Part D

Facilitators' Training

World Vision staff and SNYC adult facilitators train the SNYC youth facilitators to help facilitate the SNYC. If possible, World Vision staff should train the youth facilitators using the manual in a one-day session after the youth facilitators have been recruited and before the club begins.



Session 10: Introducing the SNYC to Youth Facilitators



Objective

To help participants get to know each other, to learn more about the SNYC.



Time

60 minutes



Supplies

- One copy of the toolkit for each adult SNYC facilitator youth SNYC facilitator will not receive a toolkit
- A copy of 'IS 10a: Warm-Up Games' for each participant
- Reference 'IS 10b: Memory Ball Game Questions 1'A ball



Participants

Youth SNYC facilitators



Facilitator

Either WV staff or adult SNYC facilitators who have completed the Smart Navigator Toolkit and the facilitator's training



Introduction

Welcome the group and introduce yourself. Explain that this session will help everyone get to know one another, learn about the Smart Navigator Youth Club (also called the SNYC) and learn how to be a youth SNYC facilitator.



Warm-Up Activity

This activity will help participants to relax and to learn one another's names.

Hand out 'IS 10: Warm-Up Games' for each participant and ask them to turn to the 'Ball Name Game.' Follow the instructions to play the game with the participants.

When this is finished, ask the participants to sit in a circle.



Instruction: What Is a Smart Navigator Youth Club?

Explain that over the next year, they will all be helping to facilitate a Smart Navigator Youth Club. Before explaining what that is, explain that there are some new words to learn:

SNYC

This is the abbreviation for the Smart Navigator Youth Club.

Facilitator

This is a person who helps to lead an activity, in this case the activities of the SNYC.

Session

This is a lesson in the toolkit. There are 31 sessions in total. Most clubs meet every two weeks and complete one session in each meeting. Sessions last for approximately 75 minutes.

IS

IS is short for *information sheet*. These are part of the toolkit. They are usually sheets with information about the session or activities that participants will complete, such as directions for a role play.

Smart Navigator Booklet

Participants in the SNYC are each given a Smart Navigator Booklet that summarises the most important information in the toolkit.

Quiz the participants by asking:

- What is the SNYC?
- What is a facilitator?
- What is the toolkit?
- What is an IS?
- What is a Smart Navigator Booklet?

- What is a session?
- How long does a session last?

Explain that the SNYC is a youth club that will take place in the participants' village. It will probably meet about once every two weeks for 75 minutes (one hour and fifteen minutes) a session.

What Will Youth Learn at the SNYC?

Explain that during each session the adult SNYC facilitator will follow the instructions in the toolkit in order to teach youth about:

- trafficking
- life skills (for example, how to talk and listen well) that will help youth resist trafficking
- how to plan for safe migration
- how to share information about the dangers of trafficking with others.

The SNYC facilitators will use a variety of activities to teach, including drawing, cartoons, games and role plays. The SNYC should be fun.

What Is Migration?

Explain that *migration* is a word that describes moving from one place to another, usually to look for work.

What Is Trafficking?

Explain that when youth attend sessions at the SNYC, they will learn about trafficking in depth. However, a simple explanation of trafficking follows:

Human trafficking is tricking or forcing people into exploitative forms of work that the victims then have difficulty leaving. Trafficking often involves taking victims from the place they live to another place by **force or deceit,** in order to **exploit** them. However, it is possible to be trafficked without being moved.

Force: Explain that when people are trafficked they can be forced in different ways. Some are tricked by being told they will have a good job when they arrive, and then they are forced to do a different job. Others are locked in factories or on boats and cannot leave. Some people are told that the trafficker will do something bad to them or their family if they leave. These are different examples of force.

Deceit: Explain that deceit describes the act of concealing or misrepresenting the truth or of being dishonest.

Exploit: When people use others, usually for profit, they are exploiting them. When people are trafficked, they may be exploited by being forced to work at a job they don't want to do, forced to work for little or no pay, forced to do work that involves sex, or they may have their organs removed for sale.

What Are Life Skills?

Explain that life skills are personal skills that help us in our lives. In the toolkit, communication skills are taught; for example, how to manage emotions and how to make informed decisions. Explain that these skills are used to help protect people from trafficking.

Who Will Come to the SNYC?

Explain that the SNYC is for youth ages 12–17 in the community. It is for youth who might be thinking of migrating for work. Some youth in the SNYC may not know how to read. The SNYC welcomes youth from any faith and also youth who are not religious.

Commitment to the SNYC

Although occasionally participants will have real reasons for not coming, they are expected and encouraged to attend all the sessions.



