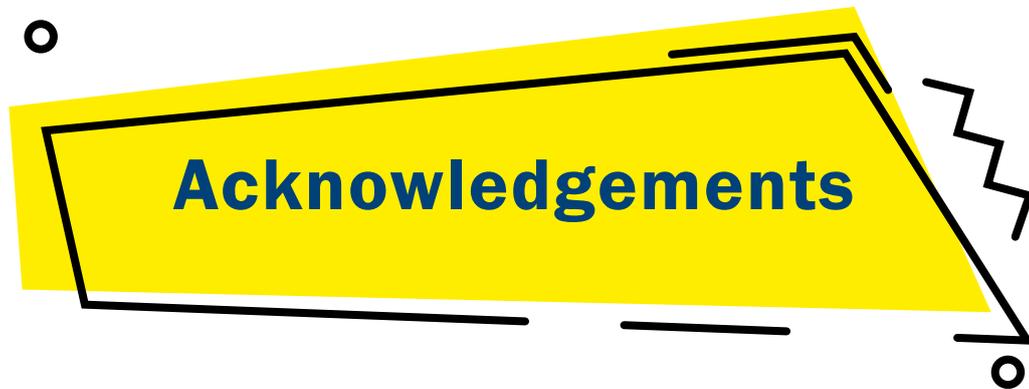




**You  
create  
ART-KIT**

**Participatory Action Research for  
Young Change Makers, 2019**



## Acknowledgements

The authors would like to thank the incredible energy, enthusiasm and hard work of all the Youth Leaders in Egypt and Iraq who participated in co-developing this methodology. Their ability to dive deeply into creating positive change for themselves, their peers and communities was inspiring. We would especially like to thank the dedicated Terre des hommes teams in Egypt and Iraq, including trainers, project coordinators and managers, monitoring, evaluation and learning specialists, translators and adult allies, who put their hearts into supporting youth and youth voice through the arts. Thanks also to the Terre des hommes team in Switzerland and the International Institute for Child Rights and Development team in Canada for the ongoing support and partnership.

**Authors:** Vanessa Currie, Laura Lee & Laura Wright



# Welcome to the YouCreate Art-kit!

Dear Youth Leaders,

---

YouCreate is an opportunity for you to grow and learn to become the best leader you can be. In this Art-kit we have built a process that will guide you through a journey of discovery. Along the journey you will build strong relationships and learn new ways to use the arts to create positive change in your communities.

As a Youth Leader, you will lead activities with a group of youth, your youth group. You can use this Art-kit to support you to lead activities with your peers and to keep track of the work you do together.

All of the Art-kit activities are designed for you to lead. You will also have support from Adult Allies, or support people, who can help you out along the way.

Through the YouCreate process you will embark on a journey of discovery with your peers, to learn about aspects of their lives that are both positive and challenging. Together, you will guide your youth group to develop a project, an Art-Action project that uses the arts to create positive change in your lives.

The Art-kit includes a sequence of art-based activities, as well as some suggestions for fun play-based games. Feel free to adapt or modify activities in the way that best suits your youth group.

Being a Youth Leader is a lot of fun and a big responsibility. We hope that you will learn a lot and support your youth group through this experience.

We wish you the best on your journey ahead!

Sincerely,

The YouCreate team at Terre des hommes and the International Institute for Child Rights and Development

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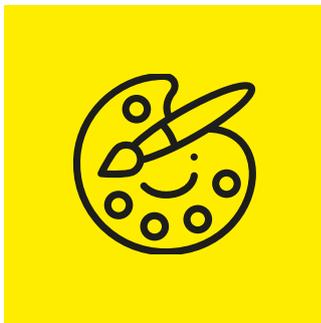
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**PACKING YOUR BAGS FOR  
THE JOURNEY**

# Important Definitions

The following words are used throughout the Art-kit and so we have included the definitions here for you to refer to.



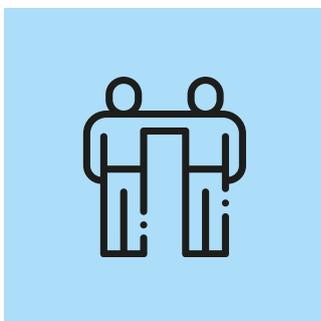
## Arts

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.



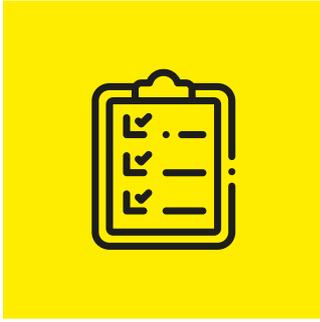
## Children's Rights

The United Nations Convention on the Rights of the Child (UNCRC) lists the rights that children need to live, be safe and develop their full potential. Children, age 0-18, are human beings, each with his or her own rights.



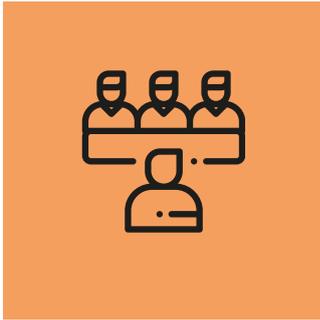
## Inclusive communities

Communities that include people of different gender, race, ethnicity, religion, age and abilities; where living in harmony is encouraged and everyone can be an active member of the community.



## Monitoring, Evaluation, and Learning

Activities that help us to look at what works well and what is not working well in any program. Monitoring is when we keep learning about how a program is going by collecting information. Evaluation is when we spend more time assessing a program at a certain time. This might be at the middle or end. Learning is important to build into the program what we learn during our monitoring and evaluation process.



## Participatory Action Research

Participatory action research (PAR) is a process where the researchers (the Youth Leaders) and the participants (the youth participants) work together to understand the strengths and challenges in their communities, and then plan and lead projects that build on strengths and address challenges to promote positive social change. After they lead projects they can then reflect on what they have learned to make projects even better in the future.



## Youth Resilience

Resilience is the idea that despite challenges youth face in their lives, they can take actions to survive and to thrive. They can both draw on personal, family, and community resources to respond to challenges and can also be supported by people and services. Through difficult life experiences, many youth learn valuable life lessons and come out stronger as a result.



## Wellbeing

Wellbeing is when you feel well in mind, body, spirit, and heart. Everyone has different things that make them feel well. Some things that contribute to wellbeing are strong relationships with friends and family, a supportive community, activities you enjoy doing that make you feel happy, having access to cultural, health and social care, and having a role to play in your family or community.



## Youth

The United Nations defines youth as anyone between the ages of 15 and 24 years old. Other countries and regions sometimes define youth differently. The African Youth Charter includes people between the ages of 15 and 34 years.



# What is the YouCreate Art-kit all about?

The following section is an introduction to the YouCreate project and your role as a Youth Leader. Be sure to walk through this with your Adult Ally. You can also use this as a basis of what to present to youth participants when you are explaining YouCreate.

## Who is this Art-kit for?

You! Any young person between the age of 15 to 25 years old who is a Youth Leader for the YouCreate project and is excited about having a positive impact for their peers, family, and community through creative and digital arts. Your Adult Allies can also read this Art-kit to learn more about the project and how they can best support youth.

**The Art-kit is your main resource for leading youth participants through the YouCreate process, so please read it carefully.**

## What is this YouCreate project all about?

This project supports you to work with your peers to explore the role of creative and digital arts that support youth's wellbeing. You will be working with other youth to understand their daily lives and come up with art-based projects that build on the good things in their lives and address some of the challenges.

## What is the goal of YouCreate?

To create a positive space for youth affected by migration and adversity to strengthen their wellbeing, resilience and sense of belonging, develop skills in leadership and the arts, and actively support their communities.

## What is my role as a Youth Leader?

- Participate in 1 training workshop to learn about facilitating, leadership, and note-taking, and the exciting activities in this Art-kit.
- You will act as a Youth Leader guiding your youth group through the activities in the Art-kit.
- You will help your youth group implement an art-action project.
- You will coordinate with the Adult Ally and project team.

## Who is on my team?

Each YouCreate team will have **2 Youth Leaders**. Each Youth Leader will take turns acting as facilitator and note-taker during YouCreate activities. You will also have an **Adult Ally**, or adult staff person, who will be there to support you along the way. You may also have others like a **Monitoring Evaluation and Learning (MEL) Specialist** and a **Psychosocial Support Worker**. Ask your Adult Ally to confirm who is part of your team.

## What can I ask from my Adult Ally?

Your Adult Ally is your main support person for YouCreate. Your Adult Ally can support you by:

- Organizing youth participants, a space for your youth group to meet and materials for the session.
- Being present at every activity, including supporting you to plan activities and to debrief and prepare your notes afterwards.
- Answering any questions you have about YouCreate, brainstorming ideas and troubleshooting together.
- Liaison with other adult members of the team, such as the Psychosocial Support person and MEL Specialist.
- Being prepared to support you in other project related areas that you need.

## Who are the youth in my youth group?

Youth, age 15-20, will participate in the project, and you will manage a group of 20 youth.

## What is the time commitment?

YouCreate will be implemented over 3 months with your youth group. This can easily be done after school and on weekends, to fit into your busy lives, you will find the meeting times that work well for you and your youth group.

This will include your training, leading activities with youth, meeting with your co-facilitator and your adult support team. As a Youth Leader it is important you are there to lead the entire process.

If you do not have this much time, you can do a mini-PAR in one week. **Talk to your Adult Ally to determine what is best for your group.**

## What are the benefits of participating in YouCreate?

We hope you will join to have lots of fun, meet new friends, reflect on your experiences, contribute to your community, and gain valuable project management skills, artistic skills, action research skills, and leadership skills. At the end you will get a certificate to honour your role in the project.

## What is in this Art-kit?

The Art-kit supports you to plan, implement, monitor, and evaluate youth-led Art-Action projects. The activities in this Art-kit will assist you to lead your peers to better understand some of the challenges they are facing, build on their strengths and resources, and design projects to address some of the challenges.

The Art-kit is a guide that you can use for planning and leading activities and provides tips and tricks for supporting your work.

## Can I design my own activities and/or make changes?

Yes! Please be as creative as you like. Remember to keep the main purpose of the activities you would like to adapt and follow the vision set by the youth in your group, but feel free to revise the games and activities to make them more relevant to you and your community.

## Is this a research project?

YouCreate is a Participatory Action Research (PAR) process. That means that Youth Leaders will be acting as researchers and working alongside youth participants in research. As we mentioned in the definition of PAR, this is a process that will help you explore strengths and challenges in youth's daily lives, and then plan and implement arts-based projects together that address some of these challenges.

## What role does art play in YouCreate?

Each of the activities in YouCreate will draw on a specific type of art, such as painting, drawing collaging and drama. Working with your youth group, you will also choose different types of art to build into your project. Through YouCreate you will have the opportunity to build new arts-based skills and deepen skills you already have.



# YouCreate: Participatory Action Research

## What is Participatory Action Research (PAR)?

Participatory action research (PAR) is a process where the researchers (the Youth Leaders) and the participants (the youth participants) work together to understand the strengths and challenges in youth's daily lives, and then plan and implement projects that promote positive social change. Through PAR, you and your peers will have time to think about your daily lives and then create the positive change you want to see. In this project you as "Youth Leaders" are also the "researchers".

## What is unique about this PAR?

In YouCreate, you will be using a youth-led model of PAR. You and the youth you are working with will be leading the whole process! This is youth to youth and by youth! The other exciting part is that it is arts-based, that means art is incorporated into every activity as well as into the final art-action projects that you will be working towards.

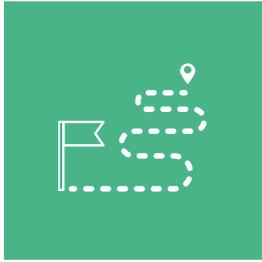
## What are the steps in the YouCreate PAR journey?

There are 5 phases in the YouCreate PAR: (1) Map, (2) Explore, (3) Plan, (4) Art-Action, (5) Reflect & Share (see Figure 1 below). Here is a description of each of the 5 phases in more detail:



## 1. Map

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.



## 2. Explore

The United Nations Convention on the Rights of the Child (UNCRC) lists the rights that children need to live, be safe and develop their full potential. Children, age 0-18, are human beings, each with his or her own rights.



## 3. Plan

Communities that include people of different gender, race, ethnicity, religion, age and abilities; where living in harmony is encouraged and everyone can be an active member of the community.



## 4. Art-Action

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.



## 5. Reflect & Share

This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti.

### Examples of Art-Actions and Challenges to Address:

- Develop and perform a play to share with the community what it is like to be a youth, addressing the lack of understanding of the challenges of being a youth.
- Connect with a local artist to learn traditional dance and do a community performance, addressing the loss of traditional art forms.
- Create a community-garden to grow food together and decorate it with public art, addressing the lack of access to good food and the lack of public art in the community
- Create a blog to share your artwork, stories and songs with the world, addressing the lack of attention to youth's voices in the national & international community.

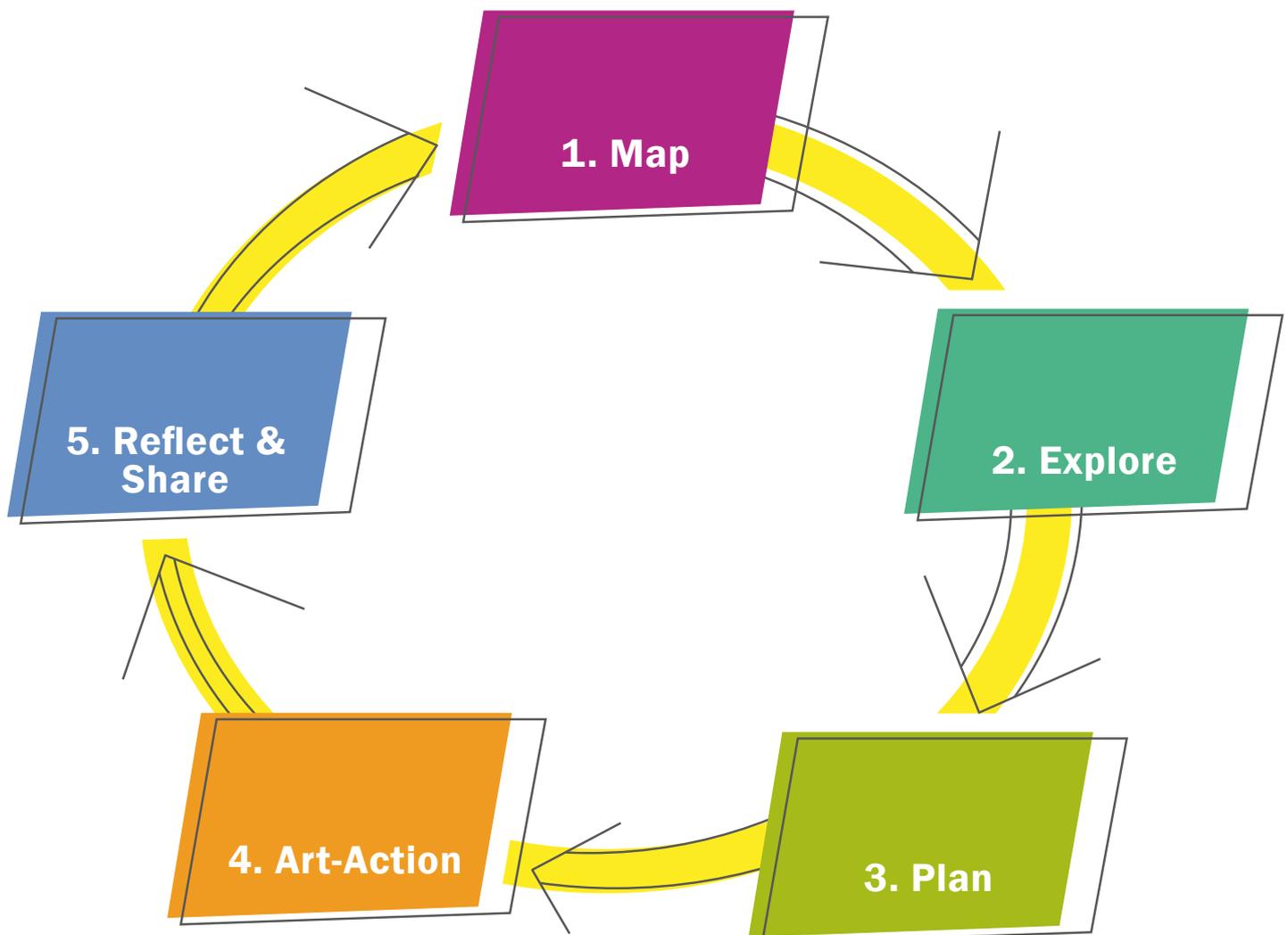


Figure 1: YouCreate Arts-based Participatory Action Research

## What are the Key Principles of YouCreate PAR?

Each participatory action research (PAR) process is different depending on where it's implemented, who the people involved are and what the goals and objectives of the process are. The following principles are important for the YouCreate PAR:<sup>1</sup>

### The YouCreate Approach:

**Arts-based:** YouCreate will use arts and creative activities to engage youth in thinking about their world as well as using the arts as a means to implement their arts-actions or ideas for positive social change.

**Strength-based:** Draw from the strengths that exist within youth, their families and broader communities, such as loving families, knowledge of traditional songs, or a local park or supportive local business. By exploring strengths, youth can draw on these to support and develop their Art-Action projects.

**Meaningful Participation:** Youth's meaningful participation is central to this whole process. Once you have received training as a Youth Leader, it will be your job to encourage youth in your group to participate, sharing their thoughts, ideas and working together to build an arts-based project. It will take some practice to encourage equal participation from all the youth in your group. Building trust and respect within your group, through the activities in the Art-kit, will set you on the right path.

