

Psychosocial Support Circles for Adolescents

ACTIVITY PACK

Arts-based activities to promote the
psychosocial wellbeing of migrant
adolescents in the United States

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This phase helps a group of adolescents who are coming together for the first time to get to know each other and to develop their circle. Activities were also selected to help adolescents cope with stress and express themselves.

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This is a pack of 20 energizers, warm-ups, cool downs and other fun activities to engage adolescents before getting into more in-depth activities.

**PHASE 1:
STARTING OUR
CIRCLE**

Phase 1. Starting your circle

This phase helps a group of adolescents who are coming together for the first time to get to know each other and to develop their circle. Selected activities also help adolescents express themselves and cope with stress.

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
1	I am, I have, I can	Adolescents explore their strengths and resources through drawing.	Hope for the future and goal setting	Discover personal identity through creatively drawing strengths.
2	Animal, insect, bird stories	Participants create a story from the perspective of an animal, bird or insect and role play the story.	Communication and expression	Learn about empathy and looking at life from the perspective of others.
3	Silence and sounds	Adolescents practice their listening skills and manage their stress by listening to sounds in a peaceful environment.	Communication and expression	Develop awareness and listening skills to cope with stress. Listen and relax quietly. Express thoughts with others.
4	Create an emotion story	Roll the emotion cube and create a story based on the emotion chosen.	Communication and expression	Reflect on the causes of different emotions, and ways to manage positive and negative emotions.
5	What we do	Adolescents explore the positive things they do for themselves and others through role playing.	Hope for the future and goal setting	Develop self-esteem. Identify positive actions.

Circle building activity to integrate during one of the weekly sessions

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Agreeing to group rules	Adolescents set rules for working together in way that is inclusive, respectful, supportive and enjoyable.	Cooperation and teamwork	Cooperate with others. Build trust and respect in the group.

Alternate/additional activities for this phase

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Cross the river game	Participants work in teams to cross an imaginary river using pieces of paper as stepping stones.	Communication and expression	Build trust with other adolescents. Practice good communication skills with others.



Adolescents explore their strengths and resources through drawing.



2/5

1/5

2/5

45 min



Activity Overview

Purpose

Discover personal identity through creatively drawing strengths.

Objectives

Adolescents will be able to:

- ▶ Express strengths through drawing.
- ▶ Perform a gallery walk.

Competency domains

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

Works well for

Adolescents who may benefit from learning about their strengths and resources.

Phase

Knowing Ourselves.

Before

This session can build on the **Silhouettes** activity, where adolescents explore each other's strengths through drawing.

After

Adolescents can follow-up with goal setting or planning activities to build on the strengths they identify.

Preparation

Draw a large circle on a piece of flip chart paper. The **Gallery walk** tool and the **Agreeing to group rules** activity to support adolescents in giving positive feedback as they look at each other's drawings.





1

Show the flipchart paper with circle on it. Point to the circle.

2

Facilitator says:

"In a minute I am going to ask you to draw a big circle like this on your paper. The large circle represents you, and who you are."

3

Write **I AM**...inside the circle.

4

Facilitator says:

"All of us can finish this sentence in many ways. What are some ways to finish this sentence?" (Ask the adolescents to volunteer their answers.)

5

Write **I HAVE**... to the left or right side of the circle.

6

Facilitator says:

"All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?" (Adolescents should volunteer their answers.)

7

Write **I CAN**...above the circle, toward the top of the marker board.

8

Facilitator says:

"All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?"

(Adolescents should volunteer their answers.)

Facilitator says:

"Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw your ideas inside, around and above your circle."

Give adolescents at least 20 minutes (or as long as they want) to work on their drawings.

9

After the adolescents have completed their drawings, organize a gallery walk.

10

Facilitator says:

"Your drawings represent your strengths. When we look at each drawing, we see the strengths of each person in our group. When we look at them together, we see the strengths of our entire circle."

Share and Take Away

11

Discussion:

- ▶ Who are we? Ask the adolescents to give some examples of who they are, and who is represented in their circle.
- ▶ What do we have? Ask the adolescents to give some examples.
- ▶ What can we do? Ask the adolescents to give some examples.

12

Facilitator says:

"Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognizing our strengths, exercising them to make them stronger, and using them to pursue goals."



Do & Don't

- ✓ Allow adolescents to respond to questions about their identity in any way they want to, including drawing or writing.
- ✓ Encourage adolescents to focus on their strengths and resources.
- ✗ Let anyone be left out of the circle.
- ✗ Scold or correct adolescents if they express ideas about who they are, what they have and what they can do that seem unrealistic or inaccurate.

Adaptation

Adolescents can write stories about who they are, what they have and what they can do.

Environment

Indoor or outdoor space.

Supplies

One large piece of drawing paper per adolescent, and markers or coloured pencils.

Improvise

Adolescents can explore and express **who they are**, **what they have**, and **what they can do** through other media, including collage, creative writing or poetry.

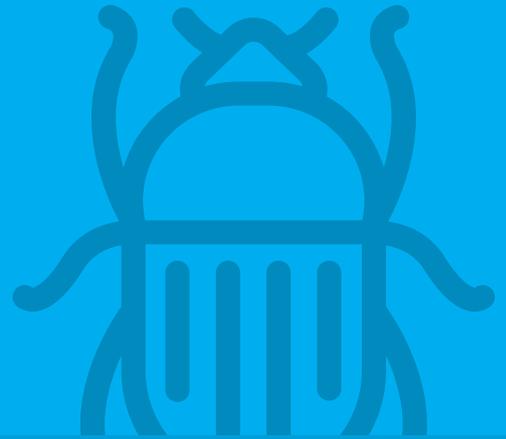
Continue

Adolescents can work on follow-up activities or projects that help them to develop their strengths or pursue their goals in line with the **I can** possibilities they have identified.





Participants create a story from the perspective of an animal, bird or insect and role play the story.



4/5

1/5

2/5

30 min



Activity Overview

Purpose

Learn about empathy and looking at life from the perspective of others.

Objectives

Adolescents will be able to:

- ▶ Discuss the meaning of empathy.
- ▶ Express and communicate ideas from the perspectives of others.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

No activities required after this one.



Competency domains

Empathy and respect; Communication and expression.

Works well for

Adolescents who know each other.



1

Explain:

Participants will create a story and a role play to learn about the meaning of empathy.

2

||| Facilitator says:

"Empathy is putting ourselves in another person's place and trying to understand a feeling or situation from their perspective. This is probably something you have done before, maybe without even realizing that you are doing it. Have you ever found yourself thinking about something from another person's perspective? Was it helpful to you or the other person?" Let a few adolescents respond and share examples from their own experience.

3

||| Facilitator says:

"Today we are going to practice some empathy exercises by thinking from the perspective not of another person, but of an animal, bird or insect. Start by thinking of a specific kind of animal, bird or insect. Close your eyes and imagine that you are that animal, bird or insect. How big or small are you? Where are you sitting or standing? What do you see around you? What would you be thinking about? Keep your eyes closed and imagine you are in the body of that insect, animal or bird for a moment."

4

Explain:

Adolescents will get into small groups of 3-4 participants. Each adolescent should stay in the character of the same insect, animal or bird. Their task is to create/improvise a small role play about what happens when their characters interact.

5

Share and Take Away

Invite each group of participants to perform their role play.

Discussion:

- ▶ What did it feel like to think about the perspective of a bird, animal or insect? How did you see the other characters in your story? How did you see the world differently?
- ▶ Have you ever thought about looking at life through someone else's perspective? What would it be like to be someone else?
- ▶ How can this idea of empathy help us in our relationships? In arguments or conflicts?



Do & Don't

- ✓ Encourage participants to have fun with the role plays.
- ✓ Repeat the meaning of empathy and use examples to help participants understand what it means.
- ✗ Force participants to role-play if they don't want to.

Adaptation

High-literacy: Adolescents who enjoy writing could write a story, letter or diary entry from the point of view of an animal, insect or bird, or could write a story or fable based on their role play.

Environment

Indoor or outdoor space.

Supplies

None needed.

Improvise

Create stories from the point of view of human characters, instead of animals, birds or insects. Start by imagining people with different characteristics, and create role plays based on their perspectives.

Continue

Build on the story adolescents created through their role play to create a longer play, story or fable using the same animal, insect or bird characters.

Refer to this activity and the meaning of empathy when discussing conflict and relationships.



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



 1/5

 1/5

 1/5

 15-20 min



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.

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.

Sharing and Take Away:

12

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.





Create an Emotion Story

Roll the emotion cube and create a story based on the emotion chosen.



2/5



1/5



2/5



30 min



Activity Overview

Purpose

Adolescents create a storyboard by drawing pictures and/or words to develop their creative thinking and storytelling skills.

Objectives

Adolescents will be able to:

- ▶ Experiment with new ways to express their thoughts.
- ▶ Creatively express their ideas.
- ▶ Reflect on the causes of different emotions, and ways to manage positive and negative emotions.

Competency domains

Communication and expression; Creativity and innovation.

Works well for

Adolescents who are ready to create a storyboard and adolescents who are beginning to understand and discuss emotions.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

Discuss other ways/activities to use the emotion cube. Practice learning and using words for the emotions represented on the cube as well as other emotions.

Preparation

Have emotion cube ready. Explain the emotion cube if participants have not used it yet.



Create an Emotion Story

1

Gather participants in a circle. Let each participant role the emotion cube. Ask them to remember the emotion that was on the top side of the cube after they rolled it.

2

Explain:

Each participant will create a story about the emotion they 'rolled.'

3

Give each participant one sheets of paper, markers and pens.

4

||| Facilitator says:

"Fold your piece of paper twice so you create four rectangles." (Demonstrate how to do this). "You can use this piece of paper as your storyboard. In the rectangle on the top at the left you can draw the first part of your story. The second rectangle on the top right is the second step of your story. The third sheet is the middle part of the story and the 4th sheet is the end of the story."

5

||| Facilitator says:

"Here are some ideas to help you create your story:

- ▶ Imagine a character, someone real or not, experiencing this emotion. Why is he or she experiencing the emotion?
- ▶ Think about who the person is. Is it a young person, an old person, a boy or a girl?
- ▶ What happens before this person experiences the emotion? What happens after?
- ▶ Where is this person?
- ▶ What is this person doing?"

6

||| Facilitator says:

"Now, draw the story of your person on your story board. Remember, you could draw the moment the character is experiencing at any point in the story – the beginning, the middle or the end."

7

Give participants time to draw their stories.

8

Share and Take Away

Bring everyone back to the circle. Invite participants to share their stories by organizing a gallery walk (if they want to do so).

9

Ask: "What were some of the causes of the different emotions in your stories?"

10

Ask: "What were some of the ways your characters managed emotions? Were those helpful or unhelpful ways to deal with those emotions?"

11

Ask: "Is it ever challenging to manage positive emotions? What did your characters do to deal with their positive emotions?"

12

Ask: "What are some new ways to manage difficult or positive emotions from these stories that you might try in real life?"



Create an Emotion Story

Do & Don't

- ✓ Let adolescents write about a different emotion if they are not comfortable writing about the one they 'rolled' on the emotion cube.
- ✗ Ask participants to write or draw about their own feelings or experiences, but do let them do so if they choose to.
- ✗ Reprimand or criticize adolescents if they draw about violence, use harsh or inappropriate language when writing or telling their stories - But do talk with adolescents individually if you see these issues arise. Consider not sharing or posting drawings that may be upsetting to others.

Adaptation

Small group: If you have a small group of participants, create one story together.

Low Literacy: Only use pictures for the storyboard, without words.

Different language groups: Use the exercise as a chance to learn and practice the words for the emotions represented on the cube in their various languages.

Environment

Indoor or outdoor space.

Supplies

- ▶ Emotion Cube.
- ▶ 4 sheets of paper for each participant.
- ▶ Pens and markers for each participant.

Improvise

Adolescents can create role plays after rolling the emotion cube to create a story.

Adolescents could make a poster presentation to tell the entire story.

Adolescents can create a song or poem after rolling the emotion cube.

Continue

Use the emotion cube for moments in the circle when emotions are being discussed.



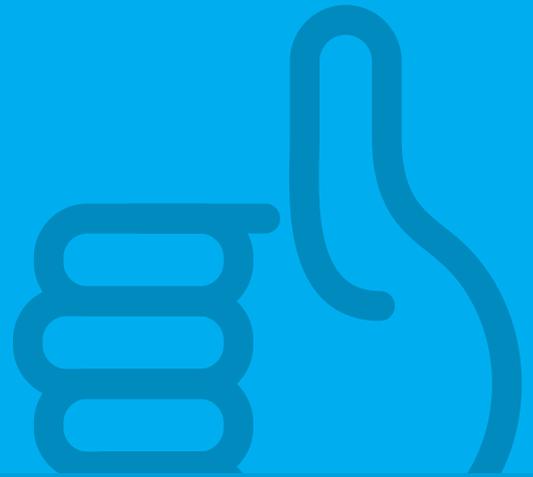
Create an Emotion Story





What we do

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



4/5



2/5



3/5



30-45 min



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?



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.



Adolescents set rules for working together in way that is inclusive, respectful, supportive and enjoyable.

 3/5

 1/5

 2/5

 15-20 min



Activity Overview

Purpose

Collaborate to decide on group rules.

Objectives

Adolescents will be able to:

- ▶ Practice communication skills.
- ▶ Cooperate with others.
- ▶ Build trust and respect.

Competency domains

Communication and expression; Cooperation and teamwork; Problem solving and managing conflict.

Works well for

Circles that are just starting a new cycle or welcoming many new members; adolescents of any age.

Phase

Starting Our Circle.

Before

Adolescents should have had at least two sessions to get to know each other. This activity works well early in a cycle, but it should not be attempted at the first session, as adolescents may feel too shy or overwhelmed. Strong Circles guidance and Group rules tool.

After

Use the Reviewing group rules activity at regular intervals to give adolescents a chance to reflect on their rules and change them if they wish. It can also be helpful in situations where adolescents feel excluded or are unable to resolve disagreements.

Preparation

None needed.



Agreeing to group rules

1

Ask adolescents to sit in a circle.
Optional: Give each participant two pieces of paper, and make sure they each have something to write with.

2

||| Facilitator says:

Today we are going to agree to rules for working as a circle in a way that helps us all to enjoy our time together, get along, and do our work well. Let's start by thinking about the following questions: What helps us to work well with other people?

3

Write on the marker board: **I work well with others when...and I have trouble working well with others when...**

4

||| Facilitator says:

Sit quietly while you think about or write your answers to the questions. Once you have had a few minutes to think, ask them to share a few answers.

5

||| Facilitator says:

"Now write down your ideas for rules that will help us to work well together. Think about things that everyone in the circle should always do, or never do, or anything else."

Give adolescents a few minutes to write down their ideas on their cards.

6

Explain:

Participants should place their pieces of paper in the middle of the circle, and explain their rules. As each adolescent shares a new paper, they can arrange it with the others, putting rules from related categories together. Ask everyone to sit quietly and listen while each person shares. Don't say anything out loud to agree or disagree.

7

||| Facilitator says:

"Do we all agree to these rules? Are there any that we will find difficult to carry out? Are there other important rules we should include to make sure that we all work together well, feel included and enjoy our time together?" Discuss their answers.

Share and Take Away

8

Discussion:

- ▶ How will we make sure that everyone feels included and welcome?
- ▶ Is there anyone who might not feel included and welcome, based on the rules already suggested? Make sure to include different groups of adolescents who are already part of the circle, or should be welcome to join, including boys, girls, adolescents with disabilities, those from different religions or ethnicities, and any other category.
- ▶ How will we make sure that everyone has a chance to share their ideas and try new things?
- ▶ What can we do to make sure that everyone feels comfortable sharing their ideas or trying something new?
- ▶ How will we share our opinions in a way that is honest but does not make anyone feel bad or disrespected?

9

Write a final list of rules, including any new rules or changes to those suggested. Be sure to write the rules on a piece of paper or something else that can be posted and seen by the circle in the following sessions.

10

Conclude with a small ceremony to acknowledge the new rules. Adolescents can demonstrate their shared commitment to upholding the rules by reading them aloud, or signing the paper or board that displays them.

Agreeing to group rules

Do & Don't

- ✓ Review the guidelines for **Strong Circles** and use the tips for forming rules and agreements.
- ✓ Encourage the adolescents to frame their rules in terms of concrete things they will or will not do.
- ✓ At the beginning of the activity, let adolescents suggest their own rules, rather than suggesting rules yourself.
- ✓ Add your own questions or share suggestions for additional rules, to make sure that the circle will be fun for everyone.
- ✓ Encourage adolescents to include rules that will allow participants with different personalities, interests, abilities and strengths to participate equally.
- ✓ Let adolescents experiment with rules that may be difficult to follow, as long as they won't cause harm. (Experimenting with rules is part of their learning experience) Keep the final list of rules and post it in the space each time the circle meets.
- ✗ Agree to rules that allow adolescents to insult, bully or exclude each other (including members of the circle or those who might join).

Adaptation

For younger adolescents: Encourage them to agree to rules that are simple, specific and easy to understand, rather than complex rules that are difficult to explain or follow.

For low-literacy participants: Adolescents can use drawings or symbols to create a list of group rules that they can refer to in the future.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ Marker board.
- ▶ Marker.
- ▶ Small piece of paper or blank card (two for each adolescent).
- ▶ Paper or notebook for writing personal ideas and thoughts (optional).
- ▶ Flip chart paper or poster board, to write down the final list of group rules.

Improvise

Adolescents can draw or paint the rules.

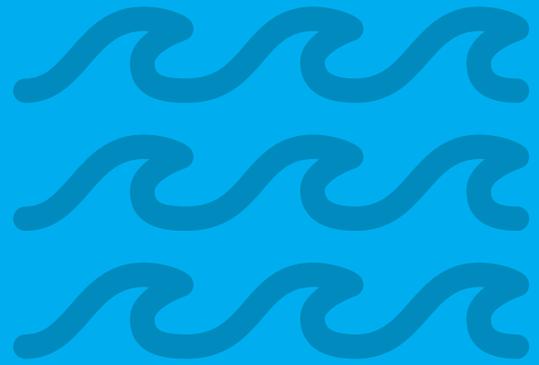
Adolescents can create role plays to explore what happens when they do or do not follow the rules.

Continue

Encourage adolescents to use, review and update their rules on a regular basis.



Participants work in teams to cross an imaginary river using pieces of paper as stepping stones.



 4/5

 3/5

 3/5

 30-45 min



Activity Overview

Purpose

Adolescents play a teambuilding game to build trust with others in the circle and practice teambuilding skills.

Objectives

Adolescents will be able to:

- ▶ Build trust with other adolescents.
- ▶ Practice good communication skills with others.

Competency domains

Communication and expression; Cooperation and teamwork.

Works well for

Groups who are getting to know each other.

Phase

Knowing Ourselves.

Before

No activities required before this one.

After

Practice more team building activities.

Preparation

- ▶ Clear the space so the ground is open and free of obstacles.
- ▶ Choose and mark a start point and end point on different sides of the space.



Cross the River Game

1

Divide the group into two teams. Give each adolescent one sheet of paper.

2

Explain:

- ▶ The two groups will work as teams. Each team's task is to get to the other side of the river. They will start and end at the same point.
- ▶ The ground or floor between the start and end point is a river – they cannot touch it.
- ▶ The piece of paper each person holds is a stepping stone. The stone can touch the water but a foot or hand must be on it AT ALL TIMES. If a foot or hand is not touching a stone it will be washed away (and the facilitator will pick it up).
- ▶ Everyone on a team must cross the river and get to the end point.
- ▶ The first team to get all teammates across wins!

3

Once teams are ready, give them the signal to begin. End the game when the first team gets all teammates across, or after 30 minutes.

4

Share and Take Away

Discussion:

Facilitator asks the following questions:

- ▶ "How did you figure out a good way to get across?"
- ▶ Did one person take the lead or did everyone work together?"
- ▶ How did you communicate your ideas?"
- ▶ What techniques could we try again if we are working on other activities or projects together?"

Do & Don't

- ✓ Allow enough time for at least one team to get across the river.
- ✓ Encourage participants as they play the game.
- ✓ Let adolescents stop if the activity has gone on too long without success (and/or if they are frustrated) - although if they're still having fun then let them continue.
- ✓ Repeat the activity in future sessions, especially for those that did not succeed the first time, so they experience success.
- ✗ Tell participants the best way to cross the river - let them come up with ideas.

Adaptation

If your circle is small, then play the game as one group instead of in two teams.

Environment

Indoor or outdoor space.

Supplies

1 piece of paper for each participant – use discarded sheets of paper (such as newspaper or old magazines) and save new paper for future use.

Improvise

Adolescents can make the imaginary river come to life by drawing a river on flipchart paper and laying it down on the floor while playing the game.

Continue

Encourage participants to continue to work in teams.

**PHASE 2:
KNOWING
OURSELVES**

Phase 2. Knowing oneself

This phase help adolescents to explore their identities and to learn more about themselves and each other.

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
6	Our days	Adolescents work in groups to create drawings that describe a typical day in their lives.	Communication and expression	Express their thoughts and ideas through drawing.
7	Recognizing emotions	Adolescents explore and learn about different kinds of emotions through drawing.	Coping with stress and managing Emotions	Build trust among adolescents. Identify and discuss emotions.
8	Silhouettes	Adolescents describe ways that each member is valuable to the circle.	Cooperation and teamwork	Share thoughts and opinions with others. Build trust.
9	Ourselves on the inside and out	Adolescents introduce themselves and learn more about each other by drawing self-portraits.	Communication and expression	Communicate with others and build trust.
10	Relationship map	Adolescents draw a map to represent their positive and negative relationships with people.	Problem solving and managing conflict	Identify and discuss positive and negative relationships.

