

Psychosocial Support Circles for Adolescents

COVID-ADAPTED ACTIVITY PACK

Arts-based activities to promote the psychosocial wellbeing of migrant adolescents in the United States adapted to reach adolescents isolated due to COVID or for other reasons

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INTRODUCTION TO THE COVID- ADAPTED ACTIVITY PACK



The Adolescent Kit: a resource package for adolescents' learning and expression during COVID-19

Adolescent Kit for Expression and Innovation: Adapted Resource Package for COVID-19

While schools and other institutions are planning phased openings soon, disruptions are likely to continue for some time to come, emphasizing the need for remote learning and expression opportunities for adolescents. Providing adolescents with such opportunities to build healthy and positive relationships with their peers, friends and family members is an important priority for adolescents' mental health during lockdowns.

UNICEF and partners are responding to adolescents' needs for the continuity of learning, psychosocial support and skills building during COVID-19. Strengthening adolescents' engagement in home-based activities that promote these aspects is a critical strategy for UNICEF's Country Offices and partners.

UNICEF has adapted selected parts of the [Adolescent Kit for Expression and Innovation](#) (the Kit) to provide adolescents with a resource package of activities that can be self-administered to promote their psychosocial wellbeing and learn new skills in times of stress and while staying at home. The target group of the resource package is adolescents aged 10-19 years. Besides being adapted for the COVID-19 crisis, these activities can be promoted and used in any context of restriction, where adolescents are unable to gathering due to e.g. safety concerns, social norms, disease outbreaks requiring social distancing, etc.

Introduction to the Adapted Kit Resource Package

In its original form, the Adolescent Kit activities are meant to be carried out through in-person interactions between adolescents and facilitated group sessions. However, many of the activities lend themselves to being adapted to remote online and offline sessions as well. You can read more about the original Kit on the [website](#) and learn about the human-centered design process that was used to develop it.

The original [Adolescent Kit](#) and the adapted version are complementary. In its original form, the Adolescent Kit activities are meant to be carried out through in-person interactions between adolescents in group sessions led by trained facilitators. In contrast, the Adapted Package offers activities that can be carried out by the adolescents themselves wherever they are. Additionally, the package offers instructions for parents/caregivers and facilitators to apply the activities at home or through platforms such as radio/WhatsApp. You can read more about the Adapted Kit in the Quick Guide below.

We strongly encourage UNICEF and partners to use the Kit in its original form if feasible. If the Adapted Resource Package is used, we encourage UNICEF and partners to transition the adapted, remote activities into in-person sessions if and whenever it becomes possible.

The Adapted Resource Package was led by the Adolescent Development and Participation Section in UNICEF in collaboration with the education, child protection and innovation teams. The package has also benefited from a field review by UNICEF's regional and country offices.

The target group remains the same as for the original Kit – adolescent boys and girls aged 10-19 years. The adapted materials have been collected into the Adolescent Kit Adapted Resource Package. This package offers activities for adolescent boys and girls to experiment, express themselves, think outside the box, and draw on their talents in creative, fun and engaging ways, while staying safe at home.

It also includes guidance for Programme Coordinators on how to contextualize the activities, and for parents and caregivers, and facilitators on how they can support the adolescents while they go through the activities.

The activities use expression and innovation through arts to promote positive outcomes for adolescents' mental health wellbeing and build their skills within the competency domains of: Communication & expression; Coping with stress & managing emotions; Creativity & innovation; Hope for the future & goal setting; Problem solving & managing conflict; and Empathy & respect (see the competency definitions in the section 'Overview of competencies).

- For young boys and girls, who want to get started right away – go to the Activity Guides and pick out the activity that interests you the most. Feel free to get started on it anytime!
- For Parents and caregivers, and facilitators – please continue reading the Quick Guides below!



Remember, the most important thing is to learn and have fun! We hope that you find the Kit resource package useful during these challenging times.

Components of the Kit Resource Package



Adapted Resource Package Introduction and Quick Guides

The Introduction includes an overview of the package, the activities, the competencies and a brief instruction for Programme Coordinators. It also includes Quick Guides for Facilitators and Parents & Caregivers that provides them with the information needed to start using the Adapted Resource Package right away together with the adolescents.



Activity Guides for adolescents

Step-by-step guides that explain why the activities are relevant to adolescents, how to do them, how to keep creating and learning from them, and how to share them with others – through online or offline channels. The Activity Guides also include:

- **Parent and caregiver guides:** guides for supporting and engaging in the activities that the adolescents receive and choose to do. The guides include instructions, lists of prompts to help adolescents through the activities and additional ideas of how parents and caregivers and household members can continue learning and having fun together.
- **Facilitator guides:** guides for planning and facilitating activity sessions with adolescents, including lists of prompts to help adolescents through the activities and additional ideas that can be integrated into activities to continue the learning, competency building and interaction.



Energizer cards

Fun and energizing activities that build abilities in adolescents to be able to complete the activity guides, and that encourages them to relax and enjoy creative entertainment together or alone. The energizers can be done as warm-up or follow up to the Activity Guides, but also completely independently.



Inspiration cards

Fun, engaging and practical quick activities to keep adolescents inspired, motivated and interested.

Overview of the adapted Kit activities

The adapted Kit activities included in the Resource Package are outlined below with their title, phase and competencies. Each of the activities is intended for adolescents to participate for approximately 30 minutes. However, adolescents should feel free to participate for as little or as

much time as they wish. The adapted activities are designed to be ready-to-use in all contexts and offer options for facilitated and unfacilitated sessions (read more about this in the Facilitator Quick Guide).

Phase	Title	Competencies
Knowing Ourselves 	Silence and Sounds	Communication & expression Coping with stress & managing emotions
	Ourselves on the inside and outside	Communication & expression Identity & self-esteem Creativity & innovation
	I am, I have, I can	Identity & self-esteem Hope for the future & goal setting
	What we do	Identity & self-esteem Hope for the future & goal setting
	Animal, Insect, Bird stories	Communication & expression Empathy & respect
	Relationship Map	Identity & self-esteem Problem solving & managing conflict
	Create an emotion story	Communication & expression Creativity & Innovation
Connecting with Others 	Our environment	Communication & expression Identity & self-esteem Empathy & respect
	Practicing Interviewing Skills	Communication & expression Empathy & respect
	Gathering stories	Communication & expression Identity & self-esteem Empathy & respect
	Humans of our Household	Empathy & respect
Taking Action 	Household, Friend and Community dialogue	Communication & expression Problem solving & managing conflict Empathy & respect

Overview of competencies



Communication and expression

Learning new ways of communicating and expressing themselves can help adolescents engage positively with others, build relationships and gain self-awareness and confidence.



Identity and self-esteem

Adolescents can gain a stronger sense of identity and self-esteem by learning more about themselves, recognising their strengths and abilities and understanding how they fit into groups and society.



Leadership and influence

Empowering adolescents to understand that they can influence things that happen in their lives can motivate them to work for positive change with their families, friends and communities.



Problem-solving and managing conflict

The ability to resolve conflicts and problems in a nonviolent way can help adolescents maintain positive relationships with others and manage disruptions within their families, among friends and in their communities.



Coping with stress and managing emotions

Learning ways to manage their emotions and cope with stress can help adolescents to improve their well-being and to deal with difficult circumstances.



Cooperation and teamwork

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



Empathy and respect

As adolescents develop empathy and respect, they become more able to build relationships with different types of people, respond positively to others and promote peace.



Hope for the future and goal-setting

Feeling hope for the future can decrease adolescents' stress, increase their resilience and empower them to set goals and make positive changes in their lives.



Critical thinking and decision-making

Learning how to think critically can help adolescents break down harmful stereotypes, understand the consequences of their actions, and make decisions that contribute to peace.



Creativity and innovation

Encouraging adolescents to think creatively and find innovative solutions to problems can help them work with others toward shared goals and find ways to cope with difficulties.

For Programme Coordinators

Programme Coordinators are UNICEF and implementing partners' staff who manage the programmes and work with local facilitators who will conduct the activities from the Adapted Resource Package. The Adapted Activity Guides will always need to be contextualized to the local realities, and the adolescents who live in those situations. This will be the job of the Programme Coordinator in close

collaboration with the facilitators. It is important to always keep in mind the reality and feasibility of the most marginalized and vulnerable adolescents, including refugees, migrant populations, internally displaced, and those residing in remote communities, and their ability to engage with the Kit activities. Please read the tips for contextualization below and apply them to your context.

Tips for Programme Coordinators to contextualize the Adapted Resource Package:

- Adapt the introduction in the adolescent activity guides to be catchy and interesting to adolescents in your context.
- If you feel that examples are needed for the step-by-step guide, please develop them so your facilitators can share them if needed.
- If you know that the adolescents will be left completely alone to do the activity without parental and facilitator support/guidance, then consider taking the prompt questions from the section 'If they need more encouragement or inspiration, ask' in the Guide for Parents/Caregivers and include these questions in the Activity Guide that the adolescents will use to guide them through the activity.
- Create templates for standard messages that facilitators can use to communicate with the adolescents (to ensure UNICEF approved and appropriate language).
- If there are terms that you think needs to be changed to better fit your context (e.g. changing adolescent to child), then feel free to do so.



Facilitators Quick Guide



This guide is for facilitators who are leading activities with and for adolescents in social distancing situations and contexts that prohibit/make it difficult for adolescents from physically convening in groups. You are a “**facilitator**” if you are someone who is communicating directly with adolescents and their families, to share information with them about the activities, and how they can participate.

What to know

The **Adapted Kit Activities** can be conducted remotely, are designed for adolescents living through social distancing situations, such as the measures currently being taken in response to the COVID-19 outbreak. They are designed for adolescents who for health and safety reasons, must spend most of their time confined to their households, and therefore cannot interact directly with a facilitator or a group of peers in a program outside their homes.

These activities are not solutions to adolescents’ problems, nor are they designed for “perfect” conditions. Most adolescents learn and grow best in settings in which they can interact face to face with peers and facilitators – not in isolation. However, these activities can be *helpful* for adolescents, contributing to their social and emotional wellbeing, and supporting them in learning essential skills and attitudes that will help them in any circumstances.

The activities are especially designed for the following purposes:

- To give adolescents a chance to **have fun and take a break** from stress and boredom. We want to stress that these activities are meant to be FUN!
- To help adolescents to **feel connected with others**. This includes giving them a chance to communicate, through your program, with people they cannot see or interact with in person – including their peers, and you. It can also include helping them to build and strengthen positive relationships with their caregivers and others in their households while they are staying together under stressful circumstances.



- To support adolescents in practicing **competencies**. Each of these activities is designed to give adolescents a way to practice essential competencies that all people need to grow and develop to their full potential. These competencies are especially important for young people to cope with and manage stressful circumstances. Learn more about the ten competencies addressed in the Adolescent Kit to prepare to work with adolescents.

- The Activity Guides are written for adolescents, with instructions for them to work on activities independently. The guides outline steps that adolescents can follow as they work on an activity. Each activity ends with adolescents completing a “creative work” – a drawing, a poem, a story, or something else they have written or made. Depending on your communication channel, you may ask them to share photos or copies of their creative work with each other, and with you. By doing so they can enjoy a feeling of creative accomplishment and interact and connect with their peers by engaging in a dialogue or discussion that you facilitate.
- Parents and caregivers can play an important role for adolescents, beginning by letting adolescents take the lead in how they participate in activities. This especially includes letting adolescents work on activities independently and with privacy if they prefer. For some adolescents, it may include working on an activity together with caregivers or others in their

household or sharing and discussing their creative work once they are ready to do so. Each activity guide includes a guidance section especially for parents, with reminders and tips for how to support adolescents, and when to step back.

- Each activity guide also includes a guidance section for YOU, the facilitator. The facilitator guides for each activity provide suggestions for adaptations and changes you might make, depending on your context and circumstances, discussion questions, and other tips. Remember, to make these instructions your own, so you feel most comfortable in conducting these activities with your group.
- **Learn more about best practices for working with adolescents to support their learning, social and emotional wellbeing in times of crisis.** Read the [10 Key Approaches for working with and for adolescents](#) and find more ways to put the approaches into action through your program!

About your programme and role

As a facilitator using this guide, you may be communicating and working with adolescents and families through different channels, depending on your context. To support you in planning and adapting your program for these different possibilities, each facilitation guide includes suggestions for two categories of communication channels you may be using:

Online/mobile phone programmes

Programmes in which you are primarily communicating directly with adolescents and their families, and they can communicate directly with you and each other, using online or mobile apps.

Offline programmes

Programmes in which you primarily have “one-way” communication with adolescents such as through radio or TV announcements, or by disseminating information directly to them on printed cards (if it is possible to partner with food and other distribution activities).

Use and adapt the guidance to be suitable and feasible for the channel or combination of channels available to you. These may include one or a combination of the following:

- **Sending and receiving information directly to and from adolescents by mobile device,** using WhatsApp or another messaging app. This would usually involve forming separate WhatsApp/chat groups with adolescent participants and their caregivers, and writing and sending messages, activity guides, explanations and reminders, follow-up questions, and encouraging comments to those groups. It would also involve reviewing and selectively re-sharing responses from adolescents, including photos or videos of what they write and create through their drawings, and their questions and comments to each other, and to you.
- **Sharing information with adolescents and their families over the radio or on TV.** In this case you might be making announcements over the radio or on TV about the program, the scheduled times when it will be implemented, and its purpose; reading activity instructions for adolescents at scheduled session times; announcing explanations, reminders, and updates between sessions; and sharing examples of adolescent participants’ creative works, questions

and comments to each other if possible. If you will be communicating with adolescents primarily through over the radio, you should work with your programme coordinator to find ways for adolescent participants to share the creative works they make through activities directly with you (for example by calling your radio show), and to ask questions or give positive comments about each other's work, while the programme is underway.

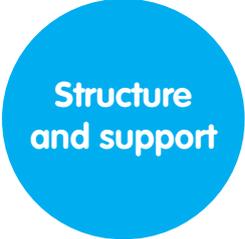
- **Delivering information guides in hard copy directly to adolescents.** For example, you might be distributing activity guides on printed cards or flyers directly to adolescents and their families in their households or they might collect these activity cards or flyers at food or non-food item distribution sites.
- **Finding ways for adolescents to share and discuss their creative works with each other, and with others in their communities.**
 - ***If you are communicating "online" with adolescents by mobile phone,*** this may simply involve inviting them to share photographs with the group of what they have drawn, written or created, and responding to your questions.
 - ***If you are communicating "offline" with adolescents,*** work with your programme coordinator and organization to find other ways for adolescents to show and share what they have created. For example, they might drop off their works at the distribution site where they originally gathered activity guide flyers, or at another distribution site. You might organize a display at that site, collaborate with a local TV channel to showcase young people's work, and/or organize a community exhibition as part of a celebration when social distancing regulations are lifted. You can also ask the adolescents to keep their creations and display them once schools and community centers reopen to showcase what adolescents worked on during the crisis to keep learning and developing.

As a facilitator, you should work with your program coordinator to use the communication channel, or combination of channels, that will be most accessible to adolescent participants in your program. Your approach should always be designed to reach **especially** those adolescents who are most marginalized and hardest to reach.



Reach out
to all
adolescents

Remember that consistent and frequent communication can be especially helpful in humanitarian contexts. Especially in social distancing situations, adolescents and their parents and caregivers may feel forgetful, or confused or disoriented. Send them regular and friendly reminders of your program schedule, what they should expect, steps they can take, and any other information that will help them to participate.



Structure
and support

What kind of activities does this adapted resource package include?

This adapted resource package includes three types of activities. They are all designed for your use, as a facilitator, but their format is somewhat different. Read all the instructions and prepare to use and adapt them in different ways for adolescents in your context. The three types of activities include:

1. Activity Guides

With step-by-step guidance for adolescents to work on activities independently in their homes. These guides also include steps for you as facilitator, and for parents and caregivers to support their adolescents' participation.

2. Energizer Cards

Are for facilitators to use with groups of adolescents, and for adolescents to use at home by themselves/with members of their household. Adapt the instructions as you lead activities remotely with adolescents, whether you are communicating online or offline.

3. Inspiration Cards

With very simple instructions. Use these inspiration cards to inspire your own ideas for activities you can lead with adolescents. Or, distribute these cards directly to adolescents as flyers or images you send online, to give them additional fun and challenging activities they can try at home.

How will adolescents participate in the activities?

Adolescents will receive step-by-step instructions (called an activity guide) for activities they can work on independently. Each activity ends with adolescents completing a "creative work" – a drawing, a poem, a story, or something else they will write or make.

The adolescent will receive the activity guides by mobile phone, over the radio/TV, or on printed cards or flyers.

Program facilitators, using one of these channels, may be in touch with you and the adolescents to share instructions, and to support your participation. Facilitators may also invite adolescents to participate in a discussion with other friends and peers, sharing photos or copies of their creative work, responding to questions, and exchanging experiences.

How long do activities take?

Each of the activities is intended for adolescents to participate for approximately 30 minutes. However, adolescents should feel free to participate for as little or as much time as they wish. They may wish to:

→ Start an activity for a few minutes, then stop, and return to it later.

→ Continue to work on the activity for longer than 30 minutes, for example, continuing to add to or revise what they are writing or drawing.

→ Repeat the activity, for example, starting a new drawing or piece of writing.

What materials will adolescents need to participate in activities?

Most of the activities involve adolescents drawing or writing. In most cases adolescents will only need two things:

→ A pen, pencil or crayon.

→ A piece of paper. Paper may be unlined or lined. Paper approximately A-5 or larger will work best for most activities.

Adolescents may also be encouraged to use their creativity to find and use other inexpensive, available materials that you have in your household. For example, discarded newspapers, water bottles, plastic or cardboard containers. You and/or the adolescent will never be required to purchase or use expensive or specific materials.

Facilitation steps

Prepare your program and yourself to lead activities with adolescents

As you prepare your program, take the following steps:

- **Understand the purpose of each activity and make that your focus.** You can play an important role in making programs helpful and effective for adolescents if you understand how each activity is designed to contribute to positive experiences and outcomes for adolescents.
- **Read all the Adapted Activity Guides that can be conducted remotely (those that you will use or might use) before you start your program.** Make sure you understand the purpose and directions for each activity. Picture how each activity will work for adolescents in their current settings. Focus your thinking on how the activity is designed to help adolescents.
- **Contextualize the activity guides, and your program and communication plans, so they will work well for you and for adolescents in your context.**

For example, you might want to change some activity guides or scripts, lead activities in a specific order, or add or change follow-up questions or instructions.



Improvise
and adapt

Prepare adolescents and their families to participate in activities.

As you prepare adolescents and their families to participate in your activities, take the following steps:

1. **Identify and reach out to adolescents who can enjoy and benefit from your program.** Find the best ways to communicate directly with them before, during and after your program.



