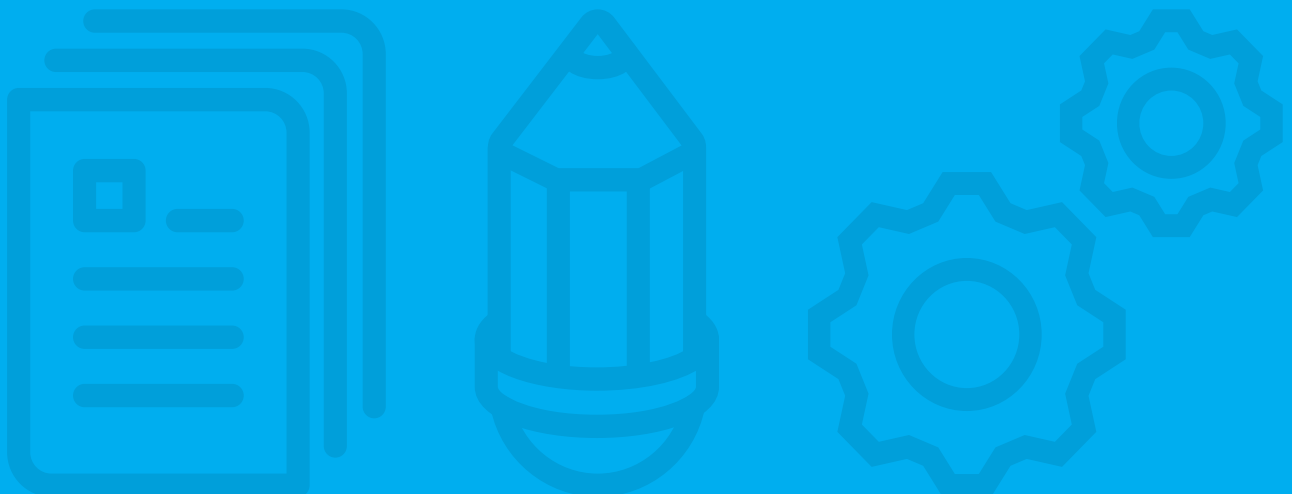




The Adolescent Kit for Expression & Innovation

Adapted Resource Package for COVID-19

Including Quick Guides
for Facilitators and Parents & Caregivers





The Adolescent Kit: a resource package for adolescents' learning and expression during COVID-19

Adolescent Kit for Expression and Innovation: Adapted Resource Package for COVID-19

While schools and other institutions are planning phased openings soon, disruptions are likely to continue for some time to come, emphasizing the need for remote learning and expression opportunities for adolescents. Providing adolescents with such opportunities to build healthy and positive relationships with their peers, friends and family members is an important priority for adolescents' mental health during lockdowns.

UNICEF and partners are responding to adolescents' needs for the continuity of learning, psychosocial support and skills building during COVID-19. Strengthening adolescents' engagement in home-based activities that promote these aspects is a critical strategy for UNICEF's Country Offices and partners.

UNICEF has adapted selected parts of the [Adolescent Kit for Expression and Innovation](#) (the Kit) to provide adolescents with a resource package of activities that can be self-administered to promote their psychosocial wellbeing and learn new skills in times of stress and while staying at home. The target group of the resource package is adolescents aged 10-19 years. Besides being adapted for the COVID-19 crisis, these activities can be promoted and used in any context of restriction, where adolescents are unable to gathering due to e.g. safety concerns, social norms, disease outbreaks requiring social distancing, etc.

Introduction to the Adapted Kit Resource Package

In its original form, the Adolescent Kit activities are meant to be carried out through in-person interactions between adolescents and facilitated group sessions. However, many of the activities lend themselves to being adapted to remote online and offline sessions as well. You can read more about the original Kit on the [website](#) and learn about the human-centered design process that was used to develop it.

The original [Adolescent Kit](#) and the adapted version are complementary. In its original form, the Adolescent Kit activities are meant to be carried out through in-person interactions between adolescents in group sessions led by trained facilitators. In contrast, the Adapted Package offers activities that can be carried out by the adolescents themselves wherever they are. Additionally, the package offers instructions for parents/caregivers and facilitators to apply the activities at home or through platforms such as radio/WhatsApp. You can read more about the Adapted Kit in the Quick Guide below.

We strongly encourage UNICEF and partners to use the Kit in its original form if feasible. If the Adapted Resource Package is used, we encourage UNICEF and partners to transition the adapted, remote activities into in-person sessions if and whenever it becomes possible.

The Adapted Resource Package was led by the Adolescent Development and Participation Section in UNICEF in collaboration with the education, child protection and innovation teams. The package has also benefited from a field review by UNICEF's regional and country offices.

The target group remains the same as for the original Kit – adolescent boys and girls aged 10-19 years. The adapted materials have been collected into the Adolescent Kit Adapted Resource Package. This package offers activities for adolescent boys and girls to experiment, express themselves, think outside the box, and draw on their talents in creative, fun and engaging ways, while staying safe at home.

It also includes guidance for Programme Coordinators on how to contextualize the activities, and for parents and caregivers, and facilitators on how they can support the adolescents while they go through the activities.

The activities use expression and innovation through arts to promote positive outcomes for adolescents' mental health wellbeing and build their skills within the competency domains of: Communication & expression; Coping with stress & managing emotions; Creativity & innovation; Hope for the future & goal setting; Problem solving & managing conflict; and Empathy & respect (see the competency definitions in the section 'Overview of competencies').

- For young boys and girls, who want to get started right away – go to the Activity Guides and pick out the activity that interests you the most. Feel free to get started on it anytime!
- For Parents and caregivers, and facilitators – please continue reading the Quick Guides below!



Remember, the most important thing is to learn and have fun! We hope that you find the Kit resource package useful during these challenging times.

Components of the Kit Resource Package



Adapted Resource Package Introduction and Quick Guides

The Introduction includes an overview of the package, the activities, the competencies and a brief instruction for Programme Coordinators. It also includes Quick Guides for Facilitators and Parents & Caregivers that provides them with the information needed to start using the Adapted Resource Package right away together with the adolescents.



Activity Guides for adolescents

Step-by-step guides that explain why the activities are relevant to adolescents, how to do them, how to keep creating and learning from them, and how to share them with others – through online or offline channels. The Activity Guides also include:

- **Parent and caregiver guides:** guides for supporting and engaging in the activities that the adolescents receive and choose to do. The guides include instructions, lists of prompts to help adolescents through the activities and additional ideas of how parents and caregivers and household members can continue learning and having fun together.
- **Facilitator guides:** guides for planning and facilitating activity sessions with adolescents, including lists of prompts to help adolescents through the activities and additional ideas that can be integrated into activities to continue the learning, competency building and interaction.



Energizer cards

Fun and energizing activities that build abilities in adolescents to be able to complete the activity guides, and that encourages them to relax and enjoy creative entertainment together or alone. The energizers can be done as warm-up or follow up to the Activity Guides, but also completely independently.






Inspiration cards

Fun, engaging and practical quick activities to keep adolescents inspired, motivated and interested.

