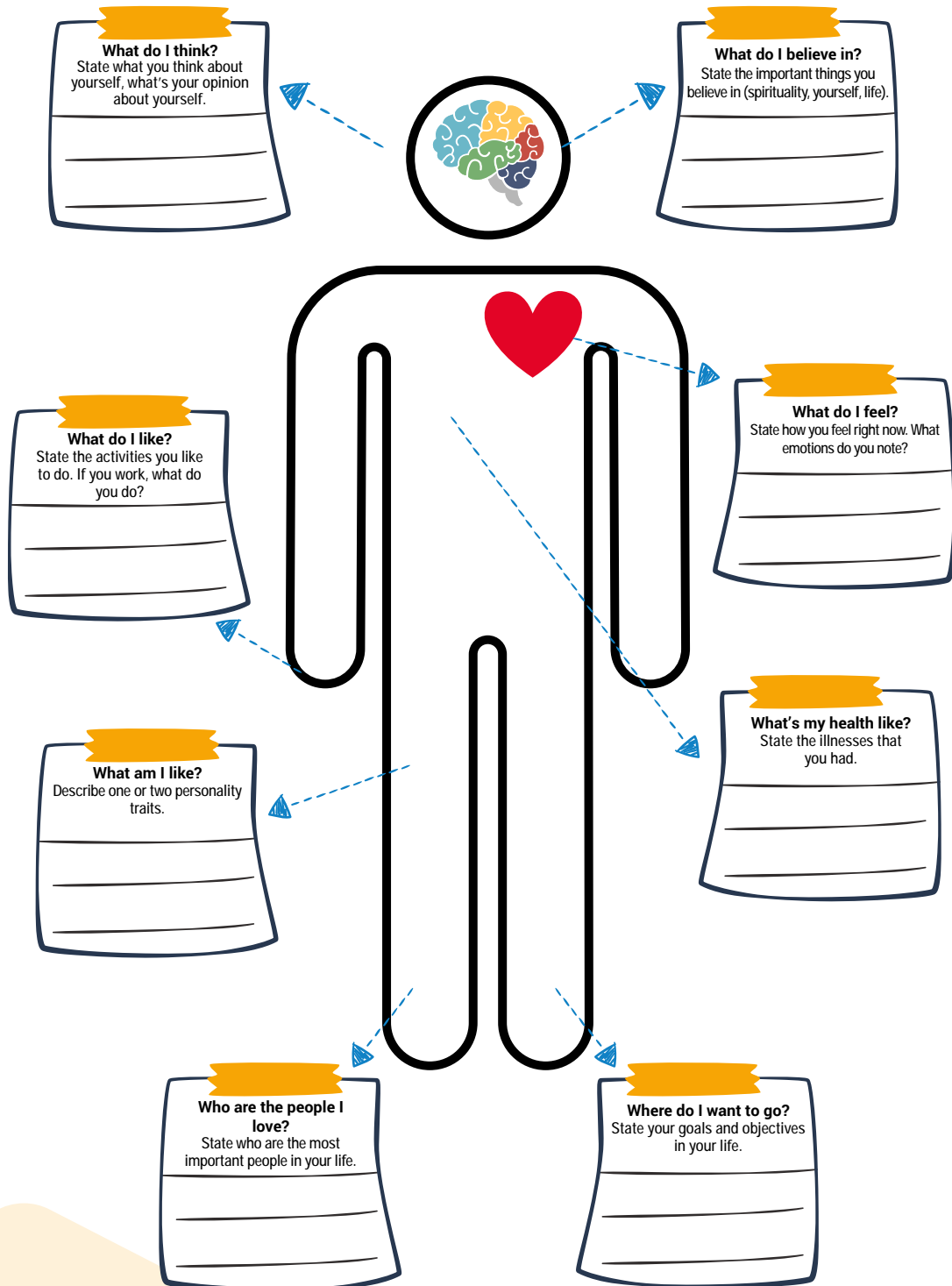
Instructions:

- a. Distribute flipchart sheets to each person, on which they will draw silhouettes of themselves. If using the Participant's Notebook, they can work with the silhouettes provided there.
- b. Answer some questions that encourage thinking about our own traits.
- c. If working with flipchart sheets, dictate, one by one, the questions that appear in the Participant's Notebook, and wait for the participants to take their time to answer them.
- d. Ask them to write down the answers around their own silhouette.
- e. If they use the Participant's Notebook, you can read the questions one by one, and the participants can follow your reading as they answer and complete the exercise.



For the Participant's Notebook:

Complete the drawing of your own personal silhouette, writing down those traits or characteristics that define who you are, or your personality, your way of being, your character, etc .:



Session 10: My qualities



I explore my previous experiences:

Before getting started, we propose some warm-up activities to explore previous experiences:

Initial activity: "Positive necklaces"

Hand out a card to each participant, so that they may write on it a value, a quality, a positive trait that makes them stand out or makes them different from the others. Something good and nice that they, or even others, value about them. Then, they hang the cards around their neck with a string, like a necklace, and everyone walks around so that the rest may see what they have written on their card. When the facilitator thinks it is time, they sit down again in their respective places and they discuss the experience. This is a way of becoming aware of the positive qualities and characteristics that each participant has.



At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Knowing what we are, who we are, and recognizing our value as individuals, gives us self-confidence to dream and achieve the goals we set for ourselves. Learning to love ourselves can give us great satisfaction and allow us to grow and develop. Furthermore, it can teach us to respect the others, the other, the one who is different, because just like me, the other is a great person, a great human being.



I actively participate in the activities

Exercise: "The wall of qualities"

Description

In this exercise, the participants can help each other strengthen their self-esteem, recognizing the values, qualities or positive aspects that each person has, expressing this openly by writing values on cards and placing them on a flip chart sheet of paper.

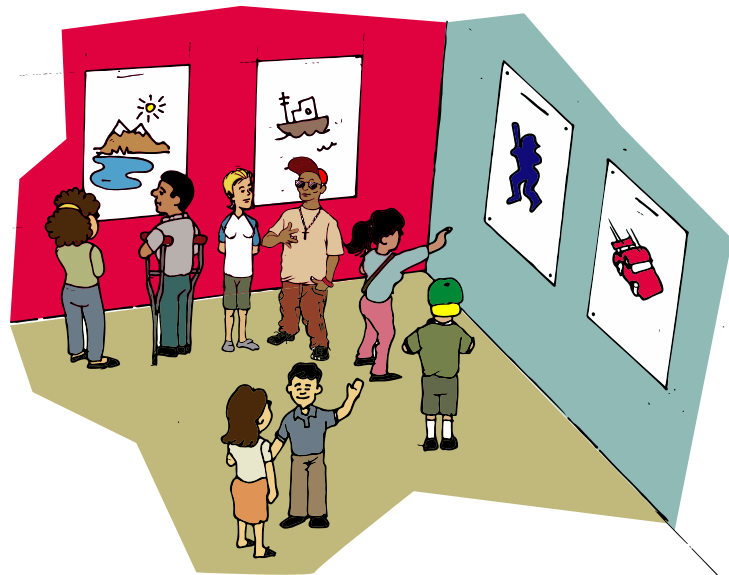
Objectives

- To encourage mutual support among participants concerning their work on self-esteem.
- To recognize positive traits or characteristics of the other participants that can help strengthen their self-esteem, as young people and as persons.
- To develop greater bonds of fraternity and trust among the participants by mutually recognizing each other's values and positive aspects.

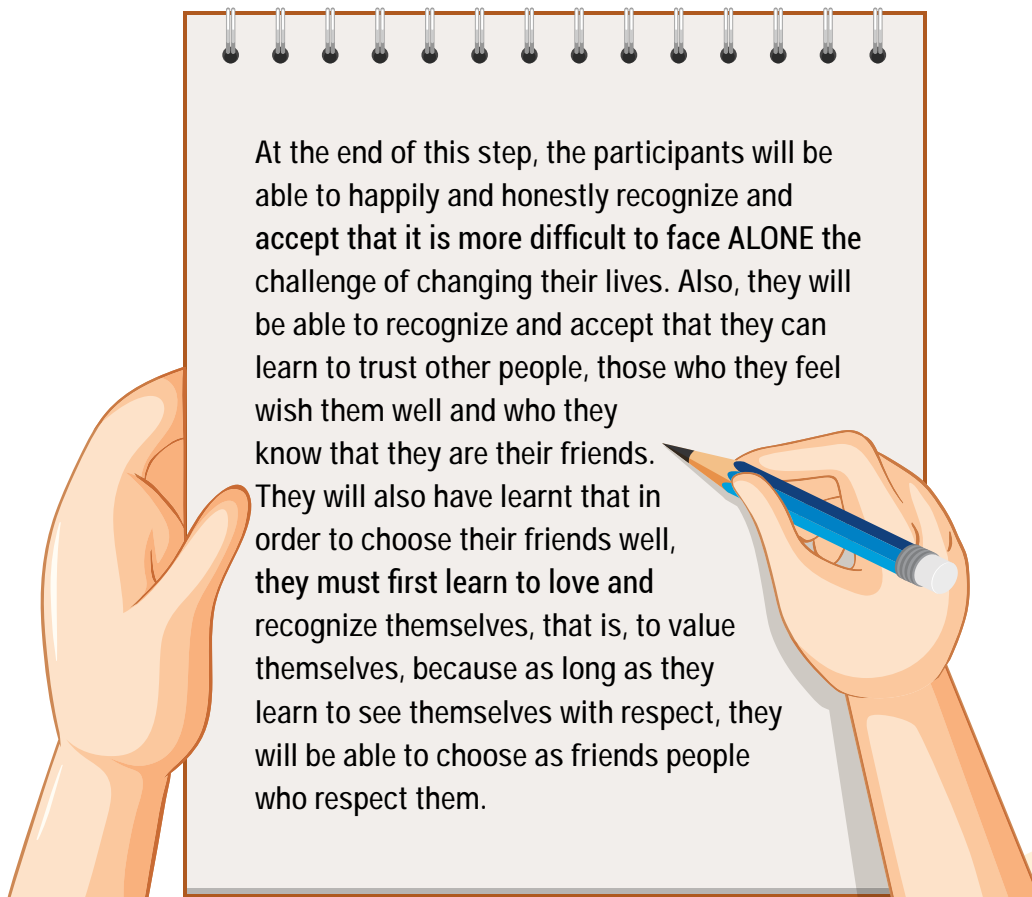
Time: about 20 minutes

Instructions:

- Each participant gets a flip chart paper and ask them to write their name at the top, or to draw a picture that represents them. If drawings are chosen, bring colored pencils, crayons, markers for the activity.
- In the center of the room, place a basket or box with several cards with qualities, values, and positive traits typical of people with good self-esteem. We recommend repeating the words in case the participants need to use them several times.



- c. Place the flipchart papers on the walls, where they can be seen by all. For those who have done a drawing that depicts them, ask them to explain why they chose that drawing to represent them.
- d. Ask the participants to look at the flip chart sheets on the wall and to take some minutes to think about their peers, that is, the owners of each sheet.
- e. Then encourage them to think about a quality, value or positive trait of each of their peers by choosing words from the basket or box in the center and sticking them on their peers' flip chart sheet.
- f. Point out that it is important to place at least one quality for each peer, so that no one is left without their opinion or contribution.
- g. They may stick their cards one by one so that all the participants may see the cards that are chosen and to avoid clutter in the box.



STAGE TWO:

WHO AM I?

IT IS THE TIME OF LOVING
AND ACCEPTING MYSELF!





Objective of stage two:

To continue thinking about the processes of self-knowledge and self-acceptance. The focus is placed on finding oneself, accepting one's past, coming to terms with one's history, and understanding one's faith and values. This will motivate the participants to face the challenge of making an important change in their own lives.

Steps of stage two:

- Step 3:** I accept and value myself just as I am.
- Step 4:** I accept the challenge of changing my life.
- Step 5:** Learning from my past.
- Step 6:** My faith, my motivations, my beliefs.

Topics and contents that can be dealt with:

- ⦿ Self-acceptance.
- ⦿ My values, my strengths, my qualities.
- ⦿ Personal history or biography.
- ⦿ Coming to terms with my past.
- ⦿ Lessons from my past.
- ⦿ My childhood.
- ⦿ My youth.
- ⦿ Faith.
- ⦿ What and who I believe in?
- ⦿ My past, my present, my future.

Group rules

General recommendations for group interaction during the second stage



1. Do not use substances during group sessions and activities.
2. Show respect and be friendly towards your peers, avoiding any kind of aggressive or violent behavior.
3. Respect the teachers and facilitators who share with us their experiences and life messages.
4. Engage in all the activities conducted by the facilitators.
5. Do not use sharp weapons during group activities and sessions.
6. If possible, come to the activities washed and with clean clothes





Step 4: I accept and value myself just as I am

4.1. What is this step about? What is its purpose?

This fourth step invites us to reflect on the importance of accepting and valuing ourselves for who we are, because only the person who learns to accept their life, their history and themselves as an individual will be able to achieve the goals and dreams they set for themselves.

We focus on getting to know oneself better and answering the question “Who am I?” Would you like to live the adventure of knowing yourself? The activities and messages of this step 4 invite you to do so, starting with self-acceptance.

4.2. Work sessions

Session 11: My strengths



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “Presentation card”

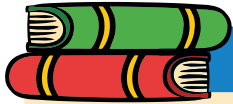
Each group member is given a card divided into four parts so that they can write or draw on each part:

1. The part of my body I like best.
2. The activity or hobby I enjoy the most.
3. The profession or trade that I would like to pursue.
4. My most important quality. I am...



The participants complete the card on their own and then they team up in pairs to share what they have written. After some time, each pair joins another pair to share the results and know each other better. Gathered in a circle, each one presents another of the four with whom they formed the small group. Everyone has to be presented.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

It is very important to accept ourselves just as we are, with our defects and qualities, because only by accepting ourselves will we learn to know ourselves and love ourselves. This activity helps us to start with self-acceptance, recognizing our qualities first. Do you know what your values and qualities are? Do you recognize the good and beautiful things in you?



I actively participate in the activities

Exercise: “Accepting my value ladder”

Description

This exercise provides an opportunity for personal reflection on the good and positive things about oneself, based on the values and qualities that are part of an individual. It is about identifying them and ordering them on a ladder. Once the ladder has been built, everyone will be given the opportunity to share their personal findings with the whole group.

