



I learned a long time ago the wisest thing I can do is be on my own side, be an advocate for myself and others like me.

Maya Angelou

CLOSING AND NEXT STEPS

14.1

Closing a workshop effectively provides a meaningful final activity for participants to reflect on their learnings, appreciate the learning space they shared with others, and transition into their daily lives outside of the workshop space. Closing activities can also serve as immediate feedback for the facilitator on the workshop's most impactful topics.

Be prepared to hear the comment, "There was not enough time for ____." In an intensive workshop with a broad range of topics like this one, participants are always left wanting more in-depth discussion and practice on certain key topics. If possible, a good next step would be to offer some follow-up with either shorter, single-topic workshops or even web-based sessions to provide the desired depth.

CLOSING ACTIVITIES

A facilitator can conduct these closing activities at the end of a particularly difficult session, at the end of the day, or at the end of the whole workshop.

OBJECTIVES

- To encourage participation from everyone
- To provide an outlet for participants to express feelings nonverbally
- To energize and provide closure to an activity

MATERIAL

- Space for group to sit comfortably



Feeling Sounds

- 1 Arrange the group in a circle.
- 2 The first person makes a sound that expresses how he/she is feeling right now.
- 3 The group copies that sound.
- 4 The next person adds his/her own sound.
- 5 The group copies that sound, as well as the sound of the previous person.
- 6 The process continues until the group makes all of the sounds of all the people in the group.

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CLOSING ACTIVITIES



NOTES

We recommend performing this session at the end of the workshop.

ACTIVITY
TWO

20 min



OBJECTIVES

- To engage in individual reflection
- To provide initial feedback on participants' learnings from the workshop



MATERIAL

- 5 index cards per person (4x6 cards or larger preferred)
- Flip charts with the following five statements written on them clearly, one per flip chart:
 - I will advocate in favor of girls because ...
 - The needs of the girls in my community are ...
 - My vision for girls is ...
 - My advocacy strategy for girls will ...
 - The most important thing I learned in the workshop is ...

Fill In the Blank

- 1 Distribute five index cards per person.
- 2 Ask participants to copy down one of the statements from the flip charts on each of the cards and to complete the sentences with their own reflections or thoughts.
- 3 Give participants 15 minutes to fill in the blanks to all five statements. They do not have to put their names on the cards, but they can do so if they want. Their responses will be kept confidential.
- 4 After 15 minutes, ask participants if they would like to share their reflections on any one of the sentences by reading them out loud for the group.

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CLOSING ACTIVITIES



OBJECTIVES

- To obtain instant feedback on what people learned from the session or workshop, and what they intend to do differently as a result
- To deepen the participants' connections to one another
- To provide a strong sense of closure to the workshop

ACTIVITY THREE

25 min

Connecting Web

- 1 Have the group stand in a close circle.
- 2 Show everyone the ball of string and explain that when a person catches the ball, he/she should complete this sentence: "One thing I have learned in this workshop is ____, and therefore I will ____."
- 3 Hold onto the end of the string, and then throw the ball across the circle to a participant. This participant completes the sentence prompt.
- 4 Once that person has finished speaking, he/she holds on to the string and throws the ball across the circle to another participant.
- 5 Continue this process until everyone has participated. The facilitator may need to remind participants that they need to keep hold of part of the string before throwing the ball.
- 6 The string should come back to the facilitator, who also participates by completing the sentence prompt.
- 7 Ask participants to reflect on the shape that they have formed and what it means in terms of their work and their learnings.

NOTES

14.1

CLOSING ACTIVITIES



OBJECTIVES

- To obtain instant feedback on people's experiences in the workshop
- To deepen the participants' connections to one another
- To provide a sense of closure to the workshop

ACTIVITY
FOUR

20 min

Fill In the Blank

- 1 Have the group stand in a circle.
- 2 Tell the participants that in this activity they can reflect on their experiences together in the workshop.
- 3 The facilitator joins the circle and has a turn. Toss the ball from one side of the circle to the other three times while everyone sings in unison "Let Girls Lead." The person who catches the ball on "Lead" must finish the phrase his or her right thumb is pointing to.
- 4 Continue tossing the ball from one side to the other until everyone has had a chance to participate.



The prompts written on the ball are:

- My favorite session was ...
- I learned the most from ...
- I am glad I participated because ...
- My least favorite session was ...
- I had the most fun when ...
- I will never forget ...
- I could not stop laughing when ...
- The most difficult activity was ...
- From now on I will ...
- The most important thing I learned was ...
- I never thought I could ...
- I still have doubts about ...
- I am insecure about ...
- I will tell my organization ...



MATERIAL

Plastic beach ball with the prompts clearly written on it with permanent marker
Alternatively, you could tape post-it notes or small pieces of paper to the ball. The post-it notes should have the prompts clearly written on them and be taped or fixed to the ball so that they do not fall off easily when the ball is thrown.

NOTES



EFFECTIVE FOLLOW-UP WITH PARTICIPANTS

This Guide provides curriculum for up to a week of intensive sessions designed to introduce key advocacy topics to participants and provide the basic elements required to develop a girl-centered advocacy strategy.

Inevitably, participants will require more in-depth information on specific topics. Let Girls Lead has found that participants generally request further training on the following topics:

- **Proposal writing and resource mobilization.** Provide detailed information on how to develop a logic framework and how to develop SMART objectives with process and result indicators using topically relevant examples. Provide ample time for participants to apply their learnings in proposal development.
- **Budgetary advocacy.** Define the steps involved in effective budgetary advocacy.
- **Media and communication strategies.** Define best practices with different media outlets and practice interviewing skills via a press conference with print and visual media outlets.
- **Network building.** Analyze opportunities and needs for effective networking, examine the crossover between organizational missions and visions, define the specific issue and objective around which to define the network, and analyze the different steps for network building.
- **Digital storytelling.** Provide the basic techniques for selecting a personal story and creating a storyboard and provide technical assistance in selecting a sequence of photographs, audio, and music to tell a compelling story.
- **Political mapping.** Analyze the social and political context for girl-centered advocacy, analyze the political will and position of electoral candidates, and examine the changing political landscape for girl-centered issues.

Let Girls Lead provides two-day institutional strengthening workshops where Let Girls Lead participants as well as key staff from their respective organizations have increased their capacity in specific advocacy areas. Having a real-life practicum with these topics has proved to be a great added benefit. For example, role playing media communications is a very helpful learning tool, but calling a press conference on a timely issue after practicing media communications adds a huge benefit and provides participants with valuable real-life experience implementing their learnings.

For further information on some of these topics, please refer to [Chapter 15. Resources for Advocates](#) section of this guide.