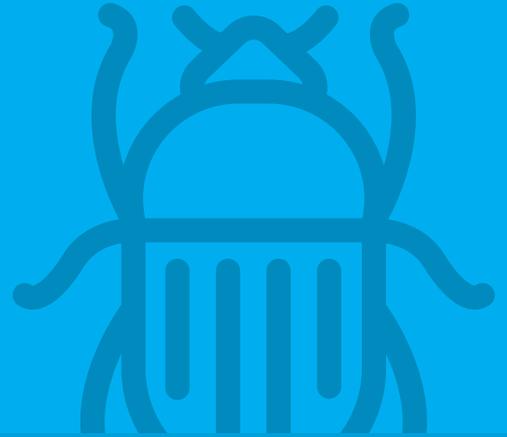




Participants create a story from the perspective of an animal, bird or insect and role play the story.



4/5

1/5

2/5

30 min



Activity Overview

Purpose

Learn about empathy and looking at life from the perspective of others.

Objectives

Adolescents will be able to:

- ▶ Discuss the meaning of empathy.
- ▶ Express and communicate ideas from the perspectives of others.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

No activities required after this one.



Competency domains

Empathy and respect; Communication and expression.

Works well for

Adolescents who know each other.



1

Explain:

Participants will create a story and a role play to learn about the meaning of empathy.

2

||| Facilitator says:

"Empathy is putting ourselves in another person's place and trying to understand a feeling or situation from their perspective. This is probably something you have done before, maybe without even realizing that you are doing it. Have you ever found yourself thinking about something from another person's perspective? Was it helpful to you or the other person?" Let a few adolescents respond and share examples from their own experience.

3

||| Facilitator says:

"Today we are going to practice some empathy exercises by thinking from the perspective not of another person, but of an animal, bird or insect. Start by thinking of a specific kind of animal, bird or insect. Close your eyes and imagine that you are that animal, bird or insect. How big or small are you? Where are you sitting or standing? What do you see around you? What would you be thinking about? Keep your eyes closed and imagine you are in the body of that insect, animal or bird for a moment."

4

Explain:

Adolescents will get into small groups of 3-4 participants. Each adolescent should stay in the character of the same insect, animal or bird. Their task is to create/improvise a small role play about what happens when their characters interact.

5

Share and Take Away

Invite each group of participants to perform their role play.

Discussion:

- ▶ What did it feel like to think about the perspective of a bird, animal or insect? How did you see the other characters in your story? How did you see the world differently?
- ▶ Have you ever thought about looking at life through someone else's perspective? What would it be like to be someone else?
- ▶ How can this idea of empathy help us in our relationships? In arguments or conflicts?



Do & Don't

- ✓ Encourage participants to have fun with the role plays.
- ✓ Repeat the meaning of empathy and use examples to help participants understand what it means.
- ✗ Force participants to role-play if they don't want to.

Adaptation

High-literacy: Adolescents who enjoy writing could write a story, letter or diary entry from the point of view of an animal, insect or bird, or could write a story or fable based on their role play.

Environment

Indoor or outdoor space.

Supplies

None needed.

Improvise

Create stories from the point of view of human characters, instead of animals, birds or insects. Start by imagining people with different characteristics, and create role plays based on their perspectives.

Continue

Build on the story adolescents created through their role play to create a longer play, story or fable using the same animal, insect or bird characters.

Refer to this activity and the meaning of empathy when discussing conflict and relationships.





Create an Emotion Story

Roll the emotion cube and create a story based on the emotion chosen.



 2/5

 1/5

 2/5

 30 min



Activity Overview

Purpose

Adolescents create a storyboard by drawing pictures and/or words to develop their creative thinking and storytelling skills.

Objectives

Adolescents will be able to:

- ▶ Experiment with new ways to express their thoughts.
- ▶ Creatively express their ideas.
- ▶ Reflect on the causes of different emotions, and ways to manage positive and negative emotions.

Competency domains

Communication and expression; Creativity and innovation.

Works well for

Adolescents who are ready to create a storyboard and adolescents who are beginning to understand and discuss emotions.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

Discuss other ways/activities to use the emotion cube. Practice learning and using words for the emotions represented on the cube as well as other emotions.

Preparation

Have emotion cube ready. Explain the emotion cube if participants have not used it yet.



Create an Emotion Story

1

Gather participants in a circle. Let each participant role the emotion cube. Ask them to remember the emotion that was on the top side of the cube after they rolled it.

2

Explain:

Each participant will create a story about the emotion they 'rolled.'

3

Give each participant one sheets of paper, markers and pens.

4

||| Facilitator says:

"Fold your piece of paper twice so you create four rectangles." (Demonstrate how to do this). "You can use this piece of paper as your storyboard. In the rectangle on the top at the left you can draw the first part of your story. The second rectangle on the top right is the second step of your story. The third sheet is the middle part of the story and the 4th sheet is the end of the story."

5

||| Facilitator says:

"Here are some ideas to help you create your story:

- ▶ Imagine a character, someone real or not, experiencing this emotion. Why is he or she experiencing the emotion?
- ▶ Think about who the person is. Is it a young person, an old person, a boy or a girl?
- ▶ What happens before this person experiences the emotion? What happens after?
- ▶ Where is this person?
- ▶ What is this person doing?"

6

||| Facilitator says:

"Now, draw the story of your person on your story board. Remember, you could draw the moment the character is experiencing at any point in the story – the beginning, the middle or the end."

7

Give participants time to draw their stories.

8

Share and Take Away

Bring everyone back to the circle. Invite participants to share their stories by organizing a gallery walk (if they want to do so).

9

Ask: "What were some of the causes of the different emotions in your stories?"

10

Ask: "What were some of the ways your characters managed emotions? Were those helpful or unhelpful ways to deal with those emotions?"

11

Ask: "Is it ever challenging to manage positive emotions? What did your characters do to deal with their positive emotions?"

12

Ask: "What are some new ways to manage difficult or positive emotions from these stories that you might try in real life?"



Create an Emotion Story

Do & Don't

- ✓ Let adolescents write about a different emotion if they are not comfortable writing about the one they 'rolled' on the emotion cube.
- ✗ Ask participants to write or draw about their own feelings or experiences, but do let them do so if they choose to.
- ✗ Reprimand or criticize adolescents if they draw about violence, use harsh or inappropriate language when writing or telling their stories - But do talk with adolescents individually if you see these issues arise. Consider not sharing or posting drawings that may be upsetting to others.

