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The Adolescent Kit for Expression and Innovation

Adapted Activity Packet for Facilitators
in State of Palestine

About this Activity Packet

UNICEF provides this guidance packet, derived from the Adolescent Kit for Expression and Innovation, for facilitators aiding adolescents. The packet comprises a cover guide, energizers, “inspiration cards” and activity guides.

Originally tailored for small groups of 7-20 adolescents aged 10-18, these activities can be adjusted for younger or older participants and larger, mixed-age groups. The selected activities prioritize flexibility, relevance, and adaptability to fluid circumstances. They are inclusive for all adolescents, regardless of abilities, and do not necessitate using specific supplies or materials.

What is the purpose of these activities?

These activities promote and support adolescents’ emotional and social wellbeing by providing them a chance to take a break from the stress of their circumstances, connect positively with their families and peers, and participate in healthy activities they enjoy.

They can give adolescents a chance to practice and use healthy and useful skills essential for their development, which will help in their lives, education, careers, families and communities.

How should you use this packet?

Use the following quick checklists as a helpful reminder of steps to take, and safe, effective facilitation practices to use **before** and during activities with adolescents. Choose and use activities that you think will work well for adolescents and others. Adapt your approach based on your knowledge, expertise, and understanding of what is possible, safe and helpful for adolescents in your situation.

Before you begin to lead activities with adolescents...

Read activity guides in advance, to make sure you think they will work well, and to make notes of any adaptations that you think may be helpful.



Plan activity sessions of 1 – 1.5 hours. You may have time for two or three activities in this packet. For example, in one session you might start with a short game or energizer, and then lead a longer activity.



Collaborate with local coordinators in your setting to organize and prepare for activities.

Reach out to all residents in your setting to ask their support for your activities. They may help you by:

- **Informing and encouraging adolescents to participate.**
- **Sharing space for activities.**
- **Being patient and supportive when adolescents’ activities make noise or when they need quiet.**
- **Joining activities and/or being on standby to help adolescents in need of support.**



Try to **find a space** for activities that:

- **Is accessible, comfortable and safe for adolescents with and without disabilities to move around and be active.**
- **Provides space for adolescents to sit down and talk, draw or build things.**
- **Allows adolescents make noise or sit silently without upsetting others or being too distracted.**
- **Has safe emergency exits and clear pathways to those exits.**



Reach out to all adolescents, including both girls and boys. Arrange separate activities for girls and boys, respectively, if that is appropriate in your context. Reach out and include adolescents with and without disabilities.

- **Inform adolescents with disabilities that activities are designed for everyone so they know they will be welcome and able to participate.**
- **Talk with them about any barriers they may face to participating, and work with them to remove those barriers.**
- **Always include adolescents with and without disabilities in the same activity groups.**



Encourage all adolescents to join activities. However, do not force them or allow others to force them if they do not wish to join.

Welcome younger children, parents and other adults to participate in activities, especially if this will help and encourage adolescents to participate, too.



Gather materials that may be helpful, fun or useful for activities. Useful, available materials may include:

- **Pencils, paper, pens.**
- **Discarded materials that are clean and can be handled safely, such as plastic water bottles and bottle caps, old newspapers or magazines, plastic shopping bags can also be useful for making sculptures or collages.**
- **Borrowed items such as scarves, hats, only if you are confident that you can return them to their owners.**



Identify services or service providers such as counselors, first aid providers, emergency health responders so you are ready to connect adolescents with emergency services. Arrange for other adults to be on standby during activities to help individual adolescents who may need urgent support.



Involve adolescents in leadership roles in planning and preparing activities. For example, adolescents can reach out and inform their peers and others about activities, set up activity spaces, and gather supplies and materials.

Be open with adolescents, aiming to support rather than seek support from them. Share your feelings openly, acknowledging that all emotions are valid. Apologize if you make a mistake to model self-awareness, respect, and kindness. Prioritize your mental health; taking care of yourself is crucial for effectively helping adolescents. Don't pressure yourself to lead activities when you need rest. Demonstrate self-care to emphasize its importance to the children.

While you are leading activities for adolescents...

Start each session by providing all participants with essential **safety and security information**, including the locations of emergency exits, toilets and first aid kits (if available).

Begin activities with **"opening circle"** and a simple ritual, such as a chant, a cheer, a song, a dance or a name game, to help everyone feel comfortable and welcome.

Conclude each activity session with a **"closing circle"** to remind everyone that the time they spent together was important to everyone in the group.

Choose a mix of activities that cater to adolescents' different energy levels. Adapt activities based on participants' moods and preferences.

Try to learn each participant's name, and encourage them to learn each other's names, and yours. This helps to remind adolescents that they are important and valued.

Invite and allow all participants to participate in activities in the way they feel comfortable. Offer them the option to observe activities rather than participate actively, if that is their preference.

Allow participants to show and express their feelings, including negative feelings. However, do not push them to discuss or explore difficult feelings or experiences as part of their activities.

If a participant expresses very difficult **feelings**, discloses very difficult experiences or shows signs of possible trauma or risk to themselves or others:

- **Invite them to talk privately with mental health care providers or other service providers or helpful adults on "standby," during or after the activity session.**
- **Use your judgment to assess whether this may be helpful to them and to the group. If you believe their sharing may be putting them at risk and/or causing distress to others, invite that participant to talk privately with another adult, and/or to express their ideas quietly, such as through drawing. Always thank them, express concern for their bad experiences, and remind them that they did not deserve these bad experiences, so they do not feel they have done something wrong by sharing them with you.**

→ **Remind all adolescents "your feelings are welcome. Hurting yourself or others is not."**

→

This packet includes Energizers, Activity Guides and Inspiration Cards



Energizers

Energizers are short, simple activities and games. Most activities take between 10-20 minutes. They include some active, vigorous activities. Use Energizers as warm-up activities at the beginning of a session before leading a longer activity, such as one of the "Activity Guides." Or, plan a session with two or three Energizers, if you think adolescents will prefer to try a few different short, easy games in one session.



Activity Guides

The Activity Guides are longer activities that give adolescents a chance to collaborate as a group on a simple, enjoyable task, or to explore their own identities. Activity Guides include information about the purpose of each activity, step-by-step instructions for how to lead it, and suggestions for how to adapt it. Before using an Activity Guide, start your activity session with a short Energizer from this packet, or any other warm-up activity you know.