**Inclusivity:** Everyone is welcome in YouCreate. In fact our differences of culture, ethnicity, race, religion, age, gender or ability add to the rich mix of experiences and can create amazing learning opportunities and beautiful art.

### Principles for Carrying out this Approach:

**Flexibility:** Let go of strict project planning procedures that aim to control the process or outcome, allowing the project to unfold, and giving flexibility to respond to opportunities when they arise.

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<sup>1</sup> Adapted from:

Currie, V., & Heykoop, C. (2011). CPP Circle of Rights Workbook Series: Reflective Planning for Social Change. Victoria, BC: International Institute for Child Rights and Development. Retrieved from [http://www.iicrd.org/sites/default/files/resources/Circle of Rights Workbook- CPP 2011.pdf](http://www.iicrd.org/sites/default/files/resources/Circle%20of%20Rights%20Workbook- CPP 2011.pdf)

Smith, L., Bratini, L., Chambers, D.-A., Jensen, R. V., & Romero, L. (2010). Between idealism and reality: Meeting the challenges of participatory action research. *Action Research*, 8(4), 407-425. <https://doi.org/10.1177/1476750310366043>

Kim, J. (2016). Critical Social Work Youth Involvement in Participatory Action Research (PAR): Challenges and Barriers *Critical Social Work* 17(1). *Critical Social Work*, 17(1). Retrieved from [http://www1.uwindsor.ca/criticalsocialwork/youth\\_involvement](http://www1.uwindsor.ca/criticalsocialwork/youth_involvement)

**Equal partnerships:** Youth will be the leaders in this project. Youth Leaders, your Adult Allies and the youth you are working with will work together in partnership throughout the process.

**Team:** Equality, trust and open communication will go far in creating a strong team. In order to grow a strong team, try to keep the same group of youth involved throughout the process. If youth need to leave the group, work with your Adult Ally to identify new youth participants.

**Trust:** Spend time building trust between youth participants, Youth Leaders, and Adult Allies. This is extremely important to the success of the project.

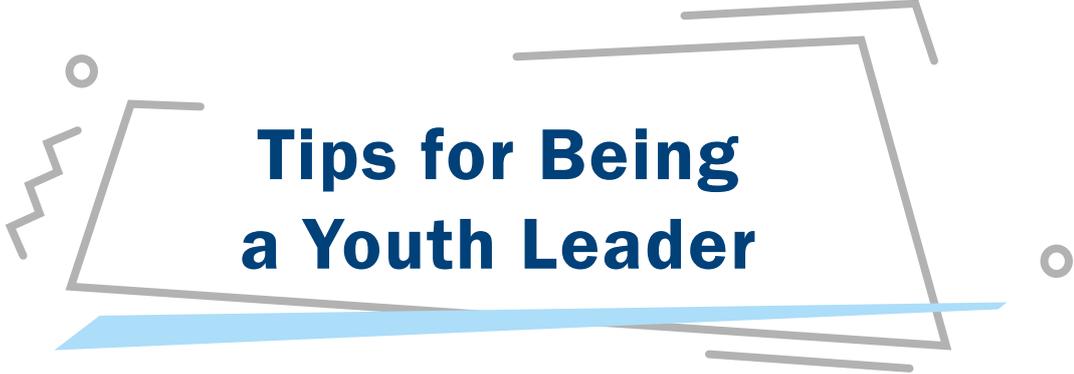
**Open communication:** Establish boundaries for respectful communication between members of group. Allow time for planning, debrief, and reflection.

**Confidentiality:** Since youth in the project may be sharing personal stories, encourage youth not to share what they hear outside of the group. Remind participants to keep each others information private. Also let them know that any information collected in the project will not be attached to their names. Let them know that if they share something with you that puts them or their peers at risk then you will need to follow up with someone who can support them to be safe. Ask your Adult Ally to help you refer to the TdH Child Safeguarding Policy.

**Youth's roles and responsibilities:** It is important to recognize the commitments of youth participants, such as at school or home, and support them to engage in YouCreate while still being able to carry out their responsibilities.

**Be ready to respond to Art-Action ideas at any time:** If an idea for a simple Art-Action emerges early in the process it can often work well to implement this, so that the youth can see the benefits of the Art-Action process right away. For example, at the end of the visioning activity if youth decide they want to paint their vision as a mural on the wall of the community centre, you might want to do this right away as part of building momentum and excitement in YouCreate.

**Enjoyment and fun:** Remember that you are on a fun journey together, so take time to enjoy one another in a relaxed environment, laugh and celebrate together.



# Tips for Being a Youth Leader

**As a Youth Leader there are  
2 important roles you will play:  
Facilitator  
Note-taker**

The most important tip for being a Youth Leader is to work as a team with your co-facilitator. Each group will have two Youth Leaders, one that will facilitate and one person that will take notes and jump in for support where needed. You may want to take turns playing each role, as both are very important and will help you gain new skills.

- 1. Practice strong leadership and facilitation:** The facilitator is a listener and guide. It is your job to help youth feel comfortable to participate in all the activities. Focus on building the team spirit of your youth group, making sure all youth feel respected and included.
- 2. Practice thorough Note-taking:** The note-taker collects and records detailed ideas from the youth (through written notes or an audio recorder).
- 3. Share Feedback:** You will be leading with a co-facilitator (sharing facilitation and note-taking roles). At the end of each activity ask each other to provide constructive feedback to improve performance. Sit down with each other and share what worked well and why. Then take time to discuss what could be improved going forward and how. This means feedback that is reinforcing (supports them to see their positive behaviours and how they contribute to success) and corrective (supports them to see behaviours they can modify to learn and grow). Focus on the behaviour not the person in your feedback. Be specific to support growth! For example (positive feedback): “you used strong eye contact and nodded as you listened to participants, the impact

was that participants leaned in to listen and felt heard when they spoke, going forward you can continue to use supportive body language in your facilitation.” For example, (constructive feedback): “I noticed that during the activity, you turned your back to the participants a few times and spoke quietly. The impact was that participants mentioned they could not hear you and some began to fidget and talk amongst one another. Going forward you may consider facing the participants and ensuring your voice and great facilitation techniques can be heard.”

4. **Give yourself Feedback:** Take notes in your journal (Appendix 8: Youth Leader journal Reflections). What do you feel worked well? Why? What could you improve on? How?
5. **Recognize Successes!** Take time to value your own strengths and the youth’s strengths. Find ways to make people feel special and valued.





# Tips for Facilitation

Supporting the meaningful participation of other youth is as much about the process as the end result. Here are some tips on how to build relationships and work with your peers:<sup>2</sup>

**To be a good facilitator you need to:**

## Build Relationships

- **Use a positive approach:** Stay positive and energetic.
- **Be a role model:** Act in positive ways. Share healthy values that other youth can learn from. Guide youth, but do not direct them or assert your opinion.
- **Build relationships:** Help youth feel valued and respected. Create spaces of trust by using activities like the Circle of Trust (see Activity 1). Be sensitive and sincere.
- **Be patient and flexible:** Things don't always go as planned!
- **Be prepared with back up ideas and activities:** "Plans mean nothing, planning is everything". Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – don't forget your sense of humour and that it is important to listen to what the youth are telling you!

## Listen and Speak with Youth

- **Actively Listen:** Take time and listen carefully to youth and their stories. Make sure you are fully listening and not just waiting to speak. Listen as much to what youth say, as to what they do not say. There is much information in their silence and body language.
- **Treat youth with respect:** Sit with youth while they are doing activities, ask questions and learn how they see things and engage with their communities.
- **Pay attention to body language:** Watch body language (e.g. fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how youth are feeling during activities.
- **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that based on our own life experiences and culture. Remember that your own experience will affect your understanding of others' stories.

---

<sup>2</sup> Adapted from Currie and Heykoop, 2011.

## Ask Good Questions

- **Ask open-ended questions:** Open-ended questions do not have 'yes' or 'no' answers. An example of a close-ended question is 'Do girls have less opportunity for creative activities than boys?' An open-ended question would be 'How does girls' involvement in arts and creative activities differ from boys?'
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give youth a choice in their answer. An example of a leading question would be 'When you have free time, is playing sports more important to you than doing arts or creative activities?' A non-leading question would be, 'What type of activities do you like to do in your spare time?'
- **Reinforce that there is no right or wrong answer:** Encourage youth to express their opinions and feelings freely without judgment.
- **Use Probing:** Probing is when you gently ask questions to learn more detail based upon your first question. This is useful when you want to find out more about what a participant is thinking. Helpful probes are 'Can you tell me more about that?' 'Why do you feel that is?' 'You mentioned you love the guitar, what about guitar do you love?'
- **Use Prompts:** Prompts are expressions or words that encourage a participant in their story. Sounds such as 'uh huh' show that you are interested and actively listening and encourage a participant to keep going. Make sure not to use words/phrases, such as, 'right', 'perfect', 'well done', or 'that's an awful idea', that suggest you have an opinion about their answer. Your role is to facilitate a process for them to share without your judgement. Find the common prompts in the area you will be working.
- **Use Repetition:** By repeating a participant's last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Avoid Editing and Expressing Opinion:** Avoid adding comments or questions that show your thoughts or opinions on the subject.
- **Ask basic questions:** Basic questions can help you explore a subject more deeply. They help you put aside any ideas or judgments of your own and learn from the youth. In this sense you are seeing the participant as the 'expert' in the subject. For example: What do you think about that? How does that make you feel? Would you like to say more about that?

## Support Diverse Behaviours

- **Be patient:** Show patience and empathy with youth.
- **Show respect:** Show respect for youth's perspectives, even if you disagree.
- **Provide youth with special opportunities:** If a youth is restless, or acting out, give them a special job such as writing on the flipchart, so that they feel recognized and valued.

- **Explore their concerns:** Give room for youth to voice their concerns, including about the project, as you could gain valuable information.
- **If a participant is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can join the activity anytime. If it feels comfortable, ask them a couple questions about their lives or another topic to help them relax, then return to the activity.

## Support the Group

- **Engage youth of all ages:** Depending on the age-range in your group, you may need to make little changes to activities so that they meet everyone's needs. For example, you may use different words and ideas to explain something to a 15 year old than to a 20 year old. Be sure you are engaging everyone.
- **Be inclusive:** Find ways to adjust your facilitation so that all youth present can participate. Pay specific attention to youth with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone, and everyone can implement the activities.
- **Hold people responsible:** Do not be afraid to hold people accountable (responsible) for their behaviour. Set shared grounds rules in a Community Agreement at the beginning that you can all commit to and refer back to (see the Planning and Preparation section for more details). Be firm but respectful and create an opportunity outside the group to talk through any issues.
- **Privacy is important:** Make it clear that you believe youth's privacy is extremely important. The research will be confidential, youth's names will not be shared with anyone. It is important that the group of youth respect one another's privacy and not share what they have heard with others outside of the group. Tell youth that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them at risk, then you will work with them to find someone who can provide support.
- **Encourage critical thinking:** This is an opportunity for youth to think differently about their lives, raise questions and explore possibilities in a non-threatening way.
- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn. You can be honest with youth in your group when you make mistakes, as a way to role-model how we learn from what doesn't go well.
- **Be aware of power dynamics:** Be aware that by age, position, class, culture, religion or gender, you may be in a position of power, and this can impact how youth respond.
- **Identify external support:** Check with your Adult Ally to find out whom the

support people are (e.g. counsellors, health workers) for youth who may need help working through issues in more depth. Be honest and clear about the support you can and cannot provide to youth and make them aware of other support people who can be of help.

## Work with Other Youth on Sensitive Subjects

This project explores how we can work together to support youth's wellbeing. Whenever we are exploring helps us feel well, we also open up conversations about what does not. We never want a youth to feel that we are asking direct questions about their lives, or asking them to share something they are not comfortable with.

- Ask questions that use pretend situations and explore youths' understanding of common experiences in their communities. *For example, what types of things make youth feel well in your community?*
- Watch people's non-verbal cues and stop the discussion if a participant becomes upset.
- Sit with someone who is upset and provide compassionate listening.
- Work with your co-facilitator and the Adult Ally to follow up with a youth who shows signs of distress during an activity.
- Remember to connect youth to the additional support people, such as counsellors or psychosocial support workers. You may want to put the support workers' names on a flip chart paper in case youth want to self-refer, or you may need to contact this person yourself and help connect them with a youth.
- Talk with your Adult Ally to make sure you have read and understand Terre des hommes Child Protection Policy and your responsibilities for keeping youth safe.



### **Good Facilitator/Bad Facilitator, Practice for Youth Leaders:**

To get a bit of practice and have fun, take turns acting out a skit of a “bad facilitator.” Have one Youth Leader perform a short skit acting as a bad facilitator (e.g. not listening, standing above youth participants). Have a discussion afterwards of what the “bad facilitator” could have done better. All Youth Leaders can take a turn practicing both bad and good facilitation.

*Be sure to keep it light and fun.*

## **Tips for Note Taking**

### **Before Activities**

Review the day’s schedule and the activity objectives with your co-Youth Leader and Adult Ally. Discuss any modifications you might need to make. You will need to tailor your notes to the objectives of the day.

### **During Activities**

Take detailed and accurate notes in your notebook. Pay attention to what is important to the group.

How do I know what is important?

- **Record main points:** When a youth responds to a question, record the key points.
- **Record memorable words, phrases or quotes:** Record phrases and quotes

that are really important that relate to the objectives of the activity and phrases used by youth.

- **Gather stories or examples:** Stories and examples provide insight into how your peers see their world.
- **Listen for recurring themes:** If more than one person says the same thing, be sure to note down how many times you heard it, and be sure to include any minor differences you heard. For example, if many youth tell you that spending time with friends while playing makes them feel well record how many times you are hearing this and perhaps any differences related to the types of activities they like to do with their friends.
- **Repetition:** Note key words or phrases that are repeated.
- **Capture key questions asked.**
- **Note body- language or verbal cues:** These non-verbal cues may tell you something about what the participant is thinking/feeling. For example, if someone is not looking you in the eye or is hunched over they may be feeling uncomfortable. It is important to know what cues exist in your own cultural setting.

There are 3 types of note-taking that you can use in your notebook to help speed up the process:

- **Running notes:** A close to word-for-word record of what is said.
- **Jotting:** Notes of key words and phrases that will jog your memory when you write out the stories in full later (Remember to read your notes each night and add further pieces if you are using this approach).
- **Categories:** Include main points, related points and examples.

Remember that whatever type of notes you take in your notebook you will need to write in the **Activity Documentation Form in Appendix 1**, so use the method that works best for you.

**Important Tip:** The sooner you write out your notes, the easier it will be to remember the details. It may feel hard to do it at the end of an activity, but it will be much easier than trying to do it in a few days.



### **Note taking Practice for Youth Leaders:**

Note taking is a skill, so it's great to get some practice. Grab two chairs and find a partner. Position the chairs facing one another, and take a seat. Decide who will be the Note-taker and who will be the Famous Footballer or another celebrity of your choice.

The celebrity will answer the following question in one minute: "How do you prepare before a big game or performance?"

The Note-taker will take notes for the full minute and then she/he will share what she/he recorded with her/his partner. The "celebrity" will give constructive feedback about the notes.

You can now switch roles, so both partners have a chance to practice note taking.

## **Data Collection Forms**

When you return to your home or community based office after the end of the day's activities, you will need to transfer your notes in your notebook. For most activities you will record these in the Activity Documentation Form, please see Appendix 1: Activity Documentation Forms. For other activities you will use forms in Appendix 2, 3, 4, 5, 6. Be sure to check each activity, so learn what form you should fill out.

## **Reflective Journaling**

Reflective Journaling supports you to draw or write your ideas about how you are feeling and what you are learning throughout this transformational process. You can use your journal to reflect after each activity. This journal space is for you and you won't be sharing it with anyone else! You can also use the journal space at any point you like when you have an 'ah-ha' moment, a concern, a new idea, or other reflection. These journals are intended to be your space to reflect on ideas and come back to them throughout the project. It's a great way for you to see how much you have learned throughout the project. **Please see Appendix 8: Youth leader Journal Reflections**



# Planning & Preparation

You have an important role as a Youth Leader. Here are some handy tips to support you to feel comfortable and confident to plan, lead, and follow-up on activities.

## Before Your Activities: Plan and Prepare

- 1. Your team:** Talk with your Adult Ally about the youth who have been invited to be part of your youth group.
- 2. Select a time, date, and location** for your activity with your Adult Ally that meets the needs of the people you are inviting.
- 3. Develop a Schedule:** Using the activities in the Art-kit and any other pieces you want to add in develop your schedule. Include the time that the activity will start and finish. You may want to set a regular meeting time, so it's easy for everyone to remember.
- 4. Meet with your team (2 Youth Leaders + Adult Ally):** Review the activity, discuss roles and responsibilities, decide on games or other energizers to keep up the energy, and ensure you have supplies.
- 5. Prepare your venue:** Make the room/space feel fun, safe, quiet, and supportive. You may want to put up a welcome sign, print pictures out of your community, or add in other pieces that support your peers to feel welcome. Talk with your Adult Ally to see if it is possible to have refreshments if your activity will be more than a couple of hours. This respects time of youth and supports community building.
- 6. Make a Checklist:** Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Talk with your Adult Ally who is responsible for gathering materials beforehand.
- 7. Identify a support person for the youth:** Ask your Adult Ally who will be available to support members of the youth group, should anyone need extra emotional support. This person may be a counsellor or psychosocial support person at a school or a staff member at a centre, but they must not be directly involved in facilitating the activity. Have the contact information available for this person and display it during every activity.
- 8. Mentally prepare yourself:** Be emotionally present and available to engage with youth and listen well.