Star System

Explain that in order to build commitment and promote attendance, the SNYC has a star system. There are 31 sessions in the toolkit, including those that promote the community action event. Participants receive a star for every session they attend. Participants who receive 22 stars are eligible for 'Level 1 incentive rewards'; participants who receive 26 stars are eligible for 'Level 2 incentive rewards'; and participants who attend all 31 sessions are eligible for 'Level 3 incentive rewards.' Youth facilitators are also eligible for stars for attendance.

Explain that the World Vision staff and SNYC facilitators can decide together what these incentive rewards should be. Ideas for incentive rewards might include:

- items donated to World Vision such as concert tickets or T-shirts
- SNYCT-shirts or hats
- payment for vocational training courses in subjects linked to safe migration
- inclusion in regional World Vision anti-trafficking events or retreats.

These rewards will be different for each SNYC.



Activity: Memory Ball Game

Explain that the participants are now going to play a game to help them remember what they have learned. Explain that this game will also be played in the future, when they are at the SNYC. It is called the 'Memory Ball Game.' Use the 'IS 10b: Memory Ball Game Questions I' to lead the group through the game by following the instructions. Participants can reference the instructions in 'IS 10a: Warm-Up Games' as well.

What Are SNYC Facilitators?

There are two kinds of SNYC facilitators – adult facilitators and youth facilitators.

Adult SNYC Facilitators organise the activities of the SNYCs and teach the sessions following the instructions in the toolkit.

Youth SNYC facilitators assist the adult facilitators. Explain that you will discuss the jobs of the youth facilitator; but you are going to talk about the benefits of being a youth facilitator first.

Benefits of Being a Youth SNYC Facilitator

Explain that there are many benefits of being a youth SNYC facilitator. Read the list of benefits below aloud to the group:

- 1. Youth SNYC facilitators learn skills. They receive training in how to lead groups. This includes today's training and the training the youth get by actually being youth SNYC facilitators.
- 2. Youth SNYC facilitators get experience that could later help them get into a good school or get a good job. Youth SNYC facilitators can tell future employers that they have worked as youth leaders and that they have a strong knowledge of anti-trafficking as well as leadership skills and experience.
- 3. Youth SNYC facilitators can ask adult SNYC facilitators to write references for them when they apply for schools or jobs.
- 4. Each youth SNYC facilitator receives a certificate at the end of the SNYC.
- 5. If youth SNYC facilitators complete the toolkit, they are eligible to take the full toolkit training in the next cycle, and they are also eligible to apply to be adult SNYC facilitators in the next cycle.
- 6. Youth SNYC facilitators can receive stars and are eligible for incentive rewards.
- 7. It's fun!

Who Are Youth SNYC Facilitators?

Explain that there are up to four youth SNYC facilitators for each club.

Explain that youth SNYC facilitators should be:

• 15–17 years old

- · able to read
- be responsible youth who come to all the SNYC meetings
- · be kind youth who do not hurt, bully or embarrass other youth
- come from the same community as the other youth in the SNYC.

What Do Youth SNYC Facilitators Do?

Tell participants that youth SNYC facilitators:

- 1. facilitate the warm-up games at the start of sessions
- 2. help youth who have difficulty reading or writing by writing down their ideas for them
- 3. help facilitate discussions whenever the session breaks into smaller groups
- 4. help build connections between youth and the adult facilitator
- 5. help adult SNYC facilitators prepare sessions.

Explain that in the next session these activities will be discussed one by one, with an explanation of what each activity involves.

Session Summary

- SNYC is the Smart Navigator Youth Club.
- IS is an information sheet.
- Trafficking is tricking or forcing people into exploitative forms of work, which the trafficking victims then have difficulty leaving.
- Life skills are personal skills that help us in our lives.
- The star system is a system in which participants get stars for each session they attend. Stars = Rewards.
- The SNYC has adult facilitators and youth facilitators.
- There are lots of benefits of being a youth facilitator.

IS 10a: Warm-Up Games

Youth SNYC facilitators lead the warm-up games. Facilitators should remember to:

- talk with energy
- listen to other youth
- move hands while talking
- walk around the room as they talk
- look other youth in the eye
- make jokes (but do not laugh at participants)
- make sure that all the participants are offered a turn
- · watch the clock and finish the game after ten minutes
- · don't take too long to explain the rules of the warm-up game
- don't force a participant to take part if that participant does not want a turn
- never hurt or humiliate another youth.