Overview of the adapted Kit activities

The adapted Kit activities included in the Resource Package are outlined below with their title, phase and competencies. Each of the activities is intended for adolescents to participate for approximately 30 minutes. However, adolescents should feel free to participate for as little or as

much time as they wish. The adapted activities are designed to be ready-to-use in all contexts and offer options for facilitated and unfacilitated sessions (read more about this in the Facilitator Quick Guide).

Phase	Title	Competencies
Knowing Ourselves 	Silence and Sounds	Communication & expression Coping with stress & managing emotions
	Ourselves on the inside and outside	Communication & expression Identity & self-esteem Creativity & innovation
	I am, I have, I can	Identity & self-esteem Hope for the future & goal setting
	What we do	Identity & self-esteem Hope for the future & goal setting
	Animal, Insect, Bird stories	Communication & expression Empathy & respect
	Relationship Map	Identity & self-esteem Problem solving & managing conflict
	Create an emotion story	Communication & expression Creativity & Innovation
Connecting with Others 	Our environment	Communication & expression Identity & self-esteem Empathy & respect
	Practicing Interviewing Skills	Communication & expression Empathy & respect
	Gathering stories	Communication & expression Identity & self-esteem Empathy & respect
	Humans of our Household	Empathy & respect
Taking Action 	Household, Friend and Community dialogue	Communication & expression Problem solving & managing conflict Empathy & respect

Overview of competencies



Communication and expression

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



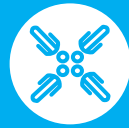
Identity and self-esteem

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



Leadership and influence

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



Problem-solving and managing conflict

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



Coping with stress and managing emotions

Learning ways to manage their emotions and cope with stress can help adolescents to improve their well-being and to deal with difficult circumstances.



Cooperation and teamwork

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



Empathy and respect

As adolescents develop empathy and respect, they become more able to build relationships with different types of people, respond positively to others and promote peace.



Hope for the future and goal-setting

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



Critical thinking and decision-making

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



Creativity and innovation

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

For Programme Coordinators

Programme Coordinators are UNICEF and implementing partners' staff who manage the programmes and work with local facilitators who will conduct the activities from the Adapted Resource Package. The Adapted Activity Guides will always need to be contextualized to the local realities, and the adolescents who live in those situations. This will be the job of the Programme Coordinator in close

collaboration with the facilitators. It is important to always keep in mind the reality and feasibility of the most marginalized and vulnerable adolescents, including refugees, migrant populations, internally displaced, and those residing in remote communities, and their ability to engage with the Kit activities. Please read the tips for contextualization below and apply them to your context.

Tips for Programme Coordinators to contextualize the Adapted Resource Package:

- Adapt the introduction in the adolescent activity guides to be catchy and interesting to adolescents in your context.
- If you feel that examples are needed for the step-by-step guide, please develop them so your facilitators can share them if needed.
- If you know that the adolescents will be left completely alone to do the activity without parental and facilitator support/guidance, then consider taking the prompt questions from the section 'If they need more encouragement or inspiration, ask' in the Guide for Parents/Caregivers and include these questions in the Activity Guide that the adolescents will use to guide them through the activity.
- Create templates for standard messages that facilitators can use to communicate with the adolescents (to ensure UNICEF approved and appropriate language).
- If there are terms that you think needs to be changed to better fit your context (e.g. changing adolescent to child), then feel free to do so.



Facilitators Quick Guide



This guide is for facilitators who are leading activities with and for adolescents in social distancing situations and contexts that prohibit/make it difficult for adolescents from physically convening in groups. You are a “**facilitator**” if you are someone who is communicating directly with adolescents and their families, to share information with them about the activities, and how they can participate.

What to know

The **Adapted Kit Activities** can be conducted remotely, are designed for adolescents living through social distancing situations, such as the measures currently being taken in response to the COVID-19 outbreak. They are designed for adolescents who for health and safety reasons, must spend most of their time confined to their households, and therefore cannot interact directly with a facilitator or a group of peers in a program outside their homes.

These activities are not solutions to adolescents’ problems, nor are they designed for “perfect” conditions. Most adolescents learn and grow best in settings in which they can interact face to face with peers and facilitators – not in isolation. However, these activities can be *helpful* for adolescents, contributing to their social and emotional wellbeing, and supporting them in learning essential skills and attitudes that will help them in any circumstances.

The activities are especially designed for the following purposes:

- To give adolescents a chance to **have fun and take a break** from stress and boredom. We want to stress that these activities are meant to be FUN!
- To help adolescents to **feel connected with others**. This includes giving them a chance to communicate, through your program, with people they cannot see or interact with in person – including their peers, and you. It can also include helping them to build and strengthen positive relationships with their caregivers and others in their households while they are staying together under stressful circumstances.
- To support adolescents in practicing **competencies**. Each of these activities is designed to give adolescents a way to practice essential competencies that all people need to grow and develop to their full potential. These competencies are especially important for young people to cope with and manage stressful circumstances. Learn more about the ten competencies addressed in the Adolescent Kit to prepare to work with adolescents.



Build connections

- The Activity Guides are written for adolescents, with instructions for them to work on activities independently. The guides outline steps that adolescents can follow as they work on an activity. Each activity ends with adolescents completing a “creative work” – a drawing, a poem, a story, or something else they have written or made. Depending on your communication channel, you may ask them to share photos or copies of their creative work with each other, and with you. By doing so they can enjoy a feeling of creative accomplishment and interact and connect with their peers by engaging in a dialogue or discussion that you facilitate.
- Parents and caregivers can play an important role for adolescents, beginning by letting adolescents take the lead in how they participate in activities. This especially includes letting adolescents work on activities independently and with privacy if they prefer. For some adolescents, it may include working on an activity together with caregivers or others in their household or sharing and discussing their creative work once they are ready to do so. Each activity guide includes a guidance section especially for parents, with reminders and tips for how to support adolescents, and when to step back.
- Each activity guide also includes a guidance section for YOU, the facilitator. The facilitator guides for each activity provide suggestions for adaptations and changes you might make, depending on your context and circumstances, discussion questions, and other tips. Remember, to make these instructions your own, so you feel most comfortable in conducting these activities with your group.
- **Learn more about best practices for working with adolescents to support their learning, social and emotional wellbeing in times of crisis.** Read the [10 Key Approaches for working with and for adolescents](#) and find more ways to put the approaches into action through your program!

About your programme and role

As a facilitator using this guide, you may be communicating and working with adolescents and families through different channels, depending on your context. To support you in planning and adapting your program for these different possibilities, each facilitation guide includes suggestions for two categories of communication channels you may be using:

Online/mobile phone programmes

Programmes in which you are primarily communicating directly with adolescents and their families, and they can communicate directly with you and each other, using online or mobile apps.

Offline programmes

Programmes in which you primarily have “one-way” communication with adolescents such as through radio or TV announcements, or by disseminating information directly to them on printed cards (if it is possible to partner with food and other distribution activities).