## During Activities:

- 1. Arrive early:** Arrive before the youth so that you can organize the space and complete any last minute details.
- 2. Welcome everyone:** Thank everyone for coming. Introduce yourself and explain that you are there to work with youth on an arts-based project, that starts with exploring some of the strengths and challenges in their lives through an arts project led by youth. Explain the specific activity you will be facilitating on that day.
- 3. Facilitate Introductions:** If youth are meeting as a group for the first time, take time for introductions. You can use any fun creative way to support introductions.
- 4. Establish a Community Agreement:** Work with youth to develop their own agreement, to set guidelines for how everyone want to work together. You may need to prompt and guide with additional ideas. Be sure to write it down where everyone can see it and ask everyone to sign it. Please see the box for some ideas.

### Sample Community Agreement:

- Listen to people when they are talking
- Turn cell phone on silent during activities
- Treat everyone equally
- Support each other
- Have fun!

- 5. Be aware of the mood in the room:** Discussing challenges or becoming more aware of challenges youth are facing in their daily lives can be depressing and overwhelming. You may need to remind youth about the good things in their families and communities and/or stop to play a game to unwind.
- 6. Diversity and creativity are welcome here:** Support and respect differences in the room and create a safe space for everyone to share.
- 7. Discuss next steps:** Always be ready to share the next steps in the YouCreate journey and answer any questions youth might have.



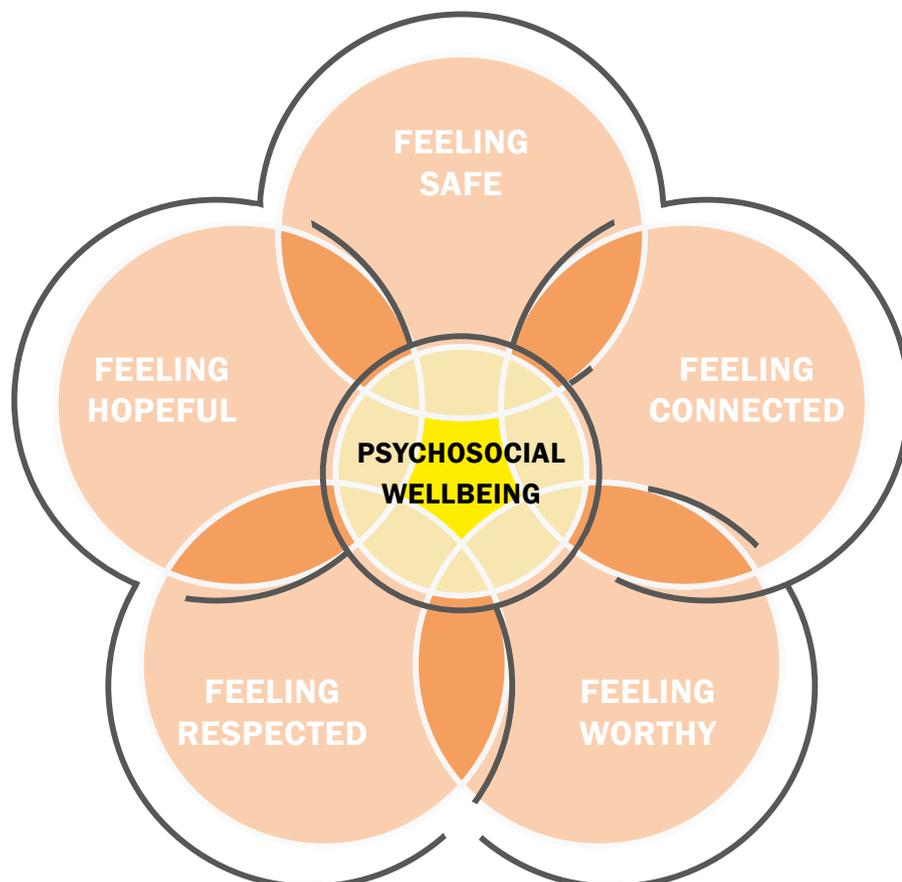
**WELLBEING PILLARS**

# The 5 Wellbeing Pillars

A core foundation of YouCreate is the Wellbeing Pillars. The Wellbeing Pillars were developed to better understand how humans maintain their wellness or wellbeing even throughout difficult life experiences. Researchers decided on 5 wellbeing pillars and these are:

- **Pillar 1: Feeling Safe:** Feeling safe both physically and emotionally.
- **Pillar 2: Feeling Connected:** Feeling connected to supportive people and groups in your community.
- **Pillar 3: Feeling Worthy:** Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do or we would like to do.
- **Pillar 4: Feeling Respected:** Feeling respected, with the ability to address injustice in our lives and access to our rights.
- **Pillar 5: Feeling Hopeful:** Feeling hopeful about the future with a zest for life.

The 5 wellbeing pillars are described independently, but they work together to promote wellbeing.



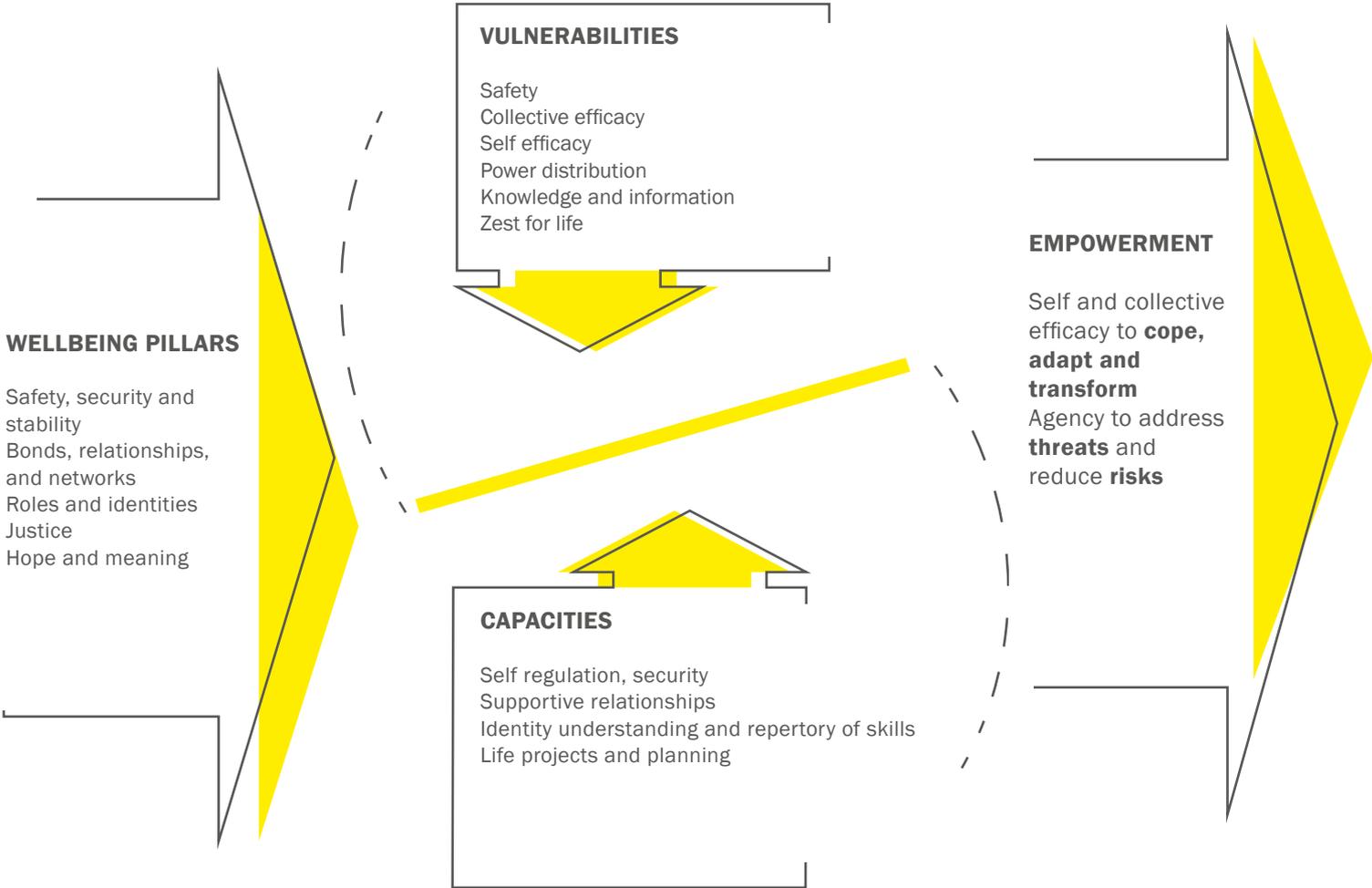
There are a few important themes that apply within each pillar. Every culture has their own interpretation of these themes, and this is important. The themes are:

- **Empowerment:** The opportunity to feel strong, confident and in control of our lives, is an important part of wellbeing.
- **Efficacy:** The opportunity to have a sense of control and meet our own personal goals and for communities to have a sense of control and meet their goals are an important part of wellbeing.
- **Dignity:** The opportunity to respect yourself and to feel proud are an important part of wellbeing.

**A Strengths-based Approach:**

A strength-based approach draws on strengths, skills, and resources to address challenges and reduce vulnerabilities and to create positive social change and increase capacities.

Please see the diagram below for an illustration of how the wellbeing pillars interact with strengths and challenges.



# How do the Wellbeing Pillars fit within the YouCreate?

For the purposes of YouCreate, we look at how art and creativity can support youth's wellbeing, in every pillar. As Youth Leaders, you will lead youth through a number of activities to encourage them to explore and track their wellbeing over the course of the project.

## Exploring the Wellbeing Pillars

The following section provides a deeper overview of each of the Wellbeing Pillars. For practical examples of art projects that match the pillars that may serve as inspiration when you are planning your Art Action, please see **Appendix 7: Real Life Examples of Art-based Activities that Support the Wellbeing Pillars**.

### Pillar 1: Feeling Safe

#### **What does it mean to feel safe? How is this part of youth's wellbeing?**

Feeling safe, secure and stable are very important to youth's wellbeing as well as to their recovery from difficult experiences. This can mean both emotional safety, for example, safe to express your views and ideas as well as physically safe, for example, feeling safe in your surroundings. When you feel safe and secure you can assess current or future challenges.

It can be hard to feel safe and secure if you have gone through hardship periods, if you have experienced a lot of difficult times in your life or are living in an insecure environment, so it is important to connect with people and activities that help you to feel safe and secure. For example, if you don't feel safe in your home or community, work to create a safe supportive space with your peers where you can share your feelings and be relaxed.

### Pillar 2: Feeling Connected

#### **What does it mean to feel connected? How is this part of youth's wellbeing?**

Connections with family, friends and community members are important for youth's wellbeing. Youth's close relationships, such as with family members and

trusted mentors and friends, are very important in helping them deal with life's challenges. In the broader community, different people (i.e. neighbours, peers, community leaders) and groups (religious groups, school clubs, NGOs) also play an important role in supporting youth in difficult times, or as they adjust to new environments. Connecting with supportive individuals and groups, such as through arts and culture, is important for staying strong.

## Pillar 3: Feeling Worthy

### **What does it mean to feel worthy? How is this part of youth's wellbeing?**

Feeling worthy is closely linked to the meaningful roles we are able to play in daily life, that help us feel productive and well. Having roles and responsibilities that are linked to who you are, your identity, are also very important. Each of us also has a role to play as a member of society, a citizen, or social actor, playing a meaningful part in shaping the world around us. For example, as a young woman, you may have a role as a daughter, sister, a friend, an employee, a student and/or a youth group member. Each of these roles has responsibilities attached to it. Responsibilities are important for youth, particularly when they can have a positive impact both for ourselves and others. Your identity is related to who you are as an individual and also to your culture, community and country. Developing a clear idea of who you are, your identity, is an important part of growing up. However, when your environment changes, these roles, responsibilities and identities sometimes shift and adjustments to daily life need to be made. Our roles, responsibilities and identities help to shape our understanding of ourselves, help us feel empowered, connected, meaningful and worthy.



## Pillar 4: Feeling Respected

### **What does it mean to feel respected? How is this part of youth's wellbeing?**

Feeling respected by those around us, including our family, community, and country as well as on social media and across borders, is important for our wellbeing. An important part of feeling respected is having our human rights acknowledged. Human rights are the basic things that all people should have or be able to do. They are freedoms that belong to all people, like the freedom to express yourself and have opinions, to have sufficient food and shelter, to have economic opportunities, and to live free from violence. Children and youth all around the world have special rights that belong to them such as the freedom to be protected, to participate in community life, to education, to play and to rest, and to access help and fair treatment in justice and medical systems. These child rights are written in the United Nations Convention on the Rights of the Child (UNCRC).

When our rights and freedoms are not met it is normal to feel upset and angry. It is important to realize that this is often due to the bigger systems, such as politics and our region's history, that impact our lives, and less to do with what is happening on a personal or family level. However, it is helpful to acknowledge these challenges and to come together as youth to see how you can make positive changes in your lives and the lives of others in your community.

When thinking about the major challenges to freely living out your rights, it can be helpful for youth to: a) to explore what justice and rights might mean to you; b) to explore the causes of some of these major challenges; and c) to find ways to safely participate in activities that promote the rights of children and youth.

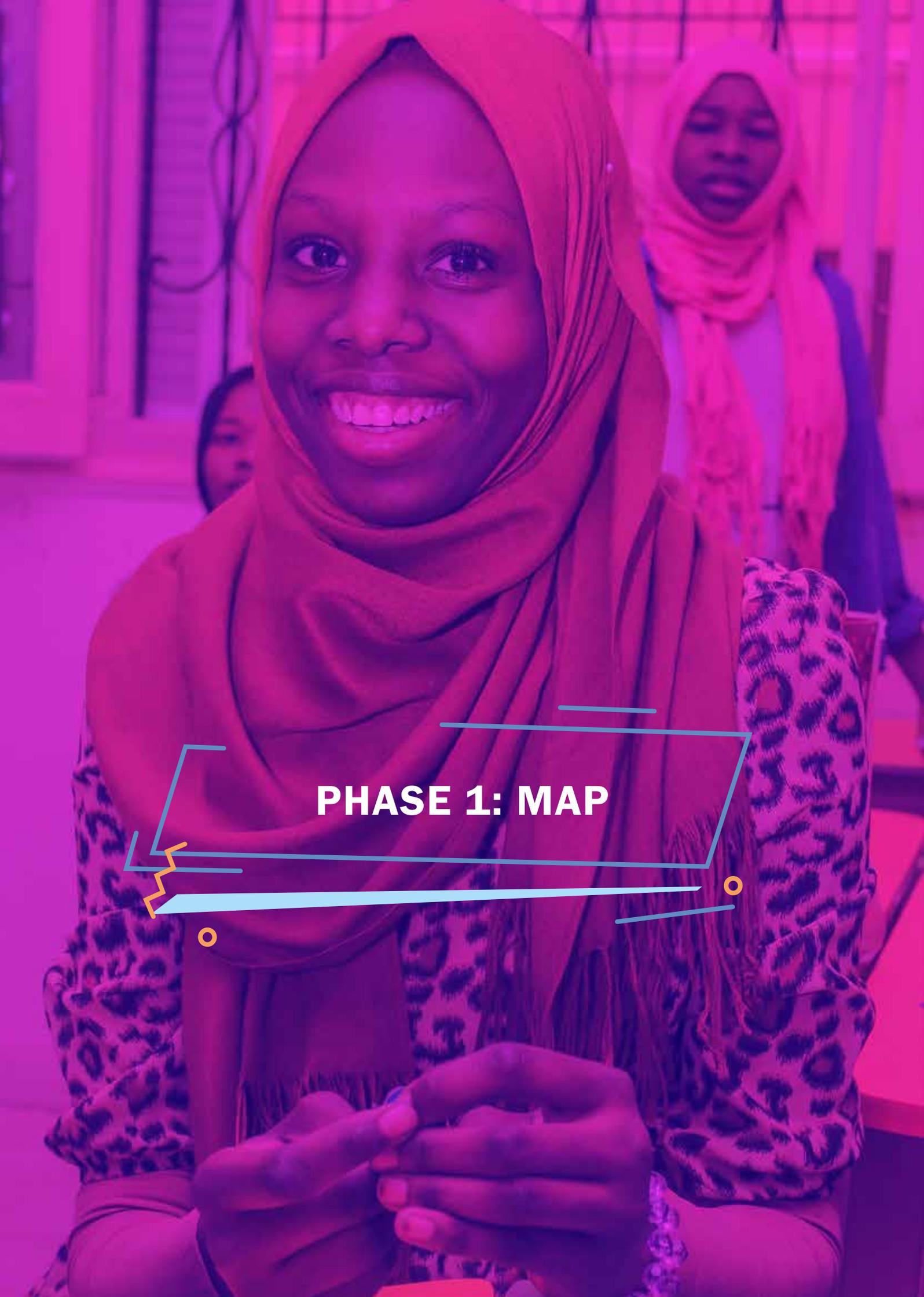
## Pillar 5: Feeling Hopeful

### **What does it mean to feel hopeful? How is this part of youth's wellbeing?**

Hope is an important part of youth's wellbeing. Hope is when you are thinking about the future for yourself, your family, friends and community, and you can feel a sense of positivity or a zest for life. For some people hope comes from thinking about things like an education or a home, while for others hope is rooted in inspirational or religious beliefs. Everyone has their own things that make them feel hopeful and find meaning during difficult times. Creative arts and movement can be used to help find meaning in your daily life and to grow your hope.

Please see **Appendix 7: Real Life Examples of Art-based Activities that Support the Wellbeing Pillars** for practical examples of art projects related to the Wellbeing Pillars that may serve as inspiration when you are planning your Art Action.

**Now let's get started!.....**

A woman wearing a brown hijab and a leopard-print top is smiling warmly at the camera. In the background, another woman in a white hijab is visible, looking slightly away. The entire image has a magenta color overlay. A graphic overlay is centered on the woman's chest, featuring a teal-colored shape with a jagged left edge and a pointed right edge. The text "PHASE 1: MAP" is written in white, bold, sans-serif font within this shape. There are also three small yellow circles: one on the left side of the teal shape, one on the right side, and one below the left side.