Adaptation

Small group: If you have a small group of participants, create one story together.

Low Literacy: Only use pictures for the storyboard, without words.

Different language groups: Use the exercise as a chance to learn and practice the words for the emotions represented on the cube in their various languages.

Environment

Indoor or outdoor space.

Supplies

- ▶ Emotion Cube.
- ▶ 4 sheets of paper for each participant.
- ▶ Pens and markers for each participant.

Improvise

Adolescents can create role plays after rolling the emotion cube to create a story.

Adolescents could make a poster presentation to tell the entire story.

Adolescents can create a song or poem after rolling the emotion cube.

Continue

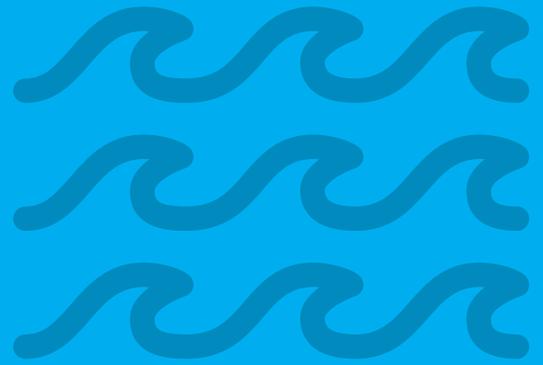
Use the emotion cube for moments in the circle when emotions are being discussed.



Create an Emotion Story



Participants work in teams to cross an imaginary river using pieces of paper as stepping stones.



 4/5

 3/5

 3/5

 30-45 min



Activity Overview

Purpose

Adolescents play a teambuilding game to build trust with others in the circle and practice teambuilding skills.

Objectives

Adolescents will be able to:

- ▶ Build trust with other adolescents.
- ▶ Practice good communication skills with others.

Competency domains

Communication and expression; Cooperation and teamwork.

Works well for

Groups who are getting to know each other.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

Practice more team building activities.

Preparation

- ▶ Clear the space so the ground is open and free of obstacles.
- ▶ Choose and mark a start point and end point on different sides of the space.



Cross the River Game

1

Divide the group into two teams. Give each adolescent one sheet of paper.

2

Explain:

- ▶ The two groups will work as teams. Each team's task is to get to the other side of the river. They will start and end at the same point.
- ▶ The ground or floor between the start and end point is a river – they cannot touch it.
- ▶ The piece of paper each person holds is a stepping stone. The stone can touch the water but a foot or hand must be on it AT ALL TIMES. If a foot or hand is not touching a stone it will be washed away (and the facilitator will pick it up).
- ▶ Everyone on a team must cross the river and get to the end point.
- ▶ The first team to get all teammates across wins!

3

Once teams are ready, give them the signal to begin. End the game when the first team gets all teammates across, or after 30 minutes.

4

Share and Take Away

Discussion:

Facilitator asks the following questions:

- ▶ "How did you figure out a good way to get across?"
- ▶ Did one person take the lead or did everyone work together?"
- ▶ How did you communicate your ideas?"
- ▶ What techniques could we try again if we are working on other activities or projects together?"

Do & Don't



Allow enough time for at least one team to get across the river.



Encourage participants as they play the game.



Let adolescents stop if the activity has gone on too long without success (and/or if they are frustrated) - although if they're still having fun then let them continue.



Repeat the activity in future sessions, especially for those that did not succeed the first time, so they experience success.



Tell participants the best way to cross the river - let them come up with ideas.

Adaptation

If your circle is small, then play the game as one group instead of in two teams.

Environment

Indoor or outdoor space.

Supplies

1 piece of paper for each participant – use discarded sheets of paper (such as newspaper or old magazines) and save new paper for future use.

Improvise

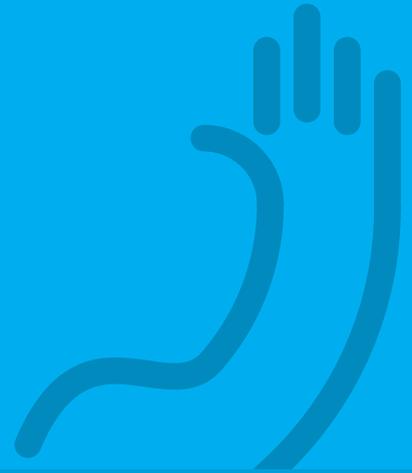
Adolescents can make the imaginary river come to life by drawing a river on flipchart paper and laying it down on the floor while playing the game.

Continue

Encourage participants to continue to work in teams.



Adolescents explore their strengths and resources through drawing.



2/5



1/5



2/5



45 min



Activity Overview

Purpose

Discover personal identity through creatively drawing strengths.

Objectives

Adolescents will be able to:

- ▶ Express strengths through drawing.
- ▶ Perform a gallery walk.

Competency domains

Identity and self-esteem; Hope for the future and goal setting.

Works well for

Adolescents who may benefit from learning about their strengths and resources.

Phase

Knowing Ourselves.

Before

This session can build on the **Silhouettes** activity, where adolescents explore each other's strengths through drawing.

After

Adolescents can follow-up with goal setting or planning activities to build on the strengths they identify.

Preparation

Draw a large circle on a piece of flip chart paper. The **Gallery walk** tool and the **Agreeing to group rules** activity to support adolescents in giving positive feedback as they look at each other's drawings.



I am, I have, I can

1

Show the flipchart paper with circle on it. Point to the circle.

2

Facilitator says:

"In a minute I am going to ask you to draw a big circle like this on your paper. The large circle represents you, and who you are."

3

Write **I AM**...inside the circle.

4

Facilitator says:

"All of us can finish this sentence in many ways. What are some ways to finish this sentence?" (Ask the adolescents to volunteer their answers.)

5

Write **I HAVE**... to the left or right side of the circle.

6

Facilitator says:

"All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?" (Adolescents should volunteer their answers.)

7

Write **I CAN**...above the circle, toward the top of the marker board.

8

Facilitator says:

"All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?"

(Adolescents should volunteer their answers.)

Facilitator says:

"Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw your ideas inside, around and above your circle."

Give adolescents at least 20 minutes (or as long as they want) to work on their drawings.

9

After the adolescents have completed their drawings, organize a gallery walk.

10

Facilitator says:

"Your drawings represent your strengths. When we look at each drawing, we see the strengths of each person in our group. When we look at them together, we see the strengths of our entire circle."