Use and adapt the guidance to be suitable and feasible for the channel or combination of channels available to you. These may include one or a combination of the following:

- **Sending and receiving information directly to and from adolescents by mobile device,** using WhatsApp or another messaging app. This would usually involve forming separate WhatsApp/chat groups with adolescent participants and their caregivers, and writing and sending messages, activity guides, explanations and reminders, follow-up questions, and encouraging comments to those groups. It would also involve reviewing and selectively re-sharing responses from adolescents, including photos or videos of what they write and create through their drawings, and their questions and comments to each other, and to you.
- **Sharing information with adolescents and their families over the radio or on TV.** In this case you might be making announcements over the radio or on TV about the program, the scheduled times when it will be implemented, and its purpose; reading activity instructions for adolescents at scheduled session times; announcing explanations, reminders, and updates between sessions; and sharing examples of adolescent participants’ creative works, questions

and comments to each other if possible. If you will be communicating with adolescents primarily through over the radio, you should work with your programme coordinator to find ways for adolescent participants to share the creative works they make through activities directly with you (for example by calling your radio show), and to ask questions or give positive comments about each other's work, while the programme is underway.

- **Delivering information guides in hard copy directly to adolescents.** For example, you might be distributing activity guides on printed cards or flyers directly to adolescents and their families in their households or they might collect these activity cards or flyers at food or non-food item distribution sites.
- **Finding ways for adolescents to share and discuss their creative works with each other, and with others in their communities.**
 - ***If you are communicating "online" with adolescents by mobile phone,*** this may simply involve inviting them to share photographs with the group of what they have drawn, written or created, and responding to your questions.
 - ***If you are communicating "offline" with adolescents,*** work with your programme coordinator and organization to find other ways for adolescents to show and share what they have created. For example, they might drop off their works at the distribution site where they originally gathered activity guide flyers, or at another distribution site. You might organize a display at that site, collaborate with a local TV channel to showcase young people's work, and/or organize a community exhibition as part of a celebration when social distancing regulations are lifted. You can also ask the adolescents to keep their creations and display them once schools and community centers reopen to showcase what adolescents worked on during the crisis to keep learning and developing.

As a facilitator, you should work with your program coordinator to use the communication channel, or combination of channels, that will be most accessible to adolescent participants in your program. Your approach should always be designed to reach **especially** those adolescents who are most marginalized and hardest to reach.



Reach out
to all
adolescents

Remember that consistent and frequent communication can be especially helpful in humanitarian contexts. Especially in social distancing situations, adolescents and their parents and caregivers may feel forgetful, or confused or disoriented. Send them regular and friendly reminders of your program schedule, what they should expect, steps they can take, and any other information that will help them to participate.



Structure
and support

What kind of activities does this adapted resource package include?

This adapted resource package includes three types of activities. They are all designed for your use, as a facilitator, but their format is somewhat different. Read all the instructions and prepare to use and adapt them in different ways for adolescents in your context. The three types of activities include:

1. Activity Guides

With step-by-step guidance for adolescents to work on activities independently in their homes. These guides also include steps for you as facilitator, and for parents and caregivers to support their adolescents' participation.

2. Energizer Cards

Are for facilitators to use with groups of adolescents, and for adolescents to use at home by themselves/with members of their household. Adapt the instructions as you lead activities remotely with adolescents, whether you are communicating online or offline.

3. Inspiration Cards

With very simple instructions. Use these inspiration cards to inspire your own ideas for activities you can lead with adolescents. Or, distribute these cards directly to adolescents as flyers or images you send online, to give them additional fun and challenging activities they can try at home.

How will adolescents participate in the activities?

Adolescents will receive step-by-step instructions (called an activity guide) for activities they can work on independently. Each activity ends with adolescents completing a "creative work" – a drawing, a poem, a story, or something else they will write or make.

The adolescent will receive the activity guides by mobile phone, over the radio/TV, or on printed cards or flyers.

Program facilitators, using one of these channels, may be in touch with you and the adolescents to share instructions, and to support your participation. Facilitators may also invite adolescents to participate in a discussion with other friends and peers, sharing photos or copies of their creative work, responding to questions, and exchanging experiences.

How long do activities take?

Each of the activities is intended for adolescents to participate for approximately 30 minutes. However, adolescents should feel free to participate for as little or as much time as they wish. They may wish to:

→ Start an activity for a few minutes, then stop, and return to it later.

→ Continue to work on the activity for longer than 30 minutes, for example, continuing to add to or revise what they are writing or drawing.

→ Repeat the activity, for example, starting a new drawing or piece of writing.

What materials will adolescents need to participate in activities?

Most of the activities involve adolescents drawing or writing. In most cases adolescents will only need two things:

→ A pen, pencil or crayon.

→ A piece of paper. Paper may be unlined or lined. Paper approximately A-5 or larger will work best for most activities.

Adolescents may also be encouraged to use their creativity to find and use other inexpensive, available materials that you have in your household. For example, discarded newspapers, water bottles, plastic or cardboard containers. You and/or the adolescent will never be required to purchase or use expensive or specific materials.

Facilitation steps

Prepare your program and yourself to lead activities with adolescents

As you prepare your program, take the following steps:

→ **Understand the purpose of each activity and make that your focus.** You can play an important role in making programs helpful and effective for adolescents if you understand how each activity is designed to contribute to positive experiences and outcomes for adolescents.

→ **Read all the Adapted Activity Guides that can be conducted remotely (those that you will use or might use) before you start your program.** Make sure you understand the purpose and directions for each activity. Picture how each activity will work for adolescents in their current settings. Focus your thinking on how the activity is designed to help adolescents.

→ **Contextualize the activity guides, and your program and communication plans, so they will work well for you and for adolescents in your context.**

For example, you might want to change some activity guides or scripts, lead activities in a specific order, or add or change follow-up questions or instructions.



Improvise
and adapt

Prepare adolescents and their families to participate in activities.

As you prepare adolescents and their families to participate in your activities, take the following steps:

1. Identify and reach out to adolescents who can enjoy and benefit from your program. Find the best ways to communicate directly with them before, during and after your program.



Reach out
to all
adolescents

2. Announce your program of activities, using your communication channel(s). Deliver messages to adolescents, and to their caregivers. Your general announcements should include the following information and your activity guides also has this information:

→ A description of the program, and an explanation of how adolescents can participate. Be sure to remind adolescents that programs are free of charge, and that all are welcome!

→ A general description of what the activities involve, and how adolescents can work on them independently.

→ The schedule of activities, including when and how adolescents will receive guides for each activity, and the date by which they should complete each.

→ An explanation of the materials that adolescents will and will not need to participate in the activities:

- For several activities, adolescents will need a pen or pencil and a piece of paper to participate. These are the **only** materials that adolescents will need.
- If your program will be supplying pencils and paper to adolescents for their participation in these activities, inform them of how they can receive these supplies.

An explanation of how adolescents can communicate with you and with each other, to share their work and to participate in discussions, if this will be possible through your communication channels.

3. Make announcements especially for adolescents:

→ Encourage them to join and show enthusiasm!

→ Explain that activities are meant to be fun and helpful, giving them a break from stressful circumstances.

→ Remind them that they can participate in activities independently or with support from their families, depending on what they prefer.

4. Make announcements especially for caregivers and parents:

- Encourage them to support their adolescents in participating in activities, especially by giving them time and space to do so.
- Explain that they will receive guides for how to support adolescents in participating in activities. Encourage them to read and follow these guides.
- Remind them that activities are meant to be fun for adolescents, giving them a way to take a break while practicing helpful skills.
- Explain that they should encourage adolescents to participate, but not force them if they do not want to do so.
- Remind them that adolescents should work on the activities independently if they wish to do so. However, if adolescents want their support, the guides give them suggestions for what to do.