**PHASE 1: MAP**



# What is the Map Phase?

You are about to begin a journey! This journey requires a map – a map that shows your starting point, your end point, and how you would like to get there. This map is not yet designed, because you are not only a significant part of the journey, but you are guiding it!

In the Map phase, you will:

- Build trust with your youth group and imagine what your community would look like if the arts were used to support youth's wellbeing.
- Explore your community and brainstorm how different people, places and things might support you in this project.

## **Youth Leaders + Adult Allies**

### **1 hour**

Before you start the activities with your youth group, hold a meeting with the 2 Youth Leaders and your Adult Ally. This will give you a chance to get to know one another, build trust as a core team, and plan out your activities together. Having open communication, being supportive and working together will be very important.

## What are the Map Activities?

The following are the list of activities that can be carried out during Map phase with your youth group.

### Map Activities:

Activity	Purpose	Prep Time	Activity Time	Debrief & Document Time
<b>Activity 1: Circle of Trust</b>	Introduce YouCreate. Build trust as a group while imagining what your community might look like if the arts were used to support youth's wellbeing.	30 min	30 min	1 hour
<b>Activity 2: Map Our Lives</b>	Generate a list of key people or groups that have an impact on youth's daily lives and brainstorm how they might impact the project.	1 hour	1hour	1 hour
<b>Total</b>		1,5 hours	1,5 hours	2 hours
<b>Grand Total</b>			5 hours	



# Activity 1: Circle of Trust

**Purpose:** The objective of this activity is to build trust as a group while imagining what your community might look like if the arts were used to support youth's wellbeing.<sup>1</sup>

**Arts-base:** Play and song, rap or spoken-word

**Materials:** Large rope

**Time required:** 30 minutes

**Method:**

1. Tie a large rope together to make a strong circle. Test the strength of your knot after you tie it to avoid any accidents.
2. Ask youth to stand in a circle with arms outstretched holding the rope at the centre of the group. Note: Youth may feel more comfortable if Youth Leaders and Adult Allies stand in between girls and boys.
3. Ask youth to lean to the left and then to the right testing the strength of the rope.
4. Ask youth try to sit down together while holding on the rope. Then ask them to stand up together, making a noise such as “oooiiooh” to signify stand up and “ayyyaahhh” to sit down. You might need to practice this a few times.
5. While youth are sitting, introduce the YouCreate project. Talk about the project's objective and how you will be working together to create positive change in everyone's lives. Share your positivity and excitement, while you explain the project. Explain that youth will be working together to design and implement an art-based project to benefit their community. Be sure to answer any questions youth have.

**YouCreate Goal:** To create a safe and fun space for youth who have experienced displacement or adversity to build a network of support, strengthen their wellbeing, develop leadership and artistic skills and work together to create positive change in their communities.

<sup>1</sup> Adapted from Currie and Heykoop, 2011



6. There are lots of variations you can try, including eyes closed, the wave, counting before a collective action etc. You can pull hard on one part of the rope to test the strength of the group and to show it takes the entire group to create balance. Be creative and remember to reflect with the group how this makes them feel when you try something new.
7. Now invite the youth to share what their community might look like if you had everything you needed **to support youth's creative life (their participation in arts & culture) and wellbeing**. Invite youth to sing, rap or use spoken word to share their ideas, while holding onto the rope. You might want to start with your own ideas, if others are feeling shy. Encourage everyone to participate, but be careful not to force anyone's involvement.
8. The Note-taker must be sure to write down key ideas that emerged in your **Activity Documentation Form in Appendix 1**.

**Facilitator Tip:**

The Circle of Trust is a great activity to use to open and close other activities. It's an effective way to build a sense of unity and team spirit. It can be helpful to focus the group when there is a lot of energy in the room. It is also a safe place to have important discussions, for example:

1. Discuss the importance of unity and working together, about how being attentive to one's neighbour is important for group/community success.
2. Discuss how one person, who may be feeling angry or upset, can disrupt the circle, and how everyone needs to work together to support this person and balance the group.

The title 'Activity 2: Map Our Lives' is centered within a blue trapezoidal frame. The frame is decorated with orange zig-zag lines on the left and top edges, and a purple brushstroke at the bottom. A small orange circle is positioned above the top-left corner of the frame.

## Activity 2: Map Our Lives

**Purpose:** The objective of this activity is to generate a list of people, groups or organizations that have an impact on youth's daily lives and to brainstorm their potential roles in YouCreate. Once you have this information, you can invite people to participate and/or inform them of your work.<sup>2</sup>

**Arts-base:** Drawing & drama

**Materials:** Flip chart paper, marker pens, a diagram of the child's social ecology (included below)

**Time required:** 1 hour

**Method:**

1. The goal is to map out the various people and groups in your community that have an impact on youth's daily lives. For example: school teachers, Internet café owners, drama teachers, parents, public youth leaders, online communities etc. This activity will help you visualize how you see the world around you and who has an impact on your world.
2. Take a look at the social ecology model as a group (see figure below).
3. Then, on a flipchart paper make a large diagram of concentric circles, youth at centre, surrounded by:
  - Level 1. Peers & family
  - Level 2. Community
  - Level 3. Regional & national
  - Level 4. International & online
  - Level 5: Natural environment
4. Take 10-15 minutes to draw/write on this diagram the individuals and groups that are important at each level (e.g. parents, community leaders, faith leaders, local government, local organizations, artists, companies, artists, online youth communities etc.). These are the people or group that play a role in the wellbeing of youth. Be sure to pay special attention to the arts, creativity and culture.

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<sup>2</sup> Adapted from Currie and Heykoop, 2011.

5. Beside each concentric circle map out the people and groups' potential role in the YouCreate and discuss (10-15 minutes). Here are some questions that might help you think through this:
  - Which adults will be involved in YouCreate, and how?
  - What will the role of family be?
  - Who are the main supporters to you and your peers?
  - What groups/organizations (NGOs, INGOs, schools, mosques, churches, etc.) and individuals (i.e. NGO workers, teachers, community and religious leaders, social service providers) are currently working with youth?
  - Are there artists or art groups in the community that may be included?
  - Will anyone pose a challenge that we should address?
6. Now break youth into small groups of 2-4 and ask each group to prepare a small skit to show how they imagine connecting with key people in the community. Who are these people? How will they reach out to them? What will they say? Give youth 10 minutes to prepare and 15 minutes to share their skits.
7. The Note taker should be sure to record the main ideas in an **Activity Documentation Form, in Appendix 1**



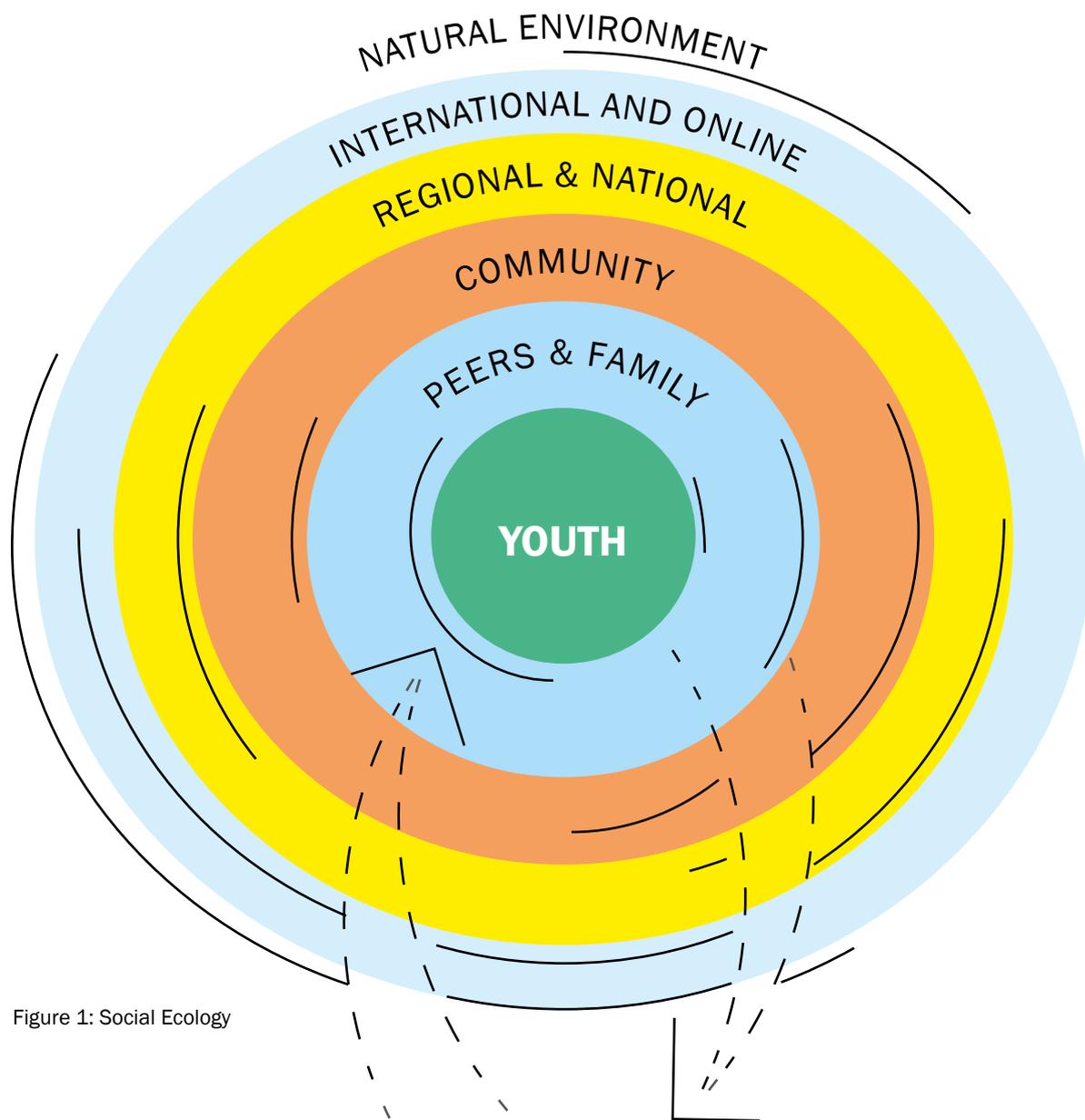


Figure 1: Social Ecology

### **Movement Moment: Name Ball**

Here is an example of a movement activity you might want to include:

1. Invite youth to stand in a circle. Hold a ball and say that you will shout someone's name in the circle and toss the ball to them.
2. The person must catch the ball and say your name. They will then shout the name of someone else in the circle and toss the ball to them.
3. Invite participants to keep this movement.
4. Once the ball is moving. Add another ball to the circle with the same pattern.
5. Have two balls running in the circle at the same time. Depending on how this is going add a 3rd ball!
6. Keep playing until your time permits/energy of the group shifts.



**PHASE 2: EXPLORE**

# What is the “Explore” phase?

In Explore you will help youth to learn more about their own wellbeing and their engagement with arts and creativity, and together begin to generate some ideas for Art-Actions.

In the Explore phase, you will:

- Explore the youth group’s vision for wellbeing through art.
- Explore the 5 Wellbeing Pillars and rate where youth are at on a scale, so that you can measure any changes later.

## What are the Explore Activities?

The following are the list of activities that can be carried out during Explore with your youth group as well as one that you will do only with Youth Leaders and your Adult Ally.

### Explore Activities

Activity	Purpose	Prep Time	Activity Time	Documentation Time
<b>Activity 3: Vision Murals</b>	Explore the group’s vision for the wellbeing of youth and their communities through art	1 hour	1 hour	1 hour
<b>Activity 4: Wellbeing Thermometer</b>	Explore the 5 Wellbeing Pillars understand the steps youth are taking to support their wellbeing and create positive change in their communities.	1 hour	1.5 hour	1 hour

## Developing Themes (ONLY Youth Leaders and Adult Allies)

Activity	Purpose	Prep Time	Activity Time	Documentation Time
<b>Developing Themes from the Journey</b>	Understand the information that you learned over the course of the Map and Explore activities. This information can then be presented back to youth to verify and adapt it.		1 hour	
<b>Grand Total</b>		2 hours	3.5 hours	2 hours
<b>Grand Total</b>			7.5 hours	

# Activity 3. Vision Murals

**Purpose:** To explore the group’s vision for pathways to wellbeing for youth and their communities through art.<sup>3</sup>

**Arts-base:** Mural- painting

**Materials:** White wall, large sheet of paper, or flip chat paper taped together, paints, coloured markers, tape, rope

**Time Required:** 1 hour

**Method:**

1. Invite participants to stand together in a circle. (You may want to use the Circle of Trust rope for this part of the activity.)
2. Say to the youth *“let’s explore what an ideal positive environment would look like for youth to support their wellbeing through creativity, the arts and culture.”*

<sup>3</sup> Adapted from Right to Play, 2015

3. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine they are just returning from a magic carpet ride. When you arrive, you are so excited by all you see and hear about. The strengths that were there before are still here, but you also see many improvements. You take time to wander through the community. What do you see? What do you hear? What are youth doing? What does it feel like?
4. Invite participants to open their eyes.
5. Ask them to sit down and in groups of 2-4 talk about what they see as the most important parts of the community they have seen in their visions.
6. Give each group a piece of flipchart paper with paints and coloured markers.
7. Explain that each group will have 15 minutes to create a drawing of its vision for the community. Groups can add text around their drawing to explain what is going on if they wish.
8. Write the following on a flipchart page and post or ask the questions out loud:
  - a. What does your community look like?
  - b. How does it feel to be there?
  - c. What are youth doing? What are adults doing?
  - d. What types of art, creative and cultural activities are youth a part of?
  - e. Where do youth have opportunities to participate in arts, culture and creative activities?
  - f. Who supports youth and youth participation in arts, culture and creative activities?
  - g. What else are youth involved in?
9. After 15 minutes, ask groups to draw hearts beside the areas where they feel this is already happening, stars (\*) beside the spots where they feel this could improve, and X's where they feel this is not happening yet.
10. Invite a person from each group to post their drawing on the wall and explain their vision in one minute.
11. Invite all groups to add any additional ideas and/or ask questions.
12. Ask the group to arrange the flip chart papers onto the wall in a way that makes sense to them, and connects their vision. Using paints or markers, take 5 minutes to "connect" the visions together.
13. Lead a discussion using the questions below as a guide.
  - a. What are the common elements in our visions?
  - b. What are the differences?
  - c. What is already happening that is positive in your community?
  - d. What is not happening that you would like to see? (e.g. what kinds of opportunities would you like youth to have to participate in arts, culture, and creativity?)
  - e. What ideas do you have for various types of art, creative and cultural activities that youth can be involved in? Who would be supporting them? What impact would this have?)
14. Remember to fill out your **Activity Documentation Form in Appendix 1.**



# Activity 4.

## Wellbeing Thermometer

**Purpose:** To explore the 5 Wellbeing Pillars and understand the steps youth are taking to support their wellbeing and create positive change in their communities.

**Arts-base:** Writing, drawing, with performing arts including singing, dancing or theatre

**Materials:** Flip chart papers, sticky notes, pens, markers

**Time required:** 1.5 hours

**Method:**

### A) Wellbeing Word Play:

1. Explain that in YouCreate we are looking at the 5 Pillars of Wellbeing (see box):

- **Pillar 1: Feeling Safe:** Feeling safe both physically and emotionally.
- **Pillar 2: Feeling Connected:** Feeling connected to supportive people and groups in your community.
- **Pillar 3: Feeling Worthy:** Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do or we would like to do.
- **Pillar 4: Feeling Respected:** Feeling respected, with the ability to address injustice in our lives and access to our rights.
- **Pillar 5: Feeling Hopeful:** Feeling hopeful about the future with a zest for life.

2. Write each Pillar on a flip chart paper and hang these on the wall.

3. Hand out 4-6 sticky notes and pens to each youth. Ask them to consider the 5 Pillars on the wall. Going through the pillars one by one, ask youth: *'What do you think of the Pillar, Feeling safe? What is most important about this to you? What is one word or phrase that comes to mind when you think of this Pillar? Is there anything you might be able to influence in this Pillar?'*

4. Invite them to write or draw the **word or phrase** on a sticky note and then stick it to the corresponding flipchart. Repeat step 3 and 4 for each Pillar.

5. Once everyone has placed their sticky notes on the flip charts, go through each objective, summarizing or reading out the responses from the group (or have a volunteer do this). Ask:

- What themes stand out to you from these responses?
- How does it feel to explore the Pillars?

### Thunder Circle

Here is an example of a movement activity you might want to include:

1. Invite all participants to stand in a circle.
2. Invite participants to participate in the repeat after you thunder circle where you will lead a movement and they will then follow.
3. Hold up your right palm. Then hold out their pointer finger on your second hand and lightly tap their open hand.
4. Invite participants to repeat you.
5. At the same time say “rain is coming”.
6. Speed up your finger and have them repeat after you.
7. Say “rain is growing”.
8. Begin to stomp your feet lightly while still tapping your hand.
9. Say “thunder is coming”.
10. Invite participants to speed up their feet while still tapping.
11. Next, say now lightening is coming, and clap your hand together in a lightening clap.
12. Next say, storm is slowing and bring people back to a light tapping of just one hand.
13. Finish with sun is shining, and open your arms up wide above your head to embrace the sun together.

## B) Wellbeing Thermometer



1. Draw a thermometer on a flipchart with a 1 (low) on the bottom and a 10 (high) on the top. This is for youth to visualize.
2. Place 5 boxes or buckets on the table and hand out 5 sticky notes to each person. Write each objective on the box or on a sign beside it (one box for each Pillar).
3. Explain to the youth that they will be measuring how they currently feel about each Pillar. This will be private and no one will see their response. (**Please note:** if you do not think youth will feel comfortable thinking about this on a personal level, you can ask them to think about their peers or other youth in their community.)
4. Invite them to look at the thermometer and to consider the first Pillar (Feeling Safe). Invite each youth to think quietly for a minute and then write the number that corresponds to how they currently feel in relation to the Pillar (1 – low, 10 – high). Once they have finished they can add the sticky note to the box for the first pillar.

