

Quick Guide



This Quick Guide provides a helpful overview of all of the guidance, activities, tools and supplies in the Adolescent Kit for Expression and Innovation (Adolescent Kit). Use it to get a sense of what the Adolescent Kit has to offer, how it can support your work with adolescent girls and boys, and where you can find the resources you need in the complete package of guidance and materials.

The Quick Guide is just the starting point!

Read it before taking a deeper look inside the guidance, tools, activities and supplies in the Adolescent Kit.

The Quick Guide outlines:

- ▶ The guidance, tools, activities and supplies available in the Adolescent Kit;
- ▶ The purpose of the Adolescent Kit and what it aims to achieve for adolescent girls and boys;
- ▶ The Ten Key Competencies and Ten Key Approaches that underpin the Adolescent Kit;
- ▶ How to plan and run an intervention using the Adolescent Kit; and
- ▶ The best ways to engage positively with adolescents.

The Quick Guide is divided into coloured sections that cover the different areas of guidance and resources in the Adolescent Kit. We recommend that you read everything in the Quick Guide so that you have a full picture of how the Adolescent Kit works, but you can also go straight to the sections that are most relevant to you.

Use the Quick Guide as your shortcut to the Adolescent Kit – and let it inspire you to get started!

About the Adolescent Kit for Expression and Innovation

The Adolescent Kit for Expression and Innovation (Adolescent Kit) is a package of guidance, tools, activities and supplies for supporting adolescents ages 10-18 who are affected by humanitarian crises and poverty. The Adolescent Kit draws from best practice in psychosocial support, life skills education, child protection and peacebuilding, and targets vulnerable adolescents through approaches that focus on **arts** and **innovation**.

Adolescent Circles

The Adolescent Kit promotes the **Adolescent Circles** approach to working with adolescents in challenging circumstances. This approach involves bringing groups of girls and boys ages 10-18 together in a safe space on a regular basis to have fun, cope with difficult experiences, learn and work together.

What is the purpose of the Adolescent Kit?

The Adolescent Kit aims to bring about positive change in the lives of adolescents in challenging circumstances. Through the Adolescent Circles approach, it supports adolescent girls and boys to develop key **competencies** that can help them to cope with stressful circumstances, build healthy relationships, learn new skills and engage positively with their communities.

How do you use the Adolescent Kit?

The Adolescent Kit can be integrated into programmes for adolescents in areas such as child protection, education and youth development, or it can be used to set up a new stand-alone project. You can use all of guidance, tools and activities in the Adolescent Kit, or just select the ones that you feel are the most helpful for adolescent girls and boys in your particular situation.

Who is the Adolescent Kit for?

The Adolescent Kit can be used by anyone involved in managing programmes or working directly with adolescents in humanitarian situations. This includes humanitarian staff across different sectors, teachers, Child Friendly Space facilitators, youth workers, community volunteers and others.

Why a kit for adolescents?

We worked with experts and adolescents around the world to create the Adolescent Kit because we realized that:

- ▶ Adolescents (people ages 10-18) are a key age group affected by conflict, disasters and other humanitarian situations. Their rights are often violated during times of crisis, and they are prevented from growing up to their full potential.
- ▶ Adolescents have a valuable role to play in humanitarian situations and can contribute great energy, creativity and enthusiasm to improving both their own lives and their communities.
- ▶ However ... the majority of interventions for children in humanitarian situations focus on girls and boys under the age of 10, while very few target adolescents specifically.

The upshot is that there is often very little support for adolescents in humanitarian situations, and the support that is available often fails to reach the adolescent girls and boys who need it the most.

What does this mean?

This means that adolescents are often left to fend for themselves in extremely challenging circumstances, and have to navigate the transition from childhood to adulthood without support or protection. It means that their rights as children are neglected – and that they often remain invisible and alone in humanitarian situations.

What can we do?

The Adolescent Kit aims to address this gap by providing humanitarian organisations with a practical package of guidance, tools, activities and supplies for supporting adolescent girls and boys.

The Adolescent Kit is based on evidence that adolescents often demonstrate great resilience in challenging situations. It tries to nurture that resilience through activities that build on adolescents' strengths, and provide them with opportunities to learn new skills, develop positive relationships and give back to their communities.

What's in the Adolescent Kit?

1

Guidance for working with adolescents:

Quick Guide: A brief overview of the Adolescent Kit that provides a snapshot of the guidance, tools, activities and supplies available to users

Foundation Guidance: An introduction to the key principles and approaches that underpin the Adolescent Kit, including how to work effectively with adolescents

Programme Coordinators' Guidance: Guidance and tools for planning and running interventions for adolescents using the Adolescent Kit

Facilitator's Guidance: Guidance and tools for planning and leading activities for adolescents that help them develop and use competencies, putting the Ten Key Approaches into action

Supply Guidance: Guidance and tools for managing, storing and replacing supplies and materials for activities with adolescents

2

Activity Box:

Activity Guides: Step-by-step guides to activities that can be adapted to adolescents' interests and needs, and used to plan activity "Phases"

Energizer Cards: Ideas for short, fun games or exercises

Inspiration Cards: Suggestions for creative ways to keep adolescents engaged

Facilitator Tools: Useful tools for working with adolescents

3

Supply Kit:

A package of materials, equipment and supplies that can be used to support activities with adolescents

4

Digital resources:

A website and USB key that include electronic versions of all of the guidance, tools and activities in the Adolescent Kit, as well as templates and video instructions for assembling the Supply Kit.

As you get started...

The activities, tools and approaches in the Adolescent Kit have been designed with the help of experts and adolescents around the world. They can help you to strengthen your work with adolescent girls and boys, and to make a positive difference in their lives.

It is up to you to decide how you use the Adolescent Kit! Think about what you want to achieve for adolescent girls and boys in your community, and what makes sense in your particular context. Select the tools and activities that meet the needs of adolescents around you, and be ready to adapt them as you go.

As you get started, remember that it is how you work with adolescent girls and boys that really matters. Try to create a positive atmosphere for your time together. Try out new activities, discuss different ideas, take risks – and most of all, have fun!



