



Activity Overview

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

Competency domains: Empathy and respect; Communication and expression.

Works well for: Adolescents who know each other.

Phase: Knowing Ourselves.

Do's & Don'ts

- ✓ 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.



Animal, Insect, Bird Stories

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.

Share and Take Away

Invite each group of participants to perform their role play.

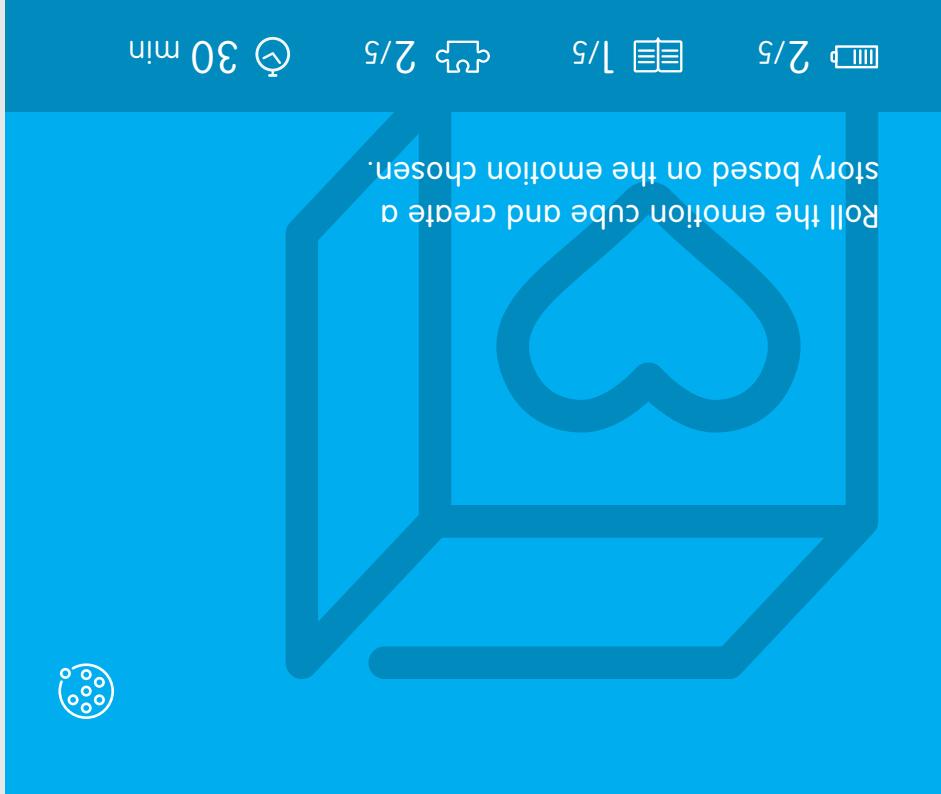
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Discussion:

- ▶ 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?



Create an Emotion Story



Activity Overview

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

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.

Do's & Don'ts

- ✓ 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.



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.

After

No activities required before this one.

Before

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

Supplies



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 story board. 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?"

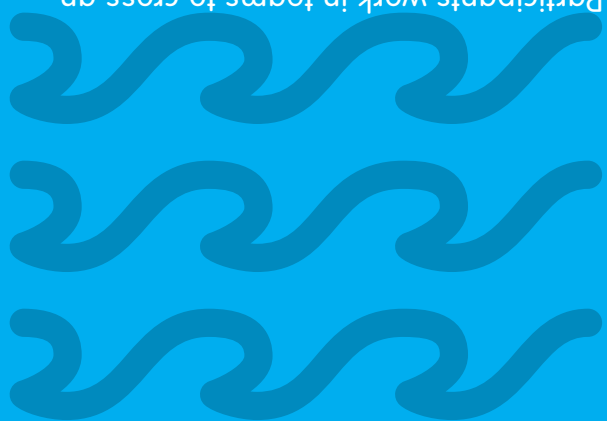
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Ask: "What are some new ways to manage difficult or positive emotions from these stories that you might try in real life?"



Cross the River Game

4/5 3/5 3/5 30-45 min



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

Activity Overview

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

Competency domains: Communication and expression; Cooperation and teamwork.

Works well for: Groups who are getting to know each other.

Phase: Knowing Ourselves.

Do's & Don'ts

- ✓ 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.

Practice more team building activities.

After

No activities required before this one.

Before

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.

Supplies



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.