Reach out
to all
adolescents

2. **Announce your program of activities**, using your communication channel(s). Deliver messages to adolescents, and to their caregivers. Your general announcements should include the following information and your activity guides also has this information:

- A description of the program, and an explanation of how adolescents can participate. Be sure to remind adolescents that programs are free of charge, and that all are welcome!
- A general description of what the activities involve, and how adolescents can work on them independently.
- The schedule of activities, including when and how adolescents will receive guides for each activity, and the date by which they should complete each.
- An explanation of the materials that adolescents will and will not need to participate in the activities:
 - For several activities, adolescents will need a pen or pencil and a piece of paper to participate. These are the **only** materials that adolescents will need.
 - If your program will be supplying pencils and paper to adolescents for their participation in these activities, inform them of how they can receive these supplies.

An explanation of how adolescents can communicate with you and with each other, to share their work and to participate in discussions, if this will be possible through your communication channels.

3. **Make announcements especially for adolescents:**

- Encourage them to join and show enthusiasm!
- Explain that activities are meant to be fun and helpful, giving them a break from stressful circumstances.
- Remind them that they can participate in activities independently or with support from their families, depending on what they prefer.

4. Make announcements especially for caregivers and parents:

- Encourage them to support their adolescents in participating in activities, especially by giving them time and space to do so.
- Explain that they will receive guides for how to support adolescents in participating in activities. Encourage them to read and follow these guides.
- Remind them that activities are meant to be fun for adolescents, giving them a way to take a break while practicing helpful skills.
- Explain that they should encourage adolescents to participate, but not force them if they do not want to do so.
- Remind them that adolescents should work on the activities independently if they wish to do so. However, if adolescents want their support, the guides give them suggestions for what to do.



Challenge
and
encourage

Lead activities and have fun!

As you lead remote activities with adolescents, take these steps (in whatever order is logical in your program):

- Always deliver new activities to them according to the **schedule you have planned and announced**.
- While adolescents are working on an activity, **send encouraging messages** to remind them to participate, and to inform them when and how they should share their work.
- **Share examples of adolescents' creative works** with others if they give you permission, and if it is possible to do so. When you do so, share positive comments, and encourage others to share their work, too.
- **Send follow-up questions and messages to adolescent participants**, using and adapting the suggestions in the facilitator's guide for the activity.
- **Inform adolescents** of when they will receive guides to start the activity, and of any other upcoming event that may interest them.

- **Remind parents of how they can and should support adolescents.** Encourage them to read and follow the parents' guide for each activity. Remind parents of the importance of supporting adolescents if they want support and stepping back if they want to work on activities independently.

Congratulate yourselves, and close your program

As you prepare for your program to end, continue to communicate clearly, frequently, and positively with adolescents about the final steps:

1. **Inform them of which activity will be the final one.** This helps them to avoid confusion and disappointment if they are expecting more activities.
2. **Organize a remote celebration of the end of activities**, with a plan that is feasible in your context. For example:
 - Hold a "gallery presentation," sharing examples of creative works adolescents have made throughout, by sending images in the chat group, or by creating and distributing a flyer.
 - Invite adolescents to share final comments about what they have learned and experienced and sending messages of congratulations to each other.
3. **Congratulate and thank adolescents and their caregivers!** Comment on their accomplishments. Acknowledge that they have achieved and contributed something positive under challenging circumstances! Inform them of where and how they can engage in more learning and expression activities.



Parents and Caregivers Quick Guide



This guide is for parents and caregivers of adolescents ages 10-19 who are living in a context where adolescents are unable to gathering due to e.g. safety concerns, social norms, disease outbreaks requiring social distancing, etc. If you are an adult living in a household where an adolescent boy or girl is staying and have some or all responsibility for their safety and wellbeing, you are a “caregiver.”

This guide gives you suggestions for how you can support “your adolescent” – your son or daughter, or the adolescent staying with you – in participating in the Adapted Kit Activities that can be conducted remotely. These are developed by UNICEF and its partners. Read this guide to understand how the activities are designed to be helpful, and

what you can do to make sure that your adolescent can enjoy and benefit from them. Using the suggestions in this guide may also help you to communicate and strengthen your relationship with your adolescent, even during challenging times.

How are the activities meant to be helpful for adolescents?

The **Adapted Kit Activities** can be conducted remotely and are designed for adolescents who, for health and safety reasons, must spend most of their time confined to their households, and therefore cannot interact directly with a facilitator or a group of peers in a program outside their homes.

The activities are meant to be helpful for adolescents in three ways:

1. To create space for adolescents to have fun

The most important purpose of these activities is to give them a chance **to have fun and cope during the challenging times**. Always keep this in mind! If your adolescent looks forward to the activities, enjoys them, or finds them interesting and engaging, they are getting the most important benefit from their participation. If they feel frustrated or confused or feel that participating is a burden or a chore, these feelings will interfere with the emotional and learning benefits they might otherwise experience.

2. To build adolescents’ healthy connections, with themselves and others

The activities are also designed to help adolescents **feel connected with themselves, and others, including**

their families. The activities are especially intended to help adolescents recognize and understand their own identities, building their sense of self-worth and capability during a difficult time.

Knowing that they participate in the activities at the same time as adolescents in other households, and perhaps sharing their creative works, questions and comments with their facilitator, can help them to feel connected with peers even when they cannot see each other in person.

If they wish to do so, sharing their creative works, or even participating in activities with you and others in your household, can help you to build and strengthen positive relationships with each other while you are staying together under challenging circumstances.

Build connections

3. To support adolescents in practicing competencies

Each of the activities is designed to give adolescents a way to practice essential competencies to grow and develop to their full potential. These competencies are especially important for young people to cope with and manage stressful and challenging circumstances. *Find the 10 competencies in the Introduction Guide to the Adolescent Kit and read them to prepare working with your adolescent.*

Adolescents learn and grow best in settings in which they can interact face to face with peers and facilitators – not in isolation. However, the Adolescent Kit Activities can still be *helpful* for your adolescent, contributing to their social and emotional wellbeing, and supporting them in learning essential skills and attitudes that will help them in any circumstances.

How will adolescents participate in the activities?

Adolescents will receive step-by-step instructions (called an activity guide) for activities they can work on independently. Each activity ends with adolescents completing a “creative work” – a drawing, a poem, a story, or something else they will write or make.

The adolescent will receive the activity guides by mobile phone, over the radio/TV, or on printed cards or flyers.

Program facilitators, using one of these channels, may be in touch with you and the adolescents to share instructions, and to support your participation. Facilitators may also invite adolescents to participate in a discussion with other friends and peers, sharing photos or copies of their creative work, responding to questions, and exchanging experiences.

How long do activities take?

Each of the activities is intended for adolescents to participate for approximately 30 minutes. However, adolescents should feel free to participate for as little or as much time as they wish. They may wish to:

→ Start an activity for a few minutes, then stop, and return to it later.

→ Continue to work on the activity for longer than 30 minutes, for example, continuing to add to or revise what they are writing or drawing.

→ Repeat the activity, for example, starting a new drawing or piece of writing.

What materials will adolescents need to participate in activities?

Most of the activities involve adolescents drawing or writing. In most cases adolescents will only need two things:

→ A pen, pencil or crayon.

→ A piece of paper. Paper may be unlined or lined. Paper approximately A-5 or larger will work best for most activities.

Adolescents may also be encouraged to use their creativity to find and use other inexpensive, available materials that you have in your household. For example, discarded newspapers, water bottles, plastic or cardboard containers. You and/or the adolescent will never be required to purchase or use expensive or specific materials.

How can you support your adolescent before, during and after the activities?

The activities are designed for adolescents to work independently, without requiring support from an adult. Adolescents may prefer to work on activities alone, enjoying a moment of quiet and a break from other responsibilities or distractions. However, some adolescents may also enjoy receiving direct encouragement or help from caregivers. Some may even enjoy working on the activities together with caregivers, and with other members of your household. They may also wish to share what they create or discuss what they learned and experienced.

Ask adolescents their preferences, and follow their lead

Ask adolescents

Should you step back and let your adolescent work on these activities independently? Or, should you step forward, to give suggestions, ask about their creative works and experiences, or even participate with them? There is a simple way to learn the answer to this question: **Ask your adolescent.**

Adolescents are “experts” in their own wishes and needs, and in how they can best enjoy and benefit from an activity. Ask your adolescent the following questions before, during and after they work on the activities:

- *Do you want me to read the instructions with you and explain them to you?*
- *Do you want to work on the activity by yourself, or do you want to work on it together with me, or with others in our household?*
- *Where and when would you like to work on the activity?*
- *What materials do you need for this activity? Are there other materials you might like to try to use with for this activity? Can I help you to find them?*
- *Do you understand what to do? Would it help if I look at the directions with you and try to explain anything you didn't understand?*
- *Do you want to share what you wrote, drew or created?*
- *Do you want to talk with me about what you wrote, drew or created, and what you learned and experienced in this activity?*
- *Do you want to try the activity again?*

Once you have asked your adolescent any of these questions, accept their answers, and follow their lead. Never push your adolescent to give a different answer to your questions.

Let adolescents lead

Find time, space and materials for your adolescent's activities

Depending on your adolescent's preferences for how they will participate in activities, support them by taking the following steps:

- Arrange for a time when they can work on the activity for at least 30 minutes, taking a break from other responsibilities and chores.
- Help them to find a space in your household where they can draw or write comfortably (for example, against a table, desk or floor).
- If they prefer to work on the activity alone, ask others in your household to give them space and privacy to work on their activity, avoiding distracting, interrupting or observing what they are doing.
- If they prefer to work on the activity together with you or others, set aside a time and place when you will do so.
- Arrange additional time and space if they wish to repeat the activity or continue to work on their writing or drawing.
- Help them to find materials they need or want for the activity.
- Arrange a place where they can keep their creative works safely and without others seeing them, unless or until they wish to share them.
- Show or display your adolescent's creative works if they wish for you to do so. For example, you might post their drawing or writing on a wall in your household.

Encourage connection

Support your adolescent in connecting with facilitators and peers outside your household, and in building stronger relationships with others in your household, and you. Take the following steps:

- Learn when and how adolescents can share their creative works and participate in a discussion with their facilitator, and other adolescents. Encourage them to do so when the time comes.
- Invite your adolescent to share their creative work with you and others in your household if they wish to do so. Arrange a time when they can explain their activity, and when they, you and others in your household can all discuss what they have created experienced and learned. Make them feel encouraged and proud of their work!
- If your adolescent would like for you to do so, try the activity yourself, and/or invite other members of your household to participate, too. As one possibility for how you might work together, your adolescent might lead the activity as your facilitator.
- Hold a discussion about their experience and creative work (and your own, if you tried the activity, too!) Use your conversation to learn more about each other. Some questions you might discuss are:
 - What is something new you/we learned or realized about yourself through this activity?
 - What is something new you/we tried or experienced by doing this activity? How did you/we enjoy it?
 - Is there anything new you would like for me to see or learn about you, from your/our creative work or your experience in this activity?
 - From your/our creative work or experience in this activity, can we find new similarities or important differences between ourselves?

Be positive!

Your most important role is to make participating in activities a **positive** experience for your adolescent. Remember that above all, their activities should be a chance to have fun and cope during challenging times. Use and adapt any of the steps above to help your adolescent to enjoy and feel relaxed as they participate in the activity.

- Understand that there is never a “right” or “wrong” way to participate in an activity. Encourage your adolescent to work on the activity in whatever way they find enjoyable and fun. Remind them that they can adapt or repeat an activity in any way they wish.
- If your adolescent wishes to share or discuss their creative work or experience, respond supportively, with encouragement and interest. **Never correct, criticize, or tease them about what they have written or drawn, or what they share about their experience.**
- Have fun yourself! Show enthusiasm and interest, whether you are encouraging your adolescent to try an activity, or participating, yourself. Enjoy supporting your adolescent as they try something new and may surprise you with their creativity!



Frequently Asked Questions (FAQ)



In this list, you can find Frequently Asked Questions (FAQ) and answers about the **Adolescent Kit for Expression and Innovation: Adapted Resource Package for COVID-19**. We also recommend that you read the **Adolescent Kit for Expression and Innovation FAQ** which addresses many of the questions that are frequently asked about both versions of the Adolescent Kit (which are complementary to each other).

Where can I find the Adolescent Kit for Expression and Innovation, and the Adapted Resource Package for COVID-19?

You can learn more about the **Adolescent Kit for Expression and Innovation**, and download all electronic guidance, tools and activities on the website, www.adolescentkit.org. Resources are available to the general public, including UNICEF staff and anyone else. We encourage anyone interested to browse the site, download resource of interest, and learn more!

All materials for the **Adapted Resource Package for COVID-19** are available at <https://www.corecommitments.unicef.org/adap>.

UNICEF staff with also access the two versions of the Adolescent Kit on the internal Sharepoint: <https://unicef.sharepoint.com/teams/PD-AdolToolkit>

In what languages are the Adolescent Kit for Expression and Innovation, and the Adapted Resource Package for COVID-19 available?

The **Adolescent Kit for Expression and Innovation** is available in English and Arabic, with all materials in both languages available for download on the [Adolescent Kit website](http://www.adolescentkit.org). Those resources are also currently being translated into French and Spanish and will be made available in July 2020. Selected materials have been translated into Tajik, Bahasa Indonesian, Burmese.

All resources in the **Adolescent Kit for Expression and Innovation** are also available as InDesign files, to make it as feasible and convenient as possible to translate materials

into local languages while preserving design features that make resources engaging and user-friendly. To learn more about languages and translations for guidance, tools and activities for the **Adolescent Kit for Expression and Innovation**, please see the [Adolescent Kit for Expression and Innovation FAQ](#).

The **Adapted Resource Package for COVID-19** is currently available in English on <https://www.corecommitments.unicef.org/adap>. Bahasa Indonesian, Tajik, Spanish and Arabic will be available in early July 2020 and can be accessed here (UNICEF access only) and from August 2020 on www.adolescentkit.org.

Plans for Portuguese and French translations are being explored. To make it as feasible and convenient to translate materials into local languages while preserving design features that make resources engaging and user-friendly, the Word, InDesign and PDF versions of all of the materials in the package are available here (UNICEF access only).

To request materials or if you are preparing to translate kit resources into another language, please contact us at adolescentkit@unicef.org.

Does the kit include information about COVID-19 and health and safety, and/or for how to cope with specific impact of COVID such as recovering from illness, caring for an ill family member, or mourning?

This package does **not** include information about COVID-19 for adolescents, nor does it include activities designed to support adolescents with coping with specific health effects of the COVID-19 crisis.

The activities and approaches offered in this package are designed to give adolescents a chance to have fun and take a break from stress while learning and practicing competencies (skills and attitudes) that are fundamental to their wellbeing, learning and healthy development. The Introduction package includes an outline of the competencies addressed by this package.

However, programme designers may integrate the activities offered in this package with information, guidance and supportive activities for these issues related to COVID-19 in their contexts. We encourage that such approaches and materials be developed or adapted at the country level so they will be relevant and accurate for adolescents' specific circumstances and needs.

Does this package include approaches and activities to support adolescents in taking action to respond to the COVID-19 crisis, contribute to supportive health or other services, or to support their communities in other ways?

We are very interested in exploring innovative ways to support adolescents in taking action to contribute to positive changes in their communities, including response to the COVID-19 crisis, while they also stay safe by adhering to stay-at-home orders and social distancing guidelines in their contexts.

Most of the activities in this package are designed to support adolescents in taking a break from stress, developing valuable competencies, and strengthening relationships with others in their families and households. By supporting adolescents in building these healthy skills and attitudes, and these elements of emotional and social wellbeing, this package supports adolescents' readiness to take action when and as it becomes safe for them to do so.

One activity in this package is specifically designed for adolescents to take action by facilitating a dialogue with household members, friends and/or community members. Dialogue is a big part of meaningful and active participation, and by developing this skill adolescents' ability to use their right of using their voice is strengthened. This activity can also be adapted for adolescents to lead intergenerational dialogues with a wider range of community members in circumstances in which it is feasible and safe.

UNICEF-Country Offices using the Adapted Kit for COVID-19 and other programme resources are taking innovative approaches to involve adolescents in taking action while remaining safe during this crisis. Learn more about the approaches from [the webinars](#). If you are engaging

adolescents in taking action during the COVID-19 response, please share examples and experiences with us so we can learn from you (adolescentkit@unicef.org)!

Does the Adapted Resource Package for COVID-19 include M&E tools or guidance? What M&E tools and practices should we use to monitor and measure the impact of programmes using the Kit?

The **Adapted Resource Package for COVID-19** does not include M&E tools or guidance, primarily because these tools should be developed to align with the targets, indicators, outputs and outcomes of country-level programmes in which these resources may be adapted and used. We recommend that programme staff using this Adapted Kit should collaborate with their M&E teams to develop appropriate tools to monitor and evaluate the reach and impact of programmes using these activities and approaches.

The original **Adolescent Kit for Expression and Innovation** includes some tools that may be adapted for use with the **Adapted Resource Package for COVID-19**. The [Programme Coordinator's Guide](#) includes tools to monitor adolescents' enrolment and attendance in activities, and to engage them in assessing whether programmes have addressed their priorities and goals.

UNICEF-Country Offices using the **Adolescent Kit for Expression and Innovation**, and/or the **Adapted Resource Package for COVID-19** and other programme resources have created M&E tools that may be adapted and contextualized in other contexts. If you have developed effective M&E tools for use with any of the Adolescent Kit resources in your programmes, please share experiences and examples with us so we can learn from you (adolescentkit@unicef.org)!

What communication channels should we use in our context to share activities and guidance with adolescents and their families? How can we reach adolescents that do not have access to phones or other digital platforms?

The activities and approaches in the **Adapted Resource Package for COVID-19** can be shared with adolescents and their families who are under stay-at-home orders through many different types of communication channels. Here are our suggestions for three such types:

- **By internet, smart phone or other mobile devices.** For a programme for adolescents and parents/caregivers who have access to the internet, smartphones or mobile devices, activity guides can be shared directly by facilitators using internet and messaging apps such as WhatsApp. The [12 Adapted Activity Guides](#) include PDF files formatted for distribution by messaging apps on mobile phones.
- **By radio or TV.** In contexts in which adolescents and parents/caregivers have and use radios or TVs for information and entertainment, facilitators may present and explain the activities through radio spots and/or TV programmes.
- **Distributed as cards (in hard copy).** Activity guides, Energizers and Inspiration Cards can be printed and distributed directly to adolescents and parents/caregivers who do not have or use mobile phones, radios or TVs. For example, cards could be provided with distribution of food or NFI packages. The Adapted Resource Package includes PDF files formatted for printable cards.

Each of the three communication channels described above have been used by the five Country Offices that piloted and tested the package. To learn more about their experiences, we recommend that you review [the Launch Webinars from June 3](#).

Further guidance and suggestions for how to utilize this package through different communication channels is included in the [Adapted Resource Package Introduction](#).

