The Adolescent Kit for Expression and Innovation

Webinar: Using the Adolescent Kit for Expression and Innovation
DAY 1: Orientation to the Kit

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The Adolescent Development and Participation Section

UNICEF-HQ

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Welcome! … and overview of this webinar.
Overview and purpose of today’s webinar

• To familiarize colleagues with the UNICEF adolescent kit for expression and innovation

• To review some of the key guidance, materials and supplies that are part of the Kit and how they can be used.

• Procurement process for the Kit

Day 2 will include a short recap, capture and integrate the Kit into different programming contexts via providing country examples.
Orientation: What’s in the Kit?
What’s in the kit?

Guidance and tools for programme coordinators and facilitators

PDF guides, tools and activity guides, and a few videos,
all available on the ADAP Sharepoint (for UNICEF staff) and directly from UNICEF-ADAP (e-mails on the final slide of this presentation.
Soon to be on a website!
.. and meanwhile, please use this webinar (the presentation, and the recording) for a reference

Supply Kit
Supplies for activities with adolescents, and to help facilitators reach them in remote, hard-to-reach locations
read the Supply Guide (PDF) to learn what’s in the supply kit and decide if you should procure supplies locally

Review the guides and tools first!

How we work with adolescents and for what purpose is more important than what materials and supplies we use.
Adolescent Kit guidance and tools

• We are presenting these **first**, as a reminder for you to review them first as you decide whether and how you will use any resources in the kits.

• This part of the webinar is an **overview** of all guides and tools, presented in the order that we suggest you review them.

• *This is not an in-depth explanation or training* on all of the guides and tool. We encourage you to read them yourselves!
  
  • You may find them self-explanatory.
  • There are many, but they are easy to browse and read.
  • Refer back to this webinar as you review them at your own pace.
  • This webinar shows examples (so you can recognize them).

• Use this webinar as a reference in the future as you browse them yourselves.
A small booklet (and PDF) that gives a visual outline of all of the guidance and tools in the Adolescent Kit.

Use this as a reference and reminder of the electronic, print and supply resources you can find in the kit.
Guidance for everyone using the resources in the kit, especially both programme coordinators and facilitators.

Provides guidance, and technical notes for everyone working together on a programme or intervention for adolescents to work with shared approaches toward shared goals.
Why a kit for adolescents’ expression and innovation?

... a short introduction to the kit, its purpose and why we designed it the way we did.

Foundational Guidance
The Ten Key Competencies

Sets of skills and abilities fundamental to adolescents’ social and emotional wellbeing, learning and positive engagement with the world around them.

All resources in the Adolescent Kit are designed for programmes that support adolescents in developing and using these ten competencies.
The Ten Key Approaches

A simple, action-oriented framework of practices that brings together all of our relevant standards, practices, methods and principles for working with and for adolescents, especially in humanitarian contexts.
Technical Notes

These answer the questions...

"Is this a kit for....?"

"How is this a kit for....?"
Guidance for "programme coordinators": UNICEF or partner staff designing, coordinating, overseeing or managing programmes for adolescents.

Aligned to the stages of the programme cycle, including situation analysis, setting targets, team management and monitoring and evaluation.

Includes ways to consult and collaborate with adolescents at every stage of programme design and management.
Guidance and tools for each stage of the programme cycle

About the Programme Coordinator's Guidance

The Programme Coordinator’s Guidance provides guidance and tools for using the resources in the Adolescent Kit for Expression and Innovation (Adolescent Kit) in programmes and interventions in humanitarian situations. It explains how to get started with the Adolescent Kit, and what steps to take to integrate the Adolescent Circles approach into programmes or interventions for adolescent girls and boys.

Who is the Programme Coordinator’s Guidance for?
The Programme Coordinator’s Guidance is for anyone designing, setting up or managing a programme using the activities, tools and supplies in the Adolescent Kit. The guidance outlines the basics of using the resources in the kit to make programmes that support adolescents’ psychosocial wellbeing, learning and positive engagement stronger and more effective. The guidance includes information on how to identify and reach adolescents (especially those who are hardest to reach), where and when to offer activities, how to set up a team of facilitators, how to manage supplies, and the best ways to involve adolescents and the community at all stages of the process.