Challenge
and
encourage

Lead activities and have fun!

As you lead remote activities with adolescents, take these steps (in whatever order is logical in your program):

- Always deliver new activities to them according **to the schedule you have planned and announced.**
- While adolescents are working on an activity, **send encouraging messages** to remind them to participate, and to inform them when and how they should share their work.
- **Share examples of adolescents' creative works** with others if they give you permission, and if it is possible to do so. When you do so, share positive comments, and encourage others to share their work, too.
- **Send follow-up questions and messages to adolescent participants,** using and adapting the suggestions in the facilitator's guide for the activity.
- **Inform adolescents** of when they will receive guides to start the activity, and of any other upcoming event that may interest them.

- **Remind parents of how they can and should support adolescents.** Encourage them to read and follow the parents' guide for each activity. Remind parents of the importance of supporting adolescents if they want support and stepping back if they want to work on activities independently.

Congratulate yourselves, and close your program

As you prepare for your program to end, continue to communicate clearly, frequently, and positively with adolescents about the final steps:

1. **Inform them of which activity will be the final one.** This helps them to avoid confusion and disappointment if they are expecting more activities.
2. **Organize a remote celebration of the end of activities,** with a plan that is feasible in your context. For example:
 - Hold a "gallery presentation," sharing examples of creative works adolescents have made throughout, by sending images in the chat group, or by creating and distributing a flyer.
 - Invite adolescents to share final comments about what they have learned and experienced and sending messages of congratulations to each other.
3. **Congratulate and thank adolescents and their caregivers!** Comment on their accomplishments. Acknowledge that they have achieved and contributed something positive under challenging circumstances! Inform them of where and how they can engage in more learning and expression activities.



Parents and Caregivers Quick Guide



This guide is for parents and caregivers of adolescents ages 10-19 who are living in a context where adolescents are unable to gathering due to e.g. safety concerns, social norms, disease outbreaks requiring social distancing, etc. If you are an adult living in a household where an adolescent boy or girl is staying and have some or all responsibility for their safety and wellbeing, you are a “caregiver.”

This guide gives you suggestions for how you can support “your adolescent” – your son or daughter, or the adolescent staying with you – in participating in the Adapted Kit Activities that can be conducted remotely. These are developed by UNICEF and its partners. Read this guide to understand how the activities are designed to be helpful, and

what you can do to make sure that your adolescent can enjoy and benefit from them. Using the suggestions in this guide may also help you to communicate and strengthen your relationship with your adolescent, even during challenging times.

How are the activities meant to be helpful for adolescents?

The **Adapted Kit Activities** can be conducted remotely and are designed for adolescents who, for health and safety reasons, must spend most of their time confined to their households, and therefore cannot interact directly with a facilitator or a group of peers in a program outside their homes.

The activities are meant to be helpful for adolescents in three ways:

1. To create space for adolescents to have fun

The most important purpose of these activities is to give them a chance **to have fun and cope during the challenging times**. Always keep this in mind! If your adolescent looks forward to the activities, enjoys them, or finds them interesting and engaging, they are getting the most important benefit from their participation. If they feel frustrated or confused or feel that participating is a burden or a chore, these feelings will interfere with the emotional and learning benefits they might otherwise experience.

2. To build adolescents’ healthy connections, with themselves and others

The activities are also designed to help adolescents to **feel connected with themselves, and others, including**

their families. The activities are especially intended to help adolescents recognize and understand their own identities, building their sense of self-worth and capability during a difficult time.

Knowing that they participate in the activities at the same time as adolescents in other households, and perhaps sharing their creative works, questions and comments with their facilitator, can help them to feel connected with peers even when they cannot see each other in person.

If they wish to do so, sharing their creative works, or even participating in activities with you and others in your household, can help you to build and strengthen positive relationships with each other while you are staying together under challenging circumstances.

Build connections

3. To support adolescents in practicing competencies

Each of the activities is designed to give adolescents a way to practice essential competencies to grow and develop to their full potential. These competencies are especially important for young people to cope with and manage stressful and challenging circumstances. *Find the 10 competencies in the Introduction Guide to the Adolescent Kit and read them to prepare working with your adolescent.*

Adolescents learn and grow best in settings in which they can interact face to face with peers and facilitators – not in isolation. However, the Adolescent Kit Activities can still be *helpful* for your adolescent, contributing to their social and emotional wellbeing, and supporting them in learning essential skills and attitudes that will help them in any circumstances.

How will adolescents participate in the activities?

Adolescents will receive step-by-step instructions (called an activity guide) for activities they can work on independently. Each activity ends with adolescents completing a “creative work” – a drawing, a poem, a story, or something else they will write or make.

The adolescent will receive the activity guides by mobile phone, over the radio/TV, or on printed cards or flyers.

Program facilitators, using one of these channels, may be in touch with you and the adolescents to share instructions, and to support your participation. Facilitators may also invite adolescents to participate in a discussion with other friends and peers, sharing photos or copies of their creative work, responding to questions, and exchanging experiences.

How long do activities take?

Each of the activities is intended for adolescents to participate for approximately 30 minutes. However, adolescents should feel free to participate for as little or as much time as they wish. They may wish to:

→ Start an activity for a few minutes, then stop, and return to it later.

→ Continue to work on the activity for longer than 30 minutes, for example, continuing to add to or revise what they are writing or drawing.

→ Repeat the activity, for example, starting a new drawing or piece of writing.

What materials will adolescents need to participate in activities?

Most of the activities involve adolescents drawing or writing. In most cases adolescents will only need two things:

→ A pen, pencil or crayon.

→ A piece of paper. Paper may be unlined or lined. Paper approximately A-5 or larger will work best for most activities.

Adolescents may also be encouraged to use their creativity to find and use other inexpensive, available materials that you have in your household. For example, discarded newspapers, water bottles, plastic or cardboard containers. You and/or the adolescent will never be required to purchase or use expensive or specific materials.

How can you support your adolescent before, during and after the activities?

The activities are designed for adolescents to work independently, without requiring support from an adult. Adolescents may prefer to work on activities alone, enjoying a moment of quiet and a break from other responsibilities or distractions. However, some adolescents may also enjoy receiving direct encouragement or help from caregivers. Some may even enjoy working on the activities together with caregivers, and with other members of your household. They may also wish to share what they create or discuss what they learned and experienced.

Ask adolescents their preferences, and follow their lead

Ask adolescents

Should you step back and let your adolescent work on these activities independently? Or, should you step forward, to give suggestions, ask about their creative works and experiences, or even participate with them? There is a simple way to learn the answer to this question: **Ask your adolescent.**

Adolescents are “experts” in their own wishes and needs, and in how they can best enjoy and benefit from an activity. Ask your adolescent the following questions before, during and after they work on the activities:

- *Do you want to me to read the instructions with you and explain them to you?*
- *Do you want to work on the activity by yourself, or do you want to work on it together with me, or with others in our household?*
- *Where and when would you like to work on the activity?*
- *What materials do you need for this activity? Are there other materials you might like to try to use with for this activity? Can I help you to find them?*
- *Do you understand what to do? Would it help if I look at the directions with you and try to explain anything you didn't understand?*
- *Do you want to share what you wrote, drew or created?*
- *Do you want to talk with me about what you wrote, drew or created, and what you learned and experienced in this activity?*
- *Do you want to try the activity again?*

Once you have asked your adolescent any of these questions, accept their answers, and follow their lead. Never push your adolescent to give a different answer to your questions.

