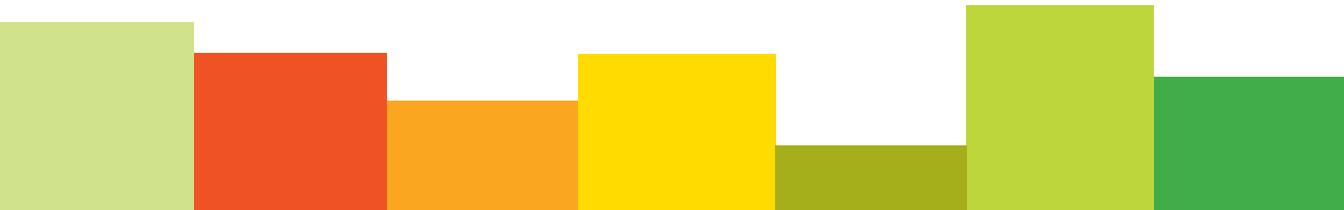




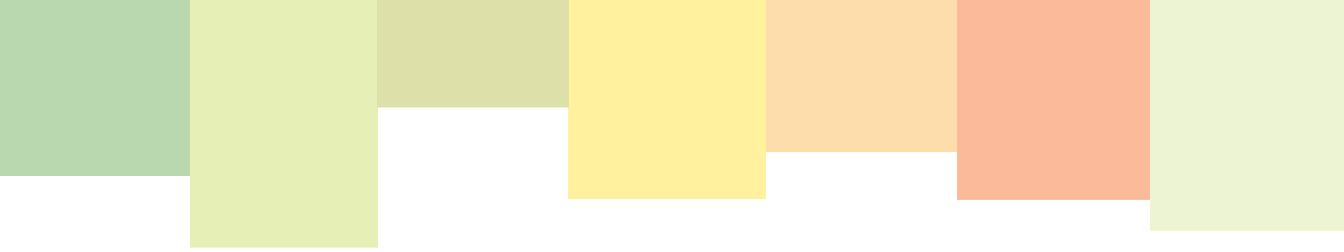
# YES **i** CAN

**LEADERSHIP FOR TEENS**

**AGES 13-17 YEARS**







**YES i CAN**  
**LEADERSHIP FOR TEENS**  
**AGES 13-17 YEARS**

**Be-Free Center  
Women s Learning Partnership**



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## WHO WE ARE

A partnership of twenty autonomous organizations, Women’s Learning Partnership (WLP) trains and supports women in the Global South, primarily in Muslim-majority countries, to become leaders and advocates for a just, peaceful world. WLP creates culture-specific leadership trainings on democratic participation, and it partners with local organizations to help women gain the skills they need to fulfill greater leadership roles at the family, community, and national levels. Over the past decade, WLP has developed curricula and education resources that encourage women’s leadership and rights, and bolster their capacities as agents for change toward

the establishment of free, fair, and democratic societies. In 2001, WLP published *Leading to Choices*, a leadership training manual for women with a special focus on women in Muslim-majority societies. By 2010, *Leading to Choices* had been translated into 20 languages, and adapted for dozens of different cultural contexts. To date, WLP’s programs and training materials have reached tens of thousands of women and men in over 40 countries, strengthening local organizations to become self-sustaining, and empowering women’s movements around the globe.

## FOREWORD

**T**he WLP Partnership believes that thoughtful and empowered young people will be strong community leaders and effective champions of universal rights. Young people, especially girls, need encouragement, education, and skills to speak up and speak out. Our partner organizations feel a keen responsibility to engage the youth of their countries in democracy, gender equity, and participatory leadership in order to prepare them for greater opportunities in the new millennium. The Young Women's Learning Partnership (YWLP) was conceived of and developed by women who espouse these values.

The YWLP curriculum is designed to develop skills that will help empower young women to realize their own potential and to understand the importance of this empowerment, not only for themselves, but also for their communities. The program is founded on the idea that the most significant factor in bringing about change is recognition of young women's agency, and that they have a vital role in helping to create equitable, just, and peaceful societies.

The YWLP program gives young women the chance to engage in respectful communication with their peers, and the experience of collaboration with others, enabling them to see the value of solidarity and cooperation. Most importantly, the program gives them the tools to

recognize and appreciate opportunities that may come in the form of challenges, and helps them to realize that nothing is impossible if we work together.

The manual includes workshop sessions that emphasize creativity, knowledge-sharing, and building partnerships, and is intended to be adapted to a wide range of learning environments. WLP's workshops integrate the manual's lessons with skills that resonate with young people—particularly the use of information and communication technologies (ICTs). Our Young Women's Learning Partnership demonstrates that ICTs are not just for entertainment or social interaction, but also can be used as instruments for advocacy and social change.

Through our YWLP program, youth will be equipped to create solutions to the large and complex problems that impact their lives. Using the technology of today, YWLP will help young people create a just world for tomorrow.

**Mahnaz Afkhami**

*President and CEO*

*Women's Learning Partnership*

## About the WLP Partner Organizations

### **Afghan Institute of Learning (AIL):**

AIL is a women-led non-governmental organization that uses a creative, responsive, and dedicated approach to meet the health and education needs of Afghan women, children, and communities. AIL trains and works with health and education professionals and organizations through programs in teacher training, health professional training and health education, and leadership and human rights training. Programs support home schools, community-based organizations, women's learning centers, and a pre-school education program.

[www.afghaninstituteoflearning.org](http://www.afghaninstituteoflearning.org)

### **All Women's Action Society (AWAM):**

Founded in 1985, AWAM is an independent feminist organization committed to improving the lives of women in Malaysia. Its vision is to create a just, democratic, and equitable society where women are treated with respect, and are free from all forms of violence and discrimination. To reach this goal, AWAM informs, connects, and mobilizes those interested in securing women's rights, bringing about equality between men and women, and supporting women in crisis. AWAM's activities include advocacy, training and education, and direct services to victims of violence, including counseling and legal aid.

[www.awam.org.my](http://www.awam.org.my)

### **Association Démocratique des**

**Femmes du Maroc (ADFM):** ADFM is an independent association established in 1985 to defend and promote the human rights of women, and to foster equitable policies and social practices. As one of the largest non-governmental organizations in Morocco focused on the rights of women, ADFM has been successful in

forming networks with civil society and governmental institutions regionally and internationally. The organization guarantees and reinforces the rights of women through advocacy, awareness raising, literacy campaigns, direct assistance, and education, among other activities.  
[www.adfm.ma](http://www.adfm.ma)

### **Association des Femmes Chefs de**

**Famille (AFCF):** AFCF is a non-governmental organization in Mauritania with a primary mission to promote human rights and to defend the rights of women and children. AFCF strives to bring support to women in precarious situations (particularly female heads of households), create a network of associations working to improve living conditions for women and children, and contribute to fostering gender equality and building active solidarity among women of different social classes. [www.afcf.asso.st](http://www.afcf.asso.st)

**Aurat Foundation:** Aurat Foundation was established as a non-governmental organization in 1986. The foundation is committed to working for women's rights and empowering citizens to participate in good governance for the purpose of creating a just, democratic, and humane society in Pakistan. The organization works in partnership with over 1,200 non-governmental and community-based organizations on activities related to advocacy, activism, and knowledge- and information-building for women's rights and gender equality in Pakistan.