Inspiration Cards

Inspiration Cards are short, simple suggestions for activities. They provide minimal instructions, to give facilitators and adolescents the chance to experiment creatively with their own strategies for carrying out activities. Plan your own steps for how to lead activities based on suggestions in the inspiration cards, and/or follow the adaptation tips on each card.

10 key approaches

The Kit promotes 10 key approaches to working with adolescents



**Reach out
to all adolescents**



Build connections



Improvise and adapt



Listen to adolescents



**Provide structure
and support**



Build on the positive



Include all adolescents



**Let adolescents
take the lead**



**Challenge and
encourage adolescents**



**Make space
for expression
and creativity**

Memorize my moves

Adolescents stand in a circle and each create a dance move while the whole group must memorize it in order

 4/5

 1/5

 10 min

1

Ask adolescents to stand in a circle.

2

Explain

One person will begin the game by showing everyone a quick dance move or movement, for example, stomping feet, jumping in the air, or spinning in a circle. The person to their right must copy the dance move, then create their own. The third person must copy both dance moves and create their own, and so on, until everyone has had a turn.

3

Explain

Participants should try to get around the whole circle without any mistakes. The last person will have the most dance moves to memorize.

4

Play the game a second time in a new order with new dance moves.

Environment

Indoor or outdoor space.

Supplies

None needed.

Tips for adapting this activity

- ▶ Play music, or invite participants to sing or play a song as they dance. Use tips from Musical Band to use available materials and participants' own bodies to make sounds and music.
- ▶ Vary the activity by creating an exercise routine instead of a dance. Each participant can suggest and demonstrate one exercise.

Name Dance

Adolescents use movement, rhythm and repetition to learn and remember each other's names

 5/5

 1/5

 10 min

1

Ask adolescents to stand in a circle. Explain that they are going to practice learning each other's names by creating a dance (or chant with movement) that uses all of their names.

2

Explain that you are going to start the exercise by saying your own name and making a movement with your body. (Any kind of movement is acceptable. For example, you can spin around once, hop on one leg, or stretch your arms over your head). Explain that all of the adolescents in the room should say your name and make the same movement.

3

Explain that next the adolescent standing to your left should say his or her own name, make a movement that he or she chooses. Then, adolescents should say his or her name and make the same movement, then simultaneously (with the adolescent to your left leading the others), they should say your name and make the movement you chose. After that, the next adolescent in the circle should do the same, saying his or her name, making a movement, then leading the other adolescents in chanting the second adolescent's name

and making his or her movement, then saying your name again and making your movement. (Tip: It can be helpful to repeat the instructions and practice with the first one or two adolescents so that everyone understands the instructions.

4

Once all of the adolescents have shared their names and movements, ask adolescents to go around the circle and repeat all names and movements again.

5

Ask all of the adolescents to begin to clap in a steady rhythm. Create a dance in which everyone chants the names of each adolescent and makes their movement together. Repeat two or three times or for as long as the adolescents seem to be enjoying the activity.

Environment

Indoor or outdoor space.

Supplies

None needed.

Tips for adapting this activity

- ▶ Use this energizer in your first activity session. Repeat it in future sessions so all participants learn each other's names, and new arrivals can introduce themselves.
- ▶ Repeat this activity and invite participants to choose new movements based on different themes, such as their identities, characteristics, moods or interests.
- ▶ After the activity, invite participants to guess what each other's movements represented about themselves.

Relaxation response

Adolescents practice simple mediation and breath awareness techniques to reduce their stress

 1/5

 1/5

 10 min

1

||| Facilitator says

"Is it hard to sit still and relax, even when you need to be quiet?" Discuss briefly.

Explain

It is normal to sometimes have trouble relaxing or sitting still. In particular, when we feel worried, excited, or angry we get an extra burst of energy, and our bodies want to release that energy.

2

Optional: Explain

The extra energy comes from a hormone called adrenaline. Adrenaline is a hormone that our body releases to give us extra energy when we need it, especially in situations when we feel that we might need to run away or protect ourselves. Adrenaline gives us energy for those situations, but when we have too much energy and no way to release it, it can build up in our bodies and cause us to feel stress.

3

||| Facilitator says

"There are a lot of ways to help yourself to feel quiet and calm. Today we are going to practice how to use your breathing to relax."

4

Ask the adolescents to lie down on the floor or ground on their backs, with some space around them. Give them a few minutes to get comfortable.

5

Give the following instructions at a slow, calm pace. Wait 10 to 30 seconds between instructions to give adolescents a chance to follow them, and to become aware of how they feel at each stage. Observe them. As they quiet down, make your voice calmer and leave more time between each instruction.

||| Facilitator says

- ▶ "Let your breathing slow down naturally. Notice that as your breath moves up and down, your stomach slowly rises and falls. Let your breath come in and out without forcing it."
- ▶ "While your breath is still moving in and out at its own slow pace, try to observe all of the places where your back is touching the ground. Notice your heels, the back of your legs, your back, your shoulder bones, your elbows, your hands, and the back of your head."

6

Leave a few more minutes for adolescents to continue breathing and relaxing.

7

Facilitator says

“Open your eyes. In a minute we are going to sit up slowly. First wake up your arms and legs by stretching them. If you want, you can pick up your knees and bring them to your chin so you stretch your spine. Sit up very slowly.”

8

Ask the adolescents to stay sitting cross-legged on the ground.

9

Facilitator says

“How did it feel to use your breath for relaxation? Was it easy or difficult?”

Discuss:

- ▶ It can be easy because breathing is a natural way for the body to relax
- ▶ It can be challenging if adolescents are trying this relaxation technique for the first time or have a lot of distracting things to think about.
- ▶ Like any technique, it requires practice.

10

Facilitator says

“Could you use this technique for relaxing in other parts of your life?”

Discuss:

- ▶ It can help adolescents to calm down when they feel angry or anxious.
- ▶ It can help adolescents to fall asleep if they have trouble sleeping.

Environment

Indoor or outdoor space.

Supplies

None needed.



Tips for adapting this activity

- ▶ If participants may feel self-conscious that others are watching them during the activity, invite them to do the activity while facing outwards or away from each other, covering their faces with their hands, and/or nodding their heads down.
- ▶ Attempt the activity even if you are not in a quiet place. Encourage participants to try to focus on your voice and on relaxing their bodies, rather than being distracted by all of the sounds around them.
- ▶ Review the activity guide Silence and Sounds for additional suggestions for participants listen to many sounds in a noisy places in a way that can also induce relaxation.

Three truths and a lie

Adolescents must share three truths about themselves and one lie. Other adolescents must guess which are the truths and which is the lie.