I. Form a Line

Objective	To help participants build relationships, have fun and warm up
Supplies	None
Time	5–10 minutes

Activity

- 1. Divide the participants into groups of 5–6 people.
- 2. Ask each group to arrange its members based on one of the following categories:
 - a. Height (from shortest to tallest)
 - b. Age (from oldest to youngest)
 - c. Size of feet
 - d. Distance travelled to the club
 - e. Number of siblings
- 3. Upon hearing the signal, group members should arrange themselves according to the category and then sit down.
- 4. To make it more challenging, ask the participants to complete the task without speaking to one another.
- 5. Check the arrangements.
- 6. The team that finishes first with the correct arrangement gets a point.
- 7. Once the group has learned the game, the participants may suggest other categories.

2. Ball Name Game

Objective	To help participants get to know one another, build relationships, have fun and warm up
Supplies	Ball
Time	5–10 minutes

Activity

- 1. Form a circle.
- 2. Hold the ball in your hand.
- 3. Say your name while holding the ball, then say it again as you throw the ball to another participant.
- 4. Continue until everyone in the group has said his or her name once.
- 5. Next, repeat the action, but have the person holding the ball say his or her name, and then, while throwing it, say the name of the person to whom the ball is going. Repeat until everyone in the group has had a turn.
- 6. If there is time, the participants can say their own name and something they like. This game can be played according to categories (say your favourite fruit, ball game, song, and so on).

3. Something You May Not Know

Objective	To help participants get to know one another, build relationships, have fun and warm up
Supplies	None
Time	5–10 minutes

Activity

- 1. Ask participants to stand in a line.
- 2. Ask a participant to walk to the other side of the room and then say something about himself or herself that other people may not know.

For example:

- I visited the capital city once.
- I like ice cream.
- I can wiggle my ears.
- I play goalie in football.
- 3. Anyone who shares this trait or experience should run across and join the first person.
- 4. Then they all return to the original line.
- 5. Repeat as many times as you can in the time permitted.

4. Memory Ball Game

Objective	To help participants get to know one another, build relationships, have fun and warm up; this game is also used for recap and review of topics discussed previously
Supplies	Ball
Time	5–10 minutes

Activity

- 1. Divide the group into smaller groups of four people.
- 2. The whole group stands in a circle, with members of smaller groups standing close to one another.
- 3. Throw the ball to one group. Ask that group a question from the corresponding session. The four people in the group confer to decide the correct answer.
- 4. If the group gets the answer right, it gets a point. If not, throw the ball to another group, which is given the chance to answer the question.
- 5. Continue in this way until all the questions have been asked.

5. Quiz Game

Objective	To help participants review content covered in previous club sessions in a fun way
Supplies	Quiz questions; small prizes
Time	5–10 minutes

The game does not need to cover every question in the quiz. You can ask as many questions as you have time to include.

There are many questions listed here, so you can play the game several times, asking different questions.

Questions are numbered, and answers have bullet points and are written in italics.

There are questions and answers here that may seem unclear until you have read the relevant session. However, once you have read the entire toolkit, these issues should be clear. Therefore, ask questions related to a session only after you have facilitated that session (session numbers are given after each question).

If a group gives an incorrect answer, be supportive. Do not humiliate participants. This is not a school quiz. It is intended to be fun. Give a small prize for correct answers.

6. Fabric or Scarf Game

Objective	To help participants have fun and warm up
Supplies	A piece of fabric or a scarf
Time	5–10 minutes

Activity

- 1. Explain that this game is a new version of a traditional game to get to know one another better.
- 2. The group sits in a circle.
- 3. One participant walks around the circle and puts the fabric or scarf on one of the seated participants. (This game can also be played by touching the shoulder instead of using fabric.)
- 4. The second participant then chases the first one around the circle.
- 5. If the second participant catches the first participant, the first participant takes another turn.
- 6. If the second participant does not catch the first participant, the second participant takes a turn.

IS 10b: Memory Ball Game Questions I

- What is the SNYC?
- What is a facilitator?
- What is an IS?
- What is a Smart Navigator Booklet?
- What is a session?
- How long does a session last?
- What is trafficking?
- What is migration?
- What will youth learn at the SNYC?
- What are life skills?
- What do you get for attending sessions?
- How many sessions do you have to attend to get a level 3 award?

Session II: How to Lead Warm-Up Games



Objective

Participants will learn skills for leading warm-up games.



Time

60 minutes



Supplies

- A copy of 'IS 10a: Warm-Up Games' for each participant
- A piece of paper for each participant
- Coloured pens



Participants

Youth SNYC facilitators



Facilitator

Either WV staff or adult SNYC facilitators who have completed the toolkit and the Facilitator's training

Instruction

Explain that every session begins with a warm-up game. The 'Ball Name Game' and the 'Memory Ball Game' that were played last session are warm-up games. Explain that today participants will learn how to lead these games.