What materials do adolescents need to participate in these activities? Do we need to distribute supplies to adolescents and their families for a programme using this package? Do we need to procure the Adolescent Kit's Supply Kit?

To participate in the activities in this Kit, adolescents will only need very simple, inexpensive materials, which many may already have at home.

Most activities in this package involve adolescents using a pen or pencil and a few pieces of paper. If the adolescents that you aim to reach through your programme are not likely to have these at home, you may wish to procure and distribute those materials directly to them.

Although the **Adolescent Kit for Expression and Innovation** Supply Kit is not necessary for use with this **Adapted Resource**

Package for COVID-19, you may find the [Supply Guide](#) to be a useful resource for preparing for your post-COVID programming needs. That Supply Guide can also help you to consider whether you may wish to procure Supply Kits for future use.

Are parents supposed to lead the activities in the Adapted Resource Package for COVID-19 Response with their adolescents?

These activities are designed for adolescents to be able to read or listen to the step-by-step guide, and then follow it independently, flexibly and creatively. In some cases, the activities involve their interaction with others in their households, for example, by interviewing a family member to "gather" a story.

- Parents and caregivers can however play a key role in making these activities engaging and rewarding for adolescents in a few key ways:
- They can create time and space in their households for adolescents to work on activities without distraction or interference from others.

They can offer support and explanation for the activity step-by-step guides, to work on activities in parallel with adolescents, while also respecting adolescents' wish to work independently if they prefer, and to participate in activities that the adolescents lead themselves, for example, in a family dialogue that the adolescent facilitates.

For many parents and caregivers, supporting their children in leading their own adolescent-centered activities may involve new ideas and new approaches. The Quick Guide for Parents & Caregivers in the [Adapted Resource Package Introduction](#) provides more information to support them in this role, and each of the [12 Activity Guides](#) is accompanied by a specific Parents/Caregivers guide.

How can we use the Kit in contexts in which adolescents and their parents are not literate?

For contexts in which both adolescents and parents have low literacy a few approaches may make activities feasible and engaging. A few strategies that may work are as follows:

- Use communication channels that do not involve reading, such as voice messages/recordings, radio or TV, to share activity instructions and guidance with adolescents and their families.

- Choose and adapt activity guides that could be carried out with alternatives to reading and writing. For example, adolescents may be able to illustrate their ideas using drawings rather than writing. As adolescents create or “gather” stories, they may present their stories through spoken word performances, instead of writing them down.

Programme staff and partners should use their expertise in developing programme approaches that work effectively with these communities. If you have used innovative practices to reach and engage adolescents with low literacy using any of the Adolescent Kit resources in your programmes, please share experiences and examples with us so we can learn from you (adolescentkit@unicef.org)!

Could/will the Adapted Resource Package For COVID-19 be designed and made available as an app?

Making this package available as an app is an exciting idea. ADAP-HQ is collaborating with the Office of Innovation to explore possibilities for digitizing the original and adapted Adolescent Kit for use globally, and to explore linkages between the learning, skills and competency building pathways between the Adolescent Kit and UPSHIFT. The goal is to take adolescents through a journey of identifying problems, co-creating solutions and learning skills.

This **Adapted Resource Package for COVID-19** is also designed for use with existing apps, such as WhatsApp, Learning Passport and Internet of Good Things. The PDF files for each of the [12 Activity Guides](#) include a “long” image that will appear well on a smart phone or other mobile device screen, allowing adolescents can scroll up and down to read activity steps and other guidance. You can see how UNICEF Jordan included the Adapted Kit in the Learning Passport [here](#).

Is there a recommended sequence for the activities in the Adapted Resource Package for COVID-19? How long should a programme using the Package last? Do we have to use all of the activities?

Programme Coordinators and Facilitators are encouraged to choose from the Adapted Activity Guides, Energizers and Inspiration Cards – 46 in total! – from the **Adapted Resource Package for COVID-19**, and create a sequence of activities that correspond with adolescents’ interests and situations, and will work best for their programme timelines and modalities. In some cases it may be sufficient to use only a

few activities, and in others, for example in more protracted emergencies, programmes may include several or even all activities.

The [12 Adapted Activity Guides](#) are presented in a sequence in the [Introduction Package](#) that will flow logically for adolescents in many contexts. So, Programme Coordinators may find it convenient and efficient to use those activities in the order in which they are presented.

The original **Adolescent Kit for Expression and Innovation** includes additional guidance and tools to support Programme Coordinators and Facilitators in creating sequences and modules for adolescents, using the 90 activities in the Kit as “building blocks.” See the [Facilitator’s Guide](#) for more suggestions and ideas that may be helpful, whether you are using the **Adolescent Kit for Expression and Innovation**, the **Adapted Resource Package for COVID-19**, or both.

What is the time frame for adolescents’ participation in and completion of the activities in the Adapted Resource Package for COVID-19?

Each individual activity in the **Adapted Resource Package for COVID-19** is designed to give adolescents the flexibility to work for as short or long a time as they feel interested and engaged. There is no fixed time parameter for each activity, but we estimate that most may take 30 min or so. More information about the time frame for the activities is included in the guides for each of them.

Both the **Adolescent Kit for Expression and Innovation** and the **Adapted Resource Package for COVID-19** are designed to be as flexible and sustainable as possible, to provide you with resources that enable you to continue a programme for as long as possible and needed for adolescents, or to transition as you (and they) move into a new phase of a crisis or situation. We do recommend that you review all of the Activity Guides, Energizers and Inspiration Cards in the package, and choose from and adapt those to create a sequence of activities that is appropriate for the situation in your context – including how long you anticipate the crisis to continue.

Should we adapt and contextualize the activities for use in our country?

All of these programme materials are likely to work best for adolescents in any context if they are adapted to programme modalities, and adolescents' needs, interests, situations and priorities. That being said they are designed from a point of departure of being universally applicable, so if you do not feel the need to adapt or contextualize them, that is completely ok!

We especially encourage you to consider the following adaptations:

- **Choose activities and approaches that will be most relevant, accessible and feasible for the adolescents in your context.** You do not need to use all of the materials, but rather, are encouraged to use specific material you select as "building blocks" for your programme.
- **Adapt activity guides, and guidance for facilitators and parents/caregivers, to be relevant, appropriate and accessible for adolescents and families in your context.** For example, you may find it helpful to modify activities, activity steps, instructions, words or examples before disseminating or using them.
- **Redesign materials to make them fun, engaging, understandable and accessible.** For example, the Colombia Country Office redesigned the adapted Activity Guides with their own colorful and culturally relevant illustrations.
- **Translate materials into local languages spoken and read by adolescents and their parents and caregivers in your context.** See the question "In what language is this package available?" and answer, above.

For more suggestions and examples of how to contextualize the **Adapted Resource Package for COVID-19** Response for use in your programmes and countries, we recommend you review the [webinars from the launch of this package on June 3rd 2020](#), which offer examples of five UNICEF Country Programmes in which these resources are currently in use.

Is the Adapted Resource Package for COVID-19 and its activities suitable for any culture, or would it be necessary to adapt them to a particular context?

There are two answers to this question!

First, we did strive to develop activities that would be as applicable and relevant across cultures and contexts as possible. We made our best efforts to tap into practices that might be valued across many cultures, such as intergenerational storytelling, and conversely, we tried to avoid any issues or practices that might be culturally sensitive or inappropriate.

That said, we strongly recommend that you look into the package and its activities carefully to see if they need to be contextualized. You should start by reading the [Introduction package](#) to learn more about the Adapted Kit and our key recommendations for contextualization. Some Country Offices are implementing the activities with only slight contextualization, such as by changing a few words here and there to make them more interesting to the adolescents of that country. Other Country Offices are doing a lot of contextualization. It will vary depending on your context and the adolescents living there.

How should we select, engage and train Facilitators? What skills, abilities and training do Facilitators need to lead activities from this Kit?

The "Build your team" section, starting on page 76 of the [Programme Coordinator's guide](#) for the original Adolescent Kit offers guidance and tools for recruiting and training facilitators. Although that guidance is for recruiting and training facilitators for "in person" activities it should give some relevant guidance for use with the adapted package.

A facilitator who gives adolescents guidance and instructions for activities "remotely" by radio, TV, WhatsApp or as activity cards are distributed can be anyone whom your programme can train and support as they use those channels effectively, communicating with adolescent-friendly facilitation methods. Facilitators may include staff of implementing partners, youth volunteers, teachers, parent/caregivers, or adolescents themselves.

Facilitators leading activities for adolescents using guides from this package, and who have already been trained in safe, effective adolescent-centered methods should not need extensive additional training in order to use this package but will need practical support as they use your selected communication channel. Many Country Offices who

have used and tested this Adapted Package have found it feasible and effective to work with partners and facilitators with whom they are already collaborating in their education, psychosocial support and youth engagement programmes. UNICEF colleagues and partners in Country Offices especially recommend youth volunteers as great potential facilitators!

Is the Adapted Resource Package for COVID-19 and its activities accessible for adolescents with disabilities?

Yes! The **Adolescent Kit for Expression and Innovation** was designed with inclusive and accessible practices integrated across all guidance, and with the guidance and collaboration of UNICEF's global Disability team. All elements of both the **Adolescent Kit for Expression and Innovation** and the **Adapted Resource Package for COVID-19** are designed for inclusion and accessibility for adolescents with disabilities. Please see the [Disability Technical Note in the Foundation Guide](#) to learn more about how the entire Adolescent Kit was designed for inclusion and accessibility for adolescents with and without disabilities. Find more information on the [FAQ page](#) under the question, "[Is the kit inclusive for adolescents with disabilities?](#)"

Still, making all activities fully inclusive and accessible adolescents with disabilities in your context will also require review and adaptation at the country level. We recommend that you review all activities with consideration for the specific disabilities and abilities of adolescents you plan to reach, and further adapt them as necessary. We also encourage you to reach out to organizations working with persons with disabilities to see what efforts they have in place, how they can support, and to read, consider and adapt resources and your programme approach for adolescents with disabilities in your context.

We still have more to learn, with you and with adolescents (those with and without disabilities), so please share your thoughts and experience with us as you use and adapt the Kit to reach all adolescents equitably (adolescentkit@unicef.org).

Is the Adolescent Kit (original and adapted) relevant and feasible for adolescents in remote and hard-to-reach contexts (such as those in pastoralist and nomadic communities)?

The **Adolescent Kit for Expression and Innovation** was designed as a resource to support UNICEF and partners in reaching the hardest-to-reach adolescents. "Reach out to adolescents" and "Include all adolescents" are two of the [Ten Key Approaches](#) that are at the foundation of all guidance and tools in the Kit! Activities and approaches in both the **Adolescent Kit for Expression and Innovation** and the **Adapted Resource Package for COVID-19** are generally designed to be relevant and accessible for adolescents in nomadic and/or pastoralist communities - most can be done by a group of adolescents or by themselves in almost any setting, indoor or outdoor, and with few special resources and supplies. You may also be interested to review the [supply kit](#) which was especially designed to be light-weight and easy to carry so as to facilitate work with adolescents who are in geographically remote and hard-to-reach settings.

In any context, we recommend reviewing the activities and programme guidance and considering how they could be adapted to be work with and for adolescents in your context.

Are there linkages between the Adolescent Kit (original and adapted) and Innovation programmes and Generation Unlimited? Can either or both resources be used with Innovation programmes, such as UPSHIFT?

Yes! The Adolescent Kit has been used in and harmonized with Innovation programmes (such as UPSHIFT), as well as with Education and Child Protection. The Kit supports adolescents' development of skills for innovation and supports them in organizing to take action through a projects design approach (using several human-centered-design activities).

UNICEF Tajikistan has used the Adolescent Kit to develop a complementary/preparatory programme for adolescents who may apply for UPSHIFT. The **Adapted Resource Package for COVID-19** supports adolescents in practicing creativity and innovation as well as other skills that can prepare them for innovation programmes.

Regarding Generation Unlimited, the Adolescent Kit is available to Generation Unlimited partners to use. Generation Unlimited is prioritizing response to COVID-19 particularly through digital learning and the Adapted Kit can be integrated into digital learning and skills programmes.

Does the Adolescent Kit (original and adapted) uphold a human rights-based approach to programming, and/or include educational materials for adolescents to learn about child rights?

Yes! To learn more about the human-rights based approach that the **Adolescent Kit for Expression and Innovation** supports you may want to start with the [Foundation Guide](#), and especially the discussion of the Ten Key Approaches.

In general, the activities within the Adolescent Kit support adolescents' development of competencies (skills and attitudes), but the Kit does not include learning activities to develop their knowledge of specific topics or information, such as in regard to child rights or the CRC. The activities can easily be integrated with other learning activities, and many UNICEF Country Offices using the Kit have integrated lessons or activities about topics such as the CRC, health, hygiene, safety, protection, and other issues. As we developed the Kit, we quickly learned that learning activities about these topics should best be developed at the country level, so they emphasize information and issues that are most relevant in specific contexts.

Additionally, the Adolescent Kit supports adolescents in preparing to take action on issues that interest, concern and affect them. This may mean that they choose to advocate for issues related to their human rights as outlined in the CRC. It may also mean that they choose to advocate or act on other topics or issues that they identify as important, relevant or of interest.

Does the Adolescent Kit (original and adapted) include child safeguarding guidance for how facilitators and others can protect children's identities, privacy, etc. in relation to sharing stories, images, posts, audio/video recordings, communications, consent to share, etc.?

The Adolescent Kit includes a section on child safeguarding, which is also applied in the Adapted Resource Package's Facilitator Quick Guide. For more general guidance on how facilitators can uphold child protection practices you may look at the [Programme Coordinators' Guide](#) sections on **Build your team and Connect adolescents with support**.

Especially with respect to children's and families' privacy, security and consent with respect to sharing information on social or other media, we strongly encourage that Country Offices develop appropriate guidance and protocols for your contexts.

Does the Adolescent Kit (original and adapted) offer resources for girl-friendly and gender-equitable programmes?

Yes. To learn more about how the **Adolescent Kit for Expression and Innovation** supports programmes to reach girls and boys equitably, and to promote gender equity, please review the [Foundation Guide](#) for information that of course also applies to the Adapted Resource Package as well. You can find a short answer to this question in the [Building on Best Practice](#), and more information on the gender equity approach within the Kit on [page 41 of the Foundation Guide](#).

Can the Adolescent Kit (original and adapted) be used in programmes to contribute to social cohesion, peace-building, antidiscrimination, and/or to prevent violent extremism?

The activities in the **Adapted Resource Package for COVID-19**, as well as the original **Adolescent Kit for Expression and Innovation**, are designed for adolescents living in humanitarian and vulnerable development contexts. They are designed to support adolescents' development of competencies (skills and attitudes) for empathy, respect, identity, self-esteem, problem solving and collaboration, as well as others that are foundational to promoting social cohesion and peacebuilding and preventing violent extremism (as well as xenophobia and racism). If preventing violent extremism is the specific focus of your programme we would recommend you engage with partners with specific expertise in this field to support you in designing a comprehensive programme to address this issue, which requires specialized approaches. The Adolescent Kit can be used as a component in such programmes.

Our country is not currently under stay-at-home protocols to protect adolescents from COVID-19. Could we use this Adapted Resource Package for COVID-19 to reach the hardest-to-reach adolescents in our country, such as those living in remote settings or in areas with mobility restrictions?

Yes, you can use the Adapted Resource Package, but we strongly encourage that programmes be designed to **bring adolescents together, in person, in "adolescent circles,"** whenever they may do so safely and without risk of disease transmission or other safety risks.

Many adolescents who have participated in programmes using the **Adolescent Kit for Expression and Innovation** have shared that the opportunity to meet and collaborate with peers and engage in activities outside their homes was the most valuable, rewarding and helpful impact of their programme experience. Even and especially when working with and for hard-to-reach adolescents, we recommend that Programme Coordinators strive to provide adolescents this essential and valuable opportunity for learning and connection. We also see in-person activities as the time-tested, most conducive contexts for adolescents to strengthen their feelings of emotional and social wellbeing, practice essential skills for collaboration and communication, and take action in their communities.

In contexts requiring mobility restriction, such as COVID-19, we see remote, individual, self-administered activities as the best, and to our knowledge, only way for them to participate in activities safely. However, we have more to learn about these modalities, such as with respect to mental health risks associated with “screen time” and social media. Additionally, the “digital divide” can make it even more challenging to reach and include the most marginalized and vulnerable adolescents equitably through activities administered by mobile device or online platforms.

If you and adolescents in your context are not living under stay-at-home orders, we encourage you to explore the **Adolescent Kit for Expression and Innovation** to build a programme in your country! The **Adolescent Kit for Expression and Innovation** also includes specific strategies to reach and include the hardest-to-reach adolescents, and all activities are designed to be accessible and engaging for those in low-resource and remote settings.

We expect that stay-at-home orders in our context will end soon. Should we keep using the Adapted Resource Package for COVID-19 to create continuity for them?

We strongly encourage that Programme Coordinators provide continuous programming support for adolescents using whatever programme resources you find appropriate, relevant and effective. As you prepare with adolescents for a new phase of the emergency in your context, we also encourage you to review and consider using the original **Adolescent Kit for Expression and Innovation** - which provides a wealth of guidance and tools for use with the activities and approaches you have already been using through the Adapted Kit. Remember that they are complementary and would work well together.

What are some concrete suggestions to make the activities fun for the adolescents? It's always a challenge!

We agree that making activities fun for adolescents should be our first priority! After all – if activities are not fun, they will just add to adolescents’ boredom and stress – and if adolescents don’t enjoy the activities, they might not do them at all.

To the extent possible we tried to design activities in ways that would be fun for adolescents. We also emphasize that adolescents should have flexibility to be creative in how they work on any or all activities, so they don’t feel burdensome or restrictive.

So far, we are encouraged by the feedback we’ve received from adolescents in Colombia who reported finding the activities fun, rewarding and helpful. We also encourage you and your partners and facilitators to choose and adapt activities in any way that you think might make them more fun for adolescents in your context.

Please share any feedback or strategies from your experience with us (adolescentkit@unicef.org)!

COVID-ADAPTED ACTIVITIES

COVID-adapted activities

COVID-adapted activities can be used by adolescents individually, in the family unit (where applicable), or in very small groups (i.e. 2 or 3 adolescents) for adolescents in COVID-quarantine.