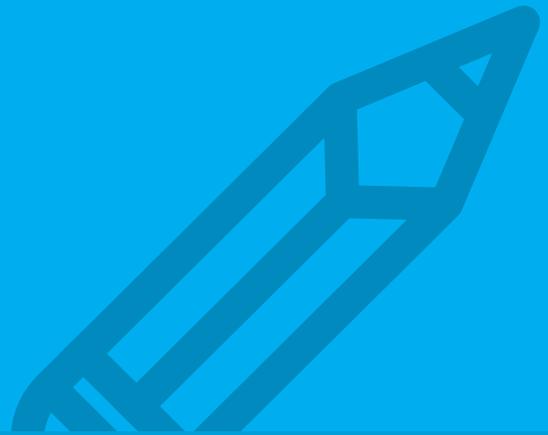
Circle building activity to integrate during one of the weekly sessions

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Setting group goals	Adolescents set goals for their circle/group.	Cooperation and teamwork	Learn to make a decision collectively. To develop trust among adolescents.

Alternate/additional activities for this phase

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Musical band	Create instruments and make musical sounds together.	Communication and expression	Build a positive environment through collaborating on a music project.

Adolescents work in groups to create drawings that describe a typical day in their lives.



 2/5  1/5  2/5  30 min



Activity Overview

Purpose

Practice working in groups and draw a typical day in participants' lives.

Objectives

Adolescents will be able to:

- ▶ Express their thoughts and ideas through drawing.

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 small groups, whether they are just getting to know each other, or already know each other well.

Phase

Knowing Ourselves.

Before

None needed.

After

Keep adolescents' drawings or descriptions of their days. Use them for further activities that can help adolescents to express their experiences through their own eyes, and to explore positive opportunities in their lives.

Preparation

- ▶ Write the following headings at the top of six pieces of chart paper:
6AM 9AM 12 noon 3PM 6PM 9PM
- ▶ Place the six pieces of paper in different corners of the room. If possible, arrange them in a circle around the room to show the cycle of a day.



1

Ask the participants to organize themselves into six small groups, each sitting next to one of the chart papers.

2

||| Facilitator says:

"Close your eyes. Imagine yourself at this hour of the day. Where are you? What are you doing? Who is with you? How do you feel? Open your eyes. In your group, take turns sharing your answers."

3

"Now, use your paper to create a drawing of where you are, what you are doing, and how you feel at this time of the day."

4

Explain:

Before drawing, participants should plan their drawings together in a group. They can discuss:

- ▶ Are you all together in the same place, or all in different places at this time of the day?
- ▶ Are boys and girls in the same places or in different places?
- ▶ Are you all in similar places or doing similar things, or is there some variety?
- ▶ In addition to showing what you do at this time of the day, how can you show what you feel?

5

||| Facilitator says:

"You can design your drawing however you like, but it is a good idea to leave a lot of space, because the other groups will be adding to your drawings."

6

Give each group 15 minutes to work on their drawing.

7

After 15 minutes, ask each group to rotate to the next chart paper.

8

||| Facilitator says:

"Now, add yourselves to the drawing and show where you are, what you are doing and how you feel at this time of day."

9

Continue in this way until each group has had a chance to add to each drawing.

10

Sharing and Takeaway:

Discuss:

- ▶ What are the times in the day when you enjoy what you are doing or have the most fun?
- ▶ What are the times when you don't have fun or enjoy what you are doing?
- ▶ What are the times in the day when you learn? What do you learn?
- ▶ When are you alone? What is it like to be alone?
- ▶ When are you together with other people? What is it like to be with other people?
- ▶ What are some of the things that you do every day that make you feel proud?
- ▶ When you look at all of these together, is there anything you notice that is surprising or interesting? Something you didn't realize before - about your own daily tasks, or someone else's daily tasks?

Do & Don't

- ✓ Let adolescents use drawing or whatever way they choose to describe their day.
- ✓ Let adolescents show a variety of different activities that they or others adolescents may be engaged in.
- ✓ Take appropriate steps if you think that adolescents may be involved in activities that put them at risk (This may include talking alone one-on-one with adolescents to learn if they are describing their own behaviour or someone else's).
- ✗ Scold adolescents if they describe activities or behaviours that you disapprove of (even those that may be dangerous or illegal).
- ✗ Tell adolescents what to draw, based on your own assumptions of what they should be doing.
- ✗ Push adolescents to share information about their own personal experiences if they don't want to (Instead, ask them to describe a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them).
- ✗ Ask adolescents to draw a day in their life before a crisis that has affected them (unless they suggest this themselves).

Adaptation

If the adolescents do not use clocks, watches or numerical hours to mark time in their daily lives, use descriptive words such as early morning, familiar time markers such as before mid-morning prayer, or sun symbols:



You may also turn this into a Take-Away activity. Ask participants to draw the times or sun symbols on a piece of paper, and then during the week they can mark where they are at different times of the day and what they are doing. They can even add where and when they meet other people and who these people are. They can then share their activity tables at the opening review of the next session.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least six large pieces of chart paper to mark the times of day, large enough for every group of adolescents to write on (or something else for them to draw on).
- ▶ At least one pen, pencil or marker for each adolescent.

Improvise

Use a collage or any other visual material instead of drawing to represent different moments in the day.

Ask adolescents to make drawings of typical days in different seasons.

Create a short poem or a chant about each time of the day. Put them together to create a long poem, chant or song, describing the cycle of a full day.

Create a drama or role play about a typical day in the life of an adolescent, using the activities of each moment in the day.

Continue

Adolescents can work on new drafts of their drawings, practice their drawing or other art skills, and exhibit their work.

Adolescents can refer to their drawings and explore:

- ▶ Their favourite moments in the day.
- ▶ The most challenging moments in their day.
- ▶ Moments when they make positive contributions (as a starting point for recognizing their value to their families and communities).
- ▶ Times during the day when they face challenges (as a starting point for exploring solutions).
- ▶ Times during the day when they have an opportunity to do other things they enjoy or find interesting (as a starting point for designing projects to take advantage of those moments).

If working with the same circle of adolescents for a long period of time, repeat the activity after a few weeks or months. Explore any changes in their daily routine, including those linked to their own development, and changes in their circumstances.



Adolescents explore and learn about different kinds of emotions through drawing.



 2/5

 1/5

 2/5

 30-45 min



Activity Overview

Purpose

Identify an emotion and describe it through a drawing exercise.

Objectives

Adolescents will be able to:

- ▶ Build trust among other adolescents.
- ▶ Identify and discuss emotions.

Competency domains

Identity and self-esteem; Coping with Stress and Managing Emotions.

Works well for

Younger adolescents (ages 10-14) who are developing their vocabulary, adolescents who are recovering from recent crises, and adolescents who enjoy quiet, individual activities.

Phase

Knowing Ourselves.

Before

Refer to the **Gallery walk** tool and the **Agreeing to group rules** activity to support adolescents in giving positive feedback as they look at each other's drawings. Use the **Emotion Card** tool as a reference for different types of emotions.

After

None needed.

Preparation

None needed.



Recognizing emotions

1

Explain:

Participants will work in pairs to think of words for emotions and write them on the marker board.

Optional: Adolescents can write down the words they think of in their notebooks and journals.

2

||| Facilitator says:

"All emotions are a natural part of life. We cannot control how we feel, but we can try to recognize our emotions and think about how we manage the difficult ones and enjoy the good ones. I am now going to ask you to choose an emotion that is important to you, and to explore it through drawing."

3

Draw a large rectangle on the marker board, and divide it into four boxes.

4

||| Facilitator says:

"Each of you is going to choose one emotion and make four drawings to describe it."

- ▶ In the first box, draw a picture of something that makes you feel this emotion.
- ▶ In the second box, draw a picture of what the emotion looks like to you.
- ▶ In the third box, draw a picture of how the emotion helps you.
- ▶ In the fourth box, draw a picture of how the emotion can be difficult for you.

1. I feel ...
when I:

2. To me,
feeling ...
looks like this:

3. Feeling ...
helps me when:

4. Feeling ...
is difficult for me
when:

5

Give the adolescents at least 20 minutes to draw and let them have more time if they ask for it. Observe their drawings as they work. Check if any of the adolescents' drawings refer to difficult experiences, as they may need additional support.

6

Ask the adolescents if they would like to share their drawings (for example as part of a gallery walk), but don't push them to show their work to others if they don't want to.

Sharing and Take Away:

7

Discuss:

- ▶ While looking at each others drawings.
- ▶ What makes you feel certain emotions?
- ▶ How do you express or show these emotions?
- ▶ How are these emotions difficult for you?

8

Continue discussion:

- ▶ What similarities do you see in each other's drawings?
- ▶ In what ways is expressing emotion helpful? Can expressing emotions ever be unhelpful?
- ▶ In what ways are these emotions helpful for us? Can difficult emotions like sadness or anger ever be helpful?
- ▶ When are emotions difficult for us? Can positive emotions like happiness or excitement ever be difficult?



Recognizing emotions

Do & Don't

- ✓ Let adolescents choose which emotion they would like to explore through drawing, even if they all choose the same emotions.
- ✓ Let adolescents explore their emotions in whatever way they choose. Instead of drawing pictures they could express themselves through colours, patterns or words.
- ✓ Observe each adolescent and look at their drawings. Notice if any adolescent shows signs that they may need additional support or services such as counselling. If necessary, speak with the adolescent individually outside of the session, and connect them to the support they need.
- ✗ Push adolescents to talk about a specific emotion, or discourage them from exploring the emotion they choose.
- ✗ Force adolescents to draw their emotions in a specific way.

Adaptation

If the adolescents speak different languages, or if they have recently arrived in a new environment where the language is new to them, teach them a few new words for emotions. (However, limit the number of vocabulary words to ten, to keep the focus of the activity on arts and expression.)

Environment

This activity can be done in an indoor or outdoor space, where adolescents can sit comfortably, write and draw.

Supplies

- ▶ One large piece of paper per adolescent.
- ▶ Pencils.
- ▶ Markers and other drawing materials.

Improvise

Adolescents can also explore their emotions through collage or photography.

Continue

In follow-up sessions adolescents can:

- ▶ Create new drafts of their drawings.
- ▶ Organize an exhibit of their drawings, focusing on different types of emotion.
- ▶ Explore emotions through role-plays. For example, they could create role-plays about situations that contribute to positive and negative emotions, and explore strategies for managing difficult feelings.





Adolescents describe ways that each member is valuable to the circle.



3/5

1/5

2/5

30-45 min



Activity Overview

Purpose

Adolescents bond with other participants and share positive ways circle members are important to each other.

Objectives

Adolescents will be able to:

- ▶ Share thoughts and opinions with others.
- ▶ Build trust.

Competency domains

Identity and self-esteem; Cooperation and teamwork.

Works well for

Adolescents who know each other's names and have had a chance to get to know each other; adolescents who are ready to share positive comments with each other in a respectful and supportive way.

Phase

Knowing Ourselves.

Before

Adolescents should have established group rules for working together in positive, respectful and supportive ways. It may help if they know how to do a gallery walk. (Use the **Setting group goals** activity and the **Gallery walk** tool for support).

After

Adolescents should keep the drawings of themselves and/or notes of the strengths they recognized in each other to use in future projects or goal setting activities.

Preparation

None needed.





Silhouettes

1

Divide participants into groups of two. Distribute two large pieces of paper and two markers to each pair.

2

Explain:

Participants will place their pieces of paper on the ground. One adolescent in the pair should lie down on their back on the piece of paper. The other adolescent should trace the outline of their body onto the paper.

3

Tell them to trade places, creating a silhouette of the other adolescent in the pair.

4

Explain:

Each adolescent should write their name at the top of their silhouette.

5

||| Facilitator says:

“First, let’s take a few minutes to draw ourselves. Try drawing on the inside of your silhouette. You can draw yourself as you look, or you can use your drawing to show other things, such as your feelings, talents or strengths.”

6

Once the adolescents have finished their drawings they should place them on the ground. Optional: Use the Gallery Walk tool for adolescents to place their drawings on the ground with space to walk around, and look at each other’s drawings.

7

||| Facilitator says:

“Now, our job is to think of at least two ways that each person in our circle is important to the rest of us. All of us are valuable and important - because without everyone here we couldn’t have the circle we have. Even if you don’t know each other very well, you can still think of something positive you have noticed about each other that is helpful and valuable to the rest of us. For example, think about a time you saw someone do

8

Sharing and Take Away:

All the adolescents should walk around the space. On the outside of each other’s silhouettes they should write at least two ways that the person is valuable to the rest of the circle.

9

Ask the adolescents to find and pick up their drawing, and then to go back to stand or sit with their pairs. They should spend a few minutes looking at what the other adolescents have written about them.

10

Taking turns, each adolescent should hold up their silhouette drawing, while their partner reads aloud what is written about their strengths and value to the group.

11

Explain:

- ▶ “We have a lot of very valuable people in our circle! What are some of the strengths our circle has?”
- ▶ Does everyone in our circle have the same assets and strengths? How does it help us to have all of these different assets?
- ▶ Now I want you to stop and think quietly. How did it feel to hear about other people’s opinion of your value to the circle? Take a moment and really think about the question.” (Give a few minutes for silent thought.)
- ▶ “Did you hear anything that surprised you? Anything that you didn’t expect?”



Silhouettes

Do & Don't

- ✓ Divide adolescents into pairs of the same gender to draw each other's silhouettes.
- ✓ Ask adolescents to refer to their group rules for keeping comments positive, supportive and respectful.
- ✓ Observe and provide support as adolescents write positive comments on each other's silhouette drawings.
- ✓ Encourage adolescents to think of different positive things to say about each other, and make sure that everyone receives a lot of positive comments from the others.
- ✓ Encourage adolescents to minimize comments about other's assets, or to focus on aspects of appearance. (Positive examples: He has a creative sense of style. She has a kind smile. Negative examples: She is the prettiest girl in the room. He has beautiful eyes).
- ✓ Allow adolescents to keep their drawings, either by posting them in the activity space, or taking them home.
- ✗ Allow adolescents to embarrass each other by making too many comments about appearance. Even positive comments can create an uncomfortable environment, especially in mixed-gender circles. Adolescents who hear only positive things about their appearance may feel that their other strengths aren't valued.

Adaptation

Culture and psychosocial wellbeing: Adolescents can present what they have learned about their own value and strengths, if it is helpful to their psychosocial wellbeing, and not too embarrassing.

Low literacy: Adolescents can use drawings or symbols to represent each other's strengths.

Materials: If large chart paper is not available, use smaller pieces of drawing paper and draw small silhouettes. Adolescents can also use objects they find to create a collage or a sculpture, if no paper or markers are available.

Environment

Indoor or outdoor space with a dry, covered floor on which students can draw.

Supplies

- ▶ One large piece of chart paper for each adolescent.
- ▶ At least one marker (or crayon) for each adolescent.

Improvise

Adolescents can use other arts to create their self-portraits and to express the strengths they recognize in each other. For example, they can use paper or objects to make collages and sculptures.

Continue

Encourage adolescents to keep their drawings with each other's positive comments. They can use these drawings as part of future goal setting activities, either for strengths they would like the group to focus on developing, or for strengths they themselves would like to develop.

Adolescents can repeat this activity and create new drawings of themselves and each other after several sessions. They can then compare their old and new drawings, to explore how they are recovering, learning, and making progress toward their goals.



Silhouettes





Adolescents introduce themselves and learn more about each other by drawing self-portraits.



Activity Overview

Purpose

Adolescents get to know each other by introducing themselves and drawing a self-portrait.

Objectives

Adolescents will be able to:

- ▶ Express their identity through drawing.
- ▶ Communicate with others and build trust.

Competency domains

Identity and self-esteem; Communication and expression; Creativity and innovation.

Works well for

Adolescent circles that are starting a new cycle or welcoming many new members; adolescents of any age.

Phase

Knowing Ourselves.

Before

Setting group rules in advance with the adolescents will help them to review each other's drawings in a respectful and supportive manner.

After

In the next step, adolescents can look at each other's work and share their thoughts using the **Gallery walk** tool.

Adolescents can finish their drawings and/or work on new drafts of their drawings in future sessions.

Preparation

None needed.



Ourselves on the inside and outside

1

Ask adolescents to sit somewhere where they are comfortable and have some space around them. Give each of them a piece of paper, and make sure they have a pen, pencil or crayon.

2

||| Facilitator says:

"Close your eyes for a minute and try to think of six different words that describe you. Don't say them out loud, just think about them."

3

Give a few minutes to think quietly.

4

||| Facilitator says:

"Now you are going to introduce (or reintroduce) yourselves to each other without actually using those words. Start by drawing a very big circle on your piece of paper. (Demonstrate this by drawing a circle on a piece of paper.) This circle represents you - your mind, your face, yourself."

5

||| Facilitator says:

"Remember the six words you thought of earlier to describe yourself. Maybe some of these words describe what you are like on the inside, and some describe what you are like on the outside. Now draw yourselves and remember:

- ▶ You can use the space inside the circle to show what you are like on the inside, and what you are like on the outside.
- ▶ If you want to make your drawing look like a face (using the circle you drew) you can do that, but feel free to take another approach.
- ▶ Try to draw, not write with words. Don't worry if you don't know how to draw well!"

6

Give the adolescents at least 20 minutes to work on their drawings. Observe their progress and encourage them.

7

Ask the adolescents to look at each other's drawings.

8

||| Facilitator says:

"Try to find one person who is similar to you in some way, and one person who is different from you in some way."

9

Divide the adolescents into groups of two. Ask them to look at and discuss each other's drawings.

10

Explain:

Each adolescent will introduce their partner. They will do this by showing their drawing to the group. Make sure you discuss your similarities and differences.

Sharing and Take away:

11

Discuss:

What are some of the characteristics that everyone in the circle shares? What are some things that are different?



Ourselves on the inside and outside

Do & Don't

- ✓ Encourage adolescents to use their group rules, and to share feedback about each other's work by being respectful and positive.
- ✓ Encourage adolescents to have fun as they draw, and not to worry about being good or bad at drawing.
- ✓ Make your own drawing, if you think it will encourage adolescents to see you try something challenging.
- ✓ Give adolescents a chance to keep their drawings, and/or post them somewhere where others can see them (including inside the activity space, if it is indoors).
- ✗ Criticize or correct the adolescents' drawings (including the circle they draw at the beginning), or push them to draw in a certain way.

Adaptation

If there are adolescents who are blind or visually impaired: Those adolescents, or all of the adolescents in the circle, can create collages (with shapes they can feel) or poems to describe themselves. Consider letting all of the adolescents explore each other's collages or sculptures with their eyes closed or with blindfolds on, to create similar experiences.

Environment

Indoor or outdoor space.

Supplies

- ▶ Paper (at least one piece for each adolescent).
- ▶ Pens, pencils or crayons (at least one for each adolescent).

Improvise

Adolescents can use a collage, sculpture, sound, music, dance, movement or poetry to introduce themselves.

Adolescents can draw pictures of people they admire. Adolescents can identify and represent their strengths in their drawings.

Continue

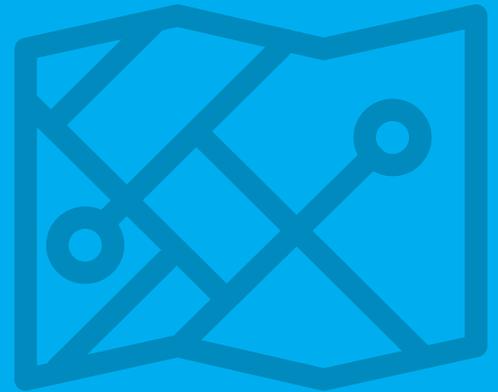
In a future session, ask the adolescents to draw another picture of themselves, so that they can see how they've changed and grown.

Create a group portrait that shows the similarities and differences between all the adolescents in the circle.

Ask the adolescents to draw pictures of characteristics they hope to have at some point in the future. Encourage them to refer to these ideas when they set goals for themselves or their circles.



Adolescents draw a map to represent their positive and negative relationships with people.



 2/5  1/5  2/5  30 min



Activity Overview

Purpose

Brainstorm people that are helpful and unhelpful in the participants' lives.

Objectives

Adolescents will be able to:

- ▶ Identify and discuss positive and negative relationships.

Competency domains

Problem solving and managing conflict; Identity and self-esteem.

Works well for

Adolescents who feel comfortable working individually on simple projects.

Phase

Knowing Ourselves.

Before

This session can be a follow-up to the **Silhouettes** activity.

After

Adolescents can follow-up with activities that help them to strengthen their positive relationships, and to improve their difficult relationships.

Preparation

None needed.



Relationship map

1

Give each adolescent six index cards and a piece of drawing paper. (Optional: If this is a follow-up to the Silhouettes activity, adolescents should bring their self-portraits.)

2

||| Facilitator says:

"All of us are affected by the people in our lives. Some people are helpful to us, and others are unhelpful. Think of three people in your life who help you, and three people in your life who you have a difficult relationship with. It's ok if you choose the same person for both categories!"

3

||| Facilitator says:

"You do not have to say or write the names of the people you are thinking of, but if it will help you to remember, you can write them on one side of the index cards and then turn them over."

4

||| Facilitator says:

"Think of a symbol that represents how each of these people is helpful or difficult. For example, my sister is someone I find helpful. She always makes me feel safe and comfortable when I am with her. So, I would draw her as a tree with lots of leaves, because the shade of the tree makes me feel cool and relaxed in the same way that she does. When you are ready, draw your symbols on the index cards."