 2/5

 3/5

 10-15 min

1

Explain

Adolescents write their name, along with four pieces of information about themselves on a large sheet of paper.

2

Facilitator says

"On the piece of paper you must write three things that are true about yourself and one thing that is false. For example, 'Alfonse likes singing, loves football, speaks 10 languages and loves to dance'. Which one is false?"

3

Explain

Participants then go around the space with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the four pieces of information is false. Participants should continue to go around the room until they have met with everyone.

Environment

Indoor or outdoor space.

Supplies

Paper and pen or pencil for each participant

Tips for adapting this activity

- ▶ Instead of sharing two truths and one "lie" about themselves, participants can share two truths about themselves, and one story or fact that is true of someone else they know.

Who is the leader?

Adolescents play a game to guess who is leading the circle in different movements and gestures

 4/5

 1/5

 10 min

1

Bring adolescents together in a circle, facing toward the middle.

2

||| Facilitator says

"Today you are the team and I am the coach. But instead of telling you what to do I'm going to show you what to do. Watch me and try to make the same movements I make. When I change to a new movement, try to change with me as quickly as possible."

3

Demonstrate

Make a series of movements with your body. Continue each movement for a few seconds, so that adolescents have a chance to watch and follow. Examples of movements include: Wave both hands over your head, reach down to touch your toes, stand on one foot with your toe pointing toward the circle.

4

After a few minutes of practice with you as coach, ask the adolescents to volunteer as the coach and to take turns leading the rest of the circle in different movements. Do this a few times with adolescents as coach.

5

||| Facilitator says

"Now I want to ask one adolescent to be a brave volunteer. Your job will be to guess who is the coach, just by watching us."

6

Choose a volunteer and ask them to leave the activity space for a moment, or to turn around and cover their eyes.

7

Choose another adolescent to be the new "coach." The adolescents in the circle should begin to follow the new coach's movements. As they continue, ask the volunteer to come back to the circle. The volunteer should try to guess who the coach is, guessing as many times as they need to find the right person.

Repeat the activity as many times as the adolescents want. Each volunteer can choose the next volunteer, and each coach can choose a new coach.

Environment

Indoor or outdoor space.

Supplies

None needed.

Tips for adapting this activity

- ▶ Play music, or invite participants to sing or play a song as the entire group make different dance movements, following the leader. Use tips from *Musical Band* to use available materials and participants' own bodies to make sounds and music.

Dancing on paper

Adolescents dance in pairs as part of a contest.

 5/5

 1/5

 10 min

Note: This activity involves adolescents having some physical contact with each other. It may work best in adolescent circles with only boys or only girls, or for mixed gender circles, if adolescents are divided into same-gender pairs.

1

Begin the activity by dividing adolescents into groups of two. Each pair should stand on one piece of newspaper. Explain that in the activity, adolescents need to dance on the piece of newspaper. If either member of the pair touches the ground beyond the edge of the newspaper with any part of his or her body while dancing, the pair is disqualified from the game.

2

Begin to play music.

Use any type of device that is available, such as a mobile phone or radio. (If no device is available, the facilitator can clap his or her hands, or the entire group can sing a song together). Stop the music after approximately 30-45 seconds.

3

Explain to adolescents that they should fold their piece of paper in half. (They may step off of the newspaper to do so). Then they should stand on the paper again.

4

Begin to play music again, and ask adolescents to begin dancing again in pairs.

After approximately 30 seconds, stop the music. Ask adolescents to fold the newspaper in half again and then continue with the music and dancing. As pairs of adolescents are disqualified, they should move to stand in a circle around those that are still participating in the dance contest. They can participate by dancing, clapping or singing along to the song.

5

Continue the activity until there is only one pair of adolescents remaining. You and the other adolescents should congratulate them for winning by applauding, and/or the entire group can continue to dance together for a minute or two, if the adolescents are still interested and engaged.

Environment

Indoor or outdoor space.

Supplies

Large pieces of newspaper (If newspaper is not available, cut pieces of any fabric into rectangles that are at least as large as a piece of flip chart paper or the marker board in the supply kit.



Tips for adapting this activity

- ▶ Participants can take turns being the DJ who is responsible for controlling the music, announcing when participants should freeze, or commenting on the creative and amusing poses the participants have struck when they freeze.
- ▶ The DJ and/or other participants can sing or use gathered materials to play music for everyone to dance to. Review the tips for Musical Band for tips for participants to create music together.
- ▶ The facilitator or the DJ can suggest topics or theme for participants' dances, such as "statue," "superhero," "robot," or "animals." Create or play music that is associated with that different theme.
- ▶ Participants can give each other awards for their poses, such as "most creative," "most acrobatic," or "most surprising."



Follow my lead

Adolescents perform a physical stretch and the rest of the group copies their moves

 2/5

 1/5

 5-10 min

1

Ask adolescents to stand in a circle.

2

Explain

Stretching different parts of your body can be a good way to release the stress you feel while also helping to reenergize you in a healthy way. For example, if you stretch your arms above your head you can feel a healthy stretch in your arms as well as through your back and your sides.

3

Demonstrate stretching your hands above your head, and ask adolescents to stretch with you.

4

Facilitator says

“Try to think about a part of your body that feels tense or closed, either because you feel stress, or just because you have not used it or exercised in a while. We are going to go around in a circle with each of you leading us in a different stretch for a different part of your body. You can stretch your whole body if you want to, or just a small part, like your finger or your toe. Don’t push yourself to stretch too hard or in position that’s uncomfortable!”

5

Ask each participant to lead one stretch exercise and have everyone else copy what they do, going around in a circle. Encourage adolescents to think of new kinds of stretches to try, but let them repeat stretches other participants have already used if they want to do so.

6

Repeat all of the stretches once or twice, in the same order that adolescents introduced them.

7

Close the activity by applauding, or by having one final stretch together.

Environment

Indoor or outdoor space; enough space for everyone to stretch and move without touching anyone else.

Supplies

None needed.

Tips for adapting this activity

- ▶ Participants can teach each other exercises, such as running in place, hopping on one foot, jumping jacks, or push-ups.
- ▶ Participants can teach each other dance moves for dancing to traditional or popular music.
- ▶ Play music or invite participants to sing or create a rhythm as they exercise.
- ▶ Use the tips below for Musical Band and Silence and Sounds to create music together.



Role-play non-verbal communication.



4/5



1/5



2/5



20 min



Activity Overview

Purpose

Learn and understand the meaning of non-verbal communication; Practice expressing emotions using only non-verbal communication through role play.

