The Adolescent Kit for Expression & Innovation

Adapted Resource Package for COVID-19

Including Quick Guides for Facilitators and Parents & Caregivers
The Adolescent Kit: 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 and isolation.

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 mobility restriction, where adolescents are unable to gathering due to e.g. safety concerns, social norms, disease outbreaks requiring social distancing, etc. The adapted activities are part of the Adolescent Kit: Adapted Resource Package for COVID-19 (referred to as the Adapted Resource Package).

The original Kit and the adapted version are complementary. In its original form, the Kit activities are carried out through in-person group sessions, Adolescent Circles, led by trained facilitators. In contrast, the adapted version offers activities that can be carried out by adolescents themselves wherever they are. Additionally, the adapted version offers instructions for parents & caregivers and facilitators on applying the activities at home or through platforms such as radio, TV or WhatsApp.

We strongly encourage UNICEF and partners to use the Kit in its original form if feasible and safe. If the adapted version is used, it is important to transition the adapted, remote activities into in-person sessions if and when 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. It also benefited from a field review by UNICEF’s regional and country offices.

Introduction to the Adolescent Kit: Adapted 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 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, fund 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 Parents and caregivers, and facilitators – please continue reading the Quick Guides below!

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!

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

Components of the Adapted Resource Package

- **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.

- **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.

- **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.

- **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).

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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.

Build connections
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 programme 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.

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.
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.

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.

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.

Challenge and encourage
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 to 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.
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

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.

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!