Ten Key Competencies, Ten Key Approaches

The Programme Coordinator’s Guidance explains how to plan and oversee interventions so that they address adolescents’ development in the Ten Key Competencies outlined in the Foundation Guidance. It includes practical steps for Programme Coordinators to use in carrying out the Ten Key Approaches, as they design and oversee programmes, and in supporting facilitators to be effective in their roles.

How to use the Programme Coordinator’s Guidance

The guidance and tools in the Programme Coordinator’s Guidance lay the groundwork for interventions using the Adolescent Kit alongside the Foundation Guidance to obtain a clear and engaging way to work with adolescents and meet their needs and interests.

Inside the Programme Guidance

The Guidance and Tools for Programme Coordinators outline how to:

- Investigate adolescents’ situations;
- Integrate the Adolescent Kit into humanitarian programmes to make them more effective for adolescents;
- Reach out to and engage the most vulnerable girls and boys;
- Set up safe, welcoming spaces for adolescents;
- Build a team of facilitators and partners;
- Connect adolescents to adults, their communities and useful information and support;
- Manage, store and replace supplies in the Adolescent Kit; and
- Prepare for interventions with the Adolescent Kit to transition or end.

Adapt the guidance and context

It is important to remember that the Programme Coordinator’s Guidance is in a different order, or even not at all, that the situation can change in humanitarian crisis, and therefore may need to be constantly adapted.

Be flexible! Adapt the tools as in the Adolescent Kit as you go, you include all of the necessary build a successful intervention for boys.
A guide for facilitators (or teachers, or animators, or youth volunteers) leading activities with adolescents.

Includes guidance for how to bring together and support “adolescent circles” (groups of adolescents) in ways that will help them have fun, make friends, and develop and use the ten competencies.

Also helps facilitators (with programme coordinators, and adolescents) to design “phases” of activities (like modules), using the Activity Box, that are relevant for adolescents’ needs, interests and goals.
Forming and supporting “Adolescent Circles”

Facilitator’s Guide

Forming Adolescent Circles

What are Adolescent Circles?
In order to learn and engage actively inside and beyond their activity space, adolescents participating in any programme need to feel safe, included and valued. The time they spend together should give them a chance to connect with their peers, and practice communication, teamwork and other skills as they work, play and have fun together. To foster these positive relationships, facilitators should support the adolescents who participate in their programmes in coming together and forming “Adolescent Circles” (‘Circles’)—groups of 7-25 adolescents who regularly participate in activities to learn, have fun or take a break from stressful aspects of their lives, and to practice skills, express themselves, work together, and take action in their community.

Facilitators can use another name for Circle if they prefer. Other names include ‘team’, ‘group’ and ‘club’. Or, let adolescents create their own name for their circle.

Why a ‘Circle’?
Everyone fits in a Circle—one is no more or less important. Each member brings their ideas and skills to the Circle, and helps to strengthen it. By listening and supporting each other, members keep the Circle connected.

Circles work together to achieve group goals. This involves them. Ideally, members of a Circle develop a shared identity, even if their ethnic, religious, caste, or other identities differ. This shared identity needs to be formed with care.

Circles are strong because they are flexible. If an adolescent joins, the Circle can grow to include him or her as an equal member. If an adolescent needs to step out of the Circle—to help their family, work, or respond to other situations—the Circle sticks but remains intact.

Who should work together in a Circle?

Size
Keep the Circle size small. Adolescent Circles can include between 7-25 adolescents. Circles of this size allow all participants to share their thoughts and opinions during sessions, and get to know each other. They also allow facilitators to get to know each participant, provide them with support, and recognize their strengths, interests and needs. If there are more than 25 in a Circle, participants may feel less sense of belonging, and facilitators may find it challenging to manage activities and keep participants engaged.

Age
Group adolescents by similar age. Circles usually function best if they include participants who are around the same age, as their activities and approaches can be tailored to fit their abilities and interests. When adolescents are with peers close to their own age, they may feel more comfortable discussing and raising certain topics.

Gender
Some-gender Circles often work best. Some-gender Circles provide adolescent girls and boys with a space to discuss and learn from each other, and are important to them, including topics that may be sensitive or specific to their roles or other aspects of their development. Forming same-gender Circles is essential to ensure access to and safety in programme activities in contexts in which it is not acceptable for adolescent boys and girls to interact.

