The Adolescent Kit Quick Guide
Quick Guide Outlines

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This Quick Guide aims to provide a helpful overview of all of the guidance, activities, tools and supplies in the Adolescent Kit for Expression and Innovation (Adolescent Kit). Use it to get a sense of what the Adolescent Kit has to offer, how it can support your work with adolescent girls and boys, and where you can find the resources you need in the complete package of guidance and materials.
What is the Adolescent Kit?

The Adolescent Kit for Expression and Innovation is a package of guidance, tools, activities and supplies that support adolescents to develop key competencies that can help them to cope with stressful circumstances, build healthy relationships, learn new skills and engage positively with their communities.

The Adolescent Kit aims to bring about positive change in the lives of adolescents in challenging circumstances, including emergency and non-emergency situation.

Through the Adolescent Circles approach, the Adolescent Kit supports adolescent girls and boys to develop key competencies and encourage them to meaningfully participate in their community by identifying the issues in their community and developing solution idea to such issues.
Components of the Adolescent Kit

Activity Cards

Different activities that facilitators can implement with adolescents

Step by step guide to conduct the activity, including Do’s and Don’ts

Energizer cards and Inspiration Cards for creative ice-breakers
Facilitator Guides and Tools

Useful guides for Facilitators and Project Coordinators to conduct Adolescent Kit Activities.

Tools and reporting/monitoring formats which support facilitators and Project Coordinators to implement quality activities.

Innovative Supply Kits

Facilitators can bring stationery and activity items using the Supply Kits.

The big carrier turns into the portable white board.

Small/Large supply pods fit to Big Carrier.

Facilitators can bring stationery in the Small Pods.

The Facilitator’s Tablet can be used as a mini white board.
What is the Adolescent Circle?

The Adolescent Circles is an approach to working with adolescents in challenging circumstances. Using the Adolescent Kit this approach involves bringing groups of girls and boys ages 10-18 together in a safe space on a regular basis to have fun, cope with difficult experiences, learn and work together.

Everyone fits in a Circle - no one is 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.
Adolescents (10-19 yrs) in Indonesia, are equal to almost 18 per cent of the total Indonesian population. This second decade, is a critical window of opportunity. Investments in this time of a child’s life can make all the difference in their future potential. The development and well-being of adolescents can have a major impact on that of the rest of the population.

Adolescence is also a period when children typically begin to move out from the boundaries of the family and embrace a wider range of social networks, engage with new cultural influences, and forge powerful associations with peers. It is also a period when they begin to engage more actively in the exercise of their rights and to seek to influence more of the decisions that affect them. It is very important to support them to acquire skills and information to better prepare for their future.
The Adolescent Kit has the Four Phases made up of flexible modules with different sets of activities. Adolescents can work in any of the phases, depending on their needs, interests and circumstances.

The four phases provide a natural path for Adolescent Circles to move along at their own pace. As an Adolescent Circle progresses through each phase, the focus of activities shifts from fun, self-expression and skill building to providing a space for adolescents to design and lead their own group projects. Each phase builds on the one before it, supporting adolescents to develop skills and competencies and engage more actively in their communities.
4 Phases of the Adolescent Circle

1. **Starting our Circle:**
   This phase helps adolescents who are coming together for the first time to get to know each other and to develop their circle.

2. **Knowing Ourselves:**
   This phase helps adolescents to explore their identities and to learn more about themselves and each other.

3. **Connecting:**
   In this phase adolescents learn skills for building healthy relationships, working together and connecting with their communities. Adolescents identify issues they face in their community.

4. **Taking Action:**
   In this phase adolescents learn how to work closely as a team and to take action in their families, schools and communities. Adolescents develop a solution to the identified issues and present it to community members.
In Kupang district of East Nusa Tenggara province, one adolescent circle identified drought as the one of the major disasters which occurs frequently in their community and affects their lives.

In the community, adolescents had the daily task to fetch water in the morning and in the evening. During the dry season, adolescents had to spend more than two hours to search for available water and many adolescents had to skip morning classes because of this task.
Good Practice from Kupang District

To solve this issue, adolescents developed a prototype idea of installing a drilled well with a water pump that was closer to the community. With a water pump, they can reach to the water sources located in the deeper layer, which do not dry out during the dry season.

The adolescents presented their idea to the parents and convinced them to advocate with the village leader. The village office agreed to reflect the idea presented by the Adolescent Circle to the village development plan. Their idea was accepted and realized using the village fund and will benefit both adolescents and adults. The village leader confirmed that the village office will involve adolescents in future local development process.
The 10 Key Competencies

Throughout the four phases, the Adolescent Kit helps adolescents to develop 10 key competencies. These competencies are knowledge, skills and attitudes that are essential for the wellbeing and healthy development of adolescents--The competencies include the abilities that adolescent girls and boys need to cope with challenges, build healthy relationships, and engage positively with their communities.