Share and Take Away

4

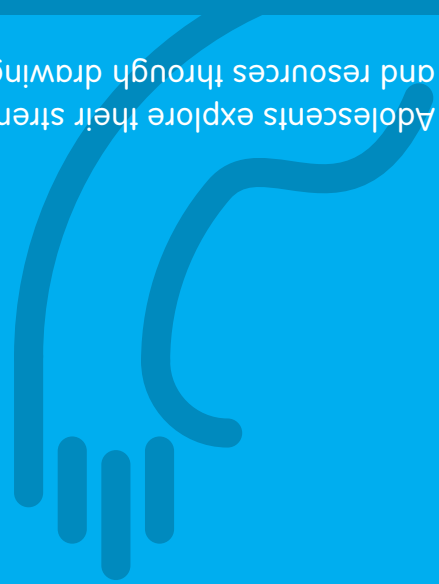
Discussion:

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?"



Adolescents explore their strengths and resources through drawing.



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

After

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

Before

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

Supplies

Activity Overview

Purpose: Discover personal identity through creatively drawing strengths.

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.

Do's & Don'ts

- ✓ 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.



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.)

9

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.

10

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

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

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.

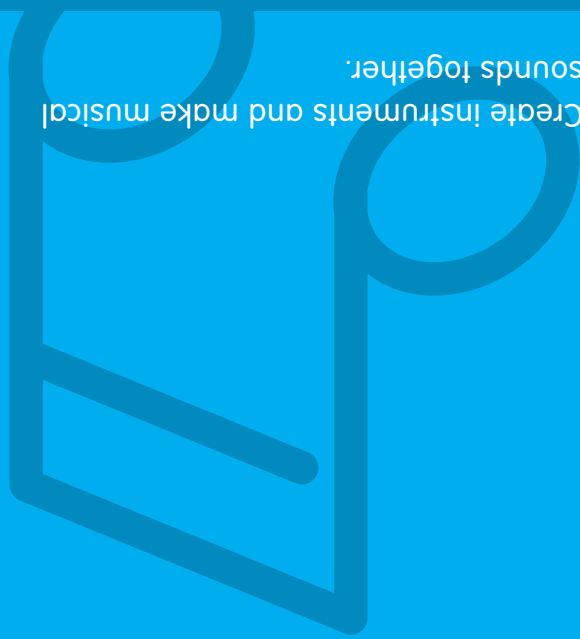
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Facilitator says:

"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."



Create instruments and make musical sounds together.



Supplies

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

Before

No activities required before this one.

After

No activities required after this one.

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.

Competency domains: Creativity and innovation; Cooperation and teamwork.

Works well for: Adolescents who are still getting to know each other.

Phase: Knowing Ourselves.

Do's & Don'ts

- ✓ 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.



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.

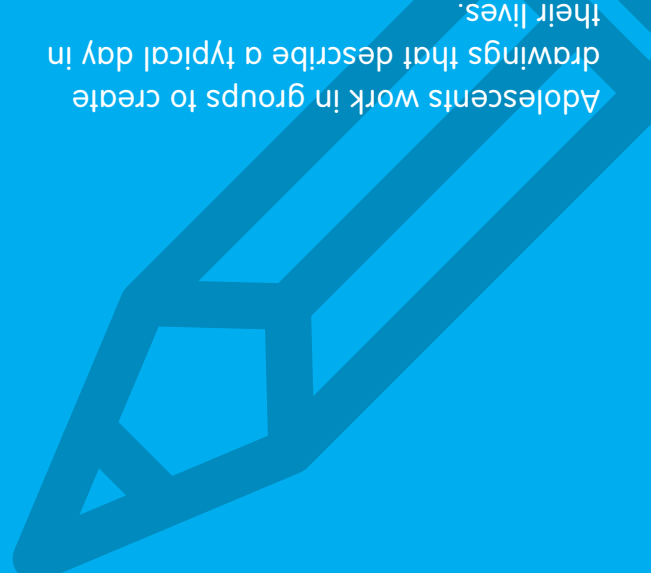


2/5 1/5 2/5 30 min

Our days



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



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.

After

No activities required before this one.

Before

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

Supplies

Activity Overview

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

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.

Do's & Don'ts

- ✓ 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.
- ✗ 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.
- ✗ Ask adolescents to draw a day in their life before a crisis that has affected them (unless they suggest this themselves).



Our days

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?



2/5 1/5 2/5 30 min

Ourselves on the inside and outside



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.

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.

Do's & Don'ts

- ✓ 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.



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.

After

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

Before

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

Supplies



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.