Objectives

Adolescents will be able to:

- ▶ Understand how ideas or emotions can be communicated through nonverbal communication.
- ▶ Use nonverbal communication to communicate some of their own ideas and emotions.

Competency domains

Communication and expression.

Works well for

Adolescents who know what a role play is.

Phase

Connecting.

Before

Use the **role play** tool.

After

Adolescents can discuss how they use non-verbal communication. They may be communicating without knowing it.

Preparation

None needed.



Communicating Without Words

1

Explain:

There are different types of communication other than talking.

2

||| Facilitator says:

"Crossing my arms in-front of me might mean something to you. Rolling my eyes might mean something to you. These are examples of non-verbal communication."

3

||| Facilitator says:

"What other types of non-verbal communication can you think of?"

4

Call on volunteers to demonstrate some examples of things that can be communicated through gestures or body language. Ask the other adolescents to explain in words what the gestures or body language is communicating. Some examples include:

- ▶ Placing hands on hips.
- ▶ Placing hands over mouth.
- ▶ Turning your back to someone .
- ▶ Scratching your head.
- ▶ Smiling.
- ▶ Frowning.

5

Explain:

Participants will get into smalls groups and create a short, two to five minute role play.

6

Explain:

Each group will roll the emotion cube (where only members of the small group can see it). Each group will then work together to create a story about the emotion they rolled. They will start by imagining a character who is experiencing this emotion. Imagine who he or she is and why he or she is feeling that emotion. Now imagine a person in his/her life who is experiencing a different

7

Explain:

The role play should tell a story using the character created and only non-verbal communication (no speaking!).

8

Give time for small groups to practice and prepare their role plays.

9

Sharing and Take Away:

Ask groups to perform their role plays for the group. The audience watching the role play should try to guess what happened. What emotions were the characters experiencing? What did they communicate to each other?

10

Discussion:

After the groups have presented their role plays, ask participants:

- ▶ Do you always notice when you are communicating non-verbally.
- ▶ Do you think others always notice when they are communicating non-verbally?
- ▶ How can being aware of both our verbal and non-verbal communication help us?



Communicating Without Words

Do & Don't

- ✓ Let participants decide how they will organize their role play.
- ✗ Correct participants or get angry if they use verbal communication as well as non-verbal during their role play.

Adaptation

Cultural context: Use gestures and non-verbal communication examples from your country and cultural understanding.

Environment

Indoor or outdoor space.

Supplies

- ▶ Emotion cube.

Improvise

Adolescents can choose specific scenarios to role play. One group can role-play only verbal communication questions and one group can role-play only non-verbal communication responses. This can be a game.

Continue

Encourage participants to be aware of both their verbal and non-verbal communication. Participants can also observe others and tell them what nonverbal communication they see.

Tips for adapting this activity

- ▶ Create a simpler guessing game. Invite each participant to think of a behaviour or situation, such as "Eating an ice cream cone" or "sneezing," and then, take turns acting it out (without speaking). Other participants then guess what the behaviour is.
- ▶ Vary the activity so participants work in pairs. Each pair will prepare an imaginary dialogue in which two people are discussing something. For example, they may be agreeing, arguing, or planning something. Each pair will take turns silently acting out their dialogue. Other participants will try to guess what the dialogue is about.
- ▶ Teach the group silent applause (waving hands in the air) to celebrate each actor's performance without words, keeping in the spirit of non-verbal communication. If a participant or facilitator speaks sign language, invite them to teach the group a few more sign language words. Learn and practice the words together in future sessions.
- ▶ Participants can create their own hand or body gestures to communicate important signals to each other as a group, such as "please listen to me," "that was funny," or "I agree with her." Use these hand or body gestures to communicate with each other in future sessions.





Adolescents gather stories by interviewing adults in their communities.



3/5



1/5



4/5



45 min



Activity Overview

Purpose

Interview community members and learn about their personal stories.

Objectives

Adolescents will be able to:

- ▶ Empathize with others.
- ▶ Communicate and listen effectively.

Competency domains

Identity and self-esteem; Communication and expression; Empathy and respect.

Works well for

Circles where adolescents can sit together and work on activities as a large group, whether they are just getting to know each other, or already know each other well.

Phase

Connecting.

Before

Adolescents should have identified an adult in the community and asked them to think of a story to share. Facilitators and adolescents can begin this as part of the Take-Away step at the end of a session.

After

Keep adolescents' notes, drawings or other records of the stories they gathered, and use them for future arts or innovation projects.

Preparation

Adolescents may wish to use the **Practicing interview skills** activity to prepare.



Gathering stories

1

Explain:

Participants sit in pairs, with enough space around them to be comfortable. They should have a piece of paper and something to write with.

2

Facilitator says:

"Please close your eyes for a minute and think of a time that an older person told you a story. Maybe it was a true story about something that happened to them, like something that they remembered from own childhood. Or maybe it was a traditional story from their culture."

3

Give the adolescents a few moments of silence to think and reflect. If children like to write or draw, they can write down the story in their journal (if they have one).

4

Ask for volunteers to stand and share their stories, and encourage the other participants to be active and supportive listeners. Allow as many adolescents as possible to share their stories, leaving 10 minutes at the end of your time for discussion.

Sharing and Take away

Each group of adolescents should perform their role play.

5

Discuss:

- ▶ Why do adults like to tell stories to children and young people?
- ▶ Why do you think you remembered these stories?
- ▶ What do we gain by listening to stories?
- ▶ What makes stories helpful or interesting?

6

Explain:

- ▶ Adults often tell stories to young people to teach them important lessons.
- ▶ Adults may want to make sure that young people remember important things about their tradition or history.
- ▶ Sharing stories can be a fun way for adults and young people to connect and enjoy time together.

7

Divide adolescents into groups of two and ask them to write interview questions.

8

Facilitator says:

"You are going to gather a story from an adult (or another person) in your community. It can be a true story and/or a traditional story. Think of an adult in your community whom you respect or like. It can be someone you know well, or someone you don't know well. Your task is to conduct an interview with them and ask them to tell you a story. Your challenge now is to develop questions you can ask to help that person to tell you a good story."

9

Bring the adolescents back into a circle. Ask the adolescents to share the interview questions they wrote.

Possible discussion points:

- ▶ An interview with someone who tells you a story may be different from other kinds of interviews. You may not need to ask many questions – just give them space and time to talk.
- ▶ You may find it helpful to ask follow-up questions during or after an interview. This may help people to share more details and information so that their story is easier to understand.
- ▶ Be sure to listen actively during the story. Show the storyteller that you are interested so that they feel encouraged.