Diversity
Circles formed from diverse circles. Beyond gender and age, circles should be diverse and should give adolescents an opportunity to connect with peers with different abilities, backgrounds and experiences. Circles should be inclusive, and should reduce the risk of homogenous or exclusive groups. Facilitators working with programme coordinators and others in the host community should take care to ensure that the composition of Adolescent Circles does not prevent any adolescents from participating. However, when forming diverse Circles, they should also take care not to create conditions that adolescents are not prepared to handle safely, for example.

Removing social barriers to adolescents’ participation—including those that are invisible. In some contexts, adolescents may be uncomfortable, or may not be supported or permitted by their families or communities, to participate in activities with adolescents of different ages, genders, roles or other groups. For example, older adolescents may be embarrassed or uncomfortable joining Circles that appear to be for younger children. Adolescents who are married or are parents, and are seen as adults in their communities, may not be interested in or permitted by their spouses to play with those who are unmarried and still children. In these cases, forming separate Adolescent Circles for certain groups of adolescents may be a strategy to reduce or remove these barriers to their participation.

About the Facilitator's Guidance

Getting Started
Any group of adolescents needs support in forming a Circle. This is the role of facilitators who have newly arrived in a community or just joined a programme, and are meeting each other for the first time. It may be the facilitators visiting and meeting for the first time, or they may not be sure who we are, and therefore feel uncertain of what they should say when introducing themselves. The Facilitator’s Role section of the ‘Facilitator’s Guidance’ outlines steps that you can take and activities that you can use to work with adolescents to form a strong, supportive Circle according to a plan that works for them. One valuable step you should take is helping them to agree to end group rules.

Setting group rules
In addition to setting goals for what they will do and achieve together, adolescents should form group agreements for how they will participate in their Circles and work together. Adolescents coming together as a Circle should have a chance to discuss and agree to their rules during one of their first sessions together. The Agreed to group rules activity is a useful technique.

Giving adolescents the chance to set their own rules helps them to feel ownership of their Circle, and feel less tense as they start their work together. Group rules should be decided when outlining the programme on their needs and challenges in their work. They provide a reference point for discussion. If possible, the group rules should be written down and posted somewhere visible during each session.

To decide their group rules, each Circle should answer questions such as:

- What will we do or not do that is important to everyone in the Circle?
- Are there things we want to do, or not do, in our Circle?
- Are there things that we have to do, or not do, in our Circle?
- Are there any rules we have to follow, or not follow, in our Circle?
- What will we say or not say, if someone says something

Building a strong Adolescent Circle

Getting Started
- Is everyone clear about what this is about?
- If someone raises ideas, do we raise it?
- Is there anyone who is more comfortable doing this?
- Are we clear about what we are doing and why we are doing it?
- How will we talk with others outside our Circle about what we are going to do in our session?
- Are we clear about the issues we are discussing in our Circle?
- Do we have a plan that works for us?
- Do we have a plan that we can use to work the next time?
- Is there anything else we need to discuss?
A training video on how to plan sessions using the nine steps is available on YouTube, and on the flash drive inside the supply kit.