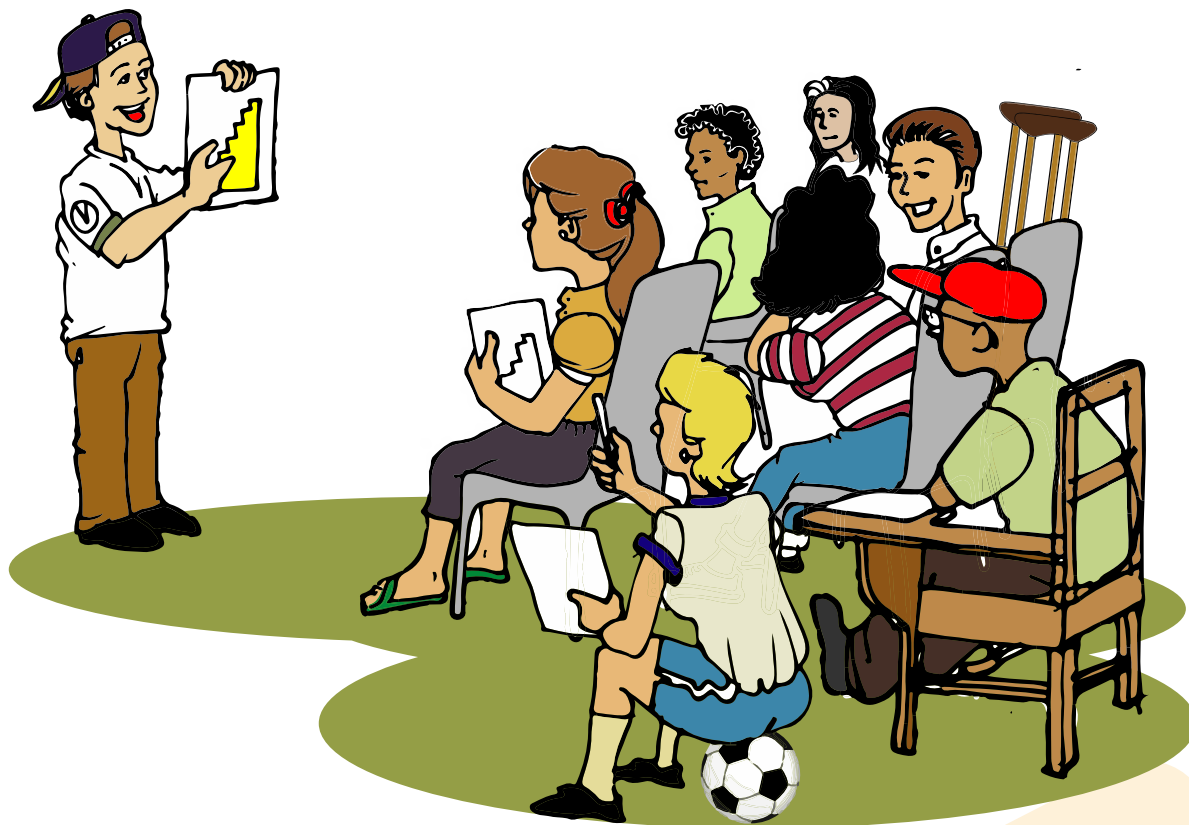
Objectives

- To think about the good things, values and positive traits that we have.
- To encourage the participants to recognize and accept themselves as naturally good people, who have good aspects and qualities that make them special.

Time: about 20 minutes

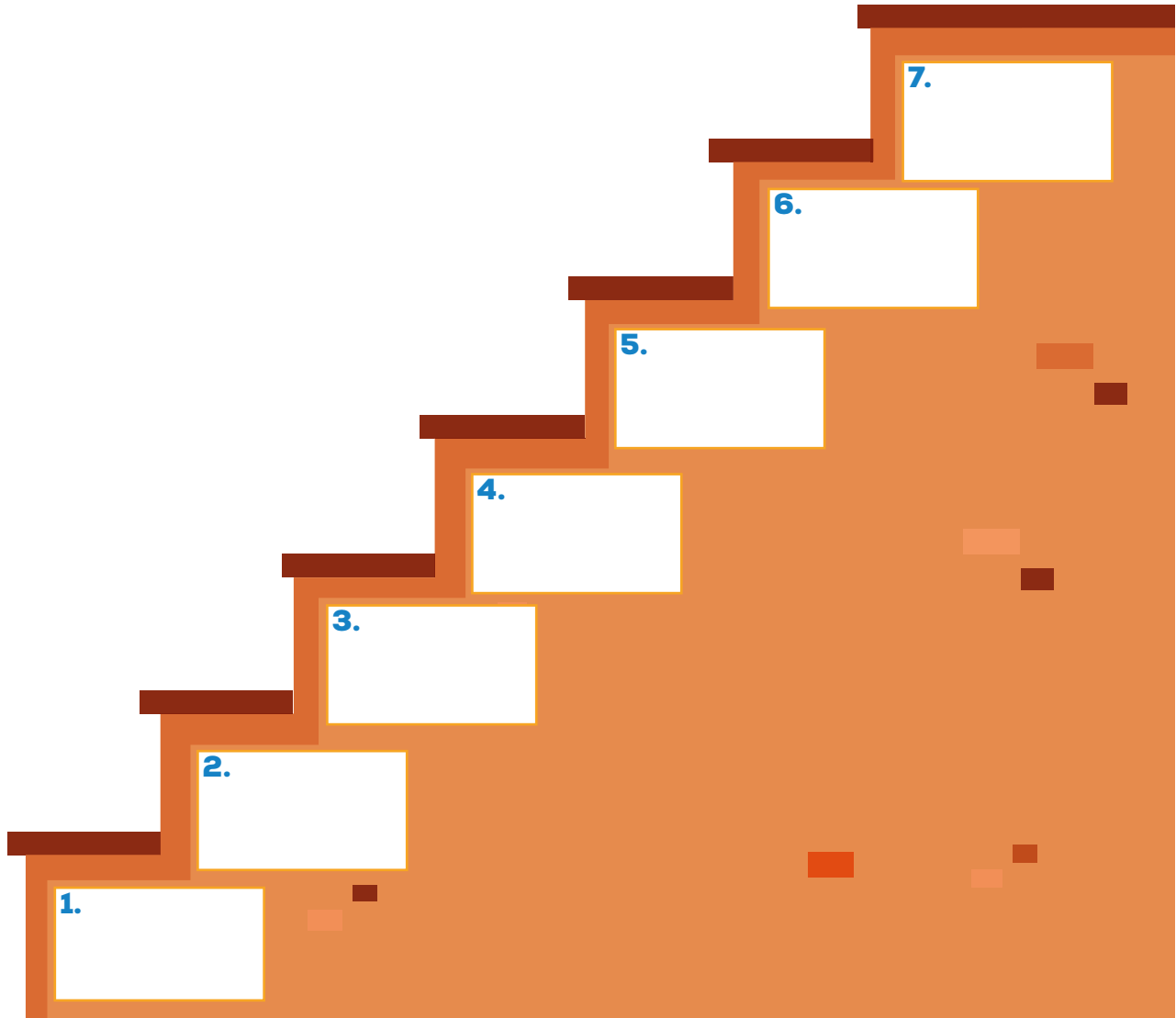
Instructions:

- a. For this activity it is important to have posters or flip chart paper with a list of personal qualities or values as an example. (See below).
- b. Provide each participant with a blank sheet of paper, or invite them to do the activity in the Participant's Notebook. Provide pens, coloured pencils, graphite pencils, markers, crayons, etc.
- c. Ask them to draw a ladder with as many steps as qualities or values they believe they have, or to use the image of a ladder in the Participant's Notebook.
- d. Tell them to think of values or qualities they believe they have. They should then write them down or draw something that represents that value or quality.
- e. Each person decides the order in which they want to place the values or qualities on their ladder.
- f. When they finish drawing or writing the values or qualities on the ladder, everyone is given the opportunity to share their personal findings with the whole group.



For the Participant's Notebook:

Think of your values and qualities. Write them or draw something that represents them on the ladder below. Then, share your findings with your peers.



LIST OF VALUES

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Trust | <input type="checkbox"/> School Success | <input type="checkbox"/> Flexibility |
| <input type="checkbox"/> Justice | <input type="checkbox"/> Being Loving | <input type="checkbox"/> Order |
| <input type="checkbox"/> Health | <input type="checkbox"/> Gratitude | <input type="checkbox"/> Perseverance |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Respect | <input type="checkbox"/> Freedom |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Calm / Peace | <input type="checkbox"/> creativity |
| <input type="checkbox"/> Cooperation | <input type="checkbox"/> Punctuality | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Decision Or Determination | <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Kindness |
| <input type="checkbox"/> Protection | <input type="checkbox"/> Humility And Simplicity | <input type="checkbox"/> Tolerance |
| <input type="checkbox"/> Sincerity | <input type="checkbox"/> Friendship | <input type="checkbox"/> Solidarity |
| <input type="checkbox"/> Attentive Listening | <input type="checkbox"/> Generosity | <input type="checkbox"/> Forgiveness |
| <input type="checkbox"/> Respect For The Environment | <input type="checkbox"/> Self-control Of Emotions | <input type="checkbox"/> Love |
| <input type="checkbox"/> Caring For Family Relationships | <input type="checkbox"/> Patriotism | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Patience | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Joy / Happiness | <input type="checkbox"/> Initiative | <input type="checkbox"/> |
| <input type="checkbox"/> Good Communication | <input type="checkbox"/> Hard Work | <input type="checkbox"/> |

PERSONAL QUALITIES

- | | |
|--|---|
| <input type="checkbox"/> 1. I am a good friend. | <input type="checkbox"/> 32. I have a good sense of humor. |
| <input type="checkbox"/> 2. I write well. | <input type="checkbox"/> 33. I take care of my belongings. |
| <input type="checkbox"/> 3. I have good memory. | <input type="checkbox"/> 34. I am understanding. |
| <input type="checkbox"/> 4. I think before I act. | <input type="checkbox"/> 35. I like to help others. |
| <input type="checkbox"/> 5. I am persistent in the things I start. | <input type="checkbox"/> 36. I am responsible. |
| <input type="checkbox"/> 6. I am sporty. | <input type="checkbox"/> 37. I focus easily. |
| <input type="checkbox"/> 7. I am a good friend. | <input type="checkbox"/> 38. I am hard worker. |
| <input type="checkbox"/> 8. I cooperate. | <input type="checkbox"/> 39. I am a good public speaker. |
| <input type="checkbox"/> 9. I am a good listener. | <input type="checkbox"/> 40. Difficulties do not discourage me. |
| <input type="checkbox"/> 10. I can keep a secret. | <input type="checkbox"/> 41. I accept myself just as I am. |
| <input type="checkbox"/> 11. I share with the others. | <input type="checkbox"/> 42. I defend my ideas. |
| <input type="checkbox"/> 12. I work hard at what I do. | <input type="checkbox"/> 43. I have good imagination. |
| <input type="checkbox"/> 13. I am a good dancer. | <input type="checkbox"/> 44. I do not get discouraged easily. |
| <input type="checkbox"/> 14. I am clean. | <input type="checkbox"/> 45. I like how I look. |
| <input type="checkbox"/> 15. I have nice eyes. | <input type="checkbox"/> 46. I am interested in the news. |
| <input type="checkbox"/> 16. I sing well. | <input type="checkbox"/> 47. I am well-mannered. |
| <input type="checkbox"/> 17. I am good at certain games. | <input type="checkbox"/> 48. I learn easily. |
| <input type="checkbox"/> 18. I read well. | <input type="checkbox"/> 49. I get what I want. |
| <input type="checkbox"/> 19. I have good ideas. | <input type="checkbox"/> 50. I recognize my mistakes. |
| <input type="checkbox"/> 20. I am good at Math. | <input type="checkbox"/> 51. I am easily entertained. |
| <input type="checkbox"/> 21. I learn songs easily. | <input type="checkbox"/> 52. I learn from my mistakes. |
| <input type="checkbox"/> 22. I am tidy. | <input type="checkbox"/> 53. I try to solve my own problems. |
| <input type="checkbox"/> 23. I am determined. | <input type="checkbox"/> 54. I can get motivated. |
| <input type="checkbox"/> 24. I draw well. | <input type="checkbox"/> 55. I am cheerful. |
| <input type="checkbox"/> 25. I have nice hair. | <input type="checkbox"/> 56. I smile a lot. |
| <input type="checkbox"/> 26. I take care of my health. | <input type="checkbox"/> 57. I do not get carried away by others. |
| <input type="checkbox"/> 27. People like me. | <input type="checkbox"/> 58. I like to learn new things. |
| <input type="checkbox"/> 28. I am good-looking/pretty. | <input type="checkbox"/> 59. I help at home and my friends. |
| <input type="checkbox"/> 29. I behave well at home. | <input type="checkbox"/> 60. I am a good person. |
| <input type="checkbox"/> 30. I am strong. | <input type="checkbox"/> 61. I want to make changes in my life. |
| <input type="checkbox"/> 31. I get along with people easily. | <input type="checkbox"/> 62. I have goals and dreams. |

Session 12: My identity



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: "Meditation with a chair"

For this exercise, we suggest using a large, enclosed space where you can connect a music player to listen to meditation music. Tell the participants on the floor in a circle with their eyes open, with meditation and relaxation music playing in the background. Ask them to close their eyes and gradually focus on their breath. Then ask them to imagine a chair in the centre, its size, colour, shape or design, its position, etc.



Then encourage them to imagine themselves sitting on the chair. Ask them to recognize themselves sitting there: Are you really you? What are you doing? What are you wearing? Then ask them to talk to themselves while they are sitting on the chair: What piece of advice would you like to give to yourself right now? What things would you like to tell yourself to avoid? What things do you want to ask yourself to do or not to do? What do you want to congratulate yourself for? Tell yourself: "I accept you just as you are, with all your defects and qualities" (think on defects and qualities). "I love you as you are". "You are good just as you are". Then: What do you want me to improve? The meditation ends with them slowly opening their eyes. Ask about 5 participants to share.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Accepting oneself means recognizing one's values and qualities, but it also means that we must recognize, accept and reconcile ourselves with our defects and our own history, our life, our family, our community, our friends, the people we have met throughout our lives.



I actively participate in the activities

Exercise: "The sun diagram"

Description

This exercise consists of recognizing and identifying all those experiences, situations, living conditions, people and decisions that have been part of our biography and that have influenced our personality, our character, our identity. To do this, the exercise invites the participants to order all those elements in the drawing of a sun, where the person is located in the center, represented by his or her name, and the other elements identified represent the sun's rays.