11

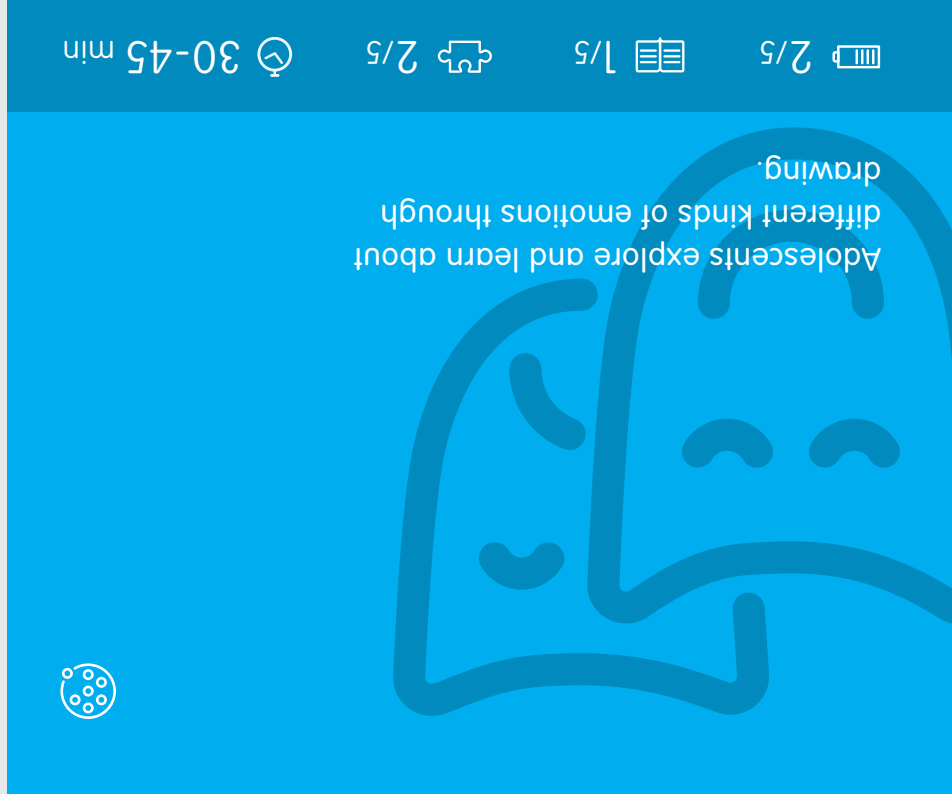
Sharing and Take away:

Discuss:

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



Recognizing emotions



Activity Overview

Purpose: Identify an emotion and describe it through a drawing exercise.

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.



No activities required after this one.

After

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.

Before

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

Supplies

Do's & Don'ts

- ✓ 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.



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?

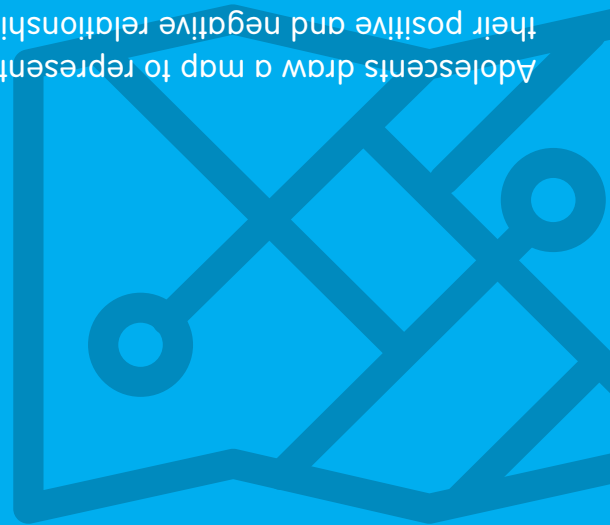
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Continue discussion:

- ▶ 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?



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



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

After

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

Before

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

Supplies

Activity Overview

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

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.

Do's & Don'ts

- ✓ Pay attention to how the adolescents describe the relationships in their lives. 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.



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.)

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

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.



Silence and sounds

15-20 min



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



Activity Overview

Purpose: Develop awareness and listening skills to cope with stress.

Competency domains: Coping with stress and managing emotions; Communication and expression.

Works well for: Adolescents who feel comfortable working individually on simple projects.

Phase: Knowing Ourselves.

Do's & Don'ts

- ✓ 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.

No activities required after this one.

After

No activities required before this one.

Before

None needed.

Supplies



Silence and sounds

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:

1. Snap fingers three times. 2. Clap once. 3. Snap fingers three times again. 4. Shuffle one foot on the ground, shuffle the other foot on the ground. 5. Click your tongue four times. 6. 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.

11

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.

12

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.

13

Sharing and Take Away: 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 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.



Silhouettes



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



setting activities.

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

After

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.

Before

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

Supplies

Activity Overview

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

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.

Do's & Don'ts

- ✓ 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 ensure everyone receives a lot of positive comments.
- ✓ Encourage adolescents to minimize comments about other's assets, or to focus on aspects of appearance.
- ✗ Allow adolescents to embarrass each other by making too many comments about appearance. Even positive comments can create an uncomfortable environment.



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

8

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.

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."
- ▶ "Did you hear anything that surprised you? Anything that you didn't expect?"



What we do

4/5 2/5 3/5 30-45 min

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.

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.

Do's & Don'ts

- ✓ 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'.



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.

After

Use **Role Play** tool.

Before

Index cards (two for each participant).

Supplies



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.

8

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?