



# Animal, Insect, Bird Stories



## What is the purpose of this activity?



How would your world look different to an animal, a bird or an insect?  
What would they see that you don't see?

In this activity, you will practice creativity and looking at life from the perspective of others by imagining a story from the perspective of an animal, bird or insect. You will practice your skills for communication, expression, creativity and innovation.

## What will you need?



A place where you can sit comfortably and draw or write, and a table or flat surface to draw or write against.



A piece of paper and a pen or pencil.



## Step by step



**Start by sitting somewhere where you are comfortable and have a clean, flat surface to draw against. Have your paper and pen or pencil ready.**

### Note!

In this activity you will be asked to imagine that there are different animals in your household. This is just for fun and to spark your creativity and you are welcome to imagine any kind of animal you want.



**Start by closing your eyes and remembering something that you have done today.** It can be a regular thing, like washing your face, or something different or unusual. You don't have to write or draw anything yet, just try to remember what happened.



**Now imagine there was a bird above you at that moment, looking down from above at you and anyone else who was there.**

What would the bird see or hear? What would you, and your household look like from above? What would the bird think was happening? How would the bird feel?

Write the story of what happened as if you were the bird. You can start with the words, "As I flew around the room, I looked down from the ceiling and saw..." Continue the bird's story for as long as you wish.





**Now imagine there was a small insect below you, walking on the floor at that same moment.** What would the insect see or hear? What would you, and your household look like from the floor? What would the insect think was happening? How would the insect feel?

Write the story of what happened as if you were the insect. You can start with the words, "As I crawled around the floor, I looked up and saw..." Continue the insect's story for as long as you wish.



**Now imagine there was an animal that was seeing the room from almost the same level as you.** For example, it could be a cat, a dog or another animal that was sitting and watching from a window. What would the animal see or hear? What would you, and your household look like from the animal's perspective? What would the animal think was happening? How would the animal feel?

Write the story of what happened as if you were the animal. You can start with the words, "As I sat outside the window looking into the room, I saw..." Continue the animal's story for as long as you wish.



## Create more

- Keep adding to your stories for as long as you want, adding other things that the bird, insect and animal might see if they continued to observe your household at that moment.
- Create an imaginary story where the bird, insect and animal meet and talk with each other, or with you. What would happen next? What would they talk about? How would their feelings influence what they might talk about?
- Create an audio recording or a video, reading and retelling your three stories in the voices of the bird, insect and animal. You can also tell the stories to your people from your household instead of recording it.
- Draw three pictures, each showing what the moment would look like from the perspectives of the bird flying above, the insect on the floor, and the animal at the window.



## Share

### → Online:

Send a photo of your drawing, the recording of your stories, or anything else you created with the chat group. Keep an eye out for your friends' and peers' stories, and anything else they created!

Look for more messages from the chat group to see what your friends and peers ask and say about the activity. Participate in the chat!

### → Everyone (Online and Offline):

Keep your stories somewhere where you can read it again if you want, for example in a notebook or on the wall.

You can share your story with other people in your household. Invite them to read it or read it aloud in a small performance. Explain your story or drawing to them, invite them to tell you what they learn about your days as they listen, or ask you questions. Do not feel that you must share if you don't want to.

Invite your household to write about what they do every day from an animal's perspective.



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What would the bird see or hear? What would you, and your household look like from above? What would the bird think was happening? How would the bird feel?

Write the story of what happened as if you were the bird. You can start with the words, "As I flew around the room, I looked down from the ceiling and saw..." Continue the bird's story for as long as you wish.



**Now imagine there was a small insect below you, walking on the floor at that same moment.** What would the insect see or hear? What would you, and your household look like from the floor? What would the insect think was happening? How would the insect feel?

Write the story of what happened as if you were the insect. You can start with the words, "As I crawled around the floor, I looked up and saw..." Continue the insect's story for as long as you wish.



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- Keep adding to your stories for as long as you want, adding other things that the bird, insect and animal might see if they continued to observe your household at that moment.
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Invite your household to write about what they do every day from an animal's perspective.