Session	Adolescent Kit activity	Activity description	Competency domain focus	Specific learning goal
1	Silence and sounds	Develop awareness and listening skills that can help you to cope with feelings of stress.	Coping with stress & managing emotions	To cope with isolation/quarantine.
2	Ourselves on the inside and out	Explore who you are on the inside and on the outside by drawing a self-portrait.	Communication & expression	To cope with isolation/quarantine.
3	I am, I have, I can	Explore your identity and express your strengths by drawing creatively.	Hope for the future & goal setting	To cope with isolation/quarantine.
4	What we do	Explore the positive things you do for yourselves and others through storytelling.	Hope for the future & goal setting	To cope with isolation/quarantine.
5	Animal, insect, bird stories	Practice creativity and looking at life from the perspective of others by imagining a story from the perspective of an animal, bird or insect.	Communication & expression	To cope with isolation/quarantine.
6	Relationship map	Explore relationships with a few people in your life by drawing a "relationship map" of your connections with them.	Problem solving & managing conflict	To cope with isolation/quarantine.
7	Create an emotion story	Tell a story using only simple drawings or emojis.	Communication & expression	To cope with isolation/quarantine.
8	Our environment	Build your awareness of your surroundings and practice creative communication by drawing a map of your household.	Communication & expression	To cope with isolation/quarantine.
9	Practicing interviewing skills	Practice writing interview questions. Then conduct an interview with someone, to learn more about their expertise in something they do well.	Communication & expression	To cope with isolation/quarantine.
10	Gathering stories	Go on a "treasure hunt" for a good story and use your own creativity to retell and share it with others.	Communication & expression	To cope with isolation/quarantine.
11	Humans of our household	Write and conduct an interview with someone and create a very short story based on that interview.	Communication & expression	To cope with isolation/quarantine.
12	Household, friend, and community dialogue	Try a new way of having a dialogue with others, talking about topics that you may never have discussed before	Communication & expression	To cope with isolation/quarantine.



Silence and sounds



What is the purpose of this activity?



What are the sounds you hear every day, but don't usually notice or pay attention to? In this activity, you will relax quietly while you listen to what is happening around you.

This activity will develop awareness and listening skills that can help you to cope with feelings of stress.

What will you need?



A place to lie down comfortably with your eyes closed without interruption for at least 5 minutes.



A piece of paper and a pen or pencil.



Step by step



In this activity you will lie with your eyes closed for about 5 minutes.

Read these instructions first so you know what to do while you are lying with your eyes closed. If you want, you can set a timer for 5 minutes or ask a sibling/parent to let you know when 5 minutes have passed so you know when to open your eyes again.



Find a comfortable place to lie down with your eyes closed.

Cover your eyes with your hands or a piece of clothing if that helps you to relax. Put your piece of paper and your pencil near you.



Try to let your breathing become slow and easy.

As much as possible try to draw the breath to your stomach. You might be able to hear your own breathing, or even your heart beating.



Lie quietly and listen to the sounds you can hear.

Listen to all the many different kinds of sounds you can hear, coming from different sources. Start with the loudest and most noticeable sounds, and then listen to the other sounds you notice.



Keep listening.

Are there any sounds you heard only once? Are there any sounds that you hear repeated? Are there sounds that you're unfamiliar with? Are they repeated in a steady rhythm, or at random times? Try to notice these patterns in what you hear.



After 5 minutes, open your eyes and sit up.

Find your piece of paper and your pencil or pen.



Write down all the sounds you heard.

Try to use creative language to describe them, such as words that sound like the noises you heard. If you want, you can try to write them in the order that you heard them, repeating those you heard often, and adding notes for periods of silence between sounds.



Create more

- Write/create a story, poem or song from the list of sounds you heard OR create a drawing or collage that illustrates the sounds you heard.
- Remember you can “create more” in any way you like. There is no right or wrong way to create more!
- Create a “detective” game for yourself or your household, by trying to find the source of every sound you heard – especially those you did not recognize at first!
- Keep your list and repeat the activity whenever you want and in other areas of where you live. Notice how the sounds you hear may be different. Repeat the activity whenever you feel stressed, overwhelmed or just need a little break.



Share

→ Online:

Send a text with the list of sounds you heard, or the story, poem or song you created to the chat group.

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

→ Everyone (Online and Offline):

Share what you heard and created with your household, but only if you want to do so.

Lead this activity with people from your household. See if their lists are the same as yours and create one long list.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Silence and Sounds so you understand the steps and what your adolescent will do.
- Help your adolescent to find a quiet place where they can lie down comfortably without interruption.
- Ask other members of your household to give your adolescent space, and time to participate in the activity without interruption.
- **Ask your adolescent how they would like to work on this activity:**
 - *Would you like it if I, or someone else in our household reads the instructions to you as you lie quietly and participate in the activity?*
 - *Would you like to try this activity alone, or would you prefer to try it together with me or other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way. However, you may wish to offer them more encouragement and/or to remain available to support them if you think that will be helpful.

2

While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity on their own in a quiet space, or participate with other family members.

If they are confused about how to do the activity:

- Read the activity guide and try to explain it to them in your own words.
- Encourage them to try the activity again, or as many times as they wish.
- Remind them that there is not a “right” or “wrong” way to do the activity. The purpose of the activity is to help them to relax and experiment with hearing the sounds around them in a new way.

- Suggest examples of sounds they might hear. Remind them that they should only write down sounds they actually hear – and that they may hear sounds you did not suggest or expect!

If they need more encouragement or inspiration, ask:

- *What sounds did you hear, besides the loudest and most obvious sounds?*
- *Did you hear any sounds that you didn't expect to hear, or didn't realize you would be able to hear?*
- *Did you hear sounds coming from inside or outside our household, or both?*
- *Did you notice a pattern to any of the sounds you heard?*
- *Do you want to try again, at a different time, or in a different place?*
- *What can I do to make this activity work better for you if you try it again?*

3

After your adolescent is done with the activity

- Ask your adolescent to share what they created with you. If they do, share encouraging words about what they created. Do not force them to share it if they do not wish to do so.
- Invite them to tell you more about what they did or did not enjoy, learn, find interesting or find challenging about the activity. Accept what they say, and do not try to convince them to change their opinions.
- If you or other people in your household participated in the activity, share what you heard and created, and discuss your own experiences.
- If they are participating through an online/mobile phone facilitated group: Remind and encourage them to share what they have created with the facilitator, following the instructions from the facilitator. However, do not force them to share if they do not wish to do so.
- If they are participating through an online facilitated group: Encourage them to participate in the discussion that follows with the facilitator and other adolescents.



Facilitator guide

Activity Purpose

This activity will help adolescents to develop awareness and listening skills that can help you to cope with feelings of stress. Through this activity, they will practice your competencies for coping with stress and managing emotions; communication and expression. As with all activities, the most important purpose is to help adolescents to have fun and take a break from stress!

1

Preparing adolescents and families

- A few days in advance, announce* that adolescents will receive a guide for an activity. Repeat this announcement the day before adolescents should begin the activities. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescent a chance to practice skills for listening, and some creative writing. Remind them that the activity is meant to be fun and relaxing.
- Remind parents that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too. Remind adolescents that they can ask their parents for support, but they can also work on the activity independently if they prefer.
- Explain to the adolescents that they will need a piece of paper and a pen or pencil, but they will not need any fancy or special materials to participate in the activity.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

*The announcement can be made over mobile phone through text messages, WhatsApp, Messenger, etc., through radio or TV programmes, or through offline community announcement channels.

2

When you share the activity guide:

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.

- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.

3

After the activity:

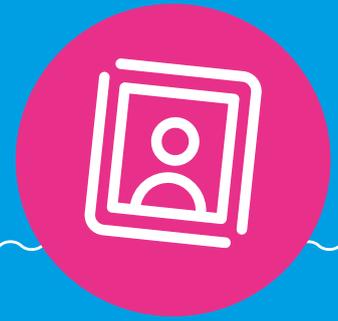
- Remind adolescents to share their experiences and any stories, poetry, songs or drawings they created, and explain how they can share these with you.
- Share encouraging reminders as adolescents share their feedback or creation.
- Share examples of the first drawings you receive with positive comments, as encouragement for other adolescents to share their drawings, too.
- Invite them to respond to the following questions, one at a time.
 - *What sounds did you hear, besides the loudest and most obvious sounds? Did you hear any sounds that you didn't expect to hear, or didn't realize you would be able to hear? Did you hear sounds coming from inside or outside our household, or both? What felt or sounded different as you listened in this new way?*
 - *What is another adolescent's post, poem or drawing that you enjoyed? Tell them what you liked about what they shared!*
 - *Will you try this activity again? Will you do it the same way, or try something new? Tell us more!*

Allow some time (possibly a day or so) between each question so the adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Ourselves on the Inside and Outside



What is the purpose of this activity?



Have you ever felt that you may look differently to others, who see you from the outside, than you feel on the inside?

In this activity, you explore who you are on the inside and on the outside by drawing a self-portrait. You will experiment with expressing your identity through drawing and communicating.

What will you need?



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



A piece of paper and a pen or pencil.



Step by step



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



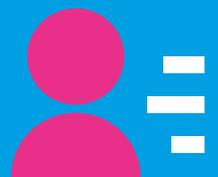
Close your eyes for a minute and try to think of six different words that describe you. Don't say them out loud, just think about them. Try to include at least one word that describes something about you that you are proud of or feel good about!



Open your eyes and take out your pencil and paper. Draw a very big circle in the middle of the paper. This circle represents you - your mind, your face, yourself.



Remember the six words you thought of 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.





4

In the space inside the circle draw what you are like on the inside. Try to express yourself by drawing, but write a few words if that helps you to better express yourself!



5

Outside the circle, draw or write what you are like on the outside.



6

Remember, there's no right or wrong way of doing this exercise. Don't worry if you don't know how to draw well but do give it a try!



Create more

- Think about more words that describe you inside and outside. Draw or write them on your drawing. You can also add images that you can cut out from newspapers and magazines and place on the drawing.
- Look at your drawing and see if you can write a little story about yourself using the words you chose to describe yourself on the inside and outside in words. You can also use other words you thought of while making your drawing.
- After a few days or longer, look at your drawing again. Does it still describe you? Add drawings or words or make any other changes if you wish.



Share

→ Online:

Send a photo of your drawing (if you did the extra exercise you can also send the text that you wrote) to your chat group.

Look at what the others have shared in the chat group to see what they drew and how they described themselves. Ask them questions about their drawings and tell them about your drawing and your experience. Talk with them about the similarities and differences you noticed.

→ Everyone (Online and Offline):

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

Only if you wish! Show your drawing to others in your household or put it somewhere they will be able to see it. Explain your drawing to them or invite them to ask you about it. Do not feel that you need to show your drawing to others if you do not wish to do so.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Ourselves on the Inside and Outside so you understand the steps and what adolescents are asked to do.
- Make sure that your adolescent has the materials needed for the activity.
- Help your adolescent find a quiet place where they can draw without interruption or without anyone watching what they are doing.
- Ask other members of your household to give your child space and time to participate in the activity without interruption and do not pressure them to show the drawing afterwards.
- **Ask your child how they would like to work on this activity**
 - *Would you like to try this activity alone, or would you prefer to try it together with me or other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

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

If they are confused about how to do the activity:

- Read the guidelines in the activity guide and try to explain it to them in your own words.
- Encourage them to try the activity again, or as many times as they wish.
- Remind them that there is not a “right” or “wrong” way to do the activity, and that they should not worry about whether they are “good” or “bad” at drawing. The purpose of the activity is to help them to relax and experiment with expressing themselves in a new way.
- Suggest examples of words they might use to describe themselves or give a few examples of words that you would use to describe yourself. However, do not push them to use your suggestions if they choose different words to describe themselves.

If they need more encouragement or inspiration, ask:

- *What are some words you would use to describe yourself?*
- *What are some things that you think people notice about you when they meet you? What are some things that other people don't know about you, or don't find out until they know you well?*
- *What are some ways that you are the same as someone else in our family or your friends? What are some ways you are different from someone else in our family or your friends?*
- *Do you want to try to do a new drawing, or alter your drawing, at a different time, or in a different place?*
- *What can I do to make this activity work better for you if you want to try it again?*

3

After your adolescent is done with the activity

- Ask if your child wants to share what they created with you. If they do, share encouraging words about what they created. Never tease, criticize or correct their drawings. Do not force them to share it if they do not wish to do so.
- Invite them to tell you more about what they did or did not enjoy, learn, find interesting or find challenging about the activity. Accept what they say, and do not try to convince them to change their opinions.
- If you or other people in your household participated in the activity, share what you created, and discuss your own experiences. You could discuss:
 - *Something new you learned about yourselves that you did not realize before.*
 - *Something new you learned about someone else from their drawings.*
- **If they are participating in a facilitated session: Remind and encourage them to share what they have created with the facilitator, following the instructions from their facilitator.** However, do not force them to share if they do not wish to do so.
- Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

The purpose of this activity is to give adolescents a chance to explore their identity by drawing a self-portrait. They will practice three out of the ten key competencies: identity and self-esteem; communication and expression; and creativity and innovation. As with all activities, the most important purpose of this activity is to give adolescents a chance to take a break from stress and have fun!!

1

Preparing adolescents and families

- A few days and one day in advance, announce* that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to practice skills for expressing themselves, and a chance to be creative through drawing. Remind them that the activity is meant to be fun and relaxing.
- If parents are involved, remind them that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to draw on, but they will not need any fancy or special materials to participate in the activity.
- Inform them of the date by which they should finish the activity and explain how they may share what they created.

*The announcement can be made over mobile phone through text messages, WhatsApp, Messenger, etc., through radio or TV programmes, or through offline community announcement channels.

2

When you share the activity guide:

- Repeat the information above, so adolescents and (parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.

3

After the activity:

- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.
- Offer a few examples of words that adolescents might use to describe themselves, if that will help them. Remind them that they should use their own words, not necessarily the ones you suggest.
- Encourage adolescents to use this activity to explore their positive qualities, and not to dwell on characteristics they do not like or that they feel embarrassed about

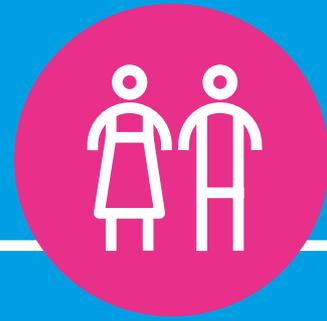
- Remind adolescents to share a photo of their drawing, and any text they created and explain how they can share these with you.
- As some adolescents begin to share their feedback or creations, send encouraging reminders to others to do the same.
- Share examples of the first drawings you receive with positive comments, as encouragement for other adolescents to share their drawings, too.
- Invite adolescents to respond to the following questions, one at a time.
 - ➔ *What did you learn about yourself as you created your drawing?*
 - ➔ *Did you share your drawing with anyone in your household? Did you learn anything new about each other? Tell us more!*
 - ➔ *Looking at the drawings that others have shared, are any of the others similar to you? Are there any of the others that have characteristics that you admire or would like to practice, yourself?*
 - ➔ *What drawing or text did you enjoy? Tell the person who made it what you liked about it!*
 - ➔ *Will you try this activity again later to see if your description has shared? Will you do it the same way, or try something new? Tell us more!*

Allow some time (possibly a day or so) between each question so the adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



I am, I have, I can



What is the purpose of this activity?



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

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

What will you need?



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



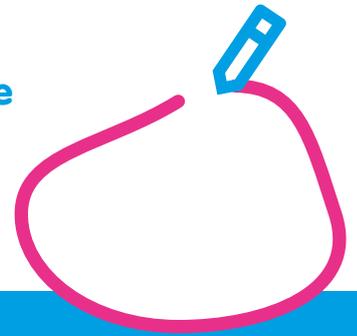
A piece of paper and a pen or pencil.



Step by step



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



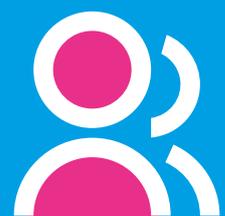
Turn your paper to “landscape” direction, so the long side is the top and the bottom. Draw a very large circle in the center of your paper. Your circle should be so big that the edges of it are near to or touch the long edge of your paper. (Do not worry if your circle is not perfectly round!).



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

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

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





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

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

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



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

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

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



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



Create more

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



Share

→ Online:

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

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

→ Everyone (Online and Offline):

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

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

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





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for 'I am, I have, I can' so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can draw without interruption or without anyone watching what they are doing.
- Ask other members of your household to give your adolescent space and time to participate in the activity without interruption
- **Ask your adolescent how they would like to work on this activity:**
 - *Would you like to try this activity alone, or would you prefer to try it together with me, or with other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

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

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

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

If they need more encouragement or inspiration, ask:

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

3

After your adolescent is done with the activity

- Ask if your adolescent wants to share what they created with you. If they do, share encouraging words about what they created. Never tease, criticize or correct their drawings. (Do not force them to share it if they do not wish to do so.)
- Invite them to tell you more about what they did or did not enjoy, learn, find interesting or find challenging about the activity. Accept what they say, and do not try to convince them to change their opinions.
- If you or other people in your household participated in the activity, share what you created, and discuss your own experiences. You could discuss:
 - *Something new you learned about yourselves that you did not realize before.*
 - *Something new you learned about someone else from their drawings.*

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

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



Facilitator guide

Activity Purpose

In this activity, adolescents explore their identities and express their strengths by drawing creatively. They practice competencies for identity and self-esteem and hope for the future and goal setting. As with all activities, the most important purpose is for adolescents to have fun and take a break from stress!

1

Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Repeat this reminder the day before they begin this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to practice skills for identity and self-esteem, and a chance to be creative through drawing. Remind them that the activity is meant to be fun and relaxing.
- Remind parents that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to draw against, but they will not need any other fancy or special materials to participate in the activity.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

2

When you share the activity guide:

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.

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

3

After the activity:

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

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

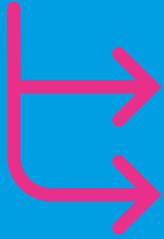
- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



What We Do



What is the purpose of this activity?



What do you do every day to help yourself and others around you?

In this activity, you will explore the positive things you do for yourselves and others through storytelling. You will recognize the positive actions you take, even those you and others around you don't always notice.

What will you need?



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



A piece of paper and a pen or pencil.



Step by step



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



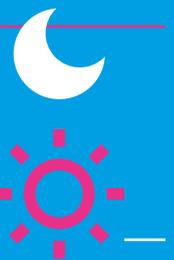
Draw a line down the center of your paper from top to bottom.

At the top of the paper, on the left side of the line, write "Good things I do for myself."



Before you write anything else, close your eyes.

Imagine yourself going through a day that is typical for you right now. Imagine all the things you do from first thing in the morning, throughout the day, until you sleep at night.



Open your eyes.

From the day you just imagined, think of the good things you do for yourself. These might be things you do to take care of yourself, to reach your goals, stay active, keep your relationships strong, and have fun.

On the left side of your paper, write all the good things you do for yourself. Try to write them in the order that you do them every day. If there are things you do more than once in a day, you can repeat them as often as you do them.

4

On the right side of your paper, write “Good things I do for others.”

From the day you just imagined, think of the good things you do for others every day (You can close your eyes again and reimagine your day if that helps). These might be things you do to take care of others, help them with what they need to stay healthy, make them feel happy.