Gathering stories

10

Working in the same pairs, ask the adolescents to write a plan for how they will interview an adult in the community. This should include how they will invite the adult for an interview, and what questions they will ask.

Discuss tips for writing their plans:

- ▶ Invite the adult to tell their story. Explain why you are asking them to tell a story, and show your interest and respect. Make sure the adult knows how you will use their story and that they give their permission for you to do so.
- ▶ Choose a time and place that is convenient and comfortable for you and the adult. Make sure you have plenty of time.
- ▶ Help the adult to think of a story in advance. Give a suggestion if you have a story in mind, and/or brainstorm together about ideas for a story.

11

- ▶ Don't push the adult to remember or tell stories about difficult experiences if they don't want to. If you think the adult wants to tell a difficult story, make sure you are comfortable hearing it.

12

Give adolescents the time they need to complete their interview questions and plans. Check in with all the pairs to make sure they have a plan, and be ready to give additional support if they need it to carry out their interviews.

Motivate participants by telling them that they will hold successful interviews and gather good stories!

Do & Don't

- ✓ Review adolescents' interview questions and plans together, to make sure they are prepared and that their plans are realistic.
- ✓ Offer to join and watch adolescents' interviews if they want you to.
- ✓ Check whether adults and adolescents are exploring personal, sensitive or difficult memories together. Make sure that they don't feel pushed to talk or hear about difficult topics. Step in and offer alternative topics if necessary.
- ✓ Make sure that the adolescents have time to arrange and conduct interviews.
- ✓ Talk with the adults who have agreed to share their stories. Make sure that they understand the purpose of the activity, and that they give their permission for adolescents to use and share their stories afterwards.
- ✗ Recommend that adolescents ask adults to share a difficult memory or any story that is very personal or private - If adults and adolescents have lived through crises, adolescents should not ask them to talk about that experience.



Adaptation

Low literacy: Instead of writing their questions, adolescents can memorize them or use drawings as reminders. They can also use drawings to make notes during the interview itself.

Simplify: For younger adolescents, planning and carrying out interviews outside of the session may be too complex. Work with the adolescents to identify adults who may be good storytellers. Invite those adults to a circle session, and ask them to tell their stories to the entire group.

Environment

Indoor or Outdoor space.

Supplies

- ▶ At least one large piece of chart paper for every group of adolescents (or something else for them to write or draw on).
- ▶ At least one pen, pencil or marker for each adolescent. If adolescents are preparing to interview adolescents or adults outside their circle, help them to prepare by practicing their active listening skills.

Improvise

Adolescents can focus their story gathering exercises on specific kinds of stories, such as:

- ▶ Traditional stories, lessons, or fables from their local cultures.
- ▶ Memories from childhood (if not too personal, difficult or sensitive).

Adolescents can gather and share their own stories, based on their recent experiences or memories. For example, they can focus on stories that they would like to tell to even younger children.

Adolescents can also gather and share stories from younger children, based on their experiences, memories and imaginations.

Continue

After adolescents have gathered stories they can use them to:

- ▶ Create cartoon strips or picture books.
- ▶ Create and perform oral stories or poems.
- ▶ Create plays or dramas.
- ▶ Create a fable, by changing the main characters into animals or imaginary people, or changing the setting.

Tips for adapting this activity

- ▶ Invite participants to “gather stories” from their own memories. For example, each adolescent could think of a true story that one of their older relatives enjoys telling them, or a story about something they experienced.
- ▶ Invite participants to share their stories verbally instead of by writing them down. They can take turns sharing stories in a circle during the activity time.
- ▶ Invite participants to repeat telling their stories to learn and practice good storytelling techniques. Discuss as a group: What is a great way to start a story? How can you make the listener feel surprised when they hear the story?
- ▶ Vary the activity by inviting one participant to start a story, and then stopping in the middle. The other participants can guess how it ends, OR make up their own ending.



Adolescents practice their listening skills and manage their stress by listening to sounds in a peaceful environment.



Activity Overview

Purpose

Develop awareness and listening skills to cope with stress.

Objectives

Adolescents will be able to:

- ▶ Listen and relax quietly.
- ▶ Express thoughts with others.

Competency domains

Coping with stress and managing emotions;
Communication and expression.

Works well for

Adolescents who could benefit from quiet and rest.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

No activities required after this one.

Preparation

None needed.

1

Ask the adolescents to find a comfortable place on the ground or floor, and to lie down with their eyes closed. They can cover their eyes with their hands or a piece of clothing if they find this restful.

2

||| Facilitator says:

"Now we are going to practice listening and remembering. First, take a minute to listen to the sounds that you hear around you." Give the adolescents a minute to become quiet and relax.

3

||| Facilitator says:

"As you listen, try to let your breathing become slow and easy. You might be able to hear your own breathing, or even your heart beating."

4

||| Facilitator says:

"Now I'm going to make a few sounds. Try to listen and remember what you hear."

Make a sequence of five or six sounds using your hands, feet, voice, or another part of your body. Choose sounds that are not too loud or startling. A sample sequence could be:

- ▶ Snap fingers three times.
- ▶ Clap once.
- ▶ Snap fingers three times again.
- ▶ Shuffle one foot on the ground, shuffle the other foot on the ground.
- ▶ Click your tongue four times.
- ▶ Whistle

5

||| Facilitator says:

"Now I am going to repeat the sequence." Repeat the sequence once or twice.

6

||| Facilitator says:

"Don't open your eyes, but raise your hands if you think you remember the sequence of sounds." Ask adolescents who have their hands raised to repeat the sequence of sounds.³

7

||| Facilitator says:

"Now let's all do the sequence together." Repeat the sound sequence with the entire circle.

8

Make a longer sequence of eight or nine sounds for the circle and repeat it at least once. Ask adolescent volunteers to try to remember and repeat the sequence.

9

Optional: Ask an adolescent to invent a sequence of sounds and encourage the rest of the circle to remember and repeat the sequence.

10

||| Facilitator says:

"Now let's just listen to the sounds around us again." Wait for a period of silence as adolescents listen quietly to the sounds they hear.

Say quietly: "Before you were listening to just one person. Now, try to see if you can hear many sounds happening at the same time." Wait again in silence.

11

||| Facilitator says:

"Open your eyes slowly. Stretch your arms over your head and stretch your feet down. Sit up slowly." If any adolescent has fallen asleep, help them to wake up gently.