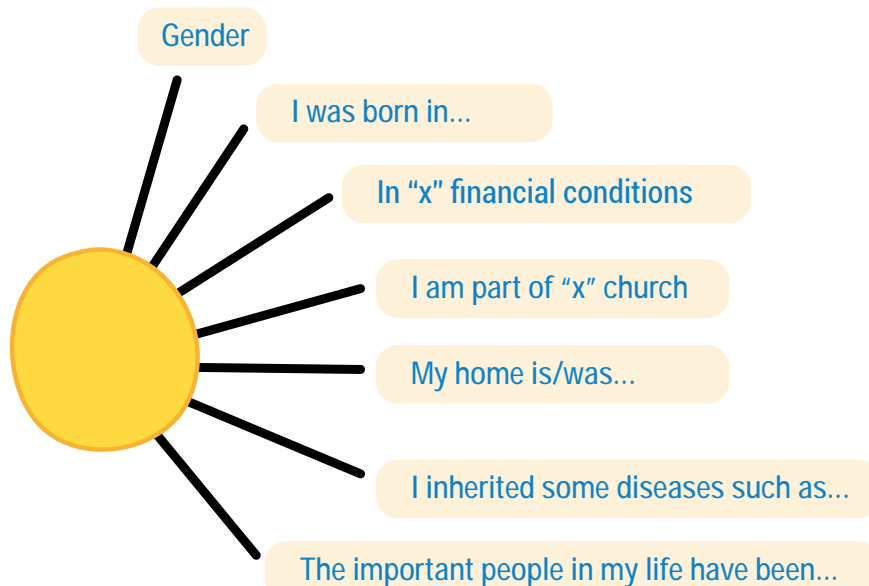
Objectives

- To identify the experiences, situations, living conditions, people and decisions that have influenced our identity and ourselves.
- To think about the healthy attitude of recognizing, understanding and accepting our personal history, our biography, ourselves.

Time: about 20 minutes

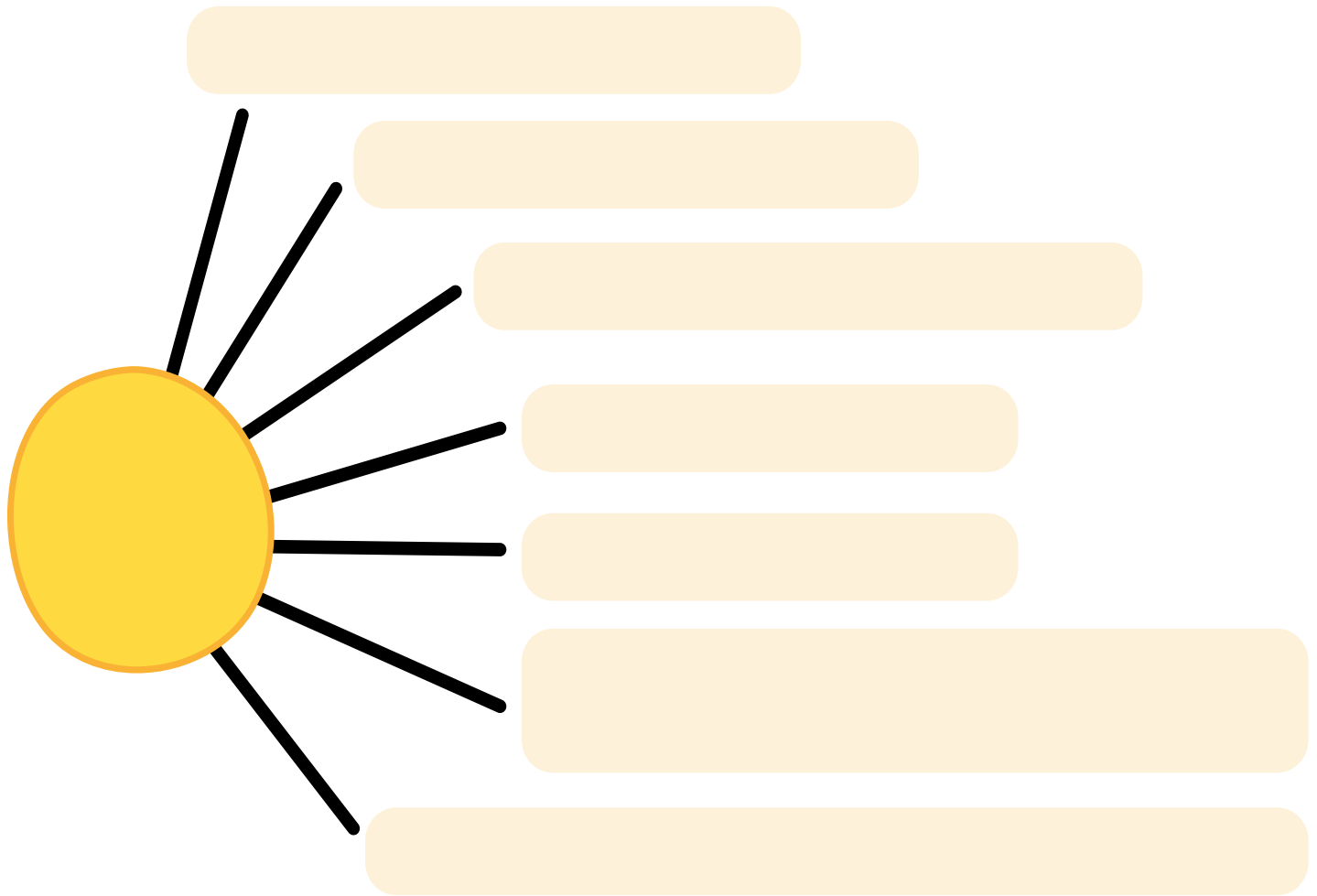
Instructions:

- a. Distribute a flip chart sheet to each of the participants in the group, on which each one will draw a sun with rays, or they can use the drawing in the Participant's Notebook. Ask them to write their name in the center of the sun, or on the orange ball, in the case of the notebook.
- b. Invite them to think about the most important experiences, situations, living conditions, people and decisions that have influenced them, until they became the person they are now.
- c. They should arrange that information and memories in the drawing of the sun. Each ray should have one of those elements. They can write them or draw them.
- d. Once the elements have been arranged, point out that the identity of an individual, the way they are, is made up by each of those elements that they have experienced in their history.
- e. Invite them to share with the group as a whole or in pairs.

**EXAMPLE OF THE DIAGRAM OF THE SUN**

For the Participant's Notebook:

A continuación, aparece un diagrama o dibujo de sol. Escribe tu nombre en el centro de la bola anaranjada, o dibuja algo que te represente. Luego, escribe o dibuja alrededor, en los rayos solares, cosas alusivas a las experiencias, situaciones, condiciones de vida, personas y decisiones que han influido en la construcción de tu identidad, de tu persona, de tu historia.



Source: Based on Toronto By Youth for Youth Resource

Session 13: My personal history



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “Words of encouragement for a friend”

Ask the participants to say words of friendship to each other. To do so, the names of all participants are written on a piece of paper and placed in a box in the middle of the room.

Then, each one takes out a piece of paper, and they will say their words to the person whose name appears on the paper. If someone draws their name, they must put the paper back in the box and take out another one. Once everyone knows who they are addressing, they will take a piece of paper and draw a picture of the message they want to give to their friend, or they can write a letter. What can those words say or what message can that picture have? Here are some ideas for messages or words of friendship: a) I appreciate you as my friend because... b) I consider you to be a good person because... c) I like being with you, sharing and spending time with you because... d) I recognize that you have these qualities and values... etc. Then, each one will look for the person and they will give them the drawing or the letter. Each person reads the letter or looks at the drawing they were given, and then everyone shares, what they felt when they saw that drawing or read that message. At this point, if anyone does not understand the drawing, they can ask the person who drew it to explain. To complete the activity, participants thank their peers for their message or drawing.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Sometimes we need to hear words of encouragement or support from other people to feel motivated and appreciated, to help us accept ourselves, because many times, it is us who are the first to find it hard to accept, recognize or forgive ourselves. What things in your personal history or life do you find hard to accept or forgive? What things in your biography have been very positive for you, and have helped you to be who you are? Would you dare to draw your story on a timeline?



I actively participate in the activities

Exercise: "My life timeline"

Description

This exercise involves taking the time to think about each person's personal history, especially remembering those experiences, events and people that have marked our personal lives. But it is important to recognize experiences, both painful and pleasant, because the self-acceptance we have been reflecting on implies that we learn to accept the good and bad that has happened to us, and understand that not all the bad has been our responsibility, because there are things that are beyond our control. Also, thinking about our history helps us to look towards the future, towards the goals and projects we all dream of achieving.

Emphasize that every person and every human being has his or her personal history tinged with sad and painful events, but also with joyful and bright moments.

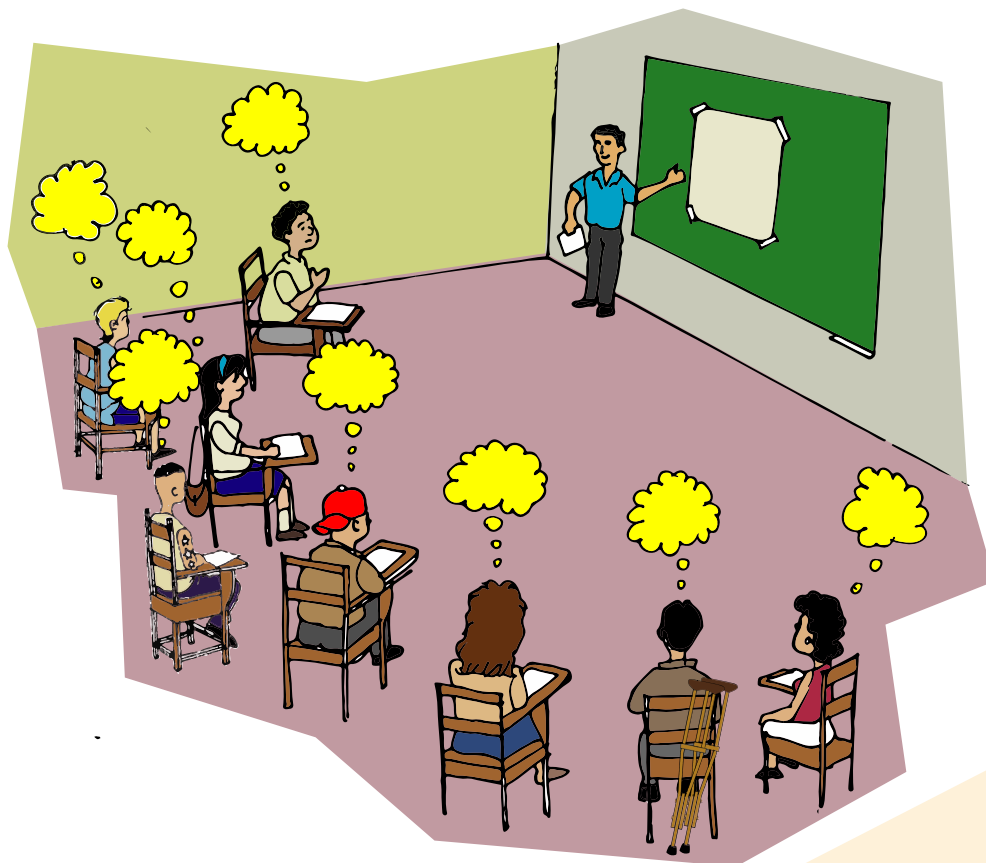
Objectives

- To think about our personal biography by identifying the pleasant and painful experiences and events that significantly marked our lives, and which shaped who we are now.
- To draw up personal timelines of one's life history, which will help to understand and accept one's own history and feel motivated to think about the future.

Time: about 20 minutes


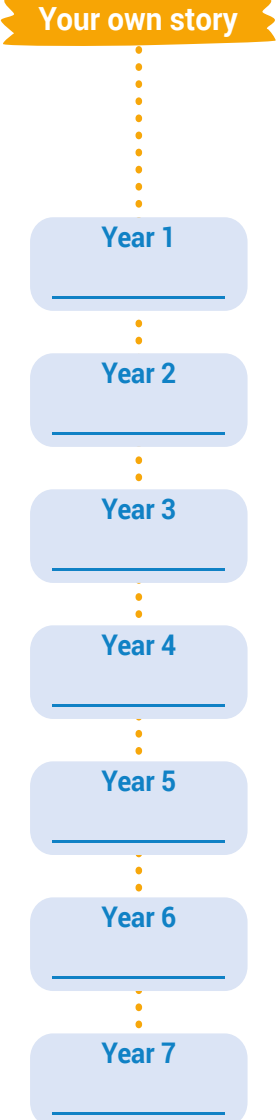

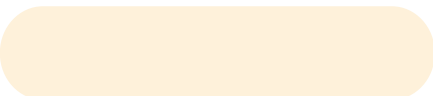
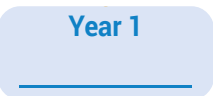
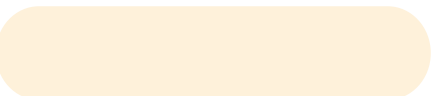
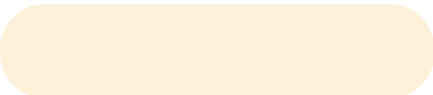
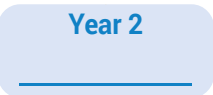
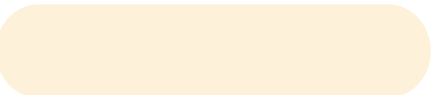
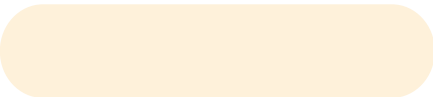
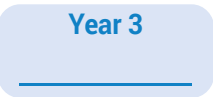
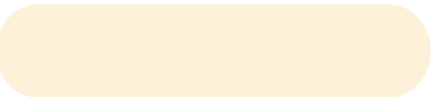
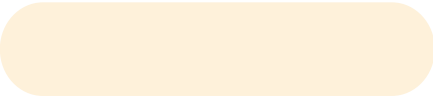
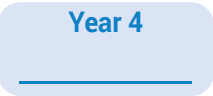
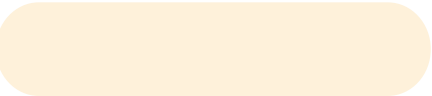
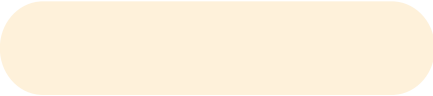
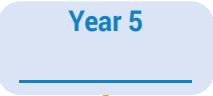
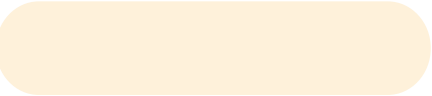
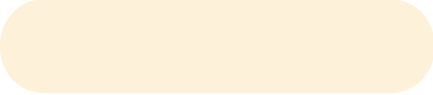
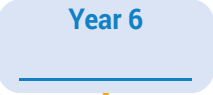
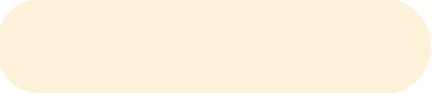
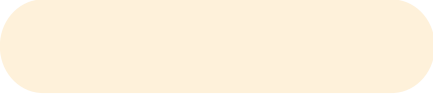
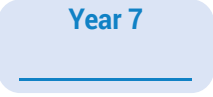
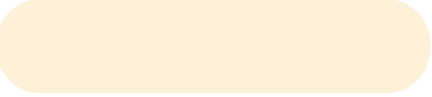
Instructions:

- a. Invite the participants to think for a moment about their own history and about the most important or significant moments they have lived, from the time they can remember until today. This means remembering the good moments, the positive experiences and the nice people, as well as the not so good moments, the painful experiences and the people who were not good to them.
- b. Guide them to make a timeline of their own personal history, either on a flip chart sheet of paper or on the chart in the Participant's Notebook.
- c. Tell them to give a name to the situations or experiences they have lived using a name or drawing to describe them.
- d. Suggest that they sort the experiences or events, placing painful experiences on the left and pleasant experiences on the right. In between, they should place an approximate date or year when these experiences happened.
- e. In case you decide to work the timeline on flip chart sheets, keep them, as they will be reused later in **Session 18**.