Share and Take Away

11

Discussion:

- ▶ Who are we? Ask the adolescents to give some examples of who they are, and who is represented in their circle.
- ▶ What do we have? Ask the adolescents to give some examples.
- ▶ What can we do? Ask the adolescents to give some examples.

12

Facilitator says:

"Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognizing our strengths, exercising them to make them stronger, and using them to pursue goals."



Do & Don't

- ✓ Allow adolescents to respond to questions about their identity in any way they want to, including drawing or writing.
- ✓ Encourage adolescents to focus on their strengths and resources.
- ✗ Let anyone be left out of the circle.
- ✗ Scold or correct adolescents if they express ideas about who they are, what they have and what they can do that seem unrealistic or inaccurate.

Adaptation

Adolescents can write stories about who they are, what they have and what they can do.

Environment

Indoor or outdoor space.

Supplies

One large piece of drawing paper per adolescent, and markers or coloured pencils.

Improvise

Adolescents can explore and express **who they are**, **what they have**, and **what they can do** through other media, including collage, creative writing or poetry.

Continue

Adolescents can work on follow-up activities or projects that help them to develop their strengths or pursue their goals in line with the **I can** possibilities they have identified.



I am, I have, I can



Create instruments and make musical sounds together.



Activity Overview

Purpose

Use imagination and art to make instruments out of supplies and materials found around the safe space; Play music together as a group to have fun together and collaborate.

Objectives

Adolescents will be able to:

- ▶ Use innovative ideas to make and play instruments in a group.
- ▶ Build a positive environment through collaborating on a music project.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

No activities required after this one.

Preparation

None needed.

Competency domains

Creativity and innovation; Cooperation and teamwork.

Works well for

Adolescents who are still getting to know each other.



Musical Band

1

Explain:

Participants will create musical instruments to play. They can use all of the materials available and they can look for material such as rocks and sticks from nearby outside.

2

Present the available materials.

3

Explain:

- ▶ A drum can be made by taping or gluing paper to the top of a cup, or by turning a can upside down and tapping sticks or rocks on it.
- ▶ Gluing straws together can create sound when you blow air through them.
- ▶ Placing tiny rocks in a cup and gluing or taping paper to seal the lid can make sound when you shake it.

4

Give participants time to create their instruments. They can do this individually or in groups.

5

||| Facilitator says:

"Every adolescent creates a unique sound with their object."

6

||| Facilitator says:

"As a group, you will become one 'instrument' that I can 'play' as the conductor by pointing to you. So, if I point at you, make the noise at the same time that I point to you."

7

||| Facilitator says:

"One person will start by creating a unique rhythm or sound pattern. Others join in one at a time to create a unique song as a group."

8

||| Facilitator says:

"Next, as a group, create the loudest sound you can. Then create the quietest sound you can."

9

When everyone has created an instrument, invite them all to play their music together. Help them to create 'songs' together by cueing different groups to make sounds with their instruments in different sequences or patterns. Give adolescent participants a chance to take turns being 'music director' if they seem ready to do so.

10

Sharing and Take Away:

Ask: "What was it like to play music together?"

11

Let participants take their instruments home if they would like to do so.

Do & Don't

- ✓ Let participants be creative.
- ✓ Help participants construct their instruments .
- ✓ Use available materials from the surrounding area.
- ✓ Provide positive feedback on instruments.
- ✓ Stay calm - this activity can get noisy!
- ✗ Tell participants how to make their instruments.
- ✗ Criticize instruments.
- ✗ Tell participants they cannot play their instruments.

Adaptation

Use materials outside of those in the supply kit, if available.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.
- ▶ Cups.
- ▶ Small rocks.
- ▶ Paper.
- ▶ Straws (if available).
- ▶ Glue or tape.
- ▶ Rubber bands (if available).
- ▶ Scissors.
- ▶ Sticks.
- ▶ Cans (if available).

Improvise

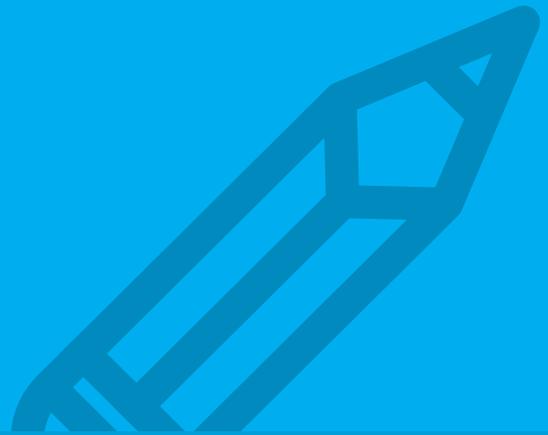
Adolescents can create songs together with their instruments or try to play a song everyone knows. Create a "sound track," or a song that can accompany a story (just as music accompanies a movie or television show). Decide which 'instruments' represent certain feelings or ideas, then have them become the sound track to a silent role play.

Continue

Encourage participants to use music and songs in activities, including opening and closing circles.



Adolescents work in groups to create drawings that describe a typical day in their lives.



2/5



1/5



2/5



30 min



Activity Overview

Purpose

Practice working in groups and draw a typical day in participants' lives.

Objectives

Adolescents will be able to:

- ▶ Express their thoughts and ideas through drawing.

Competency domains

Identity and self-esteem; Communication and expression; Empathy and respect.

Works well for

Circles where adolescents can sit together and work on activities as small groups, whether they are just getting to know each other, or already know each other well.

Phase

Knowing Ourselves.

Before

None needed.

After

Keep adolescents' drawings or descriptions of their days. Use them for further activities that can help adolescents to express their experiences through their own eyes, and to explore positive opportunities in their lives.

Preparation

- ▶ Write the following headings at the top of six pieces of chart paper:
6AM 9AM 12 noon 3PM 6PM 9PM
- ▶ Place the six pieces of paper in different corners of the room. If possible, arrange them in a circle around the room to show the cycle of a day.



1

Ask the participants to organize themselves into six small groups, each sitting next to one of the chart papers.

2

||| Facilitator says:

"Close your eyes. Imagine yourself at this hour of the day. Where are you? What are you doing? Who is with you? How do you feel? Open your eyes. In your group, take turns sharing your answers."

3

"Now, use your paper to create a drawing of where you are, what you are doing, and how you feel at this time of the day."