12

Sharing and Take Away:

Discuss:

- ▶ What did you hear?
- ▶ Are these sounds that you normally hear and notice? Why or why not?
- ▶ How did it feel when you were trying to hear many different sounds at the same time? Did it feel different to listening to the sounds of just one person?

13

Explain:

Trying to focus and hear many sounds at the same time can strengthen listening and concentration skills. It can also help adolescents to relax and reduce their stress.

Do & Don't

- ✓ Give adolescents enough time to become quiet and comfortable at the beginning of the activity. They may joke or laugh at first as they adjust to resting silently.
- ✓ Make a shorter sequence of sounds if adolescents find them difficult to remember and repeat, or a longer sequence if they find it too easy.
- ✓ Use rhythm or music in the sound sequence.
- ✓ Allow adolescents to fall asleep, as it will help them to release some stress.
- ✗ Make loud noises.
- ✗ Scold or correct adolescents if they have trouble remembering the sequence of sounds.

Adaptation

Instead of sound, use movement. Ask adolescents to sit quietly and demonstrate steps of hand or arm movements.

Environment

Indoor or outdoor space. Quiet.

Supplies

None needed.

Improvise

This activity gives adolescents an opportunity to practice awareness using their hearing abilities. Improvise using their sense of sight:

- ▶ Ask adolescents to make rectangular frames out of paper, or to make a frame using their hands. They should focus their eyes on a central point within their frame, and explore what they can see without moving their focus.
- ▶ Discuss how it feels different to focus on one particular point rather than their whole range of sight.
- ▶ Ask the adolescents to try to draw what they see in their frame, or to recreate it in another way.

Continue

Repeat the activity regularly if adolescents find it relaxing, and use the second part (where adolescents listen to the sounds around them), to help them to manage their stress.

Tips for adapting this activity

- ▶ Attempt the activity even if you are in a noisy place. Invite participants to listen carefully and try to identify individual sounds they hear, one at a time, including sounds that they think no one else may hear. Afterward, invite participants to sit in a circle and take turns each identifying one sound they heard.
- ▶ Vary the activity by inviting participants to create sounds. For example, they can create sounds that replace words or imitate the sounds of animals or objects. Participants can take turns making their sound, and while others try to guess what that sound represented. Introduce new themes for each round, such as "animal sounds," "nature sounds," or "everyday sounds."
- ▶ Vary the activity by inviting all participants to "tell a story," with each participant taking turns to making a sound that represents something that happens in the story. Afterward, invite participants to tell the story in words that they imagined they were hearing in sounds.



What we do

Adolescents explore the positive things they do for themselves and others through brainstorming and role playing.



Activity Overview

Purpose

- ▶ Brainstorm good things adolescents do for themselves and for others.
- ▶ Role-play examples of good things adolescents do for themselves and for others.

Objectives

Adolescents will be able to:

- ▶ Develop self-esteem.
- ▶ Identify positive actions.

Competency domains

Identity and self-esteem; Hope for the future and goal setting.

Works well for

Adolescents who enjoy energetic activities, and who will benefit from identifying the positive contributions they make to their families and communities.

Phase

Knowing Ourselves.

Before

Use **Role Play** tool.

After

Adolescents can follow-up with activities to promote awareness (including their own) of the positive things they do for themselves and others in their communities.

Preparation

On one index card write

GOOD THINGS WE DO FOR OURSELVES.

On a second index card write

GOOD THINGS WE DO FOR OTHERS.



What we do

1

Ask the adolescents to sit in a circle. Give each adolescent two index cards, and keep two for yourself.

2

||| Facilitator says:

"Sometimes we don't take time to recognize the positive things we do in our day-to-day lives. It can also be difficult for other people to notice the positive things we do if they are busy or feel overwhelmed. Let's take a minute to think about the positive things that adolescents your age do for themselves and others".

3

Put the index card that says **GOOD THINGS WE DO FOR OURSELVES** on the ground near the middle of the circle.

||| Facilitator says:

"Think of at least one good thing that people your age do for themselves. For example, you can think of the positive choices adolescents make, and the ways they take care of themselves." Give the adolescents a few minutes to write their examples on one of their index cards and to put it on the ground nearby.

4

Place the second index card that says **GOOD THINGS WE DO FOR OTHERS** on the ground somewhere inside the circle.

||| Facilitator says:

"Now let's think about some helpful things adolescents your age do for their families, friends or other people in the community." Give adolescents a few minutes to write their examples on their second index card and to put it on the ground nearby.

5

Divide the adolescents into six groups. Three groups will focus on **GOOD THINGS WE DO FOR OURSELVES** and three will focus on **GOOD THINGS WE DO FOR OTHERS**.

6

Explain:

Each group should choose a card that represents a good thing that adolescents do for themselves or for others. Organize a role play about that topic. Imagine an adolescent who does this good thing, and someone else (an adult or a young person) who doesn't notice it.

7

Give the adolescents time to organize their role plays, and to perform them for the rest of the circle.

Sharing and Take Away:

8

Discuss:

- ▶ Do adolescents always recognize the positive things they do for themselves? What makes it hard or easy to realize when you do something positive for yourself?
- ▶ Do other people recognize the positive things that adolescents do for others? How is it helpful when other people recognize these positive things? What can we do to help other people recognize the positive things that adolescents do?



What we do

Do & Don't



Give all of the groups a chance to perform their role play. If there isn't enough time, continue during a follow-up session.



Ask adolescents to talk about negative or unhealthy behaviours, whether their own or their peers'.

Adaptation

If this is the adolescents' first time doing a role play, take time to explain and demonstrate. Work with one group to do a practice/demonstration role play for the others so that everyone understands the process.

Low literacy: Adolescents can draw instead of writing their responses.

Environment

Indoor or outdoor space. Enough space for role plays.

Supplies

- ▶ Index cards (two for each participant).

Improvise

Adolescents can use drawing, creative writing or poetry instead of role plays to explore their positive contributions.

Continue

Adolescents can follow-up with activities to raise awareness about their positive contributions.

Tips for adapting this activity

- ▶ Vary the activity by inviting participants to share an example of something they have done in the past day to try to be helpful to others. Invite the others to say, "Well done!" after each participant has shared their example. Remind them that they should recognize their own contributions and feel valuable for what they do for others.
- ▶ Vary the activity by inviting to recognize what others in the group do to be helpful. This may include things they have seen each other do in their community or in their current situations, or it may include ways they help others in your activity group.
- ▶ Participants take turns giving genuine compliments to the person standing next to them. They may use prompts, such as "Today I saw you ... and I really appreciated that because..." Explain that they may repeat a compliment if they wish.