Let adolescents lead

Find time, space and materials for your adolescent's activities

Depending on your adolescent's preferences for how they will participate in activities, support them by taking the following steps:

- Arrange for a time when they can work on the activity for at least 30 minutes, taking a break from other responsibilities and chores.
- Help them to find a space in your household where they can draw or write comfortably (for example, against a table, desk or floor).
- If they prefer to work on the activity alone, ask others in your household to give them space and privacy to work on their activity, avoiding distracting, interrupting or observing what they are doing.
- If they prefer to work on the activity together with you or others, set aside a time and place when you will do so.
- Arrange additional time and space if they wish to repeat the activity or continue to work on their writing or drawing.
- Help them to find materials they need or want for the activity.
- Arrange a place where they can keep their creative works safely and without others seeing them, unless or until they wish to share them.
- Show or display your adolescent's creative works if they wish for you to do so. For example, you might post their drawing or writing on a wall in your household.

Encourage connection

Support your adolescent in connecting with facilitators and peers outside your household, and in building stronger relationships with others in your household, and you. Take the following steps:

- Learn when and how adolescents can share their creative works and participate in a discussion with their facilitator, and other adolescents. Encourage them to do so when the time comes.
- Invite your adolescent to share their creative work with you and others in your household if they wish to do so. Arrange a time when they can explain their activity, and when they, you and others in your household can all discuss what they have created experienced and learned. Make them feel encouraged and proud of their work!
- If your adolescent would like for you to do so, try the activity yourself, and/or invite other members of your household to participate, too. As one possibility for how you might work together, your adolescent might lead the activity as your facilitator.
- Hold a discussion about their experience and creative work (and your own, if you tried the activity, too!) Use your conversation to learn more about each other. Some questions you might discuss are:
 - What is something new you/we learned or realized about yourself through this activity?
 - What is something new you/we tried or experienced by doing this activity? How did you/we enjoy it?
 - Is there anything new you would like for me to see or learn about you, from your/our creative work or your experience in this activity?
 - From your/our creative work or experience in this activity, can we find new similarities or important differences between ourselves?

Be positive!

Your most important role is to make participating in activities a **positive** experience for your adolescent. Remember that above all, their activities should be a chance to have fun and cope during challenging times. Use and adapt any of the steps above to help your adolescent to enjoy and feel relaxed as they participate in the activity.

- Understand that there is never a “right” or “wrong” way to participate in an activity. Encourage your adolescent to work on the activity in whatever way they find enjoyable and fun. Remind them that they can adapt or repeat an activity in any way they wish.
- If your adolescent wishes to share or discuss their creative work or experience, respond supportively, with encouragement and interest. **Never correct, criticize, or tease them about what they have written or drawn, or what they share about their experience.**
- Have fun yourself! Show enthusiasm and interest, whether you are encouraging your adolescent to try an activity, or participating, yourself. Enjoy supporting your adolescent as they try something new and may surprise you with their creativity!



Frequently Asked Questions (FAQ)



In this list, you can find Frequently Asked Questions (FAQ) and answers about the **Adolescent Kit for Expression and Innovation: Adapted Resource Package for COVID-19**. We also recommend that you read the [Adolescent Kit for Expression and Innovation FAQ](#) which addresses many of the questions that are frequently asked about both versions of the Adolescent Kit (which are complementary to each other).

Where can I find the Adolescent Kit for Expression and Innovation, and the Adapted Resource Package for COVID-19?

You can learn more about the **Adolescent Kit for Expression and Innovation**, and download all electronic guidance, tools and activities on the website, www.adolescentkit.org. Resources are available to the general public, including UNICEF staff and anyone else. We encourage anyone interested to browse the site, download resource of interest, and learn more!

All materials for the **Adapted Resource Package for COVID-19** are available at <https://www.corecommitments.unicef.org/adap>.

UNICEF staff with also access the two versions of the Adolescent Kit on the internal Sharepoint: <https://unicef.sharepoint.com/teams/PD-AdolToolkit>

In what languages are the Adolescent Kit for Expression and Innovation, and the Adapted Resource Package for COVID-19 available?

The **Adolescent Kit for Expression and Innovation** is available in English and Arabic, with all materials in both languages available for download on the [Adolescent Kit website](#). Those resources are also currently being translated into French and Spanish and will be made available in July 2020. Selected materials have been translated into Tajik, Bahasa Indonesian, Burmese.

All resources in the **Adolescent Kit for Expression and Innovation** are also available as InDesign files, to make it as feasible and convenient as possible to translate materials

into local languages while preserving design features that make resources engaging and user-friendly. To learn more about languages and translations for guidance, tools and activities for the **Adolescent Kit for Expression and Innovation**, please see the [Adolescent Kit for Expression and Innovation FAQ](#).

The **Adapted Resource Package for COVID-19** is currently available in English on <https://www.corecommitments.unicef.org/adap>. Bahasa Indonesian, Tajik, Spanish and Arabic will be available in early July 2020 and can be accessed [here](#) (UNICEF access only) and from August 2020 on www.adolescentkit.org.

Plans for Portuguese and French translations are being explored. To make it as feasible and convenient to translate materials into local languages while preserving design features that make resources engaging and user-friendly, the Word, InDesign and PDF versions of all of the materials in the package are available [here](#) (UNICEF access only).

To request materials or if you are preparing to translate kit resources into another language, please contact us at adolescentkit@unicef.org.

Does the kit include information about COVID-19 and health and safety, and/or for how to cope with specific impact of COVID such as recovering from illness, caring for an ill family member, or mourning?

This package does **not** include information about COVID-19 for adolescents, nor does it include activities designed to support adolescents with coping with specific health effects of the COVID-19 crisis.

The activities and approaches offered in this package are designed to give adolescents a chance to have fun and take a break from stress while learning and practicing competencies (skills and attitudes) that are fundamental to their wellbeing, learning and healthy development. The Introduction package includes an outline of the competencies addressed by this package.

However, programme designers may integrate the activities offered in this package with information, guidance and supportive activities for these issues related to COVID-19 in their contexts. We encourage that such approaches and materials be developed or adapted at the country level so they will be relevant and accurate for adolescents' specific circumstances and needs.

Does this package include approaches and activities to support adolescents in taking action to respond to the COVID-19 crisis, contribute to supportive health or other services, or to support their communities in other ways?

We are very interested in exploring innovative ways to support adolescents in taking action to contribute to positive changes in their communities, including response to the COVID-19 crisis, while they also stay safe by adhering to stay-at-home orders and social distancing guidelines in their contexts.

Most of the activities in this package are designed to support adolescents in taking a break from stress, developing valuable competencies, and strengthening relationships with others in their families and households. By supporting adolescents in building these healthy skills and attitudes, and these elements of emotional and social wellbeing, this package supports adolescents' readiness to take action when and as it becomes safe for them to do so.