5

Give adolescents at least 20 minutes to work on their drawings. Walk around the room and support them as they draw.

6

||| Facilitator says:

"Now you are going to create a map that demonstrates the helpful and difficult relationships in your life. On your piece of paper, draw yourself. Then, put your index cards in places on the map that tell us more about these positive or difficult relationships."

7

For example, if I use my example about my sister, I would put the symbol I chose to represent her, (a tree), above me, because even when she is far away I feel that she is protecting me." (Alternative: If adolescents are using their self-portraits from a previous activity, they can place the index cards on their self-portrait.)

Distribute tape or glue sticks so that the adolescents can attach the index cards to their drawing.

Sharing and Take Away:

8

Explain:

When the adolescents have finished, ask them to stand or sit comfortably in a circle with their drawings. Each adolescent should describe and explain:

- ▶ One important positive or difficult relationship in their life.
- ▶ The symbol they chose to represent that relationship.
- ▶ Why they placed it on their maps as they did.

9

||| Facilitator says:

"In our next sessions would you like to continue with more activities to explore the positive and difficult relationships in your life?"

10

Agree on the plan for the next session with the adolescents.



Relationship map

Do & Don't

- ✓ Pay attention to how the adolescents describe the relationships in their lives. If you see signs that they may be victims of violence, separated from their families, or facing other risks, take appropriate steps to intervene and connect them with the support they need.
- ✓ Give adolescents follow-up activities that can help them to reinforce their positive relationships and to strengthen their difficult relationships (if they want to).
- ✗ Ask adolescents to name the people they represent in their drawings.
- ✗ Suggest specific relationships that adolescents should represent in their drawings (such as parents or siblings) - Keep in mind that adolescents, especially those who have lived through crises, may not be living in traditional family settings.
- ✗ Push adolescents to talk about their relationships (particularly difficult ones), or drawings if they don't want to do so.

Adaptation

Disability: If one or more of the adolescents in the circle is blind, use poetry or metaphors instead of drawing to explore relationships. (See *Improvise* below).

Psychosocial wellbeing and recovery: If adolescents aren't ready or interested in talking about difficult relationships, focus on a map of positive relationships.

Focus more on competency domains such as Empathy and respect and Leadership and influence. Instead of drawing a map of the people they find helpful and difficult, adolescents can draw a map of the ways they influence people around them positively and negatively. Follow-up with activities to promote adolescents' awareness of the contributions they make, and strategies to help them engage more positively with those around them.

Environment

Indoor or outdoor space.

Supplies

- ▶ One piece of drawing paper.
- ▶ Six index cards per adolescent.
- ▶ Markers or coloured pencils.

Improvise

Instead of drawing, adolescents could use poetry or metaphors to describe the relationships in their lives. They can start with the phrase **I have a...** and complete it six times, each time representing a different relationship. For example:

- ▶ I have a tree. I feel safe and cool when I am near the tree, and it gives me comfort and shelter.
- ▶ I have pair of shoes that are too small. They make me feel clumsy, and hurt my feet, which keeps me from walking and running as fast as I want to.

Continue

Adolescents can continue to work on their relationship maps if they want to practice their drawing skills.

Give adolescents follow-up activities to explore ways to strengthen their positive relationships and improve difficult relationships. For example:

- ▶ They could write letters to the important people in their lives to express appreciation for the positive things they do, or to suggest ways that they could be more helpful. (They don't necessarily need to deliver the letters, but the writing exercise can help them to practice their interpersonal and communication skills).
- ▶ Adolescents can use role plays to explore strategies for improving relationships in their lives. See **What we do** for a follow-up activity.



Adolescents set goals for their circle.



 2/5

 1/5

 2/5

 15-20 min



Activity Overview

Purpose

Create group goals for circle and then discuss them.

Objectives

Adolescents will be able to:

- ▶ Make a decision collectively.
- ▶ Develop trust among adolescents.

Competency domains

Hope for the future and goal setting; Critical thinking and decision making; Leadership and influence.

Works well for

New circles, circles that are starting a new cycle, and/or circles that are welcoming many new members; adolescents of any age In the Starting Our Circle and Knowing Ourselves cycle this activity should not be done on the first day, as adolescents may feel too shy or overwhelmed.

Phase

Starting Our Circle.

Before

Adolescents should have had at least two sessions together, in which they have had a chance to get to know each other. This activity works well early in a cycle. Review the guidelines for Strong Circles.

After

Bring the list of goals to sessions regularly. Encourage adolescents to reflect on their goals, assess their progress or to develop new ones at regular intervals.

Adolescents can have an in-depth discussion to review their goals using the **Reviewing progress toward group goals** activity, and/or hold a short discussion during the Review step of their sessions.

Preparation

None needed.

1

Give participants two note cards and/or make sure they have a notebook or paper to write on. Post a marker board and a piece of flip chart paper where everyone can see it.

2

||| Facilitator says:

"Today we are going to set some goals for our time together as a circle. Let's start by thinking about the following questions: What am I doing well to help the circle?"

- ▶ What is something that you would like to feel, know, learn or do by being part of this circle?
- ▶ You can think about new things (for example, new things you want to learn), or things that we already do in the circle (for example, things you enjoy doing that you would like to do more)."

3

Write: **Feel, Know, Learn** and **Do** on the marker board or a piece of flip chart paper, with a lot of room under each word. Ask the adolescents to sit quietly while they think or write about their answers to the questions.

4

Once they have had a few minutes to think, ask the adolescents to share answers one at a time. Write notes on the marker board or the flip chart as they answer.

5

||| Facilitator says:

"Now we are going to try to agree to a few goals that we share as a circle. Are there any goals that several people mentioned? Are there any goals that you heard that you like a lot?"

Give adolescents a chance to respond. Try to narrow the list to ten goals. Give time for discussion. Draw a star or another sign beside the rules discussed.

6

||| Facilitator says:

"Now let's try to agree to five really good goals that we all like."

Discuss:

- ▶ Do we have a good balance of different kinds of goals? Let's try to include some from the four categories (Feel, Know, Learn, Do), or at least not all five from the same category.
- ▶ Can we achieve these goals together in the time that we have in our sessions? Should we make them more ambitious, or more realistic?

7

Once the circle has agreed to their goals, write the final list of five on a piece of chart paper or something else that can be posted and seen by the circle in the next sessions.

8

Explain:

Participants should talk about these goals in their sessions, and discuss whether they are making progress toward achieving them.

9

Conclude by reading the goals aloud together. Ask the adolescents to demonstrate their commitment to the goals by signing them.

Do & Don't

- ✓ Review the guidelines for **Strong Circles** and use the tips in that section to form goals and review their progress.
- ✓ Use the **Setting competency goals** tool for adolescents who are ready to set detailed goals for the knowledge, skills, attitudes and motivational goals they want to work toward.
- ✓ Encourage (but don't force) adolescents to agree to a list of five goals that includes at least two learning goals.
- ✓ Encourage adolescents to agree to goals that they can realistically achieve, given their ability to work together as a circle and the time and resources they have available. Use the domains and approaches outlined in the Adolescent Kit to think of goals that they can achieve.
- ✓ Encourage adolescents to aim for something more achievable if they initially set very hard to reach goals.
- ✓ Allow adolescents to challenge themselves, as long as they are not setting themselves up for failure. Encourage older adolescents and stronger circles to take on greater challenges if they wish to do so.
- ✓ Keep the final list of five goals and post it in the activity space every time you meet.
- ✗ Encourage adolescents to focus on goals that are unattainable or may result in frustration.
- ✗ Allow one or a few adolescents to dominate the decisions about which goals the circle chooses.

Adaptation

For younger adolescents: Encourage them to agree to goals that are simple, specific and easy to understand.

For low-literacy participants: Adolescents can use drawings or symbols to create the list of their goals that they can refer to in the future.

Environment

Indoor or outdoor space.

Supplies

- ▶ Marker board.
- ▶ Marker.
- ▶ Note cards (two for each adolescent).
- ▶ Paper or notebook for writing personal ideas and thoughts (optional).
- ▶ Flip chart paper or poster board for writing down the final list of group goals.

Improvise

Adolescents can draw or paint the group goals.

Adolescents can set their own individual goals and keep track of their progress in notebooks.

Continue

Use, review, and update the group goals regularly using the **Reviewing progress toward group goals** activity and the Review step of any session.



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.



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.



**PHASE 3:
CONNECTING
WITH OTHERS**

Phase 3. Connecting with others

In this phase adolescents learn skills for building healthy relationships, working together and connecting positively with their surroundings.

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
11	Our environment	Adolescents work in groups to create drawings that describe their environment.	Communication and expression	Build awareness of their surroundings.
12	Communicating without words	Role-play non-verbal communication.	Communication and expression	Understand how ideas or emotions can be communicated through nonverbal communication.
13	Seeing from different perspectives	Adolescents explore other people's perspectives through writing.	Problem solving and managing conflict	Explore other people's perspectives.
14	Active listening	Adolescents learn about and practice active listening.	Communication and expression	Practice empathy through active listening
15	Decision making	Create a story about making an important decision and the consequences of following different options.	Problem solving and managing conflict	Find creative solutions to problems.

Circle building activity to integrate during one of the weekly sessions

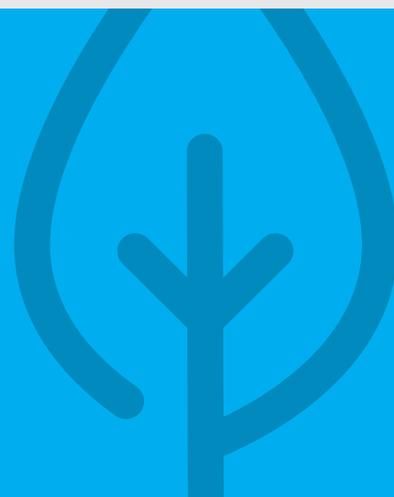
Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Learning and mood pre-check	Adolescents learn about and practice active listening.	Cooperation and teamwork	Assess personal feelings and moods.
/	Reviewing group rules	Adolescents assess how well they have been using their group rules to work together in an inclusive, respectful and enjoyable way.	Cooperation and teamwork	Communicate and collaborate in a team.

Alternate/additional activities for this phase

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Gathering stories	Adolescents gather stories by interviewing adults in the community.	Communication and expression	Practice interview skills and learn stories from community members.



Adolescents work in groups to create drawings that describe their environment.



Activity Overview

Purpose

Create drawings that describe the environment by working in groups; Map the community.

Objectives

Adolescents will be able to:

- ▶ Build awareness of their surroundings.
- ▶ Communicate ideas through drawing.

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

No advance activities are required.

After

Keep adolescents' drawings or descriptions of their community. Use them as the basis for further activities that can help adolescents to express their experiences through their own eyes, and to explore positive opportunities in their lives.





1

Divide adolescents into small groups. Give each group one large piece of paper.

2

Explain:

Participants will draw a map of the community.

3

Use the following questions to encourage adolescents' thinking, but don't slow them down if they are ready to start drawing:

- ▶ What are the boundaries (limits) of this community? (In some communities, boundaries are officially marked by fences or walls. In others, boundaries may be understood by the people living there, or indicated by unofficial landmarks such as buildings or trees).
- ▶ If we want to create a good map of this community, what should we include?
- ▶ Where do people live or stay? Which people live or stay in these areas?
- ▶ Where do people get water?
- ▶ Where do people get food?
- ▶ Where do people get other things they need (such as firewood)?
- ▶ Where do children go to school? Where can people get medical help if they need it?
- ▶ Where do adolescents get together outside of school (for example, to play)? Which adolescents get together there (boys, girls, older or younger children, certain groups)? What do they do?
- ▶ Where do people pray or worship or conduct religious ceremonies?
- ▶ Where do adults get together? What do they do there?

4

After the temporary map has been created, ask the adolescents to demonstrate how they live and carry out their daily activities in the space.

5

Select a group of adolescents and ask them to silently act out their daily routines, beginning with where they are and what they do first thing in the morning. Prompt them with cues to indicate the passing hours of the day, and ask them to change their location based on where they would go and what they would do at those hours.

6

Sharing and Take Away

Discussion:

- ▶ Where are the places girls spend the most time? What about boys?
- ▶ Where are the most enjoyable places for adolescents and young people to spend time, and why?
- ▶ Where are the places you feel safe?
- ▶ Are there places you consider dangerous? Where are they, and what are the risks there?
- ▶ Are there places that are not being used? them?

7

Facilitator says:

"You have shown how much knowledge you have of your environment. Summarize this knowledge."

8

Discuss:

- ▶ What are some of the things you know all well about your environment? In what ways are you experts on your environment?
- ▶ What are some of the things you know that could be helpful to other young people? How can you share your knowledge with others?
- ▶ What are some other things you would like to know about your environment, that could be helpful to you?



Do & Don't

- ✓ Let adolescents use drawing or whatever way they choose to describe their day.
- ✓ Take the right steps if you learn that adolescents may be encountering risks (This may include talking to adolescents one-on-one to learn if they are describing their own behaviour or someone else's).
- ✗ Tell adolescents what to include in their map, even if they leave out places you think are important.
- ✗ Rush to have a discussion about risks and dangers (e.g. safe evacuation routes, dangerous places to avoid) when adolescents are doing this activity for the first time -- Instead, let them use this as an opportunity to explore their communities through their own eyes. **You may wish to have a follow-up activity focusing on risks and safety if you think it is important for the adolescents' protection.**
- ✗ Push adolescents to share information about their own personal experiences if they don't want to (Instead, ask them to describe a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them).
- ✗ Ask adolescents to draw the community or place where they lived before a crisis that has affected them, or before being displaced (unless they suggest this themselves).

Adaptation

If materials for drawing are not available, or if adolescents want a more active experience: They can create a temporary map in their space by using props that represent different locations, and/or by representing those different locations themselves, standing in different locations of the space.their own.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ At least one large piece of chart paper for every group of adolescents (or something else for them to draw on).
- ▶ At least one pen, pencil or marker for each adolescent.

Improvise

Instead of drawing, use a collage or any other visual materials to create the maps.

Adolescents can make additional maps of their communities and surroundings, create detailed maps of smaller areas within their community (such as their home or school), or include the wider surroundings.

Create a map of an imaginary place, either a place imagined by the adolescents or a fictional place described in a story.

Create a map that shows changes or improvements that adolescents would like to make in their community.

Create a map to give adults a tour of the community through the experiences and perspectives of adolescents.

Create a map to orient new adolescents to the community, showing important places that they should know about.

Continue

Adolescents can work on new drafts of their maps, practice their drawing or other art skills, and exhibit their work. Adolescents can refer to their maps and explore:

- ▶ How much they know about places that offer them resources and services, and how to access those resources
- ▶ What they feel is positive and negative about their community
- ▶ Places they would like to explore or learn more about
- ▶ Places they would like to improve - For example: unused spaces that they could use as recreation spaces; areas where they encounter conflict that they could try to transform; areas where they encounter hazards and need protective support.

If working with the same circle of adolescents for a long period of time, repeat the activity after a few weeks or months. Explore any changes in their communities, including those linked to changes in their circumstances.





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.





Adolescents explore other people's perspectives through writing.



4/5



1/5



4/5



30 min



Activity Overview

Purpose

Role-play and write a letter to gain understanding of other people's perspectives.

Objectives

Adolescents will be able to:

- ▶ Explore other people's perspectives.

Competency domains

Empathy and respect; Problem solving and managing conflict.

Works well for

Adolescents who are ready to explore different people's perspectives.

Phase

Connecting.

Before

Adolescents should have already begun to explore the concepts of conflict and peace, through **Peace and conflict** and other activities. Use **Role Play** tool.

After

Adolescents can follow-up with activities that explore the concepts of conflict and conflict resolution. They can use their skills for seeing and thinking from different perspectives to explore how challenges and opportunities affect people in their communities, and as inspiration for arts and creative expression.

Preparation

None needed.



Seeing from different perspectives

1

Ask the adolescents to sit comfortably on the floor and give each of them a piece of paper and a pencil or pen.

2

Ask for two adolescent volunteers to perform a role play based on the following scenario:

Role play scenario: Two adolescents have just arrived in the community and don't know each other yet. One is very enthusiastic and friendly, and is excited to make friends. She likes to talk, and likes it when new people want to talk with her. When people are quiet around her she takes it as a sign that they don't find her interesting. The other adolescent is very quiet and respectful. She wants to make friends and to meet new people. It makes her feel comfortable when people are quiet and not too talkative, so she tries to be the same way. If someone is too talkative she thinks it's because they find her boring.

3

Give a cue for the adolescents to start the role play. They should start when the two adolescents meet for the first time. (Choose a location for the scenario where adolescents might meet and gather in their community.) Let them improvise for a few minutes and then give a cue to freeze the role play.

4

||| Facilitator says:

"Now, you are going to write a short letter from the perspectives of both of the girls in the role-play. Take your piece of paper and fold it down the middle lengthwise. On the left side, write a short letter from the point of view of the talkative girl about her interaction. Imagine that she is writing a letter to a friend from home. Your letter can start: Dear Zarah, Today I met another girl..." Give the adolescents a few minutes to write their letters.

5

||| Facilitator says:

"On the other side of the paper, you are going to write from the point of view of the quiet girl. Your letter can start: Dear Amina, Today I met another girl..." Give the adolescents a few minutes to write their letters.

6

When the adolescents have finished writing, ask for volunteers to read the letters from the talkative girl.

7

Discuss:

- ▶ How did the talkative girl see the other girl?
- ▶ How did she feel about the interaction?
- ▶ What did she remember?
- ▶ What was most important for her about the interaction?

8

Sharing and Take away

Ask for volunteers to read the letters they wrote from the quiet girl. Discuss the same questions from her point of view. (For example: **How did the quiet girl see the other girl?**)

9

Ask adolescents to write a letter from the point of view of someone else in their life.

10

||| Facilitator says:

"Trying to imagine what the world looks like from someone else's perspective can be challenging, but it is important for resolving conflicts. It is also a great skill to use when you are creating stories, drama or art."

"To practice, try to think of a recent moment when you and someone else had different perspectives about something. You can choose a time when you disagreed or argued with someone, or simply had a different opinion or experience. It could be a conversation you had with a parent, someone working in a shop, a friend, or anyone else."



Seeing from different perspectives

11

Explain:

When participants are ready, have them try to write a letter from the point of view of that other person and describe the situation. Give adolescents 10-20 minutes to write their letters

Ask for volunteers to read their letters out loud.

12

Discuss:

- ▶ Was it easy or hard to imagine the conversation from the point of view of the other person?
- ▶ Did writing about the conversation or interaction change the way you feel about it or remember it?

Do & Don't



Allow the adolescents to answer the questions honestly. Some may find it easier than others to imagine or remember a conversation from another person's point of view. Some adolescents may find it changes their feelings about that conversation.



Ask adolescents' permission to read their letters as they write them. Respect their preferences.



Give adolescents a chance to show what they have written to you or others individually, if they want to share their work but don't want to read it aloud.



Encourage adolescents to explore very difficult arguments or disagreements (unless they want to).

Adaptation

Low literacy: Instead of writing letters from the point of view of characters in this scenario, adolescents can prepare short monologues in which they say what they think each character might have thought during or after this dialogue.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least one piece of writing paper.
- ▶ Pen or pencil for each adolescent.

Improvise

Adolescents can experiment with seeing the world from different perspectives in many ways. They can:

- ▶ Draw pictures from the point of view of different people or characters.
- ▶ Create stories by writing journal entries or letters from the point of view of different characters they invent or real people (such as historical figures).

Continue

Encourage adolescents to practice seeing the world from different perspectives. Repeat the activity with different scenarios so that adolescents can practice imagining more people's perspectives (if they want to).



Adolescents learn about and practice active listening.



Activity Overview

Purpose

Exploring complex topics related to active listening through role-playing.

Objectives

Adolescents will be able to:

- ▶ Practice empathy through active listening

Competency domains

Communication and expression; Empathy and respect.

Works well for

Adolescents who are ready to explore the meaning of active listening in depth, and who feel comfortable performing role plays in front of each other.

Phase

Connecting.

Before

Recommended Peace and conflict. Use Role Play tool.

After

Use active listening techniques through other activities, such as Practicing interview skills.

Preparation

Prepare a demonstration role play in advance, using the scenario outlined below (see Step by Step), with the help of an adolescent volunteer. Use it to demonstrate helpful (active) and unhelpful listening techniques. Use role play tool.



Active listening

1

Ask adolescents to sit comfortably on the floor and place the marker board where they can see it.

2

Facilitator says:

"What is the difference between hearing and listening?" Allow adolescents to discuss.

3

Explain

- ▶ Hearing is something we do without thinking or trying. When we only hear something, we may or may not pay attention and remember it.
- ▶ Listening means paying attention and making an effort to remember and understand something.

4

Facilitator says:

- ▶ "Now [name of adolescent] and I are going to do a role play. Watch us and see how well you think I am listening."

Role play scenario: You (the facilitator) play the part of an older sibling. You are trying to study. The adolescent plays the part of a younger sibling. He or she is very excited to tell you about a move they saw during a football match on the playground that day. Act uninterested, as if you are trying to ignore your younger sibling and focus on your homework.

5

Complete the role play.

Facilitator says:

- ▶ "Was I listening to my younger sibling? How can you tell? What did I do to show that I was not listening?"

Ask adolescents to list examples that show someone is not listening. These may include: Not looking at the person nodding,

6

using other body language to show you are paying attention; and not using words that show you are interested and understand what the other person is saying.

Do the role play a second time, using the same scenario. This time behave as if you are interested in your younger sibling's story and listen carefully.