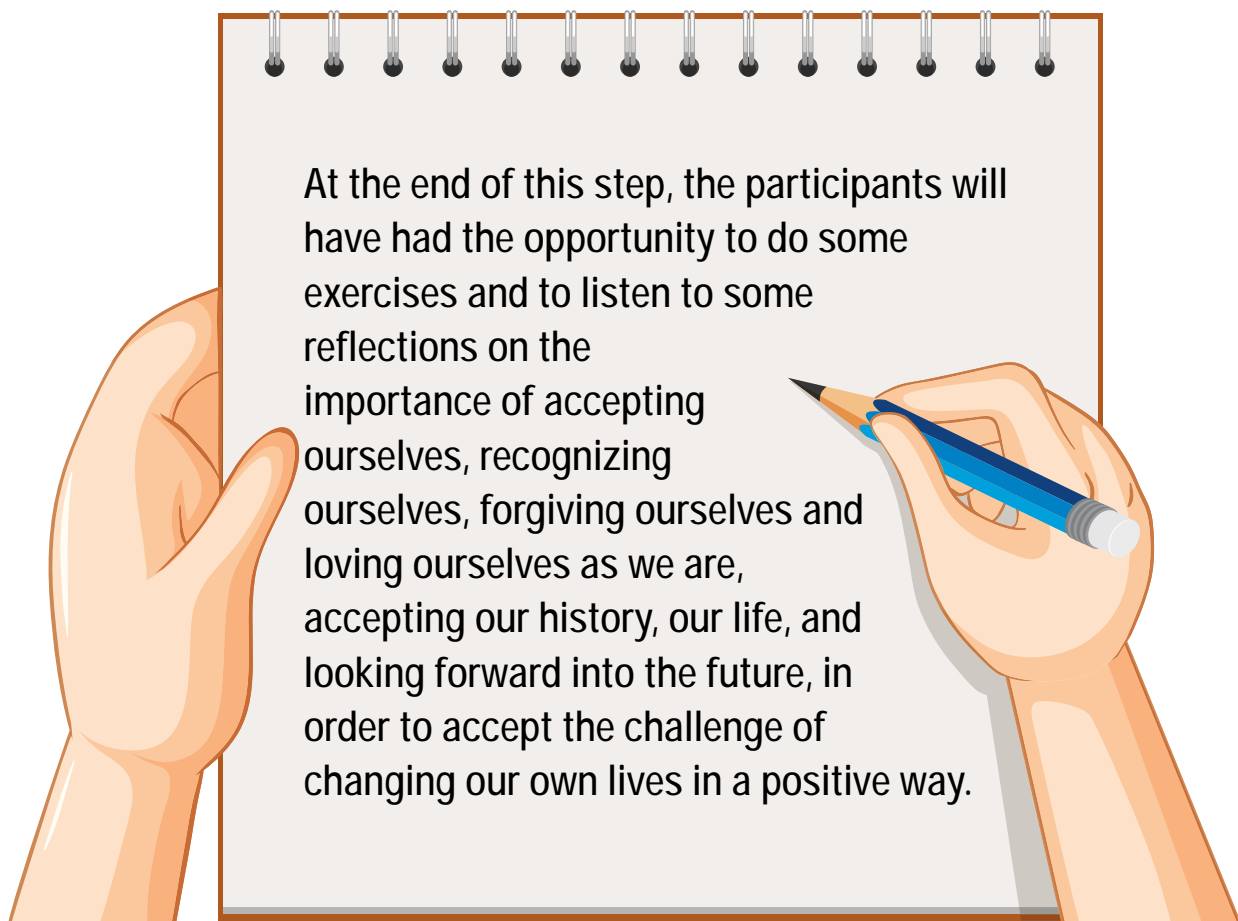
For the Participant's Notebook:

Make a timeline of your own personal history, in which you identify good and bad, or painful and pleasant events or experiences, but which for better or worse, marked you and shaped what you are today.

Look at your own history, and tell yourself:

This has been my history so far. I accept it as it was because I cannot change my past, but I can change my today and my future. Now that is in my hands and I want to do it. My history does not end here.
I can be an even better person.





Step 5:

I accept the challenge of changing my life

5.1 What is this step about? What is its purpose?

This step is intended as an invitation to accept a challenge! What is it? The challenge to make a change in one's life. To do this, we must start with some activities to help us develop trust, closeness, and a healthy coexistence within the group.

5.2 Work sessions

Session 14: Do I have challenges in my life?



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Initial activity: "Triggering questions"

Discuss with the other members of the group the following questions:

1. Have you ever been challenged to do something? To do what?
2. For you, what is a challenge? What is a challenge?
3. Do you think life is a challenge? Why?
4. And how about the struggle to save oneself, that is, the struggle to make a change? Is that a challenge too?
5. Would you like to make a major change in your life? Save yourself? Do you dare to face that challenge?

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

People are always looking for the best in everything. We seek well-being in our lives, in our loved ones and friends. We seek the best for ourselves. That search is normal, natural, and good. So, we can ask ourselves one question: *What are we waiting for to make good changes in our lives? Why do we not face this challenge? What holds us back? Why do we not try to be better people? Are you willing to fight for your happiness?*



I actively participate in the activities

Exercise: "Drawing my challenges"

Description

This exercise allows the participants to seriously think about the most important challenges in their lives, how they faced those challenges. Could they overcome them? How? Becoming aware of these important challenges in life can motivate and inspire us to face any challenge in life and move forward, fighting for our goals, and striving to be a better person.

Objectives

- ☉ To identify the challenges experienced by the participants during their lifetime.

Time: about 20 minutes

Instructions:

- a. Hand out flip chart sheets to each participant and instruct them to fold the sheet into four parts, or they can use the chart provided in the Participant's Notebook.
- b. Draw in the **first box** an important challenge in my life that I liked because I learnt and grew from that experience.
- c. Draw in the **second box** a challenge that I did not like, either because it is a bad memory, a painful experience, etc.
- d. Draw in the **third box** a challenge that, regardless of whether I liked it or not, I managed to overcome it and succeed.
- e. Draw in the **fourth box** a challenge that I did not manage to overcome.
- f. Share with the group the challenges that we recognize in our lives.



For the participant's notebook:

Draw in the four boxes of the following table four challenges you have faced in your life: a) one that you liked, b) one that you did not like, c) one that you overcame, and d) and one that you have not yet overcome.

Activity: "Drawing my challenges"	
<p>1 I draw a challenge that I LIKED</p>	<p>2 I draw a challenge that I DIDN'T LIKE</p>
<p>3 I draw a challenge that I COULD overcome</p>	<p>4 I draw a challenge I haven't overcome YET</p>

Session 15: I recognize I need a change



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “The best things today”

Discuss with the group about things, situations or personal experiences that they did not like before, that they did not like and that now have changed, that is, they are better, whether in the city, in the community/neighborhood, at home, in their group of friends. Draw or write what those things are about in the chart below. (A flip chart sheet can be used instead.)

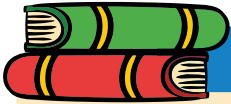
Duration: 15 minutes

What things were there that didn't like?			
In the city	In my community or neighbourhood	At home	Within my group of friends

What things changed that I now I do like?			
In the city	In my community or neighbourhood	At home	Within my group of friends

Give some time for everybody to share as a group.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

The challenge of facing a positive change for our lives is an individual decision. If you do not want to face this challenge and decide to change, no one else will do it for you. But that doesn't mean that the challenge can't be faced with the support of other friends who have also taken up the challenge. It is good to help others and to let others help us.



I actively participate in the activities

Exercise: "I... intend to change..."

Description

This exercise aims to motivate the group to reflect on things, aspects or characteristics that we do not like very much about ourselves and that we want to change. It is about identifying these elements, recognizing them and drawing or writing them down. Do these things pose a challenge? What does it take for one to feel challenged to change them?

Objectives

- To encourage reflection on the challenges or characteristics of one's own that are in themselves challenging to change and to achieve a significant transformation in one's life.
- To share with others the changes that are challenging in life.

Time: about 20 minutes

Instructions:

- a.** Hand out legal-size sheets or flip chart sheets or work on the Participant's Notebook.
- b.** Identify aspects or characteristics of yourself that you do not like very much and would like to change. Identify characteristics that can be changed and that you are willing to change. Draw something to represent them or write down what they are.
- c.** At the end, the participants share as a group what they are willing to change. To do so, each one will say out loud:

"I _____ (name) intend to change _____ (what they identified)"



For the Participant's Notebook:

Identify things, aspects or characteristics of yourself, your way of being or your life that you do not like very much and would like to change. Draw something to represent them or write down what they are. Also, identify aspects or characteristics that you can change for the better and that you are willing to try to change. Draw that, too, or write down what it is. At the end, share with the group what you are willing to change, by saying:

"I _____ (name) intend to change _____ (what you identified)"

What do I not like about myself, and I would like to change?			
1	2	3	4
What things do I intend to change, willingly and sincerely?			
1	2	3	4

Session 16: I accept the challenge of shaping my future!



I explore my previous experiences:

Before getting started, we propose some warm-up activities to explore previous experiences:

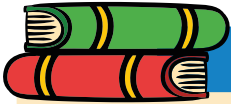
Activity: “Movements of change”

Have the group sit on chairs in a large circle in the middle of the room. Tell them that you will read to them various words related to good and bad youth behaviors (values and anti-values or qualities and defects). **For each good behavior, the participants should stand up immediately and switch places with a peer**, and no one should remain seated. **In turn, for a bad behaviour, nobody should move.** Anyone who gets confused and stands up when they should not, or stays still or stands up late when they should, will have to pay a penalty, and will go on to lead the game. Some examples of bad and good behaviour words are suggested in the table below, but others can be added. At the end, reflect on how life changes are related to good behaviors, and how bad behaviors lead us to feel confused, lost or discouraged, and we do not seek to make major changes.

EXAMPLES OF WORDS TO READ ALOUD:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> ▣ Lie ▣ Violence ▣ Decision or determination ▣ Treason ▣ Neglect ▣ Physical assault ▣ Harassment ▣ Respect | <ul style="list-style-type: none"> ▣ Hostility ▣ Responsibility ▣ Stealing ▣ Hatred ▣ Forgiveness ▣ Verbal violence ▣ Using drugs ▣ Honesty | <ul style="list-style-type: none"> ▣ Injuring someone ▣ Stop believing in oneself ▣ Solidarity ▣ Harming oneself ▣ Envy ▣ Threatening ▣ Listening attentively ▣ Throwing garbage anywhere |
|---|---|---|

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Remembering our past is not easy. It can be even painful. Many times we do not want to look into our memories to remember things or experiences we lived, but it is important to free ourselves from those memories and experiences to come to terms with our history or our past. Once we begin that challenge, it will be easier to think about our present and what things we want for our future. Take heart!



I actively participate in the activities

Exercise: Drawing my past, my present and my future.

Description

This exercise aims to become aware of a situation, event or behaviour that existed in the past and continues to exist. The participants will draw that situation, experience or behavior in the present to explore how it is today. Finally, they draw how they would like that attitude, behavior or experience to be in the future; that is, how they see themselves in the future with respect to that thing they would like to change. This exercise is an opportunity for participants to reflect on their past, present and future, and to be honest with themselves about what they would like to see changed in the future.

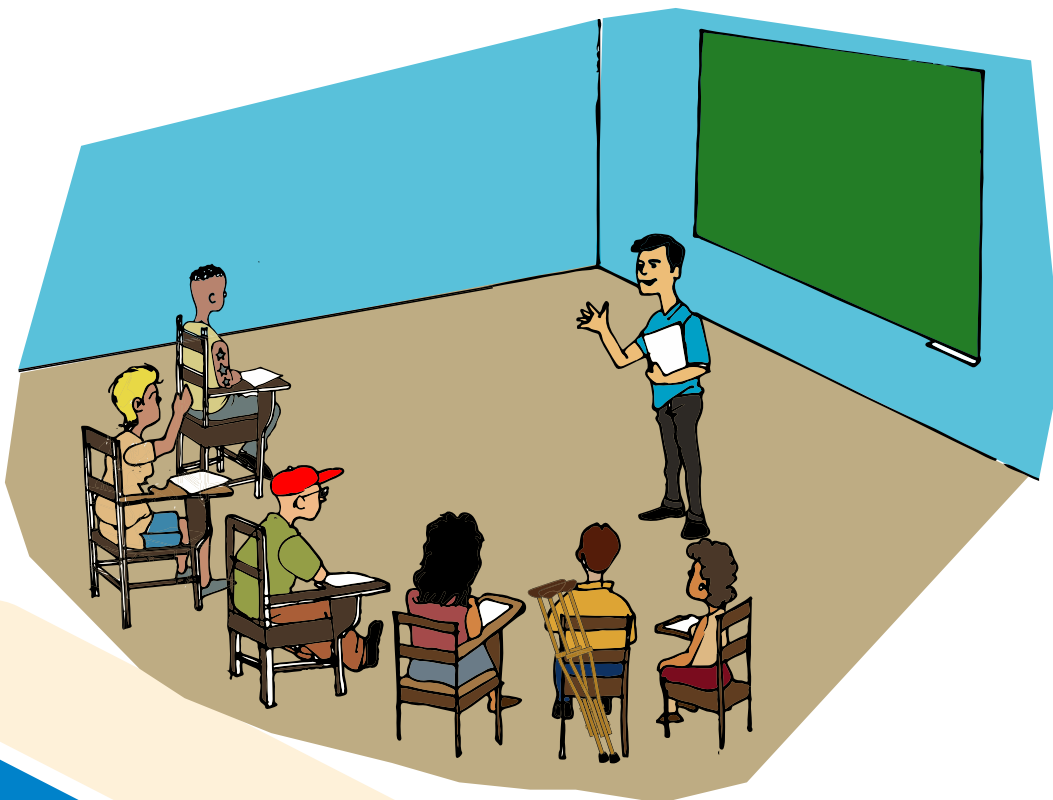
Objectives:

- To provide an opportunity for reflection on the experiences and attitudes of the participants in their personal history, which manifested in the past, remain in the present and which they wish to change in the future.
- To encourage personal reflection on questions of self-knowledge that will help them think about the possibilities and wishes for change in their lives.