4

Explain:

Before drawing, participants should plan their drawings together in a group. They can discuss:

- ▶ Are you all together in the same place, or all in different places at this time of the day?
- ▶ Are boys and girls in the same places or in different places?
- ▶ Are you all in similar places or doing similar things, or is there some variety?
- ▶ In addition to showing what you do at this time of the day, how can you show what you feel?

5

||| Facilitator says:

"You can design your drawing however you like, but it is a good idea to leave a lot of space, because the other groups will be adding to your drawings."

6

Give each group 15 minutes to work on their drawing.

7

After 15 minutes, ask each group to rotate to the next chart paper.

8

||| Facilitator says:

"Now, add yourselves to the drawing and show where you are, what you are doing and how you feel at this time of day."

9

Continue in this way until each group has had a chance to add to each drawing.

10

Sharing and Takeaway:

Discuss:

- ▶ What are the times in the day when you enjoy what you are doing or have the most fun?
- ▶ What are the times when you don't have fun or enjoy what you are doing?
- ▶ What are the times in the day when you learn? What do you learn?
- ▶ When are you alone? What is it like to be alone?
- ▶ When are you together with other people? What is it like to be with other people?
- ▶ What are some of the things that you do every day that make you feel proud?
- ▶ When you look at all of these together, is there anything you notice that is surprising or interesting? Something you didn't realize before - about your own daily tasks, or someone else's daily tasks?

Do & Don't

- ✓ Let adolescents use drawing or whatever way they choose to describe their day.
- ✓ Let adolescents show a variety of different activities that they or others adolescents may be engaged in.
- ✓ Take appropriate steps if you think that adolescents may be involved in activities that put them at risk (This may include talking alone one-on-one with adolescents to learn if they are describing their own behaviour or someone else's).
- ✗ Scold adolescents if they describe activities or behaviours that you disapprove of (even those that may be dangerous or illegal).
- ✗ Tell adolescents what to draw, based on your own assumptions of what they should be doing.
- ✗ Push adolescents to share information about their own personal experiences if they don't want to (Instead, ask them to describe a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them).
- ✗ Ask adolescents to draw a day in their life before a crisis that has affected them (unless they suggest this themselves).

Adaptation

If the adolescents do not use clocks, watches or numerical hours to mark time in their daily lives, use descriptive words such as early morning, familiar time markers such as before mid-morning prayer, or sun symbols:



You may also turn this into a Take-Away activity. Ask participants to draw the times or sun symbols on a piece of paper, and then during the week they can mark where they are at different times of the day and what they are doing. They can even add where and when they meet other people and who these people are. They can then share their activity tables at the opening review of the next session.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least six large pieces of chart paper to mark the times of day, large enough for every group of adolescents to write on (or something else for them to draw on).
- ▶ At least one pen, pencil or marker for each adolescent.

Improvise

Use a collage or any other visual material instead of drawing to represent different moments in the day.

Ask adolescents to make drawings of typical days in different seasons.

Create a short poem or a chant about each time of the day. Put them together to create a long poem, chant or song, describing the cycle of a full day.

Create a drama or role play about a typical day in the life of an adolescent, using the activities of each moment in the day.

Continue

Adolescents can work on new drafts of their drawings, practice their drawing or other art skills, and exhibit their work.

Adolescents can refer to their drawings and explore:

- ▶ Their favourite moments in the day.
- ▶ The most challenging moments in their day.
- ▶ Moments when they make positive contributions (as a starting point for recognizing their value to their families and communities).
- ▶ Times during the day when they face challenges (as a starting point for exploring solutions).
- ▶ Times during the day when they have an opportunity to do other things they enjoy or find interesting (as a starting point for designing projects to take advantage of those moments).

If working with the same circle of adolescents for a long period of time, repeat the activity after a few weeks or months. Explore any changes in their daily routine, including those linked to their own development, and changes in their circumstances.



Our days





Adolescents introduce themselves and learn more about each other by drawing self-portraits.



Activity Overview

Purpose

Adolescents get to know each other by introducing themselves and drawing a self-portrait.

Objectives

Adolescents will be able to:

- ▶ Express their identity through drawing.
- ▶ Communicate with others and build trust.

Competency domains

Identity and self-esteem; Communication and expression; Creativity and innovation.

Works well for

Adolescent circles that are starting a new cycle or welcoming many new members; adolescents of any age.

Phase

Knowing Ourselves.

Before

Setting group rules in advance with the adolescents will help them to review each other's drawings in a respectful and supportive manner.

After

In the next step, adolescents can look at each other's work and share their thoughts using the **Gallery walk** tool.

Adolescents can finish their drawings and/or work on new drafts of their drawings in future sessions.

Preparation

None needed.





Ourselves on the inside and outside

1

Ask adolescents to sit somewhere where they are comfortable and have some space around them. Give each of them a piece of paper, and make sure they have a pen, pencil or crayon.

2

||| Facilitator says:

"Close your eyes for a minute and try to think of six different words that describe you. Don't say them out loud, just think about them."

3

Give a few minutes to think quietly.

4

||| Facilitator says:

"Now you are going to introduce (or reintroduce) yourselves to each other without actually using those words. Start by drawing a very big circle on your piece of paper. (Demonstrate this by drawing a circle on a piece of paper.) This circle represents you - your mind, your face, yourself."

5

||| Facilitator says:

"Remember the six words you thought of earlier to describe yourself. Maybe some of these words describe what you are like on the inside, and some describe what you are like on the outside. Now draw yourselves and remember:

- ▶ You can use the space inside the circle to show what you are like on the inside, and what you are like on the outside.
- ▶ If you want to make your drawing look like a face (using the circle you drew) you can do that, but feel free to take another approach.
- ▶ Try to draw, not write with words. Don't worry if you don't know how to draw well!"

6

Give the adolescents at least 20 minutes to work on their drawings. Observe their progress and encourage them.

7

Ask the adolescents to look at each other's drawings.

8

||| Facilitator says:

"Try to find one person who is similar to you in some way, and one person who is different from you in some way."

9

Divide the adolescents into groups of two. Ask them to look at and discuss each other's drawings.

10

Explain:

Each adolescent will introduce their partner. They will do this by showing their drawing to the group. Make sure you discuss your similarities and differences.

Sharing and Take away:

11

Discuss:

What are some of the characteristics that everyone in the circle shares? What are some things that are different?