The Foundation Guidance introduces the key principles and approaches that underpin all of the activities, tools and guidance in the Adolescent Kit.

The Foundation Guidance provides users of the Adolescent Kit with a shared understanding of why it is important to work with adolescents in humanitarian situations and how to engage with them in ways that can positively change their lives.

The Foundation Guidance is for everyone!

The Foundation Guidance is for **everyone** who plans to use the Adolescent Kit. It provides users with a shared understanding of adolescents' needs in humanitarian situations, and outlines key approaches that **everyone** should take when working with adolescent girls and boys.

The Foundation Guidance:

- ▶ Describes how to support adolescents to develop key **competencies**;
- ▶ Introduces **Ten Key Approaches** for working successfully with adolescents;
- ▶ Outlines key **understandings** of adolescents in humanitarian situations;
- ▶ Explains how **innovation** and **arts** can promote adolescents' wellbeing;
- ▶ Brings together **global standards, principles and best practices** for working with adolescents from across technical sectors in life skills education, child participation, peacekeeping and psychosocial support; and
- ▶ Lists **guidance and resources** that can be used to support activities with the Adolescent Kit.

Who is the Foundation Guidance for?

The Foundation Guidance is for programme coordinators, facilitators and anyone else who plans to use the activities, tools and supplies in the Adolescent Kit. It can also be used as a stand-alone resource for anyone who is interested in learning more about working with adolescents in humanitarian situations.

Ten key competencies for adolescents

All of the activities and approaches in the Adolescent Kit are designed to help adolescents to develop key competencies. These **competencies** are **knowledge**, skills and **attitudes** that are essential for the wellbeing and healthy development of adolescents – particularly those who have been affected by crisis and conflict.

The competencies include the abilities that adolescent girls and boys need to cope with crisis, build healthy relationships, and engage positively with their communities.

The ten key competency domains are:



Communication and expression: Learning new ways of communicating and expressing themselves can help adolescents to engage positively with others, build relationships and gain self-awareness and confidence.



Identity and self-esteem: Adolescents can gain a stronger sense of identity and self-esteem by learning more about themselves, recognising their strengths and abilities, and understanding how they fit into groups and society.



Leadership and influence: Empowering adolescents to understand that they can influence things that happen in their lives can motivate them to work for positive change with their families, friends and communities.



Problem solving and managing conflict: The ability to resolve conflicts and problems in a nonviolent way can help adolescents to maintain positive relationships with others and to manage disruptions within their families, friends and communities.



Coping with stress and managing emotions: Learning ways to manage their emotions and cope with stress can help adolescents to improve their wellbeing and to deal with difficult circumstances.



Cooperation and teamwork: Practicing cooperation and teamwork can help adolescents to form healthy and respectful relationships with others and prepare them for active participation in their community.



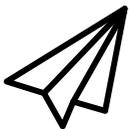
Empathy and respect: Supporting adolescents to develop empathy and respect can help them to build relationships with different types of people, to respond positively to others and to promote peace.



Hope for the future and goal setting: Feeling hope for the future can help to decrease adolescents' stress, increase their resilience and empower them to set goals and make positive changes in their lives.



Critical thinking and decision making: Learning how to think critically can help adolescents to break down harmful stereotypes, understand the consequences of their actions, and to make decisions that contribute to peace.



Creativity and innovation: Encouraging adolescents to think creatively and to find innovative solutions to problems can help them to work with others toward shared goals and to find ways to cope with difficulties.

Ten key approaches for working with adolescents

The Ten Key Approaches are at the heart of all of the guidance, activities and tools in the Adolescent Kit. They explain *how* you should work with adolescent girls and boys in humanitarian situations in order to bring about positive changes in their lives.

The Ten Key Approaches include:



Reach out to all adolescents: Outlines how to identify the adolescent girls and boys who are most in need of support and how to work actively to include them;



Provide structure and support: Describes how to create a welcoming space for adolescents with clear routines and structured activities, and to provide them with ongoing support;



Listen to adolescents: Emphasises the importance of taking time to learn about adolescents' lives, explore their ideas for working together, and give them space to express themselves;



Let adolescents take the lead: Explains how to let adolescents take the lead in your work together, and how to encourage them to try new roles and take on new responsibilities;



Include all adolescents: Provides guidance on including adolescents from all types of backgrounds within interventions, and on adapting your activities so that everyone has a chance to participate equally;



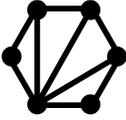
Make space for expression and creativity: Highlights the need to allow adolescents to express themselves, explore their creativity and let their imaginations run free;



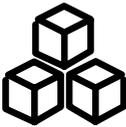
Challenge and encourage adolescents: Outlines ways to challenge and encourage adolescents during your work together, while also providing them with support;



Improvise and adapt: Underlines the importance of continuously improvising and adapting your work in response to adolescents' needs, interests and circumstances;



Build connections: Explains how to support adolescents to connect with their families, communities and each other, and to help them access information and services; and



Build on the positive: Suggests how to help adolescents recognise their strengths and create a fun and positive atmosphere for working together.

The guidance and approaches in the Adolescent Kit revolve around a number of key understandings about adolescents in humanitarian situations.

The guidance and approaches recognise that while the experiences of adolescents are extremely diverse, they may share certain **challenges** and **opportunities** during times of crisis.

Adolescence is a critical period of development.

Adolescence is a time of physical, cognitive, behavioural and psychosocial change. In humanitarian crises, adolescents may be forced to navigate the complexities of this phase of development on their own – jeopardising their healthy development into adulthood, and holding them back from reaching their potential.

Adolescents may disappear in humanitarian situations, or be forgotten.

Adolescents may disappear as a result of trafficking, recruitment into fighting forces, child marriage or seeking livelihood opportunities elsewhere. Other adolescents may seem to disappear if they are counted as adults in situation analyses, or confined to their homes due to social norms, safety concerns, or social stigma (especially girls).

