



# Contour drawing

Use a drawing exercise to relax and experience drawing to relax, without attempting to draw a specific image



1

Place a few items (water bottle, umbrella, shoe, empty cup) in front.



Optional: If you wish to do so, you can add one or two personal items as well.

2

Have at least one piece of paper and a pencil or pen ready. Your activity is to draw the items in the middle of the circle. The only rule is that you cannot look at your own drawing. Instead, keep your eyes fixed on the items as you draw. Try to draw the outline (contour) of the objects.

3

Draw as long as you feel like it.



4

Place your drawing on the floor or on a table and look at it.



5

**Discuss or think about:**

- Which object did you like drawing?
- Can you recognize any of the objects in your drawing?
- Can a drawing – or a painting, or even a photograph – be beautiful or interesting even if it does not look like an object (or person or scene) you can recognize?
- How can this exercise help you to feel more free and comfortable when you draw, paint or work on other art projects?

## Supplies

One piece of paper and one pen or pencil, and a few objects of any kind.



**Suggestion:** Choose objects of different shapes and sizes.  
**Examples:** a water bottle, a football, an empty plastic bag, an umbrella, a water jug).





# Follow my lead

Adolescents perform a physical stretch and the rest of the group copies their moves



1

Ask adolescents to get ready to stretch and have fun.

2

Stretching different parts of your body can be a good way to release the stress you feel while also helping to reenergize you in a healthy way.

**For example, if you stretch your arms above your head you can feel a healthy stretch in your arms as well as through your back and your sides.**

3

Stretch your hands above your head, and ask adolescents to stretch with you.

4

**Facilitator says:** "Try to think about a part of your body that feels tense or closed, either because you feel stress, or just because you have not used it or exercised in a while. We are going to go around with each of you leading us in a different stretch for a different part of your body. You can stretch your whole body if you want to, or just a small part, like your finger or your toe. Don't push yourself to stretch too hard or in position that's uncomfortable!"

5

Ask each participant to lead one stretch exercise by video recording it and sharing it in the group and have everyone else copy what they do. Encourage adolescents to think of new kinds of stretches to try, but let them repeat stretches other participants have already used if they want to do so.

6

Repeat all of the stretches once or twice, in the same order that adolescents introduced them.

7

Close the activity by applauding, or by having one final stretch together.



## Supplies

None needed if the Energizer is done in with other household members. If it is done through the chat group, then you will need a device that can record and send videos.





# Group statues

Adolescents play a game where they must portray a word by posing like statues



**Note: This Energizer works best with real-time video calls between Facilitators and adolescents in their chat groups, or at home with other household members.**

1

At the start of the game ask the adolescents to move around their room, loosely swinging their arms and gently relaxing their heads and necks.

2

After 10-15 seconds the facilitator will announce a word. The adolescents must form themselves into statues that describe the word.

For example, the facilitator shouts "happy". All the participants have to instantly freeze without talking, and pose in a way that shows what "happy" means to them.



3

Repeat the exercise several times. Other words to use include: **fun, dizzy, excited, tired.**



## Optional



Use words that relate to themes adolescents have been exploring through their activities, such as peace, stress, or love.

Call on a volunteer adolescent to call out words for the game.





# Guess who I am

The name of a famous person is placed on adolescents' backs and they must try to find out who it is



**Note:** This Energizer works best for being done in-person between adolescents and their household members.

1

Ask everyone to sit comfortably somewhere in the space. Each person should have a piece of paper and something to write with.

2

Each person should write the name of a famous person on their piece of paper.

**Facilitator says:** "Try to think of someone who is famous for something positive. Don't tell anyone else the name of the famous person, and when you see someone else's paper, don't say the name out loud!"



3

The facilitator will collect the pieces of paper, while everyone stand in a line. The facilitator will then tape a piece of paper to each participant's back.



4

No one will see the name taped to their back. Their task is to find out who they are. They need to go around the room and ask only yes or no questions about their identity.

5



If they get a "yes" answer, they can continue to ask that same person questions until they get a "no" answer. Then they must move on to ask questions to someone else.

6

When a participant thinks they have figured out who they are, they take the paper off their back, put it on the front of their shirt, and write their own name on it. That person can then help others find out who they are.

7

Finish the game when everyone has discovered who they are.



# Memorize my moves

Adolescents each create a dance move while the whole group must memorize it in order



**Note: This Energizer should be done with others - it can be with other members of your household or with the members of your chat group.**

1

Get ready to dance.