Why Do We Do Warm-Up Games?

Ask participants why warm-up games are played.

Explain that these games are fun, but they also serve another purpose. They help youth relax and feel comfortable before they begin discussing the topics that may be difficult to talk about. They help the group get to know and trust one another. And they get the youth energised at the start of the session.

Explain that there are six warm-up games in the toolkit and in the 'IS 10a: Warm-Up Games.' Explain that when the youth SNYC facilitators lead the warm-up games, they will follow the instructions.

Give each participant a copy of 'IS 10a: Warm-Up Games' and ask participants to turn to warm-up game I 'Form a Line.'

Follow the instructions so that participants play the game according to two different categories. Then ask for a volunteer to take over the role of facilitator and to lead the game.

Repeat until several participants have had a chance to be the facilitator of the game.

Explain that over the course of the day all six of the warm-up games will be played. They are taught over the course of the day because a warm-up game every hour or so or so will help participants stay alert.

Presentation Skills

Ask participants if they can remember sitting in a classroom while a teacher talked and talked for hours? 'Did anyone stare out the window and wait for the minutes to pass until the class was over?' It is important that youth are not bored in the SNYC or waiting for it to be over.

The SNYC is designed to keep youth active. Every session begins with a game and includes an activity that gets youth to do something by playing or working in a group. But explain that even warm-up games can be boring if the youth SNYC facilitator talks for too long. Explain that one important presentation skill is to know how to say what you need to in a short amount of time.

Tell participants that it is very important that the warm-up games do not last longer than 10 minutes and that every youth is able to have a turn. These are some guidelines for leading warm-up games:

- Don't take too long to explain the rules of the warm-up game.
- Don't force a youth participant to take part if she or he does not want a turn.
- Do make sure that all participants are offered a turn.
- Do watch the clock and finish the game in 10 minutes.

Explain that youth SNYC facilitators can also make the warm-up games more fun by putting energy into their speech. SNYC facilitators should try to be interesting. Explain that some ways facilitators can do this include:

- · moving their hands while talking
- · walking around the room as they talk
- looking participants in the eye
- making jokes (but do not laugh at participants)
- · having fun.



Activity: Presentation Skills Practice

Ask participants to find a partner. Ask them to refer to 'IS 10: Warm-Up Games.' Ask them to read to themselves the instructions for 'Form a Line'. Then ask them to take turns reading the instructions to each other.

Explain that the first time they read it aloud they should try using hand gestures to make the meaning clearer.

The second time they should walk around the room as they read it.

The third time they should look their partner in the eye as they read it.

Finally, they should read it as if they are having fun.

Next, ask the partners to switch roles and repeat the exercise.

Discussion

After everyone in the group has had at least two turns, ask the participants to join together as a group, Ask:

- How did it feel to do this activity?
- Which skills were easy to use?
- Which skills were difficult?
- Why were they difficult?
- Did you feel you improved the more you practised?
- Did you develop any personal tricks that made it easier that you would like to share with the group?



Instruction: No Violence or Humiliation

Ask participants to close their eyes and to think back to a time at school when a teacher hit or humiliated them. Ask them to remember what they thought or felt at that moment Ask, 'Were you thinking about the subject that the teacher was discussing or were you consumed by the feelings of sadness or anger that resulted from the way the teacher treated you?'

Explain that some people believe that hitting, humiliating or laughing at youth will force them to learn. This is not true. Studies show that this kind of physical or mental abuse of youth has the opposite effect: it makes them feel emotions that get in the way of learning. Explain that a good youth SNYC facilitator:

- · does not hit or physically hurt other youth in any way
- · does not laugh at other youth
- does not humiliate other youth in any way
- does not publicly compare participants (for example, a facilitator should not say that one student is 'very good' and another student is 'very bad'. If you do this, the 'bad' student may stop coming to SNYC).

Drawing

Hand out paper and pens. Ask the youth to draw a picture of a good youth SNYC facilitator leading a warm-up game. As they draw, walk around the room and ask them to include details in their drawings, showing the youth SNYC facilitator doing these things:

- · watching the clock
- talking with energy
- · walking around the room
- · using his or her hands to make the meaning clearer
- including all the youth in the group.