Ourselves on the inside and outside

Do & Don't

- ✓ Encourage adolescents to use their group rules, and to share feedback about each other's work by being respectful and positive.
- ✓ Encourage adolescents to have fun as they draw, and not to worry about being good or bad at drawing.
- ✓ Make your own drawing, if you think it will encourage adolescents to see you try something challenging.
- ✓ Give adolescents a chance to keep their drawings, and/or post them somewhere where others can see them (including inside the activity space, if it is indoors).
- ✗ Criticize or correct the adolescents' drawings (including the circle they draw at the beginning), or push them to draw in a certain way.

Adaptation

If there are adolescents who are blind or visually impaired: Those adolescents, or all of the adolescents in the circle, can create collages (with shapes they can feel) or poems to describe themselves. Consider letting all of the adolescents explore each other's collages or sculptures with their eyes closed or with blindfolds on, to create similar experiences.

Environment

Indoor or outdoor space.

Supplies

- ▶ Paper (at least one piece for each adolescent).
- ▶ Pens, pencils or crayons (at least one for each adolescent).

Improvise

Adolescents can use a collage, sculpture, sound, music, dance, movement or poetry to introduce themselves.

Adolescents can draw pictures of people they admire. Adolescents can identify and represent their strengths in their drawings.

Continue

In a future session, ask the adolescents to draw another picture of themselves, so that they can see how they've changed and grown.

Create a group portrait that shows the similarities and differences between all the adolescents in the circle.

Ask the adolescents to draw pictures of characteristics they hope to have at some point in the future. Encourage them to refer to these ideas when they set goals for themselves or their circles.



Ourselves on the inside and outside





Recognizing emotions

Adolescents explore and learn about different kinds of emotions through drawing.



2/5

1/5

2/5

30-45 min



Activity Overview

Purpose

Identify an emotion and describe it through a drawing exercise.

Objectives

Adolescents will be able to:

- ▶ Build trust among other adolescents.
- ▶ Identify and discuss emotions.

Competency domains

Identity and self-esteem; Coping with Stress and Managing Emotions.

Works well for

Younger adolescents (ages 10-14) who are developing their vocabulary, adolescents who are recovering from recent crises, and adolescents who enjoy quiet, individual activities.

Phase

Knowing Ourselves.

Before

Refer to the **Gallery walk** tool and the **Agreeing to group rules** activity to support adolescents in giving positive feedback as they look at each other's drawings. Use the **Emotion Card** tool as a reference for different types of emotions.

After

None needed.

Preparation

None needed.



Recognizing emotions

1

Explain:

Participants will work in pairs to think of words for emotions and write them on the marker board.

Optional: Adolescents can write down the words they think of in their notebooks and journals.

2

||| Facilitator says:

"All emotions are a natural part of life. We cannot control how we feel, but we can try to recognize our emotions and think about how we manage the difficult ones and enjoy the good ones. I am now going to ask you to choose an emotion that is important to you, and to explore it through drawing."

3

Draw a large rectangle on the marker board, and divide it into four boxes.

4

||| Facilitator says:

"Each of you is going to choose one emotion and make four drawings to describe it."

- ▶ In the first box, draw a picture of something that makes you feel this emotion.
- ▶ In the second box, draw a picture of what the emotion looks like to you.
- ▶ In the third box, draw a picture of how the emotion helps you.
- ▶ In the fourth box, draw a picture of how the emotion can be difficult for you.

1. I feel ...
when I:

2. To me,
feeling ...
looks like this:

3. Feeling ...
helps me when:

4. Feeling ...
is difficult for me
when:

5

Give the adolescents at least 20 minutes to draw and let them have more time if they ask for it. Observe their drawings as they work. Check if any of the adolescents' drawings refer to difficult experiences, as they may need additional support.

6

Ask the adolescents if they would like to share their drawings (for example as part of a gallery walk), but don't push them to show their work to others if they don't want to.

Sharing and Take Away:

7

Discuss:

- ▶ While looking at each others drawings.
- ▶ What makes you feel certain emotions?
- ▶ How do you express or show these emotions?
- ▶ How are these emotions difficult for you?

8

Continue discussion:

- ▶ What similarities do you see in each other's drawings?
- ▶ In what ways is expressing emotion helpful? Can expressing emotions ever be unhelpful?
- ▶ In what ways are these emotions helpful for us? Can difficult emotions like sadness or anger ever be helpful?
- ▶ When are emotions difficult for us? Can positive emotions like happiness or excitement ever be difficult?



Recognizing emotions

Do & Don't

- ✓ Let adolescents choose which emotion they would like to explore through drawing, even if they all choose the same emotions.
- ✓ Let adolescents explore their emotions in whatever way they choose. Instead of drawing pictures they could express themselves through colours, patterns or words.
- ✓ Observe each adolescent and look at their drawings. Notice if any adolescent shows signs that they may need additional support or services such as counselling. If necessary, speak with the adolescent individually outside of the session, and connect them to the support they need.
- ✗ Push adolescents to talk about a specific emotion, or discourage them from exploring the emotion they choose.
- ✗ Force adolescents to draw their emotions in a specific way.

Adaptation

If the adolescents speak different languages, or if they have recently arrived in a new environment where the language is new to them, teach them a few new words for emotions. (However, limit the number of vocabulary words to ten, to keep the focus of the activity on arts and expression.)

Environment

This activity can be done in an indoor or outdoor space, where adolescents can sit comfortably, write and draw.

Supplies

- ▶ One large piece of paper per adolescent.
- ▶ Pencils.
- ▶ Markers and other drawing materials.

Improvise

Adolescents can also explore their emotions through collage or photography.

Continue

In follow-up sessions adolescents can:

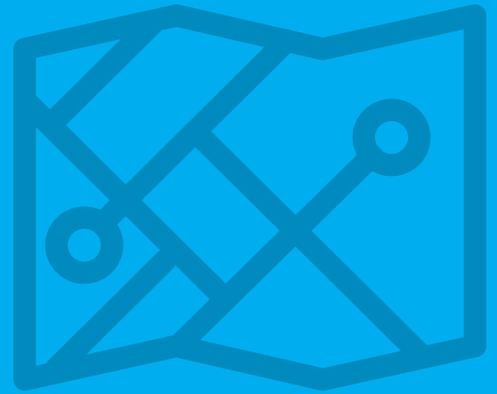
- ▶ Create new drafts of their drawings.
- ▶ Organize an exhibit of their drawings, focusing on different types of emotion.
- ▶ Explore emotions through role-plays. For example, they could create role-plays about situations that contribute to positive and negative emotions, and explore strategies for managing difficult feelings.