7

When the second round of the role play is completed,

Facilitator says:

- ▶ "Was I listening to my younger sibling this time? How can you tell? What did I do to show that I was listening?"

8

Ask adolescents to list examples that show that someone is listening and write them on the marker board. Try to include the following:

- ▶ **Show interest** through eyes and body language (Example: Nod and look at the speaker);
- ▶ **Ask questions** to show the speaker that you want to understand what they are talking about (Example: Have you ever seen him play football before?);
- ▶ **Summarize** what speaker says to show you understand (Example: It is amazing to score a goal from that far away!);
- ▶ **Don't interrupt** to start talking about something else; and
- ▶ **Reflect feelings** (Example: I can see why you were excited to see that team play so well!).

9

Divide the adolescents into groups of two and label one person A and one B.



Active listening

Explain:

They will interview each other and practice active listening techniques: The topic of the interview is: Who is a person you know and admire, and why do you admire them?

Give the adolescents two minutes to complete the first round of interviews, with As interviewing Bs. Then, without debriefing, ask them to stop and switch roles. Bs now interview As.

10

Sharing and Take Away

Bring the adolescents back into a circle. Ask them to go around the circle and summarize what they learned from each other in their interviews.

Discuss:

- ▶ Which active listening techniques did

11

Explain:

- ▶ How does it feel when you are talking and someone uses active listening? Does it change the way you talk or tell your stories, or what you say?
- ▶ Do active listening techniques change anything for you as a listener?
- ▶ When someone listens actively we feel encouraged to say more, we can concentrate on what we are saying and we can express ourselves more clearly.
- ▶ When we use active listening techniques it is easier to feel interested in and remember what the other person says.

Do & Don't

- ✓ Demonstrate both positive and negative examples of active listening.
- ✓ Discuss appropriate active listening behaviours in the local cultures and customs.
- ✗ Give adolescents an interview topic that requires them to talk about difficult experiences or memories.

Adaptation

Cultural context: Use appropriate examples and descriptions of active listening for the local context. For example, in some local contexts making eye contact can be seen as disrespectful, and in others it is a sign of respect. In some cultures, making statements while the speaker is still talking can be a way to show encouragement and interest, while in others it may be seen as an impolite interruption.

Environment

Indoor or outdoor space. Quiet.

Improvise

- ▶ Let adolescents perform their own role-plays about active and non-active listening. Always end with a positive example of active listening.
- ▶ If adolescents are preparing to interview adolescents or adults outside their circle, help them to prepare by practicing their active listening skills.

Continue

- ▶ Encourage adolescents to practice using active listening in their day-to-day conversations and to see if it changes or improves their interactions.
- ▶ Support adolescents in setting goals for using active listening in their own lives. If adolescents in the circle feel comfortable sharing personal stories with each other, take time during sessions to share their progress with each other.
- ▶ Explore how active listening can help adolescents to resolve or transform conflicts, and understand other people's perspectives and experiences, and to strengthen their empathy and tolerance.



Create a story about making an important decision and the consequences of following different options.



2/5



4/5



4/5



30 min



Activity Overview

Purpose

Adolescents will practice decision making skills through thinking of a problem scenario and three decision options.

Objectives

Adolescents will be able to:

- ▶ Find creative solutions to problems.
- ▶ Practice effective decision making.

Competency domains

Critical thinking and decision making.

Works well for

Adolescents who are learning how to solve problems.

Phase

Connecting.

Before

Practice with storyboarding can be helpful.

After

Participants should continue to think through decisions and their possible outcomes. This process can be used when developing projects.

Preparation

None needed.



1

Begin the activity by brainstorming the following questions:

||| Facilitator says:

“What are some important decisions that young people in this community need to make for themselves?” Let adolescents share a few examples. Encourage them to give examples of decisions made by adolescent girls, boys or both.

||| Facilitator says:

“Let’s imagine a young person about to make one of those decisions.” (Choose one of the types of decisions the adolescents shared).

2

||| Facilitator says:

“Is our character a boy or a girl? Where is our character at the moment when he/she’s about to make the decision? What is she/he thinking about? Who is around her/him and what is happening?”

Facilitator note: If adolescents are having trouble thinking of a scenario, use a scenario from the ‘improvise’ section.

3

||| Facilitator says:

“Now let’s think about different ways he/she can make this decision. Working in groups, your task is to draw different storyboards that tell the stories about different ways he/she can make this decision, and what might happen next. Don’t worry about choosing the ‘best’ decision as you draw your story – the goal of this activity is for us to think about different decisions and different outcomes.”

4

Divide the participants into small groups. Each group should work together to draw the story of how the character makes the decision, and what happens next. Give time for them to complete their drawings.

Sharing and Take Away:

Each group shares their drawings in a gallery walk.

Ask:

- ▶ Which of these decisions had the best outcome? Which had the worst? Can we rank them in order of best and worst decisions?

Facilitator note: Let adolescents disagree about which decision was the best one. Use any disagreement as an opportunity for adolescents to discuss and compare their different opinions and ideas.

- ▶ What makes a decision a ‘good decision’?
- ▶ What strategies did your characters use to try to make their decisions? What strategies worked best?
- ▶ Which of strategies could you use that might help you to make good decisions?

Do & Don't

- ✓ Allow adolescents to draw storyboards about 'good' or 'bad' decisions.
- ✗ Push adolescents to talk about decisions they have made, unless they raise examples from their own lives themselves.

Adaptation

Participants can write words on their storyboards to help explain their stories.

Environment

Indoor or outdoor space.

Supplies

- ▶ Paper and markers for each participant.

Improvise

Use the following scenarios to create different decisions:

- ▶ A girl wants to attend adolescent circles, but her family would rather she stay home.
- ▶ A boy gets in an argument with a friend of his over money.
- ▶ A girl wants to make new friends in her community but doesn't know where to begin.

Continue

Encourage adolescents to think about different options they have when they are faced with challenges or problems in the future.





At the beginning of a session, adolescents share what they know about the topic to be explored and how they are feeling.



Activity Overview

Purpose

Share what participants know about a topic before a session and share how they are feeling.

Objectives

Adolescents will be able to:

- ▶ Assess their personal feelings and moods.

Competency domains

Critical thinking and decision making.

Works well for

Circles that have decided to learn about a particular topic as one of their learning goals.

Phase

Starting Our Circle.

Before

This activity works well at the beginning of a session.

After

During the rest of the session adolescents should participate in an activity related to the learning goal they have identified.

During the Review step at the end of the session adolescents should use the **Learning and mood post-check** activity to assess their progress toward their learning goal.

Adolescents can use the results of their self-assessment (of both their learning and feelings) to carry out the **Reviewing progress toward group goals** activity.

Preparation

Create 'emotion cards' with 4-6 different cards representing different emotions through words or pictures. The **Emotion Cube** can be a guide for the emotions represented.



Learning and mood pre-check

1

Bring all of the adolescents together in a circle and give each of them several stones.

2

Facilitator says:

- ▶ “How much do you already know about the topic of the session today?”
- ▶ “How well do you understand the topic we are going to discuss in the session today?”
- ▶ “How well do you think you can use the skills that you are going to learn and practice today?”

Facilitation tip: Adapt the question that you ask the circle to the learning goal they have identified for the session.

3

Explain:

Participants should say how much they already know about the session topic by dropping their stones in a basket that is passed around.

- ▶ Dropping two stones means they already know a lot about the topic.
- ▶ Dropping one stone means they already know a little bit about the topic.
- ▶ Dropping no stones means they don't know anything about the topic.

4

Facilitator says:

- ▶ “How do you feel today?”

5

Place the 4-6 emotion cards in different spots on the ground or floor. Ask adolescents to drop a stone in front of the emotion card that best describes how they feel as they start the session.

6

Calculate the results by counting the number of stones representing their learning assessment and their moods, and then discuss. If the adolescents plan to conduct the same exercise at the end of the session, keep the results so that you can then compare changes in knowledge and feelings pre-session and post-session.

7

Keep the results for future sessions to help adolescents to review progress toward their learning goals and/or changes in their moods.



Do & Don't

- ✓ Make sure that adolescents discuss what they know about the session topic, and not just what they like about it.
- ✗ Force adolescents to assess their knowledge of the topic or their mood if they don't feel like doing so.

Adaptation

Materials:

- ▶ If there isn't a basket for the stones, adolescents can pile them on the ground or floor.

Simplify or choose a different focus:

- ▶ This exercise can be divided into separate activities. Use the stones to discuss understanding of the topic, and the emotion cards to discuss feelings and moods.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least two stones for every adolescent in the group.
- ▶ A basket.
- ▶ Flip chart or marker board, and a marker.
- ▶ Cards or pieces of paper (to create emotion cards).

Improvise

There are many other ways for adolescents to assess how much they have learned about a topic:

- ▶ Make tally marks on a piece of paper.
- ▶ Hold hands at a high point above their head to show a lot of learning, low point next to their sides to show no learning, or any level in between.
- ▶ Use the Thermometer tool.
- ▶ Write a self-assessment report or journal entry to explain what they hope to learn (for high-literacy adolescents).

There are many ways for adolescents to express their feelings and moods:

- ▶ Write one word on a card to describe their emotions.
- ▶ Draw a picture to show their emotions.
- ▶ Take turns acting out their emotions with facial expressions or gestures.

Continue

Consider using this activity regularly as a Warm-Up step.





Reviewing group rules

Adolescents assess how well they have been using their group rules to work together in an inclusive, respectful and enjoyable way, and decide whether to make any rule changes.



 3/5

 1/5

 2/5

 20 min



Activity Overview

Purpose

Assess and discuss how the group rules are working for the circle.

Objectives

Adolescents will be able to:

- ▶ Communicate and collaborate in a team.

Competency domains

Communication and expression; Cooperation and teamwork; Problem solving and managing conflict.

Works well for

Circles that have already agreed to group rules.

This activity reminds adolescents of the group rules they created for working together, and gives them an opportunity to add or change rules as their circles evolve. It also serves as a structured way to address conflict or tension in circles.

Phase

Starting Our Circle.

Before

Adolescents should have already formed their group rules and agreements, and had at least two or three sessions to practice using them. See **Strong Circles** guidance. See **Group Rules** tool.

After

Use this activity at regular intervals.

Preparation

Post the group rules where everyone can see them.



Reviewing group rules

1

Ask the adolescents to sit in a circle. Make sure they have a piece of paper or a notebook if they want to write their thoughts.

2

||| Facilitator says:

"Today we are going to discuss how well you are using the rules, and whether the rules are helping you to work together. Think about these three questions:

- ▶ What am I doing well to help the circle?
- ▶ What could I do better?
- ▶ What can other people in the circle do to help me improve?

You can use the group rules as you answer the questions. For example, you can mention a rule that you are good at following."

3

Write the three questions on a marker board. Give the adolescents time to write their answers, or quiet time to form their thoughts.

4

Ask each adolescent to share his or her answers.

5

||| Facilitator says:

"Now we are going to talk more about how well you are working together as a group."

Discuss:

- ▶ What is the circle doing well?
- ▶ What should the circle try to do better?

Again you can refer to the original group rules. Remember, in this activity focus on what the circle does well, or what the circle needs to improve. Give time for discussion. Draw a star or another sign beside the rules discussed.

6

Sharing and Take away:

Refer to the group rules.

||| Facilitator says:

"Are there any group rules that you are very good at following, or that are helping the circle a lot? Are there any rules that should be changed or revised so that they work better for the circle? Are there any new rules that should be added?"

Give time for discussion. Draw a star or another sign beside the rules discussed.

7

||| Facilitator says:

"Do you agree to these new rules?"

Let the adolescents use a decision making process that works for them (e.g. voting or verbal agreement). Discuss the changes and new rules one at a time. If adolescents don't agree on the rules and want to discuss them further, consider continuing the activity into the next session. If adolescents seem close to agreement, suggest that they use the new rules on a trial basis. Remind them that they have the power as a circle to change and revise their rules at any time.

8

Conclude with a small ceremony to acknowledge the new, revised rules. Adolescents can read them aloud together, or can add their signature to symbolize their shared agreement to uphold them.



Reviewing group rules

Do & Don't

- ✓ Encourage adolescents to frame their rules in terms of concrete things they will or will not do (rather than abstract ideas).
- ✓ Encourage adolescents to focus on positive things that they can do to improve the circle.
- ✓ Use the discussions to explore challenges that have come up in the circles.
- ✓ Let adolescents experiment with rules that may be difficult to follow, as long as they won't cause harm (Experimenting with rules is part of their learning experience).
- ✓ Keep the final list of rules and post it in the activity space each time you meet
- ✗ Let adolescents use this process to complain about each other, correct each other's behavior or to blame others - Instead, they should focus on positive actions they can take individually or as a circle.
- ✗ Discuss sensitive issues.

Adaptation

For younger adolescents: Consider skipping some of the questions to simplify the discussion.

For low-literacy participants: Adolescents can use drawings or symbols to create a list of group rules that they can refer to in the future.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ Marker board.
- ▶ Marker.
- ▶ Paper or notebook for writing personal ideas and thoughts (optional)
- ▶ Flip chart paper or a poster board – for writing down the final list of group rules.

Improvise

Adolescents can draw or paint the updated rules, or explore them through role play.

Continue

Use this activity at regular intervals to give adolescents a chance to continue to develop their capacity to work together.





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.



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.

**PHASE 4:
REACHING OUT
TO OTHERS**

Phase 4. Reaching out to others

In this phase adolescents learn how to look around them to find the support they need and explore their interests.

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
16	Personal interest self-assessment	Adolescents will assess and discover their personal interests and skills.	Hope for the future and goal setting	Explore how their interests, skills and abilities may help them to pursue their priorities and goals.
17	Different ways to handle conflict	Adolescents learn about and practice different strategies for handling and resolving conflict.	Problem solving and managing conflict	Explore strategies for dealing with conflict. Practice problem solving skills.
18	Humans of our community	Adolescents conduct an interview with someone in their community and write a short report or story.	Communication and expression	Communicate and express ideas through writing. Listen and communicate with others.
19	Our challenges, our solutions	Adolescents identify challenges that they face and explore ways to cope with them through role plays.	Problem solving and managing conflict	Explore ways to solve problems. Express feelings about personal challenges.
20	Recognizing resources	Adolescents identify different resources that are available to them that they can use to pursue their goals.	Hope for the future and goal setting	Identify different types of resources, such as materials, space, information, support from others, and their own capacities.

Circle building activity to integrate during one of the weekly sessions

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Learning and mood post-check	Adolescents learn about and practice active listening.	Cooperation and teamwork	Adolescents assess their personal feelings and moods.

Alternate/additional activities for this phase

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Building peaceful communities	Adolescents work in groups to create a model of a community they imagine.	Hope for the future and goal setting	Explore and set goals for how they can positively influence their surroundings.



Adolescents will assess and discover their personal interests and skills.



2/5



4/5



4/5



30-45 min



Activity Overview

Purpose

Adolescents will assess their personal interests and skills through a self-assessment test.

Objectives

Adolescents will be able to:

- ▶ Identify their own interests.
- ▶ Recognize their skills and abilities.
- ▶ Explore how their interests, skills and abilities may help them to pursue their priorities and goals.

Competency domains

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

Works well for

Adolescents who are ready to learn more about their skills and interests and want to turn them into actions through research, projects, work and community involvement.

Phase

Connecting.

Before

No advance activities are required.

After

Adolescents discuss how they want to use their skills to work together on a project, or when setting or reviewing group goals.

Preparation

Prepare a flipchart with the self-assessment chart (below) drawn on it.



1

Facilitator says:

"Have you ever thought about your personal interests and skills? Have you ever thought about where these interests and skills might lead you in life? In work?"

2

Facilitator says:

"Today we are going to take a self-assessment test." Explain: The facilitator will read a question out loud to the group and adolescents will write down their answer on their assessment sheet.

3

Read the following instructions and allow adolescents to write their responses after each instruction. Repeat sections if a participant is unclear or confused. If participants do not know an answer, move on to the next question.

- ▶ Please list all the activities that you do on a daily/weekly basis.
- ▶ Next to each activity that you listed, write down if you do it alone or with others.
- ▶ For each activity that you listed, write down if you like it - indicate if you like it very much, somewhat, or if you somewhat dislike or very much dislike it. Do this for each activity you listed.
- ▶ For each activity you listed, write down if you consider the activity very easy, somewhat easy, somewhat hard or very hard.
- ▶ Give a few minutes for adolescents to reflect on their answers. Encourage adolescents to think about all of the activities they do, including chores, recreation time, socializing with others, studying, and anything else they do.
- ▶ Facilitator says: "Now of the activities you listed, mark your three favourite ones."

4

Sharing and Take Away

Invite adolescents to share their answers if they want to.

5

Discussion:

- ▶ What did you notice or learn as you did this activity?
- ▶ Which of the knowledge and skills that you have gained will be helpful to you in the future?
- ▶ How are the knowledge and skills that you have gained related to your own goals? Did you recognize any skills you would like to develop more, or things you would like to learn more about?



Adolescents learn about and practice different strategies for handling and resolving conflict.



 4/5

 1/5

 4/5

 30 min



Activity Overview

Purpose

Explore complex topics related to conflict. Use role playing.

Objectives

Adolescents will be able to:

- ▶ Explore strategies for dealing with conflict.
- ▶ Practice problem solving skills.

Competency domains

Problem solving and managing conflict.

Works well for

Adolescents who are ready to explore the concept of conflict in depth.

Phase

Connecting.

Before

Adolescents should have already begun to explore the concepts of conflict and peace, through Peace and conflict and other activities. Use Role Play tool.

After

Adolescents can follow up by trying to use the different strategies they have learned to resolve conflicts in their lives.

Preparation

None needed.

1

Ask the adolescents to sit in six small groups and place the marker board where they can see it.

2

||| Facilitator says:

"In one of our previous sessions we talked about conflict, and how it is a natural part of life. What are some negative things that come from conflict? What are some positive things that come from conflict?"

Allow the adolescents to discuss.

3

||| Facilitator says:

"Today we are going to talk about different strategies for handling conflict, and the different results - positive and negative - they can lead to."

4

Write the following six strategies on the marker board and carefully explain each one:

- ▶ **Aggression** means trying to force or intimidate someone to do things a certain way. Examples: Physical fighting, yelling, insulting.
- ▶ **Compromising** means that both sides give up a little bit of what they want, to try to find a middle point and solution.
- ▶ **Giving in** means that one person lets the other person have things the way they prefer.
- ▶ **Avoiding or delaying** means pretending there is no problem.
- ▶ **Appealing to an authority** means asking someone in a higher position (such as a leader, a judge, a teacher or another adult) to settle the conflict.
- ▶ **Collaboration** means trying to find a solution together. Collaboration usually includes finding common goals and hopes, listening and understanding each other's point of view, and suggesting creative ways forward.

5

Let the adolescents ask questions and help each other to grasp the concepts. Make sure they have a clear and accurate understanding of each strategy.

Assign one strategy to each group.
Facilitator says:

||| Facilitator says:

"Each group is going to organize a role play focusing on one of these strategies. All of you will use the same conflict scenario, about two girls named Amina and Mary. Use your group's strategy to help Mary to resolve her conflict."

Conflict scenario: Amina and Mary both have younger brothers and sisters in primary school. Amina promises Mary that she will take Mary's younger brother home from school that afternoon when she goes to get her younger sister. This would give Mary time to meet with her study group to work on a school project. But when the afternoon comes, Amina tells Mary that she can't help her after all, because she has to go home early to do her homework.

6

Give all of the groups time to practice and prepare for their role plays. Encourage them to keep their role-plays short so that there is time for discussion afterwards.

7

Ask all of the groups to perform their role plays and then discuss which conflict strategies led to the best results.

8

Sharing and Take Away:

Discuss:

What were the advantages and disadvantages of each strategy?



9

Explain:

There is no one right way to handle conflicts. However, some of the strategies can make conflicts better or worse. For example:

- ▶ **Aggression** can cause harm to people, their lives and their feelings.
- ▶ **Compromising** can result in an agreement that reduces anger and frustration (if both people think it is fair). However, a compromise may not last if neither person is happy with it.
- ▶ **Giving in** means that one person's voice is not heard. That person may remain frustrated and the conflict could arise again. Also, when one person gives in the other person does not have the chance to learn from their perspective – and may not even realize there was a conflict. Giving in can work well if one person decides that they actually agree with the other person's point of view (this is also a kind of collaboration).
- ▶ **Avoiding or delaying** also means the conflict is likely to come up again in the future, and may become more difficult over time. However, sometimes a short delay can give both people a chance to cool down and think about solutions.
- ▶ **Appealing to authority** does not give the two people involved in the conflict a chance to be part of the solution or

to rebuild their relationship. However, sometimes it can help to ask an authority to step into a conflict if both people are unable to find a solution that works, or if the conflict may lead to harm for either person.

- ▶ **Collaboration** can be a very good way to resolve a conflict because it can lead to a solution that works for both people. When two people collaborate, they can also rebuild trust and good feelings. It can be challenging to collaborate, especially if one person in the conflict doesn't want to, or if both people don't trust or feel good about each other.

10

Give the adolescents some Take-Away questions to think about after their session:

- ▶ Look at how the different people you see deal with conflict, and which strategies they use. See whether the strategies lead to positive or negative results for the people involved.
- ▶ Reflect on the strategies you use in the conflicts in your life. What results do you get?
- ▶ Think of a different strategy you would like to use the next time you are in a conflict. (If adolescents are interested, take time in follow-up sessions to reflect on how well they have used that strategy, and what may have changed as a result.)