5. Repeat this with Pillars 2, 3, 4 & 5- briefly describe the Pillar, invite youth to consider how they currently feel, write their number and drop it in the box.
6. Explain to the youth that we will be doing this again at the end of the project, in order to see if by working together we were able to make improvements in wellbeing.
7. Carry out the 'movement moment' human sculptures (see box) to help youth to process their feeling arising from the activity.
8. Remember to fill out your **REFLECT Form in Appendix 5**. Be sure to record the numbers in each of the boxes separately.

**Please note:** This tool should be carried out at the:

- Start of the project .
- End of the project (Reflect and Share phase).

### **Movement Moment: Sculptures**

Here is an example of a movement activity you might want to include:

- Invite participants to find a partner. Ask partners to be number 1 and number 2.
- Invite participant number 1 to mould (move) participant number 2's body into how participant number 1 is feeling. For example, if sad, maybe you would have a frowning face and head down. Finally, invite all pairs to look around the room. *Note: In some cultures and communities it is not okay to touch another person of the same or different gender. In this context ask your partner to move their body in the way that you feel.*
- Now switch roles! Next, invite participant number 2 to mould participant
- Number 1 into how they are feeling. Invite all pairs to look around the room.
- Close the activity stating that sometimes these types of activities make us feel happy and relieved and sometimes they make us feel bad and sad. It's okay to have all emotions and reflect on how we feel. *Note: If anyone is feeling bad and sad and wants to come talk, invite them to speak with you or a professional (have phone numbers of counsellors and support ready) to talk to.*

## Let's find out where we are on the Journey.....

Now you have finished the Map & Explore activities with youth, it's time to work on understanding your findings and developing themes.

Included below is a process that will help you learn more about how to understand and group themes from what you have learned with the youth. This will be conducted with *only* your core team, the Youth Leaders and Adult Allies. You will present your conclusions back to the youth later, so they can verify and adjust them as needed.

Make sure you have all of the Activity Documentation Forms that you developed in the Map & Explore phases with youth ready to look through.





# Developing Themes from the Journey

**Purpose:** Youth Leaders and their Adult Allies will work together to understand the information that you learned over the course of the Map and Explore activities. This information can then be presented back to your youth group to verify and adapt it. If you can remember the Candy Coding you practiced in the training, this will be very helpful.

**Group:** Youth Leaders with support from Adult Ally and others such as Monitoring, Evaluation and Learning Specialist. Note: Your youth participants are NOT a part of this activity. This is just for you as Youth Leaders and your Adult Ally.

**Materials:** All of your Activity Documentation Forms from each activity you conducted with youth in the Map & Explore phases. Flip-charts and markers.

**Time required:** 1 hour

## Why should I organize the data?

You have gathered a lot of information, which you have put in the **Activity Documentation Forms (see Appendix 1)**. You will then compile all of the information in one place in order to develop an overview picture of the community including identifying strengths, challenges and differences. You will do this by organizing the information into a Theme Chart (see **Appendix 2: Theme Chart**), pulling all information together that you learned from youth about their communities' strengths and challenges. You will present this information back to youth to confirm and prioritize.

## Picking Themes:

In order to develop a picture of the community, you need to pick a set of broader 'themes'. For example, boys may have said that "playing musical instruments" was a strength for them, so the broader theme this refers to is "Music". While a group may say that "not having access to internet at school" is a challenge to them, this relates to "Accessing the Internet." Broader 'themes' enable you to see common ideas emerging. Pick your own themes that relate to the commonalities you see in the information you have gathered.

## Method:

After you have completed the Map and Explore activities:

- You will have held several activities with youth, and this will be the opportunity for you to pull it all together. The Theme Chart will help you do this.
- Before you begin to fill out the Theme Chart, read through the Activity Documentation Forms you completed. Take note of the common themes emerging across the forms.

**Step 1.** Read through the notes

**Step 2.** Highlight themes and key ideas

**Step 3.** Read through and circle repeating ideas

**Step 4.** Write out in Theme Chart

**Step 5.** Talk about anything that you heard, but wasn't in the notes, you can record this as well because you will verify findings with youth.

- Next, take notes on the Strengths and Challenges, thinking about what "themes" (e.g. "Family" or "School" or "Access to Arts") each relates to. Remember, you are free to pick your own themes! **Some themes might be:** education, arts, family, safety, play, peers, spirituality, government policies etc.
- The Theme Chart is broken up into sections:
  - Column 1: **Strengths:** Record any themes here that are positive or are a strength or resource.
  - Column 2: **Challenges:** Record any themes that are challenges or difficulties.
  - Column 3: **Ideas:** If during your discussions participants had ideas for how to address a challenge or expand on a strength, record that here.

Here is an example of a partially completed Theme Chart. Please remember you will likely have many themes, like what is included below, as well as Strengths and Challenges under each theme:



### Theme Chart

<b>Name of Community:</b>	Sunrise
<b>Date:</b>	April 20, 2019
<b>Name of Facilitators and Adult Ally</b>	Youth Leaders: Tharra and Ahmed Adult Ally: Rebeccah

<b>Strengths</b>	<b>Challenges</b>	<b>Ideas</b>
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### Theme: Access to the arts

Local community centre	Nowhere to access the creative-arts outside of home	Art at the community centre? Talk to community centre about starting art classes
We know a good comedy actor in the community	Arts activities are expensive	Maybe some of the organizations we have met with will help us fund these activities. This YouCreate project could also help! Talk to the actor to see if she can teach us a class.

### Theme: Youth feel alone

We are all here together in YouCreate	Youth feel bored Youth don't know many people in their new community	Lets build on our group to do lots of fun things together
---------------------------------------	---	---

Now you are ready to complete the **Appendix 2: Theme Chart**.



## PHASE 3: PLAN

# What is the Plan Phase?

In this phase you will review the results of the Map & Explore phases and work together with youth to create a vision related to **wellbeing and positive social change**, prioritizing the key challenges you would like to work on. You will have time for deep reflection on the challenges raised by youth and to meet with family, community, and other important groups.

In the Plan Phase you will:

- Work together to analyze strengths and challenges
- Identify root causes to the challenges and brainstorm ideas to address these challenges.
- Further develop your vision and use mind maps to think through your ideas
- Develop your ideas for your Art-Action

## What are the Plan Activities?

The following are the list of activities that can be carried out during Plan phase with your youth group.

Plan Activities				
Activity	Purpose	Prep Time	Activity Time	Debrief & Document Time
<b>Activity 5: Check Findings from Map &amp; Explore and Set Priorities</b>	Youth Leaders present the findings from the Map & Explore phase back to youth, offering an opportunity to make changes. Youth then discuss the challenges that are most important for them and vote for 1 or 2 challenges they would like to focus on.	1 hour	1 hour	1 hour
<b>Activity 6: Planning Trees</b>	Look at the root causes of the challenges youth have shared. Look more deeply at strengths and resources they have available and begin to find possible Art-Action ideas to address these challenges.	1 hour	1 hour	1 hour
<b>Activity 7: Art-Action Map</b>	To develop the step-by-step strategy for carrying out planning, implementation, and monitoring of your Art-Action.	1 hour	1.5 hours	1 hour
<b>Grand Total</b>		3 hours	3.5 hours	3 hours
<b>Grand Total</b>			9.5 hours	

# Activity 5: Check Findings from Map & Explore and Set Priorities

**Purpose:** Present the findings from the Map & Explore phases back to youth, offering an opportunity to make any needed changes. Youth will have the chance to discuss the challenges that are most important for them and vote for 1 or 2 challenges they would like to focus on.<sup>4</sup>

**Arts-base:** Performance art (clowning, drama, comedy or singing)

**Materials:** Flip chart paper, coloured markers, coloured stickers, and any props needed for the skits

**Time required:** 1 hour with the youth (1 hour for advance preparation by the youth leaders)

## Method:

*Advance Preparation by Youth Leaders:*

- Take the Theme Chart you have developed with your Adult Ally, and create 3 flip chart papers where you list what the youth have shared: 1) Strengths; 2) Challenges; 3) Ideas. Make sure to add the title to identify what each sheet is discussing.



- Now as a team, brainstorm a creative way you can present these back to the group of youth. You might decide to do a funny skit where one youth leader is a local TV personality and the other is a journalist; you might sing a song that explains each chart, or find a way to use theatre and performance to creatively explain what is on the 3 lists.

## Meeting with the Youth:

1. Explain to the youth that after you last met, you then met with a Monitoring Evaluation and Learning Specialist that helped you to analyze all of the information that they presented in the Map & Explore phases. You would now like to present that information back to the youth so they can check to see if you have understood them correctly, and to see if there is anything they would like to add, remove, or change.

<sup>4</sup> Adapted from Currie and Heykoop, 2011.

2. Tell them before you go through the flip charts together you would like to present them with an artistic interpretation of the data.
3. Perform your skit, play or song for the group.
4. Now, hold a discussion with youth to go through what they saw in performance and the themes that are recorded on your flip chart papers:
  - Strengths
  - Challenges
  - Ideas
5. As you are having the discussion with youth, be sure to add any new items that come forward, cross-out anything that they might disagree with, or make any changes directly to the flip chart paper in front of the group. Remember to be open and apply any changes suggested by the group, as the objective is to identify an Art-Action that the group wants to work on collectively. If youth are not able to agree, then ensure all ideas are represented, and suggest that you will be voting to determine what Art-Action idea youth would like to work on.
6. Briefly summarize the discussion and review with them what will stay the same on the chart and what will be changed.
7. Now ask the youth to look at the “Challenges” chart. Give each youth 2 stickers.
8. Ask them to think, if they were going to work with their peers to address one of these challenges, using the arts, which one would they want to work on?
9. Invite youth to take a few minutes to think about this and ask any questions they might have.
10. Ask youth to go up to the flip charts and put a sticker beside 2 Challenges they would like to work on.
11. If there are 1 or 2 that stand out as the favourites, point this out to the group. Tell them you will discuss these in more detail the next time you meet. There is no need for full agreement at this stage. If there is not a clear favourite, ask youth to think it over and you will meet to discuss and decide together later.
12. Please fill out **Appendix 1: Activity Documentation Form**, with your Adult Ally.

**Example:**

Youth are excited to meet and see each other again. The Youth Leaders perform a skit about the strengths & challenges they heard from youth during the Map & Explore phases. Using flip chart lists, the Youth Leaders then facilitate a lively discussion about these and the youth make a few additions and changes to the information recorded there. The group then takes a close look at the lists of challenges, to decide what they might want to address with their Art-Action project. The youth decide that they want to work on 2 challenges: building hope in their peers and increasing their opportunities to express themselves. The group sets a time to meet again.

### Movement Moment: **Power of Eights**

Here is an example of a movement activity you might want to include:

This is a quick energizer in which you use your arms and legs to count down from 8, then 4, then 2, and then finally 1.

1. Please lead through one round slowly so everyone can learn the energizer before you kick up the speed.
2. Start with your right arm above your head and move your hand quickly back and forth every time you say a number as you count down from 8.
3. Now do the same with your left arm.
4. Next, count down from 8 with your right leg, quickly shaking your foot back and forth every time you say a number.
5. Repeat with your left leg.
6. After, begin counting down from 4 in the same manner making sure to use all 4 limbs before you move on.
7. Once you have finished counting down from 4, move on to counting down from 2.
8. End by counting down from 1 and end with a big clap.



# Activity 6: Planning Trees

**Purpose:** Collectively analyze the root causes of the challenges youth have identified, look more deeply at the strengths and resources they have available and begin to identify possible arts-based ideas to address these challenges.<sup>5</sup>

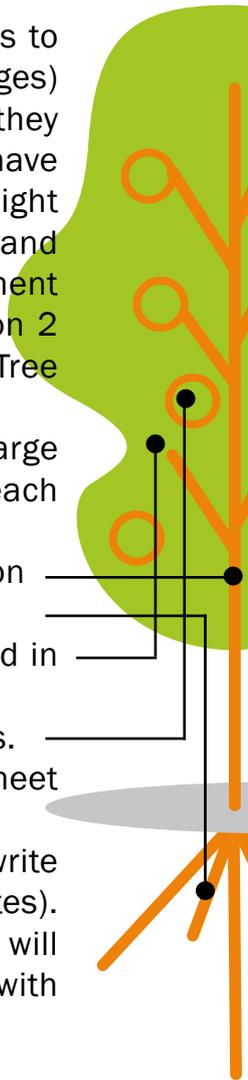
**Arts-base:** Drawing

**Materials:** Flip chart paper and coloured markers, Flip Charts with the Strengths, Challenges & Differences

**Time required:** 1 hour

## Method:

1. In this activity, we will be creating a tree to help us to think about ideas to address our challenges. Post the 2 flip charts (Strengths and Challenges) from your last activity up again. If the youth are clear on 1 or 2 challenges they would like to work on you can move on, but if there is still some debate, have a discussion with youth about their top 2-4 picks. Try to decide what might be most realistic to work on. Ask youth what is most important to them and what they feel they could make a real impact on. (If there is a disagreement you can ask youth to vote again after the discussion.) If youth decide on 2 challenges, you will need to do 2 separate trees. Finish one Planning Tree and then move on to the next.
2. Draw an image of a large tree with roots a trunk, leaves and fruit on a large flip chart paper. Explain that it is a “Planning Tree” and explain what each part represents:
  - **Trunk (Challenges):** the key challenge the group has chosen to work on
  - **Roots (Root Causes):** the causes of the key challenge
  - **Leaves (Strengths):** the strengths and resources youth have identified in previous activities.
  - **Fruit (Ideas):** possible art-based strategies to address the root causes.
3. Ask youth to split into small groups of 3-5 people each. Hand out a big sheet of paper and coloured markers to each group.
4. Ask the groups to draw a similar tree on their paper. Youth can then write the challenges they have selected on the trunk of their tree (10 minutes). (Please note that all groups should focus on the same ‘challenge’. This will generate and stimulate discussion when they share their planning trees with each other, as they can build on one another’s ideas.)



<sup>5</sup> Adapted from Currie and Heykoop, 2011.

5. Now encourage youth to have a discussion within their small groups about what are the root causes (the tree's roots) of the challenge (5-10 minutes). Prompt them with the question **“why”** to encourage them to look deeper into the challenges. (See box below for an example.)
6. When youth have identified some of the root causes of the challenge, they can write these down on the roots. If there are disagreements about the root causes, remind youth that we are sharing ideas and everyone has a right to their opinion.
7. Refer to their 'Strengths' chart hung on the wall. Ask the youth to discuss and write down the strengths that could help in addressing the challenge they have selected, on the leaves of the tree.
8. Facilitate a discussion about how they can work together to address the root causes of the challenge they have identified, drawing on the Strengths they have identified (10-15 minutes). Ask the following questions:
  - *What are some ideas they can think of to address their challenge?*
  - *What 'ideas' or 'strategies' will help them get closer to their 'vision' or 'dream' for the future?*

**Important Note:** Sometimes some of the root causes cannot be addressed by the youth themselves and need other members of society (e.g. government, policy-makers, family, etc.) for larger change. Sometimes you can invite these people to help you and other times it may be too big for us to address with our projects. We can, however, try to find challenges we can address or look at ways our actions can support people facing these challenges. For example, if youth feel unsafe in their community due to attacks and war. We cannot stop the attacks and war through our Art-Action, we can however, support youth to have a space to go to where they feel safe and supported, reflect on what is happening in their community, and communicate their feelings to the public (if safe to do so).

9. Ask them to write possible creative ideas (Art-Actions) down on the fruit. If the resources are not readily available, tell them it is still okay to write the ideas down, but to make sure that some of the ideas are possible to carry out. (You may also want to refer to **Activity 2: Map our Lives** for some ideas you generated as a group earlier).
10. Ask each group to provide a short presentation (2-3 minutes) on their Planning Tree and hold a discussion.
11. Remember if youth chose 2 challenges, you will now need to lead the youth through the development of a second Planning Tree to analyze the other challenge.
12. Now that you have the creative ideas written down, review them as a group and decide on 1 to 2 Art-Action ideas that would be feasible to carry out together. Circle or highlight these ideas for your Art-Action.
13. Please fill out **Appendix 1: Activity Documentation Form**, with your Adult Ally

**Example:**

The youth decided that they want to work on 2 challenges: lack of hope in their peers and lack of opportunity for youth to express themselves. Youth first work on building Planning Trees for “lack of hope,” they discuss root causes such as: the war at home, limited access to education, missing family and friends, not being able to change the political situation. They then talk about Strengths they have at their disposal such as support from your organization, support from certain family members, money from YouCreate project, art teachers that are willing to work with them and their own enthusiasm to make positive change. Some of the strategies they brainstorm are creating a gallery exhibit on hope, where each youth contributes a painting; learning clowning together so everyone can laugh; creating a play to share their thoughts about hopelessness and find a way to chase their dreams. When they finish this they have a group discussion and then they then create a Planning Tree about “lack of opportunity to express ourselves”, and go through a similar process. They then decide on a few good ideas or strategies that emerged from all the Planning Trees.



# Activity 7: Art-Action Map

**Purpose:** To plan out your ideas for your Art-Action, including how you will plan, implement and monitor your Art-Actions.<sup>6</sup>

**Arts-base:** Writing

**Materials:** Flip chart papers, tape, coloured markers, crayons, and paints

**Time required:** 1.5 hours

**Method:**

## Step A: What is our Art-Action Idea?

1. Remind the group of the 1 or 2 Art-Action ideas they have chosen to focus on, and write the challenge on a flip chart or **Appendix 3: Mind Map**.
2. Ask the group to close their eyes and imagine that their Art-Action ideas playing out in their minds, all the way to a successful finished project.
3. Ask the group of youth to come up with a summary statement for their Art-Action idea. For example: Our play will create a space for us to share our thoughts and feelings. Our families and communities will then better understand us. We will also use our play to create hope for other youth by sharing inspiration.