[www.af.org.pk](http://www.af.org.pk)

### **BAOBAB for Women's Human Rights**

**(BAOBAB):** BAOBAB is a non-profit organization working for women's human rights and legal rights under religious laws, statutory laws, and customary

laws, with a particular focus on Muslim women. BAOBAB works with legal professionals and paralegals, policy makers, women's and human rights groups, other non-governmental organizations, and members of the general public. Its programs promote human rights education, particularly women's human rights. BAOBAB sponsors women's rights training and education projects, and programs that enhance understanding of women's rights to influence social and government policies. [www.baobab-women.org](http://www.baobab-women.org)

**Be-Free Center/Bahrain Women's Association (BFC/BWA):** BFC/BWA is a women's rights and child empowerment organization in Bahrain. The organization strives to increase awareness of women's legal rights, as well as other issues that affect women, such as globalization, information technology, the environment, health care, culture, and the family. The Be-Free Center focuses on eliminating child abuse and neglect and empowering children to be powerful and productive citizens. Through activities including training workshops and seminars, radio and television programs, advocacy campaigns, and networking, BWA promotes active citizen participation among women. Officially established in 2001, the vision of BWA is "to empower leaders for the human development era." [www.bahrainws.org](http://www.bahrainws.org)

**Cidadania, Estudo, Pesquisa, Informação e Ação (Cepia):** Cepia is a non-governmental, non-profit organization dedicated to developing projects that promote human and citizenship rights, especially among groups historically excluded from exercising their full citizenship in Brazil. Cepia conducts studies and educational and social intervention projects focusing on health, sexual and reproductive rights,

violence, and access to justice, poverty, and employment. Cepia's advocacy strategy includes monitoring and evaluating public policies, and maintaining an open dialogue with different social groups and civic organizations. [www.cepia.org.br](http://www.cepia.org.br)

**Collective for Research & Training on Development-Action (CRTD-A):** CRTD-A provides technical support and training in Lebanon to non-governmental organizations, governmental partners, researchers, and international agencies on areas of social and community development, with a particular emphasis on gender equality and equity. CRTD-A focuses on the theory and practice of qualitative, participatory, and action-oriented social research, and produces original literature on gender and development, gender mainstreaming, gender training, social development, civil society, and poverty. The CRTD-A team provides consultancy services for non-governmental organizations and other development actors in gender-related areas. [www.crt-da.org.lb/en](http://www.crt-da.org.lb/en)

**Fondo de Desarrollo para la Mujer (Fodem):** Fodem is a non-governmental organization in Nicaragua that supports the economic and political empowerment of women with scarce resources through financial, business, and citizenship programs. Its programs have earned Fodem the Central American award for Best Practices from Grupo Intercambio. [www.fodem.org.ni](http://www.fodem.org.ni)

**Forum for Women in Development (FWID):** FWID is a network of Egyptian non-governmental organizations working for the emancipation of women and elimination of all aspects of discrimination against women. Launched in 1997 by 15 civil society organizations, FWID advocates for the reform of policies and legislation that discriminate against

women. It is made up of groups of activists, both male and female, from different social and professional backgrounds, who work together to build a democratic, just, and egalitarian society.

### **Foundation for the Support of**

**Women's Work (FSWW):** FSWW is a non-governmental organization in Turkey seeking to ensure women's equal participation in social, economic, and political decision-making by drawing on the expertise and potential of local women. Established in 1986, it supports low-income women's groups to improve the quality of their lives, their communities, and their leadership. FSWW works in Istanbul, the Marmara earthquake region, and southeastern Turkey. The organization also provides consultancy, training, and monitoring support to those local governments, non-governmental organizations, and other organizations that want to integrate FSWW programs into their activities. [www.kedv.org.tr](http://www.kedv.org.tr)

**Human Rights Center/Citizens against Corruption (CAC):** CAC in Kyrgyzstan focuses on the rights of women and refugees, provides legal consultation, conducts and disseminates research, convenes civic forums, participates in public hearings, and trains human rights defenders. CAC advocates against corruption in the government through monitoring elections and supporting election reform, supporting women in Parliament, and advocating against the use of torture and the death penalty. [www.anticorruption.kg/index.php/en/about-](http://www.anticorruption.kg/index.php/en/about-)

**Iran:** WLP works in partnership with activists and scholars from Iran to develop Persian training manuals and multimedia curriculum. In 2005, WLP convened a National Learning Institute for Women's Leadership and Training of Trainers with a group of Iranian activists, non-governmental organization leaders, journalists, and academics to enable participants to develop skills in participatory leadership and to strengthen women's networks in Iran.

### **Shymkent Women's Resource Center**

**(SWRC):** SWRC is a non-profit organization in Kazakhstan whose programs combat trafficking and violence against women and promote the rights of women and women's leadership. SWRC organizes campaigns to combat trafficking, creates self-help support groups for women, provides psychological and legal counseling, and manages a shelter for victims of trafficking. [www.swrc.kz/eng](http://www.swrc.kz/eng)

### **Sisterhood Is Global Institute/Jordan**

**(SIGI/J):** SIGI/J is a non-governmental organization established in 1998. Its founders include lawyers, jurists, and human rights activists working to support and promote women's rights through education, skills training, and modern technology. Its programs include human rights education, initiatives for combating violence against women and girls, and a knowledge partnership program that provides ICT training. SIGI/J also sponsors cultural and educational events that highlight the experiences of women leaders. [www.sigi-jordan.org/pages](http://www.sigi-jordan.org/pages)

### **Women's Affairs Technical Committee**

**(WATC):** WATC is a coalition in Palestine established in 1992 to eliminate discrimination against women, and to pursue a democratic society that respects human

rights. The aims and objectives of WATC include developing young women's leadership skills, increasing women's political participation at all levels, and empowering and supporting existing women's rights organizations. WATC achieves its objectives through training, networking, advocacy, campaigning, and maintaining an educational media presence.

[www.watcpal.org](http://www.watcpal.org)

### **Women's Self-Promotion Movement**

**(WSPM):** WSPM is a grassroots organization created in 2001 in Zimbabwe. WSPM implements women's economic empowerment programs and women's capacity-building programs that seek to improve the lives of disadvantaged women through education, economic development, and women's leadership. The organization primarily works with refugees, women, and girls in the southern Africa region.



# INTRODUCTION

## SECTION 1:

### Why This Manual?

**I**n these rapidly changing times, when we are moving from the information age to the knowledge era and are facing severe economic and social challenges, political conflicts, and other difficult issues, women and children are still among the most vulnerable sectors of societies, particularly in the Global South. The threat is particularly dire for young girls.

In many societies leadership has traditionally belonged to men with power and money. Leaders are seen as those who have the authority to discipline, give orders, and punish, if necessary. These attributes by default very often exclude women—particularly teenage girls.

This manual looks at leadership differently; it does not consider any of the above factors as essential. The concept of leadership here is about inviting change in a smooth and sustained way. It is about learning, participating, sharing, and empowering. It is about being aware of what goes on around us and of our role in the world. None of these aspects is related to gender, age, nationality, or social circumstances.

Investing in women has proven to be a wise practice for sustainable development and a more peaceful world. At the same time, it is always easier to build something than to change what

already exists, especially when it comes to peoples' beliefs about themselves, their lives, their abilities, and their roles in the world. Training girls in leadership while they are young will ameliorate the challenge of their having to go through a process of unlearning and relearning, which can be challenging, and in some cases, prohibitive. Helping young girls see themselves as leaders, and encouraging them to participate in their societies, helps them build strong self-esteem and learn skills that can be life-changing for them and for the people with whom they interact.

#### Why This Age?

Many different organizations have empowerment programs for women, including grassroots women. However, young girls, while no less important, have not traditionally had access to similar attention and programs. And because a person's belief system is in its critical stage of development during the teenage years, investing even a little in building personality and raising the self-esteem of teenagers can yield big returns in empowering the future of those teenagers. Investing in teenage girls is investing wisely in the future.

## **What Are We Trying to Achieve through This Manual?**

This manual seeks to help develop a foundation for teen girls to:

- Understand the meaning of leadership, how they can become leaders, and how they can help others become leaders as well
- Be more conscious about themselves and more aware of their abilities
- Be more aware of and attached to their communities and understand their roles in initiating positive change, however small, in their communities
- Recognize and appreciate opportunities that may come in the form of challenges
- Develop practical plans for self-empowerment and helping others
- Consider human values in whatever steps they take during their life's journey

## **Is It Culturally Sensitive?**

This manual takes into consideration the diverse cultures of its readers. In addition to reflecting this view in the exercises and sessions included here, the authors have tried to choose words, exercises, and discussions that are culturally sensitive.

## **Structure of the Manual**

This manual includes several sessions, each of which is independent of the others, but all of which complement each other. Therefore, participants can learn the message of a single session, even if it is the only session given. On the other hand, when a group participates in all the sessions, the girls will be able to link the

experiences to form a strong foundation for their empowerment and building self-esteem.

While some sessions may include additional materials, each session includes:

### **TITLE**

The title reflects the main concepts on which the session is focusing.

### **GOALS**

The goals reflect what a particular exercise is trying to achieve.

### **STAGES**

Each session has two stages: the energizer and the core exercise.

#### **Stage 1: Energizer**

This is a short, fun exercise to warm up participants and bring harmony to the group. Each energizer has a title, required tools, and implementation steps.

#### **Stage 2: Core Exercise**

This is the main exercise that will focus on clarifying the session's concept. It includes the session's aims, estimated required time, required tools, seating and preparation, and a full description of any other work or discussion form required to perform the exercise.