Do & Don't

- ✓ Make sure that the adolescents understand the six strategies for handling conflict, and the advantages and disadvantages of each.
- ✓ In follow-up sessions, discuss ways that adolescents can constructively explore a conflict that has affected them (if they want to do so).
- ✗ Ask adolescents to describe specific conflicts they have experienced if they don't want to do so.
- ✗ Allow adolescents to discuss conflicts they have witnessed that involve people that adolescents in the circle know --Community members may start to distrust adolescent circles if they feel that they are being talked or gossiped about. If adolescents are very concerned about conflicts they have witnessed, consider ways to engage them in a constructive dialogue with others in the community.
- ✗ Refer to complex conflicts, or conflicts that have deeply affected adolescents' lives or communities. Instead, use simple, neutral examples to build a basic understanding of the concepts.

Adaptation

Take more time. If adolescents want or need more time to finish the activity, continue with the role plays in a follow-up session. Take time to explore each strategy in-depth as long as adolescents remain interested and engaged.

Cultural context: Discuss how conflicts between individuals or groups are resolved through adolescents' cultural traditions. Explore whether these traditional processes are related to any of the six strategies.

Environment

Indoor or outdoor space with minimal distractions, where adolescents can rehearse and perform their role plays.

Supplies

- ▶ A marker board or at least three pieces of flip chart paper.
- ▶ Markers.

Improvise

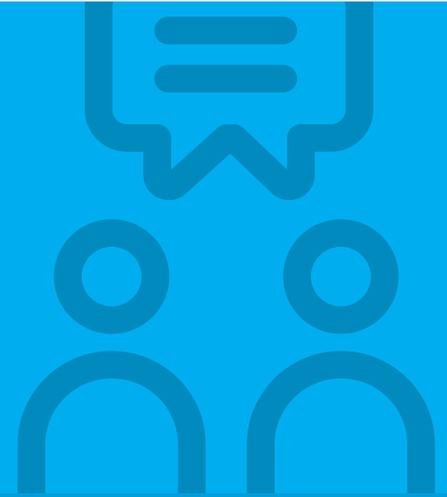
Adolescents can create a poster campaign to discourage their peers from using negative strategies to resolve conflicts, and to promote constructive strategies.

Continue

- ▶ Encourage adolescents to think about how they and the people around them deal with conflicts, and support them to set goals for using the positive conflict management strategies in their lives. If adolescents in the circle feel comfortable sharing personal stories with each other, take time during sessions to share their progress with each other.
- ▶ Repeat the activity with different scenarios so that adolescents can continue to practice different strategies for handling conflict (if they are interested).
- ▶ Adolescents can transform their role play into a full-length drama. They could organize several skits to educate their peers about strategies for handling conflict and promote constructive behaviour. Alternatively, they could create a longer play based on a conflict that affects two or more characters.
- ▶ If adolescents want to understand a specific conflict that they have witnessed or that has affected their lives, plan activities that will help them to explore the conflict constructively and contribute to a positive solution.



Adolescents conduct an interview with someone in their community and write a short report or story.



4/5

3/5

3/5

1-2 hours



Activity Overview

Purpose

Interview adults in the community.

Objectives

Adolescents will be able to:

- ▶ Communicate and express ideas through writing.
- ▶ Listen and communicate to others.

Competency domains

Empathy and respect.

Works well for

Adolescents who can move safely outside the activity space, and who feel comfortable interacting with new people in their community; Adolescents who have learned and practiced skills related to interviewing, active listening and understanding different perspectives.

Phase

Connecting.

Before

Practicing interviewing skills.

After

Adolescents can follow-up by writing about the people they meet, or creating drawings or paintings to describe them.

Preparation

The facilitator should assess whether it is safe for adolescents to move outside of their activity space and to interact with new people.



1

Facilitator says:

"Today you are going to practice interviewing skills by conducting a short interview with someone you don't know well. This is an experiment and a challenge. You may learn something interesting or important from a new person, or you may just have a short conversation."

2

Explain:

Participants will prepare a few short interview questions: Tell them to try to think of interview questions that will encourage someone to share a story or idea that is important to them, but don't ask anything too personal or difficult. Share some examples:

- ▶ Who is the most important person in your life right now?
- ▶ What is the most important lesson you ever learned?
- ▶ What makes you happy?

3

Ask the adolescents to prepare what they will say before and after the interview and give them the following tips:

- ▶ Introduce yourself and explain that you are doing a project.
- ▶ Ask permission to conduct an interview, and respect their decision if they refuse.
- ▶ Answer any questions they may have.
- ▶ Go ahead with your interview questions when they are ready.
- ▶ Take notes while you are listening.
- ▶ Use active listening techniques to pay attention and show your interest.
- ▶ Thank them when the interview is finished. If you enjoyed your interview or learned something important, say so.

4

- ▶ Divide the adolescents into groups of two and ask them to rehearse their interviews, beginning from the moment they approach their interviewee.

5

- ▶ When the adolescents are ready, they should leave the activity space to look for adults or other young people to interview, staying in pairs. Go with them and support them. Be available to explain the purpose of the activity to others if necessary.

6

- ▶ When adolescents have completed their interviews they should return to the activity space. They can write a short report or story about the answers to their interview questions, using their interviewees' words.

7

Sharing and Take Away:

Discuss:

- ▶ How did it feel to interview strangers? What was enjoyable about your experience? What was difficult?
- ▶ How did people react when you asked to interview them? Do you think they enjoyed being interviewed? Why or why not?
- ▶ Did you learn anything new about the people in this community? Did this change the way you feel about the community?



Do & Don't

- ✓ Check adolescents' interview questions and make sure they are appropriate - Suggest questions if they have trouble thinking of good ones.
- ✓ Listen and observe adolescents when they are rehearsing in pairs - Make sure they are ready to conduct interviews with new people before they leave the activity space.
- ✓ Actively support adolescents when they conduct their interviews.
- Let adolescents discuss both their positive and negative experiences with interviewing
- ✗ Push adolescents to conduct interviews if they don't feel ready or safe interacting with new people outside their activity space.
- ✗ Intervene in interviews unless the adolescents need support.

Adaptation

Adolescents can prepare for their interviews during a session, then conduct their interviews at a different time.

Environment

○ Indoor or outdoor space to prepare for the interviews, then move outside and find people to interview.

Supplies

- ▶ Writing paper or a notebook.
- ▶ Pen or pencil for each adolescent.

Improvise

Adolescents can describe their interviews in different ways. They can:

- ▶ Photograph the people they interview (if digital cameras are available);
- ▶ Draw or paint portraits of the people they interview;
- ▶ Create storyboards about the interviews.

Adolescents can focus their interviews on a challenge or an opportunity that people in the community face. Use these interviews as a first step toward designing new ways to address that problem or opportunity, using problem statements, brainstorming, prototyping and other innovation-related activities.

Continue

- ▶ Adolescents can create an exhibition about the people they have interviewed and what they learned from them. If they have focused their interviews around one issue, this can be the theme of the exhibition.
- ▶ Adolescents can organize a community dialogue based on the theme of their interviews (and exhibition). See the **Community dialogue** activity.





Adolescents identify challenges that they face and explore ways to cope with them through role plays.



Activity Overview

Purpose

Identify and brainstorm challenges, then role-play the challenges and discuss ways to cope.

Objectives

Adolescents will be able to:

- ▶ Explore ways to solve problems.
- ▶ Express feelings about personal challenges.

Competency domains

Problem solving and managing conflict; Critical thinking and decision making; Leadership and influence.

Works well for

Circles where adolescents are ready to work together and can hold a basic group discussion; adolescents of any age.

Phase

Connecting.

Before

Setting group rules in advance will help adolescents to listen to each other's ideas supportively and respectfully.

Role Play tool.

After

In the Take Away step of the session, adolescents can summarize strategies they think might work for facing challenges and how they might try to use them in their own lives. Keep the list of challenges identified by the adolescents for future discussion. Adolescents may find it helpful to explore the challenges they identified in this activity by exploring each of them in separate sessions, and/or taking more time to improve their role plays.

Preparation

None needed.



1

Ask adolescents to sit together in pairs or groups of three.

2

Facilitator says:

“What are some of the challenges girls and boys your age experience in this community?”

3

Ask them to write or think of specific examples. Who is the most important person in your life right now?

4

At the top of the marker board write: BOYS BOTH BOYS AND GIRLS GIRLS (or draw pictures to represent those).

5

Ask the adolescents to share their ideas. Write their answers on the marker board (or draw pictures to show the challenges)

6

Explain:

Participants will choose one challenge that they would like to explore during the day's session. Ask three or four adolescents to volunteer to do a role play about the challenge. **(Alternative:** If adolescents are already familiar with role plays, organize all of them into groups of four or five, and each group can do a role play about a different challenge).

7

Ask one of the adolescents in the role play group to act the part of a boy/girl character facing the challenge they have chosen. Choose some characteristics for the character, including a name, an age and

anything else. (Do not use the real name of that boy or girl). Ask everyone else to suggest other characters in the role play. Ask questions such as: What other people might be involved in creating this challenge for this boy or girl? What other people might be part of this character's life? How should the drama start? Where should the main character be? What should he/she be doing?

8

Give a cue to the adolescents to start improvising their role play. Use the Role Play tool for ideas.

9

Repeat the role play two or three times, or more if the adolescents are still engaged. Suggest that the adolescents improvise with different characters, scenarios and strategies for facing the same challenge.

10

Sharing and Take Away

Discussion:

For the role plays:

- ▶ What were some of the strategies that these characters used to face their challenges?
- ▶ What resources and strengths did these characters have to face these challenges?
- ▶ Would these strategies work in real life? How can we adapt these strategies so that we can actually use them?



Do & Don't

- ✓ Encourage adolescents to focus on basic challenges that young people like them face in their navigating their daily lives, not on broader political or economic problems that are difficult to resolve.
- ✓ Acknowledge and discuss the positive strategies that adolescents demonstrated during their role plays, and encourage adolescents to connect these to positive ways that they can face challenges in real life.
- ✓ Take immediate action if adolescents discuss serious threats to their safety or wellbeing.
- ✗ Encourage adolescents to discuss major challenges that are overwhelming or discouraging. This strong recommendation comes from facilitators who have tested this activity with adolescents affected by protracted conflict.
- ✗ Ask adolescents to discuss or reveal challenges they face in their own lives, or base the role plays on members of the circle or other real people in their community.
- ✗ Lecture or correct adolescents by telling them which strategies are right or wrong for addressing the identified challenge. Instead, base the discussion on the strategies they suggest or demonstrate through their role plays.

Adaptation

If adolescents already have experience creating role plays: They may not need very much guidance, so just give them basic instructions and let them go ahead on their own.

Environment

Indoor or outdoor space.

Supplies

No supplies are needed for this activity, but adolescents may enjoy gathering materials to use as props in their role plays.

Improvise

Adolescents can explore the challenges they face, and ways to address them through:

- ▶ Drawing, singing, storytelling, dancing or any other type of creative expression.
- ▶ Holding dialogue and discussions with adults to share their concerns and look for solutions together.

Continue

Adolescents can use their learning about challenges to:

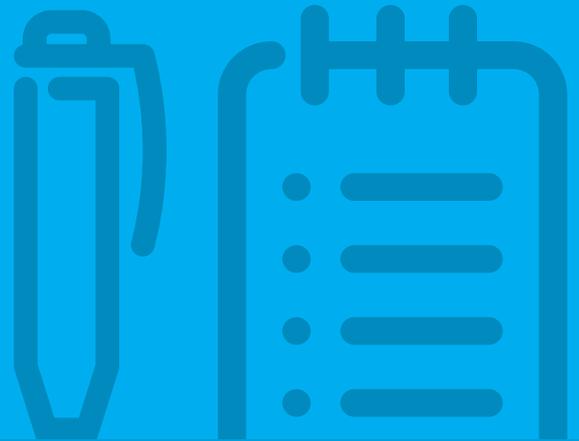
- ▶ Develop plans for group projects (especially during the Taking Action cycle).
- ▶ Design or imagine tools or inventions that can help them.
- ▶ Develop their role plays into longer plays, or other types of performances.
- ▶ Create drawings, posters or displays.





Recognizing resources

In this activity adolescents identify different types of resources that are available to them that they can use to pursue their goals.



4/5

3/5

3/5

Participants decide the time



Activity Overview

Purpose

Find and recognize resources that are available.

Objectives

Adolescents will be able to:

- ▶ Identify resources in their community that are available to them, including different types of resources such as materials, space, information, support from others (including cultural knowledge), and their own capacities.

Competency domains

Critical thinking and problem solving; Hope for the future and goal setting.

Works well for

Adolescents who have had a chance to discuss their goals and priorities in previous sessions, and/or are preparing to work on a project; Adolescents who can comfortably and safely move outside their activity space to explore the area around them, and/or to interview adults and others in their communities.

Phase

Connecting.

Before

The adolescents should have had a chance to discuss and identify some of their own goals or priorities, and/or choose a topic for a project using the Choosing a **Challenge Topic** activity or a similar activity.

If adolescents will be moving outside the activity space during the session itself, make sure it is a safe time for them to do so.

After

Adolescents should have a chance to:

- ▶ Discuss how they might gather or use the resources they identified to support them in pursuing their goals. This can include discussing how to approach adults or others in the community who are resources that could support them.
- ▶ Carry out their plans to gather and use the resources toward their goals.

Preparation

None needed.



Recognizing resources

1

Explain:

Participants will be exploring and identifying the resources they have. Write down some of the goals that adolescents have discussed in their previous sessions and ask them to choose one that they would like to focus on during this activity, OR, if adolescents already have a project or challenge topic, explain that they will be focusing on that topic.

2

Divide adolescents into small groups. If adolescents are already working in small groups, ask them to sit with those groups. If not, divide them into groups.

3

Facilitator says:

"Today we are going to identify some resources that you already have, or can find and use easily, to help you pursue your goals. What are resources? What are some different types or categories of resources?"

Possible answers to discuss: Resources are anything that can be used to make or do something. There are different ways to think of categories of resources but some of the categories of resources might include: materials, space, and 'invisible' categories such as time, knowledge, ability, energy and positive attitude.

4

Write the following table on the board (see the next page).

Facilitator says:

"Now you are going to think about the resources that are already available to you to help you achieve your goals or work on your project. Focus on resources that are available to you – not on things that are not available here, or that are expensive or difficult to access."

5

Explain to adolescents that they should copy the matrix on a piece of paper. If adolescents would benefit from more clarity, explain:

6

- ▶ The category our own **energy, knowledge, ability** and will refers to their own capacity - which is the most important resource they have.
- ▶ **Space and time** refers to the space and time they can find to work toward their goal. They should be specific and discuss where and when they can work on their goal, thinking realistically about what spaces are available and their other daily and weekly responsibilities and activities.
- ▶ **Materials and supplies** may include things they can find and access freely in their community. These might include discarded materials, supplies that they already have and/or that others in the community are willing to donate. They can also consider purchasing affordable supplies, but encourage adolescents to find affordable, minimal cost solutions rather than investing their own money in purchasing things for activities.
- ▶ **Experts and supporters** can include anyone else in the community with energy, knowledge, ability and will to support them. Encourage adolescents to think about adults who might have knowledge, expertise, or interest in supporting them, as this can be an important way for them to build connections with older people.
- ▶ **Information** can include anything they need to know in order to pursue their goal.

Give adolescents time to complete the matrix. While they adolescents are working on the activity in their small groups, support them in thinking of at least one resource for each category, and allow them to think of as many as they can.



Recognizing resources

7

Sharing and Takeaway:

Bring adolescents together in a large group. Ask each group to present their matrix of resources.

8

Discuss:

- ▶ Do you have more resources or fewer than you thought you did before you started the activity?
- ▶ Now that you have heard from other groups, do you see any additional resources that you didn't realize you had?

9

- ▶ When and how can you begin to gather or use these resources to work toward your goal?

Agree to a plan for how adolescents will begin to gather and use these resources toward their goal, and how they will follow up and review their progress in an upcoming session.

	Our own energy, knowledge, ability and will	Space and time	Materials and supplies	Experts and supporters	Information
We have...					
We can use this resource to pursue our goals by...					
To gather and use this resource we will need to					



Recognizing resources

Do & Don't

- ✓ Encourage adolescents to focus on resources they have, rather than resources they want (but that are not easily accessible in their context).
- ✓ Support adolescents in adjusting their plans to pursue their goals based on the resources they have, instead of resources they wish they had, but which are expensive or inaccessible.
- ✓ Support adolescents in developing appropriate, helpful strategies for gathering and using the resources they have identified - For example, help them plan strategies for reaching out to adults in the community who can help them with their goals or projects.
- ✗ Suggest ideas for resources until adolescents have had a chance to think of some ideas and possibilities themselves.
- ✗ Push adolescents to use resources that they don't find interesting or useful.

Adaptation

Low literacy: Instead of words, adolescents using images and symbols to make notes of the resources they identify.

Environment

Indoor or outdoor space.

Supplies

- ▶ Marker board and markers.
- ▶ Notebooks or paper for adolescents to write down their resources.
- ▶ At least one pen or pencil for each adolescent.

Improvise

Adolescents can use this activity to learn about and explore issues in their community from the point of view of different people, including other adolescents, younger children and adults.

Continue

Adolescents can use their list of resources as they develop and carry out plans to pursue their goals or work together on their projects. They can use their list as a checklist to keep track of what they have gathered and the other preparatory steps they have taken, and add to or change their list as they continue their work together.

Adolescents learn about and practice active listening.



2/5

 1/5

 1/5

 10 min



Activity Overview

Purpose

Share what participants know about a topic before a session and share how they are feeling.

Objectives

Adolescents will be able to:

- ▶ Assess their personal feelings and moods.

Competency domains

Critical thinking and decision making.

Works well for

Circles that have decided to learn about a particular topic as one of their learning goals.

Phase

Starting Our Circle.

Before

This activity works well at the closing Review step of a session, after adolescents have explored a topic that interests them or is linked to their learning goals.

Optional: In an earlier session or during the Warm-Up step, they should have done the **Learning and mood pre-check**.

After

Adolescents can use the opinions they share about whether they are learning well, and how they are feeling, to discuss how well they are progressing toward their learning goals.

Preparation

Create 'emotion cards' with 4-6 different cards representing different emotions through words or pictures. The **Emotion Cube** can be a guide for the emotions represented.



Learning and mood post-check

1

Bring all of the adolescents together in a circle and give each of them two stones.

2

Ask them:

- ▶ How much have you learned about the topic of the session today?
- ▶ How well do you know and understand the topic we discussed in our session today?
- ▶ How well do you think you can use the skills that you learned and practiced today?

Facilitation tip: Adapt the question that you ask the circle to the learning goal of the session:

3

Ask them to review their session by placing their stones in a basket that is passed around.

- ▶ Dropping two stones means they have learned what they want to know about the topic.
- ▶ Dropping one stone means they have learned something about the topic, but would like to learn more.
- ▶ Dropping no stones means they did not learn about the topic.

4

Give each of the adolescents **Emotion Cards**. Ask them to select one of the cards (happy, bored, sad, angry, thoughtful) to demonstrate how they feel.

5

Calculate the results by counting the number of stones and different emotion cards, and then discuss. If the adolescents have conducted the same exercise before the session, then compare pre-session and post-session results.

6

Keep the results for future sessions, to help adolescents to review progress toward their learning goals.

Do & Don't

- ✓ Make sure that the adolescents discuss what they learned from the session, and not just what they liked.
- ✗ Express frustration or disappointment if adolescents say they didn't learn from the session. Instead, explore ways that they can learn more about the topic in future sessions.

Adaptation

Materials:

- ▶ If there isn't a basket for the stones, adolescents can pile them on the ground or floor.
- ▶ If there aren't any emotion cards, adolescents can write one word on a card, or draw a picture to describe their emotions.

Simplify or choose a different focus:

- ▶ This exercise can be divided into separate activities. Use the stones to discuss learning and the emotion cards to discuss feelings.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least two stones for every adolescent in the group.
- ▶ A basket.
- ▶ Flip chart or marker board, and a marker.
- ▶ Cards or pieces of paper (to create emotion cards).

Improvise

There are many other ways for adolescents to assess how much they have learned about a topic:

- ▶ Make tally marks on a piece of paper.
- ▶ Hold hands at a high point above their head to show a lot of learning, low point next to their sides to show no learning, or any level in between.
- ▶ Write a self-assessment report or journal entry to explain what they have learned and what else they hope to learn (for high-literacy adolescents).

There are many ways for adolescents to express their feelings and moods:

- ▶ Write one word on a card to describe their emotions.
- ▶ Draw a picture to show their emotions.
- ▶ Take turns acting out their emotions with facial expressions or gestures.

Continue

Consider using this activity regularly as a Review step. Keep track of the results when adolescents discuss their progress toward learning and wellbeing goals (e.g. having fun, making new friends, taking action).



Adolescents work in groups to create a model of a community they imagine.



 3/5

 1/5

 3/5

 30-45 min



Activity Overview

Purpose

Imagine and create a model of a community in which adolescents have all the opportunities and support they need to develop their competencies and pursue their goals.

Objectives

Adolescents will be able to:

- ▶ Communicate ideas through drawing, building and modeling.
- ▶ Explore how physical and social environments can influence their development.
- ▶ Explore and set goals for how they can positively influence their communities.

Competency domains

Hope for the future and goal setting; Creativity and innovation.

Works well for

Circles in which adolescents can work well in small groups; Circles of adolescents who are discussing their goals for developing and using competencies.

Phase

Connecting.

Before

Adolescents should have had an opportunity to identify competencies that they want to develop and use, using the **Setting group goals** activities, or other activities such as **Our challenges, our solutions** and **Personal assets inventory**.