One activity in this package is specifically designed for adolescents to take action by facilitating a dialogue with household members, friends and/or community members. Dialogue is a big part of meaningful and active participation, and by developing this skill adolescents' ability to use their right of using their voice is strengthened. This activity can also be adapted for adolescents to lead intergenerational dialogues with a wider range of community members in circumstances in which it is feasible and safe.

UNICEF-Country Offices using the Adapted Kit for COVID-19 and other programme resources are taking innovative approaches to involve adolescents in taking action while remaining safe during this crisis. Learn more about the approaches from [the webinars](#). If you are engaging

adolescents in taking action during the COVID-19 response, please share examples and experiences with us so we can learn from you (adolescentkit@unicef.org)!

Does the Adapted Resource Package for COVID-19 include M&E tools or guidance? What M&E tools and practices should we use to monitor and measure the impact of programmes using the Kit?

The **Adapted Resource Package for COVID-19** does not include M&E tools or guidance, primarily because these tools should be developed to align with the targets, indicators, outputs and outcomes of country-level programmes in which these resources may be adapted and used. We recommend that programme staff using this Adapted Kit should collaborate with their M&E teams to develop appropriate tools to monitor and evaluate the reach and impact of programmes using these activities and approaches.

The original **Adolescent Kit for Expression and Innovation** includes some tools that may be adapted for use with the **Adapted Resource Package for COVID-19**. The [Programme Coordinator's Guide](#) includes tools to monitor adolescents' enrolment and attendance in activities, and to engage them in assessing whether programmes have addressed their priorities and goals.

UNICEF-Country Offices using the **Adolescent Kit for Expression and Innovation**, and/or the **Adapted Resource Package for COVID-19** and other programme resources have created M&E tools that may be adapted and contextualized in other contexts. If you have developed effective M&E tools for use with any of the Adolescent Kit resources in your programmes, please share experiences and examples with us so we can learn from you (adolescentkit@unicef.org)!

What communication channels should we use in our context to share activities and guidance with adolescents and their families? How can we reach adolescents that do not have access to phones or other digital platforms?

The activities and approaches in the **Adapted Resource Package for COVID-19** can be shared with adolescents and their families who are under stay-at-home orders through many different types of communication channels. Here are our suggestions for three such types:

- **By internet, smart phone or other mobile devices.** For a programme for adolescents and parents/caregivers who have access to the internet, smartphones or mobile devices, activity guides can be shared directly by facilitators using internet and messaging apps such as WhatsApp. The [12 Adapted Activity Guides](#) include PDF files formatted for distribution by messaging apps on mobile phones.
- **By radio or TV.** In contexts in which adolescents and parents/caregivers have and use radios or TVs for information and entertainment, facilitators may present and explain the activities through radio spots and/or TV programmes.
- **Distributed as cards (in hard copy).** Activity guides, Energizers and Inspiration Cards can be printed and distributed directly to adolescents and parents/caregivers who do not have or use mobile phones, radios or TVs. For example, cards could be provided with distribution of food or NFI packages. The Adapted Resource Package includes PDF files formatted for printable cards.

Each of the three communication channels described above have been used by the five Country Offices that piloted and tested the package. To learn more about their experiences, we recommend that you review [the Launch Webinars from June 3](#).

Further guidance and suggestions for how to utilize this package through different communication channels is included in the [Adapted Resource Package Introduction](#).

What materials do adolescents need to participate in these activities? Do we need to distribute supplies to adolescents and their families for a programme using this package? Do we need to procure the Adolescent Kit's Supply Kit?

To participate in the activities in this Kit, adolescents will only need very simple, inexpensive materials, which many may already have at home.

Most activities in this package involve adolescents using a pen or pencil and a few pieces of paper. If the adolescents that you aim to reach through your programme are not likely to have these at home, you may wish to procure and distribute those materials directly to them.

Although the **Adolescent Kit for Expression and Innovation Supply Kit** is not necessary for use with this **Adapted Resource**

Package for COVID-19, you may find the [Supply Guide](#) to be a useful resource for preparing for your post-COVID programming needs. That Supply Guide can also help you to consider whether you may wish to procure Supply Kits for future use.

Are parents supposed to lead the activities in the Adapted Resource Package for COVID-19 Response with their adolescents?

These activities are designed for adolescents to be able to read or listen to the step-by-step guide, and then follow it independently, flexibly and creatively. In some cases, the activities involve their interaction with others in their households, for example, by interviewing a family member to "gather" a story.

- Parents and caregivers can however play a key role in making these activities engaging and rewarding for adolescents in a few key ways:
- They can create time and space in their households for adolescents to work on activities without distraction or interference from others.

They can offer support and explanation for the activity step-by-step guides, to work on activities in parallel with adolescents, while also respecting adolescents' wish to work independently if they prefer, and to participate in activities that the adolescents lead themselves, for example, in a family dialogue that the adolescent facilitates.

For many parents and caregivers, supporting their children in leading their own adolescent-centered activities may involve new ideas and new approaches. The Quick Guide for Parents & Caregivers in the [Adapted Resource Package Introduction](#) provides more information to support them in this role, and each of the [12 Activity Guides](#) is accompanied by a specific Parents/Caregivers guide.

How can we use the Kit in contexts in which adolescents and their parents are not literate?

For contexts in which both adolescents and parents have low literacy a few approaches may make activities feasible and engaging. A few strategies that may work are as follows:

- Use communication channels that do not involve reading, such as voice messages/recordings, radio or TV, to share activity instructions and guidance with adolescents and their families.

→ Choose and adapt activity guides that could be carried out with alternatives to reading and writing. For example, adolescents may be able to illustrate their ideas using drawings rather than writing. As adolescents create or “gather” stories, they may present their stories through spoken word performances, instead of writing them down.

Programme staff and partners should use their expertise in developing programme approaches that work effectively with these communities. If you have used innovative practices to reach and engage adolescents with low literacy using any of the Adolescent Kit resources in your programmes, please share experiences and examples with us so we can learn from you (adolescentkit@unicef.org)!

Could/will the Adapted Resource Package For COVID-19 be designed and made available as an app?

Making this package available as an app is an exciting idea. ADAP-HQ is collaborating with the Office of Innovation to explore possibilities for digitizing the original and adapted Adolescent Kit for use globally, and to explore linkages between the learning, skills and competency building pathways between the Adolescent Kit and UPSHIFT. The goal is to take adolescents through a journey of identifying problems, co-creating solutions and learning skills.

This **Adapted Resource Package for COVID-19** is also designed for use with existing apps, such as WhatsApp, Learning Passport and Internet of Good Things. The PDF files for each of the [12 Activity Guides](#) include a “long” image that will appear well on a smart phone or other mobile device screen, allowing adolescents can scroll up and down to read activity steps and other guidance. You can see how UNICEF Jordan included the Adapted Kit in the Learning Passport [here](#).

Is there a recommended sequence for the activities in the Adapted Resource Package for COVID-19? How long should a programme using the Package last? Do we have to use all of the activities?

Programme Coordinators and Facilitators are encouraged to choose from the Adapted Activity Guides, Energizers and Inspiration Cards – 46 in total! – from the **Adapted Resource Package for COVID-19**, and create a sequence of activities that correspond with adolescents’ interests and situations, and will work best for their programme timelines and modalities. In some cases it may be sufficient to use only a

few activities, and in others, for example in more protracted emergencies, programmes may include several or even all activities.