#### **What Can I Do Today?**

This section lists small, practical actions and tips that participants can think about and apply when they go home. The list takes into consideration the girls' varied personalities, circumstances, and environments, and seeks to invite and encourage smooth but effective change, however small.

### **REQUIRED TOOLS**

This manual recognizes that participants may have limited access to tools and materials. Therefore, much effort has

been made to ensure that each exercise uses the minimum tools and materials while maintaining its quality standard.

### **METHODS**

Methods used in this manual are:

#### **Interactive**

In all exercises, the participants work and learn the concepts through fun games.

#### **Group Work**

Most exercises are designed to be implemented in groups, which facilitates the learning process, enhances communication skills, and enables more self-awareness.

#### **Discussions**

Main concepts are discussed through questions that encourage sharing ideas and personal thoughts while appreciating different points of view.

#### **Brainstorming**

Brainstorming allows participants to share, gather ideas and information, and reach a common understanding of a concept. The Appendix has some guidelines for brainstorming.

### **What Is the Foundation of This Manual?**

The material in this manual is based on:

- Values
- Respect
- Belief in one's ability
- Motivation to change
- Appreciation for small steps
- Learning from sharing
- Respecting different viewpoints
- Finding commonalities and building on them

## **SECTION 2:**

### **Who Can Be a Facilitator?**

**T**his manual is written in a simple and informative way to enable anyone with basic training skills to facilitate its sessions. It will be more meaningful, however, if the trainer has attended the WLP Training of Trainers workshop designed for this manual. Teenage girls share some common characteristics on which trainers can focus to elicit their best. They also share some issues that should be approached with care, particularly those that can trigger negative feelings and should be avoided. These include handling generational differences, judging, addressing their potentially greater knowledge of communication and technology, and other critical issues.

#### **Peer Trainers, Peers-Helping-Peers**

The idea of peers-helping-peers is proving to be effective in many areas. Teens have their own words, beliefs, jargon, and ways of looking at life, particularly because they are exposed to a variety of cultures through different media, including the internet. Often, they can understand each other's dreams, fears, needs, and hopes more clearly than adults can.

This manual is designed so that trained peers can facilitate all sessions.

#### **How Many Girls?**

The ideal group size is 16 to 24 participants. A smaller number may present challenges to sustaining the session's enjoyment and vitality, while maintaining quality may be a challenge with a very large group.

#### **Girls' Age Differences**

While significant age differences within a group may be problematic and participants may feel a stronger sense of cohesion in a group with a minimal age span, age is not the primary measure for teenage girls. Usually, they will feel they have more in common with others in a group when they share a sense of belonging to one thing (for example, the same grade in school).

#### **Room and Environment**

Ideal venues for the workshops are rooms, meeting halls, or even outdoor spaces that are comfortable, allow for movement, and are not subject to disruptions or noise.

## SECTION 3:

### Tips for the Facilitator

**F**acilitators should consider the following:

- Give everyone the chance to speak freely. Facilitators should avoid imposing their ideas or emphasizing their points of view.
- No idea should be judged as right or wrong; each should be shared and discussed freely.
- Any words, acts, or judgments that seem to humiliate or undermine anyone, whether directly or indirectly, should be strongly and immediately discouraged, in a kind way. The facilitator's role is to create a respectful, friendly, and calm environment where all feel comfortable participating.
- If participants offer opposing ideas, do not stop them. Encourage them to speak while respecting the ideas of others.
- If one of the girls does not participate, don't push her. Instead, gently encourage her. You can also ask her to help with certain tasks, such as distributing or collecting papers.
- Be in the training room to receive the participants and to make sure that everything is ready at least 15 minutes before the session's starting time.
- Respect participants' confidentiality; don't share their ideas with others outside the group. Girls need to feel secure talking about and sharing their ideas. It is a good idea to emphasize this at the beginning of the session.

#### Tips

- Mild background music can create a nice atmosphere during group exercises.
- Ask the girls to document their feedback about themselves at the beginning of the sessions and keep it with them. Ask them to do the same when they finish the last session. Then ask them to compare the before and after feedback and discuss it if they wish.
- At the beginning of the session, ask if the participants agree to have their photographs taken. Take photos of the girls during the exercise and at the end of the session, post them on a large sheet of paper. If any participant prefers not be photographed, honor her wishes.
- Assess your mood before you lead a session. The calmer and happier you are, the better you will be able to deliver the manual's concepts and the more successful your session will be. Maintain positive energy and a smile.
- Try to have fun yourself, and to gain from what you are helping the girls learn.
- Listen to the girls with your heart and your mind.



## Stage 1: *Energizer*

---

### AIMS

To energize participants and introduce them to one other. Participants can choose one of the icebreakers below:

### 1. What I Like and Dislike

#### IMPLEMENTATION

- Participants stand in a circle.
- Facilitator starts the game by stating her name, along with one thing she likes and one thing she dislikes.
- The girl to the facilitator's right (or left) then repeats what the facilitator said, followed by her own name, one thing she likes, and one thing she dislikes. This continues around the circle until everyone has spoken.
- If a participant forgets a name, like, or dislike of another, the others can help her.

#### *Example:*

Facilitator:

**MONA** (Facilitator): I like chocolate and I don't like running.

**MARYAM** (on Mona's right): Mona likes chocolate and doesn't like running. I like flowers and don't like cleaning my room.

**KAREEMA** (on Maryam's right): Mona likes chocolate and doesn't like running. Maryam likes flowers and doesn't like cleaning her room. I like computers and don't like cold weather.

*The game continues until the last girl repeats what everyone has said. She'll discover that she has a good memory!*

### GOALS

- Outline the aims and expectations of the workshops
- Agree on rules for the workshops
- Understand the criteria of a leader
- Develop definitions of leadership
- Get in touch and verify participants' views of leadership



## 2. Finding My Opposite

### IMPLEMENTATION

- Before the workshop begins, the facilitator has prepared a set of small pieces of paper, equal to the number of participants. On one piece of paper she writes a word, and on a second piece she writes its opposite. For example, if she writes LIGHT on one, then she writes DARK on the other, TALL and SHORT, OPEN and CLOSED, HOT and COLD, etc.
- The facilitator folds the papers and distributes them to the participants.
- If the number of participants is odd, the facilitator joins the group to form an even number.
- The facilitator asks participants to each open their papers and search for their opposite.
- The facilitator can decide what information participants should find out about their opposites, aside from their name (hobby, school, favorite color, what they are good at, what they prefer, etc.). The information should not exceed three things in addition to the girl's name. Allow three to five minutes for this activity. It is also important that the information not include anything that encourages hard feelings, such as "what was your latest exam grade, what you are weak at," etc.
- The facilitator then asks each participant to introduce her opposite, not herself. The girls can do this while standing or sitting, whichever the facilitator finds more appropriate.
- If the facilitator is not part of the game, she introduces herself with the same information the participants did.

## Workshop on Goal Identification

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The facilitator asks participants their main goal for attending this workshop. She writes down all of their ideas, and when any idea repeats an earlier one, she asks permission of the participant who stated the idea to make a mark close to the similar goal.

## Short, Inspiring Story

---

*The facilitator tells the following story:*

Amina is a teenage girl. She believes that nature is beautiful and we have to preserve it. One day Amina was walking with her friend, Suad, in school when they saw an ant in the garden. Suad wanted to step on it, but Amina said: "This is where it is supposed to live. Why should we hurt it if it's not hurting us and isn't in our house?" Since then Suad has not hurt any insect in the garden.

## Stage 2: Core Exercise

---

### AIMS

This exercise helps participants to recognize some of the traits that help make a leader.

### IMPLEMENTATION

#### *Seating and Preparation*

- *Participants sit in a circle.*
- *Each participant takes one piece of paper (or card), one crayon, and three stones.*

### From Inside Out

- The facilitator asks each participant to think about someone they see as a model of successful leadership. Participants can choose the models from their lives, history, literature, or any other place. Each participant should think about that character's most important trait and write it in big letters on the paper. Each girl should write only one trait and should not include the character's name or her own name on the paper. Allow approximately seven minutes for this step.
- The facilitator reminds participants that although each one writes what she thinks is the most important trait, the group as a whole may rethink it when they all see what others wrote. This allows participants to avoid being biased.

### Sharing Ideas

- Ask participants to put their papers on the floor in a circle so everyone can see all of them.
- The facilitator asks a volunteer participant to read each card (without moving them) loudly.