Recognizing emotions



Adolescents draw a map to represent their positive and negative relationships with people.



2/5



1/5



2/5



30 min



Activity Overview

Purpose

Brainstorm people that are helpful and unhelpful in the participants' lives.

Objectives

Adolescents will be able to:

- ▶ Identify and discuss positive and negative relationships.

Competency domains

Problem solving and managing conflict; Identity and self-esteem.

Works well for

Adolescents who feel comfortable working individually on simple projects.

Phase

Knowing Ourselves.

Before

This session can be a follow-up to the **Silhouettes** activity.

After

Adolescents can follow-up with activities that help them to strengthen their positive relationships, and to improve their difficult relationships.

Preparation

None needed.



Relationship map

1

Give each adolescent six index cards and a piece of drawing paper. (Optional: If this is a follow-up to the Silhouettes activity, adolescents should bring their self-portraits.)

2

||| Facilitator says:

"All of us are affected by the people in our lives. Some people are helpful to us, and others are unhelpful. Think of three people in your life who help you, and three people in your life who you have a difficult relationship with. It's ok if you choose the same person for both categories!"

3

||| Facilitator says:

"You do not have to say or write the names of the people you are thinking of, but if it will help you to remember, you can write them on one side of the index cards and then turn them over."

4

||| Facilitator says:

"Think of a symbol that represents how each of these people is helpful or difficult. For example, my sister is someone I find helpful. She always makes me feel safe and comfortable when I am with her. So, I would draw her as a tree with lots of leaves, because the shade of the tree makes me feel cool and relaxed in the same way that she does. When you are ready, draw your symbols on the index cards."

5

Give adolescents at least 20 minutes to work on their drawings. Walk around the room and support them as they draw.

6

||| Facilitator says:

"Now you are going to create a map that demonstrates the helpful and difficult relationships in your life. On your piece of paper, draw yourself. Then, put your index cards in places on the map that tell us more about these positive or difficult relationships."

7

For example, if I use my example about my sister, I would put the symbol I chose to represent her, (a tree), above me, because even when she is far away I feel that she is protecting me." (Alternative: If adolescents are using their self-portraits from a previous activity, they can place the index cards on their self-portrait.)

7

Distribute tape or glue sticks so that the adolescents can attach the index cards to their drawing.

8

Sharing and Take Away:

Explain:

When the adolescents have finished, ask them to stand or sit comfortably in a circle with their drawings. Each adolescent should describe and explain:

- ▶ One important positive or difficult relationship in their life.
- ▶ The symbol they chose to represent that relationship.
- ▶ Why they placed it on their maps as they did.

9

||| Facilitator says:

"In our next sessions would you like to continue with more activities to explore the positive and difficult relationships in your life?"

10

Agree on the plan for the next session with the adolescents.



Relationship map

Do & Don't

- ✓ Pay attention to how the adolescents describe the relationships in their lives. If you see signs that they may be victims of violence, separated from their families, or facing other risks, take appropriate steps to intervene and connect them with the support they need.
- ✓ Give adolescents follow-up activities that can help them to reinforce their positive relationships and to strengthen their difficult relationships (if they want to).
- ✗ Ask adolescents to name the people they represent in their drawings.
- ✗ Suggest specific relationships that adolescents should represent in their drawings (such as parents or siblings) - Keep in mind that adolescents, especially those who have lived through crises, may not be living in traditional family settings.
- ✗ Push adolescents to talk about their relationships (particularly difficult ones), or drawings if they don't want to do so.

Adaptation

Disability: If one or more of the adolescents in the circle is blind, use poetry or metaphors instead of drawing to explore relationships. (See **Improvise** below).

Psychosocial wellbeing and recovery: If adolescents aren't ready or interested in talking about difficult relationships, focus on a map of positive relationships.

Focus more on competency domains such as Empathy and respect and Leadership and influence. Instead of drawing a map of the people they find helpful and difficult, adolescents can draw a map of the ways they influence people around them positively and negatively. Follow-up with activities to promote adolescents' awareness of the contributions they make, and strategies to help them engage more positively with those around them.

Environment

Indoor or outdoor space.

Supplies

- ▶ One piece of drawing paper.
- ▶ Six index cards per adolescent.
- ▶ Markers or coloured pencils.

Improvise

Instead of drawing, adolescents could use poetry or metaphors to describe the relationships in their lives. They can start with the phrase **I have a...** and complete it six times, each time representing a different relationship. For example:

- ▶ I have a tree. I feel safe and cool when I am near the tree, and it gives me comfort and shelter.
- ▶ I have pair of shoes that are too small. They make me feel clumsy, and hurt my feet, which keeps me from walking and running as fast as I want to.

Continue

Adolescents can continue to work on their relationship maps if they want to practice their drawing skills.

Give adolescents follow-up activities to explore ways to strengthen their positive relationships and improve difficult relationships. For example:

- ▶ They could write letters to the important people in their lives to express appreciation for the positive things they do, or to suggest ways that they could be more helpful. (They don't necessarily need to deliver the letters, but the writing exercise can help them to practice their interpersonal and communication skills).
- ▶ Adolescents can use role plays to explore strategies for improving relationships in their lives. See **What we do** for a follow-up activity.



Relationship map



Adolescents practice their listening skills and manage their stress by listening to sounds in a peaceful environment.



 1/5

 1/5

 1/5

 15-20 min



Activity Overview

Purpose

Develop awareness and listening skills to cope with stress.

Objectives

Adolescents will be able to:

- ▶ Listen and relax quietly.
- ▶ Express thoughts with others.

Competency domains

Coping with stress and managing emotions;
Communication and expression.

Works well for

Adolescents who could benefit from quiet and rest.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

No activities required after this one.

Preparation

None needed.

1

Ask the adolescents to find a comfortable place on the ground or floor, and to lie down with their eyes closed. They can cover their eyes with their hands or a piece of clothing if they find this restful.

2

||| Facilitator says:

"Now we are going to practice listening and remembering. First, take a minute to listen to the sounds that you hear around you." Give the adolescents a minute to become quiet and relax.

3

||| Facilitator says:

"As you listen, try to let your breathing become slow and easy. You might be able to hear your own breathing, or even your heart beating."

4

||| Facilitator says:

"Now I'm going to make a few sounds. Try to listen and remember what you hear."