Time: about 20 minutes

Instructions:

- a. Hand out blank sheets of paper, coloured pencils, coloured markers, crayons, etc. Or, invite them to use the space in the Participant's Notebook.
- b. Instruct them to draw 3 boxes and draw 3 different scenes. This can be in the form of a cartoon.
- c. In the first box they should draw a behaviour, a situation or an experience of their past (but that continues today).
- d. In the second box they should draw their present. What that ongoing behaviour or situation that they want to change is like now.
- e. In the third box they should draw their future or the future of that behaviour or experience that they will have overcome. That is, what they want to change and how they want that change to be like.
- f. You can use questions like the following to help with the exercise:
 - ⦿ What things about my person, my way of being, or my personal history, that I do not like, have always been with me and I would like to change?
 - ⦿ How or in what way does that which I wish to change continue to be present today?
 - ⦿ How would I like that to change in the near future?



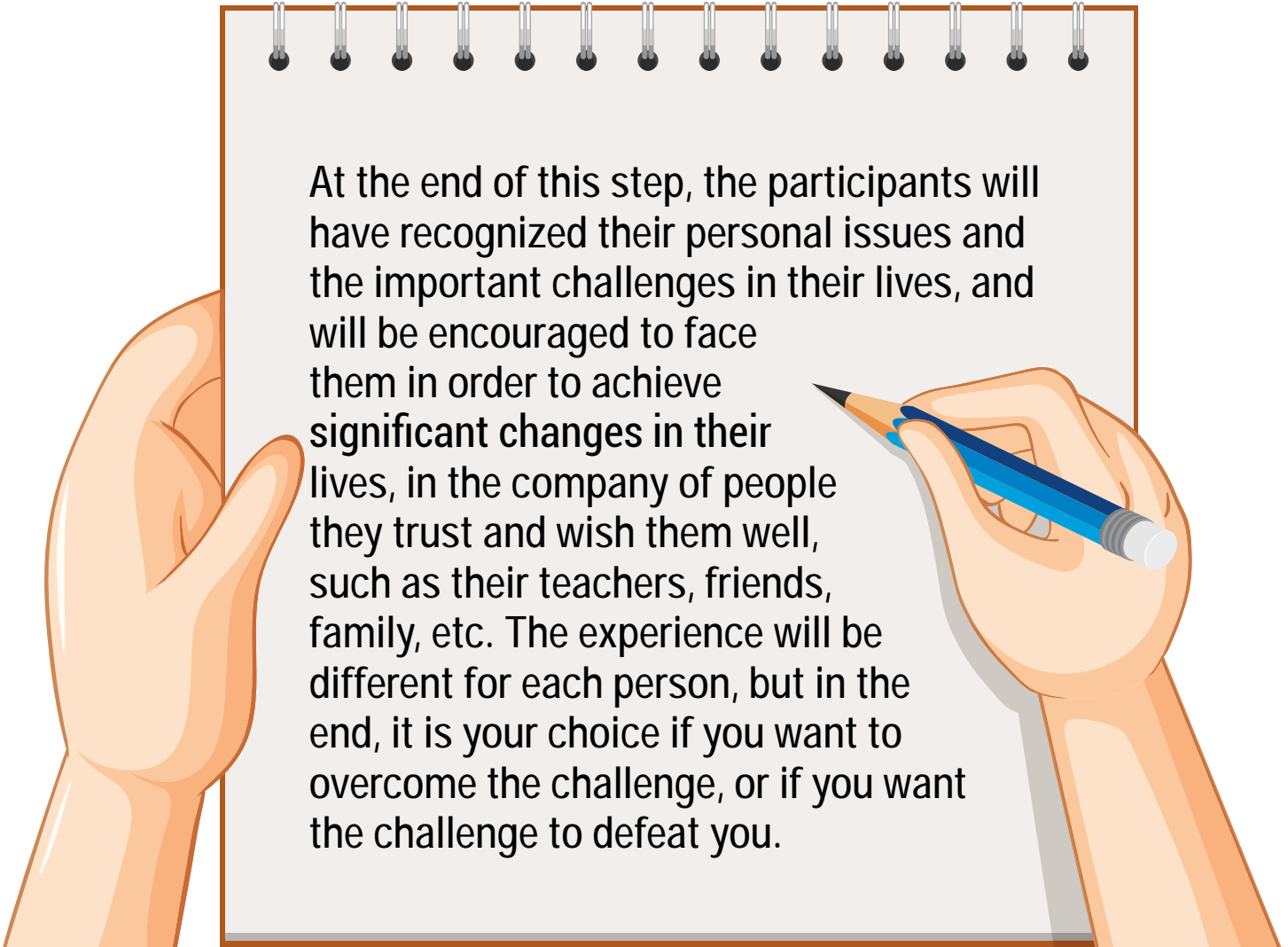
For the participant's notebook:

Draw in the following boxes, any attitude, situation, experience, or behavior that has been part of your past and is also part of your present and that you want to change in your future:

1 MY Past

2 MY PRESENT

3 my future



At the end of this step, the participants will have recognized their personal issues and the important challenges in their lives, and will be encouraged to face them in order to achieve **significant changes in their lives**, in the company of people they trust and wish them well, such as their teachers, friends, family, etc. The experience will be different for each person, but in the end, it is your choice if you want to overcome the challenge, or if you want the challenge to defeat you.



Step 6: My faith, my motivations, my beliefs

6.1. What is this step about? What is its purpose?

In this second stage, we have been reflecting on “who we are”. We have learnt many things about ourselves, our history, our life and our identity. Now we want to share and discuss what I believe in and what motivates or drives me to move forward. That which gives meaning to my life, that is, my motivations, my life expectations, my beliefs, my faith/ spirituality. What do I believe in? What things bring meaning to my life? What drives me to move forward?

6.2. Work sessions

Session 17: What are my driving forces?



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “To me, spirituality is...”

Sitting in a circle, the participants share from their own experience and life, what spirituality means for their lives, using the words “**To me, spirituality is ...**”. One by one in the circle, they will complete the phrase with adjectives or characteristics such as **love, forgiveness, belief in higher power, something bigger than myself, etc.** What is important is that the things that are mentioned about spirituality come from the heart, from the experience of life itself. Along with the phrase and the characteristic, they have to **explain why they see spirituality in this way.** A ball may be used, which should be passed around one by one without any order in particular, starting with the facilitator, who will begin the activity.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

We all have things that motivate us in our lives, otherwise we would not be able to get up every day and live fully as we do. We would get discouraged and not feel like doing anything. Therefore, there is something in our lives that moves us to keep fighting every day, that drives us to move forward. Are you aware of what your driving forces are in your life?



I actively participate in the activities

Exercise: "A living picture"

Description

Este ejercicio consiste en organizarse en grupos de trabajo y representar una fotografía humana o escena congelada, es decir, como un cuadro viviente que los demás deberán tratar de interpretar o adivinar de qué trata. Al final cada grupo comenta a todos(as) qué quisieron representar en la fotografía humana, para ver si coinciden las adivinanzas con lo que el grupo pretendía. Es importante que el tema de la fotografía humana esté relacionado con **"las cosas que nos motivan a seguir adelante"**. La idea es que cada grupo use su ingenio y creatividad, tratando de expresar a través de una escena con personas inmóviles, un mensaje o reflexión sobre una situación, experiencia o persona que nos motiva siempre a seguir luchando en nuestras vidas.

Objectives

- To show in a creative way the driving forces of each person, through a group exercise of artistic expression based on a living picture.
- To share with others the forces that drive us in life and their importance when it comes to our own personal struggles.

Time: about 25 minutes

Instructions:

- a. Organize groups or work teams, with the same number of members.
- b. Tell the participants they have 5 minutes to discuss the best way to represent in a living picture a scene with the subject **“the things that drive us to move forward”**.
- c. Each group represents one by one their living picture while the others try to interpret or guess what it is about. Finally, the group showing their living picture explains what their picture is about and why they chose it.
- d. At the end, reflect on how important driving forces are in our lives to help us move forward and face the challenges of every day.



Session 18: My faith experience. Does it motivate me?



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

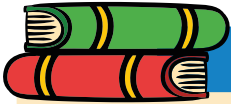
Activity: “My experiences or special memories of spirituality”

In peace and silence, ask the participants to write or draw on a sheet of paper or on the Participant’s Notebook **their most significant spiritual experiences that they have lived so far, i.e. moments or situations where they felt that the universe helped them or looked after them.** In this exercise, it is important to share and listen to each other without commenting on or judging what others say. At the end, the facilitator also shares their experience, and concludes the exercise with the thought that there are good times and in bad times, but that we need to strive to overcome them.

For the Participant’s Notebook:

Write or draw a meaningful spiritual experience that you have lived in your life, where you have felt that the universe was taking care of you, helping you, protecting you:

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

We all have motivations in our lives, and for some, spirituality is one of them. Faith or spirituality, which is believing in that which cannot be seen, can only be felt within us and sometimes we cannot explain it, we simply feel it. Faith or spirituality can help us find meaning in our lives so that we can move forward: What does your faith or spirituality represent for your life? Has your faith or spirituality been important in your life decisions? Is your faith or spirituality one of your driving forces?



I actively participate in the activities

Exercise: "Placing spirituality in my timeline"

Description

This exercise entails recognizing how the experience of faith or spirituality can also motivate us in our lives to keep on fighting, to keep moving forward. To do this, we must review our personal history to check the important moments in which our spirituality was key. That is why, this exercise requires that the participants have first done their **timeline of Session 13**, since we will be using that activity as a basis for this one.

Objectives

- ☉ To review my own personal history timelines to recognize the significant moments where spirituality was present in my life. It doesn't matter if they were good or bad times.
- ☉ To think about how faith and spirituality can be an important driving force to move forward.

Time: about 20 minutes

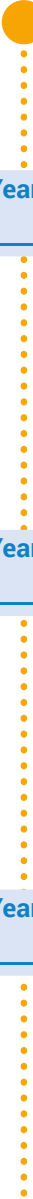
Instructions:

- a.** Invite them to revisit their own **personal history timeline**, which they did earlier in **Session 13**. They should review it to remember what things they wrote or drew then. If that activity was done on flip chart paper, you should have kept it and saved it for this activity.
- b.** Choose the most important events that were drawn or written at that time; this means that it is not necessary to revisit all of them.
- c.** Think about how spirituality might have been present during all those moments. They can write this down if they wish, or simply share in pairs.

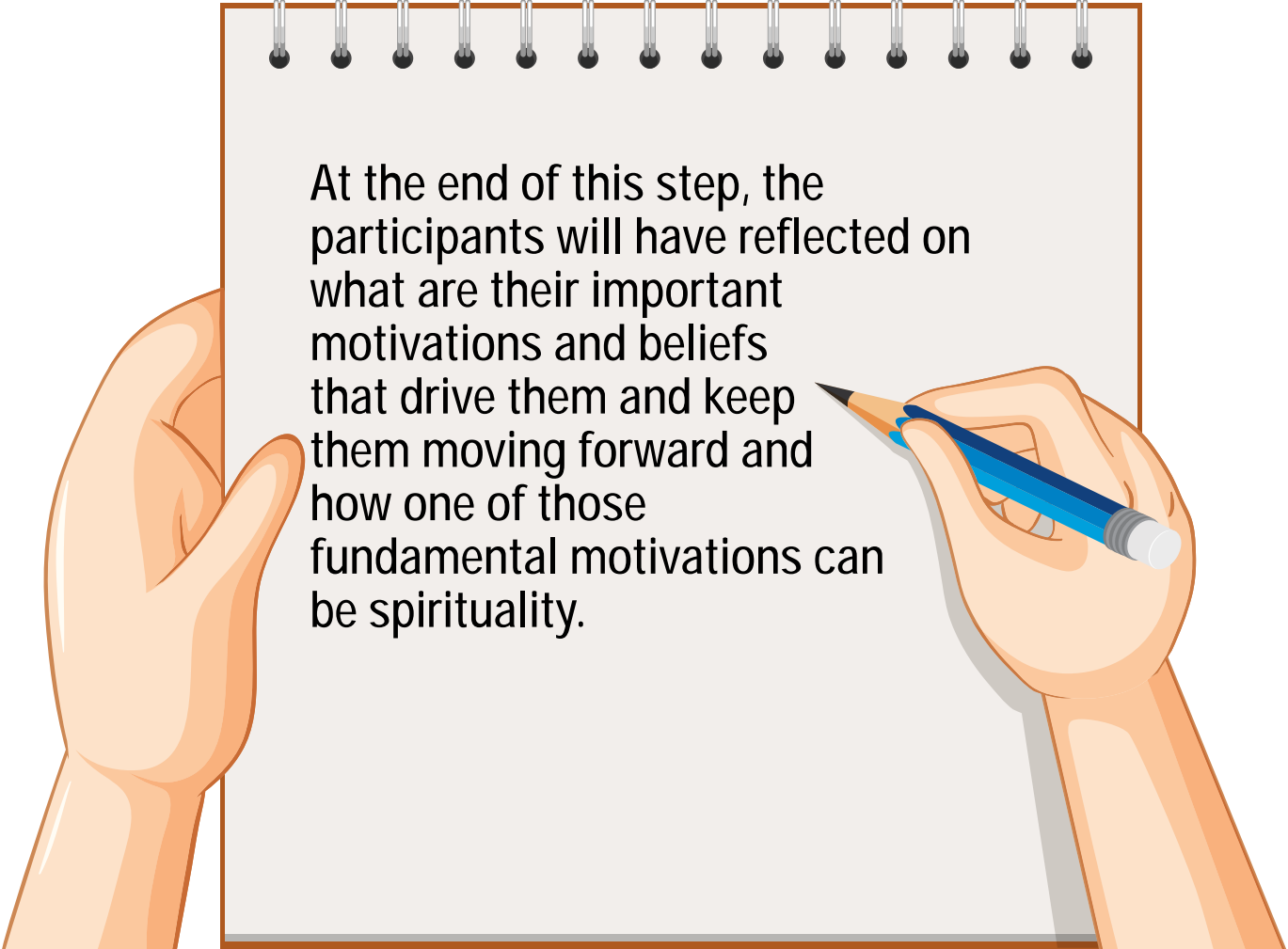


For the Participant's Notebook:

Revisit your own personal history timeline, which you did earlier in Session 13. Choose the most important events you draw or wrote and think about how spirituality was present during those moments. You can write it if you want to, or share in pairs:

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>PAINFUL events and experiences in my life</p> </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>PLEASANT events and experiences in my life</p> </div>
<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Year 1</p> </div>	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100%;"> <p>Did you think about spirituality? Did it help you in any way? How so?</p> </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100%;"> <p>Did you think about spirituality? Did it help you in any way? How so?</p> </div>
<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Year 2</p> </div>	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100%;"> <p>Did you think about spirituality? Did it help you in any way? How so?</p> </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100%;"> <p>Did you think about spirituality? Did it help you in any way? How so?</p> </div>
<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Year 3</p> </div>	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div>
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100%;"> <p>Did you think about spirituality? Did it help you in any way? How so?</p> </div>		<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 100%;"> <p>Did you think about spirituality? Did it help you in any way? How so?</p> </div>

Observe how spirituality has or has not been part of your life, or has it been present and continues to be present in the key moments of your life. Do you think that spirituality is/ can be an important driving force in your life?