### Planning Sessions

<table>
<thead>
<tr>
<th>Step</th>
<th>Time Frame</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening circle</td>
<td>5 minutes. More if the adolescents want a ritual that takes longer. The Opening Circle is a ritual that includes all of the adolescents in the circle. It marks the beginning of each session and makes everyone feel welcome. An opening ritual can be a song, a chant, a dance, a game, an exercise, or anything else fun, energizing, and welcoming. It should be the same every day.</td>
</tr>
<tr>
<td>2</td>
<td>Remind &amp; refresh</td>
<td>5-10 minutes depending on whether a thorough review and update is necessary. During the Review step adolescents remind each other about the previous session. This includes discussing what activities they did and what they learned. For circles that are working together on long-term projects (such as the Taking Action cycle), the Review step is an opportunity to look at their progress, and to update cycle members who have missed sessions.</td>
</tr>
<tr>
<td>3</td>
<td>Warm up</td>
<td>10-15 minutes. The Warm-up is a short activity at the start of the session. The Warm-up gives adolescents a chance to try a new skill or to take on a challenge individually or in small groups. It is also an opportunity to introduce a key idea or theme that will be explored in more depth during the Challenge step. If adolescents are working on individual projects, they can provide positive feedback on each other’s work and review their progress.</td>
</tr>
<tr>
<td>4</td>
<td>Exploration &amp; Discussion</td>
<td>5-10 minutes. The Exploration and Discussion step is a moment of transition between the Warm-up and the Challenge step. It is a time for adolescents to discuss what they experienced and learned during the Warm-up, and for facilitators to explain what the adolescents will do during the Challenge step. As the Exploration and Discussion step involves more talking than action, it should be adapted to adolescents’ interest and attention span. Do not push adolescents to sit, talk, and listen for a long time once they have finished dabbling on the Warm-up. Give adolescents enough time to understand what they will be doing during the Challenge step. If adolescents are working on individual or group projects, they may not need a long explanation.</td>
</tr>
<tr>
<td>5</td>
<td>Challenge</td>
<td>20-30 minutes. The Challenge step is when adolescents carry out the main activity of each session. It usually takes up the most time. The Challenge step can be a simple activity that adolescents carry out and complete during one session. A one-day challenge activity can give adolescents the opportunity to play a game, or try out a new skill. For adolescents in the Starting Our Circle session, the Challenge step might be different every day. The Challenge step can also be a time for adolescents to practice a skill that they have learned in a previous session, or to continue an individual or group project that they work on over the course of several sessions. For example, adolescents in the Knowing Ourselves cycle might use the Challenge step to work on drawings, collages, or other individual projects they started in an earlier session. Adolescents working on group projects in the Taking Action cycle, can use the Challenge step to plan and work together.</td>
</tr>
<tr>
<td>6</td>
<td>Sharing</td>
<td>5-10 minutes or longer if needed for more in-depth sharing and feedback. The Sharing step is a time for adolescents to share what they have done during the Challenge step with others in their circle. If they are working on individual projects, they can look at each other’s work and share feedback using the Gallery Walk tool. If they have been doing activities in small groups, they can talk about what they did and compare experiences. The Sharing step is a way to bring a circle back together. If adolescents have already been working together as a group, it may make sense to combine this with the Take-away and Review steps.</td>
</tr>
<tr>
<td>7</td>
<td>Take-away</td>
<td>5-10 minutes. The Take-away step allows adolescents to share what they learned from the session. It can be a discussion, or another activity in which adolescents share, write, or draw what they have taken from their time together. It is important to include in every session, so that the adolescents’ learning and progress toward goals can be monitored. The Take-away step can be combined with the Review step for a more fluid discussion. It may be helpful to hold longer, more in-depth Take-away discussions or learning assessments every few sessions in addition to / rather than after session.</td>
</tr>
</tbody>
</table>
Planning “Activity Phases” for adolescents

Facilitator’s Guide

What are the Four Activity Phases?

Overview: What are the Four Phases?

This section of the Facilitators’ Guide outlines a process for facilitators to plan sequences of activity sessions with and for adolescents through four phases - flexible modules, with sequences of sessions and activities that facilitate and adolescents when ready plan together. Using phases instead of pre-planned modules enables facilitators to adapt activities and sessions to the developmental level and circumstances of each group of adolescents, and, more importantly, to adolescents’ own goals for the time they spend together in sessions. The Four Phases range from simple sequences of sessions with varied fun and needful activities in each, to complex sequences that involve adolescents working together on tasks or projects they carry out over the course of several sessions.

The Four Phases are designed so Adolescent Circles can move along at their own pace. An Adolescent Circle can stay in any phase for as long as the adolescents feel comfortable and interested. Adolescents can move on to a more complex phase if they are beginning to feel bored, or are ready for a new challenge. They can also move to a simpler phase if they would like to take a break from more ambitious tasks, build relationships with new adolescents who have joined a circle, or take more time to practice new skills.

The facilitator’s role

The facilitator’s role is to work with adolescents to choose an activity phase that will work best for them, and then to plan activities and sessions using the guidelines and recommendations for that phase. The facilitator will also aid adolescents in assessing their circle’s progress, and help them decide if and when they are ready to move to a different phase. Facilitators can use the guidance and tools in this section to:

- understand which phases work best for different groups of adolescents, and choose a phase for their Adolescent Circle that is likely to work well;
- understand how adolescents may be developing, practicing and using competencies in each phase, so that they can choose and adapt activities according to appropriate emotional, social, learning and action goals;
- plan day-to-day sequences of activities for the phase they choose.

Taking Action

- Practicing and using skills for teamwork.
- “Rehearsing” to work together.
- Critical thinking.
- Selecting choices for community action.