**Communication and expression:** Learning new ways of communicating and expressing themselves can help adolescents to 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 to maintain positive relationships with others and to manage disruptions within their families, friends and communities.

Coping with stress and managing emotions: Learning ways to manage their emotions and cope with stress can help adolescents to improve their wellbeing and to deal with difficult circumstances.

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

Empathy and respect: Supporting adolescents to develop empathy and respect can help them to build relationships with different types of people, to respond positively to others and to promote peace.

Hope for the future and goal setting: Feeling hope for the future can help to 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 to break down harmful stereotypes, understand the consequences of their actions, and to make decisions that contribute to peace.

Creativity and innovation: Encouraging adolescents to think creatively and to find innovative solutions to problems can help them to work with others toward shared goals and to find ways to cope with difficulties.
Adolescents continue to play a relatively small role within Indonesian society and their voices and needs remain underrepresented in politics. Adolescents often have little or no influence on decision-making related to their education, health, and protection.

The right to express views on all matters affecting them, and to have them given due weight is embodied in the Convention on the Rights of the Child (CRC) in Article 12, and applies to all children capable of forming a view. However, its impact and implications take on additional and differing significance during adolescence. Moreover, adolescents’ opinions about their needs and concerns will improve the service and policies affecting their lives. Building a culture of speaking out, together with effective channels for so doing, empower adolescents to challenge and expose violations of their rights. Adults can only act to protect adolescents if they know
what is happening in their lives - and often, it is only adolescents who can provide that information. Meaningful participation enables adolescents to acquire skills, build competencies, extend aspirations, and gain confidence. Participation promotes adolescents’ capacities for civic engagement, tolerance and respect for others.
The 10 Key Approaches

The Adolescent Kit follows 10 Key Approaches to interact with Adolescents. The Ten Key Approaches are at the heart of all of the guidance, activities and tools in the Adolescent Kit. They explain how you should work with adolescent girls and boys in order to bring about positive changes in their lives.

**Reach out to all adolescents:** Outlines how to identify the adolescent girls and boys who are most in need of support and how to work actively to include them;

**Provide structure and support:** Describes how to create a welcoming space for adolescents with clear routines and structured activities, and to provide them with ongoing support;

**Listen to adolescents:** Emphasises the importance of taking time to learn about adolescents’ lives, explore their ideas for working together, and give them space to express themselves;
Let adolescents take the lead: Explains how to let adolescents take the lead in your work together, and how to encourage them to try new roles and take on new responsibilities;

Include all adolescents: Provides guidance on including adolescents from all types of backgrounds within interventions, and on adapting your activities so that everyone has a chance to participate equally;

Make space for expression and creativity: Highlights the need to allow adolescents to express themselves, explore their creativity and let their imaginations run free;

Build connections: Explains how to support adolescents to connect with their families, communities and each other, and to help them access information and services; and

Build on the positive: Suggests how to help adolescents recognise their strengths and create a fun and positive atmosphere for working together.

Challenge and encourage adolescents: Outlines ways to challenge and encourage adolescents during your work together, while also providing them with support;

Improvise and adapt: Underlines the importance of continuously improvising and adapting your work in response to adolescents’ needs, interests and circumstances;
The Adolescent Kit is for....

The Adolescent Kit is a flexible module which can be used in emergency/non-emergency setting. The Adolescent Kit can be integrated into programmes for adolescents in areas such as child protection, participation, education and youth development, or it can be used to set up a new stand-alone project. You can use all of the guidance, tools and activities available in the kit, or just select the ones that you feel are the most helpful for adolescent girls and boys in particular situation.
Indonesia is a country prone to a variety of disasters. In an emergency, the response tends to focus more on younger children and adults, and in many cases adolescent-responsive services are very limited in spite of their unique vulnerabilities. Adolescents in humanitarian situations are more likely to experience violence, abuse and neglect. Adolescents may be at risk of sexual and gender based violence. In these contexts, adolescents may take on adult roles before they are ready. They may lose access to education or health and livelihood opportunities and may endure separation from their families or caregivers. Adolescents may become isolated during humanitarian situations as family and work responsibilities increase and they spend less time in school or other places where they can interact with friends.

Adolescents with disabilities face significant barriers to accessing support in humanitarian situations. They may lack basic assistive devices, such as crutches, wheelchairs, glasses or hearing aids, and may be excluded from programmes or confined to their homes due to limited mobility, stigma and discrimination.
Adolescents have a valuable role to play in humanitarian situations. During times of crisis, adolescents often contribute great energy, enthusiasm and creativity to improving their own lives as well as their communities. They can use their skills and talents to help them in their transition to adulthood, and can contribute to humanitarian response efforts in a range of ways – from participating in emergency assessments to caring for separated children and forming clubs to protect and support other young people.

