



# Event Facilitation Guide

## Sample Agendas

The following sample agendas can help you think through what material you might want to include in your own event agenda, depending on the amount of time you have available. Please note that the activity names refer to sample activities outlined in the next section. Sample icebreakers are also included in the next section. Content notes, such as sample discussion questions, are also included in this document.

Sample agenda for a 2 hour event	Sample agenda for a 1 hour event
Introduction and Icebreaker (10 minutes)	Introductions (5 minutes)
Show and briefly discuss all 6 lessons (60 minutes, including break)	Show and briefly discuss 2 lessons (20 minutes): <ul style="list-style-type: none"><li>• Lesson 1: Supporting a Girl's Right to Learn or Lesson 2: Advocating for Youth</li><li>• Lesson 4: Creating a Business Plan</li></ul>
Group discussion (15 minutes)	Group discussion (10 minutes)
Activity: Grassroots campaign (30 minutes)	Activity: Role Play or Speech (20 minutes)
Wrap-up (5 minutes)	Wrap-up (5 minutes)

# Sample Icebreakers and Activities

Feel free to pick and choose from the below activities and icebreakers for your event, or develop your own!

---

## Icebreakers

### 1. Partners (10 minutes, depending on group size)

Have participants pair up and take 2 minutes to get to know one another. Then, have each person take 20 seconds to introduce his or her partner to the larger group.

### 2. Common ground (5 minutes)

Have participants form a circle. Join the circle and state your name and one fact about yourself, such as where you are from, what you like to do in your free time, your occupation, etc. Ask all participants who share the same fact or interest to either stand up or raise their hand. Have the person to your left introduce him/herself and share a fact. Continue to go around the circle until everyone has provided a fact about him/herself or until five minutes have passed, whichever comes first.

### 3. Preferences (5 minutes)

Create an imaginary line through the room or use masking tape to draw a line on the floor. Each side will represent one choice. Ask a number of questions and have participants identify their preferences by standing on one side of the line. If they are unsure, they can stand in the middle. If the answer is neither, they can stand in a different part of the room. Example questions may be:

- Walk or drive?
- Sweet or savory?
- Hot or cold?
- School or work?
- Introvert or extrovert?
- Music or TV?

---

## Activities

### 1. Create a grassroots campaign (30 minutes)

Each group will brainstorm and begin planning a grassroots campaign to advocate for girls and their right to an education. Break the participants into small groups (ideally 3-4 people per group). Each group should take five minutes to decide on a campaign that could inspire change in their community, then spend 20 minutes building out a plan:

- **What** would be your area of focus?
- **Why** do you feel this focus is particularly important?
- **Whom** would you work with?
- **Where** would you focus your efforts (your town, your country)?
- **How** would you fund the campaign?
- **When** can you get started (what are your next steps)?

Have each group present back to the larger group with their plan. Encourage all members of the group to participate in the presentation while trying to limit each group to 2-3 minutes.

### 2. Role Play (20 minutes)

Split the class into groups of 4-6 people. Have each group make a list of individuals or organizations that are most impacted if girls receive little or no education. Have each member of the group select one of those individuals or organizations to role play (for example, a parent who is concerned about their child's future or an employer worried that they won't have qualified workers to run their business in the future). They should then spend 5 minutes coming up with a short monologue that they can act out. Select 1-2 groups to act out their roles and concerns in front of the class. Each member of the group should take no longer than 30 seconds to act out their role.

### 3. Speech (15 minutes)

Split participants into teams of 3-4 people. Have each team identify a group that may have put up barriers to girls receiving an education, such as parents or a school. Have each team draft a short 3-4 minute speech that they could give to the this group. Instruct each team to include the barrier they are combatting and steps they can tell their chosen group to take to remove said barriers. Have 1-2 people present their speech. After each speech, ask the class to provide the speaker feedback on both the content of their speech and their delivery.

## Event Content Notes

Below you will find notes and talking points aligned with the various content that you might include in your event. **You don't need to use all of this material!** You should customize the PowerPoint, discussion topics, and activities based on the topics you want to focus on during your event. Make this event your own!

Content	Notes
<b>Introduction and Icebreaker</b>	<p><b>At the start of the event:</b></p> <ul style="list-style-type: none"> <li>• Thank participants for joining.</li> <li>• Introduce yourself. Provide a basic overview of the YALI Network and direct participants to the web address (<a href="http://yali.state.gov">yali.state.gov</a>) for more information.</li> <li>• Briefly share why you are interested in this topic and chose to teach this course.</li> <li>• You may want to do a short icebreaker activity in which participants get to briefly meet one another, but be sure to keep this short as it can take up a lot of time to do introductions if there is a large group. See the previous section for sample icebreaker ideas.</li> </ul>
<b>Course Objectives</b>	<p><b>Explain the objectives of the course and the logistics of how the session will run:</b></p> <ul style="list-style-type: none"> <li>• Note the lesson topic(s) that you will cover.</li> <li>• Mention any group discussions or activities you are planning to conduct.</li> <li>• Let participants know where they can find things like restrooms, emergency exits and water fountains. Let them know if there will be any scheduled breaks.</li> </ul> <p><b>Sample objectives include:</b></p> <ul style="list-style-type: none"> <li>• Discover the social barriers girls still face, especially barriers to education, and how you can advocate for change</li> <li>• Understand basic steps to starting a grassroots campaign that advocates for the rights of girls.</li> <li>• Learn how to be a leader in your community and inspire participation in your efforts</li> </ul> <p>For each lesson that you include, you will either play the course lesson video/audio (via streaming or download) or pass out the transcripts for people to read on their own. After each video, you can use some of the following sample questions (or others that you develop) to lead a short discussion.</p>
<b>Lesson 1:</b> Supporting a Girl's Right to Learn	<p><b>Sample discussion questions:</b></p> <ul style="list-style-type: none"> <li>• How do people in your community treat girls? Are girls treated differently than boys? Discuss.</li> <li>• What actions can you take to advocate for a girl's right to learn?</li> </ul>