Entry point

Starting our Circle

- Getting to know each other.
- Developing the circle.
- Developing ground rules.
- Developing a group ritual.
- Preparing for future learning.

Move on when adolescents know each other and you see most of the same adolescents at every session

Connecting

- Developing a sense of value and self-respect.
- Becoming confident that we have something to contribute.
- Practicing skills for teamwork.

Move on when adolescents can describe their feelings and strengths

Move on when adolescents understand and use skills for working together

Move on if they wish to take a break from more ambitious tasks.
“The Activity Box”

A file with 90 guides for different activities to lead with adolescents, to support them in developing and using the ten key competencies.

The guides are presented individually, not in a curriculum guide with modules.

Build your own curriculum or modules using the “Four Phase” approach described in the Facilitator Guide.

Add and integrate activities about other topics if those are relevant for your programme goals (e.g. health and safety, human or legal rights).
“The Activity Box”

Designed based on the concept of a “recipe box”: Choose the cards to plan a “menu” of activities for adolescents.
Taking Action
- Practicing and using skills for teamwork.
- "Rehearsing" to work together.
- Critical thinking.
- Selecting choices for community action.

Starting our Circle
- Getting to know each other.
- Developing the circle.
- Developing ground rules.
- Developing a group ritual.
- Preparing for future learning.

Move on when
adolescents understand and use skills for working together

Connecting
- Developing a sense of value and self-respect.
- Becoming confident that we have something to contribute.
- Practicing skills for teamwork.

Move on when
adolescents can describe their feelings and strengths

Move on when
adolescents know each other and you see most of the same adolescents at every session

Knowing Ourselves
- Learning more about who we are as people.
- Expressing what we feel.
- Sharing how we learn.
Title of the activity

Quick description
Provides an overview of the activity and what adolescents will do.

1-5/5
Describes the level of physical energy adolescents will use in participating in this activity.
- Use this section to choose a balance of high, medium and low-energy activities for adolescents as you plan activity phases.

1-5/5
Indicates the level of literacy adolescents will need to participate in this activity as it is written.
- Reminder: Most high-literacy activities can be adapted for low-literacy participants.

1-5/5
Indicates the level of complexity of an activity.
- Reminder: Even adolescents who are ready for a challenge sometimes enjoy simple, fun activities.

Time
An estimate of the amount of time adolescents will need to participate in the activity.
- Reminder: When planning sessions, remember to make time for opening rituals, warm-ups, closing rituals and any other steps that will be helpful to the adolescents in achieving the activity's objectives.

Activity Overview

Purpose
Describes how this activity is intended to contribute to positive outcomes for adolescents' development, use of the ten competencies, and other aspects of their learning and wellbeing.

Do & Don't
- Things that the facilitator should do or say so that the activity is safe, fun and helpful for adolescents.
- Things that the facilitator should not do or say in order to keep the activity safe, fun and helpful for adolescents.

Objectives
Lists the objectives that this activity is designed to address for adolescents’ development and use of the ten competencies.

Competency domains
Identifies the competency domains addressed by the activity.

Works well for
Describes the characteristics of individual adolescents and Adolescent Circles for whom the activity will be most suitable and beneficial.

Phase
Lists the best phase or phases in which to use the activity.

Supplies
Supplies or materials that are needed for the activity.

Before
Suggestions for activities or other steps that adolescents should carry out before the activity so that they are prepared for it.

After
Suggestions for activities or other steps that adolescents should carry out after the activity so that they are able to enjoy and continue the learning process and feel a sense of completion.

Improve
Suggestions for how to use the same concept of the activity to create different activities.

Continue
Suggestions for how adolescents can sustain or build on what they have achieved, created or learned through the activity in subsequent sessions.

Adaptation
Modifications or other changes to make to the activity so that adolescents in different circumstances or with different abilities can participate in and enjoy it.

Environment
Characteristics of the type of space in which the activity will work best for adolescents.

unicef
The Supply Guide includes information for you to use in preparing and planning to use any and all kinds of supplies in your program.

It includes guidance and tools to build your own kids and procures supplies locally if that is feasible in your context.

It also includes guidance and tools for you to prepare to use the Supply Kit, and to organize and assemble Supply Kits once you receive them.