Adolescents in humanitarian situations are more likely to experience violence, abuse and neglect and may be at risk of recruitment into fighting forces, exploitative labour and child marriage. They may lose access to education or health and livelihood opportunities and may endure separation from their families or caregivers. This may jeopardise their healthy development into adulthood.

Understanding adolescents in humanitarian context requires understanding the different experiences of adolescent girls and boys, and the different risks and opportunities they face. In humanitarian contexts, adolescent girls and boys take on the roles of adult women and men, respectively, at an even earlier age and with even less support and protection from the adults who might guide them in stable contexts. All forms of violence against women and girls increase during armed conflict. **Yet humanitarian situations may also offer opportunities to transform gender roles, including those that can be harmful or restricting for both adolescent girls and boys.**

Adolescents face risks to their health and their lives.

Conflict and natural disasters put adolescents at a higher risk of injuries or death from violence or accidents. Malnutrition may limit their physical growth, and their cognitive development may be disrupted as a result of experiences of protracted violence, anxiety or isolation.

Adolescents' sexual and reproductive health

is vulnerable. Inadequate access to contraception, child marriage, and limited awareness about safe sex mean that adolescents are often vulnerable to sexually transmitted diseases (including HIV and AIDS) and early pregnancies.

Adolescents may be at risk of sexual and gender

based violence: In humanitarian contexts, adolescents, especially girls, may be threatened by rape or sexual exploitation at the hands of fighting forces, community members and humanitarian workers.

Adolescents in humanitarian situations may take on adult roles before they are ready.

These roles might include heading households, supporting their families financially, entering into child marriage and having children. This can limit adolescents' access to programmes and services, including schooling and health care, and put them in situations that they are unprepared for developmentally.

Adolescents may become isolated during humanitarian situations as family and work responsibilities increase and they spend less time in school or other places where they can interact with friends. Girls in particular may be kept indoors by family members concerned for their safety and/or damage to their honour.

Adolescents with disabilities face significant barriers to accessing support in humanitarian situations. They may lack basic assistive devices, such as crutches, wheelchairs, glasses or hearing aids, and may be excluded from programmes or confined to their homes due to limited mobility, stigma and discrimination.

Most adolescents can recover their psychosocial health and overcome difficult experiences: Adolescents have deeply upsetting emotional experiences in humanitarian situations, including loss, grief, fear, horror and despair. Yet the vast majority of those who survive crises demonstrate considerable resilience and are able to 'bounce back' after stressful experiences.

There may be tensions between adolescents and adults in humanitarian situations. Adults may be concerned about the ways in which adolescents are challenging traditional roles, or see them as troublemakers. In some cultures there also may be limited acceptance of young people's right to express their views or participate in decisions.

Humanitarian crises can provide adolescents with positive opportunities. Even in challenging circumstances adolescents may develop new skills, take on different roles and learn about new cultures and people. They can take active roles as peacemakers in their communities, and help to disrupt cycles of violence, conflict and discrimination that pass from one generation to the next. As they take on new roles and responsibilities adolescents can change the way that adults see them – and help to transform attitudes toward young people.

Adolescents in humanitarian contexts often have the same interests and concerns as those living in stable contexts. They are interested in friendships, romantic relationships, sexuality, health, popular media, and the world around them.

Adolescents have a valuable role to play in humanitarian situations. During times of crisis, adolescents often contribute great energy, enthusiasm and creativity to improving their own lives as well as their communities. They can use their skills and talents to help them in their transition to adulthood, and can contribute to humanitarian response efforts in a range of ways – from participating in emergency assessments to caring for separated children and forming clubs to protect and support other young people.

Humanitarian crises can provide adolescents with opportunities to make positive changes. In humanitarian crises, adolescents can help to transform traditional norms, including discriminatory beliefs and practices around gender. They can take active roles as peacemakers in their communities, and can help to disrupt cycles of violence, conflict and discrimination that pass from one generation to the next. As they take on new roles and responsibilities, adolescents can change the way that adults see them – and help to transform attitudes toward young people.

Adolescents, expression and innovation

The Adolescent Kit supports adolescent girls and boys to improve their wellbeing, learn new skills and connect with their communities through activities that focus on **Expression** and **Innovation**.

This allows adolescents to experiment, express themselves and tap into talents they may not be aware that they have. It gives them time to reflect, to create and to have fun while they solve problems and explore new ideas.

Adolescents and expression

Working with the arts can help adolescents to express ideas and feelings, learn life skills and experience the world around them in new ways. Expressing themselves through different types of art can connect adolescents with their cultures and heritage and give them opportunities to contribute creatively to their communities.

The Adolescent Kit helps adolescents to explore the arts through activities that focus on:

- ▶ Drawing and painting;
- ▶ Singing and dancing;
- ▶ Playing musical instruments;
- ▶ Creating stories, poems or plays; and
- ▶ Drama.

Adolescents as innovators

Providing adolescents with opportunities to *innovate* – experiment, solve problems, and explore new ideas – can help to stimulate their thinking and stretch their minds. This is particularly important in humanitarian contexts, where adolescents’ cognitive development may be disrupted by the stresses and emotional impact of conflict or disaster.

The Adolescent Kit gives adolescents space to innovate through activities such as:

- ▶ Planning and carrying out creative projects;
- ▶ Experimenting and working on inventions;
- ▶ Exploring new ideas and concepts; and
- ▶ Brainstorming solutions to problems and challenges.

The Adolescent Kit builds on global standards, principles and best practices for working with adolescents from across sectors. These principles provide the **technical foundation** for the Adolescent Kit and underpin all of the activities, tools and guidance included in it.

Adolescents and life skills education

Providing support to adolescents to develop life skills can help adolescent girls and boys to adapt to change and to meet the demands and challenges of humanitarian situations in constructive ways. Life skills can help adolescents to think critically, solve problems, communicate effectively, build healthy relationships, and to develop a stronger sense of self-worth.

Adolescents and psychosocial support

Providing a safe and positive space for adolescent girls and boys to learn, have fun, express themselves creatively, and take a break from difficult circumstances can contribute to their psychosocial wellbeing during and after crises. Providing support to adolescents to build their resilience and encouraging them to engage positively with their families and communities are important parts of this effort.