An illustration of two hands holding a spiral-bound notebook. The left hand is on the left side of the notebook, and the right hand is on the right side, holding a blue pencil. The notebook is open, and the text is written on the right page. The spiral binding is at the top of the notebook.

At the end of this step, the participants will have reflected on what are their important motivations and beliefs that drive them and keep them moving forward and how one of those fundamental motivations can be spirituality.

STAGE THREE:

WHO DO I WANT TO BE?
IF I BELIEVE AND I SET MY MIND TO IT,
IT IS POSSIBLE!





Objective of Stage Three:

To help the participants in their individual processes of planning their personal life projects, based on the insights resulting from recognizing themselves, accepting their history and identity, and understanding their goals, beliefs and values.

Steps of Stage Three:

Step 7: My dreams, my wishes, my goals

Step 8: My future depends on my present

Topics and contents that can be dealt with:

- ⦿ The project called happiness.
- ⦿ Driving forces and the sense of life.
- ⦿ My future and that of my community.
- ⦿ Life goals and purposes.
- ⦿ The challenge of becoming who I want to be.
- ⦿ My life project.



Group rules

General recommendations for group interaction during the third stage

1. Do not use substances during group sessions and activities.
2. Show respect and be friendly towards your peers, avoiding any kind of aggressive or violent behavior.
3. Respect the teachers and facilitators who share with us their experiences and life messages.
4. Engage in all the activities conducted by the facilitators.
5. Do not use sharp weapons during group activities and sessions.
6. If possible, come to the sessions washed and with clean clothes





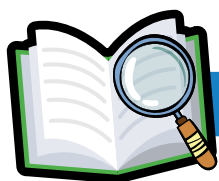
Step 7: My dreams, my wishes, my goals

7.1. What is this step about? What is its purpose?

When we reach this step, which is the first of the third stage, we will have discussed with the participants about the people who wish us well and in whom we can trust; about who we are and how important it is to accept ourselves as we are; about the important challenges in our lives, our motivations and faith, as driving forces. Now is the time to reflect on what we want to do with our lives, where we want to go or what direction we want to take.

7.2. Work sessions

Session 20: Do I want the best for me?



I explore my previous experiences:

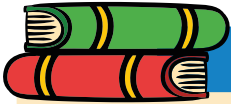
Before starting, we propose some warm-up activities to explore previous experiences:

Initial activity: “Triggering questions”

Discuss with the other members of the group the following questions:

1. Do you really want good things to happen in your life? Why?
2. What good things would you like to happen? Why?
3. Why is it good to wish good things for oneself? What happens if one doesn't wish good things for oneself?

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

In order to answer the big question about who I want to be, we must first start by asking ourselves in all honesty if we really want the best for ourselves. Do we want good things for our lives? It is important, therefore, to begin to think about this first, and to identify what are the good things we really want for our lives.



I actively participate in the activities

Exercise: "The sun of hope"

Description

In this exercise, we take time to recognize and identify, with all faith and hope, the good things that we want to happen in our lives in the near future. We will use a sun diagram, similar to the one used in Session 12 for the activity "My Identity". But this time we will focus on the good things I want for myself.

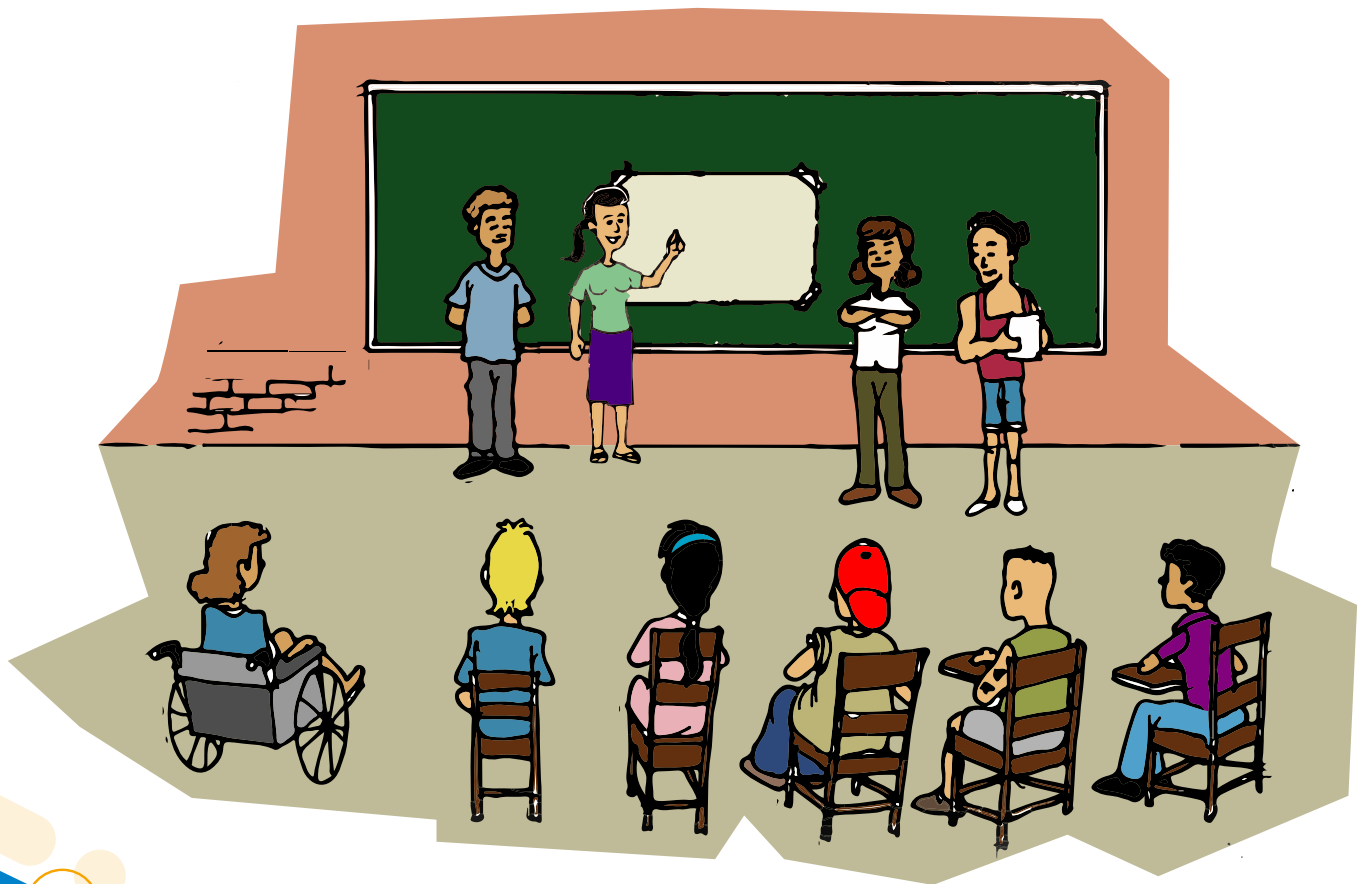
Objectives

- ☉ By using a sun diagram, to encourage participants to become aware of the good things they wish for their lives, with an attitude of faith and hope.
- ☉ To share with others, the good things they wish for their lives, using this moment to listen and give suggestions or advice to their peers.

Time: about 20 minutes

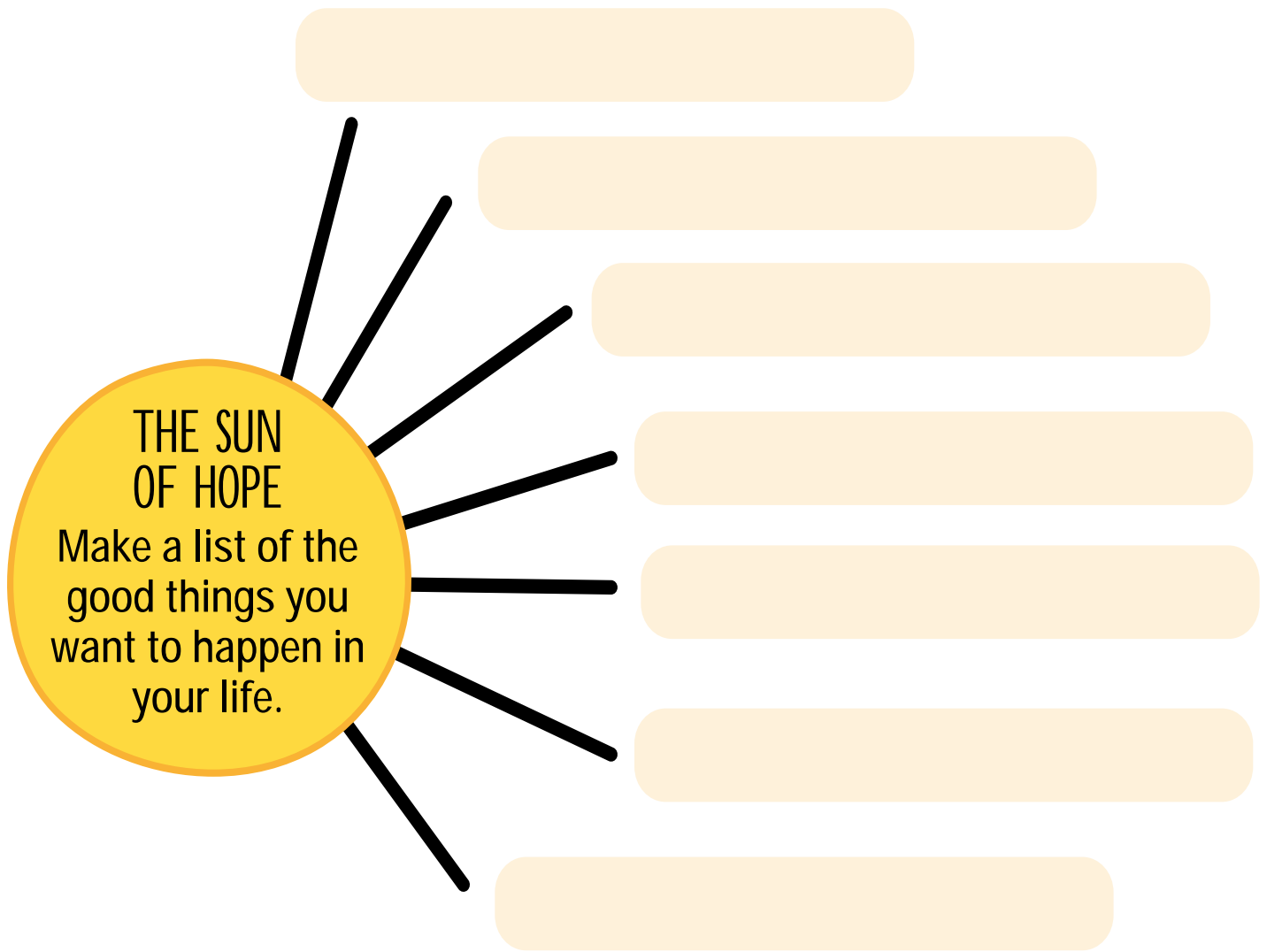
Instructions:

- a.** Encourage the participants to think, with faith and hope, about the good things they want for their lives.
- b.** Hand out flip chart paper to draw a sun diagram like the one drawn in Session 12 on “My Identity” or use the diagram in the Participant’s Notebook.
- c.** Place the good things you want on the sun diagram, either by writing what they are about or by drawing something that represents them.
- d.** Share in pairs these good things and add any other things based on the suggestions by our peers, who wish us well. Make suggestions to them about their own sun graphs.
- e.** If the facilitator considers it necessary rotate with other pairs so as not to work with only one person.



For the Participant's Notebook:

With lots of faith and hope, make a list of the good things you want to happen in your life and place them in the rays of the sun in the diagram below. Then share in pairs listening and offering advice about the good things you hope will happen to your friends:



Source: Based on Toronto By Youth for Youth Resource)

Session 21: My wishes in life



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: "Taking care of my dreams and wishes"

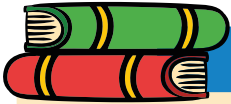
Time: about 30 minutes

Instructions:

- a. Sitting in a circle, each participant is given a balloon, a marker and a quarter sheet of bond paper, which they will then insert into the balloon.
- b. Tell them that they will have to do this with extra care as it is about taking care of our dreams and good wishes.
- c. Each participant will write or draw on the quarter sheet of bond paper the most important dream they have for themselves.
- d. Once drawn or written they share this with the group.
- e. Then ask them to fold their dream well and to carefully introduce it into the balloon.
- f. They will all inflate the balloon little by little to inspiring music in the background. It can be Color Esperanza (the colour of hope) or another song. Remind them to take care and nurture their dream as they inflate the balloon and tie it off. If the balloon of any of the participants bursts, give them another one right away.
- g. Then, to the rhythm of the music, everyone stands up to play with their balloon, making sure that this important dream or wish they have for themselves does not get shattered. Urge them to take care and nurture this dream so that they can make it come true. IF POSSIBLE...



At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

Our goals and purposes in life are like the finish line that must be reached at the end of the race. This is our life race where we are all competing, some go ahead, others further behind. At this moment, it is not that important if you are first or last; what is important is to get to the finish line and know how to get there the right way. We are all winners in this race if you know how to compete well and know how to get there, but, in order to compete it is important to know: what is that finish line? what are your goals and motivations? what drives you? what do you dream of? what do you long for most?



I actively participate in the activities

Exercise: "My wishes"

Description

In this exercise, participants work individually reflecting on the most important wishes in their own lives, which are related to their goals and purposes. Each participant is given the sheet "My wishes", or works in the Participant's Notebook. Once they have completed the exercise, ask for volunteers to share their results with the group. Encourages them to think about those wishes that can become real.