2

**One person will begin the game by showing everyone a quick dance move or movement, for example, stomping feet, jumping in the air, or spinning in a circle.**

The person to their right or the person they nominate must copy the dance move, then create their own. The third person must copy both dance moves and create their own, and so on, until everyone has had a turn.



3

**Participants should try to get around the whole circle without any mistakes.**

The last person will have the most dance moves to memorize.

4

Play the game a second time in a new order with new dance moves.

## Supplies



None needed if the Energizer is done in with other household members. If it is done through the chat group, then you will need a device that can record and send videos.





# My string partner

Participants match strings of different length then learn about each other's common interests



**Note: This Energizer works best for being done in-person between adolescents and their household members.**



1

Nominate a person to be the facilitator of the activity. Take a piece of string, fold it in half and cut it in the middle. You will have two pieces of string that are the same length. Repeat with different lengths of string, cutting enough pairs of string so that each person participating gets one piece of string. The strings should be different lengths, some short, some long.

2

The facilitator will mix up the strings and give each person one. Participants must find the person with the matching length of string, who will be their partner for the activity.

3

**Facilitator says:**

**“You share at least one thing in common – you are both holding pieces of string that are the same length! Now, try to find out two more things that you have in common (for example a favourite colour, a favourite food).”**

4

If any of the partners seem shy or silent, give them ideas of things they share in common (e.g. they both have a nose on their face or they can both look up and see the sky).



5

Once the partners have had a chance to talk, bring everyone back together in a circle. Each person should be standing next to his or her partner.



**Ask each of the pairs to explain what they have in common and then discuss:**

- Was it hard to find things you share in common? Why?
- Did you learn something that surprised you?



## Supplies

- String
- Scissors





# Relaxation response

Adolescents practice simple meditation and breath awareness techniques to reduce their stress.



**Note:** If this Energizer is sent through SMS/group chat, the Facilitator can prerecord the messages for facilitation and send it as an audio file that the adolescents can play and listen to on their devices. If it is done in a household, nominate someone to be the facilitator of the activity.



1

**Facilitator says/writes**

"Is it hard to sit still and relax?" Discuss briefly.

**Explain**

It is normal to sometimes have trouble relaxing or sitting still.

In particular, when we feel worried, excited, or angry we get an extra burst of energy, and our bodies want to release that energy.



2



**Optional: Explain**

The extra energy comes from a hormone called adrenaline. Adrenaline is a hormone that our body releases to give us extra energy when we need it, especially in situations when we feel that we might need to run away or protect ourselves. Adrenaline gives us energy for those situations, but when we have too much energy and no way to release it, it can build up in our bodies and cause us to feel stress.

3

**Facilitator says/writes**

"There are a lot of ways to help yourself to feel quiet and calm. Today we are going to practice how to use our breathing to relax."



4

Ask the adolescents to lie down on the floor or ground on their backs, with some space around them.

5



Give the following instructions at a slow, calm pace. Wait 10 to 30 seconds between instructions to give adolescents a chance to follow them, and to become aware of how they feel at each stage. Make your voice calmer and leave more time between each instruction.

### Facilitator says/writes

- "Let your breathing slow down naturally. Notice that as your breath moves up and down, your stomach slowly rises and falls. Let your breath come in and out without forcing it."
- "While your breath is still moving in and out at its own slow pace, try to observe all of the places where your back is touching the ground. Notice your heels, the back of your legs, your back, your shoulder bones, your elbows, your hands, and the back of your head."
- "Let each part of your body rest into the ground. Continue to breathe slowly and naturally. As each breath leaves your body, allow it to release some of the tension from your muscles. Let your body rest more and more as the ground holds you up."
- "Observe each part of your body, and try to release any tension as you exhale."

6

Leave a few more minutes for adolescents to continue breathing and relaxing.



7

### Facilitator says

"Open your eyes. In a minute we are going to sit up slowly. First wake up your arms and legs by stretching them. If you want, you can pick up your knees and bring them to your chin so you stretch your spine. Sit up very slowly."

8

Ask the adolescents to stay sitting cross-legged on the ground.

9

### Facilitator says

"How did it feel to use your breath for relaxation? Was it easy or difficult?"

#### Discuss

- It can be easy because breathing is a natural way for the body to relax
- It can be challenging if adolescents are trying this relaxation technique for the first time or have a lot of distracting things to think about.
- Like any technique, it requires practice.



10

### Facilitator says

"Could you use this technique for relaxing in other parts of your life?"