Create instruments and make musical sounds together.



4/5



1/5



3/5



30 min



Activity Overview

Purpose

Use imagination and art to make instruments out of supplies and materials found around the safe space; Play music together as a group to have fun together and collaborate.

Objectives

Adolescents will be able to:

- ▶ Use innovative ideas to make and play instruments in a group.
- ▶ Build a positive environment through collaborating on a music project.

Competency domains

Creativity and innovation; Cooperation and teamwork.

Works well for

Adolescents who are still getting to know each other.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

No activities required after this one.

Preparation

None needed.



Musical Band

1

Explain:

Participants will create musical instruments to play. They can use all of the materials available and they can look for material such as rocks and sticks from nearby outside.

2

Present the available materials.

3

Explain:

- ▶ A drum can be made by taping or gluing paper to the top of a cup, or by turning a can upside down and tapping sticks or rocks on it.
- ▶ Gluing straws together can create sound when you blow air through them.
- ▶ Placing tiny rocks in a cup and gluing or taping paper to seal the lid can make sound when you shake it.

4

Give participants time to create their instruments. They can do this individually or in groups.

5

||| Facilitator says:

"Every adolescent creates a unique sound with their object."

6

||| Facilitator says:

"As a group, you will become one 'instrument' that I can 'play' as the conductor by pointing to you. So, if I point at you, make the noise at the same time that I point to you."

7

||| Facilitator says:

"One person will start by creating a unique rhythm or sound pattern. Others join in one at a time to create a unique song as a group."

8

||| Facilitator says:

"Next, as a group, create the loudest sound you can. Then create the quietest sound you can."

9

When everyone has created an instrument, invite them all to play their music together. Help them to create 'songs' together by cueing different groups to make sounds with their instruments in different sequences or patterns. Give adolescent participants a chance to take turns being 'music director' if they seem ready to do so.

10

Sharing and Take Away:

Ask: "What was it like to play music together?"

11

Let participants take their instruments home if they would like to do so.

Do & Don't

- ✓ Let participants be creative.
- ✓ Help participants construct their instruments .
- ✓ Use available materials from the surrounding area.
- ✓ Provide positive feedback on instruments.
- ✓ Stay calm - this activity can get noisy!
- ✗ Tell participants how to make their instruments.
- ✗ Criticize instruments.
- ✗ Tell participants they cannot play their instruments.

Adaptation

Use materials outside of those in the supply kit, if available.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.
- ▶ Cups.
- ▶ Small rocks.
- ▶ Paper.
- ▶ Straws (if available).
- ▶ Glue or tape.
- ▶ Rubber bands (if available).
- ▶ Scissors.
- ▶ Sticks.
- ▶ Cans (if available).

Improvise

Adolescents can create songs together with their instruments or try to play a song everyone knows. Create a "sound track," or a song that can accompany a story (just as music accompanies a movie or television show). Decide which 'instruments' represent certain feelings or ideas, then have them become the sound track to a silent role play.

Continue

Encourage participants to use music and songs in activities, including opening and closing circles.

Tips for adapting this activity

- ▶ Participants can use their own bodies (hands, fingers, mouths, or feet) to make sounds, including by clapping, snapping, tapping on the floor or "beat boxing."
- ▶ Start with a small group activity in which each group creates as many different sounds as possible with a single item or body part.
- ▶ Invite the "musical band" to play different songs they know, including traditional or popular songs. For example, different groups can perform the background rhythm of a song together. Participants can also sing the song together as they play the rhythm together on their "instruments."
- ▶ An individual participant, or the facilitator, can read or tell the story, as the "musical band" improvises and plays the soundtrack to that story. The musical band may make other sound effects to accompany the story.
- ▶ Divide the group in half. One half of the group will play a song together. The other half will sit with their eyes closed, and listen. As they listen, they should imagine they are watching a film, and the song is the soundtrack. When the song is over, the participants who were sitting quietly should share a description of the film they imagined, its plot and characters.





Circular story

1

Sit in a circle with other adolescents. Every adolescent should have one piece of paper and a pen or pencil to write with.

2

Writes one sentence of a story at the top of your piece of paper, then, pass the paper to the person sitting to your right.

3

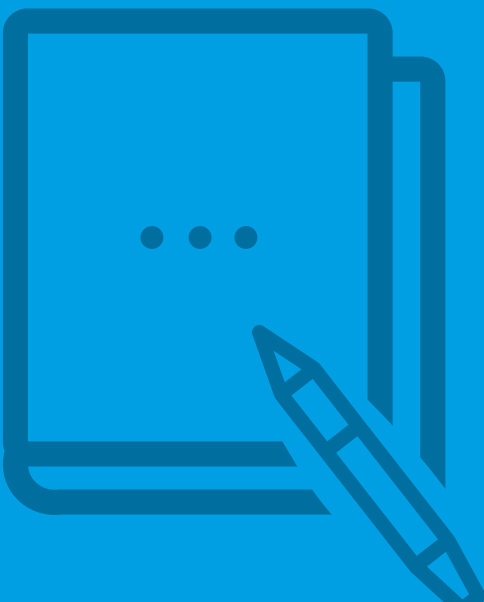
Write the next sentence of the story on the piece of paper that was handed to you. Continue until everyone has written one sentence of each story.



Tips for adapting this activity

- ▶ Adapt the activity by having participants tell their “circular story” aloud instead of writing it down.
- ▶ Vary the activity by starting each new story with a new sentence. For example, you could start with the sentence, «A group of curious animals lived in this enchanted forest.» Or, suggest a topic or a theme, and then invite a participant to begin the story with a sentence connected to that theme.
- ▶ Use available materials, including discarded materials, to create puppets or props to represent different characters or objects in the story. Each participant can use the puppets or props to illustrate their story sentence, and then pass them to the next person who will speak.
- ▶ Vary the activity by inviting participants to tell a story one word at a time, instead of one sentence at a time.
- ▶ Create a “sound effects” team who will make noises and sounds as the soundtrack of the story.

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Cup tower

1

Make plastic cups by cutting empty plastic water bottles in half.