Adolescents and participation

Encouraging adolescents to participate in meaningful ways during times of humanitarian crisis can make a difference in their own lives, as well as in their communities. It can help adolescents to develop important skills, gain confidence and speak up about their rights and needs. It also can empower them as social actors to play an important role in supporting their families, rebuilding their communities and contributing to humanitarian response efforts.

Adolescents as peacebuilders

Supporting adolescents to think, behave and relate to others in ways that promote peace – with family, friends and others in their immediate lives – can help them contribute to broader social change. Adolescents in humanitarian situations can introduce peaceful behaviours to their communities, change negative social attitudes or practices, and help to disrupt cycles of conflict and violence that pass from one generation to the next.

Adolescents and gender equality

Supporting adolescents to reflect on their identities as girls and boys, and to examine the ways in which being male or female shape their lives, experiences and opportunities, can help to promote more equitable beliefs and practices around gender. Adolescents in humanitarian situations can also help to transform gender roles by taking on non-traditional tasks (such as heads of households for girls, or care providers for boys), and working to change discriminatory beliefs and practices around gender in their communities.

Adolescents and disability

Ensuring that adolescents with disabilities have opportunities to participate equally in programmes with other girls and boys is critical in humanitarian situations, where they may face barriers to accessing support, and confront stigma and discrimination. This involves making sure that activities are accessible, safe and appropriate and inclusive for adolescents with and without disabilities, and supporting facilitators and other girls and boys to be respectful, tolerant and supportive of each other.

This section of the Foundation Guidance includes:

1

Glossary

A list of terms and definitions used in the Adolescent Kit

2

Resources

An annotated list of guidance and resources for working with adolescents in humanitarian situations

3

Sources for the Adolescent Kit

A list of the sources that provide the foundation for the Adolescent Kit

There is a lot of information out there that can help you! Use the resources listed in this section of the Foundation Guidance to learn more about supporting adolescents in humanitarian situations – and to build on your work with the Adolescent Kit.



About the Programme Coordinator's Guidance

The Programme Coordinators' Guidance provides guidance and tools for establishing and running interventions for adolescents with the Adolescent Kit for Expression and Innovation (Adolescent Kit).

The Programme Coordinator's Guide outlines how to:

- ▶ **Plan and set goals** for running your intervention with the Adolescent Kit;
- ▶ Integrate the **Adolescent Circles** approach into child protection, education, youth development and other humanitarian programmes for adolescent girls and boys;
- ▶ **Target the most vulnerable adolescent girls and boys** with your intervention;
- ▶ Find and create **safe, welcoming spaces** for adolescents;
- ▶ **Build a strong team** to run your intervention;
- ▶ **Connect adolescents** to adults, their communities and useful information and support;
- ▶ **Manage, store and replace supplies** for use in adolescents' activities; and
- ▶ Prepare for interventions using the Adolescent Kit to **transition or end**.

Who is the Programme Coordinators' Guidance for?

The Programme Coordinators' Guidance is for programme managers, officers, specialists or other staff who will design, set up or manage an initiative using the activities, tools and supplies in the Adolescent Kit.

The guidance and tools in the Programme Coordinator's Guidance outline key steps for running a successful intervention with the Adolescent Kit.

As you get started, remember...

- ▶ **The steps may happen in a different order, or even all at once.** Try to include all of the steps as you plan and manage your intervention with the Adolescent Kit, but don't worry if they happen in a different sequence.
- ▶ **Do what makes sense for adolescent girls and boys in *your* community.** The Programme Coordinator's Guidance does not provide hard and fast rules for running an intervention with the Adolescent Kit... it's simply guidance.
- ▶ **Be flexible!** Adolescents' situations, needs and interests can change rapidly in humanitarian situations, so be ready to adapt your intervention as you go. This could mean changing the time and location of activities, expanding or reducing your programme, selecting a new partner, targeting new groups of adolescents, recruiting different facilitators, or adapting your goals, activities and approaches.

- ▶ **Do No Harm.** The most important thing to remember as you work with adolescents is to *Do No Harm*. That means considering the potential risks involved at each step of planning and managing your intervention with the Adolescent Kit – and making sure that adolescent girls and boys aren't unintentionally harmed by your work.

It is important to find out as much as you can about adolescents in your community – particularly **the most vulnerable** – so that you can run an intervention with the Adolescent Kit that meets their needs and circumstances.

Doing so involves collecting information about the number of adolescent girls and boys from different ethnic, language, religious and other backgrounds, as well as about the cultural and humanitarian context. It means understanding the challenges that adolescents face, how they spend their time, their family situations, roles and responsibilities, and their interests and priorities.

Key tools for investigating adolescents' situations:

- ▶ **Collecting information about adolescents:** Outlines strategies for investigating adolescents' situations, including consulting with adolescent girls and boys
- ▶ **Questions for investigating adolescents:** Suggests questions for finding out more about adolescents' situations
- ▶ **Adapting to changes in adolescents' circumstances:** Indicates how to adapt your intervention in response to changes in adolescents' circumstances.



Decide how to use the Adolescent Kit

This section of the guide outlines how to introduce the Adolescent Kit within your particular situation. Introducing the Kit involves identifying an entry point programme where you can use the guidance, tools and activities included in it to strengthen work with children and adolescents - for example, work in the areas of education, child protection and life skills. It also involves setting goals for your work with adolescents that are aligned with your entry point programme, and which meet their particular needs and circumstances.

Key tools for this step:

- ▶ **Possible entry points for the Adolescent Kit:** Lists programmes in child protection, education other sectors that could benefit from the activities, tools and approaches in the Adolescent Kit
- ▶ **Basic planning questions:** Suggests questions to consider as a starting point for planning your intervention with the Adolescent Kit



Reach out and engage adolescents

This section of the guide explains how to set targets for the adolescents you want to involve in your intervention with the Adolescent Kit, and how to take steps to reach out to them. It also outlines how to monitor adolescents' attendance, and suggests ways to keep adolescent girls and boys involved by organising your intervention in a way that makes them feel comfortable and safe and reduces barriers to their participation.