### Rethinking and Action

#### ROUND 1

This round starts with the facilitator asking the first participant to take one of her stones and put it on the paper she believes has the most important character trait of a leader. When she returns to her place, the next participant does the same thing, and so on until the last one finishes (Note: It may be helpful to play music while the participants do this exercise to discourage unnecessary conversation).

### TIME

Approximately one hour

### REQUIRED TOOLS

Paper or cards, crayons, small stones (or any type of large beans can also be used)



## ROUND 2

Repeat the activity of Round 1, but this time have each participant place a stone on the *second* most important leadership trait. This round continues until the last girl finishes.

## ROUND 3

Repeat the activities of Rounds 1 and 2, but ask participants to place a stone on the *third* most important leadership trait.

## Counting and Organizing

- The facilitator asks for two volunteers to come forward. The volunteers count the stones on each paper and write the total for each trait in big numerals on each piece of paper.
- The volunteers then put the papers in order, from the highest total to the lowest.

## Resulting Discussion

- The facilitator reads the paper with the highest score and discusses the trait's importance in leadership. If there is more than one trait with the same score, the facilitator should read both of them.
- As time permits, the facilitator reads the paper or papers with the second highest scores, and so on.

## Core Discussions

After discussing what was written on the papers, the facilitator asks the following questions (one by one) and discusses them with the participants:

- Why are the traits on the papers important for leadership?
- Are people born with these traits or do they learn them during their lifetime?
- Is it important that every leader has all these traits to be a successful leader?
- Do people your age have some of these traits?
- Are these traits related to gender?

---

## What Can I Do Today?

**Even small things can make a change for the better in this world.**

Try it yourself!

- Today, I can think of a leadership quality that I have . . .
  - Today, I can do . . .
  - Today, I can encourage my friend to . . .
-

## Stage 1: *Energizer*

---

### Know Myself Better

#### IMPLEMENTATION

- Participants stand in a circle.
- The facilitator holds the ball and asks ONLY ONE of the following four questions (one question for the whole group):
  - If you were given the chance to give one message to the world on many well-heard international radio stations, what would that message be?
  - If you had to be alone in a big palace for one week and you were allowed to have only one animal with you, which animal would that be and why?
  - If you were given a thousand dollars and told that you had to buy something to make one person happy, what would that be, and for whom?
  - If one day you had to eat only one food for all of your meals and snacks, what would that food be?
- The facilitator throws the ball to one of the participants, who then squeezes the ball and gives her answer. After she is done, she throws the ball to another participant.
- The game continues in this manner until all participants have answered the question. The game is finished when the last girl gives her answer.

#### GOALS

- Learn what type of people can be leaders
- Learn how choices are related to leadership
- Learn how small actions based on positive choices can have big effects
- Learn wider concepts about leadership

#### REQUIRED TOOLS

One small ball that makes a sound when squeezed

## Stage 2: *Core Exercise*

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### TIME

Approximately  
one hour, 15 minutes

### REQUIRED TOOLS

Paper, crayons, big blocks (fruit cartons, empty tissue boxes, or any other light-weight blocks to which a paper can be taped, and that can be piled on top of each other), adhesive tape

### AIMS

This exercise helps participants recognize that leadership is about choices that can effect change, and helps inspire them to learn how they can make choices that result in positive change.

### IMPLEMENTATION

#### *Seating and Preparation*

*The facilitator should divide the participants into three or four groups. This may be done in any of the following ways:*

- **Birthday Queue:** All participants stand according to their date of birth. Then divide as they stand (for example, those who were born at the beginning of the month are in one group, those in the middle of the month in another group, and so on).
- **Colors:** Put three or four sets of colored paper in a basket, and ask each participant to take one piece of paper. There should be an equal number of pieces of each color of paper, and the total number of pieces of paper should equal the number of participants. Those participants with the same color paper should form a group.
- **Name Train Lineup:** The participant whose name starts with the letter **A** starts by saying her name loudly and lining up to create a train. Next, the participant whose name starts with the *last letter* of the first participant's name stands beside the first participant. If more than one person's name starts with the same letter, all of them should join the group. If the group becomes too large, the order should be determined by the next letter in the alphabet.



## Case Study

### Jon Wagner-Holtz

*When I was nine years old, my mother was diagnosed with breast cancer. At that time we were living in a small town in Massachusetts, south of Boston. My mother's diagnosis was devastating to our family. We didn't know what it would mean in the long run. Her illness was extremely tough for me. After her first chemotherapy treatment, she was very weak and sick to her stomach all the time. I was really angry. But I never expressed my true feelings to her. I thought she had enough to worry about without having to worry about me.*

*Halfway through her treatments my dad was transferred to California. My dad flew back and forth every two weeks for five months. It was hard on him not being with Mom, and it was hard on us not having him home. My mom noticed that I was not doing well with our situation. Thinking I would feel better if I could talk to someone, she sent me to a psychologist. Actually, I felt worse. I didn't like the idea that a professional had a preconception of what a child with a parent with cancer felt like. It felt like I couldn't be my own person. I spent more and more time alone in my room.*

*We finally made it through the treatments, and Mom started to regain her strength. She asked me to go with her to the Susan Komen Breast Cancer Foundation's annual Race for the Cure. We went to the race, and Mom was up on the stage during the survivors' ceremony with about 300 other women wearing pink visors. Together they were celebrating life. I thought at the time how great it was that she had such a tremendous support group. My next thought was that many of those women probably had children, and wouldn't it be great if all of us who had parents with cancer could have such a group?*

*I wrote a letter to the Foundation asking them to support me to start a support group where kids can get support and talk to other kids who knew what it was like to have a parent with cancer. They*

*gave me 300 names of kids I could send letters to, and there were eight or nine kids calling on a regular basis. We felt better knowing we were all experiencing anger, sadness, and fear. One weekend I invited the eight regular callers to come to my house, and I brainstormed with them about my ideas for a support group. We wanted it to remain kids helping kids, but we knew we would have to have a psychologist with us. Three of the other kids and I interviewed about eight psychologists and hired one. He understood that we wanted him with us for supervision, but that we wanted to run our own support group.*

*We decided our first meeting would be at a place where kids could get away from the cancer environment. We knew that we couldn't have it at a hospital, because hospitals were viewed as the enemy by most of us. That's where our parents went and got sicker. At nine years old, we weren't able to realize that, in order for our parent to get better, he or she had to get sicker through chemicals. Thirty-two kids came to the first meeting. Kids talked about their own situations, their feelings, and the problems they were having. One girl was crying as she told us she hated going home—how she hated seeing her mom throwing up, bald, and sleeping all the time. Another girl sitting next to her gently took her hand to comfort her. After that first meeting I felt better than I had since my mom was diagnosed. I knew the group meeting had helped the girl who was so upset.*

*Helping another kid had helped me. We sent fliers to doctors to make sure as many kids as possible heard about our group. We were profiled in the media, and that really helped get the word out. As we grew, it became its own nonprofit organization. All of our programs are free of charge. We're totally supported by donations. Six years later, we've got 18 chapters around the nation in 12 states. This year we will help nearly 10,000 kids.*



### Group Discussion

- The facilitator reads the case study above, and then gives each group at least two copies of the story.
- She asks the groups to discuss the story with each other and find three major choices they think the person in the story made. This step should take 15–20 minutes.
- Each group uses crayons to write its three choices on three separate pieces of paper. Groups are also asked to come up with possible alternatives for each choice that was made.

### Sharing Ideas

- When time is up, or the groups finish (whichever comes first), each group has one or more representatives come forward, tape the first decision (first in the sequence of the story) on the box, and explain why this is the right choice and what other choices (bad or good) could have been made instead.
- After the group explains the first choice, they go to the second, put that block on top of the first one, and explain the second choice with possible alternative choices that might have been made.
- After the group finishes explaining the second choice, the group repeats the previous step for the third choice.
- If the group cannot come up with three choices, they explain only those that they were able to find.
- When the first group finishes, the second group starts the process of explaining each choice to the other groups. The second group should put its boxes apart from the first group's boxes.
- The process ends when all groups finish their explanations.

### Accumulating Knowledge

After all of the groups are done, the facilitator, or a volunteer, arranges the blocks of all the groups according to the sequence of events in the story. Participants may give their views.

### Insight Discussion

- The facilitator leads a short discussion about the importance of choices.
- The facilitator then encourages discussion by asking the following questions:
  - Is there a leadership concept in this story?
  - Is there only one leader in this story? If there is more than one, who are they?
  - Do you think people your age can be leaders? Can the change they cause be important and vital in someone's life?