*Read the Supplies guide before you decide whether to procure supply kits!*
Information and guides to learn what’s in the kit (and about other materials you can procure and use)

### Supply Kit list: components / contents

<table>
<thead>
<tr>
<th>Step</th>
<th>Picture</th>
<th>Description</th>
<th>How to use this Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary carrier</strong></td>
<td>![Image]</td>
<td>Quantity: 1 Colour: Clear Size: 57cm x 39cm Die-cut piece of corrugated plastic</td>
<td>The primary carrier holds all supply pods. It can be used to carry supplies to and from writing spaces. The primary carrier can be placed on the ground when writing to allow for an upright environment. Its straps can be suspended from a tree or a beam using the secondary carrier. The primary carrier can also be used as a flat, waterproof surface that facilitators or facilitators can use for writing or drawing.</td>
</tr>
<tr>
<td><strong>Large carrier strips</strong></td>
<td>![Image]</td>
<td>Quantity: 1 Colour: Black Size: 300cm x 2.5 cm Polyester strips with plastic buckle</td>
<td>A large carrier strip can be looped through the primary carrier so that it can be carried over the shoulder. The secondary carrier can be secured around the primary carrier to hold it closed while it is being carried or stored. Large carrier strips can also be used to suspend the primary carrier from a tree or beam, either for writing or drawing, or when its being used as a flat surface.</td>
</tr>
<tr>
<td><strong>Secondary carrier</strong></td>
<td>![Image]</td>
<td>Quantity: 1 Colour: White Size: 57cm x 39cm Die-cut piece of corrugated plastic</td>
<td>The secondary carrier holds all supply pods. The secondary carrier can be placed on the ground when needed in an upright environment. It can be suspended from a tree or beam using the carrier strips. The secondary carrier can also be used as a flat, waterproof surface that facilitators or facilitators can use for writing or drawing.</td>
</tr>
<tr>
<td><strong>Backpack carrier</strong></td>
<td>![Image]</td>
<td>Quantity: 1 Colour: Clear Size: 38cm x 55cm Die-cut piece of corrugated plastic</td>
<td>The backpack carrier can hold up to 4 small pads. It is ideal for small facilitator circles requiring fewer supplies. The large primary strip can be looped through the carrier to hold it closed while it is being carried or stored.</td>
</tr>
<tr>
<td><strong>Secondary carrier straps</strong></td>
<td>![Image]</td>
<td>Quantity: 2 Colour: Blue Size: 100cm x 2.5 cm Polyester strips with plastic buckle</td>
<td>The secondary carrier straps can be used to hold the primary and secondary carriers closed while they are being carried or stored.</td>
</tr>
</tbody>
</table>

### Large polypropylene sheets

- **How to use this Item:** The large polypropylene sheets can be attached to the secondary carrier or opened flat to create reusable marker boards for facilitators to write notes or instructions on the sheets with dry erase markers. Sheets can be cleaned with dry erase solution so they can be reused multiple times.

### Small supply pads

- **How to use this Item:** The small supply pads can be stacked and carried together inside the primary or secondary carrier. Each pad is designed to carry different types of supplies, such as pencils or pens, to keep them organized. While facilitators are working on activities, the small supply pads can be used to keep supplies organized and accessible, or as flat surfaces to draw on or write against.

### Facilitators’ tablets

- **How to use this Item:** Tablets can be used by facilitators to hold notes and supplies while facilitating activities. The small polypropylene sheets can be attached to the front of the tablet to create a reusable marker board for facilitators to write notes or instructions. The back of the tablet can hold Periodic Activity Cards, so facilitators can easily copy and refer to action items during activities. It can also be used as a flat surface to write or draw on.

### Small polypropylene sheets

- **How to use this Item:** The small polypropylene sheets can be attached to the facilitators’ tablets with washable clay to create a reusable marker board. Facilitators can write notes or instructions on the sheets with dry erase markers. Sheets can be cleaned with dry erase solution so they can be reused multiple times.
Information and guide to learn what’s in the kit (and about other materials you can procure and use)

Create your own set of supplies

If you don’t have access to a Supply Kit, you can make or procure your own set of supplies and materials to support activities with the Adolescent Kit. There are several ways to do this.

Use the Supply Kit template:

You can replicate the main components of the Supply Kit by downloading the template from the website [http://adolescent.org] and use those to build and procure the necessary pieces with local vendors, share with your Operations Team to identify the best way to reproduce the templates in your own environment.

Procure supplies locally:

It may be available and much cheaper to buy some of the items in the Supply Kit locally. Check with local craft stores, hobby shops, and local vendors. Make sure that these materials meet standards for use in arts and are culturally appropriate.