Key tools for this step:

- ▶ **Setting enrolment targets for vulnerable adolescents:** Explains how to set and monitor targets for including vulnerable adolescent girls and boys in the intervention
- ▶ **How to make and use an enrolment log:** Explains how to make an enrolment log so that facilitators can keep track of adolescents' attendance
- ▶ **Reducing barriers to adolescents' attendance:** Suggests possible reasons why adolescents may not attend (or may stop attending) sponsored activities and what actions to take in response



Select a place and time

This section of the guide describes how to set up safe, welcoming spaces for adolescents to participate in activities with the Adolescent Kit, and how to organise sessions at times that suit adolescent girls and boys.

- ▶ **Creating a safe space:** Outlines how to find and create a safe, accessible, welcoming space for activities with adolescents
- ▶ **Getting the timing right for adolescents:** Suggests how to organise activities at times that suit adolescents and don't present barriers to their involvement in the intervention.



Build your team

You will need a strong team in place to successfully run your intervention with adolescents. This section of the guide addresses how to prepare your organisation (or partner organisation) to introduce the approaches in the Adolescent Kit, and how to select, train and support facilitators to work with adolescent girls and boys through the Adolescent Circles approach.

Key tools for this step:

- ▶ **Checklist for a strong implementing organisation:** Provides a list of questions to consider when reviewing the capacity of your organisation/partner organisation to implement an intervention with the Adolescent Kit
- ▶ **Sample Code of Conduct for facilitators:** Suggests what to include in a Code of Conduct for facilitators involved in interventions with the Adolescent Kit
- ▶ **Creating positive and inclusive ways of working:** Outlines ways that facilitators can support adolescents to participate in activities on an equal footing with others in their group



Involve adolescents and the community

This section of the guide suggests ways to include adolescents, parents, teachers, community leaders and others in planning, shaping and contributing to the intervention in which the Adolescent Kit is used and ways to provide opportunities for adolescents and adults to connect. For example, adolescents and the community can be involved through your steering committee.

Community members can be involved as mentors and informal teachers. These efforts work to reduce divisions between generations.

Key tools for this step:

- ▶ **Consulting adults about adolescents:** Suggests questions for guiding discussions with adults to involve them in planning and supporting your intervention with the Adolescent Kit
- ▶ **Involving adolescents in management and oversight:** Provides a list of questions to guide adolescents' involvement in the management and oversight of your intervention with the Adolescent Kit for Expression and Innovation
- ▶ **Supporting adults to work with adolescents:** Outlines ways to support adults to work constructively with adolescents on your steering committee as they participate in the process of planning and carrying out programmes and interventions.



Connect adolescents with support

An important part of your work with the Adolescent Kit is making sure that adolescent girls and boys have the support they need to develop in a safe, healthy way. This section of the guide addresses ways to connect them to services and programmes, provide them with useful information, and take steps when their health, wellbeing or safety is at risk.

Key tools for this step:

- ▶ **Connecting adolescents to support:** Outlines useful steps for collecting and sharing information about services that adolescents might enjoy or benefit from
- ▶ **Discussing sensitive topics:** Suggests how to manage challenging discussions with adolescents, and how to provide adolescent girls and boys with accurate information about topics that matter to them;
- ▶ **Supporting adolescents in distress:** Provides guidance on recognising and responding to signs of distress in adolescents



Manage supplies

This section of the guide explains how to use different supplies, materials and equipment to support your work with adolescents, including how to use items in the Supply Kit to make activities more engaging and fun, and creative ways to find or make supplies locally if you don't have access to a Supply Kit. This section also outlines how to work with adolescents to store and replace supplies, and to prevent any potential problems with managing materials and equipment.

More detailed information on organising and managing supplies can be found in the Supply Guidance.

Key tools for this step:

- ▶ **Planning how to manage supplies:** Suggests questions for guiding discussions with adolescents about how to manage supplies for the Adolescent Kit
- ▶ **Involving adolescents in managing supplies:** Lists ways of involving adolescents in managing supplies

- ▶ **Preventing problems with supplies:** Provides examples of potential problems related to supplies, including misuse, damage and theft, which you can in planning discussions with adolescents and the other community members to prepare to use and manage supplies



Prepare for your intervention to transition or end

It is important to have plans in place for ending or handing over your intervention with the Adolescent Kit. This section explains how to: plan your exit strategy from the start; decide the best option for moving forward; and prepare adolescents and the community for the next steps. These preparations include carrying out an evaluation of your intervention and taking time to celebrate adolescents' achievements.

Key tools for this step:

- ▶ **Deciding next steps:** Outlines questions to guide decisions about next steps with your intervention as it draws to a close
- ▶ **Moving forward:** Suggests different options for continuing or transitioning your intervention with the Adolescent Kit

The Facilitators' Guidance provides guidance and tools for working with adolescents to support them in developing and using the Ten Key Competencies. It outlines the **role of facilitators**, and how they can put the Ten Key Approaches into action.

The Facilitator's Guidance:

- ▶ Introduces an approach to bring adolescents together in **"circles"** in which they can learn and practice competencies, and carry out projects together.
- ▶ Describes ways to make adolescents feel **safe and supported** in their circles.
- ▶ Explains how to structure and plan activity **sessions** with adolescents that balance structure with space for creativity and expression.
- ▶ Gives an overview of the **Four Phases**
 - flexible activity modules for different groups of adolescents – and how to choose and plan Phases based on adolescents' circumstances, level of learning and interests.

Who is the Facilitators' Guidance for?

The Facilitators' Guidance is for anyone who works *directly* with adolescent girls and boys to facilitate activities for their psychosocial wellbeing, learning, and positive engagement with each other and the world around them.

This section outlines the role of Facilitators and introduces the Adolescent Circles approach to working with adolescents in humanitarian situations.

How to facilitate Adolescent Circles

What does a facilitator do?

Facilitators use the activities, tools and supplies in the Adolescent Kit to plan structured sessions with adolescents, and to work with them through different activity “Phases” that address their needs and interests.

What is the facilitator’s role?