## Step B: Mind Map

4. Explain that we will now develop a mind map. A mind map is a tool to help reflect more deeply on the Art-Action idea youth have chosen to work on.
5. Explain that, each group will use a mind map to explore how they make their Art-Action idea a reality. Provide each group with a piece of flipchart paper or a print out of Appendix 3: Mind Map. Now ask the group to work backwards from the vision they saw of their successful and completed Art-Action.
6. At the Centre of the page, write your Art-Action idea. Invite each group to write out the following:
  - What resources will you need to turn this vision into a reality?
  - Who will need to work with you? Support you?
  - What strengths do you already have that you can draw on?
  - Who will join you in your Art-Action and when?
  - What types of arts can we use?
  - What potential challenges do you need to address?

Please, refer to **Appendix 3: Mind map**

<sup>6</sup> Adapted from Currie and Heykoop, 2011.

7. Invite each group to work through the Mind Map and questions, adding layers of ideas.
8. After 15 minutes, reflect on the mind maps. Do their mind maps include ideas to help them to make their Art-Action ideas a reality? Is there anything else they would like to add?
9. Ask participants to take another 5 minutes to add more pieces to their mind map to ensure all ideas are included. Participants can either add these directly to the mind map or add other circles to the side of their mind map that will support their Art-Action.
10. When the 5 minutes are up, invite groups to share their mind map back with the larger group in 2-3 minutes.
11. After all groups have shared, ask participants if they learned anything new about needs, resources, challenges and arts from other groups that they had not initially thought of? Be sure to have a discussion to confirm the Art-Action ideas.



### **Movement Moment: West Wind Blows When**

Here is an example of a movement activity you might want to include:

1. Invite all participants to stand in a circle
2. Tell them that you will start by saying the “West Wind Blows for” and introduce an item. (e.g. everyone wearing green)
3. When you say this everyone wearing green must run and find a new spot in the circle
4. Continue saying the west wind blows for.... Until everyone has run at least once.
5. (Other Examples: all people who like to eat kebabs, everyone who has a sister, anyone who likes to sing, anyone who paints to make them feel well)
6. The activity can end then based on your time and the energy of the group.

## Step C. Developing our Art-Action Map

12. Now together you can begin to fill out your Art-Action Map, building on the ideas you have come up with together. Capture discussions on flipchart paper:

- **Name of Art-Action:** Decide on a name for your Art-Action.
- **Name of Group or Community:**
- **Start and Finish Dates:** When do you want to start and finish your Art-Action?
- **Location:** Where would the Art-Action be implemented?
- **Vision / Goal:** Why do you want to do this? State the vision or goal of the Art-Action.

*For example: Youth imagine that by sharing their thoughts and feelings and talking about their struggles they will open up parents and community member's eyes to youth's situation. They imagine that the play will also inspire other youth to tell their stories and use the arts.*

- **Challenge(s):** What challenge does this address? Write the challenge(s) you have selected to work on.
- **Step-by Step plan:** What are the different steps involved in this Art-Action plan and what kind of timeline would it follow? Write out a step-by-step plan, including the people responsible for each step and the timeline associated with each step.
- **Resources:** What resources will you need? Think through all of the things (e.g. people, funds, materials) that you will need to do this activity.
- **Budget:** What is your budget? If there is a budget associated with your Art-Action please write down the items you will need and the estimated cost for each.
- **Progress Markers:** What are the short-term changes you want to see as a result of your Art-Action? Explore what they would Expect, Like and Love to see as a result of the Art-Action. Think of things like number of people, what kind of personal or community change, etc.



### **Progress Marker Examples:**

What would we expect to see:

- We expect to make new friends.
- We expect to see 20 family members attend our play
- We expect them to like it.

What would we like to see:

- We would like to see 35 family and community members attend our play.
- We would like there to be a lively conversation about the play
- We would like parents and youth to talk about the themes of the play afterwards

What we would love to see:

- We would love to see 50 family and community members attend our play, including teachers, faith leaders and community leaders
- We would love the community to mobilize to reduce bullying in

13. Let your group know that you will be recording important information in your **Appendix 4: Art-Action Map**, with support from your Adult Ally, and bring this back to them at the next meeting. Set up a time to meet with youth to review and confirm the Art-Action Map and start to oversee and implement activities. Confirm the next time you will all meet.

### **Example:**

After the initial visioning youth are really excited to do a play to build hope and provide an outlet for self-expression. They had really clear visions of how positive this will be for both the young actors as well as those who come to see the play. Youth draw a picture that describes their play at the center of the flipchart page. They then begin to Mind Map out the questions: What resources will we need? Who will need to work with us? What strengths do we already have? What challenges do we need to address? And what kind of arts should they use? Who will join us and when? For example in needs they write training in theatre, and they identify in resources a strong theatre company in the community who may be able to help. For challenges, they are concerned about costs for this training. In the arts, they talk about the kind of play they want to perform and decide to use comedy to talk about difficult subjects, use painting to develop sets, and to sew costumes.

### **Movement Moment: I catch the Ball**

Here is an example of a movement activity you might want to include:

1. This energizer will invite participants to repeat the leader
2. Leaders start by saying “I catch the ball” and jumping to one side with their hands held high as if they were catching a ball. Participants repeat the words and actions of the leader.
3. Next, the leader calls out “I have the ball” and lowers her/his hands as if they are holding a ball in front of their chest. Participants repeat the words and actions of the leader.
4. The leader then says “I put it here” as they bring the ‘ball’ over to a part of their body (ie. shoulders, head, hips, etc.). Participants repeat and move their own ‘ball’ to that part of their body.
5. Leaders then begin to roll that part of their body as they say “I move it, I move it, I move it”. Participants repeat the words and actions of the leader.
6. Leaders can choose to carry on with this energizer for as long as they would like, moving the ‘ball’ to a different body part each time.

This activity is adapted from: *Right To Play Energizer East Africa*





**PHASE 4: ART-ACTION**

# What is the Art-Action Phase?

You will now work with your youth group to implement the Art-Action project. You already have your plan so you can get started with your youth group and have fun!!

In the Art-Action phase you will:

- Present your Art-Action idea to your family and community
- Develop a monitoring collage
- Implement your Art-Action idea

## What are the Art-Action Activities?

The following are the list of activities that can be carried out during Art-Action phase with your youth group.

Plan Activities				
Activity	Purpose	Preparation Time	Activity Time	Debrief & Document Time
<b>Activity 8: Present your Art-Action to Family &amp; the Community</b>	To present your idea for your Art-Action to family & the community, and to inspire them to get involved and support you.	1 hour	1 hour	1 hour
<b>Activity 9: Monitoring Collage</b>	Support youth to measure the success of their journey together.	30 min	30 min	30 min
<b>After you implement Activity 9 you will be implementing your Art-Action plan. The amount of time it takes to design and implement your Art-Action plan will be based on what the Art-Action is.</b>				
<b>Grand Total</b>		1.5 hours	1.5 hours	1.5 hours
<b>Grand Total</b>		4.5 hours plus time for your Art-Action implementation		

## Activity 8: Present your Art-Action to Family & the Community

**Purpose:** To present your idea for your Art-Action to family and the community, and to inspire them to get involved and support you.<sup>7</sup>

**Arts-base:** To be selected by the youth

**Materials:** Flip chart paper and coloured markers

**Time required:** 1 hours

**Method:**

### Prior to the family and community meeting:

Work with the youth through the following ideas:

- Remind youth you are meeting with people to inspire them to get involved and to support youth with their Art-Action.
- **Who?** Who would they like to invite to the meeting? Think about the different levels of the social ecology model: family, friends, community members, community, business leaders, and artists. Think about anyone who might be able to help support their Art-Action idea, with their time, influence, or resources. This is a great way to get parents, caregivers, and other influential people on board to support the youth and all the work it will take to prepare the Art-Action.
- **Where?** Where would be a good place that is easy to get to hold the meeting?
- **When?** What is a good time and date to hold the meeting?
- **What?** What do you need to bring with you to help present your idea? What can you provide, such as snacks and water, for community members?
- **How?** How do you want the meeting to flow? How will you share your ideas?
- Decide if there is a creative way you can use to present your idea to the community. Perhaps you can do a drawing to represent your idea, or prepare a short skit to express your thoughts. Think of a quick and creative way you can use the arts to tell your story to your community.
- Please work with your Adult Ally to invite these guests to your meeting.

### At the community meeting:

- Invite everyone to sit together in a circle. Ask a respected individual to begin with an opening prayer or a song and the local leadership to welcome the group.
- Ask everyone to introduce themselves and share with the group one creative thing they loved to do when they were a child. Explain the project. Thank the youth and the community members for all of their contributions.

<sup>7</sup> Adapted from Currie and Heykoop, 2011.

- Explain that you have gathered the ideas and experiences of youth. Talk about the work you have done with the youth to develop their vision and priorities for the future. Explain that this is an opportunity for community members to build a vision together and make positive change in the way they would like to. Encourage everyone to rally around youth's voices.
- Ask the youth to present their Art-Action plan to the community. If youth are comfortable to take the lead, encourage them to do so offering support only when needed.
- Ask the group if they have any questions.
- Next, ask if they would like to add to the Art-Action presented by the youth. Do they have any advise to offer? What contributions would the community like to make? What resources are available in the community that could support the Art-Action? How do the youth's ideas align with their own visions for the community?
- Pro tip: You can make a **Resource Hat**, for people to write their contact details and anything they might be able to help with, on a small piece of paper, and add it to the hat. You can pass around the paper, pens and hat or have a "Resource Hat" station that you direct people to.
- Explain that we would love for the Art-Action to be supported by the community and that the Art-Action will be improved with the community's involvement.

**Option:**

You may want to establish a **Community Circle**– a group of people (including youth, caregivers, and respected elders) who are interested in working together to support children and families within their communities. Ask interested people to please identify themselves. Record their names and contact information. Share your contact information with the community members in case anyone would like to join later. Provide a deadline (e.g. 1 weeks' time) for them to communicate if they would like to be involved.

- Thank everyone for coming. Share snacks and drinks together.
- After the activity closes, be sure to complete the **Activity Documentation Form (Appendix 1)**, with key ideas and stories from this activity.

**Please note:** Be sure to hold the community meeting at a strategic time for your group. You will know the best time for your group.



## Activity 9: Monitoring Collage

**Purpose:** Support youth to measure the success of their journey together.

**Arts-base:** Collage

**Materials:** Paper, paints, markers, magazines, photos

**Time required:** 30 minutes

**When will you do it?**

- For 3-month YouCreate project, you can do this activity TWICE: now in Activity 9 and again at a convenient time during your Art-Action.
- For the 5-day 'retreat', you can do this activity ONCE on day 3 or 4.

**Method:**

1. In this activity you will think about the Art-Action that you are planning and carrying out and the progress you have made on the journey and present these in an artistic way. Thinking about the group activities from the past month, take out your groups' Art-Action Map and review the Art-Actions and Progress Markers (Expect, Like and Love to see). Ask yourselves: "What have been the most significant changes in the past month?" "What changes do I see in our wellbeing as a group?"
2. As a group, create a one-page collage highlighting the progress achieved in the past month or any significant changes you have seen or experienced – these can be big or small. This can be done on a small letter size page. If a larger flip chart paper works best for your group, that's fine too. Be creative! Your collage can include any of these, or your own ideas:
  - Photos - print photos of your group activities
  - Clippings from magazines / other materials
  - Draw or paint
  - Write a poem, song or story
3. Write down in the **Activity Documentation Form (Appendix 1)** what the most significant changes were that month and any other notes you'd like to include.

**Example:**

Youth decide they will take photos as they plan and rehearse for the play. They check in with their adult ally who agrees to print the photos for them. Then, every month, they reflect on their activities and use their progress markers (Expect, like and love to see) to guide the selection of photos that show the progress they have made. They create a photo collage to share and record the most significant changes in **Appendix 1: Activity Documentation Form.**



**PHASE 5: REFLECT & SHARE**

# What is the Reflect & Share Phase?

You will now work with your youth group to reflect on your experience implementing and monitoring your Art-Action project, once it is complete. You can share the results of your hard work with your community and celebrate your success together.

In the Reflect & Share phase you will:

- Reflect on how wellbeing has changed for the group through YouCreate and explore important changes that have taken place.
- Explore what you learned by implementing your Art-Action and present some highlights to your community.
- Celebrate your success and close the project.

## What are the Reflect & Share Activities?

The following are the list of activities that can be carried out during Art-Action phase with your youth group.

### Reflect & Share Activities

Activity	Purpose	Preparation Time	Activity Time	Documentation Time
<b>Activity 10: Reflections Wellbeing Thermometer</b>	Review and reflect on significant changes in the group's sense of wellbeing that have taken place over the journey of YouCreate.	1 hour	1 hour	1 hour
<b>Activity 11: River Journey Mural</b>	Explore the most significant changes that have taken place over the journey as the final evaluation for your Art-Action project.	1 hour	1 hour	1 hour
<b>Activity 12: Rose Bud and Thorn</b>	Celebrate your success and plan how to share your learning with the broader community and to think through any follow up steps.	1 hour	1.5 hours	1 hour
<b>Activity 13: Celebrative Rock Painting</b>	Celebrate everyone's collective success and strengths as individuals & to close YouCreate as a team.	1 hour	1 hour	1 hour
<b>Total</b>		4 hours	4.5 hours	4 hours
<b>Grand Total</b>			12.5 hours	

# Activity 10. Reflections on the Wellbeing Thermometer

**Purpose:** To review and reflect on significant changes in the group's sense of wellbeing since the beginning of the project.

**Arts-base:** Imagination, Writing & Drawing

**Materials:** Appendix 5: REFLECT form you filled out in Activity 4: Taking our Temperature, 4 boxes or buckets, sticky notes, pens, paper, crayons

**Time required:** 1 hour

**Method:**

## Step A) Wellbeing Check-In

1. As a group, first do a short reflective activity on the group's sense of wellbeing. Ask the group to sit in a circle with a piece of paper and crayons.
2. Ask the group to reflect on but don't share your answers yet): *"how did you feel at the beginning of YouCreate? Did you know anyone? What thoughts were going through your mind? Did you have a sense of hope? Were you nervous to engage in art activities, or with new people?"*
3. Now say *"Here you are now, your Art-Action project is now finished. Thinking about your wellbeing and the wellbeing of the group, what are the most obvious changes that have taken place since the beginning of YouCreate?"* Allow a few minutes for sharing and group discussion.
4. Offer paper and crayons so youth can doodle or free draw while thinking.

## Step B) Wellbeing Thermometer



1. Draw a thermometer on a flipchart with a 1 (low) on the bottom and a 10 (high) on the top. This is for youth to visualize.
2. Now, take a moment to remind the group about the original Taking our Temperature activity you did in the Explore Phase, including the 5 Wellbeing Pillars:
  - Pillar 1: Feeling Safe:** Feeling safe both physically and emotionally.
  - Pillar 2: Feeling Connected:** Feeling connected to supportive people and groups in your community.
  - Pillar 3: Feeling Worthy:** Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do or we would like to do.
  - Pillar 4: Feeling Respected:** Feeling respected, with the ability to address injustice in our lives and access to our rights.

- Pillar 5: Feeling Hopeful:** Feeling hopeful about the future with a zest for life.
3. Place 5 boxes or buckets on the table and hand out 4 sticky notes to each person. Write each objective on the box or on a sign beside it (one box for each pillar).
  4. Explain to the youth that they will be measuring how they currently feel about each pillar. This will be private and no one will see their response.
  5. Invite them to look at the thermometer and to consider the first pillar (Feeling safe). Invite each youth to think quietly for a minute and then write the number that corresponds to how they currently feel in relation to the pillar (1 – low, 10 – high). Once they have finished they can add the sticky note to the box for the first pillar.
  6. Repeat this with objectives 2,3, 4 & 5- explain the pillar, invite youth to consider how they currently feel, write their number and drop it in the box.
  7. Ask the following questions:
    - *What changes regarding the ‘pillars’ stand out to you most strongly (positive and negative)? Why?*
    - *What pillar had the most significant improvement? How do you think this was accomplished?*
    - *How do you feel further progress could have been made?*
  5. Summarize the discussion for the group and thank them for their participation.
  6. Remember to fill out **Appendix 5: REFLECT form**. Be sure to record the numbers in each of the boxes separately



**Example:**

Now that youth have the chance to sit and reflect on where they have come from the start of the project, youth are really excited to see how many positive changes have occurred in their wellbeing. Youth feel they have made progress in almost all of the pillars. They realize they have not made progress in one area and schedule a meeting to brainstorm how they might be able to address this in another project.

**Movement Moment: Birthday Line Ups**

Here is an example of a movement activity you might want to include:

1. Invite all participants to stand in a line based on the order of their birthdays from January to December
2. Participants may not use words and can only use hands and gestures to get in line.