Session Summary

- Warm-up games are led by youth SNYC facilitators.
- Six warm-up games were taught.
- Good SNYC youth facilitators:
 - » talk with energy
 - » listen to other youth
 - » use hand gestures while talking
 - » walk around the room as they talk
 - » look other youth in the eye
 - » make jokes (but do not laugh at participants)
 - » make sure that all the participants are offered a turn
 - » watch the clock and finish the game in 10 minutes
 - » don't take too long to explain the rules of the warm-up game
 - » don't force a participant to take part if that participant does not want a turn
 - » never hurt or humiliate another youth.

Session 12: How to Help Youth Who Have Trouble Reading



Objective

Participants will learn how to help youth who have difficulty reading.



Time

60 minutes



Supplies

- Copies of 'IS 10a: Warm-Up Games' for each participant
- Copies of 'IS 12a: Reading' for half the number of youth in the group (they will read these in pairs)



Participants

Youth SNYC facilitators



Facilitator

Either WV staff or adult SNYC facilitators who have completed the toolkit and the Facilitator's training



Warm-Up Activity

Explain that this session will start with another warm-up game. This one is called 'Something You May Not Know'. It is a fun game that builds group unity and helps people get energised.

Ask participants to take out 'IS 10a:Warm-Up Games' and turn to the game titled 'Something You May Not Know'.

Follow the instructions to play one round of 'Something You May Not Know' with the participants. Then ask the participants to volunteer to facilitate the game. Try to choose volunteers who have not had a turn to facilitate a warm-up game in any of the sessions.



Instruction: Helping Youth Who Have Difficulty Reading

Explain that the second job of youth SNYC facilitators is to help youth participants who have trouble reading. There may be youth in the club who do not know how to read or can read only a little bit.

Explain that youth who cannot read are as intelligent as others. They can have good ideas and valuable opinions. It is important that they are involved in the SNYC to learn and to share ideas.

How Can We Include Youth Who Cannot Read in the SNYC?

Explain that there are several things youth SNYC facilitators can do to involve youth who cannot read.

I. Read written documents, signs and flip charts aloud.

Tell participants that one job of the youth SNYC facilitator is to read aloud to other youth. If a session includes written IS sheets, signs or flip charts, the youth SNYC facilitator should read these to the youth who cannot read. Sometimes the youth SNYC facilitator will be asked to read a sheet aloud to the whole group. Other times the youth SNYC facilitator can sit next to a youth who cannot read and quietly read to her or him.

2. Partner with youth who have difficulty reading.

Explain that during SNYC activities a youth SNYC facilitator will often be the partner of a youth who cannot read. The youth SNYC facilitator should read the document to his or her partner, and then ask what the partner thinks the answer is. The youth SNYC facilitator can then combine the partner's ideas with his or her own ideas and write them down. It is important to let youth who cannot read think of their own ideas or answers, not just answer for them.

3. Take part in small-group work with youth who have difficulty reading.

Tell participants that if the SNYC divides into small groups, youth who cannot read should be in a group with one or more youth SNYC facilitators. This means that a youth SNYC facilitator can help facilitate the group discussion and can help youth who cannot read in the group work.

How to treat youth who have difficulty reading

Explain that the youth SNYC facilitator should treat youth who have difficulty reading with respect. Explain that youth SNYC facilitators should follow these guidelines:

- Try to identify youth who need help reading without drawing attention to them.
- Do not tease or laugh at youth who have difficulty reading.
- Do not tell other people who in the class cannot read.

- Do not draw attention to non-readers in any way.
- Be patient.



Activity

Ask participants to break into pairs, and hand out 'IS 12a: Reading'. Ask the participants to read the scenario and answer the question below.

When they are finished, ask the pairs to share their answers. Allow the participants to discuss their answers and then add any answers from 'IS 12b: Reading Answers' that have not already been mentioned.

Session Summary

- Read documents, signs and flip charts aloud to youth who cannot read.
- Partner with youth who cannot read.
- Help youth who cannot read whenever the group breaks into small groups.
- · Be respectful with youth who have difficulty reading.
- Do not tell other youth in the group if you know a youth cannot read.

IS 12a: Reading

K was a really intelligent 14-year-old boy who came from a poor family. He had dropped out of school at age 9 because his family had no money to pay for school. K sold books and postcards on the street at night to help his family. K was thinking about migrating to look for a better job when he met a World Vision staff member, who asked him to join the SNYC.

K went to his first club meeting. When he first sat down with the rest of the group he was nervous because he wasn't able to read more than a few words.

The adult facilitator talked about the star system and wrote about the Level 1, 2 and 3 rewards on a piece of flip-chart paper for everyone to see. K couldn't read what the facilitator wrote.

Later the adult facilitator asked the group to break into smaller groups of 4–6 people to talk about rules for the club. K was afraid that the other youth would ask him to write down the answers.