On the right side of your paper, write all the good things you do for others. Try to write them in the order that you do them every day. If there are things you do more than once, you can repeat them.

5

Read your list to yourself. Notice all the good things you do every day!

As you read your list, you may find yourself thinking about things that you feel you should do, or things you should not do. Try not to worry about those things now.



Create more

- Try to transform your list into a little story, poem or song. Tell your story or perform your poem or song for others.
- Create a drawing, photo essay, audio recording or a video to illustrate your lists and your story, poem or song.



Share

→ Online:

Send and share what you created in the chat group. Watch out for your friends' and peers' lists, poems, stories, and anything else they created!

Look for more messages from your chat group to see what the others have created. Participate in the chat!

→ Everyone (Online and Offline):

Keep your paper with the lists and your story, poem or song somewhere where you can look at it every day. For example, you might hang it on your wall.

If you want, share your story, poem or song to other people in your household.

Invite others from your household and your friends to do the same activity. Discuss what you learn from each other's lists and stories.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for What We Do so you understand the steps and what adolescents are asked to do.
- Help your adolescent find a quiet place where they can draw without interruption or without anyone watching what they are doing.
- Ask other members of your household to give your adolescent space and time to participate in the activity without interruption.
- **Ask your adolescent how they would like to work on this activity:**
 - *Would you like to try this activity alone, or would you prefer to try it together with me, or with other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

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

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

- Read the guidelines in their activity guide and try to explain the directions to your adolescent in your own words.
- Encourage them to try the activity again, or as many times as they wish.
- Remind them that there is not a "right" or "wrong" way to do the activity. The purpose of the activity is to help them to relax and experiment with expressing themselves in a new way.
- Suggest a few examples of things that you have noticed them doing for others, or things you do for others. However, do not push them to.

If they need more encouragement or inspiration, ask:

- What are some of the things you do for yourself and others every day that you know I, or others in our household see and notice? What are some good things that you do that we don't see or notice?

- How else could you describe these activities? What other words could you use? What do you say or think to yourself as you are doing these activities? What do you think we see when you are doing these things?

3

After your adolescent is done with the activity

- Ask if they want to share their list, story, poem or song with you. If they do, share encouraging words about what they created. Never correct them or disagree with the things they say they do for themselves or others.
- Avoid using this as a chance to encourage them to do good things more often. At this moment, do not scold them for the good things they do not do, or the bad things they do.
- Invite them to tell you more about what they wrote in their list, story, poem or song.
 - *Ask them to tell you more about the things they do for themselves and others, especially those they don't think you notice.*
- If you or other people in your household participate by writing your own lists and stories, poems or songs, share what you created with each other, and talk about your own actions. You could talk about:
 - *Similarities and differences*
 - *How you each feel when you do things for others*
 - *How you feel when you see others do positive things for themselves, or for you.*
- Make a plan to say thankful or encouraging words to each other in the future, when you see each other doing positive things.

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

- *Remind and encourage them to share their list and story, poem or song when their facilitator sends them a message inviting them to do so (However, do not force them to share if they do not wish to do so)*
- *Encourage them to participate in the conversation with the facilitator and the other adolescents.*



Facilitator guide

Activity Purpose

This activity will help adolescents to develop awareness and listening skills that can help you to cope with feelings of stress. Through this activity, they will practice your competencies for coping with stress and managing emotions; communication and expression. As with all activities, the most important purpose is to help adolescents to have fun and take a break from stress!

1

Preparing adolescents and families

- A few days in advance, announce* that adolescents will receive a guide for an activity. Repeat this announcement the day before adolescents should begin the activities. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescent a chance to practice skills for listening, and some creative writing. Remind them that the activity is meant to be fun and relaxing.
- Remind parents that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too. Remind adolescents that they can ask their parents for support, but they can also work on the activity independently if they prefer.
- Explain to the adolescents that they will need a piece of paper and a pen or pencil, but they will not need any fancy or special materials to participate in the activity.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

*The announcement can be made over mobile phone through text messages, WhatsApp, Messenger, etc., through radio or TV programmes, or through offline community announcement channels.

2

When you share the activity guide:

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.

- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.

3

After the activity:

- Remind adolescents to share their experiences and any stories, poetry, songs or drawings they created, and explain how they can share these with you.
- Share encouraging reminders as adolescents share their feedback or creation.
- Share examples of the first drawings you receive with positive comments, as encouragement for other adolescents to share their drawings, too.
- Invite them to respond to the following questions, one at a time.
 - *What sounds did you hear, besides the loudest and most obvious sounds? Did you hear any sounds that you didn't expect to hear, or didn't realize you would be able to hear? Did you hear sounds coming from inside or outside our household, or both? What felt or sounded different as you listened in this new way?*
 - *What is another adolescent's post, poem or drawing that you enjoyed? Tell them what you liked about what they shared!*
 - *Will you try this activity again? Will you do it the same way, or try something new? Tell us more!*

Allow some time (possibly a day or so) between each question so the adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Animal, Insect, Bird Stories



What is the purpose of this activity?



How would your world look different to an animal, a bird or an insect?
What would they see that you don't see?

In this activity, you will practice creativity and looking at life from the perspective of others by imagining a story from the perspective of an animal, bird or insect. You will practice your skills for communication, expression, creativity and innovation.

What will you need?



A place where you can sit comfortably and draw or write, and a table or flat surface to draw or write against.



A piece of paper and a pen or pencil.



Step by step



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

Note!

In this activity you will be asked to imagine that there are different animals in your household. This is just for fun and to spark your creativity and you are welcome to imagine any kind of animal you want.



Start by closing your eyes and remembering something that you have done today. It can be a regular thing, like washing your face, or something different or unusual. You don't have to write or draw anything yet, just try to remember what happened.



Now imagine there was a bird above you at that moment, looking down from above at you and anyone else who was there.

What would the bird see or hear? What would you, and your household look like from above? What would the bird think was happening? How would the bird feel?

Write the story of what happened as if you were the bird. You can start with the words, "As I flew around the room, I looked down from the ceiling and saw..." Continue the bird's story for as long as you wish.



Now imagine there was a small insect below you, walking on the floor at that same moment. What would the insect see or hear? What would you, and your household look like from the floor? What would the insect think was happening? How would the insect feel?

Write the story of what happened as if you were the insect. You can start with the words, "As I crawled around the floor, I looked up and saw..." Continue the insect's story for as long as you wish.



Now imagine there was an animal that was seeing the room from almost the same level as you. For example, it could be a cat, a dog or another animal that was sitting and watching from a window. What would the animal see or hear? What would you, and your household look like from the animal's perspective? What would the animal think was happening? How would the animal feel?

Write the story of what happened as if you were the animal. You can start with the words, "As I sat outside the window looking into the room, I saw..." Continue the animal's story for as long as you wish.



Create more

- Keep adding to your stories for as long as you want, adding other things that the bird, insect and animal might see if they continued to observe your household at that moment.
- Create an imaginary story where the bird, insect and animal meet and talk with each other, or with you. What would happen next? What would they talk about? How would their feelings influence what they might talk about?
- Create an audio recording or a video, reading and retelling your three stories in the voices of the bird, insect and animal. You can also tell the stories to your people from your household instead of recording it.
- Draw three pictures, each showing what the moment would look like from the perspectives of the bird flying above, the insect on the floor, and the animal at the window.



Share

→ Online:

Send a photo of your drawing, the recording of your stories, or anything else you created with the chat group. Keep an eye out for your friends' and peers' stories, and anything else they created!

Look for more messages from the chat group to see what your friends and peers ask and say about the activity. Participate in the chat!

→ Everyone (Online and Offline):

Keep your stories somewhere where you can read it again if you want, for example in a notebook or on the wall.

You can share your story with other people in your household. Invite them to read it or read it aloud in a small performance. Explain your story or drawing to them, invite them to tell you what they learn about your days as they listen, or ask you questions. Do not feel that you must share if you don't want to.

Invite your household to write about what they do every day from an animal's perspective.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Silence and Sounds so you understand the steps and what your adolescent will do.
- Help your adolescent to find a quiet place where they can lie down comfortably without interruption.
- Ask other members of your household to give your adolescent space, and time to participate in the activity without interruption.
- **Ask your adolescent how they would like to work on this activity:**
 - *Would you like it if I, or someone else in our household reads the instructions to you as you lie quietly and participate in the activity?*
 - *Would you like to try this activity alone, or would you prefer to try it together with me or other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way. However, you may wish to offer them more encouragement and/or to remain available to support them if you think that will be helpful.

2

While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity on their own in a quiet space, or participate with other family members.
- If they are confused about how to do the activity:**
- Read the activity guide and try to explain it to them in your own words.
 - Encourage them to try the activity again, or as many times as they wish.
 - Remind them that there is not a “right” or “wrong” way to do the activity. The purpose of the activity is to help them to relax and experiment with hearing the sounds around them in a new way.

- Suggest examples of sounds they might hear. Remind them that they should only write down sounds they actually hear – and that they may hear sounds you did not suggest or expect!

If they need more encouragement or inspiration, ask:

- *What sounds did you hear, besides the loudest and most obvious sounds?*
- *Did you hear any sounds that you didn't expect to hear, or didn't realize you would be able to hear?*
- *Did you hear sounds coming from inside or outside our household, or both?*
- *Did you notice a pattern to any of the sounds you heard?*
- *Do you want to try again, at a different time, or in a different place?*
- *What can I do to make this activity work better for you if you try it again?*

3

After your adolescent is done with the activity

- Ask your adolescent to share what they created with you. If they do, share encouraging words about what they created. Do not force them to share it if they do not wish to do so.
- Invite them to tell you more about what they did or did not enjoy, learn, find interesting or find challenging about the activity. Accept what they say, and do not try to convince them to change their opinions.
- If you or other people in your household participated in the activity, share what you heard and created, and discuss your own experiences.
- If they are participating through an online/mobile phone facilitated group: Remind and encourage them to share what they have created with the facilitator, following the instructions from the facilitator. However, do not force them to share if they do not wish to do so.
- If they are participating through an online facilitated group: Encourage them to participate in the discussion that follows with the facilitator and other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents practice creativity and looking at life from the perspective of others by inventing a story from the perspective of an animal, bird or insect. They practice competencies for empathy and respect; and communication and expression. As with all the others, the main purpose of this activity is to have fun and take a break from stress!

1

Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Repeat this guidance the day before adolescents begin the activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to imagine their everyday surroundings from different perspectives, by imagining how things might look from the point of view of a bird, an insect, or an animal. If this idea might be gross, frightening or uncomfortable for adolescents in your context, suggest specific animals that they might find friendly and fun to imagine. For example, in step 2, instead of a bird they might imagine a story from the point of view of a butterfly.
- Remind parents that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to write against, but they will not need any fancy or special materials to participate in the activity.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

2

When you share the activity guide:

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.

3

After the activity:

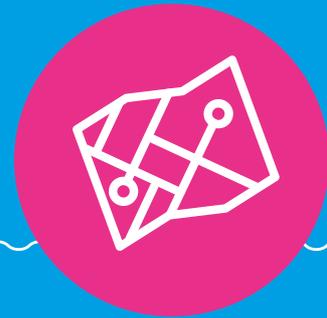
- Remind adolescents to share a photo of their story, and any other stories or drawings they created. Explain how they can share these with you.
- As some adolescents begin to share their stories, send encouraging reminders to others to do the same.
- Share examples of the first stories you receive with positive comments, as encouragement for other adolescents to share their stories, too.
- Invite adolescents to respond to the following questions, one at a time.
 - ➔ *What did you think about, or see in a new way, as you imagined what a bird, insect or animal would have seen in your household at that moment?*
 - ➔ *Did you share your map with anyone else in your household? Did you think about anything new or differently as you read their stories? Tell us more!*
 - ➔ *What is another adolescent's story or drawing that you enjoyed? Tell the person who made it what you liked about what they shared!*
 - ➔ *Get creative! What could you do next with your story? Share your drawings, audio recordings, or videos!*

Allow some time (possibly a day or so) between each question so the adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Relationship Map



What is the purpose of this activity?



Who are the most important people in your life? How do they influence who you are, and how you feel?

In this activity, you will explore your relationships with a few important people in your life by drawing a "relationship map" of your connections with them.

What will you need?



A place where you can sit comfortably and draw, and a table or flat surface to write against.



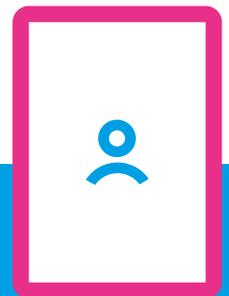
A piece of paper, and a pen or pencil.



Step by step



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



In the middle of your paper, draw a small picture of yourself. If you prefer, you can draw a symbol that represents you. Leave space around your picture for more writing and drawing.



Close your eyes. Think of six very important people in your life.

They could be people you spend time with every day, or people you do not see often, but who feel important to you. You may think of some people who feel helpful to you, and others with whom you have difficult relationships.

Do not write their names down yet - just remember the six people you have thought of.



Start by thinking of one of those six people.

Imagine a symbol/drawing that represents them. It might represent something they do for you, something they enjoy, how you feel about them, or how they make you feel about yourself.





Draw the symbol of that person somewhere on your paper.

You may choose anywhere on your paper to draw it, but you can try to place it in a location that feel right. For example, if you admire the person a lot, you can draw them close to or above your head.

Note: You can write the person's name if you wish but try to present them through drawing first.



Draw symbols for the other five important people you thought of.

Draw them wherever you wish, choosing locations on your paper that represent your relationship to them.



If you wish, add lines or additional drawings to illustrate more about your relationships with the six people. You can also draw lines to show how they are connected or thicker lines to the ones that you feel a strong connection to.



Create more

- Keep adding to your Relationship Map. You could add symbols to represent more people who are important to you or add lines or other drawings to show and express more about your relationships with them.
- Write a letter to one of the important people in your life. Tell them what you learned about your relationship with them by drawing your relationship map.
- Create a new map, drawing, poem or essay about the people in your life.



Share

→ Online:

Send a photo of your relationship map and anything else you created to the chat group.

Look for more messages from [WhatsApp address] to see what other adolescents have created. Participate in a discussion!

→ Everyone (Online and Offline):

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

If you want, share your map with other people in your household. Put the map somewhere they will be able to see it and explain it to them. Invite them to tell you what they learn about your relationships or ask you questions. Do not feel that you must share your map with others if you don't wish to.

Ask if others want to participate in the activity and share their maps.

Notice how your relationships are similar and different!





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Relationship Map so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can draw without interruption or without anyone watching what they are doing.
- Ask other members of your household to give your adolescent space and time to participate in the activity without interruption
- **Ask your adolescent how they would like to work on this activity:**
 - *Would you like to try this activity alone, or would you prefer to try it together with me, or with other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

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

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

- Read the activity guide and try to explain the directions in your own words.
- Encourage them to try the activity again, or as many times as they wish.
- Remind them that there is not a "right" or "wrong" way to do the activity, and that they should not worry about whether they are "good" or "bad" at drawing. The purpose of the activity is to help them to remember relationships and experiment with expressing themselves in a new way.
- Suggest a few examples of people they might want to include in their maps, and symbols they might use to represent those people. Or, suggest examples of people you might include if you were drawing a relationship map and symbols you might use. However, do not push your adolescent to include the people or draw symbols you suggested as examples.

If they need more encouragement or inspiration, ask:

- *Who from the family and community are important to you?*
- *What words or feelings do you connect with those persons? How could you represent those words or feelings in a symbol or drawing?*
- *How do those persons make you feel about yourself? In what ways do you feel connected with them? What could you draw or write on your relationship map to express those feelings or describe those connections?*

3

After your adolescent is done with the activity

- Ask if your adolescent wants to share their relationship map with you. If they do, share encouraging words about what they created. Never correct them or disagree with their choice of whom they included in their relationship map.
- Invite them to tell you more about their relationship maps.
 - Ask them to tell you more about who they included and why.
 - Ask them to explain the symbols they chose to represent those people.
 - Ask them to tell you more about why they created their map as they did, and how their map express their feelings and connections to others.
- If you or other people in your household participate by creating your own relationship maps, share with each other, and discuss your own experiences. You could discuss:
 - Similarities and differences in your maps.
 - How your relationships to each other, or others, shape your identities and feelings.
- Make an action plan to build strong and positive connections with each other, for example by sharing encouraging or appreciative words with each other every day.

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

- Remind and encourage them to share their maps. However, do not force them to share if they do not wish to.
- Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents will explore and illustrate the important relationships in their lives by drawing a relationship map. They will practice competencies related to identity and self-esteem, and problem-solving and managing conflict.

1

Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to explore the important relationships in their lives, and how those relationships influence who they are, and how they feel. Remind them that the activity is meant to help them to build even stronger and positive relationships with others.
- Remind parents/caregivers that they can support their adolescents by reviewing the activity guide and their own guide.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to write against.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

2

When you share the activity guide:

- Repeat the information above, so adolescents (and parents/caregivers) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents/caregivers) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents/caregivers) that you hope they are enjoying the activity and look forward to hearing about their experiences.

3

After the activity:

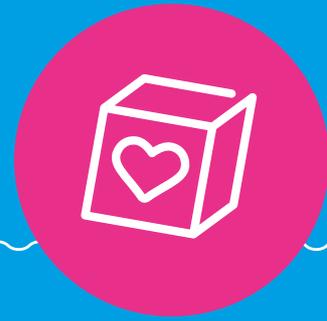
- Remind adolescents to share a photo of their relationship map. Explain how they can share these with you.
- As some adolescents begin to share their relationship maps, send encouraging reminders to others to do the same.
- Share examples of the first relationship maps you receive with positive comments, as encouragement for other adolescents to share their relationship maps, too.
- Invite adolescents to respond to the following questions, one at a time.
 - *Who are some of the most important people in your lives? What are some of the most important ways they influence who you are, or how you feel?*
 - *Did you share your relationship map with anyone else? Did you learn anything new about each other? Tell us more!*
 - *What relationship map did you enjoy that was shared in the chat group? Tell the person who made it what you liked about it!*
 - *Looking at the relationship maps that others have shared, are any of them similar to yours?*
 - *Get creative! How could you create another diagram, drawing, photo collage, or video to describe the important relationships in your life? Share what you create!*

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Create an Emotion Story



What is the purpose of this activity?



Can you tell a story without words? If you tell a story just in drawings and someone else “reads” it – will they read the same story that you drew?

In this activity you will try to tell a story using only simple drawings or emojis.

What will you need?



A place where you can sit comfortably and draw, and a table or flat surface to write against.



Three pieces of paper, approximately A-4 size.



A pen or pencil.



Optional: A person in your household who will work with you on a creative activity.