The [12 Adapted Activity Guides](#) are presented in a sequence in the [Introduction Package](#) that will flow logically for adolescents in many contexts. So, Programme Coordinators may find it convenient and efficient to use those activities in the order in which they are presented.

The original **Adolescent Kit for Expression and Innovation** includes additional guidance and tools to support Programme Coordinators and Facilitators in creating sequences and modules for adolescents, using the 90 activities in the Kit as “building blocks.” See the [Facilitator’s Guide](#) for more suggestions and ideas that may be helpful, whether you are using the **Adolescent Kit for Expression and Innovation**, the **Adapted Resource Package for COVID-19**, or both.

What is the time frame for adolescents’ participation in and completion of the activities in the Adapted Resource Package for COVID-19?

Each individual activity in the **Adapted Resource Package for COVID-19** is designed to give adolescents the flexibility to work for as short or long a time as they feel interested and engaged. There is no fixed time parameter for each activity, but we estimate that most may take 30 min or so. More information about the time frame for the activities is included in the guides for each of them.

Both the **Adolescent Kit for Expression and Innovation** and the **Adapted Resource Package for COVID-19** are designed to be as flexible and sustainable as possible, to provide you with resources that enable you to continue a programme for as long as possible and needed for adolescents, or to transition as you (and they) move into a new phase of a crisis or situation. We do recommend that you review all of the Activity Guides, Energizers and Inspiration Cards in the package, and choose from and adapt those to create a sequence of activities that is appropriate for the situation in your context – including how long you anticipate the crisis to continue.

Should we adapt and contextualize the activities for use in our country?

All of these programme materials are likely to work best for adolescents in any context if they are adapted to programme modalities, and adolescents' needs, interests, situations and priorities. That being said they are designed from a point of departure of being universally applicable, so if you do not feel the need to adapt or contextualize them, that is completely ok!

We especially encourage you to consider the following adaptations:

- **Choose activities and approaches that will be most relevant, accessible and feasible for the adolescents in your context.** You do not need to use all of the materials, but rather, are encouraged to use specific material you select as "building blocks" for your programme.
- **Adapt activity guides, and guidance for facilitators and parents/caregivers, to be relevant, appropriate and accessible for adolescents and families in your context.** For example, you may find it helpful to modify activities, activity steps, instructions, words or examples before disseminating or using them.
- **Redesign materials to make them fun, engaging, understandable and accessible.** For example, the Colombia Country Office redesigned the adapted Activity Guides with their own colorful and culturally relevant illustrations.
- **Translate materials into local languages spoken and read by adolescents and their parents and caregivers in your context.** See the question "In what languages is this package available?" and answer, above.

For more suggestions and examples of how to contextualize the **Adapted Resource Package for COVID-19** Response for use in your programmes and countries, we recommend you review the [webinars from the launch of this package on June 3rd 2020](#), which offer examples of five UNICEF Country Programmes in which these resources are currently in use.

Is the Adapted Resource Package for COVID-19 and its activities suitable for any culture, or would it be necessary to adapt them to a particular context?

There are two answers to this question!

First, we did strive to develop activities that would be as applicable and relevant across cultures and contexts as possible. We made our best efforts to tap into practices that might be valued across many cultures, such as intergenerational storytelling, and conversely, we tried to avoid any issues or practices that might be culturally sensitive or inappropriate.

That said, we strongly recommend that you look into the package and its activities carefully to see if they need to be contextualized. You should start by reading the [Introduction package](#) to learn more about the Adapted Kit and our key recommendations for contextualization. Some Country Offices are implementing the activities with only slight contextualization, such as by changing a few words here and there to make them more interesting to the adolescents of that country. Other Country Offices are doing a lot of contextualization. It will vary depending on your context and the adolescents living there.

How should we select, engage and train Facilitators? What skills, abilities and training do Facilitators need to lead activities from this Kit?

The "Build your team" section, starting on page 76 of the [Programme Coordinator's guide](#) for the original Adolescent Kit offers guidance and tools for recruiting and training facilitators. Although that guidance is for recruiting and training facilitators for "in person" activities it should give some relevant guidance for use with the adapted package.

A facilitator who gives adolescents guidance and instructions for activities "remotely" by radio, TV, WhatsApp or as activity cards are distributed can be anyone whom your programme can train and support as they use those channels effectively, communicating with adolescent-friendly facilitation methods. Facilitators may include staff of implementing partners, youth volunteers, teachers, parent/caregivers, or adolescents themselves.

Facilitators leading activities for adolescents using guides from this package, and who have already been trained in safe, effective adolescent-centered methods should not need extensive additional training in order to use this package but will need practical support as they use your selected communication channel. Many Country Offices who

have used and tested this Adapted Package have found it feasible and effective to work with partners and facilitators with whom they are already collaborating in their education, psychosocial support and youth engagement programmes. UNICEF colleagues and partners in Country Offices especially recommend youth volunteers as great potential facilitators!

Is the Adapted Resource Package for COVID-19 and its activities accessible for adolescents with disabilities?

Yes! The **Adolescent Kit for Expression and Innovation** was designed with inclusive and accessible practices integrated across all guidance, and with the guidance and collaboration of UNICEF's global Disability team. All elements of both the **Adolescent Kit for Expression and Innovation** and the **Adapted Resource Package for COVID-19** are designed for inclusion and accessibility for adolescents with disabilities. Please see the [Disability Technical Note in the Foundation Guide](#) to learn more about how the entire Adolescent Kit was designed for inclusion and accessibility for adolescents with and without disabilities. Find more information on the FAQ page under the question, "[Is the kit inclusive for adolescents with disabilities?](#)"

Still, making all activities fully inclusive and accessible adolescents with disabilities in your context will also require review and adaptation at the country level. We recommend that you review all activities with consideration for the specific disabilities and abilities of adolescents you plan to reach, and further adapt them as necessary. We also encourage you to reach out to organizations working with persons with disabilities to see what efforts they have in place, how they can support, and to read, consider and adapt resources and your programme approach for adolescents with disabilities in your context.

We still have more to learn, with you and with adolescents (those with and without disabilities), so please share your thoughts and experience with us as you use and adapt the Kit to reach all adolescents equitably (adolescentkit@unicef.org).

Is the Adolescent Kit (original and adapted) relevant and feasible for adolescents in remote and hard-to-reach contexts (such as those in pastoralist and nomadic communities)?

The **Adolescent Kit for Expression and Innovation** was designed as a resource to support UNICEF and partners in reaching the hardest-to-reach adolescents. "Reach out to adolescents" and "Include all adolescents" are two of the [Ten Key Approaches](#) that are at the foundation of all guidance and tools in the Kit! Activities and approaches in both the **Adolescent Kit for Expression and Innovation** and the **Adapted Resource Package for COVID-19** are generally designed to be relevant and accessible for adolescents in nomadic and/or pastoralist communities - most can be done by a group of adolescents or by themselves in almost any setting, indoor or outdoor, and with few special resources and supplies. You may also be interested to review [the supply kit](#) which was especially designed to be lightweight and easy to carry so as to facilitate work with adolescents who are in geographically remote and hard-to-reach settings.