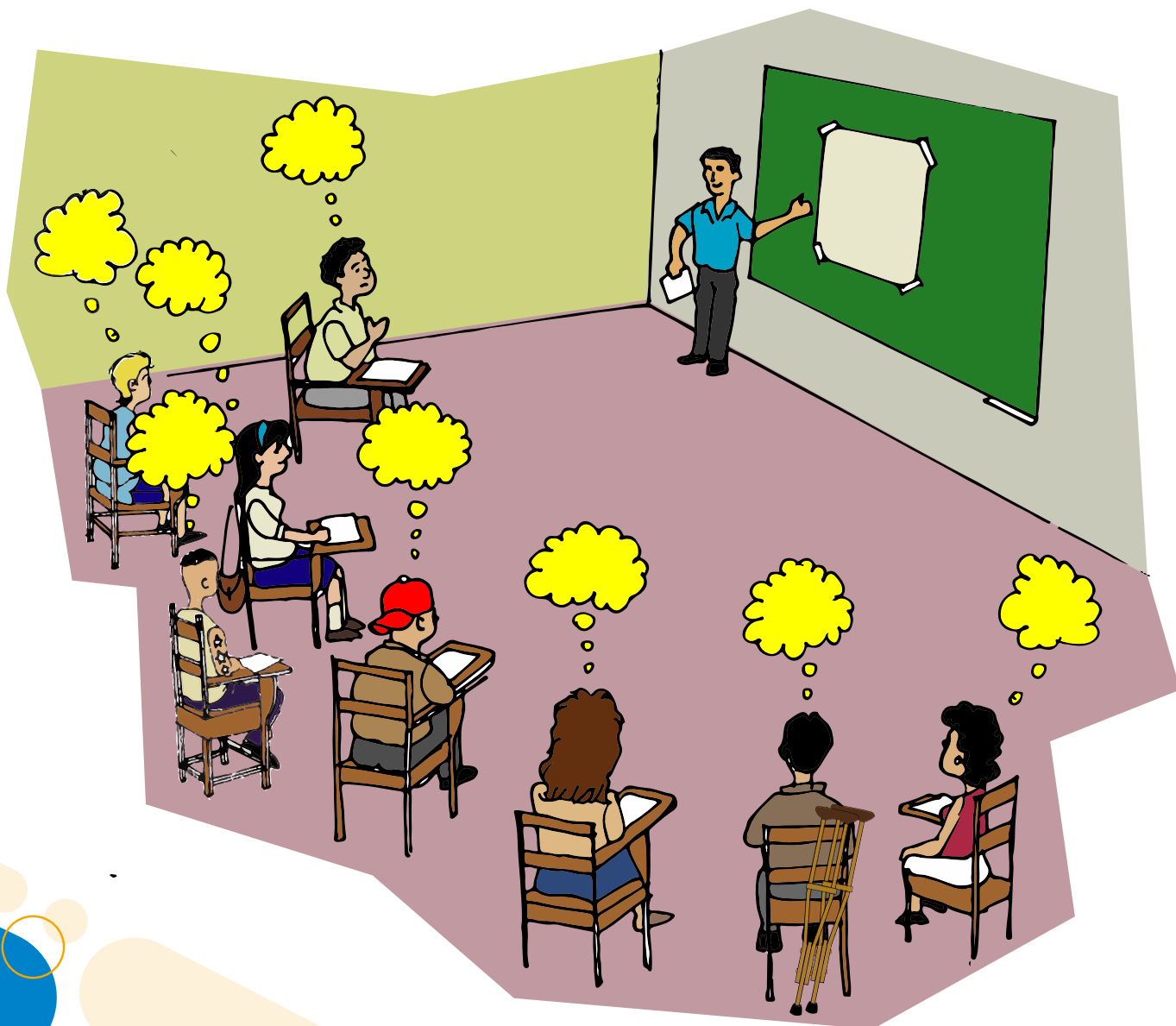
Objectives

- To determine life expectations, wishes and goals, making a distinction between real and unreal wishes.
- To recognize those expectations, wishes and goals as own and accept them in order to make important life changes, honouring that we are the creators of our own present and future.

Time: about 30 minutes

Instructions:

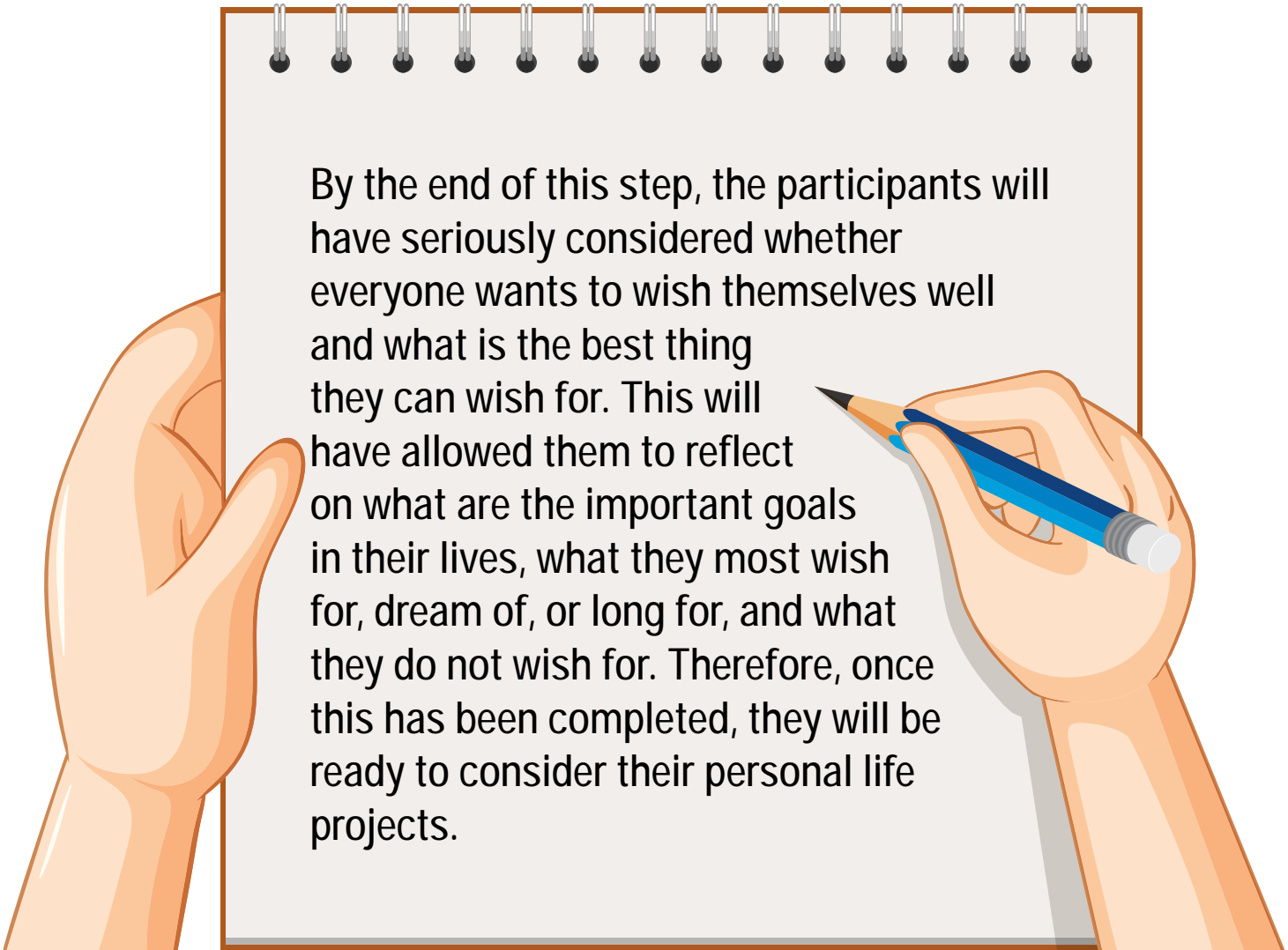
- a.** Hand out separate sheets with the table suggested below, or use the Participant's Notebook.
- b.** Ask the participants to think and write or draw in the blank spaces what they want to be, do and have in the future and what they do not want to be, do or have in the future.
- c.** Point out that they should consider their objectives in all aspects of their lives: family, friends, partner (if any), work or studies.
- d.** Invite them to share with the group the goals and wishes they identified and wrote/draw in the exercise.



For the Participant's Notebook:

Think about what you want to be, do and have in the future and what you do not want to be, do or have in the future. Write or draw something that represents your thoughts in the blank spaces in the table below:

WRITE YOUR NAME AND SURNAME OR DRAW SOMETHING THAT REPRESENTS YOU:	
write or draw what you would like to	
BE	
DO	
HAVE	
write or draw what you would not like to	
BE	
DO	
HAVE	

An illustration of two hands holding a spiral-bound notebook. The left hand is on the left side of the notebook, and the right hand is on the right side, holding a blue pencil. The notebook is open, and the text is written on the right page. The background is white with a light blue and orange decorative border at the bottom.

By the end of this step, the participants will have seriously considered whether everyone wants to wish themselves well and what is the best thing they can wish for. This will have allowed them to reflect on what are the important goals in their lives, what they most wish for, dream of, or long for, and what they do not wish for. Therefore, once this has been completed, they will be ready to consider their personal life projects.



Step 8:

My future depends on my present

8.1. What is this step about? What is its purpose?

This last step leads us to our life project, the life project called “happiness”, which is only possible if I take into account that **the decisions I make today**, here and now, **will determine what my life will be like tomorrow**, because my future depends on my present. If we make a firm decision today, to change and fight to achieve our goals, wishes and purposes, the result will be a promising future for our lives. But if, on the other hand, we do not take life seriously in the present, our future will take its toll on what we did not decide to do in time.

8.2. Work sessions

Session 22: How would I like to be remembered?



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “How do I want to be remembered?”.

Discuss with the other members of the group the following questions:

1. Have you ever thought about how people will remember you?
2. How would you like to be thought off by your friends, family, or loved ones?
3. What would you like them to think or say about you?
4. Is it hard or unpleasant to think about death?

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

When it comes to thinking about our goals and dreams in life, it is worth remembering that we have a time limit, because we are human beings and our lives will end someday. Would you like to fulfill all your dreams before that day comes? How would you like to be remembered by your friends and loved ones? Although it is difficult and no one likes to think about death, it is good and even necessary to do so sometimes, because it can help us think, react, and make a stop in our lives. It is important to take things seriously and make a change in our lives right now that we can, because afterwards, it will be too late.



I actively participate in the activities

Exercise: "My life"

Description

This exercise provides an opportunity to reflect on how we want to be thought off.

Objectives

- To provide a moment to think about how we would like to be thought off by our loved ones.
- To value what our friends and peers think of us

Time: about 20 minutes

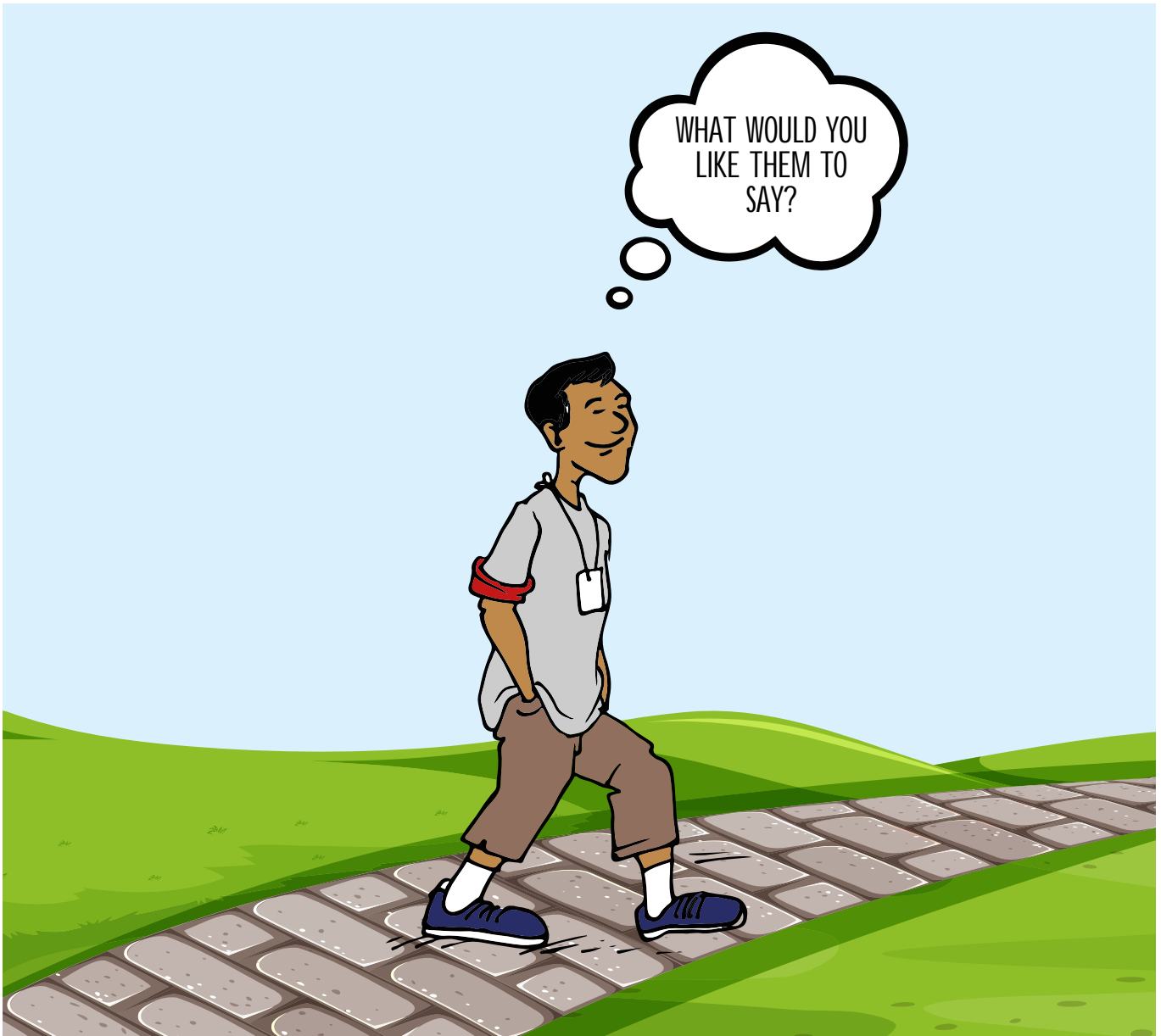
Instructions:

- a. Hand out separate sheets, or use the Participant's Notebook.
- b. Invite the participants to take some time to reflect on how they would like to be thought off by their friends, family and loved ones. Say:
- c. What would you like your friends and family to say about you?
- d. Write a phrase or draw something that represents how you want to be thought off.
- e. Share your work in pairs and listen to your partner's ideas on how they would like to be thought off, and offer your ideas about theirs too.
- f. Ask them to display their work so that everyone can see what they did.
- g. At the end, conclude by saying that it is important to take this matter seriously, as it may help us to make important decisions about change and to consider what we want to do and be in our lives from now on .



For the Participant's Notebook:

Take some time to reflect on how you would like to be thought off by your friends, family and loved ones. What would you like them to say? with this exercise we invite you to write or draw how you want to be thought off today .



Session 23: How do I see myself in the future?



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: "The cabbage of good wishes"

Prepare a paper cabbage by rolling several sheets of paper over each other to form a large ball that the participants will have to take off one by one, as if they were peeling a cabbage. Each sheet of paper should have the names of the participants written on it, so the number of sheets that make up the cabbage should equal the number of participants. Everyone stands in a circle, and each of the participants removes one leaf from the cabbage, and reads the name aloud, or the facilitator can help them by reading it for them. If their name comes up, they should take out the next sheet and put that one with their name back, even if everybody will know what name will come up next. Once they read the name out loud, they will go to that person, they will look at them and wish them something good for their future, using the following phrase: "_____ (*Say aloud the name of the person whose name came out*), I wish that in the future you (be/ become/ achieve) and they will complete the sentence with good wishes for the future of that person. FOR THIS ACTIVITY PLACE THE PHRASE WITH ALL ITS OPTIONS SOMEWHERE THAT CAN BE EASILY SEE BY EVERYONE.