Make a sequence of five or six sounds using your hands, feet, voice, or another part of your body. Choose sounds that are not too loud or startling. A sample sequence could be:

- ▶ Snap fingers three times.
- ▶ Clap once.
- ▶ Snap fingers three times again.
- ▶ Shuffle one foot on the ground, shuffle the other foot on the ground.
- ▶ Click your tongue four times.
- ▶ Whistle

5

||| Facilitator says:

"Now I am going to repeat the sequence." Repeat the sequence once or twice.

6

||| Facilitator says:

"Don't open your eyes, but raise your hands if you think you remember the sequence of

sounds." Ask adolescents who have their hands raised to repeat the sequence of sounds.

7

||| Facilitator says:

"Now let's all do the sequence together." Repeat the sound sequence with the entire circle.

8

Make a longer sequence of eight or nine sounds for the circle and repeat it at least once. Ask adolescent volunteers to try to remember and repeat the sequence.

9

Optional: Ask an adolescent to invent a sequence of sounds and encourage the rest of the circle to remember and repeat the sequence.

10

||| Facilitator says:

"Now let's just listen to the sounds around us again." Wait for a period of silence as adolescents listen quietly to the sounds they hear.

Say quietly: "Before you were listening to just one person. Now, try to see if you can hear many sounds happening at the same time." Wait again in silence.

11

||| Facilitator says:

"Open your eyes slowly. Stretch your arms over your head and stretch your feet down. Sit up slowly." If any adolescent has fallen asleep, help them to wake up gently.

Sharing and Take Away:

12

Discuss:

- ▶ What did you hear?
- ▶ Are these sounds that you normally hear and notice? Why or why not?
- ▶ How did it feel when you were trying to hear many different sounds at

13

the same time? Did it feel different to listening to the sounds of just one person?

Explain:

Trying to focus and hear many sounds at the same time can strengthen listening and concentration skills. It can also help adolescents to relax and reduce their stress.

Do & Don't



Give adolescents enough time to become quiet and comfortable at the beginning of the activity. They may joke or laugh at first as they adjust to resting silently.



Make a shorter sequence of sounds if adolescents find them difficult to remember and repeat, or a longer sequence if they find it too easy.



Use rhythm or music in the sound sequence.



Allow adolescents to fall asleep, as it will help them to release some stress.



Make loud noises.



Scold or correct adolescents if they have trouble remembering the sequence of sounds.

Adaptation

Instead of sound, use movement. Ask adolescents to sit quietly and demonstrate steps of hand or arm movements.

Environment

Indoor or outdoor space. Quiet.

Supplies

None needed.

Improvise

This activity gives adolescents an opportunity to practice awareness using their hearing abilities. Improvise using their sense of sight:

- ▶ Ask adolescents to make rectangular frames out of paper, or to make a frame using their hands. They should focus their eyes on a central point within their frame, and explore what they can see without moving their focus.
- ▶ Discuss how it feels different to focus on one particular point rather than their whole range of sight.
- ▶ Ask the adolescents to try to draw what they see in their frame, or to recreate it in another way.

Continue

Repeat the activity regularly if adolescents find it relaxing, and use the second part (where adolescents listen to the sounds around them), to help them to manage their stress.





Adolescents describe ways that each member is valuable to the circle.



3/5

1/5

2/5

30-45 min



Activity Overview

Purpose

Adolescents bond with other participants and share positive ways circle members are important to each other.

Objectives

Adolescents will be able to:

- ▶ Share thoughts and opinions with others.
- ▶ Build trust.

Competency domains

Identity and self-esteem; Cooperation and teamwork.

Works well for

Adolescents who know each other's names and have had a chance to get to know each other; adolescents who are ready to share positive comments with each other in a respectful and supportive way.

Phase

Knowing Ourselves.

Before

Adolescents should have established group rules for working together in positive, respectful and supportive ways. It may help if they know how to do a gallery walk. (Use the **Setting group goals** activity and the **Gallery walk** tool for support).

After

Adolescents should keep the drawings of themselves and/or notes of the strengths they recognized in each other to use in future projects or goal setting activities.

Preparation

None needed.



Silhouettes

1

Divide participants into groups of two. Distribute two large pieces of paper and two markers to each pair.

2

Explain:

Participants will place their pieces of paper on the ground. One adolescent in the pair should lie down on their back on the piece of paper. The other adolescent should trace the outline of their body onto the paper.

3

Tell them to trade places, creating a silhouette of the other adolescent in the pair.

4

Explain:

Each adolescent should write their name at the top of their silhouette.

5

||| Facilitator says:

"First, let's take a few minutes to draw ourselves. Try drawing on the inside of your silhouette. You can draw yourself as you look, or you can use your drawing to show other things, such as your feelings, talents or strengths."

6

Once the adolescents have finished their drawings they should place them on the ground. Optional: Use the Gallery Walk tool for adolescents to place their drawings on the ground with space to walk around, and look at each other's drawings.

7

||| Facilitator says:

"Now, our job is to think of at least two ways that each person in our circle is important to the rest of us. All of us are valuable and important - because without everyone here we couldn't have the circle we have. Even if you don't know each other very well, you can still think of something positive you have noticed about each other that is helpful and valuable to the rest of us. For example, think about a time you saw someone do

something that you admired or respected. Maybe you have noticed that someone is a good listener, says supportive things, or has a positive attitude. Try to think about positive things that are related to their personality, talents, and strengths, but not to the way that they look."

Optional: Adolescents can use their group rules to set the guidelines for positive feedback to each other.

8

Sharing and Take Away:

All the adolescents should walk around the space. On the outside of each other's silhouettes they should write at least two ways that the person is valuable to the rest of the circle.

9

Ask the adolescents to find and pick up their drawing, and then to go back to stand or sit with their pairs. They should spend a few minutes looking at what the other adolescents have written about them.

10

Taking turns, each adolescent should hold up their silhouette drawing, while their partner reads aloud what is written about their strengths and value to the group.

11

Explain:

- ▶ "We have a lot of very valuable people in our circle! What are some of the strengths our circle has?"
- ▶ Does everyone in our circle have the same assets and strengths? How does it help us to have all of these different assets?"
- ▶ Now I want you to stop and think quietly. How did it feel to hear about other people's opinion of your value to the circle? Take a moment and really think about the question." (Give a few minutes for silent thought.)
- ▶ "Did you hear anything that surprised you? Anything that you didn't expect?"