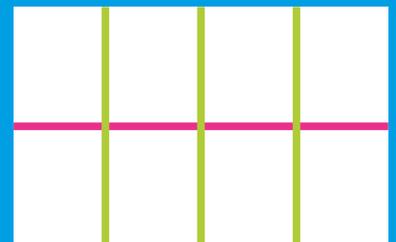
Step by step



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



Take your sheets of paper. Fold each of them in half three times, twice along the “short” edge (the green lines) and fold them once along the “long” edge (the red line). Unfold them.

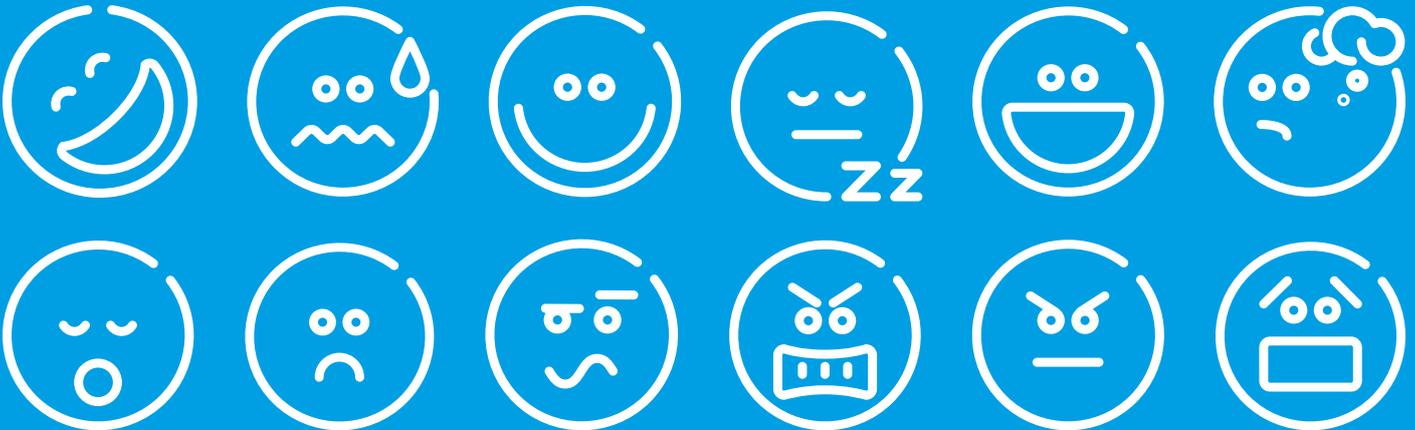


Think of eight different emotions that people, including you, can experience. Then, take one of your folded pieces of paper. If you wish, you can write one words for those emotions in each of the eight rectangles on your paper. Leave plenty of space in the rectangles for more drawing.

3

In each of the eight rectangles, draw the emoji that represents each of the eight emotions you thought of. You can see different emojis here as inspiration.

When you are done, cut or gently tear the paper into eight "emotion cards," each of which has one emoji on it. (Only tear the one piece of paper you used for this activity. Do not tear the others because you will use them in a different way)



4

Put your emotion cards down on your table or writing surface. Close your eyes.

Mix them around with your hands. No peeking! Pick up one of the cards, open your eyes, and find out which emotion card you chose. (Keep your emotion cards! You can use them again with the "create more" ideas for this activity)

5

Imagine a situation in which you, or someone like you, might feel that emotion.

It could be a real situation that has happened to you, or a situation you imagine. Imagine the story of the young person who experienced that emotion.

What may have happened before, to cause them to feel this way? What may happen while they are feeling this emotion? What might they do because they feel this emotion? What might happen as a result?

6

Take your second piece of paper.

In a corner of each rectangle, write the numbers 1 through 8. It might look like this:

1	2	3	4
5	6	7	8

7

Try to "tell" the emotion story of the person you thought of in step 5.

But, instead of writing it in words, try to draw it using only eight emojis. Your story might start with the emoji that you picked up, or it can be in the middle or end of the story – it's up to you and the story you imaged. Now, draw, using only seven more emojis, the rest of the story from beginning to end. Don't write any words!

This will make the next step more interesting.

8

Show your emoji story to someone else in your household.

Give them the third piece of paper. In each rectangle, they should "translate" your emojis into words, writing what they think happened in each of the eight steps of your story. What part of the story did they guess correctly? What did they guess that was different from the story you imagined?



Create more

- Draw your story again. You can draw it in any way you like. For example, you can make your story more or less than eight steps long. You can add pictures to your story in addition to the emojis. Use your emotion card to pick a new emoji to create a story from if you wish!
- Ask more people in your household to write their guesses about what happened in the story you drew in your emojis. Make a game and see who guesses most correctly. You can also invite them to write their own emotion stories.
- Invent new emojis! Are there emotions that you think should be represented differently from the emojis you are used to seeing? Are there emotions, activities, places or items that you have never seen an emoji for? Draw a new emoji yourself!
- Create a video, telling your story by showing one picture of your emojis or drawings at a time.



Share

→ Online:

Send a photo of your emotion story to the chat group. Send the written version of your emotion story that your household members made, and any new emotion stories you created.

Look for more messages from the chat group to see what other adolescents have created. Participate in the conversation!

→ Everyone (Online and Offline):

Keep your emotion story somewhere where you, and others in your household can read it again. For example, you might hang it on your wall, or keep it with other stories or drawings you have created.

Keep your emoji cards. Use them if you want to try this activity again, on your own or with others.





Guide for parents and caregivers

1 Before your adolescent starts this activity

- Read the activity guide for Create an Emotion Story so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can draw without interruption.
- Ask other members of your household to give your adolescent space and time to work on the first part of their activity, in which they draw an emotion story, without interruption.
- **Ask your adolescent how they would like to work on their drawing:**
 - ➔ *Would you like to try this activity alone, or would you prefer to try it together with me, or with other people in our household?*
- Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.
- Support your adolescent in finding someone else in your household to “translate” their emotion story into writing, when they are ready. Offer to be that person, but let them work with someone else if they prefer.

2 While your adolescent is working on this activity

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

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

- Read the activity guide and try to explain the directions in your own words.
- Encourage them to try the activity again, or as many times as they wish.
- Remind them that there is not a “right” or “wrong” way to do the activity, and that they should not worry about whether they are “good” or “bad” at drawing. The purpose of the activity is to help them to have fun and experiment with expressing themselves in a new way.
- Help them to draw the emotion card and choose the emotion to create a story from, if they want your help at this stage. For example, you could put the emotion cards in a bowl or a bag and let them choose one with their eyes closed.
- Suggest a few examples of:

- ➔ Emotions they could include, as they create emotion cards.
- ➔ Why a person might feel different emotions and the ones that are on the emotion card that they drew. These might include times when you felt that emotion, as an adult, or when you were an adolescent. However, encourage them to write a story about a situation they imagine. Do not push them to draw the emotion story based on the example you suggest.

If they need more encouragement or inspiration, ask:

- *What emotions do you feel during a day or whole week?*
- *Describe to me, when you feel the emotion(s) that you drew?*
- *What emotions do other people your own age experiencing?*
- *Do you think the emotion you drew should be something that your character feels at the beginning, middle or end of the story?*

3 After your adolescent is done with the activity

- Ask if your adolescent wants to share their emotion story with you. If they do, share encouraging words about what they created. Never correct them or disagree with their choice of whom they included in their emotion story.
- Invite them to tell you more about their emotion story.
 - ➔ Ask them to tell you more about why they drew each step in the story.
 - ➔ Ask them what happened when someone tried to translate their emotion story. What did they guess correctly and incorrectly? If you were the person who tried to guess the emotion story, talk about your “translation.”
- Write your own emotion story! Have fun exchanging and translating each other’s emotion stories. Then talk about your experience. You could discuss:
 - ➔ What you guessed correctly, or incorrectly about each other’s stories.
 - ➔ If you created different emojis to represent the same emotions.
 - ➔ What causes you to feel different emotions, and how you manage them.

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

- ➔ Remind and encourage them to share their emotion story. However, do not force them to share if they do not wish to.
- ➔ Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents will draw “emotion stories,” telling the story of a person who feels a specific emotion, but using only emojis and not words. They will practice their competencies for creativity and innovation and communication and expression.

1

Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to express emotions in a new way that is fun and creative. Remind them that the activity is meant to help them identify emotions and translate them into fun stories.
- Remind parents/caregivers that they can support their adolescents by reviewing the adolescent activity guide and their own guide.
- Explain that adolescents will need three pieces of paper (approximately A-4 size) that they can fold and cut/tear into smaller pieces, a pen or pencil, and a surface to write against. They will also need another household member who is willing to participate in a simple game.
- Inform them of the date by which they should finish the activity, and how they should share what they created.

2

When you share the activity guide:

- Repeat the information above, so adolescents (and parents/caregivers) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents/caregivers) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents/caregivers) that you hope they are enjoying the activity and look forward to hearing about their experiences.

3

After the activity:

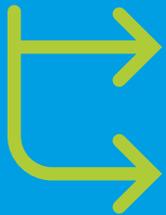
- Remind adolescents to share a photo of their emoji story and emotion cards, a written account of their family member’s attempt to “translate” the story into words, and/or any other drawings, writing, audio recordings or videos they created. Explain how they can share these with you.
- As some adolescents begin to share their emotion stories, send encouraging reminders to others to do the same.
- Share examples of the first emotion stories you receive with positive comments, as encouragement for other adolescents to share their emotion stories, too.
- If possible, with your mode of communication, create a game in which adolescents “translate” each other’s emotion stories from drawings and emojis into words. Choose one or two emotion stories and invite other participants to share their translations. Encourage adolescents to have fun with this game, and not to tease each other or feel frustrated when they guess or translate incorrectly.
- Invite adolescents to respond to the following questions, one at a time.
 - *What was fun or challenging about trying to draw a story using only emojis?*
 - *What happened when someone else in your household tried to “translate” your emotion story into words? Tell us more!*
 - *Whose emotion story did you enjoy a lot? Tell the person who made it, what you liked about what they shared!*
 - *Reading what others have shared, what are some reasons why adolescents your age feel different emotions? Which emotions do you think people your age feel often?*
 - *Get creative! How could you create another written story, audio recording or video to capture your emotions? Would you create something together as a group? Share what you create!*
 - *Allow some time (possibly a day or so) between each question so adolescents have time to respond.*
- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Our Environment



What is the purpose of this activity?



How much do you know about the household where you spend time every day?
How much do others know about how you spend time in your household, and the places in it that you do and do not enjoy?

In this activity, you will build your awareness of your surroundings and practice creative communication by drawing a map of your household.

What will you need?



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



A piece of paper and a pen or pencil.



Step by step



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



In this activity you will draw a map of the household where you are staying right now. Your "household" might be a house, an apartment, a tent, or another type of shelter.

Start this activity by imagining that you are looking down at your household from the sky. You can also imagine that you are looking at your household from above, as if you were looking at a map (or floor plan) of a town or building.



What are the outer boundaries of your household? They may be a fence outside your house or building. Or, they may be the walls of your house, apartment or tent.

On your piece of paper, draw the boundaries of your household, as if you were drawing a map.





What are the different spaces/rooms inside your household?

Add to them to your map by drawing the different spaces where you and others spend time and do daily activities and tasks. You may draw walls and figures that show different rooms, beds or mats, stoves or fire pits, or other important items in your house.



Where in your household do you spend time doing things you enjoy?

Add words or drawings to your map to describe activities you enjoy doing in the spaces of your household. For example, if you like to sleep, you can write or draw about this next to the place where you sleep.



Where in your household do you spend time doing things you don't like so much?

Add words or drawings to your map to describe activities you do not like doing so much in the spaces of your household. For example, if you do not like to wash dishes, you can write or draw about this next to the place where you wash the dishes.



Create more

- Keep adding to your map, with more drawings or words, or by adding images you cut and paste from newspapers and magazines.
- Imagine how a simple change could make a space in your household more enjoyable or comfortable for you and others. Draw a picture of what the space in your household would look like if you made this change.
- Invite others from your household to draw a map of your household. Share and discuss your maps. Discover what you learn as you see how your maps of the same household are similar and different!



Share

→ Online:

Send a photo of your map, and anything else you created to the chat group. Watch for your friends' and peers' maps and anything else they created!

Look for more messages from the chat group to see what the other adolescents have created. Participate in a discussion!

→ Everyone (Online and Offline):

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

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





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Our Environment so you understand the steps and what adolescents are asked to do.
- Help your adolescent find a quiet place where they can draw without interruption or without anyone watching what they are doing.
- Ask other members of your household to give your adolescent space and time to participate in the activity without interruption.
- **Ask your adolescent how they would like to work on this activity:**
 - *Would you like to try this activity alone, or would you prefer to try it together with me, or with other people in our household?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity in a quiet space.
- **If they are confused about how to do the activity, and want your help:**
 - Read the guidelines in their activity guide and try to explain the directions in your own words.
 - Encourage them to try the activity again, or as many times as they wish.
 - Remind them that there is not a "right" or "wrong" way to do the activity, and that they should not worry about whether they are "good" or "bad" at drawing. The purpose of the activity is to help them to relax and experiment with expressing themselves in a new way.
- **If they need more encouragement or inspiration, ask:**
 - *What are all the spaces or rooms in and around this household? What shape do you think those spaces might look like if you looked at them from above?*
 - *What are the large items in those rooms, such as furniture or mats? How do you think those look from above?*
 - *What are the spaces where you spend a lot of time? What are the spaces where you do not spend much time?*

- *Do you want to try to draw a new map, or change or add to your map, at a different time, or in a different place?*
- *What can I do to make this activity work better for you if you want to keep working on it, try it again?*

3

After your adolescent is done with the activity:

- Ask if your adolescent wants to share their map with you. If they do, share encouraging words about what they created. Never tease or criticize them or correct their map. (Do not force them to share it if they do not wish to do so.)
- Invite them to tell you more about what they drew in your map.
 - Ask them to tell you more what they drew or wrote about places they do and do not enjoy spending time.
 - Ask them they did or did not like, learn, find interesting or find challenging about the activity.

Accept what they say, and do not try to convince them to change their opinions.

- If you or other people in your household participate by drawing your own maps, share the maps you created with each other, and discuss your own experiences. You could discuss:
 - Similarities and differences in your maps
 - What the similarities and differences in your maps show about how you see and experience the time you spend in your household.
 - Something new you learned about someone else from their drawings.
- Make a plan to work together to make a space inside your household more enjoyable for your daughter/son, and/or for others. For example, you could decorate a wall, make a comfortable place to sit, or organize items that they use often in their daily tasks.
- **If they are participating in a discussion with a facilitator and other adolescents using their mobile device:**
 - Remind and encourage them to share a photo of their map when their facilitator sends them a message inviting them to do so. (However, do not force them to share if they do not wish to do so.)
 - Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents will build their awareness of their surroundings and practice creative communication by drawing a map of their households. They will develop competencies for Identity and self-esteem; Communication and expression; Empathy and respect. As with all activities, the most important purpose is to give adolescents a chance to have fun and take a break from stress!

1 Preparing adolescents and families

- A few days and one day in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to practice skills for exploring their environment and communicating through drawing. Remind them that the activity is meant to be fun and relaxing.
- Remind parents that they can support their adolescents by reviewing the adolescents' activity guide and the guidelines they receive, too.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to draw against, but they will not need any other fancy or special materials to participate in the activity.

Inform them of the date by which they should finish the activity, and how they should share what they created.

2 When you share the activity guide:

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- If possible, adapt the wording of activity guide to refer to types of households that are typical in your context. For example, in Step 1, instead of referring to houses, apartments and tents, you may refer to tukuls, containers, yurts, or other types of shelters where adolescents and families live in your context.

- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.

3 After the activity:

- Remind adolescents to share a photo of their map, and any other maps or drawings they created. Explain how they can share these with you.
- As some adolescents begin to share their maps, send encouraging reminders to others to do the same.
- Share examples of the first maps you receive with positive comments, as encouragement for other adolescents to share their maps, too.
- Invite adolescents to respond to the following questions, one at a time.
 - *What did you think about, or see in a new way, as you drew a map of your household?*
 - *Did you share your map with anyone else in your household? Did you learn anything new about each other? Tell us more!*
 - *What is another adolescent's map that you liked? Tell the person who made it what you liked about it what they shared!*
 - *Looking at the maps that others have shared, who shared a similar map to yours?*
 - *Get creative! How could you make a space in your household more enjoyable or comfortable, using items you already have?*

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

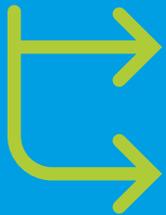
- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Practicing Interview Skills



What is the purpose of this activity?



Why is it so interesting to watch, listen to or read an interview with a celebrity you admire – or even someone who is not famous? Is it because they have interesting things to say – or because of the questions the interviewer asks?

In this activity, you will practice writing interview questions. Then you will conduct an actual interview with someone, to learn more about their expertise in something they do well.

What will you need?



A place where you can sit comfortably and draw, and a table or flat surface to write against.



A piece of paper, and a pen or pencil.



A person in your household who will work with you on a creative activity.



Step by step



In this activity, you will start by sitting by yourself and thinking. Later you will interview someone by having a conversation with them, and write notes about what they say. You can do all the steps in this activity immediately after each other, or take a break between each step, depending on what works best for you and the person you interview.



Think of another person who is very good at a specific skill or activity, and who might participate in an interview with you. It can be a person from your household that you can sit with to interview, or a friend or community member that you can interview over the phone.



The skill might be in an activity most people think of as challenging, such as playing a sport or a musical instrument, or working in a challenging profession. Or, it might be a kind of skill that is part of daily life, such as cook good food, gardening, cleaning, caring for animals or pets, having a great sense of humor, or being very kind.

Imagine that person is a famous expert in this skill. Imagine you are a reporter who will interview that famous expert to learn more from them.


2**Invite that person to participate in a short interview with you.**

Explain that you will use their answer to write a report or a news article for fun for this activity. If they agree, agree on a time for when you can conduct your short interview.

3

Prepare for your interview. Continue to imagine that you are a reporter, preparing for the interview. Create an interview plan by writing down questions that you want to ask to learn more from the expert. As you write down questions, think about this:

- How will you introduce yourself to the expert?
- What questions can you ask to learn about how they first began learning this skill and how they ended up becoming so good at it?
- What questions can you ask to learn more about the importance of this skill in their lives, and how they feel about it?

Review your interview plan. Have you written your questions in the order in which you should ask them? Can you ask the questions in a way that will feel fun, comfortable and enjoyable to the expert? Revise your plan if you wish.


4**At the time you have agreed to, sit down or connect with the expert.**

Have a piece of paper and your pen or pencil ready to take notes with.

Conduct your interview, starting with the first questions in your interview plan. If you want, make the interview more fun by pretending you really are a famous reporter, conducting an interview with a famous expert!

Adapt your plan and your questions as you conduct your interview. You may find that you want to ask questions in a different order, skip some questions, or ask new questions that you think are important to learn more from the expert. Go ahead and improvise! This is how real-life interviews are!

