

From Potential to Action: Stories of Youth Transformation



Find a partner on your left write front and back

Together you have to count 1 to 3 in sequence

I am not joking, but if you trust me you will be laughing in a minute



Rules – no one in the pair can say 2 consecutive numbers,

I say 1, you say 2, I say 3, you say 1

How fast can you do it without getting stuck, making a mistake or breaking a rule

Everytime you make a mistake you have to shout “I am the best”

Now do this again, this time CLAP whenever you have to say 1

Don't forget - “We are the best”

Thank you for your trust
Please indulge me a little more

Right Palm out facing up, place the index finger of left hand in the palm of the person on your left



I am going to tell you a story, whenever you hear the word TRENDS in the story, try and catch the finger of the person placed in your palm, and also try and save your finger from getting caught.

This is what Play for Peace is about **INCLUSIVE GAMES**
its about offering experience that tell us
“I” have a place in this world

Its about creating an environment where there is
“Absence of Judgement”



**IT's ALL
ABOUT
'What Eyes
you see
from'**

Stories of 3 dropouts

Shabana Included

The most experienced drop out

At 14 she said she wants to start Play for Peace in her own locality.

At 16 she was facilitating sessions in “English Medium School” got scared one day when a principal gave her a letter. She didn't realize it was a letter for appreciation

At 17 she was travelling to Manali as facilitator for Ahmedabad Nature Lovers Association

Today she supports her mother through her work as a facilitator on Zero Violence in School program
She is certified Play for Peace Trainer like me



Stories of 3 dropouts

Javeed Included

A reclusive boy at 17 when he first came to see Play for Peace session in 2000

In 2004-05 he was one of the youth who went to Barmer to make children smile in flood relief camps, and then in Kashmir after the earthquake.

He started a program 'Zero Violence in School' in schools after he received a "Communitiny Fellowship" for a year.

He continues to run the program even now. In 2013 he was one of the youth selected by 350.org to train him as facilitators for advocacy program on environmental issues. He went to Istanbul to take part in a even attended by youth fro across teh world, In 2015 he completed his graduation form open university and this year cleared his MA Previous in english

He was invited by one of the school he works with to become a child counsellor
He is Certified Trainer of Play for Peace



Imroz Included

She did not clear her English in grade 10 and stopped going to school
She was one of the first to start Play for Peace in her community in 2000
In 2001 the group of 30 youth facilitators in Hyderabad chose her as their leader
She talked to 30 schools and started Play for Peace there after convincing the principals
In 2003 she went to Pakistan as part of Youth for Peace program.
In 2006 she lead Play for Peace in India when Swati and me volunteered to be in Israel for 8 months.
In 2008 she completed her graduation from Open university
In 2009 she went to USA to intern in a outdoor camp for 6 months
In 2010-11 she was working for Global Youth Leadership and travelled length and breadth of USA conducting programs
in 2012 she joined Play for Peace again to support the new executive director
Today Imroz is the global operation manager coordinating with around 60 Play for Peace clubs spread around 30 countries
She completed her Masters from Costa Rica Peace university 2 years back
Last I heard she has cleared her law entrance in USA and applying to universities to do her law, she wants to work for immigrant rights



Stories of 3 dropouts

Looking at their journey and transformation
and after asking them what supported them to transition

We designed a Youth Leadership Development Program, now called
YouLead

5 Trainings with approx. 3 month gap spread over 15-18 months
Each ending with an Action Plan

First Training is get them to experience the Joy of Play

Second focuses on value of Inclusion

Something they start experiencing in action because of working with
children in the community

Third focuses on Child right and Advocacy using Puppets

Fourth on Human Right Campaign, Understanding Equity or
in other words, Conversations around Constitution,
because the existing education does not bring into practice
constitutional vocabulary

5th is Adventure/ Leadership / Transference / Ownership



The key is not WHAT we do its about HOW we do it
The process is based on Experiential Education
Pedagogy and practices

The Simplest
Experiential
Learning
Cycle

DO IT.

Now What?

What will I do differently next
time?

What?

What happened?
What were the results?