Silhouettes

Do & Don't

- ✓ Divide adolescents into pairs of the same gender to draw each other's silhouettes.
- ✓ Ask adolescents to refer to their group rules for keeping comments positive, supportive and respectful.
- ✓ Observe and provide support as adolescents write positive comments on each other's silhouette drawings.
- ✓ Encourage adolescents to think of different positive things to say about each other, and make sure that everyone receives a lot of positive comments from the others.
- ✓ Encourage adolescents to minimize comments about other's assets, or to focus on aspects of appearance. (Positive examples: He has a creative sense of style. She has a kind smile. Negative examples: She is the prettiest girl in the room. He has beautiful eyes).
- ✓ Allow adolescents to keep their drawings, either by posting them in the activity space, or taking them home.
- ✗ Allow adolescents to embarrass each other by making too many comments about appearance. Even positive comments can create an uncomfortable environment, especially in mixed-gender circles. Adolescents who hear only positive things about their appearance may feel that their other strengths aren't valued.

Adaptation

Culture and psychosocial wellbeing: Adolescents can present what they have learned about their own value and strengths, if it is helpful to their psychosocial wellbeing, and not too embarrassing.

Low literacy: Adolescents can use drawings or symbols to represent each other's strengths.

Materials: If large chart paper is not available, use smaller pieces of drawing paper and draw small silhouettes. Adolescents can also use objects they find to create a collage or a sculpture, if no paper or markers are available.

Environment

Indoor or outdoor space with a dry, covered floor on which students can draw.

Supplies

- ▶ One large piece of chart paper for each adolescent.
- ▶ At least one marker (or crayon) for each adolescent.

Improvise

Adolescents can use other arts to create their self-portraits and to express the strengths they recognize in each other. For example, they can use paper or objects to make collages and sculptures.

Continue

Encourage adolescents to keep their drawings with each other's positive comments. They can use these drawings as part of future goal setting activities, either for strengths they would like the group to focus on developing, or for strengths they themselves would like to develop.

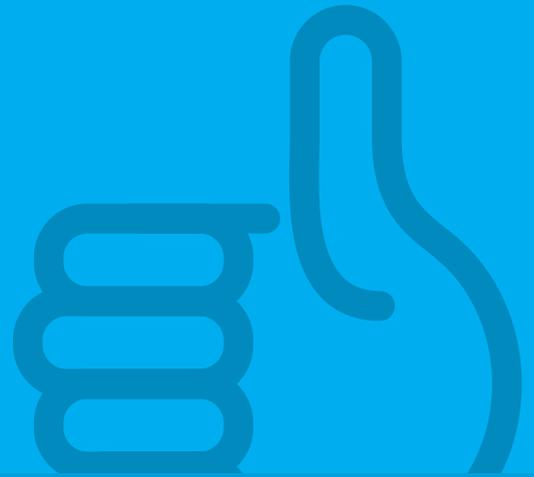
Adolescents can repeat this activity and create new drawings of themselves and each other after several sessions. They can then compare their old and new drawings, to explore how they are recovering, learning, and making progress toward their goals.





What we do

Adolescents explore the positive things they do for themselves and others through brainstorming and role playing.



Activity Overview

Purpose

- ▶ Brainstorm good things adolescents do for themselves and for others.
- ▶ Role-play examples of good things adolescents do for themselves and for others.

Objectives

Adolescents will be able to:

- ▶ Develop self-esteem.
- ▶ Identify positive actions.

Competency domains

Identity and self-esteem; Hope for the future and goal setting.

Works well for

Adolescents who enjoy energetic activities, and who will benefit from identifying the positive contributions they make to their families and communities.

Phase

Knowing Ourselves.

Before

Use **Role Play** tool.

After

Adolescents can follow-up with activities to promote awareness (including their own) of the positive things they do for themselves and others in their communities.

Preparation

On one index card write

GOOD THINGS WE DO FOR OURSELVES.

On a second index card write

GOOD THINGS WE DO FOR OTHERS.



What we do

1

Ask the adolescents to sit in a circle. Give each adolescent two index cards, and keep two for yourself.

2

||| Facilitator says:

"Sometimes we don't take time to recognize the positive things we do in our day-to-day lives. It can also be difficult for other people to notice the positive things we do if they are busy or feel overwhelmed. Let's take a minute to think about the positive things that adolescents your age do for themselves and others".

3

Put the index card that says **GOOD THINGS WE DO FOR OURSELVES** on the ground near the middle of the circle.

||| Facilitator says:

"Think of at least one good thing that people your age do for themselves. For example, you can think of the positive choices adolescents make, and the ways they take care of themselves." Give the adolescents a few minutes to write their examples on one of their index cards and to put it on the ground nearby.

4

Place the second index card that says **GOOD THINGS WE DO FOR OTHERS** on the ground somewhere inside the circle.

||| Facilitator says:

"Now let's think about some helpful things adolescents your age do for their families, friends or other people in the community." Give adolescents a few minutes to write their examples on their second index card and to put it on the ground nearby.

5

Divide the adolescents into six groups. Three groups will focus on **GOOD THINGS WE DO FOR OURSELVES** and three will focus on **GOOD THINGS WE DO FOR OTHERS**.

6

Explain:

Each group should choose a card that represents a good thing that adolescents do for themselves or for others. Organize a role play about that topic. Imagine an adolescent who does this good thing, and someone else (an adult or a young person) who doesn't notice it.

7

Give the adolescents time to organize their role plays, and to perform them for the rest of the circle.

Sharing and Take Away:

Discuss:

- ▶ Do adolescents always recognize the positive things they do for themselves? What makes it hard or easy to realize when you do something positive for yourself?
- ▶ Do other people recognize the positive things that adolescents do for others? How is it helpful when other people recognize these positive things? What can we do to help other people recognize the positive things that adolescents do?



What we do

Do & Don't

- ✓ Give all of the groups a chance to perform their role play. If there isn't enough time, continue during a follow-up session.
- ✗ Ask adolescents to talk about negative or unhealthy behaviours, whether their own or their peers'.

Adaptation

If this is the adolescents' first time doing a role play, take time to explain and demonstrate. Work with one group to do a practice/demonstration role play for the others so that everyone understands the process.

Low literacy: Adolescents can draw instead of writing their responses.

Environment

Indoor or outdoor space. Enough space for role plays.

Supplies

- ▶ Index cards (two for each participant).

Improvise

Adolescents can use drawing, creative writing or poetry instead of role plays to explore their positive contributions.

Continue

Adolescents can follow-up with activities to raise awareness about their positive contributions.



What we do