---

### What Can I Do Today?

**You can think about the following questions:**

- Can I see myself being a leader?
  - What opportunities in my life allow me to invite change, even on a small scale, where the change might affect one person, one family, or one group of friends?
-

## Stage 1: *Energizer*

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*This energizer exercise will help begin the session in a fun way:*

### I Am Proud of Myself

#### **IMPLEMENTATION**

- Participants stand in circle.
- The facilitator explains the game, asking each participant to say something she has done in her life she feels proud of.
- The game can start with anyone who volunteers to share her experience. The experience should be brief and should not exceed 30 seconds.
- The facilitator encourages all participants to share their experiences. If a participant says she hasn't done anything to be proud of, the facilitator encourages her not to underestimate even small things, and adds that she will surely find something to be proud of that she can share.
- The game finishes when all participants have shared their experiences.

## Stage 2: *Core Exercise*

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### Brainstorming

#### **AIMS**

This exercise helps participants to brainstorm their beliefs and ideas about self-esteem and seeks to provide some shared foundation for what self-esteem might mean.

#### **IMPLEMENTATION**

##### *Seating*

*Participants may sit in a circle or in groups at tables.*

#### **GOALS**

- Understand self-esteem and its importance
- Understand the relationship between self-esteem and leadership
- Gain the motivation to adopt an attitude that increases self-esteem
- Learn to value and accept oneself

#### **REQUIRED TOOLS**

No special tools are required

#### **TIME**

Approximately  
10–15 minutes

#### **REQUIRED TOOLS**

Board or flip chart, pens

### Sharing Ideas

- The facilitator asks a volunteer to come forward to write on the board/flip chart.
- The facilitator asks the girls what self-esteem means to them in a word or two.
- The volunteer writes the girls' ideas on the board/flip chart. If a girl says something that is already on the board/flip chart, or that is similar to what has been written, the volunteer makes a mark close to the same or similar word(s) on the board/flip chart. In this exercise, there are no right or wrong answers; the idea is to involve everyone and gather as many ideas as possible.
- The facilitator should encourage everyone to participate.
- The exercise is completed when everyone who chooses to do so has participated.

## Stage 3: *Core Exercise*

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### TIME

Approximately 45–60 minutes for group work, 30–45 minutes for discussion

### REQUIRED TOOLS

Paper (larger is better) or flip chart paper; pens and colored markers or crayons; glue, colored ribbons, and/or any decorating objects that can be taped on papers, if available

### AIMS

This exercise helps participants to better understand and gain a sense of self-esteem. It also helps them to recognize their traits, appreciate their personalities, and learn how to communicate these to others.

### IMPLEMENTATION

#### *Seating*

*If possible, each group should have no more than four participants, in order to give everyone enough room to work.*

### My Campaign

- The facilitator explains that there is a campaign that encourages everyone to prove that they are valuable people and that they have spirit, talent, personality, and any other values they can see in themselves.
- Participants have 45 minutes to explore what they find special about themselves in any way they want. Ways include, but are not limited to:
  - Giving a speech about themselves
  - Creating their own song
  - Writing a poem about themselves
  - Making a poster
  - Creating a slogan

- The facilitator provides encouragement and direction to each participant, as necessary.
- When all participants are finished, or when time is up, each girl presents her work to the others.
- The facilitator encourages applause after each participant is finished.

### **Group Discussion**

**The facilitator discusses the following questions with the participants:**

- Was it easy or difficult to think about good and positive things about yourself for the campaign?
- How did you feel when you were making your presentation?
- Would you consider running for any campaign in your school or community? Why would you or wouldn't you?
- Did this exercise help you to learn more about how each individual sees herself and how that affects her self-esteem?
- How can we distinguish between self-esteem and arrogance?
- How can this exercise help you appreciate yourself more and have more self-esteem?
- How is self-esteem related to leadership?

---

### **What Can I Do Today?**

**Even small things can make a change for the better in this world.**

**Try it yourself!**

- Tell your friends what you find good in them.
  - Recognize what is special in your personality and use it to help introduce a positive change, no matter how small.
  - Your words are your choices; use positive words with and about yourself and others.
- 





## Stage 1: *Energizer*

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### Signature Campaign Game

#### **IMPLEMENTATION**

- The facilitator or a volunteer gives each participant a piece of paper and a pen, and asks everyone to draw several horizontal lines, one under the other, on the paper. There should be enough space between each line for a signature.
- On a board or flip chart the facilitator writes at least five categories, such as:
  - Anyone with more than four siblings
  - Anyone who has never touched an animal in her life
  - Anyone who knows a baby born this month
  - Anyone who ever laughed until she was in tears
  - Anyone who can eat more than one banana in one sitting
- The facilitator then tells participants to come up with an original category, using the ones written on the flip chart as examples, and write it on the back (blank side) of their paper. Participants will then circulate around the room gathering signatures on their papers, trying to collect signatures from all who fit their category. Participants should sign for any and all categories that are applicable to them. A maximum of 10 minutes should be allowed for this exercise. Once everyone finishes, or when time is up, the facilitator announces the end of the signature campaign and asks participants to return to their seats.
- The facilitator then asks for volunteers to share their experiences with their chosen category with the rest of the group.

#### **GOALS**

- Understand the importance of a vision and how it can change the direction of one's life
- Understand the main factors that make up a vision
- Explore the elements that introduce growth in ourselves, in others, and in the community when forming that vision
- Validate the vision against universal values

#### **REQUIRED TOOLS**

Flip chart or board, marker, small pieces of paper (cutting a regular-size piece of paper into four pieces is ideal), pens

## Stage 2: *Core Exercise*

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### Sharing Concepts

**TIME**

Approximately  
15 minutes

**REQUIRED TOOLS**

None

**AIMS**

This exercise helps participants to brainstorm some concepts to make sure they all are on common ground before starting the core exercise.

**IMPLEMENTATION**

*Seating*

*No specific seating is required.*

### Sharing Ideas

- The facilitator asks the following questions and listens to participants' answers:
  - What is a personal vision?
  - Why is it important?
  - What are the main factors of the personal vision?
- From what is said, the facilitator tries to come up with a group definition as close as possible to the standard definition (which can be found in the Appendix). The facilitator reads the definition or explains the concept at the end of each question before going on to the next one.

## Stage 3: *Core Exercise*

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### My Vision. . . My Path

**TIME**

Approximately  
one hour, 30 minutes

**REQUIRED TOOLS**

Paper (colored paper is best), pens (colored if available)

**AIMS**

This exercise helps participants to have a deeper understanding of:

- What a personal vision is
- How to devise a personal vision related to women's empowerment, community development, and values
- What to think about when defining a vision
- How to write a personal vision

**IMPLEMENTATION**

*Seating*

*Participants sit in any casual way that makes it easy for them to relax, imagine, and dream. They can sit on chairs or on the floor.*

**Facilitator concept and definition guide can be found in the Appendix.**

The facilitator starts by saying, “Imagine you are starting an ideal day. Imagine it is the first few minutes of that day, and you are feeling happy and excited, and are looking forward to starting that day. You feel good about yourself and who you are, and have a positive feeling about the possibilities for your future.” The facilitator then asks participants to visualize and dream about who they would like to be in the future, regardless of how easy or difficult it may be. The facilitator should stress that participants need only to dream about results, not whether the dream is currently possible or achievable.

The facilitator asks participants to relax and have their pens and papers ready to write down their dreams. The facilitator asks the questions below one by one and allows a few minutes to answer each (time is subject to the facilitator’s judgment). An average of five minutes is suggested for each question.

- How will you look?
- What is your level of education? In which field?
- What type of work are you doing?
- Who are your friends? What do you talk about? What activities do you do together?
- How would you like men and women to treat you?
- Who do you want to be as a woman?
- What values would you like to see in the community where you live?
- What change would you like to see in your community? What will your role in this change be?

After participants complete their answers to these questions, the facilitator asks them to write a sentence or a short paragraph that summarizes their wishes. It doesn’t have to be in a specific format or wording; it just needs to reflect their dreams so that when they read it, they feel positive and enthusiastic. Allow about 10 minutes for this step.

Following this, the facilitator allows 10 more minutes to discuss the visions in pairs; each girl helps another if she is facing any challenges in the vision-writing step.

When the 10 minutes are up, the facilitator encourages each participant to share her vision. The facilitator should try to create a fun and nonjudgmental environment by encouraging applause after each participant shares her vision.