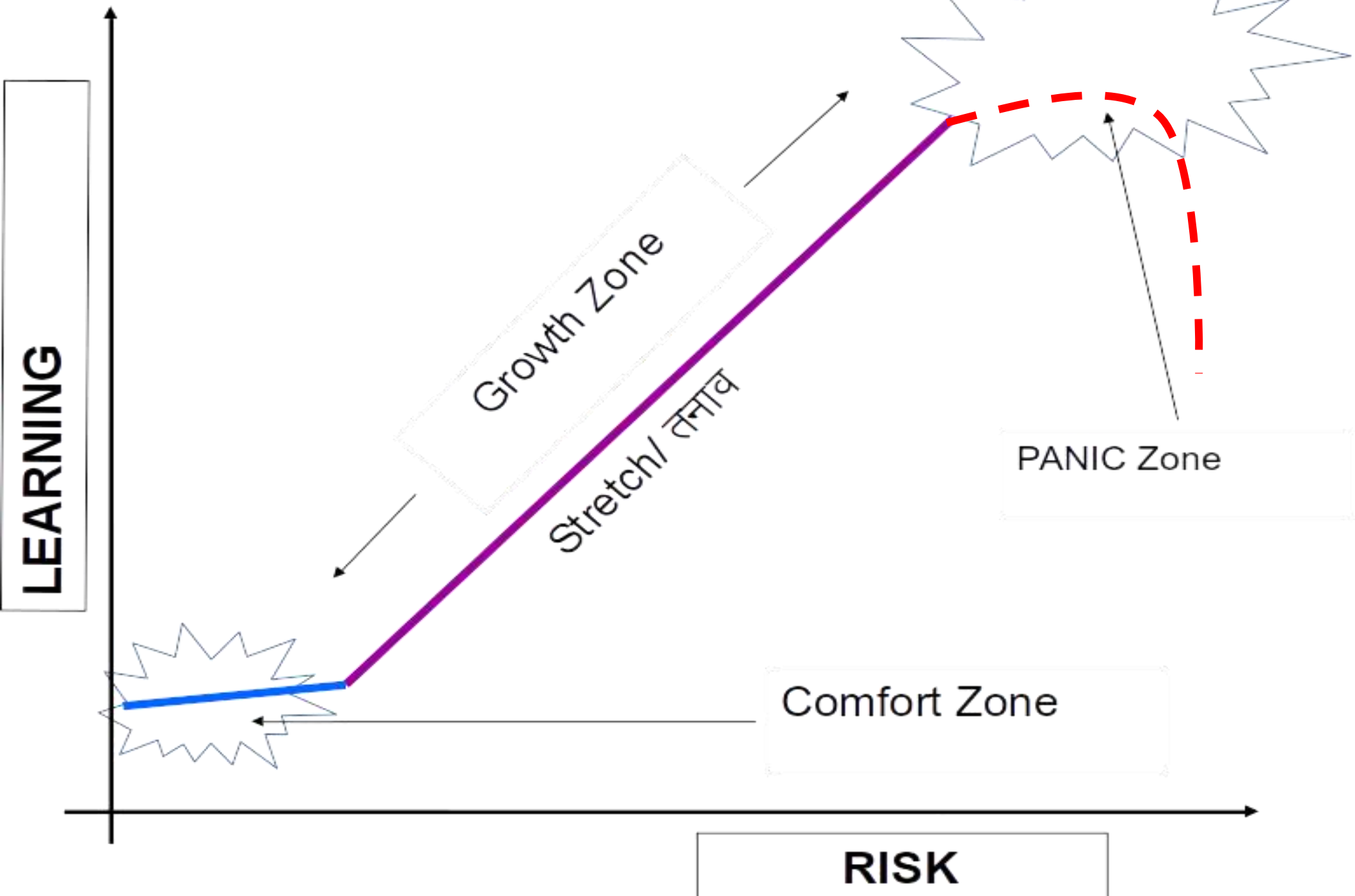
So What?

What do these
results imply?
How did I influence
the outcome?

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

Challenge by **CHOICE**



Mentoring

What young people need to be the potential

Scaffolding / Showing/
Talking / asking /

90%unvisible 10 % visible,
when asked/ for safety

Based on need of the youth

Trust - They will do their best

Mutual Respect

Parenting

What we do as adults to keep children dependent

TELLING - You don't know I know

100% visible standing on head

Based on our need to see a particular outcome

Doubt - Taking for granted the lack of capacity

Demonstration of Respect /
Top Down

Is it Sustainable

Youth volunteers we trained in Ahmedabad, Pune, Kolkatta, Jaipur, Miraj, Omerga, Vizag have formed their CBO's with support form World Vision



What ENGAGES you Will also SUSTAIN you!