2

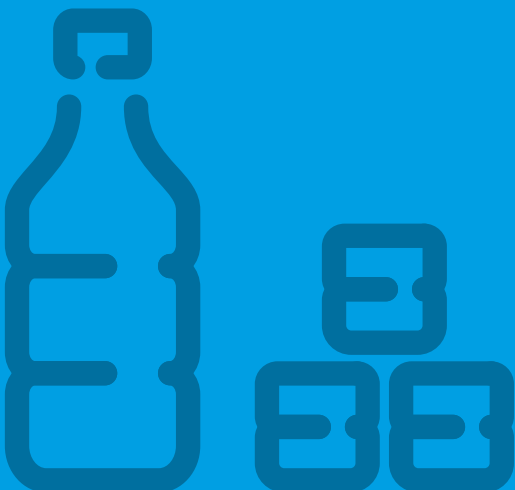
Try to build as high a tower as possible using the cups.



Tips for adapting this activity

- ▶ Instead of using cups, gather other available materials and invite participants to make towers out of those materials. Participants may make towers out of a variety of available materials. Or, create a rule that they can only use one type of material, such as bottle caps, or pieces of newspaper.

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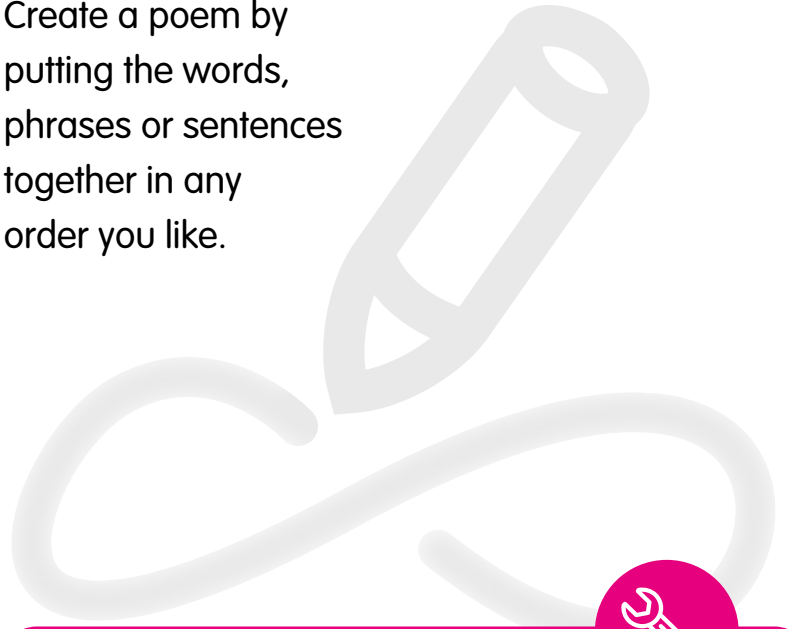
Find poetry

1

Spend a day listening to the things that you hear people around you say. Write down the words, phrases or sentences you overhear.

2

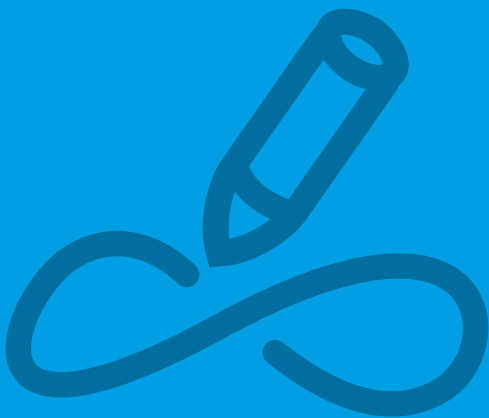
Create a poem by putting the words, phrases or sentences together in any order you like.



Tips for adapting this activity

- ▶ Invite participants to create a poem verbally as a group. Create the poem by inviting each participant to call out their sentences, one at a time, either taking turns going around in the circle, or calling out their sentences in an order they wish.
- ▶ Vary the activity by giving participants different prompts, themes or topics to create their poem. For example, these could be "Advice our parents/grandparents give us," or "sentence or phrases we have overheard today." Or, participants may create a poem about an everyday object, such as one that they can see from the activity space.
- ▶ Record the poem participants create by using your mobile device, or by writing it down, if you have materials available to do so.

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Learn from an expert

1

Find an adult or another adolescent.

2

Ask them to tell you about something they know or can do well.

3

Ask them to explain how to do it.

4

Write or draw instructions based on what you learned.

Check with the expert to make sure your instructions are correct!



Tips for adapting this activity

- ▶ Vary the activity by inviting participants to learn from each other as experts. Participants can begin by thinking of a topic or task they know and do well and want to teach to the group. This can be a hobby, a skill, a favourite book, a historical event, a science concept, a fun fact, or anything else. Or they can use their sense of humour to think of topics such as, "how to be a great older brother" or "how to pretend to be asleep when you don't want to help with chores."
- ▶ Each "expert" can give a 1-2 minutes talk to share their knowledge and advice with others.
- ▶ After all presentations, organize a group quiz. Working in small groups, participants try to remember at least piece of advice each experts has shared. Whichever group can remember the most advice from others will win.

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Recycle a game

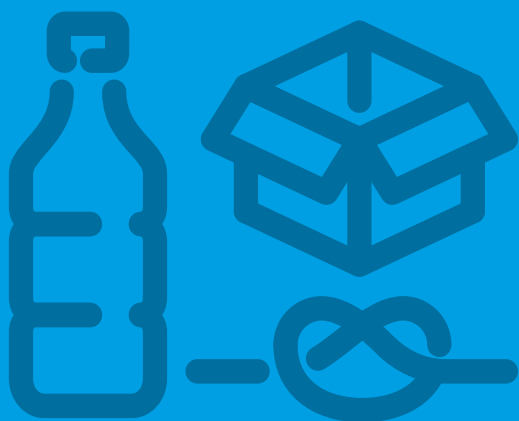
1

Find an empty plastic water bottle, a piece of rope 1 meter long, and an empty cardboard box.

2

Make a toy or a game for children or adolescents.

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Tips for adapting this activity

- ▶ Instead of using a box, a piece of string or a plastic bottle for the game, gather and use other materials that are available. Break large items into several smaller items to create more materials to work with.
- ▶ Vary the activity by making it into an activity for small groups of 2-4 participants each. Give each group the same three materials to work with, or let each group choose three different items from the materials you have gathered.
- ▶ Also working with participants in small groups, create a competition with many prizes. Each group should try to invent a game using their three materials, then present their games to the group. Other participants can award each other different prizes for their games, such as "most surprising," "most fun," "most unexpected," or "most challenging."
- ▶ Have an activity session in which you test the games each group has invented. Discuss how to make them better. If any works well, invite younger children or older adults to a family game session.

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