After

If adolescents have made 'permanent' models of the community they envision (drawings or collages), keep them. If they have made temporary models (assembled out of found objects that are to be reused later for something else), keep them as long as possible, or summarize the key features of the community that adolescents identified as relevant for their competency goals. Use models or summary notes as a basis for further discussion and planning around the competencies they wish to develop, and their goals for using those competencies.

Preparation

None needed.

1

Begin the activity with adolescents sitting together in a group or circle. Ask adolescents to recall the goals they set in previous sessions for competencies they wish to develop, and/or ways they would like to use those competencies to make positive changes in their own lives or communities. Write a few phrases or words that summarize their competency goals on the white board or a large piece of paper where everyone in the space can see it easily.

2

Divide adolescents into small groups. Give each group one large piece of paper.

3**||| Facilitator says:**

"In this activity we are going to create a model of a community that you imagine. The community is a community in which adolescents like yourselves have all the opportunities and support they need to develop their competencies and pursue their goals."

(Note: Adolescents can focus on a specific set of competencies that are related to their group goals, or can explore all of the Ten Key Competencies in this activity, depending on the current focus of their activities.

In your imagined community...

- ▶ In what places do you learn competencies, and how do you learn them?
- ▶ In what places do you practice competencies, and how do you practice them?
- ▶ In what places do you explore competencies?
- ▶ Where are good places for reflection?
- ▶ In what places do you spend time with families? With friends? With other people?

4**||| Facilitator says:**

You are going to use all of these materials to make your model. You can make a three-dimensional model in which you build models of the different places in your imaginary community, or make a flat model. (Note: Adolescents can create a 'permanent' model by taping or gluing items to their paper, or they can make a temporary model by resting items on their drawing and then discarding them later, after photographing the model and/or summarizing the most important community features that were represented on it.) Place the materials that adolescents will use to create their model in a location where all of the adolescents can access them, or distribute materials to each group.

5

Let adolescents draw and build their models for 20 minutes, or for as long as they seem interested and engaged, leaving time to debrief and share.

6

Ask the groups to finish their models. Hold a gallery walk in which all of the adolescents walk around the space to look at each other's models. If a camera is available, take photographs that you can use in adolescents' future discussions.

7

Sharing and Takeaway:

Ask each adolescent group to present their model to the whole circle, and to explain the key features they included and why they are important for adolescents' development and use of competencies.

Discuss:

What places in your imaginary community already exist in your own community?

- ▶ What are some other places that you imagined and that do not exist in your community, but that you imagined for this community?

- ▶ As you were doing this activity, what did you think or learn about how your environment can affect adolescents' development?
- ▶ What did you think or learn about how you (and adolescents like you) can or do shape your environment?
- ▶ What did you learn or think about how your environment can affect your ability to make positive changes?
- ▶ What did you learn or think about how your environment can help you?
- ▶ Is there anything in your imagined community that you could try to build in your own community?

Do & Don't

- ✓ Let adolescents choose what features of their community to include or not include, even if they include or do not include places that a typical community might or might not have.
- ✓ Let adolescents represent key features of the community in their models in whatever way they wish.
- ✗ Tell adolescents what to include in their model, even if they leave out places you think are important.
- ✗ Rush to have a discussion about risks and dangers (e.g. safe evacuation routes, dangerous places to avoid) when adolescents are doing this activity for the first time. Instead, let them use this as an opportunity to explore their communities through their own eyes. However, you may wish to have a follow-up activity focusing on risks and safety if you think it is important for their protection.
- ✗ Push adolescents to share information about their own personal experiences if they don't want to. (Instead, ask them to describe a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them.)

- ✗ Ask adolescents to draw the community or place where they lived before a crisis that has affected them, or before being displaced (unless they suggest this themselves.)
- ✗ Don't include dangerous materials in the building project.

Adaptation

If materials for drawing are not available, or if adolescents want a more active experience: They can create a temporary model with found items, placing them on the ground or floor.

If there are blind or visually impaired adolescents in the group: Create tactile models with three-dimensional features that all adolescents can explore with touch. (This is an easy adaptation if adolescents are creating three-dimensional models with small models of the different places their models represent.)

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ At least one large piece of chart paper for every group of adolescents (or something else for them to draw on).
- ▶ At least one pen, pencil or marker for each adolescent.
- ▶ Found or discarded materials (that are clean and can be handled safely) such as: scraps of drawing or paper, discarded magazines or newspaper, discarded water bottles, discarded plastic bags, rocks, branches, leaves, scraps of cardboard, bottle tops, can tabs, plastic straws, string, rubber pieces, used bags from chips or snacks, tooth picks, tinfoil. Note: Be sure not to use hazardous materials of any kind.
- ▶ Other materials for creating a model: glue, scissors, tape.

Improvise

Create models of other ideal spaces, whether smaller or larger: a school, a home, a park, a market, a country.

Continue

Adolescents can work on new drafts of their models, practice their drawing or other art skills, and exhibit their work.

Adolescents can create a story about the imaginary community, such as the imagined history of the community and how it came to exist, or stories of the people who live in the imaginary community, and challenges they might take on and resolve together.

Use the models to catalyse ideas for community projects that they can take on together. For example, adolescents could identify a specific place in their community (unused space, school, park, community centre, community kitchen) and plan a project to make that place more like the place they imagined in their community.

**PHASE 5
(OPTIONAL):
ADOLESCENT-LED
PROJECTS**

Phase 5 (optional): adolescent-led projects

This is an optional one-week sequence for adolescents to find ways to help those around them. It may be suitable for adolescents who stay longer on site or are interested in helping others.

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
1	Finding challenges and opportunities	Adolescents identify places in the community that present them with challenges or opportunities.	Hope for the future and goal setting	Plan and make decisions with others. Think critically about their surroundings.
2	Brainstorming solutions, possibilities & project ideas	Adolescents practice brainstorming to imagine possible solutions to a problem.	Problem solving and managing conflict	Think of solutions by problem solving.
3	Choosing a challenge topic	Adolescents choose a topic, a problem or opportunity to work on in future sessions.	Problem solving and managing conflict	Collaborate with others to solve problems.
4	My Journey Map	Make a journey map for a project idea that shows experiences over time.	Hope for the future and goal setting	Develop practical plans for a project to support their work together.
5	Road Map	Adolescents use a visual map to plan the steps of a project they carry out.	Hope for the future and goal setting	Collaborate in groups to map out project plan and timeline. Set project goals.

Circle building activity to integrate during one of the weekly sessions

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Practice and project time	Adolescents work on a project or to practice a skill.	Hope for the future and goal setting	Adolescents practice planning skills.

Alternate/additional activities for this phase

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
/	Forming problem and opportunity statements	Adolescents form statements to problems/ opportunities they would like to address.	Problem solving and conflict management	Discuss problems or opportunities with others and map positive actions.
/	Collaborative decision making	Adolescents discuss project ideas and choose one to develop as a project.	Cooperation and teamwork	Decide collectively on ideas to create a group project.
/	Expert Interview	Adolescents interview a person with experience on a topic they find interesting.	Cooperation and teamwork	Learn from a community member with experiences to share.



Finding challenges and opportunities

Adolescents identify places in the community that present them with challenges or opportunities.



4/5



2/5



4/5



30 min



Activity Overview

Purpose

Use group planning and decision making to discuss good, bad and opportunity places in the community.

Objectives

Adolescents will be able to:

- ▶ Plan and make decisions with others.
- ▶ Think critically about their surroundings.

Competency domains

Hope for the future and goal setting; Critical thinking and decision making.

Works well for

Adolescents who are ready to reflect on their environment and to work on projects together.

Phase

Taking Action.

Before

Adolescents should have explored and created a map of their environment through an activity such as **Our environment**. Make sure that they have their maps ready to look at together during this activity.

After

Adolescents can develop action plans based on the challenges or opportunities they identify in their environment during this activity.

Preparation

Post the map that the adolescents created in the **Our environment** session in the front of the activity space. If adolescents created more than one map, post all of them or lay them out for a gallery walk (but don't start it yet).





Finding challenges and opportunities

1

Distribute three index cards to each adolescent.

2

||| Facilitator says:

"Today we are going to look again at the maps you have created. We will look at:

- ▶ Places that aren't good for adolescents - places that are difficult or dangerous;
- ▶ Places that are good for adolescents - places you like to go to or where you can get something you need; and
- ▶ Places that have opportunities or potential for you as adolescents - places that have resources or could be used in a positive way." (For example an unused classroom or an empty lot.)

3

Explain:

Participants will agree to symbols that represent good places, bad places, and opportunity places and ask the adolescents to draw them on their index cards.

4

Explain:

Ask participants to attach the cards to the maps near the bad, good and opportunity places they have identified. (If they have laid out their maps for a gallery walk, the adolescents can start the gallery walk now).

5

When they have finished, review the maps together. Discuss:

- ▶ Where are the bad places? What makes them difficult or dangerous?
- ▶ Where are the good places? What makes them positive for adolescents?
- ▶ What are the opportunity places? What potential do they have for adolescents and how could they be used in a positive way?

6

Divide the adolescents into three groups (or six groups, if smaller group discussions will encourage more people to participate). Each group should focus

7

on either bad, good or opportunity places. Adolescents can change groups if they want to focus on one in particular.

Explain:

Each group should choose one of the places identified in the exercise, and discuss the following questions:

Bad places

What can adolescents do to manage or cope with the difficult things in this place?

What can adolescents do to make this place better?

Who else in the community could help to make this place better for adolescents?

Good places

What can adolescents do to use or enjoy the good things in this place?

What can adolescents do to make this place better, or available to more adolescents?

Who else in the community could help to make this place better, or available to more adolescents?

Opportunity places

What are the opportunities for adolescents in this place?

What can adolescents do so that this place fulfils its potential?

Who else in the community could help this place to fulfil its potential as a good place for adolescents?

8

Share and Take Away

Bring the circle together and ask each group to present their answers.

9

Support the adolescents to discuss whether they want to plan a project together based on their ideas for improving a bad place, making a good place more accessible, or transforming an opportunity place into somewhere positive for adolescents.



Do & Don't

- ✓ Let the adolescents identify the bad, good, and opportunity places themselves, even if they choose unexpected places, or don't identify ones that seem relevant.
- ✓ Pay attention when adolescents describe risks or negative experiences, especially as they discuss bad places - Be prepared to take appropriate steps to connect them with support if necessary (for example, if they have been victims of violence) - Inform and work with the appropriate agencies if you learn of risks to adolescents' rights, such as trafficking, recruitment into armed forces, or exploitation and abuse.
- ✗ Push adolescents to talk about risks and dangerous places if they don't want to - Focusing on negative experiences may be harmful to their psychosocial welfare.

Adaptation

Simplify:

- ▶ If adolescents find it too complicated to focus on all three topics (bad, good and opportunity places), just focus on one of them. Start with good places, so that adolescents focus on something positive.
- ▶ If adolescents find the concept of opportunity places too confusing, limit the discussion to good and bad spaces.

Different starting point: If adolescents haven't created a map of their communities, they can explore issues they have identified in other activities such as Our days or Our challenges, our solutions.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least three index cards per adolescent.
- ▶ Markers.
- ▶ Adolescents' maps or work from similar activities.

Improvise

Instead of developing action plans, adolescents could create artworks or performances to describe their experiences in different places in the community.

Continue

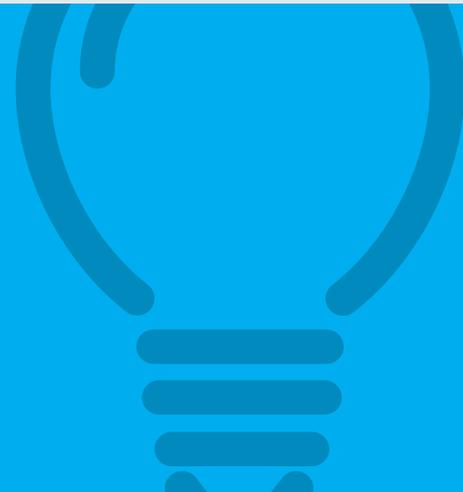
Adolescents can develop action plans to improve places in the community based on their discussions. For example, they could:

- ▶ Organize a campaign to raise awareness about the risks and dangers of certain places in the community (and how to manage them), for other children and adolescents.
- ▶ Organize a project to turn an opportunity place into somewhere positive for adolescents --For example, an empty lot or an unused space could be cleaned up and transformed into a recreation area or a community garden, or a classroom in a school could also be used as a reading room or an after-hours homework space.





Adolescents practice brainstorming to imagine possible solutions to a problem, or ways to take advantage of an opportunity.



4/5

1/5

4/5

45 min



Activity Overview

Purpose

Practice brainstorming and the different ways to use it creatively.

Objectives

Adolescents will be able to:

- ▶ Think critically through brainstorming.
- ▶ Thin of solutions by problem solving.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Note: This activity helps adolescents to come up with creative ideas for group initiatives, but it also can be adapted for adolescents who want to design individual projects.

Phase

Taking Action.

Before

Adolescents should have already explored problems, issues or opportunities that are important to them. The **Our challenges, Our Solutions, Our environment** and **Forming problem and opportunity statements** activities provide different ways to do this.

After

Adolescents should develop and carry out plans to address the problem or opportunity they identified. The **Forming problem and opportunity statements, Using interview skills,** and **Brainstorming solutions, possibilities and project ideas** activities are good next steps for this.

Preparation

None needed.





Brainstorming solutions, possibilities and project ideas

1

Organize the adolescents into groups of three to five. (If adolescents have already formed groups to work on a project together, they can stay in their groups.) Make sure that each group has a problem and opportunity statement from their earlier sessions together. If possible, get them to write down the problem statement and post it nearby (e.g. on a wall or tree).

2

Discuss:

- ▶ Has anyone here ever used brainstorming? What does it mean? How does it work?
- ▶ What words do you recognize in the word brainstorming? Make sure that adolescents recognize the words brain and storming.
- ▶ Why is brainstorming a good thing when we are trying to think of ideas?

3

Facilitator says:

- ▶ "You are now going to practice brainstorming. Brainstorming is a process that helps us to think of several ideas very freely and creatively."
- ▶ "Read the problem/opportunity statement carefully, and then write down as many ideas as you can think of for addressing this issue. Place each idea near the problem/opportunity statement."
- ▶ "Choose one person to keep time, and to encourage the group to come up with as many ideas or solutions as possible. This person should also remind people not to criticize or reject any ideas, or to spend too long discussing one idea."

4

Explain:

Review the guidelines for brainstorming:

- ▶ Don't judge each other's ideas. Brainstorming is an opportunity to come up with any idea that you can think of.

- ▶ Try to come up with as many different ideas as you can!
- ▶ Build on other ideas: If someone comes up with an idea that inspires you, try to come up with your own version.
- ▶ Draw your idea or solution if it makes it easier to understand!

5

Make sure each team is ready and understands the process. Give them 10 minutes to brainstorm. Walk around the room and watch and follow each group's discussion.

6

Give a signal for adolescents to end their brainstorming. Congratulate them on using the process well. Keep note of all of the ideas they discussed.

7

Share and Take Away

Discuss:

- ▶ Did brainstorming help you to think of good ideas?
- ▶ What worked well about this process for you?
- ▶ Was there anything about the process that didn't work well for you?
- ▶ When would you use brainstorming in other parts of your life?
- ▶ If you and your group use brainstorming again, what can you do to make the process more fun? What can you do to make it work better for you?

Facilitation tip: Participants might get off topic during a brainstorming session. When this happens, the facilitator should help groups to focus their ideas. Ask them to think of different types of solutions. For example, if the problem is: "How can the community get clean water?", ask the group to think of a product solution (get a water filter), a community solution (ask the water



Brainstorming solutions, possibilities and project ideas

company to provide filtered water).

Optional: If the adolescents want to continue to choose an idea for their group project ask them to:

- ▶ Organize similar ideas by posting or moving the cards/paper they are written on into groups.
- ▶ Give each group of ideas a name and then try rearranging the ideas into different groups.

- ▶ Vote on the idea they think would be the most interesting or enjoyable to work on as a group.
- ▶ Take note of the idea they have chosen for use in future sessions.

Do & Don't

- ✓ Encourage adolescents to practice brainstorming and to think creatively about ideas and solutions.
- ✓ Think of a few examples of ideas in advance, to help adolescents if they are having difficulty get started.
- ✗ Criticize their ideas or push them to only focus on practical solutions/ideas.
- ✗ Suggest examples if adolescents don't need help thinking of ideas, or suggest too many examples (this might limit their creativity).

Adaptation

Low literacy: Instead of writing their ideas, adolescents can draw them.

Adapt for less time, or simplify: This activity can be divided into two activities. Use the first set of steps to brainstorm, then the second set of steps to choose a project idea.

Translation: Instead of using the English word "brainstorming" use or create a comparable expression in the adolescents' own language. For example, the equivalent expression in Spanish, "llovía des ideas" literally translates as rain of ideas.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ At least one piece of paper or note card for each adolescent.
- ▶ At least one pen, pencil or marker for each adolescent.

Improvise

Instead of brainstorming ideas in groups, adolescents can do silent and/or visual brainstorming. For example, they can write their brainstorm ideas on small pieces of paper or index cards, or draw pictures of their ideas.

Continue

Give adolescents a chance to practice and use brainstorming in future sessions when they want to explore new project possibilities or come up with their own creative ideas.



Brainstorming solutions, possibilities and project ideas



In this activity, the adolescents choose a challenge topic, a problem or opportunity that they will work on together in future sessions.

 3/5 1/5 4/5 30-45 min

Activity Overview

Purpose

Use creativity and critical thinking skills to solve community problems.

Objectives

Adolescents will be able to:

- ▶ Collaborate with others to solve problems.
- ▶ Critically think about and explain challenges in the community.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Phase

Taking Action.

Before

Adolescents should have already explored problems, issues or opportunities that are important to them. Recommended: **Our challenges**, our solutions and **Our environment**.

After

Adolescents should develop and carry out plans to address the problem or opportunity identified. The **Forming problem and opportunity statements**, **Using interview skills**, and **Brainstorming solutions, possibilities and project ideas** activities are good next steps.

Preparation

Find stones in the area to use in the activity.

- 1 Divide the circle into two groups. One will be the buyer group and the other will be the seller group.
- 2 **Explain:**
The seller group will go back to the creative presentations, maps, and drawings that they have developed during other sessions and identify the top five challenges, problems or opportunities facing adolescents.
- 3 Divide the sellers into five groups of equal size. Each group should choose one of the five challenges. The job of each group is to try to sell their challenge to the buyers.
- 4 **Explain:**
Each team of sellers will have two minutes to make a sales pitch (a short speech about the importance of this challenge) to all of the buyers. They will want to convince the buyers that this challenge is extremely important to their community.
- 5 Divide the buyers into five groups. Give each group three small stones or cards. These represent money or tokens they will use to buy a challenge. Each group of buyers can buy up to three challenge topics. Before they buy anything they should listen to all of the sales pitches.
- 6 Give all of the groups five minutes to prepare. The groups of sellers should create their sales pitch, and the buyers should discuss what criteria they will use to decide which challenge to buy.
- 7 Once the five minutes are up, each group of sellers should stand or sit in a different part of the space. That space will be their market stall or shop, from where they will give their sales pitch to the buyers who stop and visit them.
- 8 Open the marketplace.

- 9 **Facilitator says:**
“Tell the buyers that they have 20 minutes to visit all the sellers.” (Optional: Arrange for the groups of sellers to rotate around to different buyers).
- 10 Once the 20 minutes are up, give the buyer groups three minutes to decide which of the three challenges they will buy. They can do this by placing their stones or cards beside a challenge.
- 11 Count the stones or cards to determine which challenge the circle has decided to buy. Make sure that everyone in the circle knows which challenge topic they have chosen, so that they can use it in future sessions to work on their projects together.

Share and Take Away

Review the exercise by asking the following questions:

- ▶ How did it feel to be a seller? What strategies did you use to try to sell your challenge?
- ▶ How did it feel to be a buyer? How did you decide which challenge to pick? What criteria were most important to you?

Use a matrix like this one to write their responses on the marker board:

Sellers: What arguments worked well to convince the buyers to buy your challenge?	Buyers: What criteria did you use to decide which challenge to buy?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Do & Don't

- ✓ Use a problem or opportunity that the adolescents discussed in a previous session.
- ✓ Allow adolescents to consider challenges, which may be difficult for them to address.
- ✓ Encourage adolescents to consider opportunities as well as problems.
- ✗ Force adolescents to focus on a specific topic that you chose for them.

Adaptation

Low literacy: Instead of writing, adolescents can use drawings to illustrate the problem or opportunities they want to address.

Environment

Indoor or outdoor space. Quiet.

Read and Use

Our challenges, Our solutions, Our environment, Forming problem and opportunity Statements, and Brainstorming solutions, possibilities and project ideas activities, for steps to take before and after this activity.

Supplies

- ▶ At least one large piece of chart paper for each group (or something else for them to draw or write on).
- ▶ At least one pen, pencil or marker for each adolescent.
- ▶ Stones (enough for each group to have three).

Improvise

Adolescents can create drawings, photo essays, dramas or stories about this topic.

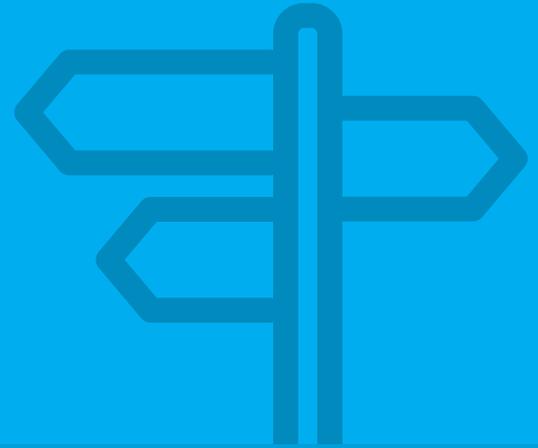
Adolescents can research and explore their problem or opportunity topic in more depth by interviewing each other, or others in their community.