1. Name of the person whose name came out.
2. I wish that in the future you
3. be...
4. become..
5. achieve...

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

The expectations, dreams and wishes for our life, live within us and are part of each one of us, are inside us and drive us to grow and learn new things. They are the result of the trust in oneself and in life. How do you see yourself in the future making those goals and dreams come true? What do you have to do to make them come true?



I actively participate in the activities

Exercise: “Magazine cover”

Description

This exercise involves handing out the “Magazine Cover” sheet to each of the participants or using the one in the Participant’s Notebook” to complete it individually. The cover of this magazine will pretend to be the cover of a magazine of the future, showing images or talking about each participant. It shows what they expect to be or achieve in the future. At the end, the participants will be encouraged to share their experience and show what they have created to the group.

Objetivos

- To stimulate the imagination to project into the future.
- To visualize oneself in the future and express this visualization in a collage of images from other magazines.

Time: about 20 minutes

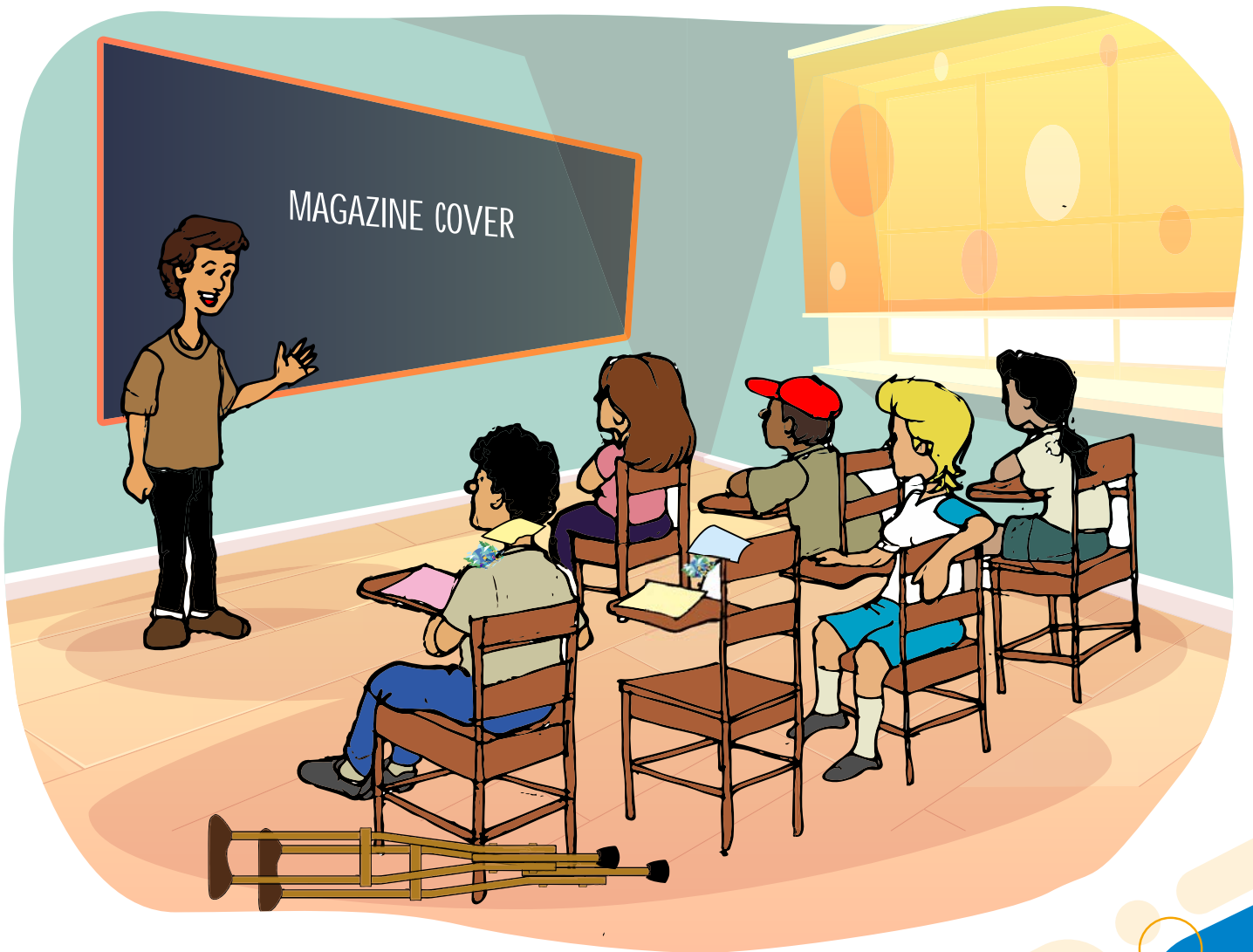
Instructions:

- Hand out the “Magazine cover” or have the participants use that in the Participant’s Notebook. Point out that they will work on their own.
- Explain that in this activity they will have to project themselves into the future and see what they want.
- Invite them to imagine that 3 years have passed since now and that a magazine has contacted them to write something about them. And they have decided that they will be on the cover!
- Spur their imagination with some questions, such as: what type of magazine is it? (they have to decide this); fashion, entertainment, sports, social, cultural, political, science or research, decoration, health, etc.?, what could the magazine be called?; what would be the reason for them to appear as the main story on the cover of that magazine?

- e. Tell them to think about themselves and to draw themselves in the cover and to write a headline, if they want to. The headline should be in large print, as in a typical magazine.
- f. If they want to, they can write a short article (one paragraph) about themselves in the future, something that matches the headline and the drawing.

Variation:

Hand out magazines on various subjects (travel, general information, fashion, education, sports, etc.), which include a large number of images. Ask participants to select images that represent the article in the magazine. They should cut them and paste them on the Magazine Cover to illustrate the article about themselves.



For the Participant's Notebook:

Imagine that 3 years have passed since now and that a magazine has contacted you to write something about you. And they have decided that you will be on the cover! In the blank spaces below write the name of the magazine, the headline of the story about you, draw yourself in the future or cut out images from other magazines to illustrate what this magazine wants to say about you in the future. If you want, you can write a summary of what the article says about you:

"MAGAZINE COVER" FORM

name and surname:	date:
name of the magazine:	
year: 20_____	
headline of the story about you:	
drawing or image related to you in the future:	
brief summary of the article about you (if you want)	

Session 24: My life project



I explore my previous experiences:

Before starting, we propose some warm-up activities to explore previous experiences:

Activity: “My most recent achievements”

Invite the participants to work in pairs and share something that one year before they intended or wanted to do, achieve or have, and that now, one year later, they have or have achieved. SOMETHING POSITIVE

Share with the whole group.

What did they achieve? How did they achieve it? What was their strategy?

At the end, the facilitator will reflect on the fact that if we set to something in our life, and if we really wish it or want it, we can get it. “When there’s a will, there’s a way”. And what proves this is that they themselves, one year before or some time before they had set themselves to something and they achieved it. The same thing happens with our life projects and the goals we set for ourselves. It is possible to attain them, if that is what we want and we are willing to take the necessary steps.

At the end, invite the group to reflect and say if they liked the activity, how they felt, what they learnt.



I reflect on the topic

The personal life project is related with our intentions and it is what gives meaning to our daily life. Whatever our project, we need to make sure that it is something that really interests and motivates us; that it makes us reflect on where we are now and where we would like to be in the future. To attain this it is important to plan and set realistic goals and objectives, that are attainable, and also, to determine by which realistic means we will attain our goals.



I actively participate in the activities

Exercise: “My life project”

Description

In this exercise, the participants will fill a table describing, with words or drawings, all the elements needed for a life project. The idea is that they plan for the coming year, their goals and objectives, and how they plan to achieve them. And this, regarding different aspects of their lives.

Objectives

- ☉ Set goals for different areas of my life.
- ☉ Reflect and analyze on how you would like to see yourself in the future.
- ☉ Identify and adopt strategies that will allow you to meet your goals.

Time: about 20 minutes

Instructions:

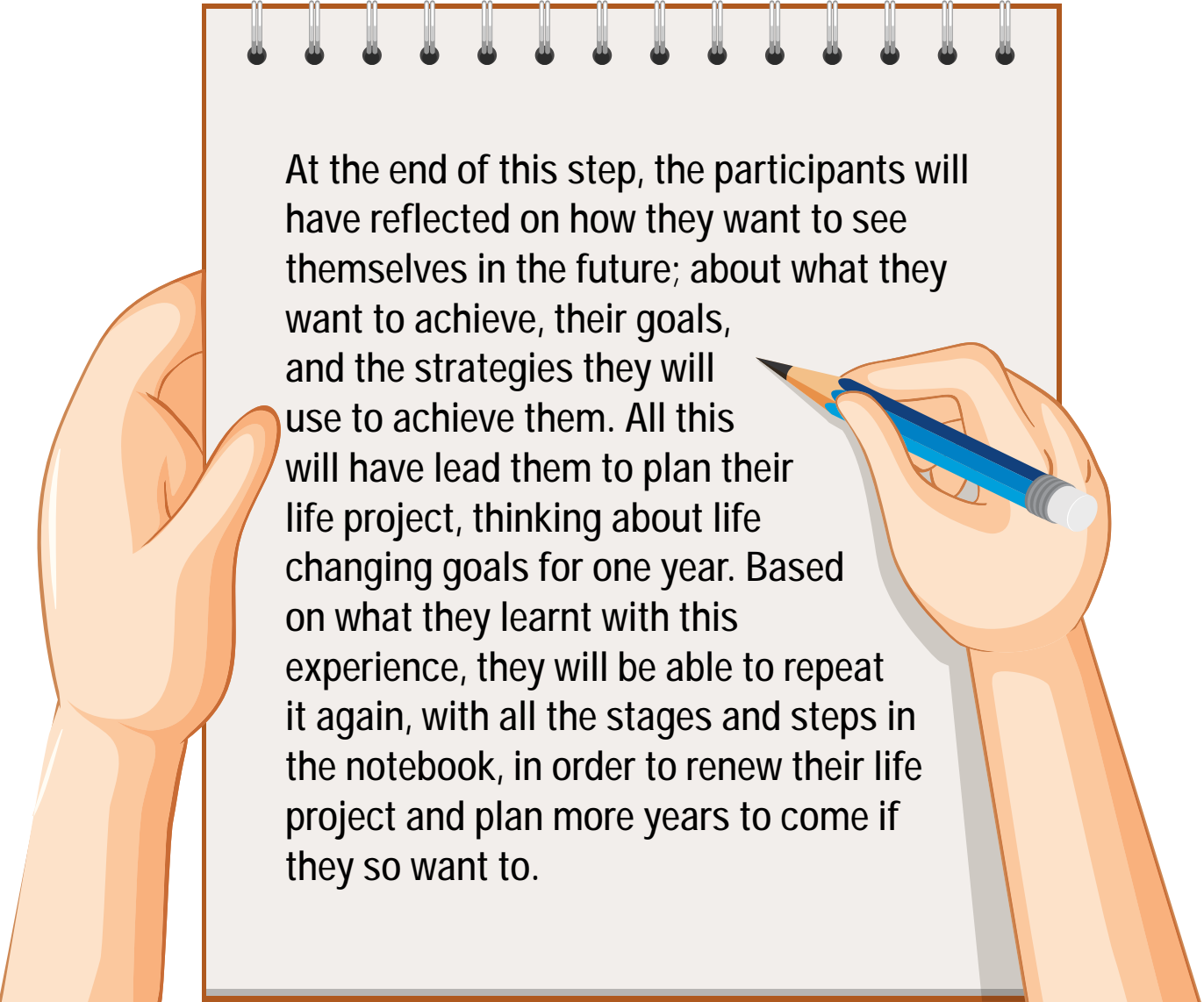
- a. Hand out separate sheets with the table suggested in the Participant’s Notebook or use the table in the Notebook.
- b. Ask the participants to fill out each of the elements in the table until they complete their life project. They can write or draw.
- c. They should plan their lives for the next year, and can be guided in their reflection by questions such as: What do I see myself doing in a year’s time? What do I not see myself doing? Where am I? Where do I not want to be? Who am I with? Who I want to be with? Why do I want my future to be like this in a year’s time?
- d. Share with the group your personal life projects, stating your goals and how you plan to achieve them. If they used drawings, explain how the drawings relate to what they are explaining.
- e. At the end, the facilitator reminds them of the importance of keeping and storing their life projects, so that, within a year, by this same date, they review them again and verify how much of what they set out to achieve became true. They will be able to see also what things they need to take up again to continue fighting for a significant change in their lives.

For the Participant's Notebook:

Fill the table below to make your own personal life project. To do this, you will need to plan your life within one year. These questions can help you to think about this. What do I see myself doing in a year's time? What do I not see myself doing? Where am I? Where am I not? Who am I with? Who am I not with? Why do I want my future to be like this in a year's time?

Areas of my life	My present	My goals for the future (within one year)	How do I plan to achieve this?
Personal			
Family			

Areas of my life	My present	My goals for the future (within one year)	How do I plan to achieve this?
Friends			
Studies or work			

An illustration of a spiral-bound notebook with a light grey cover and a brown spine. The notebook is held by two hands. The left hand is on the left side, and the right hand is on the right side, holding a blue pencil. The text is written in a black, sans-serif font on the white pages of the notebook.

At the end of this step, the participants will have reflected on how they want to see themselves in the future; about what they want to achieve, their goals, and the strategies they will use to achieve them. All this will have lead them to plan their life project, thinking about life changing goals for one year. Based on what they learnt with this experience, they will be able to repeat it again, with all the stages and steps in the notebook, in order to renew their life project and plan more years to come if they so want to.



Biography

Chehaybar, E. (1989). Técnicas para el aprendizaje grupal. México D. F. UNAM.

Medina, L. & Perichon, A. (2008). Coaching emocional: Una nueva visión de la orientación vocacional. Programa Teórico Práctico para abordar un proceso grupal. Buenos Aires: Bonum

Mena, Ana Belén (2018). Aprende a controlar tus emociones: Serie de aprendizaje didáctico para niños y niñas de todas las edades. Madrid: Mestas Ediciones

Oviedo, Otilia. (2006). 500 actividades con grupos: Dinámicas, técnicas y recursos. Málaga: Ediciones Aljibe

Zarzar Charur, Carlos (2015). Instrumentación didáctica por competencias. México D.F. Grupo Editorial Patria



By Youth For Youth

**JOIN
THE GAME!**



**Casa
Alianza**

Abriendo Puertas a la Niñez Desamparada



Casa Alianza Nicaragua



@CasaAlianzaNi



Casa Alianza Nic



Casa Alianza Nicaragua



Casa Alianza Nicaragua



www.casa-alianza.org.ni