The facilitator encourages participants to put their vision in a visible place when they go home and to continue revising it.



## What Can I Do Today?

Even small things can make a change for the better in this world.

Try it yourself!

- Look at your vision every day.
  - Before you make any decision during the day, ask yourself whether the decision is in line with your vision. If not, see how you can make it so.
  - Evaluate your actions against the values you would like to see in the world. Make your actions in line with those values.
  - There is no limit to human power, and women have a very special power inside. See how you can use this power to make positive, even small, changes in your daily life.
- 



## Stage 1: *Energizer*

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### I Have a Secret

#### IMPLEMENTATION

- Participants stand in a circle.
- The facilitator asks a volunteer to begin the exercise by thinking of a sentence that describes something she likes about herself.
- The game begins with the volunteer whispering the sentence to the girl on her left.
- Each participant continues passing the sentence around the circle, whispering in the ear of the girl on her left, until the final participant hears the sentence.
- Once the circle has been completed, the final participant speaks the sentence out loud.
- The game finishes with the volunteer speaking the original sentence out loud, comparing it to the version that reached the final participant.

## Stage 2: *Core Exercise*

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### Building Our Bridge

#### AIMS

This exercise helps participants feel and understand the importance and challenges of communication.

#### IMPLEMENTATION

##### *Seating*

*Participants are divided into two groups.*

- The facilitator explains that the purpose of the game is to build a bridge, with each group building half of it. Neither group should see the other while building its half, and the two groups won't communicate directly. Each group chooses one person to be its communicator, who can go only twice to the other group. The communicator

#### GOALS

- Learn what communication is
- Learn why communication is important in day-to-day life
- Learn what problems a lack of communication can create
- Learn how to improve our communication
- Learn why good communication is essential for leaders

#### REQUIRED TOOLS

No special tools are required

#### TIME

Approximately one hour, 30 minutes

#### REQUIRED TOOLS

Old newspapers, adhesive tape

will give the other group information about how her group is building its half. She has to communicate *using words only* and without using her hands in any way. Each time, she can stay a maximum of one minute with the other group. When she returns to her group, she is free to communicate with its members in any way she wants. The main idea is for both teams to have a shared idea of the bridge so that each half of the bridge is as similar as possible to the other half, and when both halves are placed together, they make one complete bridge.

- The facilitator divides the team into two groups.
- Each group takes at least 25 pages of old newspaper and tape.
- Each group stays where it cannot see the other.
- Building the bridge should take no more than 30–40 minutes.
- After finishing the bridge, the two groups get together to see whether the bridges are compatible.
- The facilitator asks the following questions to help participants understand the importance and challenges of communication:
  - How similar are the two halves?
  - What are the differences between the two halves, and how could the method of communication have influenced this?
  - What are the challenges of this communication?
  - How could the result have been better?
  - What problems might happen in real life when there is a miscommunication?
  - How does this exercise relate to leadership?
- Do leaders have to have direct and face-to-face communication only? What other types of communication skills does a leader need, and what are the strengths and challenges of each type?
- What steps can we take to be better communicators in our day-to-day lives?

---

### What Can I Do Today?

**Even small things can make a change for the better in this world.**

#### Try it yourself!

- Choose one person in your family or one of your friends with whom you have challenges. Notice how you communicate with this person. Ask yourself: How can I improve my relationship with this person by doing something different in communicating with him or her?
  - Choose one issue you would like to see changed in your family or community, and find ways to communicate this desire to your friends and family so they will understand why you think it is important.
-

### Stage 1: *Energizer*

---

#### We Sound

##### IMPLEMENTATION

- Participants stand in a circle.
- One participant starts by making a small gesture (for example, waving her hand) and making a small sound.
- Her neighbor then tries to do exactly the same, and so on, for everyone round the circle.

**Note:** Although one expects that everyone in the group will make the same gesture and sound, you'll be amazed at girls' creative ideas.

### Stage 2: *Core Exercise*

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##### AIMS

This exercise helps participants try to build a shared vision and have sense of it and its challenges.

##### IMPLEMENTATION

###### *Seating*

*Participants are divided into groups of a maximum of seven in each.*

#### Forming Our Shared Vision

- The facilitator explains that each group will create a story about a group of people who come together and form a vision of a change they want to see in their school, community, world, or other area.
- Participants are encouraged to think about the feelings of everyone in the invented group in their story. The story should also include at least one first step the group has taken after its members formed the vision to reach it.
- Participants are also encouraged to think about the challenges the group might have faced in creating its vision.

##### GOALS

- Learn what a shared vision is
- Learn why it is important
- Learn why leaders need to work with a shared vision
- Learn how to form a shared vision and with whom to form it
- Learn how a shared vision can be applied in real life

##### REQUIRED TOOLS

No special tools are required

##### TIME

Approximately one hour, 30 minutes

##### REQUIRED TOOLS

Paper, adhesive tape

- Each group should write the vision (what change the group wants to see) on paper in an easy-to-read way.
- The facilitator asks each group to choose one participant to tell the story after all of the groups are finished.

**Note:** The story can be real or it can be completely fictional.

**Time estimate for creating the story:**  
**20–30 minutes**

- After the groups have finished, one representative from each group stands in front of all participants and tells the story. Each then sticks her group's vision on the board or wall.
- Each group should spend a maximum of five minutes telling its story.
- After each group has written its vision and told its story, the facilitator starts the discussion by asking the following questions:
  - What did you feel when you worked on the story? Do you think the people in your story had the same feelings you had when you were creating the story?
  - How does the group's shared vision affect leadership?
  - What are the main strong points of your group?
  - What are the main challenges your group faced?
  - Do you think it will be easy for any group to get together and form a shared vision? Why or why not?
  - As a woman, how can you have stronger role in making change happen in your family, school, or community or in the world?

---

## What Can I Do Today?

**Even small things can make a change for the better in this world.**

**Try it yourself!**

- Write on a decorated piece of paper at least 10 things you want to see changed in your family, school, community, or world.
- Choose one of them that is closest to your heart and mind and that you think will have an impact on others.
- See whom you can invite to join you and form a shared vision. Work until you find at least one person who can work with you.
- As a group, come up with some practical, easy steps you can follow to go a step further in achieving your vision.



## Stage 1: *Energizer*

---

### Building the Longest Chain

This exercise helps participants appreciate opportunities and not underestimate their ability to achieve their goals.

#### IMPLEMENTATION

- Participants are divided into two groups
- The facilitator explains the game by stating that each group must make a chain that can be a combination of people and anything else around them to make it longer (clothes, sticks, etc.). The aim is to make the chain as long as possible. Participants can extend the chain beyond the room as well, to the hallway, stairs, or other open areas.
- The group that forms the longest chain is the winner.

## Stage 2: *Core Exercise*

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#### AIMS

The aim of this exercise is to train the participants in the skill of building alliances and gathering individual or organizational supporters to serve a particular cause.

#### IMPLEMENTATION

##### *Seating and Preparation*

*Participants are divided into groups of no more than five members each. They can sit in whatever way they feel most comfortable.*

##### Choosing the Issue

The facilitator asks each group to choose one issue/cause, preferably one that is relevant to its community. The groups may choose from the list below or create their own. Following are examples of worthy causes:

#### GOALS

- Learn what alliances are
- Learn why they are important for a leader
- Learn how creativity can help in forming alliances
- Learn when we need to form alliances

#### REQUIRED TOOLS

No specific tools are needed; participants can use anything in the training environment

#### TIME

Approximately one hour, 10 minutes

#### REQUIRED TOOLS

Flip charts, colored pens (or crayons, magic pens, etc.)

- Girls should have the same opportunities for education as boys.
- The government should ensure that every child in the country gets necessary vaccinations on time, even if parents lack the resources to provide them for their children.
- Shops should not display cigarettes in attractive ways.
- During wartime, the priority should be to remove children from the conflict zone.
- Strong decisions\laws are needed regarding child labor issues.

### Choosing Potential Alliances

Participants should choose at least six people or organizations in their community and discuss:

- Why they chose the people or organizations they did, what these people or organizations can add, or how they can help resolve the issue.
- Why they might be interested in this cause.
- Why they might NOT be interested in this cause.
- What you can say or do to attract them to be your allies in this cause.
- What exactly you want from them.

### Presenting

Participants present their findings on a flip chart, either in the form of a story or with pictures on the flip chart, or they can discuss it in any other creative way.