Continue

Adolescents should have the opportunity to explore their own solutions to their challenge topic in future sessions. This could include carrying out plans to address the challenge or using the problem or opportunity as inspiration for creative storytelling.



Make a journey map for a project idea that shows different experiences over time.



 2/5

 3/5

 4/5

 30-40 min



Activity Overview

Purpose

Learn how to think through a project creatively; Use a journey map to work on group and individual projects.

Objectives

Adolescents will be able to:

- ▶ Consider their project concept from the point of view of others.
- ▶ Develop practical plans for a project to support their work together.

Competency domains

Critical thinking and decision making; Empathy and respect.

Works well for

Adolescents who have a project idea, especially one involving others in the community; Adolescents who are ready to carry out their project together.

Phase

Taking Action.

Before

Adolescents should have agreed to project idea. Adolescents should have an understanding of who will be involved in their project. The **Plan a project** activity can work well as an activity to carry out before this one.

After

Adolescents should use their journey maps to continue their project plans. Important pieces of information may come up during this activity that can be used in further planning for their project.

Preparation

None needed.

1

Ask participants to get in their project groups, or gather everyone together if it is a large group project.

2

Explain:

Participants will brainstorm to identify a person or a group of people that could benefit from their project.

3

Explain:

Participants will draw a journey map of the person or groups and the different experiences they will have throughout the project.

4

Explain:

The map can be drawn as a physical map or a timeline.

5

Explain the concept of a journey map by giving an example of a project that is a community theatre performance. The adolescents can focus on the 'journey' the audience will take, and answer the questions:

- ▶ Who is the audience?
- ▶ What does the audience feel like before they know about the performance?
- ▶ If we drew them, what would they look like?
- ▶ How do they feel when they first see the flyer about the performance? What would that drawing look like?
- ▶ What will they look like during the performance?
- ▶ What would they look like after the performance?

6

Explain:

Participants can choose which points on the journey they will draw, focusing on whatever moments they think are important.

7

Facilitator says:

"Use your creativity. You can make your map look like a timeline or you can make it look more like a physical map."



8

Sharing and Take Away:

Invite participants to discuss what they liked about this activity.

9

Facilitator says:

"Did this help you to think differently about your project or see another side of it? How? What else could you use a journey map for?"

Do & Don't

- ✓ Encourage participants to work together.
- ✓ Draw an example of a journey map if they are confused or need more explanation.
- ✗ Tell participants they can only draw their journey map one way.
- ✗ Criticize how they make their journey map.

Adaptation

The journey map can be used for a personal journey as well. It can be used to illustrate emotions or personal events in an adolescent's life.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart paper for groups or individuals.
- ▶ Markers and coloured pencils for each participant.

Improvise

Adolescents could use this activity along with storyboarding. Adolescents could also use this activity to express a story from their present of how they recently learned an important lesson or are currently learning an important lesson. Adolescents can use symbols such as roads and turns to represent different parts of the story.

Continue

Ask adolescents to review or re-draw their journey maps once they have begun their work on their project, and/or to use them when preparing for a new project they take on in the future.





Adolescents use a visual map to plan the steps of a project they will design and carry out together.



3/5

4/5

4/5

30-45 min



Activity Overview

Purpose

Adolescents plan a project using a visual map.

Objectives

Adolescents will be able to:

- ▶ Collaborate in groups to map out project plan and timeline.
- ▶ Set future goals for the project.

Competency domains

Cooperation and teamwork; Hope for the future and goal setting; Empathy and respect for others.

Works well for

Adolescents who are planning a project stimulating creative ideas for other kinds of projects.

Phase

Taking Action.

Before

Adolescents should have agreed to a project topic.

Choose a challenge topic is one activity they can use to do this. They may also have taken other steps to get ready to carry out their project, by mapping resources (using **Recognizing resources**) and doing other research in their community to prepare for their work together.

After

Adolescents should continue to work together on their project, using the **Practice and project time** activity and others.

Preparation

Prepare a sample road map before the activity begins.



1

Facilitator says:

"Now that you have a project idea, what are your next steps? Who is involved? What is your timeline? What are your achievements?"

2

Explain:

A road map can help adolescents organize their thoughts and the tasks of a project.

3

Explain:

Adolescents should get into their project groups. Give each group 3 flipchart papers.

4

Explain:

Use 1 large flipchart paper to represent the next month. Use 2 more flipchart papers to represent the following 2 months.

5

Explain:

Adolescents should discuss in groups what needs to happen in the first month, then the second month, then the third month. Using small pieces of paper or post-it notes, adolescents write those dates and ideas down on the three charts.

6

Explain:

Next, using a different colour of post-it notes or small notes, tape the different dates and describe the biggest milestones that need to happen during the project within these three months.

7

Explain:

If the project will take longer than three months, use more flipchart paper to represent each additional month needed for the project.

8

Explain:

Once the group is comfortable with the information on the flipcharts, ask the group to assign individuals to the tasks represented on each note. Everyone should agree on the assignments and nobody should be left out.

9

Share and Take Away

Bring the full group back together and invite everyone to share their road maps.

Discuss:

- ▶ How will you use this road map as you move forward to carry out your project?
- ▶ What else can you add to this roadmap to help you implement your project?
- ▶ What will you do next to carry out your project?



Do & Don't

- ✓ Encourage adolescents to include everyone's ideas and opinions.
- ✓ Encourage each person to contribute to the roadmap.
- ✗ Show adolescents what their map should look like.
- ✗ Assign tasks for adolescents.

Adaptation

Low-literacy: Assign one person who can write to each group to be the group recorder, and let the other adolescents discuss freely and share ideas while the recorder writes it all down on the flipchart.

Environment

Indoors or outdoors.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.
- ▶ Small paper and tape.
- ▶ Different colours of paper or post-it notes.

Improvise

Combine this activity with the Tree Timeline activity. First make the road map then add all of the steps, tasks and assigned people to the tree.

Instead of using the roadmap activity to plan roles and steps in a project, adolescents can use it to plan the plot of a story or drama that they create as a group or individually.

Continue

Adolescents can continue to use their map as a planning tool, revising what they have written if they need to adapt their plans or keeping track of their progress by marking off milestones they have achieved.





Adolescents take time to work on an ongoing project or to practice a skill.



2/5

1/5

3/5

Participants decide the time.



Activity Overview

Purpose

Work and progress on individual projects, group projects or activities.

Objectives

Adolescents will be able to:

- ▶ Practice planning skills.

Competency domains

Hope for the future and goal setting.

Works well for

Adolescents who want to continue work on individual/group projects or to practice activities that they have started in previous sessions.

Phase

Starting Our Circle.

Before

Adolescents should have been introduced to a new type of skill/activity in a previous session, or should have started work on an individual or group project (such as a drawing, a creative writing project or a prototype).

Setting group goals and **Reviewing progress toward group goals** to help adolescents to reflect on how their individual/group project goals are linked to their longer-term goals.

After

Adolescents may continue work on their project or skill in a follow-up session, or move on to a new activity. They should agree on plans for the next session as a group.

Preparation

This may be different for each project or activity.



Practice and project time

1

||| Facilitator says:

"In our last session we agreed to take more time to work on your projects. Does everyone remember this? Is this all right with everyone?"

If any adolescent is confused or does not agree, explain to them that you will talk with them further once the session has started.

2

||| Facilitator says:

"What are your goals for today? What do you hope to do during the session? What do you hope to finish by the end of the session?"

Adolescents should take turns to briefly explain their goals for the session. If they are working in groups they can refer to their group work plans.

3

||| Facilitator says:

"Do you have what you need to work on your projects?"

Check that everyone has the materials they need. This could include: How well do you know and understand the topic we discussed in our session today?

- ▶ Ongoing projects, such as drafts, drawings or writings; and
- ▶ Art supplies, such as paper, pencils, and markers.

4

Let the adolescents start working on their projects. If any of the adolescents or groups don't have the items they need, help them to figure out a way to enjoy the session. For example, they could work on a new draft of the same project, or could find an alternative game or activity.

5

Give adolescents the time they need to work on their projects. Encourage them and support them when necessary.

6

Sharing and Take away:

Discuss:

- ▶ What did you work on today?
- ▶ Did you reach the goals you set for today? Discuss adolescents' answers. Give them a chance to reflect on their progress, to discuss whether their goals were realistic, and to outline the steps they took to reach their goals. Help them to identify how they could plan and prepare better next time.
- ▶ Do you want to take more time to continue working on your project or activity in our next session? Agree on the plan for the next session with the adolescents.



Practice and project time

Do & Don't

- ✓ Have alternative ideas for activities ready - that way adolescents who don't want to continue working on projects, don't have the materials they need, or were not present for earlier sessions, have something interesting to do and still feel included.
- ✓ Encourage adolescents to reflect on their goals and identify the strategies they used to reach them.
- ✗ Discourage or reprimand adolescents if they don't achieve their goals for the session - Instead, focus on what they have learned about setting realistic goals, as well as planning and preparation.
- ✗ Scold adolescents if they don't come prepared for the session - Instead, identify ways that they could prepare better in the future, and discuss how other adolescents could support them (For example, if adolescents don't feel they have a safe place to store their ongoing projects, discuss possible places they could keep their drafts or notes.)

Adaptation

If new adolescents join the circle and have not already started projects that they can work on, help them to start a new project or join a group.

Environment

Depends on the nature of adolescents' projects: In most cases, an indoor or outdoor space with minimal distractions, where adolescents can sit comfortably, write and draw.

Supplies

Depends on the type of projects adolescents work on.

Continue

Use practice and project time whenever adolescents want to work on their projects. If adolescents want several sessions in a row for practice and project time, suggest that they take a break with an easy, energetic activity every three or four sessions.



Adolescents form statements to describe problems or opportunities they would like to address.



3/5



1/5



4/5



20-30 min



Activity Overview

Purpose

Discuss problems or opportunities with others.

Objectives

Adolescents will be able to:

- ▶ Discuss problem/opportunity statements.
- ▶ Practice listening to others in small groups.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Phase

Taking Action.

Before

Adolescents should have already chosen a challenge topic to work on together as a circle. The **Our challenges**, **our solutions**, and **Our environment** activities provides them with ways to explore different challenges, problems and opportunities. The **Choosing a challenge topic** activity (with the marketplace of ideas) helps adolescents to select one challenge topic from among many that might interest them.

After

Adolescents should develop and carry out plans to address the problem or opportunity they identified in their statement. The **Using interview skills** and **Brainstorming solutions, possibilities and project ideas** are good next steps to do this.

Preparation

None needed.

1

Explain:

Participants will talk about problem/opportunity statements:

2

Facilitator says:

"We have been talking about (insert the name of the challenge topic in our recent sessions). This is a challenging problem/opportunity, but it is something we can work on together. Today our goal is to develop a problem/opportunity statement, which we can then use to form a plan to address this issue."

3

Write down the following key characteristics of a problem/opportunity statement on the marker board:

- ▶ It shouldn't be too focused, or too general.
- ▶ It should highlight an issue and suggest an approach to solving it.
- ▶ It should be one sentence long.

4

Split the circle into groups of three or four adolescents each.

5

Explain:

Each group will come up with several different problem/opportunity statements for one issue and then select their favourite one.

Share and Take Away

6

Explain:

Each team will share their statement with the circle. The adolescents can then provide constructive feedback to help each other revise their statements.

7

Keep the statements for developing project plans in future sessions.

Do & Don't

- ✓ Use a problem or opportunity that the adolescents themselves chose.
- ✓ Allow adolescents to consider challenges that may be difficult for them to address.
- ✓ Encourage adolescents to consider opportunities as well as problems.
- ✗ Force adolescents to focus on a specific topic that you chose for them.

Adaptation

Low literacy: Instead of writing, adolescents can use drawings to illustrate the problem or opportunities they want to address.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ At least one large piece of chart paper for each group (or something else for them to write or draw on).
- ▶ At least one pen, pencil or marker for each adolescent.

Improvise

Adolescents can use other forms of expression to describe their problem or opportunity topic -- For example, they can create drawings, photo essays, dramas or stories.

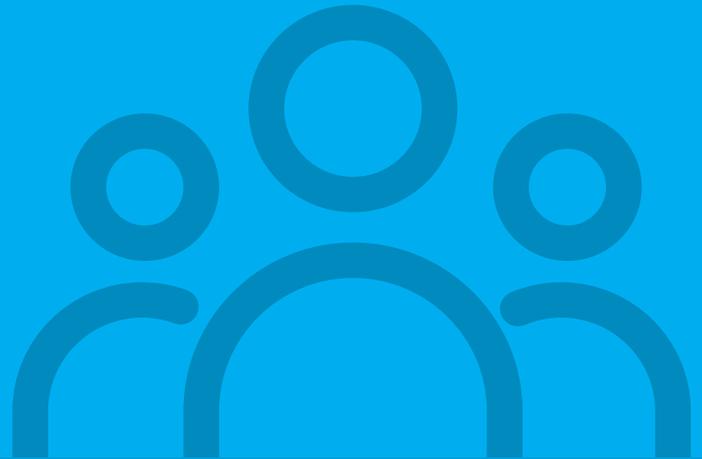
Adolescents can explore their problem or opportunity topic in more depth by interviewing each other or others in their community.

Continue

Adolescents should have the opportunity to explore their own solutions to their problem or opportunity in future sessions. This could include carrying out plans to address the challenge, or using the problem or opportunity as inspiration for creative storytelling.



Adolescents discuss ideas from previous sessions and choose one to explore further or to develop as a group project.



 3/5

 2/5

 4/5

 20-30 min



Activity Overview

Purpose

Decide collectively on ideas and topics to learn more about or create a group project.

Objectives

Adolescents will be able to:

- ▶ Rank ideas as a group.
- ▶ Make decisions about interests.

Competency domains

Critical thinking and decision making.

Works well for

Adolescents who are ready to talk about and listen to each other's ideas, to make decisions together and to explore an issue in more depth.

Phase

Taking Action.

Before

Adolescents should have identified an idea that they are interested in developing as a group project or learning more about. The **Our environment, Our days, Our challenges, Our solutions**, and **Brainstorming solutions, possibilities and project ideas** could all be first steps.

After

Once the adolescents have agreed on an idea to explore or develop as a project, they can follow-up with activities such as **Plan a project, Forming problem and opportunity statements, Prototyping, Organizing an exhibition**, and **Community dialogue**.

Preparation

None needed.

1

Ask the adolescents to sit comfortably in a circle on the floor and put the marker board or a flip chart where they can all see it.

2

Write the idea that adolescents have chosen to discuss on the marker board. Examples could include:

- ▶ Our cultural and artistic traditions.
- ▶ Contributions adolescents make to peace in the community.
- ▶ Challenges adolescents face in their daily lives.
- ▶ How adults in the community view adolescents.

3

Write a simple question about the topic to stimulate an open discussion about adolescents' ideas, opinions, priorities or hopes. Examples could include:

- ▶ What cultural and artistic traditions would we like to learn more about?
- ▶ What contributions do adolescents make to peace in this community?
- ▶ What are the most significant challenges adolescents face in their daily lives?

4

Distribute one, two or three index cards and a marker to each adolescent. Each adolescent should write an answer to the discussion question on each of the index cards. Give the adolescents three to five minutes to think and write.

5

Facilitator says:

"Place your index cards on the floor in the middle of the circle and then explain your answer."

6

Explain:

When all of the adolescents have shared their ideas, ask a volunteer to group the index cards into similar themes. If the same idea card appears several times, just keep one of them and draw stars on it to show that the idea has come up often. If two or more ideas seem very closely related, discuss whether to consolidate them as one idea.

7

Facilitator says:

"Now let's put the cards in order of importance (or "in the order of your interest"). There is an imaginary line across the middle of the circle. At this end of the line is **VERY IMPORTANT**. At the other end of the line is **NOT IMPORTANT AT ALL**."

8

Ask a volunteer to place the index cards along the imaginary line according to how important he or she considers them, and to explain why they think so.

9

Ask another volunteer to give their feedback on the ranking and to make changes if they want to.

10

Continue the discussion with further volunteers until patterns of agreement emerge within the group. If necessary, continue the discussion in a follow-up session before agreeing on the group's most important or interesting ideas.

Share and Take Away

11

Discuss:

- ▶ Which ideas do we find the most interesting or important?
- ▶ Can we agree on one idea to explore further or to develop as a group project in our next sessions?

Do & Don't

- ✓ Allow adolescents to share their own ideas in response to the discussion question.
- ✓ Encourage adolescents to share their written ideas with each other individually, rather than reading them aloud, if that makes them more comfortable.
- ✗ Encourage adolescents to explore very difficult ideas or challenges that they may find overwhelming.

Adaptation

Different opinions and ideas: If adolescents are interested in more than one idea, they can divide into smaller groups to look at each of the ideas separately. They can also divide the ideas and discuss them at different sessions.

Low literacy: Instead of writing on the index cards, adolescents can draw a symbol that represents their ideas.

Environment

Indoor or outdoor space. Quiet.

Read and Use

Our challenges, Our solutions, Our environment, Forming problem and opportunity Statements, and Brainstorming solutions, possibilities and project ideas activities, for steps to take before and after this activity.

Supplies

- ▶ one marker board.
- ▶ one, two or three index cards per adolescent.
- ▶ one marker per adolescent.

Improvise

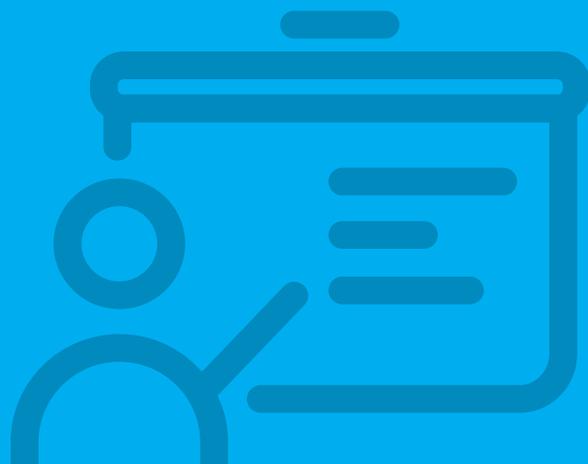
Adolescents can take more time to explore different ideas before choosing one to focus on. For example, they could create drawings or stories about each idea as part of an exhibition in the community.

Continue

If adolescents find this process helpful, they can use it whenever they need to reach a group decision collaboratively.



Adolescents interview a member of their community with expertise and/or experience with something they find interesting.



 3/5

 4/5

 4/5

 30-45 min



Activity Overview

Purpose

Learn from a community member with important expertise and/or experiences to share.

Objectives

Adolescents will be able to:

- ▶ Collaborate in groups to map out project plan and timeline.
- ▶ Set future goals for the project.

Competency domains

Cooperation and teamwork; Hope for the future and goal setting; Empathy and respect for others.

Works well for

Adolescents who are comfortable moving outside their activity space to interview another community member, working individually or in small groups.

Phase

Taking Action.

Before

Adolescents should have had a chance to identify a topic that interests them. This could be a topic they will explore or take action on together as a group, or another topic reflecting their personal interests and goals.

After

Adolescents should have a chance to reflect on what they have learned from their expert interview, and use the story or information from their interview in an ongoing project.

Preparation

Remind adolescents to bring their idea for a project topic or an idea for another topic of interest that they want to learn more about. Use the **Tips for a successful interview** tool to help.



1

Facilitator asks adolescents to briefly share their project topics, or other topics of interest, with the rest of the circle. These can be project topics that they plan to work on in small groups, or topics of interest to them individually that they hope to learn more about.

2

||| Facilitator says:

"Now we are going to brainstorm and think of people here in our community that have expertise or experience that is related to your topic. Try to brainstorm at least four people in the community who have some expertise and/or some experience related to the topic that interests you. Remember that there are lots of different kinds of people who might be 'experts.' They might have studied your topic or work in a profession that is related to your topic. Or, they may have important life experience related to your topic. Be creative and open minded as you brainstorm, because there are lots of kinds of people you might learn from, including older adults, and also your own peers.

3

Organize adolescents into small groups to brainstorm. If they are already working on a project topics in small groups they can brainstorm together in that group. If they are working individually on projects of interest, they can sit together in groups of three or four and help each other to think of 'experts' who know about their topics.

Optional: If adolescents are having trouble thinking of experts, help them to think of possibilities. Remind them that they can think of someone with expertise in an area that is related to their area of interest even if it isn't the same.

4

||| Facilitator says:

"Now we are going to prepare to interview experts in our community to learn more about them." Explain: As you prepare your plans, include the following:

- ▶ Who will you interview? Write the name of the person you chose.

- ▶ What would you like to learn about from them? Write a few sentences about how this person could help you to learn more about your topic.
- ▶ How will you invite him or her to be interviewed? Write some notes for when and where you will contact your expert, and what you will say or write when you interview him or her.
- ▶ What questions will you ask during the interview? Write your questions down. Remember to include open-ended questions that allow the expert to tell stories from his or her experience, and follow-up questions.

Facilitator reminds adolescents: "Be prepared when you carry out your interview. Bring a pen and paper to take notes and anything else that will help you to explain to your 'expert' why you are interested in interviewing him or her, and how you will use the stories and information he or she shares.

5

Bring the circle back together once they have finished brainstorming.