Humanitarian crises can provide adolescents with opportunities to make positive changes. In humanitarian crises, adolescents can help to transform traditional norms, including discriminatory beliefs and practices around gender. They can take active roles as peacemakers in their communities, and can help to disrupt cycles of violence, conflict and discrimination that pass from one generation to the next. As they take on new roles and responsibilities, adolescents can change the way that adults see them – and help to transform attitudes toward young people.
How to start an Adolescent Circle?

Below are some steps to conduct an Adolescent Circle:

1. **Investigate the situation of adolescents in your area**
   - Talk to adolescents and listen
   - Include all adolescents
   - Reach out to the most vulnerable adolescents

2. **Build a team**
   - Identify facilitators
   - Train facilitators
   - Monitor and support facilitators

3. **Engage participants**
   - Set enrollment target for adolescents
   - Identify target group
   - Monitor enrolment and adjust interventions accordingly
4. Pick a time and place

Select an entry point for the Adolescent Kit  
Pick a safe place and time that suits for adolescents

5. Involve adolescents and the community

Prepare programme stakeholders  
Involve adolescents in the programming process

6. Organize supplies

Procure supply/stationary items for Adolescent Kit activities

7. Prepare for interventions to end

Prepare for the end from the start  
Develop M&E framework (see Facilitator Tool)  
Prepare adolescents for the continuing activities

Identify new entry points for the Adolescent Kit  
Celebrate achievements and provide closure
TOOL: Basic Planning Questions

- Where will you use the Adolescent Kit? In which programme? In what locations?
- Will you work with a partner organisation? If so, which one?
- What resources do you have available for running your intervention with the Adolescent Kit (funds, space, materials, time etc)? Will you share resources with your entry point programme?
- How many staff or volunteers in the entry programme/partner organisation will be trained to use the Adolescent Kit? (For example, how many teachers in education programmes or facilitators in child-friendly spaces)?
- How will you train staff or volunteers to use the Adolescent Kit?
- How will staff and volunteers use the activities and supplies in the Adolescent Kit? When and how often?
- Which adolescents in the programme will participate in activities with the Adolescent Kit? (for example girls, boys, different age groups etc.)
TOOL: Basic Planning Questions

- Will the most vulnerable adolescent girls and boys have an opportunity to participate in activities with the Adolescent Kit? If not, how will you try to reach out and include them?
- Will adults and community members play a role in planning and conducting activities with the Adolescent Kit? If so, in what ways?
- Will the entry point programme aim for new goals or outcomes for adolescents (or keep the same ones they already have)? If so, what will the new goals or outcomes be?
- Which of the competency domains will adolescents focus on through their activities with the Adolescent Kit? What kinds of goals will they work toward within these competency domains (e.g. what knowledge, skills and attitudes will do they work on developing)?
- How will you monitor and evaluate progress with the Adolescent Kit?
Tips for the Implementation

What if enrolment and participation is low?

1. Ask adolescents how to make programmes more accessible or interesting
2. Engage adolescents in finding others
3. Consider changing the time, location, or nature of activities
4. Raise more awareness in the community
5. Take steps to include newly arrived adolescents
6. Take steps to include children entering adolescence

What if enrolment and participation is high?

1. Be flexible
2. Consider safety of adolescents.
3. Remember to be inclusive
4. Reorganize the groups (or circles) of adolescents
5. Consider expanding the project, as it indicates high demand
What if adolescents are facing risk?

- Take steps when adolescents’ health, safety or wellbeing is at risk.
- Identify available services and support for adolescents.
- Collaborate with other programmes or services for adolescents.

Common signs of distress in adolescents:

✓ **Passive**: Children become less active and interested in things, and don’t interact much with others

✓ **Aggressive**: Children become more active, seem to have too much energy and become aggressive, disruptive or rebellious.

Facilitators should always:

1. Use the Ten Key Approaches when facilitating sessions with adolescents.
2. Contact the programme coordinator immediately if you will be late or absent, and make arrangements for another facilitator to substitute (if possible).
3. Welcome and include all adolescents equally.
4. Support all adolescents, including talkative and quiet ones, to participate in sessions equally.
5. Observe and recognize warning signs for adolescents who are at risk, and if necessary refer them to supportive services.
6. Follow the agreed procedures referral and reporting procedures if adolescents are at risk or require support, and maintain confidentiality.

**Facilitators should never:**

1. Be late or miss a session without contacting the programme coordinator and attempting to arrange a substitute.
2. Use Adolescent Kit supplies or materials for other purposes, unless by explicit agreement with the steering committee and adolescents.
3. Make any adolescent feel unwelcome or excluded.
4. Insult, use derogatory terms, hit, or otherwise physically abuse adolescents inside or outside sessions.
5. Engage in romantic or sexual relationships with adolescents from their sessions.
6. Ignore or disregard warning signs that adolescents are at risk or may require mental health, protection or other services.