Content	Notes
<p><b>Lesson 2:</b> Advocating for Youth</p>	<p><b>Sample discussion question:</b></p> <ul style="list-style-type: none"> <li>• Unemployment, hunger, and lack of quality education resources are just a few of the problems facing youth. What other problems have you witnessed in your community? How can you reduce these problems in your community?</li> </ul>
<p><b>Lesson 3:</b> Attracting and Motivating Volunteers</p>	<p><b>Sample discussion questions:</b></p> <ul style="list-style-type: none"> <li>• Have you recruited volunteers in the past? What tools did you use? After taking this course, would you do anything differently?</li> <li>• What forms of communication resonate most with your community: social media, printed promotions (i.e., flyers, posters, etc.), emails, one-on-one conversations, etc.</li> </ul>
<p><b>Lesson 4:</b> Creating a Successful Grassroots Campaign</p>	<p><b>Sample discussion questions:</b></p> <ul style="list-style-type: none"> <li>• Have you started a grassroots campaign? If not, think of a cause that could benefit from a grassroots campaign. Discuss ideas and possibilities.</li> <li>• What steps do you need to take before launching a grassroots campaign? What issues do you anticipate running into and how will you overcome them?</li> </ul>
<p><b>Lesson 5:</b> Inspiring Community Participation</p>	<p><b>Sample discussion question:</b></p> <ul style="list-style-type: none"> <li>• Have you ever attempted to organize a community action? Describe the project and the how you organized the action you took. Were you able to mobilize your friends, neighbors, and colleagues?</li> </ul>
<p><b>Lesson 6:</b> The Art of Public Speaking</p>	<p>After you have covered the course material, recap the key points. Ask participants for their thoughts or comments.</p> <p><b>Sample key points:</b></p> <ul style="list-style-type: none"> <li>• Women and girls have an equal right to learn.</li> <li>• We have a civic responsibility to educate and influence people who are still putting up social barriers against women and girls.</li> <li>• To confidently advocate for girls' right to education, you need to know how to attract volunteers and influence your community.</li> <li>• Community involvement and teamwork will increase the impact you can have.</li> </ul>

<p><b>Discussion questions</b></p>	<p>The earlier sample discussion questions were focused on key takeaways and issues related to each individual lesson. You also should spend time discussing the bigger picture: the barriers that still exist to girls’ right to an education and the achievable steps people can take to advocate for change in their community. <b>The following sample questions can be used to discuss that bigger picture.</b></p> <ul style="list-style-type: none"> <li>• What barriers to women and girls’ right to an education have you witnessed in your community? These barriers may not always be obvious so encourage participants to think of both children who are currently facing bias and adults who have been affected by gender bias in the past.</li> <li>• How can you advocate for girls to help remove these barriers? Would you advocate for girls on your own, or involve a small group or your entire community?</li> <li>• Who can you reach out to help promote behaviors and attitudes that discourage gender bias? Consider all groups that are impacted by gender bias, such as parents, educators, future employers, community leaders, etc.</li> <li>• What type of community-based activity or grassroots campaign could help advocate for girls’ education in your community? How can you influence your community to eliminate barriers to education and inspire change?</li> </ul>
<p><b>Next steps</b></p>	<p>Keep the momentum going by encouraging participants to start taking action in their community! The following are ideas for next steps they can take after the event. Sample discussion questions:</p> <ul style="list-style-type: none"> <li>• Identify barriers to girls’ education in your community. Identify the groups that could help remove these barriers (for example, parents, schools, community leaders). <b>Develop information and resources</b> to educate these groups. Involve the community in your efforts and work with them to inform others about the risks of not educating girls.</li> <li>• Collaborate with an existing group advocating for girls’ education on a project to <b>create innovative, achievable solutions to improve girls’ education.</b></li> <li>• Identify the limitations girls still face when it comes to receiving an education. <b>Come up with ideas for an event</b> that could educate your community and advocate for change.</li> <li>• <b>Make a strategic plan for engaging with your community</b> to eliminate gender bias. Who will you partner with? How will you reach out to volunteers? How will you inspire your community?</li> </ul>
<p><b>Wrap-up</b></p>	<p>Include time at the end of the presentation for a wrap-up.</p> <ul style="list-style-type: none"> <li>• Encourage participants to go online, take the full Skill Building for Girls’ Advocacy course, and pass the associated quiz so they can get their YALI Network Online Course certificate. If you hold your training in a setting such as a school, you may be able to have participants take the online quiz while they are at the event.</li> <li>• Encourage participants to join the YALI Network if they are not already members.</li> <li>• Ask if participants have any feedback on the session, which you can incorporate into your next #YALILearns event.</li> <li>• Be sure to thank participants for coming, and pass around the handouts that they can take home with key takeaways from the session and information about joining the YALI Network.</li> </ul>