Then the adult facilitator handed out an information sheet (IS) that K couldn't read.

If you were the youth facilitator in this SNYC, how would you help K?

IS 12b: Reading Answers

Facilitator should keep this and not hand it out

The youth SNYC facilitator could:

- not draw attention to the fact that K couldn't read
- sit next to K
- read the flip-chart material aloud to K, quietly, as the adult facilitator wrote it
- join the same group as K in the small-group discussion and volunteer to write down everyone's suggestions
- sit next to K and read the IS aloud.

Session 13: How to Help to Facilitate Small-Group Discussions



Objective

Participants will learn how to facilitate small-group discussion.



Time

60 minutes



Supplies

- Copies of IS 10a: Warm-Up Games for each participant
- Approximately five copies of
 - » 'IS 13a: Discussion Role Play' cut into individual cards
 - » IS13b: Facilitating Discussions' (one copy of each for each group).
- The statements from IS 13a: Discussion Role Play should be cut into individual statements before the session.



Participants

Youth SNYC facilitators



Facilitator

Either WV staff or adult SNYC facilitators who have completed the toolkit and Facilitator's training.



Warm-Up Activity

Explain that we are going to start this session with a warm-up game called 'Ball Name Game' – and is the game the group played at the beginning of today's workshop. Ask participants to take out their copies of 'IS 10a: Warm-Up Games.'

Turn to the game titled 'Ball Name Game.'

Follow the instructions to play one round of 'Ball Name Game' with the participants. Then, ask the participants to volunteer to facilitate the game. Remind them to use the presentation skills they learned earlier. Try to choose volunteers who have not had a turn to facilitate a warm-up game in any of the sessions.



Instruction: Facilitation Skills

Now explain that often the adult SNYC facilitator will tell participants to break into small groups to discuss or answer questions about specific issues. When this happens, the youth SNYC facilitator will help to facilitate the discussion.

Tell participants that facilitating a discussion is very different from leading a warm-up game. When youth SNYC facilitators lead a warm-up activity, they are giving instructions and telling others what to do. But when they facilitate a discussion, they are helping other participants share their ideas and making sure that all the participants have a chance to talk. When they facilitate a discussion, they should ask a lot of questions.

Explain that there are techniques that youth SNYC facilitators can use to get others to talk. Read these techniques aloud to the group and ask if the participants have any questions:

How to Facilitate Discussions

- Include quiet participants. Observe the group. If some participants are not talking, gently ask them what their opinion is on this topic. Do not force them to talk, but invite them if they are willing.
- Limit over-talkers. If one youth does all the talking, politely suggest that he or she give others a chance. For example, wait until the person is at the end of a sentence and say, 'Thanks for that. Sorry to stop you there, but we have limited time. Can I ask if anyone else has an opinion on this?'
- Rephrase. You can help keep the discussion moving by rephrasing what someone just said and asking if others agree or disagree. For example, 'She just said this ...Do you agree?'
- **Listen.** If you really listen to what other youth say, they will be more willing to talk. You can also think of relevant questions that will help the discussion.
- **Ask lots of questions.** These should be **questions about what other youth think** and believe, not just questions that test knowledge of facts. For example, questions about what youth think or believe include:
 - » 'What do you think are some reasons youth leave school?'
 - » 'Do you think you could use these checklists in your own life? Why/why not?'
- A question about knowledge is:

- » 'Name a common destination country for trafficking.'
- In the Smart Navigator Toolkit (SNT) we use many more questions about thoughts and ideas.



Activity: Facilitating Discussions

Divide participants into groups of eight. Give each participant a card from 'IS 13a: Discussion Role Play'. Then give each group a photocopy of 'IS 13b: Facilitating Discussions'. Explain that you are going to do a role play of a discussion and that each participant should act as instructed on the card he or she received. Explain to the group that some people may have been instructed to be a little rude and that everyone needs to remember they are just acting. The person with the facilitator role card should try to use the techniques given in 'IS 13b: Facilitating Discussions'.

The facilitator should choose one of the following topics to discuss:

- popular movies
- popular music
- · foreign food
- famous sports people.

Explain that the idea is to discuss subjects that are not related to trafficking, so that the participants can focus on facilitation skills.

Explain that the groups should discuss one topic for about five minutes. When they are finished, the individuals put the cards in a bag, mix them up and choose new ones. (If someone gets the facilitator card twice, he or she should put it back in the bag and take a different card.)

The group should repeat this three or four times to allow participants a chance to take on different roles.