*Variations: Line Ups based on living closest to the community centre and farthest away; favourite animals smallest to largest; etc. Make sure people do not speak when lining up whatever style you use! These are also useful ways to then divide participants into groups for activities.*

# Activity 11: River Journey Mural

**Purpose:** To explore the most significant changes that have taken place over the journey as the final evaluation for your Art-Action project.<sup>8</sup>

**Arts-base:** Mural

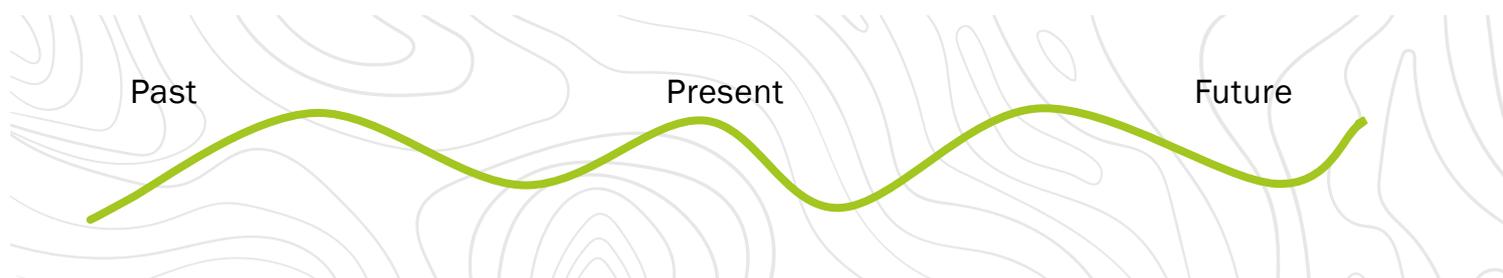
**Materials:** Flip chart paper (4-5 pasted together), paints/crayons/other colours, REFLECT Form (Appendix 5)

**Time required:** 1 hour

**Method:**

## Step A - River with Journey

1. Place a long piece of paper on the floor or wall, and write past, present, and future in intervals across the top.



2. Ask youth to close their eyes and envision a beautiful river, flowing from their past (before they started YouCreate) to the present (recently completed Art-Action) and into their future (What do they hope will happen next?).
3. Ask youth what their lives were like in the past, before they started doing YouCreate? What it is like now that they have finished the Art Action? And what they hope they might do in the future?
4. Ask youth what some of the most important changes have been between each of these time periods (past, present, future)? These changes can be personal, in the family or in the community.
5. Ask youth to draw a river on the page (2 lines) and together populate the river with their individual stories (in writing and/or drawing). They may also include significant activities /events that led to the changes.
6. Once complete, ask participants to draw or write any significant 'stories' that reflect the changes that they experienced as a result of the YouCreate.
7. What activities and events were significant to you / led to these changes? Please draw or write these.

<sup>8</sup> This activity has been developed by IICRD as a modification of the Most Significant Change (MSC) Participatory Monitoring Tool.

8. Lead a discussion using the following questions as a guide. Record a summary of the group's answers in **Appendix 5: REFLECT Form**.
  - What were the most significant changes that were revealed in your River Journey? Why are these significant?
  - Were the changes experienced by all participants? Please explain.
  - What have you learned that you will take forward into a) future activities you plan, and b) into your lives?

## Step B - Progress Markers with Reflection

1. Please now review the **Progress Markers** on your **Art Action Map (Appendix 4)**. Referring to your group reflections, think through your progress to date. Please write down the key changes on each Progress Marker on your **REFLECT Form (Appendix 5)**.

# Activity 12: Rose, Bud & Thorn

**Purpose:** To celebrate your success and plan how to share your learning with the community and to think through any follow up steps.

This activity will help you to:

- Determine the impact of the entire You Create project
- Help people to understand the successes, challenges and learning involved in the project
- Guide decision making of youth and community regarding next steps

**Group:** youth, (your Adult Ally may also invite some additional support staff to this activity).

**Arts-base:** Paper-cutting and other to be selected by the youth

**Materials:** Flip chart paper and markers; **Appendix 6: SHARE** form, 3 colours of paper, scissors

**Time required:** 1.5 hours

## Method:

### Before the activity starts:

Take 3 different colours of paper, and in advance of the activity, cut out 'roses', 'thorns' and 'buds'. Make them large enough that people can write ideas on them.

### During the Activity:

This activity will guide you through the following 'Share' steps:

- A. WHAT: Summarize your successes, challenges and key learnings into a few *key messages*
- B. WHO: Decide who needs to hear these key messages
- C. HOW / WHERE / WHEN /: Plan for the best creative method to share these key messages, including a forum for discussing next steps
- D. SHARE!

### Part A - WHAT: Summarize your successes, challenges with learning into a few key messages

1. Explain to the group that they will be exploring 3 categories through the metaphor of a rose - successes (roses), challenges (thorns) and key learnings (buds). The activity is described below as a paper-cutting activity, but you can also do this through drama, song, poetry or another art form of your choice.
2. Take some flipchart paper and cut out a rose bush - just a few branches coming up from the ground. As a group, you will add roses (successes), thorns (challenges) and buds (learning) with a brief written description of each one.
3. Questions to guide each category are the following:
  - ROSES - Success: *What went well? What are you most proud of that your group has accomplished?* Remember to look at your progress markers as well from your 'REFLECT form' to remind you of the important successes that are not as visible (like social connections made, self-esteem built, etc.).
  - THORNS - Challenges: *What challenges did you face along the way? Who were these experienced by the most (all youth, girls, boys, other)? What did you do to try to deal with these challenges?*
  - BUDS - Learning: *What did you learn from this project? What would you do differently next time? How could you plan for and deal with the challenges next time? What opportunities have come up through the project? What possibilities need growth and nurturing?*
4. Once you have brainstormed all of your roses, thorns, and buds, summarize these into the **key message and write these on the Appendix 6: SHARE Form.**

## Part B - WITH WHO: Decide who needs to hear these key messages.

5. Have a look at the 'Our World' map you made in Activity 2 of 'Map'. Read each 'key message' written in Part A of the **SHARE Form** one by one and discuss who needs to hear this message. Write this in the last column on your worksheet (Part B). Ask yourselves:
- *Who participated in any step of the project that should know the key messages?*
  - *Who should be involved in determining next steps?*
  - *Who would benefit from learning about this?*
  - *Who needs this information for future decision-making?*

## Part C - WITH HOW / WHERE / WHEN: Plan for the best creative method to share these key messages, including a forum for discussing next steps.

6. Use the following questions to think through your SHARE plan. Write the answers in your SHARE Worksheet (Part C).
- *What is the best format for sharing the key messages (written, in person, creative)?*
  - *What creative methods could we use to share this information - a method that could IN ITSELF help to show the impact of the project (i.e. public drama, mural, photography exhibit, community garden, open house, etc.)*
  - *Are there any existing community meetings or forums where we could ask to present?*
  - *Are there online communities that would be interested in learning about your work?*
  - *Look at your various audiences and ask, 'will we need to develop a few different sharing methods to reach each audience in an effective way?'*
  - *What is our timeline for developing the SHARE plan? Who will lead each step?*
  - *When and where should we SHARE to best reach the people who need to hear this and plan next steps with us?*

### 7. SHARE WITH YOUR COMMUNITY!

Consider:

**Who?** *Who would we like to invite to our celebration?* Think about the different levels of the social ecology model: family, friends, community members, community, business leaders, and artists. Think about anyone who may have helped with our Art-Action or could have influence in the future.

**Where?** *Where would be a convenient place to hold sharing events?*

**When?** *What is a good time and date?*

**What?** *What do you need to develop or bring with you to help present your idea? What can you provide, such as snacks and water, for community members?*

**How?** *How will you facilitate the process? How will you share your ideas?*

### **Movement Moment: Bato**

Here is an example of a movement activity you might want to include:

1. Invite participants to stand and form a circle.
2. The leader will share three words and participants will respond with certain actions:
  - When the leader says “Ba”, participants must raise their arms above their heads.
  - When the leader says “Bato”, participants must put their arms straight in front of them.
  - When the leader says “Bato Bato”, participants must slap their thighs two times.



# Activity 13. Celebrative Rock Painting

**Purpose:** To celebrate everyone's collective success and strengths as individuals & to close YouCreate as a team.<sup>9</sup>

**Arts-base:** Painting & Storytelling

**Materials:** Certificates, assortment of arts materials; small smooth rock (one for each person) and paints.

**Time:** 1 hour

**Method:**

## Part A - With Certificates

1. Prepare a hat or box with each individual's name written out on a small piece of paper. Invite youth to choose a name from the hat. If they get their own name they can put it back and choose another name.
2. Invite participants to take ten minutes to complete the design of an award for the person whose name they have drawn.
3. Tell the youth that they will have 1 minute to introduce the award and how it represents the person that they selected.
4. Ask participants to be specific and share special things that they have respected and valued in the person during the workshops.

Example:

- *I give Amadou the big listener award. He always listened to what other people had to say. For example, when I was nervous during an activity he listened to my concerns and provided support.*
  - *I give Soufi the painting award. When I did not know how to make different colours with my paint, she kindly showed me how to mix red and blue to make purple without making me feel bad for not knowing.*
5. After ten minutes of preparation, invite all youth to come together in a circle.
  6. Invite a participant to start the process.
  7. Invite the person who received the award to then introduce their award to the next person.

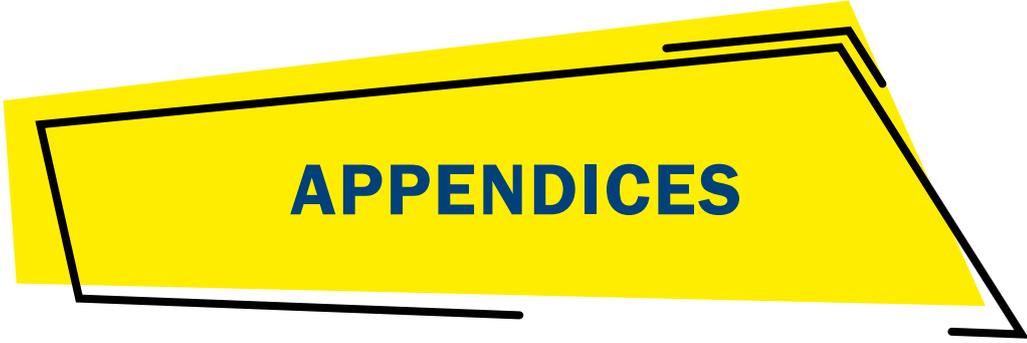
**Note: if time doesn't permit for awards, switch this so that each person gives the certificate to one person and says 2 to 3 sentences about why they value the individual.**

<sup>9</sup> Adapted from IICRD and Right To Play Closing Circle activities.

## Part B - With Rock Painting

8. As each person receives their award, you can also hand them their Certificate.
9. Once all youth have given and received awards, invite participants to choose a rock from a pile on a table. Make sure each person has access to paints.
10. Ask people to consider the following questions while they paint their rock. "What did you gain from YouCreate?" "What are you taking forward?"
11. Give youth 5-10 minutes to reflect on the questions and paint their rocks.
12. After everyone has finished, invite them to bring their rocks to the table and together ask them to find a shape to place their rocks in that reflects their feelings about YouCreate (for example, an exclamation mark, a sun, a heart, a paintbrush) ,
13. Encourage the group to share their thoughts and feelings and what they have painted on their rock. Youth can take their rock home to remember their YouCreate Journey.
14. Thank all the youth for their participation.
15. Close the activity with the Circle of Trust.





# APPENDICES

Appendix 1: Activity Documentation Form

Appendix 2: Theme Chart

Appendix 3: Mind Map

Appendix 4: Art Action Map

Appendix 5: REFLECT Form

Appendix 6: SHARE Form

Appendix 7: Real Life Examples of Art-based Activities that Support the Wellbeing Pillars

Appendix 8: Youth Leader Journal Reflections

# Appendix 1: Activity Documentation Form

Unless you are directed to a different form, please use this form to record your notes for all Activities in the Art-kit.

## Activity Documentation Form

**Name of Community:**

**Date and Time:**

**Name of Note-taker:**

**Name of Facilitator:**

**Name of Adult Ally:**

**Participants: (include boys, girls and age range)**

### Reflections on the Activity

*Please be sure to capture the quotes, words or stories used by participants wherever possible.*

**Name and Number of Activity:**

**Describe the activity What happened?**

#### Highlights

*What was the most important thing that happened today for the group? For facilitators? Any moments of magic? What hopes, ideas and strategies did the group share? What topics were most important for the group?*

#### Lessons Learned

*What did you learn from the Activity? Would you do anything differently?*

**Additional Comments or Areas for Follow-up?**

# Appendix 2: Theme Chart

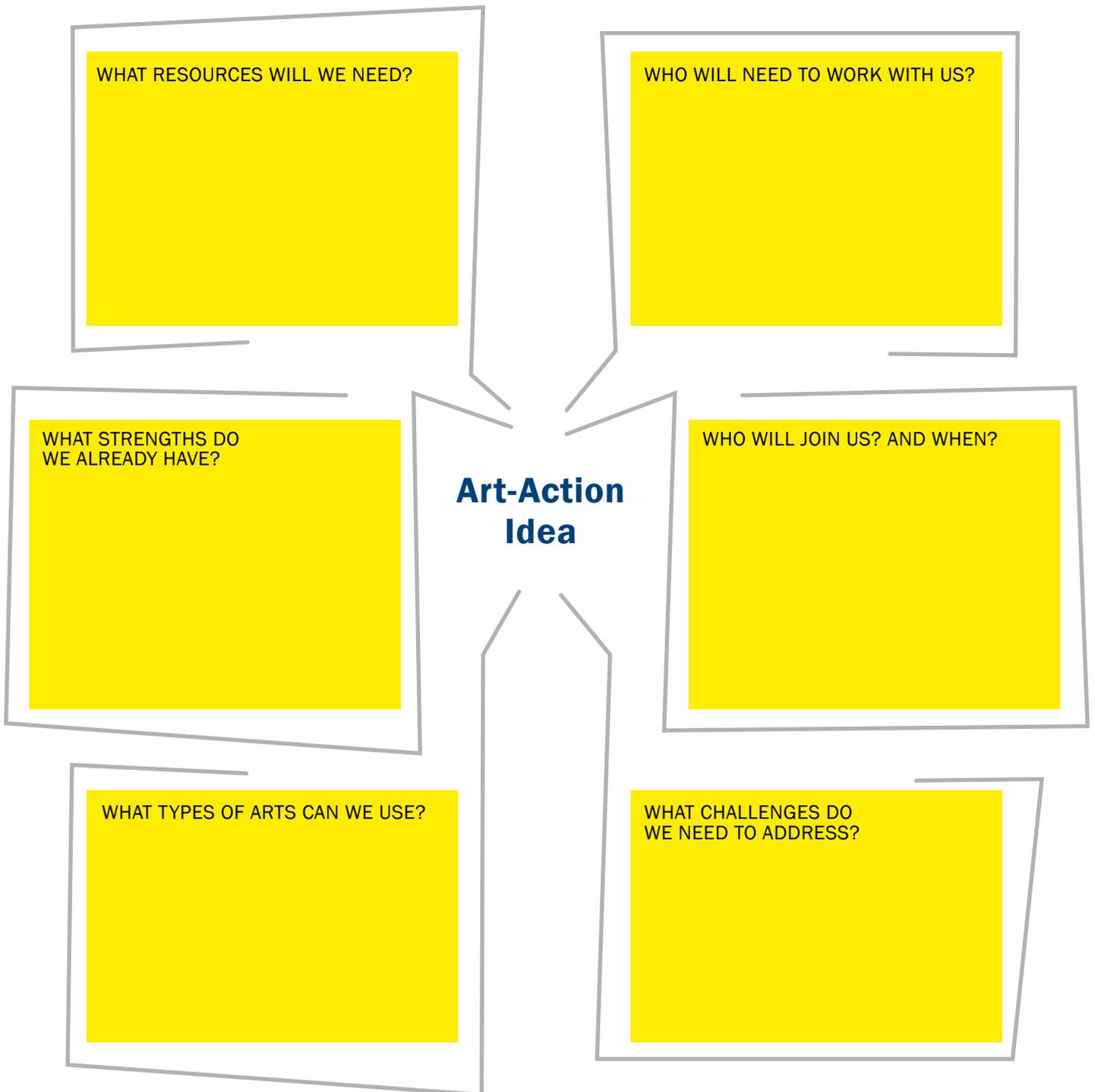
Please fill out this Chart after you develop themes with your Adult Ally at the end of the Explore phase (after Activity 4 and before Activity 5).

Theme Chart		
<b>Name of Community:</b>		
<b>Date:</b>		
<b>Name of Facilitators and Adult Ally</b>		
Strengths	Challenges	Ideas/Strategies
Theme 1:		
Theme 2:		



# Appendix 3: Mind Map

Please fill out this form when you are completing **Activity 7**. You can even print these out and have youth fill them in directly, or you can transfer this information to a few flip chart papers.



# Appendix 4: Art Action Map

Please fill out this form when you have completed your Art Action Map with your youth group, after **Activity 7**. You can continue to add to this and build it out as you move through the planning for your Art-Action. This is a great thing to share with your youth group as well.

Art Action Map	
<b>Name of Art-Action</b>	
<b>Name of Group or Community</b>	
<b>When will we start? (date)</b>	
<b>When will we finish? (date)</b>	
<b>Location: Where would the Art Action be implemented?</b>	
<b>Vision/ Goal: Why do you want to do this?</b>	
<b>Challenge(s): What is the challenge(s) you want to address?</b>	
<b>Name and Number of Activity:</b>	
<b>Describe the activity What happened?</b>	

## Art Action Map

	Task	Person(s) responsible	Timeline
<p><b>Step-by-Step Plan:</b> What are the steps you need to take to implement your Art Action?</p>	1.		
	2.		
	3.		
	4.		
	5.		
<p><b>Resources: What resources will you need?</b> (people, funds, materials)</p>	<p>Materials:</p> <p>Location:</p> <p>Transportation:</p> <p>Food:</p> <p>Support People:</p> <p>Training:</p>		
<p><b>Budget: What is your budget and how will we spend it?</b></p>	<p>What would we expect to see:</p> <p>What would we like to see:</p> <p>What would we love to see:</p>		
<p><b>Progress Markers:</b> Short term changes you want to accomplish from this Activity:</p>	<p>What would we expect to see:</p> <p>What would we like to see:</p> <p>What would we love to see:</p>		



## Appendix 5: Reflect Form

This form should be filled out in **Activity 4: Wellbeing Thermometer** and in the Reflect Phase, **Activities 10-13**.