Try to listen without interrupting as the expert answers. Try to write down what the expert says, using their own words whenever possible to create quotes. You can also record the interview if you have a recording device such as a mobile phone.

Take as much time as you want, or until you and the expert feel that you are done with your interview. Take a photo with the expert if you can and if they permit it. Remember to thank them for sharing their expertise with you.


5

After the interview, write a short summary to yourself about the interview:

- What interview questions led to very interesting answers from the expert?
 - What new questions did you ask that were not in your original plan?
 - If you conducted this interview again, what questions would you add, skip, or ask in a different way?
-





Write a short report or news article of what you learned from your interview.

You can write it in any way that feels creative and enjoyable to you. For example, you could write it in question and answer format, or you can write it as if it were a real news article about this “famous expert” you interviewed. You can include quotes from the expert and the photo if you took one.



Share your report or article with the expert or other people, if you want to. You can share it in writing or read it aloud as if you were a news reporter!



Create more

- Find a creative way to present your report or article. For example, you could invent a newspaper where it will include. You can add more articles and entries to the newspaper that you create yourself. You can also add photos or drawing to it.
- If the person you interviewed is interested, you could recreate and perform your interview together, creating an audio or video recording that looks like a report for radio or TV.
- Repeat the activity by conducting a new interview with another expert. Revise your interview plan. You can ask questions to a new person or you can ask new questions to the same person you interviewed.
- Write a set of instructions for someone else who is planning and conducting an interview for the first time. Tell them everything they need to know about how to write an interview plan with great questions! Share them with the person and help them in their journey to becoming a reporter.



Share

→ Online:

Send a photo of your interview plan and report/article, along with any other material that you have or have created to the chat group.

Look for more messages in the chat group to see what other adolescents have created. Participate in the conversation!

→ Everyone (Online and Offline):

Keep your interview material somewhere where you can read it again. You should share it with the person you interviewed, and they can give you permission to share it with other people as well if you wish to do so.

Talk with the person you interviewed or other people about what you enjoyed and learned from your interview.

Invite people from your household or friends to interview each other about things that you are good at. Share with each other what you learned from the interviews and if they inspired you to become good at it yourself.

Invite others in your household to gather stories from each other, or from you. Hold a storytelling event or save your stories in a notebook so you can collect them all over time and remember them.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Practicing Interview Skills so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can write without interruption or without anyone watching what they are doing before, during and after their interview.
- Once your adolescent has identified someone whom they hope to interview, help them to make a plan with that person. Explain the purpose of the activity to that person, and encourage them to support and participate in the interview.
- Offer to be the person your adolescent will interview, but do not push them to work with you. Help them to think of people with special expertise and skills, too. Support them in thinking about the kinds of skills and activities others that you know do well.

Ask your adolescent how they would like to work on this activity:

- *Would you like to work on the different steps this activity alone, or would you prefer to try it together with me, or with anyone else in our household, in addition to the person you will interview?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity in a quiet space. You can offer them to practice their questions on you before doing the actual interview.

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

- Read the activity guide and try to explain the directions in your own words.
- Remind them that there is not a "right" or "wrong" way to do the activity, and that they should not worry about whether they ask the right questions or write a "good" article. The purpose of the activity is to help them to enjoy talking with others, and practice interviewing and report-writing.
- Encourage them to try the activity again, or as many times as they wish. Help them think of new ideas for questions they might ask from the same person, or from other people in your household.

- Suggest a few interview questions. These might be questions you would ask others if you were conducting an interview. Or, they might be questions that you would enjoy answering if someone asked you. However, do not push your adolescent to focus on the questions you suggested as examples – and do encourage them to invent their own questions.

If they need more encouragement or inspiration, ask

- Has anyone ever asked you a question that you really appreciated or enjoyed answering? What was it? Could you ask this question in your interview?
- If I wanted to learn more about how you got good at something you enjoy doing, what should I ask you?

3

After your adolescent is done with the activity:

- Help them to share their report or article with the person they interviewed. Let them decide together if they want others to read or hear the story, and support their wishes.
- Ask if your adolescent wants to share with you. If they do, share encouraging words about what they created. Never correct them or disagree with what they created.
- Invite them to tell you more about their work:
 - Ask them to tell you more about why they chose to interview this person, and what they learned about their skills and expertise.
 - Ask them to explain what they found interesting, enjoyable or important about doing the interview.
 - Ask them to tell you what they learned about how to prepare for and conduct an interview, and what advice they would give you if you were going to conduct an interview.
- Participate by conducting interviews with each other and more people from the household or over the phone. Share the notes you gathered and discuss your own experiences. You could discuss:
 - New things you learned and how you will use it in the future.
 - What it was like to interview and be interviewed by someone

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

- Remind and encourage them to share their work with the others. However, do not force them to share if they do not wish to.
- Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents will conduct an interview with someone to learn about their “expertise” in a skill or activity. Then they will write a report or article based on that interview. Through this activity, they will practice competencies for empathy and respect, and communication and expression.



Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to interview someone that they find interesting or admire. Remind them that the activity is meant to help them to listen to and connect with others.
- Remind parents/caregivers that they can support their adolescents by reviewing the activity guide and their own guide.
- Explain to that adolescents will need a piece of paper and a pen or pencil, and a surface to write against. They will also need a person who is willing to participate in an interview and share their experience.
- Inform them of the date by which they should finish the activity, and how they should share what they created.



When you share the activity guide:

- Repeat the information above, so adolescents (and parents/caregivers) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents/caregivers) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents/caregivers) that you hope they are enjoying the activity and look forward to hearing about their experiences.



After the activity:

- Remind adolescents to share a photo of their report or article, and anything else that they created. Explain how they can share these with you.
- As some adolescents begin to share their work, send encouraging reminders to others to do the same.
- Share examples of the first entries you receive with positive comments, as encouragement for other adolescents to share theirs, too.
- Invite adolescents to respond to the following questions, one at a time.
 - What did you enjoy, find interesting and important about what the expert shared? Did you learn anything new about them and their expertise?
 - What was it like to conduct an interview with another person? Did you share your report or article with anyone, besides the person you interviewed? Tell us more!
 - Whose interview report or article did you enjoy a lot? Tell the person who made it what you liked about what they shared!
 - Reading the reports and articles that others have shared, did anyone have a similar interview to yours? Did anyone interview the same people about the same expertise?
 - Get creative! How could you create another written story, audio recording or video to capture your interview? Share what you create!

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

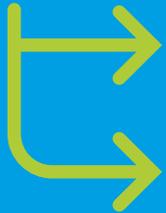
- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Gathering Stories



What is the purpose of this activity?



Do you have to read a book or watch a TV show to find a great story – or could there be stories “hiding” in the people around you?

In this activity, you will go on a “treasure hunt” for a good story and use your own creativity to retell and share it with others.

What will you need?



A place where you can sit comfortably and draw, and a table or flat surface to write against.



A piece of paper, and a pen or pencil.



A person in your household who will work with you on a creative activity.



Step by step



In this activity, you will start by sitting by yourself and thinking. Later you will sit with someone from your household or connect with someone over the phone, have a conversation with them, and write some notes about what they say. You can do all the steps in this activity immediately after each other, or take a break between each step, depending on what works best for you and the person you interview.



Close your eyes for a minute and think of a person from your household, your friends or community who might have a good story to tell you.
This might be:

- a story they have told you many times before, about something that happened to them.
- a traditional story from your community’s culture or history.
- a story of something they experienced before you were born, or something that happened when they were far away from you.
- a story of an experience they had from which they learned an important lesson.
- a story they think is funny, or that you think is funny.
- an experience you both shared and remember – their version might be different from yours!



Write an invitation to that person to tell you the story.

In your invitation, describe or explain the story you would like for them to tell or ask them to surprise you with a story. If you want, you can explain why you are interested in a specific story.



Explain to them that you will be writing down and/or retelling their story in creative ways for this activity. You should also write that you would like to share the story with others, so the person should tell a story that they are comfortable with being shared. In your invitation, suggest a time and place for you to connect to hear their story.



Deliver or send your invitation to the person.

For example, you can deliver it as a written invitation, or by reading or explaining your invitation aloud to the person you chose.



At the time and place you have agreed to, sit or connect with that person, and listen as they share their story. Write notes or drawings about the story as they tell it.

Try to listen without interrupting but ask them follow-up questions to encourage them to tell you more or to share important details. Remember to thank them for sharing their story! If they permit it, you can also take a photo of them while they share the story.



After the interview, write down their story. Find creative ways to express the special details of their story and include quotes from them and emphasize surprising moments.



Share the story with the person. You may want to share your written story or perform a storytelling for them and/or for others in your family by reading it aloud.



Create more

- **Add to and revise your written story, including important details you remember. Add drawings and illustrations. You can also recreate the story as a cartoon or turn it into a theatre play.**
- **Organize a storytelling event with others in your household or friends over the phone. You can make an audio or video recording of your event.**
- **Create a fictional story based on the real-life story you gathered. Imagine a different ending, different people and that it happens in a completely new place!**



Share

→ Online:

Send a photo of your story and anything else that you created with the chat group.

Look for more messages from the chat group to see what other adolescents have created.

Participate in the conversation!

→ Everyone (Online and Offline):

Keep your story somewhere where you can read it again.

Explain why you chose to “gather” this story to the person who shared the story. Share more about why you enjoy it, find it interesting or important.

Invite others in your household to gather stories from each other, or from you. Hold a storytelling event or save your stories in a notebook so you can collect them all over time and remember them.



Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Gathering Stories so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can write without interruption or without anyone watching what they are doing before and after they speak with someone else to hear their story.
- Once your adolescent has identified someone in your household whom they hope will share a story, help them to plan with that person. Explain the purpose of the activity to that person and encourage them to support and participate by sharing their story.
- Offer to be the person your adolescent will interview, but do not push them to work with you. Help them to think of others in your family with interesting stories to share, too.

Ask your adolescent how they would like to work on this activity:

- *Would you like to work on the different steps this activity alone, or would you prefer to try it together with me, or with anyone else in our household, in addition to the person you will interview?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

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

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

- Read the activity guide and try to explain the directions in your own words.
- Remind them that there is not a “right” or “wrong” way to do the activity, and that they should not worry about whether they gather or rewrite a “good” story. The purpose of the activity is to help them to relax, enjoy talking with others in your household, and practice writing and telling stories.
- Encourage them to try the activity again, or as many times as they wish. Help them think of new ideas for stories they might “gather” from different people in your household.

- Suggest a few examples of stories they might gather. However, do not push your adolescent to focus on the stories you suggested as examples.

If they need more encouragement or inspiration, ask:

- *What stories do people in our household tell over and over?*
- *What stories do people in our household have told that amazed or surprised you?*
- *What is the funniest story you ever heard anyone in our household tell?*
- *What would you like to ask someone in our household about a time before you were born, before you can remember or while they were away?*

3

After your adolescent is done with the activity

- Help them to find a place and time to share their story with the person they interviewed. Let them decide together if they want others to read or hear the story and support their wishes.
- Ask if your adolescent wants to share their story with you. If they do, share encouraging words about what they created. Never correct them or disagree with how they told the story.
- Invite them to tell you more about their story:
 - Ask them to tell you more about why they chose this story to hear, and then rewrite or retell.
 - Ask them to explain why the story is interesting, enjoyable or important.
 - Ask them to tell you more about why they rewrote or retold the story as they did, and the creative choices they made.
- If you or other people in your household participate by gathering stories from each other, share the stories you gathered, and discuss your own experiences. You could discuss:
 - Similarities in your favorite stories and how you retold them.
 - What lessons you may feel you have learned from the stories.
- If they are participating in a discussion with a facilitator and other adolescents using their mobile device:
 - Remind and encourage them to share their story. However, do not force them to share if they do not wish to.
 - Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents will “gather” a story by talking to someone from their household, a friend or community member. They will use their own creativity to retell and share the story with others. They will practice their competencies for identity and self-esteem; communication and expression; empathy and respect.



Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to gather a story from someone and rewrite or retell it in a creative way. Remind them that the activity is meant to help them to gather special stories, and to listen to and connect with others.
- Remind parents and caregivers that they can support their adolescents by reviewing the adolescents’ activity guide and the guidelines they receive, too.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to write against. They will also need someone who is willing to participate in an interview with the adolescent and share a story.
- Inform them of the date by which they should finish the activity, and how they should share what they created.



When you share the activity guide:

- Repeat the information above, so adolescents (and parents/caregivers) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents/caregivers) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents/caregivers) that you hope they are enjoying the activity and look forward to hearing about their experiences.



After the activity:

- Remind adolescents to share their written story and anything else they created. Explain how they can share these with you.
- As some adolescents begin to share their stories, send encouraging reminders to others to do the same.
- Share examples of the first stories you receive with positive comments, as encouragement for other adolescents to share their stories, too.
- Invite adolescents to respond to the following questions, one at a time.
 - *What did you enjoy or find interesting or important about this story? What was it like to hear this story again, or to hear it for the first time?*
 - *Did you share your story with anyone else, besides the person you interviewed? Did you learn anything new about each other? Tell us more!*
 - *What story did you enjoy that was posted in the chat group? Tell the person who made it what you liked about it!*
 - *Reading the stories that others shared, did anyone gather a similar story to yours?*
 - *Get creative! How could you create another diagram, drawing, photo collage, or video to capture another person’s true story? Share what you create!*

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

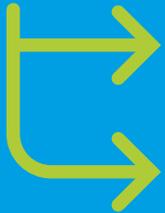
- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.



Humans of our Household



What is the purpose of this activity?



How can you learn something new about someone in your household – even when you think you already know them well? What would they tell you if you asked them just one question you had never asked them before?

In this activity, you will write and conduct a one-question interview with someone in your household and create a very short story based on that interview.

What will you need?



A place where you can sit comfortably and draw, and a table or flat surface to write against.



A piece of paper, and a pen or pencil.



A person in your household who will work with you on a creative activity.



Step by step



In this activity, you will start by sitting by yourself and thinking. Later you will sit with someone in your household, have a conversation with them, and write notes about what they say. You can do all the steps in this activity immediately after each other, or take a break between each step, depending on what works best for you and the person you interview.



Close your eyes for a minute and imagine you are making friends with a new person. What is a question you could ask them to learn more about their life and experiences? What is a question that you might hope they would ask you to learn more about yourself, your life and your experiences?



Open your eyes and try to write down a few of the questions that you thought about. Try to think of interview questions that will encourage someone to share a story, memory or idea that is important to them, but don't ask anything too personal or difficult. Here are a few examples, to help you think of questions – but try to come up with questions of your own!

- ➔ Who has changed your life for the better, and how did they change it?
- ➔ What is the most important lesson you ever learned, and where did you learn it?
- ➔ What makes you happy, and why does it make you happy?



Think of someone in your household who you could ask one of the questions you wrote. Then, ask that person if they would be willing to participate in a very short interview with you. Explain that you will use their answer to write a short, creative story. If they agree, plan a time and place when you can conduct your short interview.



At the time and place you have agreed to, sit with that person.

Have a piece of paper and your pen or pencil ready. Ask your one question and try to listen without interrupting as they answer. Try to write down or record what they say, using their own words whenever possible. Remember to thank them for sharing their story!



After the interview, write down their story, trying to use their own words.

Don't worry if their "story" is very short or if it doesn't sound like a "story" – instead, enjoy the experience of creating a very short story, and noticing what can be expressed in just a few words.



Optional: If they permit it, take a photo of the person you interviewed - while they are telling their story or after. You can also draw a portrait of that person, or draw or create an illustration of a moment or experience they described during the interview.



Share the story with that person.

It can be in writing or you can read it aloud to them and/or to others in your household.



Create more

- Find a creative way to present your story and photo or drawing together, for example, as a poster or as if it was a page in a book.
- Repeat the activity as many times as you wish with the same or new people, creating more short stories. You can use one of the other questions that you wrote down in step 2.
- If you can connect with people outside your house via mobile phone or in any other way, interview someone who is not living in your household. This may be someone you know well, or someone new.
- Organize a story sharing event with others in your household or with friends over the phone and make an audio or video recording of your event.
- Create a fictional character and imagine how he or she would answer your questions. Write an original story about your character.



Share

→ Online:

Send a photo of your creation or a recording of you reading the story aloud in the chat group. Look for more messages from the chat group to see what other adolescents have created. Participate in the conversation!

→ Everyone (Online and Offline):

Keep your interview material somewhere where you can read it again. You should share it with the person you interviewed, and they can give you permission to share it with other people as well if you wish to do so. Talk with the person you interviewed or other people about what you enjoyed and learned from your interview. Invite people from your household or friends to gather stories from each other, or from you, through one-question interviews. Write the stories you share and want to remember in a notebook.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Humans of our Household so you understand the steps and what adolescents are asked to do.
- Help your adolescent to find a quiet place where they can write without interruption or without anyone watching what they are doing before and after their interview.
- Once your adolescent has identified someone in your household whom they hope to interview, help them to plan with that person. Explain the purpose of the activity to the person and encourage them to support and participate in the interview.
- Offer to be the person your adolescent will interview, but do not push them to work with you. Help them to think of others in your family with interesting stories to share, too.

Ask your adolescent how they would like to work on this activity:

- *Would you like to work on the different steps this activity alone, or would you prefer to try it together with me, or with anyone else in our household, in addition to the person you will interview?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

2

While your adolescent is working on this activity

- Depending on what they prefer, give them time and space to work on the activity in a quiet space. You can offer them to practice their question on you before doing the actual interview.

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

- Read the guidelines in their activity guide and try to explain the directions in your own words.
- Remind them that there is not a "right" or "wrong" way to do the activity, and that they should not worry about whether they gather or write a "good" story. The purpose of the activity is to help them to relax, enjoy talking with others in your household, and practice interviewing and story-writing.
- Encourage them to try the activity again, or as many times as they wish. Help them think of new questions they might ask from the same person, or from other people in your household.

- Suggest a few interview questions. These might be questions you would ask others if you were conducting an interview. Or, they might be questions that you would enjoy answering if someone asked you. However, do not push your adolescent to focus on the questions you suggested as examples – and do encourage them to invent their own questions.

If they need more encouragement or inspiration, ask:

- Has anyone ever asked you a question that you really appreciated or enjoyed answering? What was it?
- What is a question you would be curious to ask someone in our household but never asked? (Note: Use this as a brainstorm question to encourage your adolescent to think of new ideas. Then work with your adolescent to decide whether it will be helpful or uncomfortable for them to ask this question in an interview).