When they are finished, ask the participants to join together as a group. Ask:

- How did it feel to do this activity?
- Which skills were easy to use?
- Which skills were difficult?
- Why were they difficult?
- Did you feel you improved the more you practised?
- Did you develop any personal tricks that made it easier? Would you like to share them with the group?

Session Summary

- Facilitating a discussion is different from leading a warm-up game. In a discussion the facilitator asks more questions and listens more.
- To facilitate a discussion:
 - » include quiet partipants
 - » limit over-talkers
 - » rephrase
 - » listen
 - » ask lots of questions about youth's opinions.

IS 13a: Discussion Role Play

(Note that some cards are included twice)

You are the facilitator.

You talk too much, dominating the discussion until the facilitator tells you politely to stop. Then stop. Only do this once.

You are shy. Do not talk unless asked.

You are shy. Do not talk unless asked.

You keep talking to your neighbour.

You make a statement that is against the beliefs of World Vision. Only do this once.

You engage normally in the discussion.

You engage normally in the discussion.

IS 13b: Facilitating Discussions

How to Facilitate Discussions

- Include quiet participants. Observe the group. If some participants are not talking, gently ask them what their opinion is on this topic. Do not force them to talk, but invite them if they are willing.
- Limit overtalkers. If one participant does all the talking, politely suggest that he or she give others a chance. For example, wait until the participant is at the end of a sentence and say, 'Thanks for that. Sorry to stop you there, but we have limited time. Can I ask if anyone else has an opinion on this?'
- Rephrase. You can help keep the discussion moving by rephrasing what someone
 just said and asking if others agree or disagree. For example, 'She just said
 this_______. Do you agree?'
- **Listen.** If you really listen to what youth say, they will be more willing to talk. You can also think of relevant questions that will help the discussion.
- Ask lots of questions. These should be questions about what youth think and believe, not just questions that test knowledge of facts. Example of questions about what youth think or believe include:
 - » 'What do you think are some reasons youth leave school?'
 - » 'Do you think you could use these checklists in your own life? Why or why not?'

A question about knowledge is:

» 'Name a common destination country for trafficking.'

Session 14: How to Build Connections Between Club Participants and the SNYC



Objective

Participants will learn how to foster connections between club participants and the SNYC.



Time

60 minutes



Supplies

- A piece of fabric
- An SNYC Facilitator Training Certificate for each participant
- A ball
- Copies of 'IS 10a: Warm-Up Games'
- Copies of 'IS 14a: Memory Ball Game Questions 2'



Participants

Youth SNYC facilitators



Facilitator

Either WV staff or adult SNYC facilitators who have completed the toolkit and Facilitator's training



Warm-Up Activity

Explain that this session will start with another warm-up game. This one is called 'Fabric or Scarf Game'. It is a fun game that builds group unity and helps people learn more about one another.

Ask participants to take out their copy of 'IS 10a: Warm-Up Games'.

Follow the instructions to play one round of 'Fabric or Scarf Game' with the participants. Then ask the participants to volunteer to facilitate the game. Try to choose volunteers who have not had a turn to facilitate a warm-up game in any of the sessions.



Instruction: Building Relationships

Building Relationships

Ask participants to close their eyes for a minute and think about their favourite teacher. Ask them to think about her or his personality traits and what made them like this teacher. Now ask whether participants had a good relationship with that teacher and what helped them to learn from that teacher. Explain that good teaching involves more than just knowing the subject; it involves building relationships. This means that youth SNYC facilitators should try to build relationships with the participants. They should try to find something they like about every member of the SNYC. Facilitators should try to learn about other youth's families, remember the names of youth's friends and ask about their hobbies.

Keep Track of SNYC Participants

Explain that another job of the youth SNYC facilitator is to keep track of other youth. For example, if an SNYC member stops coming to the club, the youth SNYC facilitator should ask that youth's friends if he or she is OK.

Tell participants that if an SNYC member is having trouble at home, the youth SNYC facilitator should tell the adult SNYC facilitator about this.

Explain that if the youth SNYC facilitator knows that an SNYC member is thinking of migrating or starting a job, the youth SNYC facilitator should tell the adult facilitator about it.

Keep Safe

Explain that the youth SNYC facilitator keeps track of other SNYC participants and tries to be a good friend to them. But it is also important that the youth SNYC facilitator thinks of his or her own safety first. Tell participants that youth facilitators should not visit the homes of other SNYC participants (unless they have been friends before the SNYC began and they know the house is a safe place). For example, if a youth SNYC facilitator hears that another youth is beaten by his or her father, then the youth SNYC facilitator should not visit that person's house but instead should tell the adult SNYC facilitator.