6

Invite adolescents to share their plans for how they will invite the experts they have identified to be interviewed. Optional: Adolescents can practice inviting experts to be interviewed through role playing.

7

Ask adolescents to share their interview questions. Write their questions on a marker board. Encourage them to add questions to their own interview plans based on ideas shared by others in the circle.

Discuss:

- ▶ What strategies will you use to convince your experts to participate in your interviews? What are your back-up plans if they are not interested or willing to participate?
- ▶ Which interview questions shared in our circle are especially good?



Expert Interview

Why? (Remind adolescents that there are no perfect interview questions, but they can use this opportunity to recognize questions that are likely to elicit interesting responses from their interviewees.

- ▶ When will you carry out your interview? Optional: Adolescents can use their next session times to carry out their interviews. They can invite the experts to come to their activity space, or move outside their activity space, depending on what is convenient or feasible for the experts they interview.

Do & Don't

- ✓ Encourage adolescents to take the time they need to prepare for their interviews.
- ✓ Encourage adolescents to carry out their interviews working in pairs or small groups if they will feel more comfortable and confident working together.
- ✓ Support adolescents in planning and preparing for their interviews thoroughly - Give them additional time in future sessions if that will help them.
- ✓ Inform adults in the community about adolescents' plans to carry out interviews, so they understand the purpose of the interviews and support their goals - Talking with your steering committee about this plan may be one way to do this
- ✓ Ensure that the experts who are interviewed understand and agree to how adolescents will use the experiences and information they share - Make sure that adolescents understand and respect their interviewees' wishes.
- ✗ Push or force adolescents to carry out their interviews unless and until they feel comfortable doing so.
- ✗ Let adolescents approach adults for interviews in ways that might leave them vulnerable to risks - For example, it may be more comfortable and appropriate for them to carry out interviews in public spaces, accompanied by a peer or another adult.

Adaptation

Low literacy: If adolescents have limited literacy, encourage them to prepare and plan for their interviews verbally. They may use drawings or symbols to remind them of the questions they will ask during their interviews, and to remind them of responses during the interviews.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart or marker board.
- ▶ Notebook or writing paper for each adolescent.
- ▶ Pen or pencil for each adolescent

Improvise

Instead of interviewing a real person, adolescents can write or role-play an interview with a famous or historical person they admire.

Adolescents can interview young children who, like adolescents and adults, have important knowledge and stories to share.

Continue

There are many ways that adolescents can use the stories and information from their interviews, including:

- ▶ Write or create a profile of the experts for a newspaper, magazine or radio programme (including one that the adolescents create themselves).
- ▶ Create a drama based on an interview
- ▶ Create a storyboard, road map or graphic novel to tell a story that the expert shared
- ▶ Create a photo essay about the expert, and/or draw portraits and other illustrations.
- ▶ Create an exhibition that celebrates the expertise of others in the community, and invite others in the community to attend.





ENERGIZERS

Energizers

#	Energizer name	Energizer description
1	Circle of twins	Adolescents discover things they have in common by forming a circle of twins without speaking
2	Contour drawing	Adolescents use a drawing exercise to relax and experience drawing to relax, without attempting to draw a specific image
3	Dancing on paper	Adolescents dance in pairs as part of a contest.
4	Follow my lead	Adolescents perform a physical stretch and the rest of the group copies their moves
5	From shortest to tallest	Adolescents must line up from shortest to tallest without speaking
6	Group statues	Adolescents play a game where they must portray a word by posing like statues
7	Guess who I am	The name of a famous person is placed on adolescents' backs and they must try find out who it is
8	Juggling ball game	Adolescents learn names by throwing a ball to each other and repeating the names of the people they throw it to
9	Memorize my moves	Adolescents stand in a circle and each creates a dance move, while the whole group must memorize the series of moves in order
10	My string partner	Participants match strings of different length then learn about each other's common interests
11	Name dance	Adolescents use movement, rhythm and repetition to learn and remember each other's names
12	Relaxation response	Adolescents practice simple meditation and breath awareness techniques to reduce their stress
13	Strange animals	Adolescents work in groups of three to draw an imaginary animal
14	Tall stories	Adolescents create a story together as a group with each person adding on their own sentence
15	The Dao of drawing	Adolescents use a drawing exercise to relax and experience drawing to relax, without attempting to represent a specific image
16	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.
17	Volleyballoon	Adolescents work together to keep balloons in the air for as long as possible
18	Weaving our web	Adolescents create a web of string that connects them to each other and then discuss what they have in common
19	Who is the leader?	Adolescents play a game to guess who is leading the circle in different movements and gestures
20	Zip zap zop	Adolescents play a game using a pattern of words. They must say the right word when called on to stay in the game

Circle of twins

Adolescents discover things they have in common by forming a circle of twins without speaking

📱 4/5

📄 1/5

🕒 10 min

1

||| Facilitator says

"We are now going to form a circle of twins, so that we can see how we are connected to each other. Each person should stand next to someone who is a twin. For this activity, being a twin means having one thing in common with the other person."

2

Demonstrate by standing next to an adolescent.

3

||| Facilitator says

"If I want to stand next to this person, we have to find something we have in common. For example, I am wearing a white shirt, and she is wearing a white shirt, so she is my twin and we can stand together."

||| Facilitator says

"You have one more challenge, which is that you need to form a circle of twins without talking. Are you ready?"

4

When the adolescents are ready, let them start to form their circle. Walk around and observe. Gently remind them to stay silent. Help them to find and notice things they have in common. As a line of twins forms, help them to become a circle by bringing the two people at the end of each line together as twins. Find a way to join the circle with a twin on either side.

5

Once the circle is formed, ask the adolescents to applaud their good work and to discuss how they are connected as twins:

||| Facilitator says

"Let's go around in our circle and try to guess how each person is a twin with the person standing next to them."

6

Questions about communication:

- ▶ How did you communicate with each other without talking? What strategies did you use? How did it feel?
- ▶ Communicating without talking is called nonverbal communication. (If adolescents aren't English speakers find an equivalent term in their language). Do you ever use nonverbal communication in your day-to-day life?

7

Questions about communication:

- ▶ What do we all have in common?
- ▶ Did you notice any similarities between yourself and other people in the circle that you hadn't noticed before?

Environment

Indoor or outdoor space.

Supplies

None needed.

Contour drawing

Adolescents use a drawing exercise to relax and experience drawing to relax, without attempting to draw a specific image

 1/5

 1/5

 10 min

1

Ask adolescents to sit in a circle. Place a few items (water bottle, umbrella, shoe, empty cup) in the middle of the circle. Optional: If adolescents wish to do so, they can add one or two personal items to the circle.

2

Distribute at least one piece of paper and a pencil or pen to each adolescent. Explain: Your activity is to draw the items in the middle of the circle. The only rule is that you cannot look at your own drawing. Instead, keep your eyes fixed on the items as you draw. Try to draw the outline (contour) of the objects.

3

Let adolescents draw for 5 minutes or for as long as they seem engaged and interested.

4

Ask the adolescents to stop drawing. Ask the adolescents to place their drawings on the floor or on a table in front of them and have a gallery walk to look at each others' drawings.

5

Ask adolescents to discuss:

- ▶ Which drawings do you like?
- ▶ Can you recognize any of the objects we were looking at in these drawings?
- ▶ Can a drawing – or a painting, or even a photograph – be beautiful or interesting even if it does not look like an object (or person or scene) you can recognize?
- ▶ How can this exercise help you to feel more free and comfortable when you draw, paint or work on other art projects?

Environment

Indoor or outdoor space.

Supplies

One piece of paper and one pen or pencil per adolescent, and a few objects of any kind for adolescents to draw (Suggestion: Choose objects of different shapes and sizes. Examples: a water bottle, a football, an empty plastic bag, an umbrella, a water jug).

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.



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.

From shortest to tallest

Adolescents must line up from shortest to tallest without speaking

 3/5

 1/5

 10 min

1

Explain

Participants will perform this activity without talking. They should not speak, but can use gestures and hand movements.

2

Facilitator says

"Without talking, you will line up standing shoulder to shoulder from the shortest person to the tallest person. You will only have 20 seconds to do this so be quick!"

3

Give the participants a signal to start and count to '20' out loud.

4

Once the time is up, check to see that they have followed your instructions and see if anybody is out of place.

5

Optional

Play the game again, but this time ask adolescents to line up by age or another category, such as day of the week or month on which they were born, or how close or far they live from the activity space.

Environment

Indoor or outdoor space.

Supplies

None needed.

Group statues

Adolescents play a game where they must portray a word by posing like statues

📅 4/5

📄 1/5

🕒 10 min

1

Explain

At the start of the game you will ask the adolescents to move around the room, loosely swinging their arms and gently relaxing their heads and necks.

2

Explain

After 10-15 seconds the facilitator will call out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "happy". All the participants have to instantly freeze without talking, and pose in a way that shows what "happy" means to them.

3

Repeat the exercise several times. Other words to use include: fun, dizzy, excited, tired.

4

Optional

Use words that relate to themes adolescents have been exploring through their activities, such as peace, stress, or friendship.

5

Optional

Call on a volunteer adolescent to call out words for the game.

Environment

Indoor or outdoor space.

Supplies

None needed.

Guess who I am

The name of a famous person is placed on adolescents' backs and they must try find out who it is

📄 3/5

📄 3/5

🕒 10 min

1

Ask adolescents to sit comfortably somewhere in the space. Each adolescent should have a piece of paper and something to write with.

2

Explain

Each adolescent should write the name of a famous person on their piece of paper. Facilitator says: "Try to think of someone who is famous for something positive. Don't tell anyone else the name of the famous person, and when you see someone else's paper, don't say the name out loud!"

3

The facilitator will collect the pieces of paper, while the adolescents stand in a line. The facilitator will then tape a piece of paper to each participant's back.

4

Explain

The adolescents will not see the name taped to their back. Their task is to find out who they are. They need to go around the room and ask only yes or no questions about their identity.

5

Explain

If they get a "yes" answer, they can continue to ask that same person questions until they get a "no" answer. Then they must move on to ask questions to someone else.

6

When a participant thinks they have figured out who they are, they take the paper off their back, put it on the front of their shirt, and write their own name on it. That person can then help others find out who they are.

7

Finish the game when everyone has discovered who they are.

Environment

Indoor or outdoor space.

Supplies

None needed.

Juggling ball game

Adolescents learn names by throwing a ball to each other and repeating the names of the people they throw it to

 3/5

 1/5

 10 min

1

Ask adolescents to stand in a close circle. (If the group is very large, it may work well to split the group into two circles.) Demonstrate by standing next to an adolescent.

2

Explain

The facilitator will start by throwing the ball to someone in the circle. As they throw the ball they will say the name of the person they throw it to.

3

Explain

The next person holding the ball will throw it to someone and say the name of the person they are throwing it to. Continue catching and throwing the ball establishing a pattern for the group.

4

Once everyone has received the ball and a pattern is established, introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.

Facilitator note

“This game is good for participants who are still learning each other’s name.”

Environment

Indoor or outdoor space.

Supplies

Balls to throw in the circle. If balls are not available use flipchart paper and tape. Squeeze one sheet of flipchart paper into the form of a ball. Use tape to secure its shape.

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.

My string partner

Participants match strings of different length then learn about each other's common interests

📅 3/5

📄 1/5

🕒 10 min

1

Take a piece of string, fold it in half and cut it in the middle. You will have two pieces of string that are the same length. Repeat with different lengths of string, cutting enough pairs of string so that each person in the circle gets one piece of string. The pairs should be different lengths, some short, some long.

2

Explain

The facilitator will mix up the strings and give each person one. Participants must find the person with the matching length of string, who will be their partner for the activity.

3

||| Facilitator says to each pair of partners:

"You may be meeting for the first time now, but you share at least one thing in common – you are both holding pieces of string that are the same length! Now, try to find out two more things that you have in common (for example a brother or sister, a favourite colour, a favourite food)."

4

If any of the partners seem shy or silent, give them ideas of things they share in

5

common (e.g. they both have a nose on their face or they can both look up and see the sky).

Once the partners have had a chance to talk, bring the adolescents back together in a circle. Each adolescent should be standing next to his or her partner. Ask each of the pairs to explain what they have in common and then discuss:

- ▶ Was it hard to find things you share in common? Why?
- ▶ Did you learn something that surprised you?

6

||| Facilitator says

"As you work together in your circle in the coming days, I hope that you all have a chance learn more about each person in the circle."

Environment

Indoor or outdoor space.

Supplies

String, Scissors.

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.

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

- ▶ “Let each part of your body rest into the ground. Continue to breathe slowly and naturally. As each breath leaves your body, allow it to release some of the tension from your muscles. Let your body rest more and more as the ground holds you up.”
- ▶ “Observe each part of your body, and try to release any tension as you exhale.”

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.

Strange animals

Adolescents work in groups of three to draw an imaginary animal

📅 3/5

📄 1/5

🕒 10 min

1

Ask the adolescents to sit in a circle and to count off in threes. Ask each adolescent to remember their number, (one, two, or three).

2

||| Facilitator says

"Remember your number. Now you are going to make drawings with the two other people sitting next to you."

3

Give the 'ones' a piece of paper.

||| Facilitator says

"Your job is to fold the piece of paper that you and your group will use to make your drawing."

4

Hold up the paper and demonstrate as you explain.

5

||| Facilitator says

"Fold your paper into three equal rectangles. Fold the short way, so that you have three fat rectangles, not three long, skinny rectangles. You should have

a piece of paper with four thin rectangles, like this:



"Keep the paper folded up.

- ▶ Ones, you are going to start the drawing at the top of the paper.
- ▶ Twos and Threes, please close your eyes.
- ▶ Ones, you should draw the head and neck of an animal. It can be any animal, even an imaginary one. Only draw the head and the neck, not rest of the body."

Give the Ones three minutes to complete their drawing.

6

||| Facilitator says

"When you are done, fold the paper again the way it was folded before, and hold it with the middle part up so that the others can't see your drawing."

||| Facilitator says

"Now, pass your paper to person number two sitting beside you.

- ▶ Ones and Threes, close your eyes.
- ▶ Twos, your job is to draw the body and arms (or front legs) of the animal.
- ▶ Keep the paper folded – and don't peek at the drawing of the head! It won't be as much fun if you know what's there!
- ▶ Now, draw the body and arms or front legs of an animal. You can try to connect the lines with the drawing of the animal's neck but no peeking!"

Give the Twos three minutes to complete their drawing."

7

||| Facilitator says

"When you are done, fold the paper again the way it was folded before, and hold it with the bottom part up so that the others can't see your drawing." Pass it to the Three in your group.

||| Facilitator says

"Now, it's your turn Threes! Your job is to draw the legs and feet of this animal. Go ahead and start drawing any kinds of legs and feet you like. You can also try to connect the lines with the drawing of the animal's body, but no peeking!"

8

Once the Threes have finished drawing, ask the groups to look at the drawings.

||| Facilitator says

"Take three minutes with your group and try to come up with a name for the animal you have drawn."

9

Conclude by asking each group to take turns presenting their animal to the rest of the circle.

Environment

Indoor or outdoor space.

Supplies

Large chart paper, enough sheets for each group to have one.

If large chart paper is unavailable, use smaller pieces of drawing paper, and make smaller drawings.

Tall stories

Adolescents create a story together as a group with each person adding on their own sentence

📱 2/5

📄 1/5

🕒 10 min

1

Ask participants to stand in a circle.

2

||| Facilitator says

"We are going to create a story, one sentence at a time. Each of us will add one sentence to the story."

3

Explain:

At the end of one person's sentence, he or she should say, "SUDDENLY..." Then the person next to them will continue with a new sentence, ending by saying "SUDDENLY..."

4

||| Facilitator says: "Here's an example: If I say,

"I was walking to get water when SUDDENLY...." then the person next to me finishes that sentence, for example, they might say '... A large animal jumped out of the bushes and SUDDENLY.....'

5

Facilitator gives the first sentence of the story and turns to the adolescent on his/her right for the next sentence.

6

Continue around the circle until everyone has added a sentence.

7

When you finish the first story, play again if the adolescents want to create another story.

Environment

Indoor or outdoor space.

Supplies

None needed.

The Dao of Drawing

Adolescents use a drawing exercise to relax and experience drawing to relax, without attempting to represent a specific image

 1/5

 1/5

 10 min

Note: This energizer works well for a circle in which adolescents know each other and can share feedback about each others' drawings constructively and positively.

1

Facilitator says

"In this activity we are all going to draw, but our goal is not to draw an object or a scene. Instead, we are all going to draw lines that do not represent anything. For the next few minutes we are going to draw lines."

2

On one side of a piece of paper draw a few lines do not touch or cross each other. On the other side, draw a few lines that do touch or cross.

3

Explain

There are only three rules. First, the lines should not cross or touch each other. Show the two sides of the paper to adolescents as examples of what their drawings should and should not look like. Remind them that they do not need to copy your drawing, but can draw the lines any way they want as long as they do not touch.

4

Facilitator says

"The second rule is that we will all continue to draw lines until I ask you to stop. You can draw lines quickly or slowly, but try to keep drawing. The third rule is to draw silently (without talking)."

5

Optional: If you have a way to play recorded music (a mobile phone or an MP3 player and a small speaker), select a quiet piece of music without lyrics and play it while the adolescents draw. Allow them to draw for 3-5 minutes, or longer if they appear interested and engaged. Participate in the exercises and create a drawing along with the adolescents.

6

Ask the adolescents to stop drawing. Ask the adolescents if any of them would like to share their drawing. Do not force any adolescent to share his or her drawing if he or she does not want to do so. Optional: Start by showing your own drawing if that will help the adolescents to feel more comfortable sharing theirs (but remind them that they were not expected to create a drawing just like yours).

7

Facilitator asks the adolescents, "What does this drawing look like? What do you think it says about [name of the participant sharing the drawing]'s inner life?" Explain (if necessary): 'Inner life' means the 'life' you live inside your own thoughts and emotions.

8

Ask other adolescents to volunteer to share their drawings, and hold a brief discussion about what each drawing may represent about the life of each adolescent.

9

Close by asking, "What was it like to draw without trying to draw a picture of anything specific?"

After:

Consider posting the adolescents' drawings in their activity space.

Environment

Indoor or outdoor space.

Supplies

One piece of paper and one pen or pencil per adolescent.



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

Volleyballoon

Adolescents work together to keep balloons in the air for as long as possible

🔋 4/5

📄 1/5

🕒 10 min

1

Ask the adolescents to sit on the floor and choose two adolescent volunteers to help demonstrate the activity.

2

||| Facilitator says

"Your job is to work as a team to keep a balloon in the air. I will start by tapping the balloon into the air." (Demonstrate). "Then, the person next to me on my team should tap it, and then the person next to him/her. We have to keep going in order." (Ask for two adolescent volunteers to demonstrate the team of three.) "We will keep this up for as long as we can. If we tap the balloon in the wrong order or if the balloon touches the ground we have to stop."

3

Explain

Adolescents should form groups of three. Give each group a balloon. They need to see which group can keep the balloon in the air for the longest time.

4

Combine groups to form groups of six. Each group should now try to keep two balloons in the air at the same time, with each member tapping the balloons one at a time, in order. See which group of six can keep their balloons in the air for the longest period of time.

5

Combine the groups to make groups of twelve and repeat the activity. Continue combining the groups until everyone is in one circle.

6

Discuss:

- ▶ **What are some of the ways we helped each other to succeed in this activity?** Examples: Trying to tap the balloon into a place where the next person could reach it easily, encouraging others to tap the balloon during their turn, and stepping out of the way so that others could reach the balloon.

- ▶ **How could we use the same strategies to cooperate and work together as a team during other activities?** Examples: Help others to contribute, encourage each other and provide suggestions; give each other opportunities and space to participate.

Environment

Indoor or outdoor space where participants can make noise.

Supplies

Balloons (inflated)

If balloons are not available, use plastic bags (washed well with soap and water) inflated and tied tightly to hold the air.



Weaving our web

Adolescents create a web of string that connects them to each other and then discuss what they have in common

📱 3/5

📄 1/5

🕒 10 min

1

Ask the group to make a circle.

2

Explain

Participants will start with a ball of string. A participant will hold on to one end of the string, then throw the ball to another person in the circle. They can't throw it to the person on their left or right.

3

||| Facilitator says

"The person who catches the string should say their name, age, and one thing they think is true about young people their age in the community."

4

Once that person has responded, they should hold onto the string, and throw the ball of string to someone else in the circle (they cannot throw it to the person on their right or left).

5

Explain

As the ball of string is passed around, a web should form, linking all of the participants. When the last person has spoken, they should throw the ball of string back to the facilitator.

6

Adolescents should stay standing and holding the string in their web.

7

||| Facilitator says

"In this activity, we learned that we are all connected as young people. We may have many differences, but we come together in this circle to celebrate the things we have in common. If one person pulls on the web (demonstrate), we can all feel it."

Environment

Indoor or outdoor space.

Supplies

Ball of string.

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.

Zip Zap Zop

Adolescents play a game using a pattern of words. They must say the right word when called on to stay in the game

 2/5

 1/5

 10 min

1

Ask participants to sit in a close circle.

2

Explain

Participants will play a game. One adolescent will begin the pattern. The adolescent has to jump and clap while saying "ZIP", then point to somebody else in the circle. The person they point to has to jump and clap and point and say "ZAP". The person they point to does the same thing except says "ZOP".

3

Explain

The pattern continues until either a person says the wrong word or messes up the rhythm (doesn't go or hesitates longer than a few seconds).

4

Facilitator says

"You may "pass" back to the person who "passed to you".

5

Begin the game and play a practice round so participants understand the rules.

Environment

Indoor or outdoor space.

Supplies

None.