Facilitators have varied roles. They present information, guide discussions, introduce activities and support adolescents to talk about and reflect on issues.

Facilitators should:

- ▶ Use the Ten Key Approaches to guide their work;
- ▶ Demonstrate good listening skills, empathy and encouragement;
- ▶ Model positive behaviour and serve as role models for adolescents;
- ▶ Support adolescents to develop competencies that are essential to their wellbeing and healthy development; and
- ▶ Work with adolescents to have fun, learn and cope with challenges.

Adolescent Circles

The Facilitator's Guidance promotes bringing adolescents together in groups – or circles – on a regular basis to have fun, participate in activities, cope with difficult experiences, learn and work together.



What is an Adolescent Circle?

An Adolescent Circle is a group of adolescents who gather to make friends, work on interesting projects, learn new skills, express themselves and take action in their communities.

Why a circle?

In a circle, everyone has an equal role, no one is more or less important. Each member brings their ideas and skills to the circle, and helps to strengthen it. By listening and supporting each other, members keep the circle connected.

Who works together in an Adolescent Circle?

- ▶ Adolescent Circles can include between 7 and 25 adolescent girls and boys. Smaller groups of approximately 8 to 10 participants work best.
- ▶ Adolescents can be grouped by age or gender to make it easier to find activities that interest and challenge everyone – and for everyone to participate.

- ▶ At least one facilitator should support each circle.
- ▶ Circles should try to bring together adolescents with different backgrounds, experiences and skills so that they can connect and learn from each other.

What is a session?

A session is the period of time when adolescents in a circle meet and do activities together. Sessions usually last one to two hours, and follow a consistent set of steps.

What is a phase?

A phase is a series of sessions linked by a common goal or theme. Each Adolescent Circle chooses which phase to work in, depending on their members' ability to work together, level of development, skills, interests and goals.

How to facilitate strong circles

Adolescents should feel safe and supported in their circle. Their circle should give them space to cope with difficult experiences, and to feel welcome and valued by others. The circle should be a place where adolescents can experiment and try new things without feeling embarrassed, and where they can explore different ideas and express themselves in new ways.

Adolescents should feel safe and supported in their circles. This section of the Facilitators' Guidance includes information on how to:

- ▶ Make group agreements and rules for each circle;
- ▶ Set and review group goals for each circle; and
- ▶ Keep circles safe.

The Activity Box includes a number of useful tools and resources for helping adolescents to feel safe and supported in their circles. These tools can help adolescent girls and boys to develop group goals and rules, to interact positively and to resolve conflicts.

Setting group agreements and rules

Adolescents should create group agreements and rules for how they will participate and work together in their circles. These agreements and rules can guide adolescents to share feedback and ideas in positive ways, to treat each other with respect and to listen and learn from each other. Group rules can help adolescent girls and boys feel ownership of their circles, and create an atmosphere where everyone feels welcome.

Setting group goals

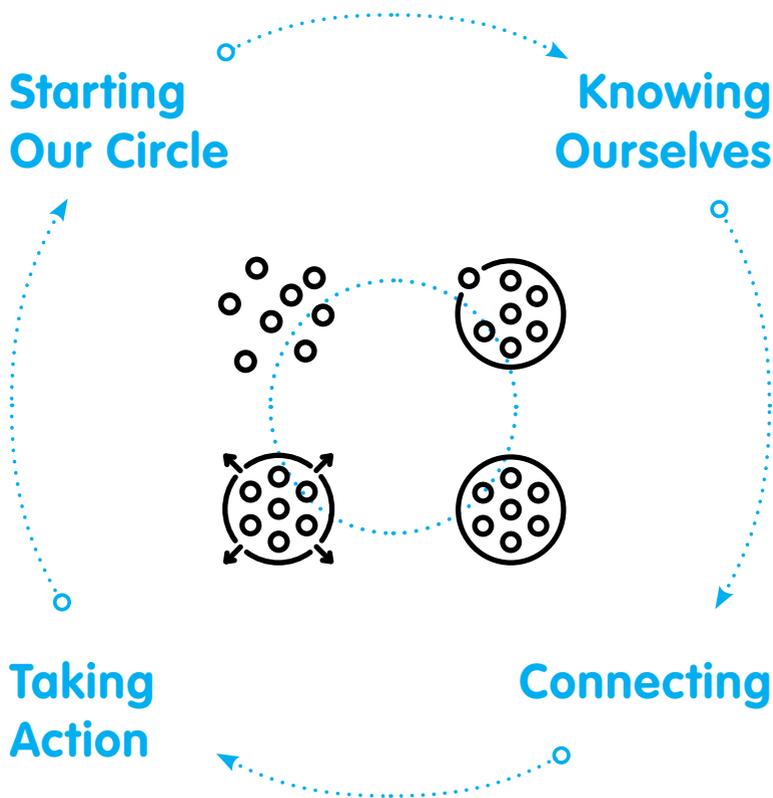
All of the activities that adolescents do together in their sessions should be linked to their goals. Adolescents should agree on these goals during an early session in each phase. The goals can be related to the adolescents' wellbeing or learning, to competencies they want to develop, or to activities they want to do inside and beyond their circle. Adolescents themselves should review their progress toward their goals together on a regular basis.

Keeping circles safe

In any circle, adolescents will occasionally disagree or argue. They may try to push boundaries, bring their concerns to their circle, or raise sensitive issues. Adolescents need support to learn from these moments so that they can interact in positive ways, resolve their conflicts and develop constructive working relationships. This can help to prepare them for adulthood and to cope with difficulties in their lives.

Planning and facilitating the Four Phases

This section introduces the four **phases** that Adolescents can work in and describes how facilitators can support adolescents to move through them.



What are the Four Phases?

The Four Phases are **flexible modules** with different sets of activities. Adolescents can work in any of the phases, depending on their needs, interests and circumstances.

The four phases provide a natural path for Adolescent Circles to move along at their own pace. As an Adolescent Circle progresses through each phase, the focus of activities shifts from fun, self-expression and skill building to providing space for adolescents to design and lead their own group projects. Each phase builds on the one before it, supporting adolescents to develop skills and competencies and engage more actively as they progress.