# Guide for parents and caregivers

## 1

### Before your adolescent starts this activity

- Read the activity guide for Silence and Sounds so you understand the steps and what your adolescent will do.
- Help your adolescent to find a quiet place where they can lie down comfortably without interruption.
- Ask other members of your household to give your adolescent space, and time to participate in the activity without interruption.
- **Ask your adolescent how they would like to work on this activity:**
  - *Would you like it if I, or someone else in our household reads the instructions to you as you lie quietly and participate in the activity?*
  - *Would you like to try this activity alone, or would you prefer to try it together with me or other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way. However, you may wish to offer them more encouragement and/or to remain available to support them if you think that will be helpful.

## 2

### While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity on their own in a quiet space, or participate with other family members.
- If they are confused about how to do the activity:**
- Read the activity guide and try to explain it to them in your own words.
  - Encourage them to try the activity again, or as many times as they wish.
  - Remind them that there is not a “right” or “wrong” way to do the activity. The purpose of the activity is to help them to relax and experiment with hearing the sounds around them in a new way.

- Suggest examples of sounds they might hear. Remind them that they should only write down sounds they actually hear – and that they may hear sounds you did not suggest or expect!

**If they need more encouragement or inspiration, ask:**

- *What sounds did you hear, besides the loudest and most obvious sounds?*
- *Did you hear any sounds that you didn't expect to hear, or didn't realize you would be able to hear?*
- *Did you hear sounds coming from inside or outside our household, or both?*
- *Did you notice a pattern to any of the sounds you heard?*
- *Do you want to try again, at a different time, or in a different place?*
- *What can I do to make this activity work better for you if you try it again?*

## 3

### After your adolescent is done with the activity

- Ask your adolescent to share what they created with you. If they do, share encouraging words about what they created. Do not force them to share it if they do not wish to do so.
- Invite them to tell you more about what they did or did not enjoy, learn, find interesting or find challenging about the activity. Accept what they say, and do not try to convince them to change their opinions.
- If you or other people in your household participated in the activity, share what you heard and created, and discuss your own experiences.
- If they are participating through an online/mobile phone facilitated group: Remind and encourage them to share what they have created with the facilitator, following the instructions from the facilitator. However, do not force them to share if they do not wish to do so.
- If they are participating through an online facilitated group: Encourage them to participate in the discussion that follows with the facilitator and other adolescents.



# Facilitator guide

## Activity Purpose

In this activity, adolescents practice creativity and looking at life from the perspective of others by inventing a story from the perspective of an animal, bird or insect. They practice competencies for empathy and respect; and communication and expression. As with all the others, the main purpose of this activity is to have fun and take a break from stress!

### 1

#### Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Repeat this guidance the day before adolescents begin the activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to imagine their everyday surroundings from different perspectives, by imagining how things might look from the point of view of a bird, an insect, or an animal. If this idea might be gross, frightening or uncomfortable for adolescents in your context, suggest specific animals that they might find friendly and fun to imagine. For example, in step 2, instead of a bird they might imagine a story from the point of view of a butterfly.
- Remind parents that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to write against, but they will not need any fancy or special materials to participate in the activity.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

### 2

#### When you share the activity guide:

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.

### 3

#### After the activity:

- Remind adolescents to share a photo of their story, and any other stories or drawings they created. Explain how they can share these with you.
- As some adolescents begin to share their stories, send encouraging reminders to others to do the same.
- Share examples of the first stories you receive with positive comments, as encouragement for other adolescents to share their stories, too.
- Invite adolescents to respond to the following questions, one at a time.
  - ➔ *What did you think about, or see in a new way, as you imagined what a bird, insect or animal would have seen in your household at that moment?*
  - ➔ *Did you share your map with anyone else in your household? Did you think about anything new or differently as you read their stories? Tell us more!*
  - ➔ *What is another adolescent's story or drawing that you enjoyed? Tell the person who made it what you liked about what they shared!*
  - ➔ *Get creative! What could you do next with your story? Share your drawings, audio recordings, or videos!*

Allow some time (possibly a day or so) between each question so the adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.