Know Your Limits

Explain that youth SNYC facilitators should know their own limits. This means youth SNYC facilitators should recognise situations that they cannot solve. Tell participants that there are times when the best way for a youth SNYC facilitator to help a club member is by telling the adult SNYC facilitator. Tell participants that this is a list of situations that a youth SNYC facilitator should immediately report to the adult SNYC facilitator. Read the list aloud:

- if an SNYC member is sick
- if an SNYC member is homeless
- if an SNYC member was hurt or is being hurt by a parent.
- if an SNYC member is considering taking a job or migrating
- if an SNYC member is taking illegal drugs.

Explain that another job of youth SNYC facilitators is to help adult SNYC facilitators to prepare sessions. Adult SNYC facilitators may ask youth SNYC facilitators to help do jobs such as cutting out materials or preparing the SNYC room for the sessions.

However, explain that adults should not ask too much from youth SNYC facilitators. Tell participants:

- Youth SNYC facilitators should not be asked to do jobs that interrupt their schoolwork.
- Youth SNYC facilitators should not be asked to do jobs that could place them in danger, for example, going to a neighbourhood they don't know to make photocopies.

Explain that World Vision has a Child Protection Policy which states that youth should not be alone with a single adult. This means that youth SNYC facilitators should not be asked to prepare for an SNYC session alone with a teacher.



Activity: Memory Ball Game

Explain that the group is now going to play 'Memory Ball Game.' Ask participants to take out their copy of 'IS 10a: Warm-Up Games' and turn to the page titled, 'Memory Ball Game' again to help them remember what they have learned. Lead the group to play the game, by following the instructions. Use the questions from the 'IS 14a: Memory Ball Game Questions 2', below.

After participants have answered approximately five questions, ask for a volunteer to take the place of the facilitator. Let the volunteer lead for a couple questions then switch again to let someone else have a turn leading. Repeat until all the questions have been answered.

Session Summary

- Youth SNYC facilitators should keep track of other SNYC participants.
- Youth SNYC facilitators should stay safe and not visit other participants' homes.
- Youth SNYC facilitators should tell the adult facilitator if other SNYC participants are in danger, ill or thinking of migrating.
- Youth SNYC facilitators can help adult SNYC facilitators prepare for sessions as long as it does not hurt their schoolwork or place them in danger.
- In accordance with the Child Protection Policy, youth SNYC facilitators are not to be alone in a room with an adult SNYC facilitator.

Closing

Explain that being a youth SNYC facilitator has a lot of benefits. It can help them build skills and get experience that will help in the future.

Explain that if youth SNYC facilitators attend all the sessions they will receive Level 3 incentive awards and will be eligible to apply to be adult SNYC facilitators in the future.

Remind youth that the SNYC is a great place to meet friends and to learn skills that can help them protect themselves.

And finally, tell youth that they have been given a chance to be leaders in their community and that World Vision and the SNYC facilitators look forward to hearing about the great things they will do.

Thank all the participants for taking part.

Hand out the certificates.

IS 14a: Memory Ball Game Questions 2

- I. What is the SNYC?
- 2. What is a facilitator?
- 3. What is the Smart Navigator Toolkit?
- 4. What is an IS?
- 5. What is a Smart Navigator Booklet?
- 6. What is a session?
- 7. How long does a session last?
- 8. What is trafficking?
- 9. What is migration?
- 10. What will youth learn at the SNYC?
- 11. What are life skills?
- 12. What do you get for attending sessions?
- 13. How many sessions do you have to attend to get Level 3 awards?

Answers to questions I-13 are in Session 1.

14. What are some skills you can use to facilitate a discussion?

Answers:

- Include quiet youth.
- Rephrase.
- Limit overtalkers.
- Listen.
- Ask a lot of questions.
- 15. How can youth SNYC facilitators help participants who cannot read?

Answers:

- Sit next to them and quietly read the flip chart aloud.
- Partner with them whenever the group breaks into pairs.
- Join them in small-group discussions.
- Treat them with respect.
- Don't tell other youth participants that they cannot read.
- 16. If an SNYC member stops coming to the sessions, what should you do?

Answer:

• Ask that youth's friends why he or she stopped coming and tell the adult facilitator.

If an SNYC member stops coming because a parent is hitting the person, should you go to his or her home?

Answer:

- No, you should tell the adult facilitator about the problem.
- 17. If you hear an SNYC member is sick, what should you do?

Answer:

- Tell the adult facilitator.
- 18. If a friend in the SNYC tells you that he is planning to migrate, what should you do?

Answer:

• Tell the adult facilitator.

