



## 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:

8

### 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.