1

Starting our Circle

This phase helps a group of adolescents who are coming together for the first time to get to know each other and to develop their circle.

2

Knowing Ourselves:

This phase help adolescents to explore their identities and to learn more about themselves and each other.

3

Connecting:

In this phase adolescents learn skills for building healthy relationships, working together and connecting with their communities.

4

Taking Action:

In this phase adolescents learn how to work closely as a team and to take action in their families, schools and communities.

The Four Phases section in the Facilitators' Guidance includes:

- ▶ A list of the **key competencies** addressed in each phase
- ▶ The type of **activities** that should be included in each phase
- ▶ Tips for planning sessions within each of the Four Phases
- ▶ Guidance for preparing one or more sessions on a particular theme
- ▶ Sample plans for a sequence of sessions within each of the Four Phases
- ▶ A sample **template for running a session** in each phase
- ▶ **Facilitation tips** for each phase

Phase One: Starting Our Circle

Phase One helps a group of adolescents who are coming together for the first time to get to know each other, build their circle and gradually become comfortable together by participating in simple, fun activities.

Who is this phase for? This phase is good for adolescents who are just getting started in their circles, for younger girls and boys, and for those who may feel tired and distressed. It includes simpler activities that take place in individual sessions, and do not require complex planning or group interactions.

When is this phase useful? This phase is suited to any stage of a humanitarian situation, but may be particularly helpful in the weeks immediately after a rapid-onset crisis where communities are in flux, where adolescent girls and boys can only attend activities sporadically, or where there may be large numbers of adolescents turning up for activities.

Activities in this phase: Activities focus on creating a safe space where adolescents can escape from the stress of their lives and work on simple, fun activities at their own pace.



Phase Two: Knowing Ourselves

Phase Two gives adolescents a chance to learn more about who they are and what they feel. During this phase adolescents explore their identities and learn new ways to express themselves.

Who is this phase for? This phase is helpful for adolescents who may be coping with difficult experiences. It provides space for them to focus on themselves and work on activities at their own pace. This phase may also be helpful for younger adolescents and those who don't feel ready to work on more complex projects.

When is this phase useful? Like Starting Our Circle, this phase is suited to any stage of a humanitarian situation, but may be particularly helpful in the weeks immediately after a rapid-onset crisis where communities are in flux, where adolescent girls and boys can only attend activities sporadically, or where there may be large numbers of adolescents turning up for activities.

Activities in this phase: Activities support adolescents to reflect on their own skills and identities, to learn more about each other and to work independently or in teams.

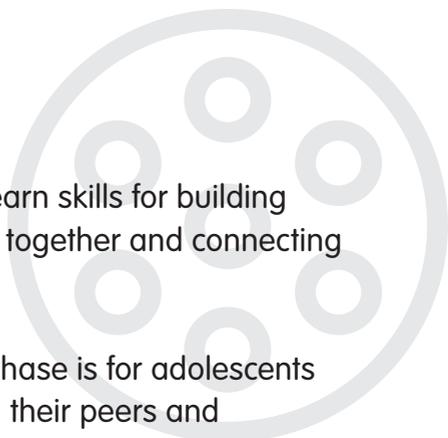
Phase Three: Connecting

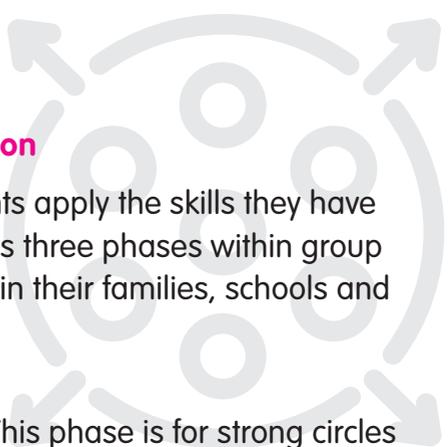
In Phase Three, adolescents learn skills for building healthy relationships, working together and connecting with their community.

Who is this phase for? This phase is for adolescents who feel ready to interact with their peers and communities. It works best with a strong circle with older adolescents who know each other well and feel comfortable and safe working together. Adolescents who have been through difficult experiences and who are still feeling overwhelmed or upset may not be ready for this phase.

When is this phase useful? This phase may work best in more stable and longer-term development or humanitarian settings, where communities are more settled (for example, long-term displacement in refugee camps), and adolescents can attend activities regularly.

Activities in this phase: Activities encourage adolescents to venture outside their circle to explore their environment and to connect with adults in their community through individual and group projects.





Phase Four: Taking action

In Phase Four, adolescents apply the skills they have developed in the previous three phases within group projects and take action in their families, schools and communities.

Who is this phase for? This phase is for strong circles with adolescents who are ready to take on complex and challenging projects and to work independently. This phase may be rewarding for more confident adolescents or older adolescents who have better developed critical thinking and organizational skills. It may be too complex or burdensome for younger adolescents, for adolescent girls and boys who are just getting used to working with each other, or for those adjusting to a new situation.

When is this phase useful? Like Connecting, this phase may work best in more stable and longer-term development or humanitarian settings, where communities are more settled (for example, long-term displacement in refugee camps), and adolescents can attend activities regularly.

Activities in this phase: In this phase adolescents are given time and space to focus on activities in more depth, and to plan and carry out their own projects over the course of several sessions.

Facilitators can use phase planning templates, and the sample sequences and sample session outlines to help them plan and facilitate Phases with and for adolescents (See Facilitator Tools).

Moving through the Four Phases

The four phases can be adapted to the needs, interests and developmental levels of different adolescents. All four phases involve activities that can be fun for any age group, and all focus on skills that adolescent girls and boys can practice throughout their lives.

Which phase?

Circles can move back and forth between phases at their own pace. Adolescents may decide to repeat a phase that they enjoyed, move on to a new phase if they feel ready for a challenge, or continue working in the same phase.