3

After your adolescent is done with the activity:

- Help them to find a place and time to share their story with the person they interviewed. Let them decide together if they want others to read or hear the story and support their wishes.
- Ask if your adolescent wants to share their story with you. If they do, share encouraging words about what they created. Never correct them or disagree with how they wrote or told the story.
- Invite them to tell you more about their story:
 - Ask them to tell you more about why they chose to ask this question to the person.
 - Ask them to explain why the story is interesting, enjoyable or important.
- If you or other people in your household participate by gathering stories from each other, share the stories you gathered, and discuss your own experiences. You could discuss:
 - Similarities in your questions and stories.
 - What lessons you have learned from the interviews and stories.
 - How you will share and retell your stories with other people in the future.

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

- Remind and encourage them to share their work with the others. However, do not force them to share if they do not wish to.
- Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents will conduct a one-question interview with someone in their household, then write a short, creative and true story based on that interview. They will also illustrate that story with a photo or drawing. Through this activity they will practice competencies for empathy and respect, and communication and expression.



Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try!
- Explain that the activity will give adolescents a chance to gather a very short story from someone in their household and rewrite or retell it in a creative way. Remind them that the activity is meant to help them to listen to and connect with others in their households.
- Remind parents/caregivers that they can support their adolescents by reviewing the adolescent activity guide and their own guide.
- Explain that adolescents will need a piece of paper and a pen or pencil, and a surface to write against. They will also need a household member who is willing to participate in an interview with the adolescent and share a story.
- Inform them of the date by which they should finish the activity, and how they should share what they created.



When you share the activity guide:

- Repeat the information above, so adolescents (and parents/caregivers) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents/caregivers) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents/caregivers) that you hope they are enjoying the activity and look forward to hearing about their experiences.



After the activity:

- Remind adolescents to share a photo of their written story, and any other work they have created. Explain how they can share these with you.
- As some adolescents begin to share their stories, send encouraging reminders to others to do the same.
- Share examples of the first stories you receive with positive comments, as encouragement for other adolescents to share their stories, too.
- Invite adolescents to respond to the following questions, one at a time.
 - What did you enjoy or find interesting or important about this story? What was it like to ask someone in your household a question you had never asked before?
 - Did you share your story with anyone else in your household, besides the person you interviewed? Did you learn anything new about each other? Tell us more!
 - Whose story did you enjoy a lot from the chat group? Tell the person who made it what you liked about it!
 - Reading the stories that others have shared, did anyone gather and write a similar story to yours?
 - Get creative! How could you create another diagram, drawing, photo collage, or video to capture another person's true story? Share what you create!

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.

Household, Friend and Community Dialogue



What is the purpose of this activity?



Do you ever feel like you can't think of anything new to talk about with other people? Is it hard to talk with some people about certain topics, because you might disagree or argue?

In this activity, you will try a new way of having a dialogue with others, talking about topics that you may never have discussed before, and might spark your imagination.

What will you need?



One piece of paper, approximately A-4 size.



A pen or pencil.



One, two or more people, who are willing to work with you on a creative activity.



Step by step



Invite people from your household or your friends to have a dialogue with you.

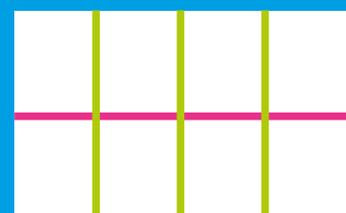
Explain that the dialogue will just be for fun. Agree to a time and place when you will have your dialogue. It should be a time when you can all join to talk and listen to each other without distractions for at least 30 minutes. The place you have the dialogue should be somewhere you can all access – online or offline. For example, if you meet in the household, choose a place where you can sit facing each other, in a circle or around a room. (If you eat meals together, mealtime might be a good time to have your dialogue.)



Optional: Plan for your dialogue to take place one or two days after you begin preparations that are shown in steps 2-4.



Prepare for the dialogue. Take your sheet of paper. Fold it in half along the "long" edge (the red line) and in thirds once along the "short" edge (the green lines), as shown below. Then, unfold it.




3

Find a flat surface that you can draw or write against. In the six rectangles, write one of these prompts per rectangle:

- ➔ **What is one of your favorite memories from childhood?**
- ➔ **If you could interview a famous person, who would you choose, and what would you ask them?**
- ➔ **If you could go back in time and live in another historical period, what period would you choose and why?**
- ➔ **If you could build a robot or a machine that could do anything, what would it be able to do, and what would it look like?**
- ➔ **If you could visit any other place in the world, where would you go and how would you spend your first two days there?**
- ➔ **If you could be another living creature, that is not a human being, what would you choose and what do you think a day in your life would be like?**

When you are done writing, cut or tear the paper into six “cards,” each of which has one question on it.

4

Make the question cards visible to all the dialogue participants, but keep the questions facing down so they cannot see them. Invite one person to select or draw one card at random. The question on the card is the one you will use for your dialogue. Show it to everyone who will participate in the dialogue so they can begin to think of what they want to reply.

(Keep the question card - you will use it during the dialogue! Keep the other five cards, too, so you can repeat the activity if you wish).

**5**

At the time and place you have agreed to hold your dialogue, invite your participants to join and welcome them. Agree on the following rules for the dialogue:

- ➔ Only the person holding the question card can speak.
- ➔ Everyone else should show that they are listening and should not be doing other things at the same time.
- ➔ Each person should only speak for 5 minutes total when it is their turn. When they are done speaking, they should pass the word to the next person.
- ➔ Each person should focus on answering the question while they are speaking. They should not speak about other topics during the dialogue.
- ➔ If someone wants to observe, but not participate in the dialogue, the people actively participating should decide if they may do that.
- ➔ This activity is for fun! No one should tease or criticize what another person shares.



Hold your dialogue, giving each participating person a chance to speak.

If you can, take a photo during or after your dialogue. After the last person has spoken, share a round of applause and thank everyone for participating!



If you want, you can discuss what was surprising or interesting during the dialogue, and what new things you learned about each other. You can ask for permission to share these things with others to spark more dialogue.



Create more

- Write a story or create a drawing based on the memories or ideas that one of your participants shared. Surprise them by showing it to them!
- Hold another dialogue anytime you wish with household members and friends. Use the other five question cards for the dialogues to learn new things about each other.



Share

→ Online:

Share a short report about your dialogue. Mention the question you chose. Share a surprising, interesting or funny thing that someone told you, if they give you permission to do so. Send these to the chat group.

Look for more messages from the chat group to see what other adolescents have experienced in their household dialogues. Participate in the conversation!

→ Everyone (Online and Offline):

Keep what you have written or drawn in a place where you can find it again. You can share your experience and creations with others who might enjoy hearing about it. You can put it out in the household for everyone to read and become inspired by it. and create one long list.





Guide for parents and caregivers

1

Before your adolescent starts this activity

- Read the activity guide for Household, Friend and Community Dialogue so you understand the steps and what adolescents are asked to do.
- Support your adolescent by showing interest in participating in the Household, Friend and Community Dialogue they organize. Encourage others in your household to participate supportively as well.
- Help your adolescent to choose a good time and place for the dialogue.
- Support your adolescent in preparing the “question cards” and in arranging for one of the participants to choose, at random, the question card that will be used for the dialogue.
- Review the suggested activity rules together. Consider adding or changing rules that will help ensure an enjoyable, relaxing dialogue. For example, you may wish to consider including a rule that no one checks their mobile phone during the dialogue.

Ask your adolescent how they would like to work on this activity

- *Would you like to prepare the question cards on your own, or would you like for me to do this with you?*
- *Do you want to invite others in our household to the dialogue yourself, or would you like for me to do this with you?*
- *Do you agree to the “dialogue rules” that are suggested in the activity guide? Are there any others you suggest that would make our dialogue more enjoyable and interesting?*

Accept and support their answers to these questions. Once they have told you their preferences do not push them to try the activity another way.

Note: You may wish to suggest your own dialogue questions, instead of using the six from this activity. However, you are encouraged to try using one of these questions first. If you do wish to think of your own questions, be careful to avoid questions that may prompt anyone in your family to strongly disagree, argue, lecture or scold one another, or feel scolded. Keep in mind that such topics may add to your stress during an already stressful time, and the purpose of this activity is to have fun together.

2

During your family dialogue:

- Encourage that your adolescent is the one leading the activity and explaining it to the participants and helping everyone to agree to the rules together.

- Help to make sure that everyone in the dialogue follows the rules.
- Help to manage the time:
 - Make sure everyone tries to speak for maximum 5 minutes and that no one talks for so long that others get tired or bored.
 - Encourage participants to continue the dialogue for as long as needed so that everyone has an opportunity to speak, but do not force them to continue if people feel tired. In this case, pause the dialogue and agree to continue again another time.

If your adolescent or anyone else are confused about how to do the activity, and want your help:

- Read the guidelines in the activity guide and try to explain the step by step in your own words.
- Remind them that there is not a “right” or “wrong” way to do the activity, and that they should try to answer the question in a way that they enjoy. The purpose of the activity is to help people enjoy spending time together by having a fun, relaxing and creative dialogue about a low-stress topic.
- Encourage everyone to try the activity again with the other questions.

3

After your adolescent is done with the activity

- Help them to find a place and time to write or draw about what was shared, and how they felt, during the dialogue.
- Ask if your adolescent wants to share what they wrote or drew about the dialogue. If they do, share encouraging words about what they created. Never correct or criticize them.
- Talk with them about your memories and feelings about the dialogue. Share what you enjoyed, found surprising, interesting or funny about what others said, and invite your adolescent to do the same. Discuss what you learned about each other through the dialogue. Discuss whether you would like to have another dialogue.
- If they are participating in a discussion with a facilitator and other adolescents using their mobile device:
 - Remind and encourage them to share their thoughts and feedback about their dialogue in the chat group. (However, do not force them to share if they do not wish to.)
 - Encourage them to participate in the conversation with the facilitator and the other adolescents.



Facilitator guide

Activity Purpose

In this activity, adolescents organize a dialogue about a thought-provoking, non-sensitive topic with others in their household. They can also have the dialogue with friends and community members over phone. Then, they will share thoughts and reflections about the dialogue. Through this activity, they will practice competencies for empathy and respect, communication and expression and problem solving and managing conflict.



1 Preparing adolescents and families

- A few days in advance, announce that adolescents will receive a guide for this activity. Encourage adolescents to have fun and give it a try! Reshare the guide the day before adolescents begin the activity.
- Explain that the activity will give adolescents a chance to talk with others in a new way, about a creative, low-stress topic. Remind them that the activity is meant to help them to listen to and connect with household members and friends, and also to have fun.
- Remind parents/caregivers that they can support their adolescents by reviewing the activity guide and their own guide.
- Read the activity guide carefully and explain to the adolescents how to prepare for the activity.
- Inform them of the date by which they should finish the activity, and how they should share what they created.



2 When you share the activity guide

- Repeat the information above, so adolescents (and parents) understand how to participate in the activity, and what to do next.
- Explain to adolescents (and parents) how they can communicate with you to ask any questions they may have.
- Send encouraging messages to remind adolescents (and parents) that you hope they are enjoying the activity and look forward to hearing about their experiences.



3 After the activity

- Remind adolescents to share their experiences with their dialogues. Explain how they can share these with you.
- As some adolescents begin to share their stories, send encouraging reminders to others to do the same.
- Share examples of the first feedback you receive from adolescents about their dialogues with positive comments, as encouragement for other adolescents to share their stories, too.
- Invite adolescents to respond to the following questions, one at a time.
 - ➔ *Which question did you discuss for your dialogue? What was the most interesting, surprising or funny way someone answered the question?*
 - ➔ *What is something new you learned about the participants from your dialogue?*
 - ➔ *Was this dialogue similar to or different from the way you usually talk with others? Tell us more about your answer!*
 - ➔ *Get creative! How could you create a written story, drawing, or performance about something one or more people shared in your dialogue? Share what you create!*

Allow some time (possibly a day or so) between each question so adolescents have time to respond.

- Send a closing message thanking them for participating. Congratulate them on their posts and creative work. If you will be sharing their posts and creative works in another way, inform them of this and ask for their permission to do so. Let them know if they should expect another activity.

COVID-ADAPTED ENERGIZERS

COVID-adapted energizers

COVID-adapted energizers can be used by adolescents individually, in the family unit (where applicable), or in very small groups (i.e. 2 or 3 adolescents) for adolescents in COVID-quarantine.

Energizer #	Energizer name	Energizer description
1	Contour drawing	Use a drawing exercise to relax and experience drawing as a way to relax, without attempting to draw a specific image
2	Follow my lead	Adolescents perform a physical stretch and the rest of the group copies their moves
3	Group statues	Adolescents play a game where they must portray a word by posing like statues
4	Guess who I am	The name of a famous person is placed on adolescents' backs and they must try to find out who it is
5	Memorize my moves	Adolescents each create a dance move one at a time, while the whole group must memorize the series of moves in order
6	My string partner	Participants match strings of different length then learn about each other's common interests
7	Relaxation response	Adolescents practice simple meditation and breath awareness techniques to reduce their stress.
8	Tall stories	Adolescents create a story together as a group with each person adding on their own sentence
9	The Dao of Drawing	Adolescents use a drawing exercise to relax without attempting to represent a specific image
10	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.



Contour drawing

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



1

Place a few items (water bottle, umbrella, shoe, empty cup) in front.



Optional: If you wish to do so, you can add one or two personal items as well.

2

Have at least one piece of paper and a pencil or pen ready. 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

Draw as long as you feel like it.



4

Place your drawing on the floor or on a table and look at it.



5

Discuss or think about:

- Which object did you like drawing?
- Can you recognize any of the objects in your drawing?
- 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?

Supplies

One piece of paper and one pen or pencil, and a few objects of any kind.



Suggestion: Choose objects of different shapes and sizes.
Examples: a water bottle, a football, an empty plastic bag, an umbrella, a water jug).





Follow my lead

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



1

Ask adolescents to get ready to stretch and have fun.

2

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

Stretch 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 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 by video recording it and sharing it in the group and have everyone else copy what they do. 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.

Supplies

None needed if the Energizer is done in with other household members. If it is done through the chat group, then you will need a device that can record and send videos.





Group statues

Adolescents play a game where they must portray a word by posing like statues



Note: This Energizer works best with real-time video calls between Facilitators and adolescents in their chat groups, or at home with other household members.

1

At the start of the game ask the adolescents to move around their room, loosely swinging their arms and gently relaxing their heads and necks.

2

After 10-15 seconds the facilitator will announce a word. The adolescents 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.**



Optional



Use words that relate to themes adolescents have been exploring through their activities, such as peace, stress, or love.

Call on a volunteer adolescent to call out words for the game.





Guess who I am

The name of a famous person is placed on adolescents' backs and they must try to find out who it is



Note: This Energizer works best for being done in-person between adolescents and their household members.

1

Ask everyone to sit comfortably somewhere in the space. Each person should have a piece of paper and something to write with.

2

Each person 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 everyone stand in a line. The facilitator will then tape a piece of paper to each participant's back.



4

No one will 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



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.



Memorize my moves

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



Note: This Energizer should be done with others - it can be with other members of your household or with the members of your chat group.

1

Get ready to dance.

2

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 or the person they nominate 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

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.

Supplies



None needed if the Energizer is done in with other household members. If it is done through the chat group, then you will need a device that can record and send videos.





My string partner

Participants match strings of different length then learn about each other's common interests



Note: This Energizer works best for being done in-person between adolescents and their household members.



1

Nominate a person to be the facilitator of the activity. 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 participating gets one piece of string. The strings should be different lengths, some short, some long.

2

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:

“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 favourite colour, a favourite food).”

4

If any of the partners seem shy or silent, give them ideas of things they share in common (e.g. they both have a nose on their face or they can both look up and see the sky).



5

Once the partners have had a chance to talk, bring everyone back together in a circle. Each person 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?



Supplies

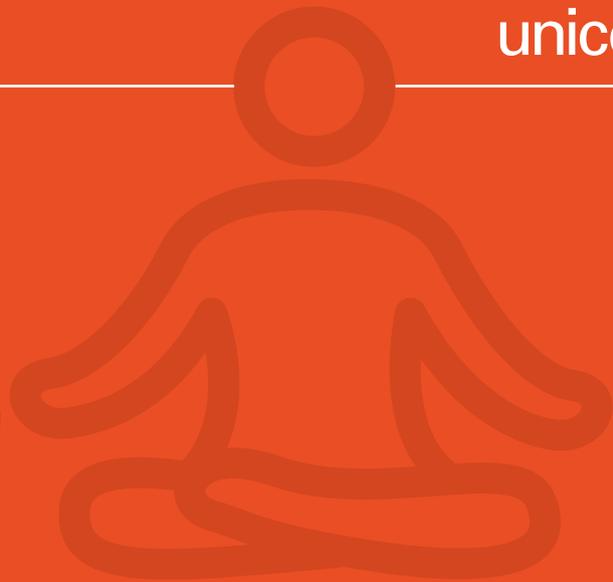
- String
- Scissors





Relaxation response

Adolescents practice simple meditation and breath awareness techniques to reduce their stress.



Note: If this Energizer is sent through SMS/group chat, the Facilitator can prerecord the messages for facilitation and send it as an audio file that the adolescents can play and listen to on their devices. If it is done in a household, nominate someone to be the facilitator of the activity.



1

Facilitator says/writes

“Is it hard to sit still and relax?” 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/writes

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



4

Ask the adolescents to lie down on the floor or ground on their backs, with some space around them.

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. Make your voice calmer and leave more time between each instruction.

Facilitator says/writes

- "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."
- "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."

6

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



7

Facilitator says

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

8

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

9

Facilitator says

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

Discuss

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



10

Facilitator says

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

You can repeat this activity anytime you feel like you need a little break and that you need to relax.

- **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.

Supplies

None needed.





Tall stories

Adolescents create a story together as a group with each person adding on their own sentence



Note: This activity can also be done with other household members. You just need to nominate a facilitator who can guide you through the steps.

1

Ask participants to get ready to participate and create a story together.



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 nominates the next participant who continue with a new sentence, ending by saying "SUDDENLY..."

4

Facilitator says "Here's an example"

"I was walking to get water when SUDDENLY..." then the participant after 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 nominates the next participant for the next sentence.



6

Continue around the group until everyone has added a sentence.

7

When you finish the first story, play again if the adolescents want to create another story.



Supplies

None needed.



The Dao of Drawing

Adolescents use a drawing exercise to relax without attempting to represent a specific image



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 that do not touch or cross each other. On the other side, draw a few lines that do touch or cross.



3

Post a photo of your own drawing to 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.



Facilitator says

4

There are only two rules.

"The **first** 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 **second** rule is to draw silently (without talking)."



5



Optional: If you have a way to play music for the adolescents while they draw, select a quiet piece of music without lyrics and play or send it in the group, so the adolescent can listen to it. 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?"



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.



1

Facilitator says

“On a piece of paper or in the group chat 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?”



2

Adolescents write their name, along with four pieces of information about themselves on a piece of paper or in the group chat.

3

Participants are paired together with one other adolescent in the group. They will take turns guessing or writing in the group chat to guess which of the four pieces of information is false. The other participant should then confirm which piece of information was false.