In any context, we recommend reviewing the activities and programme guidance and considering how they could be adapted to be work with and for adolescents in your context.

Are there linkages between the Adolescent Kit (original and adapted) and Innovation programmes and Generation Unlimited? Can either or both resources be used with Innovation programmes, such as UPSHIFT?

Yes! The Adolescent Kit has been used in and harmonized with Innovation programmes (such as UPSHIFT), as well as with Education and Child Protection. The Kit supports adolescents' development of skills for innovation and supports them in organizing to take action through a projects design approach (using several human-centered-design activities).

UNICEF Tajikistan has used the Adolescent Kit to develop a complementary/preparatory programme for adolescents who may apply for UPSHIFT. The **Adapted Resource Package for COVID-19** supports adolescents in practicing creativity and innovation as well as other skills that can prepare them for innovation programmes.

Regarding Generation Unlimited, the Adolescent Kit is available to Generation Unlimited partners to use. Generation Unlimited is prioritizing response to COVID-19 particularly through digital learning and the Adapted Kit can be integrated into digital learning and skills programmes.

Does the Adolescent Kit (original and adapted) uphold a human rights-based approach to programming, and/or include educational materials for adolescents to learn about child rights?

Yes! To learn more about the human-rights based approach that the **Adolescent Kit for Expression and Innovation** supports you may want to start with the [Foundation Guide](#), and especially the discussion of the Ten Key Approaches.

In general, the activities within the Adolescent Kit support adolescents' development of competencies (skills and attitudes), but the Kit does not include learning activities to develop their knowledge of specific topics or information, such as in regard to child rights or the CRC. The activities can easily be integrated with other learning activities, and many UNICEF Country Offices using the Kit have integrated lessons or activities about topics such as the CRC, health, hygiene, safety, protection, and other issues. As we developed the Kit, we quickly learned that learning activities about these topics should best be developed at the country level, so they emphasize information and issues that are most relevant in specific contexts.

Additionally, the Adolescent Kit supports adolescents in preparing to take action on issues that interest, concern and affect them. This may mean that they choose to advocate for issues related to their human rights as outlined in the CRC. It may also mean that they choose to advocate or act on other topics or issues that they identify as important, relevant or of interest.

Does the Adolescent Kit (original and adapted) include child safeguarding guidance for how facilitators and others can protect children's identities, privacy, etc. in relation to sharing stories, images, posts, audio/video recordings, communications, consent to share, etc.?

The Adolescent Kit includes a section on child safeguarding, which is also applied in the Adapted Resource Package's Facilitator Quick Guide. For more general guidance on how facilitators can uphold child protection practices you may look at the [Programme Coordinators' Guide](#) sections on **Build your team and Connect adolescents with support**.

Especially with respect to children's and families' privacy, security and consent with respect to sharing information on social or other media, we strongly encourage that Country Offices develop appropriate guidance and protocols for your contexts.

Does the Adolescent Kit (original and adapted) offer resources for girl-friendly and gender-equitable programmes?

Yes. To learn more about how the **Adolescent Kit for Expression and Innovation** supports programmes to reach girls and boys equitably, and to promote gender equity, please review the [Foundation Guide](#) for information that of course also applies to the Adapted Resource Package as well. You can find a short answer to this question in the [Building on Best Practice](#), and more information on the gender equity approach within the Kit on [page 41 of the Foundation Guide](#).

Can the Adolescent Kit (original and adapted) be used in programmes to contribute to social cohesion, peace-building, antidiscrimination, and/or to prevent violent extremism?

The activities in the **Adapted Resource Package for COVID-19**, as well as the original **Adolescent Kit for Expression and Innovation**, are designed for adolescents living in humanitarian and vulnerable development contexts. They are designed to support adolescents' development of competencies (skills and attitudes) for empathy, respect, identity, self-esteem, problem solving and collaboration, as well as others that are foundational to promoting social cohesion and peacebuilding and preventing violent extremism (as well as xenophobia and racism). If preventing violent extremism is the specific focus of your programme we would recommend you engage with partners with specific expertise in this field to support you in designing a comprehensive programme to address this issue, which requires specialized approaches. The Adolescent Kit can be used as a component in such programmes.

Our country is not currently under stay-at-home protocols to protect adolescents from COVID-19. Could we use this Adapted Resource Package for COVID-19 to reach the hardest-to-reach adolescents in our country, such as those living in remote settings or in areas with mobility restrictions?

Yes, you can use the Adapted Resource Package, but we strongly encourage that programmes be designed to **bring adolescents together, in person, in "adolescent circles,"** whenever they may do so safely and without risk of disease transmission or other safety risks.

Many adolescents who have participated in programmes using the **Adolescent Kit for Expression and Innovation** have shared that the opportunity to meet and collaborate with peers and engage in activities outside their homes was the most valuable, rewarding and helpful impact of their programme experience. Even and especially when working with and for hard-to-reach adolescents, we recommend that Programme Coordinators strive to provide adolescents this essential and valuable opportunity for learning and connection. We also see in-person activities as the time-tested, most conducive contexts for adolescents to strengthen their feelings of emotional and social wellbeing, practice essential skills for collaboration and communication, and take action in their communities.

In contexts requiring mobility restriction, such as COVID-19, we see remote, individual, self-administered activities as the best, and to our knowledge, only way for them to participate in activities safely. However, we have more to learn about these modalities, such as with respect to mental health risks associated with “screen time” and social media. Additionally, the “digital divide” can make it even more challenging to reach and include the most marginalized and vulnerable adolescents equitably through activities administered by mobile device or online platforms.

If you and adolescents in your context are not living under stay-at-home orders, we encourage you to explore the **Adolescent Kit for Expression and Innovation** to build a programme in your country! The **Adolescent Kit for Expression and Innovation** also includes specific strategies to reach and include the hardest-to-reach adolescents, and all activities are designed to be accessible and engaging for those in low-resource and remote settings.

We expect that stay-at-home orders in our context will end soon. Should we keep using the Adapted Resource Package for COVID-19 to create continuity for them?

We strongly encourage that Programme Coordinators provide continuous programming support for adolescents using whatever programme resources you find appropriate, relevant and effective. As you prepare with adolescents for a new phase of the emergency in your context, we also encourage you to review and consider using the original **Adolescent Kit for Expression and Innovation** - which provides a wealth of guidance and tools for use with the activities and approaches you have already been using through the Adapted Kit. Remember that they are complementary and would work well together.

What are some concrete suggestions to make the activities fun for the adolescents? It's always a challenge!

We agree that making activities fun for adolescents should be our first priority! After all – if activities are not fun, they will just add to adolescents’ boredom and stress – and if adolescents don’t enjoy the activities, they might not do them at all.

To the extent possible we tried to design activities in ways that would be fun for adolescents. We also emphasize that adolescents should have flexibility to be creative in how they work on any or all activities, so they don’t feel burdensome or restrictive.

So far, we are encouraged by the feedback we’ve received from adolescents in Colombia who reported finding the activities fun, rewarding and helpful. We also encourage you and your partners and facilitators to choose and adapt activities in any way that you think might make them more fun for adolescents in your context.

Please share any feedback or strategies from your experience with us (adolescentkit@unicef.org)!