Find or make new supplies:

Work with adolescents to see what other items you might be able to use to support activities with the Adolescent Kit, or to create new activities. These could be things like rocks, sand, sticks from the natural environment, or discoveries that can be used as equipment for activities.

Find alternative supplies:

You don’t need to find exact replacements for all of the items in the Supply Kit. It is not possible to obtain some of the materials. Use your imagination and common sense to think of possible alternatives.

Other resources:

There are a lot of useful resources that can provide you with ideas on activities and supplies for activities with children and adolescents.

For example, see: [www.makingpeaceful.com] or [www.unicef.org/supply] for inspiration. You can also refer to the Guidance and Resources section in the Core Guidance.

Borrow and share supplies:

Check if there is someone who might be able to use materials, equipment, and supplies from other projects, services or kits. For example, education, child protection, psychosocial and life skills programs, sports and arts initiatives, and children’s clubs and other organizations may have supplies that they can share with activities with adolescents.

Be creative!

For example, the items below could be used for games, to make arts and crafts, books, bibles, puppets, instruments for storytelling:

- Rocks, pebbles, or seashells, clay, paper, clay, sand, shells, bowls, boxes, corn husks, seeds, pods, grass, branches, wild flowers, herbs
- Plastic bottles, containers, or plastic bags, plastic shopping bags, newspapers, newsprint, sheets of paper, wood, bottle caps, matches, bangles, candy wrappers, cardboard, wood, and rubber bands, paper, tape, rope, wire, pipe, old baskets, newspapers.

List: Suggested basic supplies

You won’t need to have every item in the Supply Kit, but you will need some basic items to run activities with adolescents. These include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bag, container or tank</td>
<td>1</td>
<td>Should be strong, lightweight, waterproof, ideally with a strong handle or straps</td>
<td>Can be used to carry all of the supplies</td>
</tr>
<tr>
<td>String, rope or cloth</td>
<td>1</td>
<td>Should be strong</td>
<td>To serve as a strap for the supply bag or container if it doesn’t have one so it can be carried or hung up</td>
</tr>
</tbody>
</table>

Supplies
The Supply Kit
Opening the box and organizing the supplies
Look for these first: Guides to help you organize the supplies
Booklets, Activity Cards and Tools (and binders to keep them)
Booklets, Activity Cards and Tools (and binders to keep them)
Stationery

Basic, simple materials to make activities for adolescents more engaging and feasible.

Selected for contexts in which very few resources area available locally.

Easily replaceable once materials and supplies are available after an emergency.
Facilitator Tablet

A tool for facilitators to refer to notes and manage supplies while in action – leading activities for adolescents.
Learn how to assemble the facilitator tablet by watching this video, on YouTube and on the flash drive.
Large and small carrying cases, and pods... for facilitators to carry the materials they need for adolescents to their activity spaces.
Multi-purpose functions of the carrying case

The large rectangular piece of coroplast (plastic) can be made into a portable marker board. (It can also be used as a mat for adolescents to sit on or draw against, as in the photo from South Sudan on the previous slide)
Large and small carrying cases, and pods

Learn to assemble the large and small carrying cases and pods with the training videos (on YouTube and on the flash drive).
Template: Ordering supply kits

Template – Fill in/submit to ADAP (Priya Marwah, Ellen Fransen) if you wish to procure/replenish/implement the Adolescent Kit for Expression and Innovation

Rationale
Provide a short description of the country context, IF and WHY international procurement is necessary (no more than a short paragraph)

Quantities needed (for international or local procurement).

Costs for the Kits:
• For international procurement, contact Supply Division to check for freight costs. According to SD, 7 Kits are included in 1 pallet. Full pallets should be ordered rather than half pallets.
• For local procurement, work with country office operations/procurement colleagues to determine costs. Provide a breakdown of the budget (e.g.: cost of Kit(s), cost of freight etc.).

Funds that the CO can commit (if any) towards the procurement/shipment:
Provide an estimate of funds that the CO can commit to the procurement and/or shipment. Given the limited funding availability within ADAP, countries are often encouraged/requested to cover freight costs.

Proposed actions to implement the Kit ....
List below a few activities that the CO will implement related to the utilization of the Kit (eg: TOTs for facilitators, orientation sessions, in-country training
Q&A?
Thank you!

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