### Group Discussion

After all groups are finished with their presentations, the facilitator starts a group discussion with the following questions:

- Do you think finding alliances is easy?
- Why are alliances important?
- What are the characteristics of effective alliances?

- What are the best tools to use to form alliances?
- How do you deal with rejections, and, as a leader, how can you convert this rejection to a positive?
- How do you define what exactly you want from alliances?

---

### What Can I Do Today?

**Even small things can make a change for the better in this world.**

**Try it yourself!**

**Think of these types of questions:**

- What cause can I choose in my family or community that I can work to improve?
  - Who can I choose as my allies?
  - What steps can I take to attract them?
  - What exactly do I want from each one of them?
-

### Stage 1: *Energizer*

---

#### Creating a Crazy Story

This exercise is designed to help participants learn how different people think, and how they can build on each other's ideas.

##### IMPLEMENTATION

###### *Seating and Preparation*

*Participants are divided into groups of at least five members each.*

- The facilitator asks each participant to write on a piece of paper one sentence describing an action she performed the previous day. This can be any action at school, home, or any other place, but it should be one action only.
- Each group combines its sentences together and writes one story that includes all of its participants' actions on that group's paper.
- A representative of each group reads the story in front of all of the groups.

### Stage 2: *Core Exercise*

---

##### AIMS

This exercise helps participants to appreciate differences.

##### IMPLEMENTATION

###### *Seating and Preparation*

*Participants are divided into groups of no more than five members each. They can sit however they feel most comfortable.*

- Facilitator explains the exercise as follows: "All the animals (including insects, birds, fish and other sea creatures, etc.) in the zoo wanted rules for their community to make the zoo more peaceful, better organized, and improved in any possible way. Each rule should be

##### GOALS

- Learn why differences are important
- Learn how we can notice differences and how we can use them to meet our goals
- Discover whether learning from differences is a default action or requires conscious effort
- Learn why people resist learning from differences and why they may perceive difference as a threat

##### REQUIRED TOOLS

Pens, paper

##### TIME

Approximately one hour

##### REQUIRED TOOLS

Flip chart paper, crayons and markers, stickers, glitter, or glue with colored paper (optional)

based on something that one of the animals could teach to the others. For example, they might have a rule such as, *everyone must walk in a line*, which they can learn from the ants. Another example might be, *everyone should be clean*, which they can learn from swans.

- Each group's participants should present the rules, as well as the animal on whose behavior each rule is based. Groups can be encouraged to make their presentations humorous, and to include drawings of the animals on the flip chart.

### Presenting

After the groups finish, a representative of each presents her group's rules and explains how her group formed a set of rules that will make the zoo community a better one.

### Group Discussion

After all of the groups have finished their presentations, the facilitator starts a group discussion with the following questions:

- How diverse is a zoo community?
- Is it easy to notice the differences among different animals? Is it as easy to notice the differences among people?
- When you began this exercise, did you find it easy to learn from individual animals in order to form rules that are good for the community as a whole?
- How can people be different?
- Is it possible that people resist learning from differences? Why?
- If you have a cause that you want to promote in your community, how can you best use the differences of people around you?

---

## What Can I Do Today?

**Even small things can make a change for the better in this world.**

**Try it yourself!**

**You can think about the following questions:**

- How do you see yourself as different from others in your family, school class, or group of friends?
  - How are your family members, classmates, or friends different from you?
  - How can you use these differences to make at least one of your family members, classmates, or friends happier?
  - What single thing can you learn from each of your friends' differences?
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## Stage 1: *Energizer*

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### Fears

Sometimes we have fears but don't talk about them. Usually our fears hinder the process of finding alternatives; knowing and facing our fears can help liberate us from them. This exercise will help each participant discover her fears.

#### **IMPLEMENTATION**

##### *Seating and Preparation*

*Participants can sit together as one large group.*

- The facilitator or a volunteer gives each participant a piece of paper and asks her to write one of her main fears in life. Participants should not write their name or any other information that might identify them. Give participants a maximum of two minutes to write down their fears.
- The facilitator asks one of the volunteers to collect the papers from the participants and put them in the box or bowl.
- The facilitator takes the box and shuffles the papers, then asks another volunteer to take the box around and ask each participant to pick out a piece of paper.
- The facilitator asks the participants one by one to read the paper they have chosen and explain why they think the person who wrote this has this fear. The facilitator tells them they should speak respectfully about the fear, but she also encourages them to say it with humor. Allocate 30 seconds for each participant. It is helpful to have a volunteer ring a bell to indicate when 30 seconds are up.
- Following this, the facilitator takes few a minutes to discuss the common fears.

#### **GOALS**

- Learn how to identify different ways to reach a specific goal
- Learn how to evaluate each solution and choose the most appropriate one
- Learn how to find creative alternatives when applying solutions

#### **REQUIRED TOOLS**

Pens, small pieces of paper that can hold one sentence, small box or bowl

## Stage 2: *Core Exercise*

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### **TIME**

Approximately one hour,  
15 minutes

### **REQUIRED TOOLS**

Flip chart paper, pens,  
crayons

### **AIMS**

This exercise helps participants explore different solutions to difficult situations where they might feel helpless, or where it seems that no solution is available.

### **IMPLEMENTATION**

#### *Seating and Preparation*

*Participants are divided into groups of six or seven. They may sit anywhere they feel most comfortable.*

- The facilitator asks participants to imagine they are on a ship and that a storm has forced the vessel to the shore of an uninhabited island. Each participant is allowed to bring from the ship only one thing that belongs to them and that they value a great deal. The item should be something that a person their age is likely to have.
- The facilitator asks participants to write their choice on a piece of paper.
- Each group works together to plan how they will use what each member has brought with her from the ship to help the group survive. They **MUST** use all the objects each team member brought from the ship.
- The groups are encouraged to draw on the flip chart with colored pens or crayons for their presentation.

### **Presenting**

After they finish, a representative from each group presents her group's plan to use every object its members took with them from the ship.

### **Group Discussion**

After all the groups have finished their presentations, the facilitator starts a group discussion by asking the following questions (if time does not allow for all the questions, the facilitator can choose from among them):

- What did survival mean for you? Was it living and surviving on the island, or asking for help?
- What challenges did you face in this exercise?
- How many alternatives did you go through before reaching the final plan? On what did you base your solution?
- Did you blame one another when one of you brought something from the ship that others thought might be a burden?

- Was that blame helpful in finding the solution?
- Did it add negative energy to the group?
- If so, how did you overcome it?
- Was there a specific person who tried to unite the group?
- How important do you think this role is, and why?
- What role did flexibility play in all of this?
- Is there something we can learn from the energizer that can help us in this exercise?
- How is this exercise applicable in real life?

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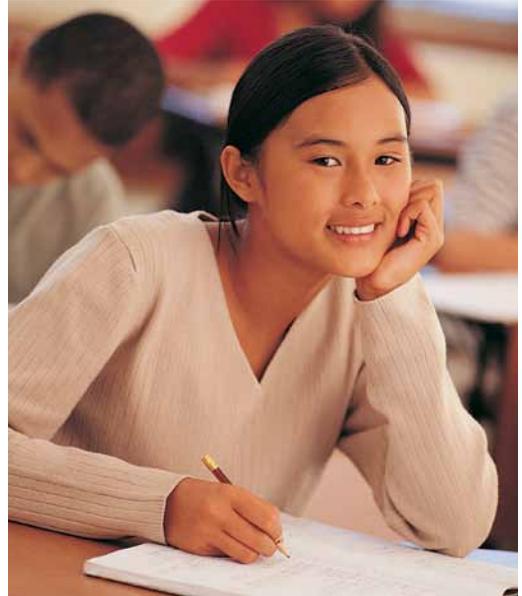
### What Can I Do Today?

**Even small things can make a change for the better in this world.**

**Try it yourself!**

**You can think about the following:**

- Choose a problem in your family or school that you have thought about before, but have not been able to solve.
- Think about that situation creatively in ways that you never thought might be possible.
- Evaluate the solutions to see whether you can improve this situation a little.
- Evaluate what you are doing every few days to see whether you can add more creativity to the situation.





## Stage 1: *Energizer*

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### What Is Important to Me?

This exercise helps participants appreciate the values of others and appreciate how peoples' values differ and may sometimes be unpredictable.

#### IMPLEMENTATION

##### *Seating and Preparation*

*Participants can sit however they feel most comfortable.*

- The facilitator asks participants to write one question that best describes something they believe in strongly. It is best if the question is straightforward and requires an easily understood answer. Allow five minutes for this step.

