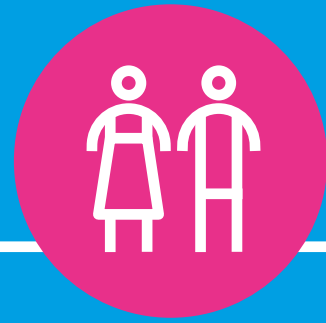




I am, I have, I can



What is the purpose of this activity?



What are the resources and strengths that you already have, and can use to pursue your goals?

In this activity, you will explore your own identity and express your strengths by drawing creatively, recognizing resources and abilities that you may not notice every day.

What will you need?



A place where you can sit comfortably and draw, and a table or hard, flat surface to put the paper on.



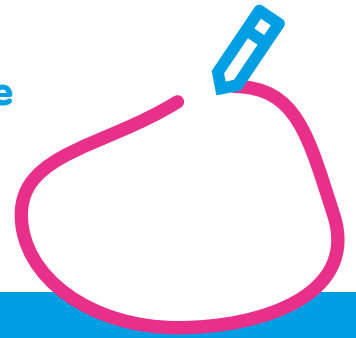
A piece of paper and a pen or pencil.



Step by step



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



Turn your paper to “landscape” direction, so the long side is the top and the bottom. Draw a very large circle in the center of your paper. Your circle should be so big that the edges of it are near to or touch the long edge of your paper. (Do not worry if your circle is not perfectly round!).



Inside your circle, write **“I am...”** Write in small letters, so you still have room to write and draw other things inside the circle.

What are the different ways you could finish a sentence that begins with the words, **“I am...”**? You might think of who you are to other people in your life, or other words that describe who you are.

Draw images that show who you are, **inside** the circle. Try to use drawings instead of words!





On the left side of your paper, outside the circle, write, **“I have...”** Leave space to write and draw other things.

What are the different ways you could finish a sentence that begins with the words, **“I have...”**? You might think of things you own, but you can also think of your abilities and your relationships with others.

Draw images that show what you have, outside the circle on the left side of your paper. Try to use drawings instead of words!



On the right side of your paper, also outside the circle, write **“I can...”** Leave space to write and draw other things.

What are the different ways you could finish a sentence that begins with the words, **“I can...”**? You might think of your skills, and also things that you can do.

Draw images that show what you have, outside the circle on the right side of your paper. Try to use drawings instead of words!



Add to your drawing if you wish. You can decide for yourself when you have completed it.



Create more

- **Keep adding more drawings and words.**
You can also cut and paste images from newspapers and magazines.



Share

→ Online:

Send a photo of your drawing to the chat group. Watch out for other group members' drawings and anything else they created!

Look for more messages from the chat group to see what the others have created and participate in a discussion with them!

→ Everyone (Online and Offline):

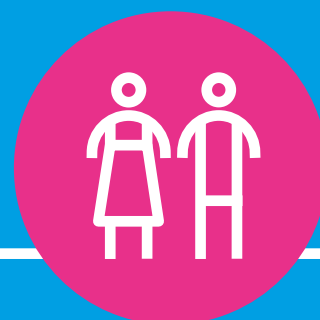
Keep your drawing somewhere where you can look at it every day. For example, you might hang it on your wall.

If you want, show your drawing to other people in your household. Explain your drawing to others, invite them to tell you what they see or ask you questions. Do not feel that you must share your drawing with others if you don't wish to.

Invite people from your household to do the same activity. Share and discuss your drawings. Discover what you learn as you see each other in new ways!



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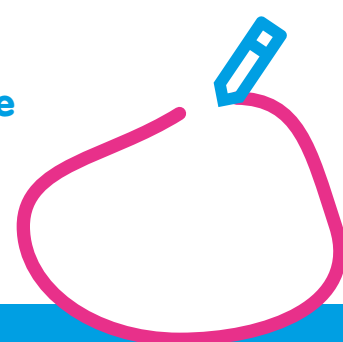
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Draw images that show who you are, inside the circle. Try to use drawings instead of words!