In any phase, an Adolescent Circle should complete at least five sessions before considering whether to stay or move to a new phase. This gives participants time to go through the process of setting their own goals in that phase, and deciding when they have achieved them. Spending at least a few sessions in one phase also

fosters a sense of stability and is less confusing than rapid moves from one phase to another.

Facilitators can use the Circle Self-Assessment tool to help adolescents to decide as a group if they will stay in the current phase or move to another.

How to plan a session

This section outlines how to plan and structure a session for adolescents using suggested **steps** and provides key tips for keeping adolescent girls and boys engaged.

Session steps

Facilitators can use the steps below to organise their sessions with adolescents. These steps can help to add structure to adolescents' time together, and to foster a sense of belonging and teamwork within Adolescent Circles. The steps can also make sessions more fun!

Facilitators can adapt, remove or add steps depending on the needs and interests of adolescents. The Steps are:



Opening Circle: A ritual that marks the beginning of each session; can be a song, chant, dance, game or anything fun and welcoming;



Review: Adolescents discuss what they did and what they learned at the previous session;



Warm-Up or Energizer: A short exercise to introduce the main activity or theme of the session, or to give adolescents a chance to play a fun game or practice a skill;



Explanation and Discussion: Adolescents discuss the Warm-Up, and the facilitator explains what they will do during the Challenge step;



Challenge: The main activity of each session; usually takes up the most time and can involve playing a game, practicing a skill or working on a project;



Sharing and take away: Adolescents share what they have learned and will take away from their session, through a group discussion or another activity;



Review: Adolescents share their feelings and opinions about the session; and



Closing Circle: A ritual that marks the end of the session; can be a song, a chant, a dance, a game, an exercise routine, or anything else fun and welcoming.

Facilitation Tips

- ▶ **Plan activities** for adolescents' sessions in advance;
- ▶ Help adolescents to decide on **rituals and routines** for their circle, so that they create a sense of structure and routine and feel safe, supported and respected as they move through the four phases;
- ▶ Work with adolescents to set **group rules and goals** for their circle and to review their progress on a regular basis;
- ▶ **Vary activities** so that they are fun for adolescents with different interests and abilities – for example, mix energetic activities with quiet, restful activities, and adapt them so that adolescents with disabilities can participate;
- ▶ **Allow adolescents to work independently as well as in groups;**
- ▶ **Listen and observe adolescents during sessions, and adapt activities** if they seem bored, confused or overwhelmed; pay attention to the type of activities they do enjoy and benefit from, and ask for their input when planning sessions;

- ▶ **Give adolescents space to talk openly** about positive and negative issues in their lives, but never push them to share painful experiences or feelings if they don't want to;
- ▶ **Follow adolescents' lead** in taking more or less time for activities, depending on their level of interest and comfort;
- ▶ **Give adolescents the chance to facilitate some of the activities** or sessions and involve them in other roles as volunteers, referees or note takers – but don't push adolescents to take on tasks that they aren't ready for or don't feel comfortable with; and
- ▶ **Step in and offer support** if adolescents seem to need it, but let them take the lead in activities.



The Activity Box includes useful tools and resources to help you as you work with adolescents. These range from in-depth guidance and instructions for running activities to quick and easy ideas to motivate participants.

Use and adapt the resources in the Activity Box to make your sessions more engaging and fun!

Activity Guides:

Fifty step-by-step guides to activities that you can adapt to adolescents' needs and interests within sessions in each of the Four Phases.

Energizer Cards:

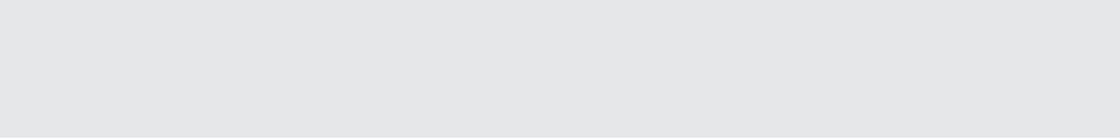
Twenty cards with instructions for short, fun games or restful activities with adolescents in the middle or at the start of sessions.

Inspiration Cards:

Inspiring ideas for quick activities to keep adolescents motivated and interested.

Facilitator Tools:

Useful tools for planning and facilitating sessions with adolescents; including a **topic bank** with a list of additional ideas that can be integrated into activities and **emotion cards** to help adolescents identify and communicate their emotions.



The Adolescent Kit includes a short booklet that provides guidance on how to use different supplies, materials and equipment to support your work with adolescents. This includes creative ways to find or make supplies locally, and to work with adolescents to store, manage and replace items.



Supplies can help to make the activities and approaches in the Adolescent Kit more engaging for girls and boys, and encourage them to have fun, express themselves and connect with others through drawing, writing, and group projects.

Supply Kit

In addition to guidance and tools, the Adolescent Kit for Expression and Innovation includes a **Supply Kit** that can be used to make the activities and approaches for adolescents more feasible and engaging, especially when basic materials are not available locally. The supply kit is a package of materials, equipment and supplies that is designed to meet the needs of 50 adolescents and four facilitators. It can be easily and quickly assembled using the video instructions on the USB key that comes with the Adolescent Kit.



Materials such as scissors, paper, markers, pencils, glue and rulers



Carriers that make it easy to store and transport supplies



Large sheets that facilitators can use as marker boards



“Pods” (small containers) that carry supplies such as paper, pens or paint



Tablets or plastic cases that facilitators can use to hold their notes.

Don't worry if you don't have a Supply Kit!

Most of the activities in the Adolescent Kit don't require any supplies, and there are lots of ways to find or make materials locally. The Supply Guide also includes checklists and instructions to procure and make your own supply kit.

You can replicate carriers, pods and tablets that are the main components of the Supply Kit by using the templates that are on the USB drive, or downloading them from the Adolescent Kit website, and printing them locally.



Digital resources

The Adolescent Kit includes a USB Key (flash drive) with digital versions of all the guidance, tools and activities, as well as templates and video instructions for constructing the Supply Kit.

You can also find all of these resources on the **Adolescent Kit website**, along with photos, stories from the field and more background on the history of the Adolescent Kit.



<http://adolescentkit.org>