##### *Examples:*

**Q:** What is the best thing to spend your money on?

**A:** Traveling.

**Q:** What is the worst moment in your life?

**A:** When my mother yells at me.

**Q:** Who is your best friend?

**A:** Someone who never lies to me.

- After five minutes, the facilitator asks each participant to read her question, as well as the answer to it.
- When everyone is done, the facilitator asks if they all thought they would know the answers when they heard the questions. It is also important to highlight to the participants that the questions and answers in this exercise are related to our values. Our values are what we think is important.

#### GOALS

- Learn what values are
- Learn whether values are necessarily good or bad
- Learn how values relate to leadership
- Learn how values affect our decision-making
- Learn how values affect and shape our lives

#### REQUIRED TOOLS

Pens, paper

## Stage 2: *Core Exercise*

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### TIME

Approximately one hour

### REQUIRED TOOLS

Board or flip chart; two sets of cards, each in a different color (may be paper cut as small cards); pens

### AIMS

This exercise helps participants to recognize their own values, appreciate how these values affect their decision-making, and how people might act against these values.

### IMPLEMENTATION

#### *Seating and Preparation*

*Participants are divided into groups so that there is a minimum of three groups, but no more than five groups. They may sit however they feel most comfortable. Each group gives itself a name.*

#### PART 1

- The facilitator asks participants what the word “values” means to them. Participants should answer in one or two words, which the facilitator then writes on a flip chart. She encourages all participants to share their thoughts. She may also encourage the use of related words, such as beliefs, what is important, sense of good or bad, sense of right or wrong, etc.
- After writing down the participants’ responses, the facilitator should spend a few minutes discussing how ethics affect day-to-day life and decision-making.

#### PART 2

- The facilitator gives each group sheets containing the paragraph below and reads it for them:

“Women in the Arab world account for more than two-thirds of the illiterate populace in their countries. One of the main reasons for this is the scarcity of clean water in villages. The women have to bring water from long distances, which takes a long time, so they do not have enough time to go to school. If they go to school in the morning, and then they go for water, they may reach home after dark, which is not acceptable to their families. Families would rather send their boys to school and their girls to bring water, because some of them think that women will get married and serve their husbands while their sons will work and bring home money for them. Therefore, boys have priority for attending school.”
- The facilitator distributes two sets of cards—each set a different color—to each group (for example, one set of cards may be blue and the other yellow).

- The facilitator asks each group to discuss the matter among its members and identify four values of the girls' families that might contribute to the girls' continuing illiteracy. Participants should write each value on one color card (for example, on the blue cards) and the name of their group on the same card.
- Participants then are asked to find values that, if the families replaced them with their current values, would have a positive effect on girls' empowerment and learning. Then, they write on the other card (the yellow, for example) the values that have a negative effect, along with the replacement value the group thinks will have a positive effect. The groups should also write their group name on this card.
- Then the groups determine where they can hide the positive value cards, using a location outside the room if possible. The facilitator encourages them to hide them in an innovative and fun way.
- After hiding the yellow cards, each group should come up with a plan for one of the other groups to find the cards. Plans could include hints about the location of the cards, or a map of the hiding places.
- Each group should then exchange its blue cards, along with the plan for finding the yellow cards, with another group. Groups have 10 minutes to find the yellow cards according to the plan.
- The discussion starts after 10 minutes or when everyone finds the cards (whichever happens first).

### Group Discussion

After the cards are all found, the facilitator starts a group discussion with the following questions:

- After reviewing the found cards and what you thought about, which values do you think are the main ones that contribute to girls' illiteracy? (Each group should provide only the one they think is the most important [chosen from what they found out or from the cards that belong to another group]. The facilitator writes the values on the board or flip chart. It is acceptable for two groups to choose the same value).
- What benefits do these values have for the families?
- How do these values affect the families' decision-making?
- Which values do you think are better than the existing values? The facilitator reads each value from the board or flip chart and discusses it.
- Why do you think the families did not choose the values you are proposing?
- How do values affect leadership? How do they contribute to decision making?
- Is it easy for people to change their values? Why or why not?

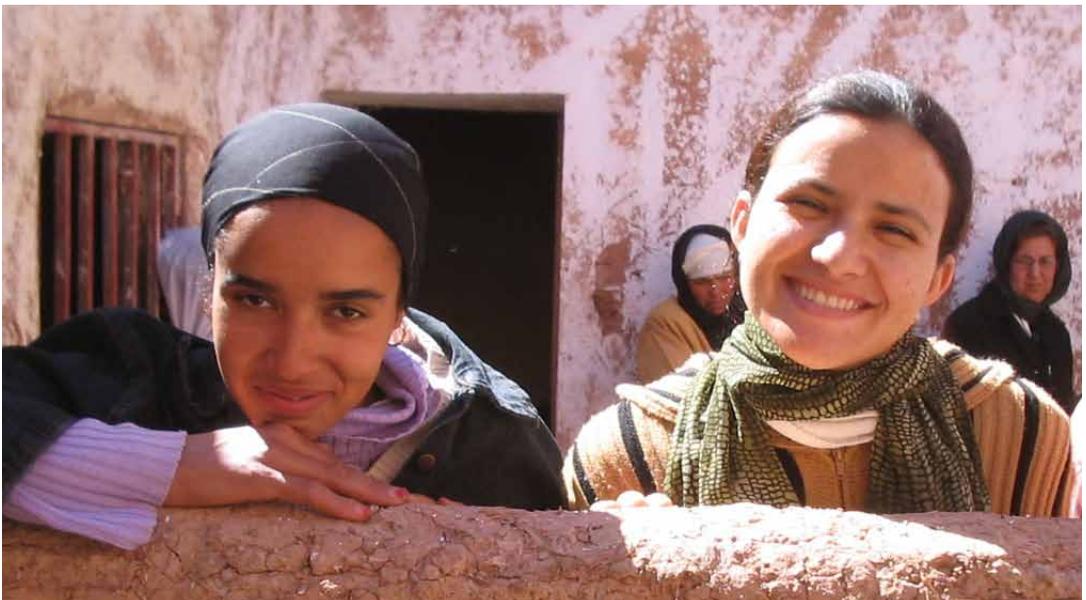
## What Can I Do Today?

Even small things can make a change for the better in this world.

Try it yourself!

You can think about the following questions:

- What are the five main values in your life that give you strength?
  - What are the five main values in life that impede your empowerment?
  - How do the values that impede your empowerment affect your decision-making?
  - Can you replace them with more empowering values?
  - How can you apply these values in your daily life? What change might you see in two weeks?
- 



# APPENDIX

## Brainstorming

There are some basic guidelines for brainstorming. These are intended to reduce participants' social inhibitions, stimulate idea generation, and increase the group's overall creativity:

### 1. Focus on quantity:

Through brainstorming, participants are encouraged to come up with as many ideas as possible.

### 2. Withhold criticism:

In brainstorming, criticizing ideas should not be allowed. Participants should focus on extending or adding to ideas. When judgment is suspended, participants will feel freer to generate innovative ideas.

### 3. Welcome unusual ideas:

To stimulate a long list of ideas, unusual ideas should be welcomed. They can be generated by looking at questions from new perspectives and suspending assumptions.

### 4. Combine and improve ideas:

Good ideas may be combined to form one better good idea. One can stimulate the building of ideas by a process of association.

### 5. Encourage participation:

The facilitator should encourage all to participate, but avoid pushing girls to participate if they are not ready.

### 6. Post or write down all ideas:

Write down all ideas, even those that do not seem relevant, and try to use

participants' exact wording. Doing so demonstrates that everyone's ideas are important. It also encourages them to offer more ideas.

### 7. Ask for clarification:

When an idea is not clear, ask for clarification, but avoid using questions such as "How?" or "Why?"

## Personal Vision

### What is a personal vision?

The personal vision statement guides one's life. Your personal vision should be an image of yourself. This image should be a passionate vision of who you are becoming.

### Why is it important?

The personal vision provides the direction necessary to guide the course of your days and the choices you make. Without it, you can easily be sidetracked.

### What are the main factors of the personal vision?

An effective personal vision includes all the important elements of your life and future career; it encompasses who you want to be, what you want to do, how you want to feel, what you want to own and give, and with whom you want to associate. Although the personal vision helps you see into the future, it should be grounded in the present. It is a statement of who you are and who you are becoming; it is the framework for the process of creating your life.







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