On the left side of your paper, outside the circle, write, “I have...” Leave space to write and draw other things.

What are the different ways you could finish a sentence that begins with the words, “I have...”? You might think of things you own, but you can also think of your abilities and your relationships with others.

Draw images that show what you have, outside the circle on the left side of your paper. Try to use drawings instead of words!



On the right side of your paper, also outside the circle, write “I can...” Leave space to write and draw other things.

What are the different ways you could finish a sentence that begins with the words, “I can...”? You might think of your skills, and also things that you can do.

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Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for 'I am, I have, I can' so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can draw without interruption or without anyone watching what they are doing.
- 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 to try this activity alone, or would you prefer to try it together with me, or with 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.

2

While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity in a quiet space.

If they are confused about how to do the activity, and want your help

- Read the guidelines in their activity guide and try to explain the directions 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, and that they should not worry about whether they are "good" or "bad" at drawing. The purpose of the activity is to help them to relax and experiment with expressing themselves in a new way.
- Suggest a few words they might use to finish the sentences that begin "I am..." "I have..." "I can..." or share an example of how you would finish those sentences if you were describing yourself. However, encourage them to use their own words, and do not pressure them to use your examples!

If they need more encouragement or inspiration, ask:

- What are some words you would use to describe yourself?
- What are some things you own that are important to you?
- What else do you have that is not a thing?
 - *For example, what are some of the important relationships in your life?*
 - *What are some important abilities you have?*
- What are you good at doing?
- What are you able to do right now?
- What do you think you might do in the future?
- Do you want to try to do a new drawing, or change or add to your drawing, at a different time, or in a different place?
- What can I do to make this activity work better for you if you want to keep working on it, try it again?

3

After your adolescent is done with the activity

- Ask if your adolescent wants to share what they created with you. If they do, share encouraging words about what they created. Never tease, criticize or correct their drawings. (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 created, and discuss your own experiences. You could discuss:
 - *Something new you learned about yourselves that you did not realize before.*
 - *Something new you learned about someone else from their drawings.*

If they are participating in a discussion with a facilitator and other adolescents using their mobile device:

- Remind and encourage them to share a photo what they have created when their facilitator sends them a message inviting them to do so. (However, do not force them to share if they do not wish to do so.)
- Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents explore their identities and express their strengths by drawing creatively. They practice competencies for identity and self-esteem and hope for the future and goal setting. As with all activities, the most important purpose is for adolescents 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 reminder the day before they begin this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to practice skills for identity and self-esteem, and a chance to be creative through drawing. Remind them that the activity is meant to be fun and relaxing.
- 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 draw against, but they will not need any other 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.

- Suggest a few words adolescents might use to finish the sentences that begin "I am.." "I have.." "I can...," or share an example of how you would finish those sentences if you were describing yourself. However, encourage them to use their own words, and do not pressure them to use your examples!

3 After the activity:

- Remind adolescents to share a photo of their drawing, and any other artwork they created, and explain how they can share these with you.
- As some adolescents begin to share their feedback or creations, send encouraging reminders to others to do the same.
- Share examples of the first drawings you receive with positive comments, as encouragement for other adolescents to share their drawings, too.
- Invite adolescents to respond to the following questions, one at a time.
 - *What did you learn about yourself as you created your drawing?*
 - *Did you share your drawing with anyone in your household? Did you learn anything new about each other? Tell us more!*
 - *Did you like any of the other drawings that were shared in the group? Tell the person who made it what you liked about it!*
 - *Looking at the drawings that others have shared, who shared a photo similar to yours?*
 - *From the photos/drawings, who seems to be different from you in a way you admire?*
 - *Get creative! Create a new drawing, photo collage, or poem to share important parts of your identity. Share it when you can!*

Allow some time (possibly a day or so) between each question so 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.