You can repeat this activity anytime you feel like you need a little break and that you need to relax.

- **Discuss**
- It can help adolescents to calm down when they feel angry or anxious.
- It can help adolescents to fall asleep if they have trouble sleeping.

## Supplies

None needed.





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**Optional: Explain**

The extra energy comes from a hormone called adrenaline. Adrenaline is a hormone that our body releases to give us extra energy when we need it, especially in situations when we feel that we might need to run away or protect ourselves. Adrenaline gives us energy for those situations, but when we have too much energy and no way to release it, it can build up in our bodies and cause us to feel stress.



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Leave a few more minutes for adolescents to continue breathing and relaxing.



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- **Discuss**
- It can help adolescents to calm down when they feel angry or anxious.
- It can help adolescents to fall asleep if they have trouble sleeping.

**Supplies**

None needed.





# Tall stories

Adolescents create a story together as a group with each person adding on their own sentence



**Note:** This activity can also be done with other household members. You just need to nominate a facilitator who can guide you through the steps.

1

Ask participants to get ready to participate and create a story together.



2

**Facilitator says**

"We are going to create a story, one sentence at a time. Each of us will add one sentence to the story."



3

**Explain**

At the end of one person's sentence, he or she should say, "SUDDENLY..." Then the person nominates the next participant who continue with a new sentence, ending by saying "SUDDENLY..."

4

**Facilitator says "Here's an example"**

"I was walking to get water when SUDDENLY..." then the participant after me finishes that sentence, for example, they might say '... A large animal jumped out of the bushes and SUDDENLY...'

5

Facilitator gives the first sentence of the story and nominates the next participant for the next sentence.



6

Continue around the group until everyone has added a sentence.

7

When you finish the first story, play again if the adolescents want to create another story.



## Supplies

None needed.



# The Dao of Drawing

Adolescents use a drawing exercise to relax without attempting to represent a specific image



1

**Facilitator says**

"In this activity we are all going to draw, but our goal is not to draw an object or a scene. Instead, we are all going to draw lines that do not represent anything. For the next few minutes we are going to draw lines."



2

On one side of a piece of paper draw a few lines that do not touch or cross each other. On the other side, draw a few lines that do touch or cross.



3

Post a photo of your own drawing to show the two sides of the paper to adolescents as examples of what their drawings should and should not look like. Remind them that they do not need to copy your drawing, but can draw the lines any way they want as long as they do not touch.



**Facilitator says**

4

There are only two rules.  
"The **first** rule is that we will all continue to draw lines until I ask you to stop. You can draw lines quickly or slowly, but try to keep drawing.  
The **second** rule is to draw silently (without talking)."



5



Optional: If you have a way to play music for the adolescents while they draw, select a quiet piece of music without lyrics and play or send it in the group, so the adolescent can listen to it. Allow them to draw for 3-5 minutes, or longer if they appear interested and engaged. Participate in the exercises and create a drawing along with the adolescents.



6

Ask the adolescents to stop drawing. Ask the adolescents if any of them would like to share their drawing. Do not force any adolescent to share his or her drawing if he or she does not want to do so.



Optional: Start by showing your own drawing if that will help the adolescents to feel more comfortable sharing theirs (but remind them that they were not expected to create a drawing just like yours).

.....

7

**Facilitator asks the adolescents, "What does this drawing look like?**

**What do you think it says about [name of the participant sharing the drawing]'s inner life?"**

**Explain (if necessary): 'Inner life' means the 'life' you live inside your own thoughts and emotions.**

.....

8

**Ask other adolescents to volunteer to share their drawings, and hold a brief discussion about what each drawing may represent about the life of each adolescent.**

.....

9

**Close by asking, "What was it like to draw without trying to draw a picture of anything specific?"**



## Supplies

One piece of paper and one pen or pencil per adolescent.



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**Supplies**

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# Three truths and a lie

Adolescents must share three truths about themselves and one lie. Other adolescents must guess which are the truths and which is the lie.



1

**Facilitator says**

“On a piece of paper or in the group chat you must write three things that are true about yourself and one thing that is false. For example, ‘Alfonse likes singing, loves football, speaks 10 languages and loves to dance’. Which one is false?”



2

Adolescents write their name, along with four pieces of information about themselves on a piece of paper or in the group chat.

3

Participants are paired together with one other adolescent in the group. They will take turns guessing or writing in the group chat to guess which of the four pieces of information is false. The other participant should then confirm which piece of information was false.