### SECTION 1: BASIC INFORMATION

**Name of the Organization:**

**Name of the Group:**

**Name of the youth-leaders:**

**Project Name:**

**Date of REFLECT:**

**Brief Description of your project:**

### SECTION 2: WELLBEING THERMOMETER (Activity 4 – Explore, and Activity 10 – Reflect)

Please fill in the table during the Explore Phase (**Activity 4: Wellbeing Thermometer**) and then again in Reflect and Share (**Activity 10: Reflections on the Wellbeing Thermometer**). Please compile the average based on the numbers in each pillar box/bucket. For example if you have 20 papers in Pillar 1 bucket, add these numbers up and divide by 20 to get your average. Add your comments and notes about the Pillars in the final column.

Activity	Ranking (1 – low, 10 – high)					Comments and Notes (Was there any interesting discussion about the Pillars? Did you notice any changes from Activity 4 to Activity 10?)
	Pillar 1: Safety	Pillar 2: Connected	Pillar 3: Worthy	Pillar 4: Respected	Pillar 5: Hopeful	
(Project Start) Activity 4						
(End of Project) Activity 10						

**SECTION 3: REFLECT (Activity 10: Reflections on the Wellbeing Thermometer)**

REFLECT - Questions for you (the Youth Leaders) and the youth participants regarding **Activity 10: Reflection on the Wellbeing Thermometer.**

A. What changes regarding the ‘pillars’ stand out to you most strongly (positive and negative)? Why?

.....

B. What pillar had the most significant improvement? How do you think this was accomplished?

.....

C. How do you feel further progress may have been made?

.....

**SECTION 4: RIVER JOURNEY MURAL (Activity 11: River Journey Mural)**

Questions for you (the youth leaders) and the young people regarding the **Activity 11: River Journey Mural:**

What were the most significant changes that were revealed in your River Journey? Why are these significant?

.....

.....

Were the changes experienced by all participants? Please explain.

.....

.....

What have you learned that you will take forward into:

A. Future activities you plan?,

.....

.....

B. Into your lives?

.....

.....

**Progress Markers:**

Please refer to your **Appendix 4: Art Action Map** and reflect on the Progress Markers (PMs). Now write these progress markers below and note if each one has changed (positive or negative changes):

Progress Markers (please copy these from your Art Action Map)

Reflection on Changes after Art Actions (positive/ negative)

What would we expect to see:

.....

What would we like to see:

.....

What would we love to see:

.....

# Appendix 6: Share Form

This form should be filled out after **Activity 12: Rose, Bud and Thorn**

What?	Key messages (Part A)	Who (Part B)
<b>Successes</b>	..... ..... .....	..... ..... .....
<b>Challenges</b>	..... ..... .....	..... ..... .....
<b>Learning</b>	..... ..... .....	..... ..... .....
<b>SHARE Plan (Part C)</b>		
<b>Think about how you want to share what you have learned and accomplished together:</b>		
<b>How?</b>	..... ..... .....	
<b>When?</b>	..... ..... .....	
<b>Where?</b>	..... ..... .....	

# Appendix 7: Real Life Examples of Art-based Activities that Support the Wellbeing Pillars

The following document includes real life examples of the 5 Wellbeing Pillars:

**Pillar 1:** Feeling Safe: Feeling safe physically and emotionally.

**Pillar 2:** Feeling Connected: Feeling connected to supportive people and groups.

**Pillar 3:** Feeling Worthy: Feeling worthy, and with roles and identities regarding who we are, where we come from and what we do or we would like to do.

**Pillar 4:** Feeling Respected: Feeling respected and to develop critical consciousness and capacity to address injustice and access rights.

**Pillar 5:** Feeling hopeful: Feeling hopeful about the future and retaining or developing a zest for living.

## Pillar 1: Feeling Safe

### Real Life Examples

#### A) Create a Safe Space

**The idea:** Where do you feel most safe? Is there a room or corner in the courtyard at the centre, your home or neighbourhood where you feel safe? Another space? The idea of this activity is to work together with your peers to think of a place that makes you all feel safe and to transform it into a welcoming place of belonging. If there is not one that makes you all feel safe, try to think of a space you could make safer. What would you need to do to make it feel safe and secure?

**The inspiration:** Open Art Shelter, in Berlin is a safe, creative space for the free expression of emotions, intercultural dialogue and healing. They have a lot of very interesting programming, including a Women's only space.

<https://gsbtb.org/projects/open-art-shelter/>

**You can do it too!** Identify a space that you think might work. Be creative. It can be under a tree in the courtyard, an under-used office, the back corner of a large room. Ask for permission to transform this into a safe space for your group. Begin by cleaning up the space. Ask each young person to bring in objects to decorate the space that make them feel safe. You might want to work on a mural, hang paper lanterns or birds, or come up with other visual, sound or tactile art projects you want to decorate your space. Invite people to share this space with you. You might ask a peer or an adult to hold activities here, or you might want to leave it as a quiet place for reflection. You may consider developing separate safe spaces for different genders. You could also develop a safe space just for you in your home, favourite nature spot, or somewhere else that makes you feel safe and well.

## B) Finding Safety through Dance and Movement

**The idea:** As human beings, we store emotions in our physical bodies. Through dance or other types of movement, we can release feelings that may be building up and create space for new feelings, like the sense of safety and security, to come in. By practicing dance and movement, you can learn control over your body and this helps strengthen feelings of security and stability. Dance also uses music, which can connect us to our culture and home, and also introduce us to new cultures and help us feel more at home with them.

**The inspiration:** Since 2005, choreographer and dancer Taigué Ahmed and his organization Ndam Se Na have been organizing dance workshops in refugee camps in southern Chad. He shares that dance can help you express emotions that go unsaid. Dance and sing together can be very powerful.



<https://www.goethe.de/en/kul/tut/gen/tan/20710799.html>

**You can do it too!:** Decide if you want to learn a specific type of dance, or if you would rather focus on free movements and free dance. Identify a dance teacher or movement teacher who you think could support your group. Invite peers to attend the sessions. In some cultures it may work best to have separate sessions for girls and boys.

## Pillar 2: Feeling Connected

### Real Life Examples

#### A) Creatively Honouring Family

**The idea:** Strengthen relationships with an important person in your life by using various forms of art to showcase an important memory, experience or story you have of them. Then, create a gallery to showcase these stories where everyone can present their important person.

**You can do it too!:** Some people have family close by, for others family may live far away, and many people have also lost important family members. Blood relations often define family, but family can also people who are very important to you. Ask each young person to select one or two people that are important to them that they want to profile. If the person lives close to you, you can approach them to see if they would be willing to work with you. If the person lives far away or has passed away, you might be able to talk to someone else who knows or remembers them. The idea is to create a 'picture' of who this person is and why they are important to you, either through words, musical notes, paint or whatever artform you like. Try to learn new things about this person. For example: Tell this person a memory that you have of them, that is important to you. Ask the person if they remember this, and ask them to tell you how they remember this event or story. You can even ask other family members or friends what they remember.

Once everyone has completed their profile, create a gallery at your community centre, to share photographs, pictures, writing or presentations - whatever people are comfortable sharing, so that you can learn more about the people that are most important to your peers.

#### B) Build Community through Art

**The idea:** Art and culture are an amazing way to bring people together! Food, art, music and nature are appreciated in every culture, so whether you are doing a community art project for one or more cultural groups, this is a great way to do it.

**The inspiration:** MABELLEarts, <https://shifra-cooper.squarespace.com/> is a community arts organization in Ontario, Canada that works with artists and community members to transform neglected public spaces into a place for community and the arts.



**You can do it too!:** Is there a space, large or small, near you that could use some love and some art? There are often street corners, spaces in between buildings or other neglected areas that could be used as a place for community to meet, build relationships and create art together. Determine where you might like to have your project, and get approval as needed. You can invite people to a meeting at this space and discuss how you might want to transform it. A first step might be to clean it up, then to decorate it with large or small pieces of art, and host a celebration. You can continue to come back and develop this space as well as the new relationships you have built.

## C) Art through digital connectivity

**The idea:** Community is now something that can be built in the physical world, and in the virtual world. It can be exciting to find a community of people online who have similar experiences to you or share similar values and interests.

**The inspiration:** Project 1324 <https://project1324.com/> is a new project by Adobe that supports young emerging artists to connect, inspire one another and make an impact. There are 'challenges' on Project 1324, where youth from around the world are invited to share their ideas. For example: No Lost Generation <https://project1324.com/challenge/definedwithoutborders> supported youth affected by the Syria and Iraq crises to share their identity through art online. You can see some of these stories online.

**You can do it too!:** Create your own challenge on Project 1324 or submit a piece of art to an existing challenge. Engage in dialogue with the peers you meet online. Share your story. Learn about other youth. Build your arts skills.

## D) Music Jam Nights

**The Idea:** Bring youth together to play traditional music and to create your own!

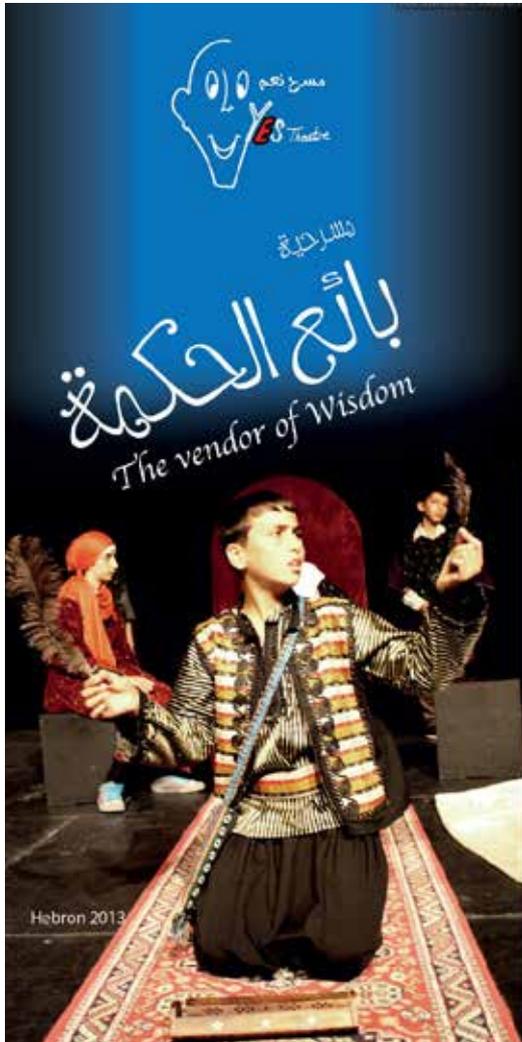
**The Inspiration:** During the Iraq YouCreate Pilot Workshop, youth brought instruments from home and used instruments in our workshop space to share traditional songs and bring in new songs during lunch hours and throughout sessions. Some spoke about playing music in their communities for those in the army and supporting wellbeing of youth and adults. Need more inspiration? Check out RefugeeYouth, an organization run for youth by youth here <http://www.refugeeyouth.org/portfolio-items/arts-night/>.

**You can do it to:** Find an organization/group that can donate/share instruments to partner with and invite youth to come together to play music on a regular (weekly) basis. Play songs you know and/or create new songs together. Try out different instruments and build a wellbeing band.

## Pillar 3: Feeling Worthy

### Real Life Examples

#### A) Role-play and drama to explore identity



**The idea:** Support youth to explore their own identity, through performing various roles of interesting people from both their own culture as well as another culture.

**The inspiration:** Yes Theatre in Palestine works with Palestinian children and youth to develop creative and constructive ways to respond to the challenges in youth's lives. Yes Theatre believes that drama and theatre can both positively impact youth as well as help to create change in society.

**You can do it too!:** Identify a drama or theatre artist in your community who would be willing to work with youth on a project. Ask for support and training in developing a play that can highlight the positive roles that youth play in your community. For example: pick an inspiring person from your home community, as well as an inspiring person from the community you are living in now. Create a drama that presents these people's stories to your peers and community.

<http://www.yestheatre.org/eng/index.php/en/homepage/about>

#### B) Supporting Diversity through Music

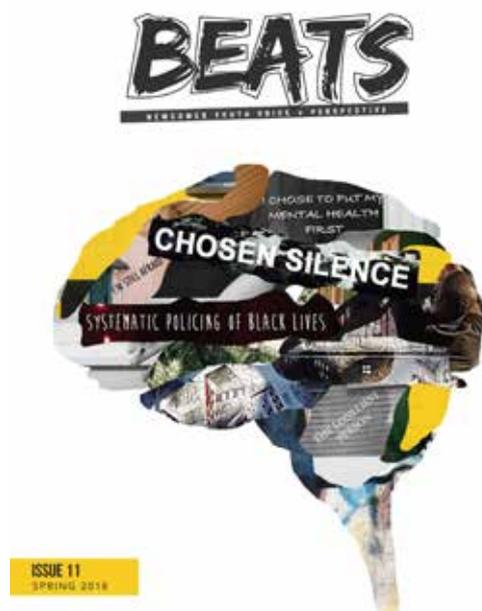
**The idea:** Support diverse groups of youth to share their culture as well as their experiences through music.

**The inspiration:** Uwezo Awareness Organization, <http://uwezo.org> works with youth in Kenya to nurture their musical and performing talents. Youth who have experienced poverty and migration are mentored and supported to share their stories with a wide audience.

**You can do it too!:** Music is such a great way to share culture, the stories of our lives and connect with a wide audience. Working with a music teacher or trainer, you can develop songs as individuals or as a group, to share your stories with a wider audience, by holding a performance in your community or sharing a video online.

## C) Youth-led Storytelling through a Magazine

**The idea:** Create a magazine, either in print or online, to share stories about the experiences of you and your peers. A youth-led magazine means that youth play the roles of creators, writers, editors, illustrators, and publishers, circulating and sharing the work. You can decide your audience, your style, your themes and your look!



**The inspiration:** BEATS magazine by Leave Out Violence, in British Columbia, Canada.

<http://bc.leaveoutviolence.org/beats-magazine/> BEATS is published by and for immigrant and refugee youth and covers a new theme of importance each issue.

**You can do it too!:** You can start small, with a 3-4 page print magazine to share some of your ideas. As a group, decide on what themes or ideas you would like to approach in your first issue. Determine who is interested to take on what roles, such as writers, artists, editors etc. Work together to develop a plan on how you will prepare your magazine. Remember to approach the artists and adult support people in your community who can help make your dream a reality.

[https://issuu.com/beatsm./docs/issue\\_11\\_web](https://issuu.com/beatsm./docs/issue_11_web)

## Pillar 4: Feeling Respected

### Real Life Examples

#### A) Digital Storytelling

**The idea:** Youth prepare films to share their stories about the importance of children's rights. Youth might decide to choose a right, such as children's right to participate, and explore this through film.

**The inspiration:** ResiliencebyDesignLab, Royal Roads University.

<http://resiliencebydesign.com/>

At the RbD lab youth design three minute stories through the use of photographs, music, and voice over to share their stories, concerns about their communities, and recommendations they have for strengthening youth's involvement in decision-making and/or building strong, resilient communities.

**You can do it too!:** Go around your community in groups and each take pictures of things in your community that are important for children’s rights. You may choose to share a story about what is working well and/or take pictures of things that show the challenges to children’s rights. Create a story with words and pictures and include recommendations for positive change. Always remember that staying safe is important. Do not take pictures of people without permission and stay away from unsafe spaces when taking pictures.

Once you have your pictures you can upload them into an imovie (or other software) and put them together in a sequence (one photo after the other). Next you can record yourself and music over the photos so that when the photos are shown in a row, your story lines up with them. Find yourself someone who has experience in technology and making digital stories to provide support or check out how to videos on youtube. You can see some digital story examples here

[https://www.youtube.com/](https://www.youtube.com/watch?v=txJ25BtFCI&list=PLwt8z6uXtIVkM5OeUsex6g2sC1qvbD9p)

[watch?v=txJ25BtFCI&list=PLwt8z6uXtIVkM5OeUsex6g2sC1qvbD9p](https://www.youtube.com/watch?v=txJ25BtFCI&list=PLwt8z6uXtIVkM5OeUsex6g2sC1qvbD9p)

## B) Travelling Play about Social Cohesion

**The idea:** Discrimination is when people are treated differently from others, often because of their race, age, gender or where they came from. In this activity, youth prepare a play to share their stories about discrimination and the importance of peaceful living and fair treatment of all people and perform the play at local schools or in the community.

**The inspiration:** Barefoot Theatre Zambia. Or Right to Play

**You can do it too!:** You may want to connect with a drama teacher or theatre troupe who can help mentor your group. Spend some time as a group exploring how people in your community are discriminated against. Talk through some examples of how different groups in your community work together despite differences. You may want to think of a story you can tell about how community groups work together to overcome challenges and support one another. Work together on your story, characters and costumes. You may want to organize a dress-rehearsal to practice. Think about where you can tour your play- perhaps to schools or other community centres. Another possibility is to act out a story of discrimination and then to ask audience members to volunteer and enter into the scene to act out a ‘change’ in the story to improve the situation.



## Pillar 5: Feeling Hopeful

### Real Life Examples

#### A) Visioning Murals

**The idea:** Create Visioning Murals with youth, with the support of a trained mural artist.

**The inspiration:** The Syrian Refugee Art Initiative. Through his organization, Artolution, the artist Joel Artista has been working with Syrian refugee artists in Za'atari refugee camp in Jordan. Together they lead community mural and sculpture projects that bring youth together to build a community of young artists, create visions of hope and beautify their community.



<https://joelartista.com/syrian-refugees-the-zaatari-project-jordan/>

**You can do it too!:** Identify a mural artist in your community who would be willing to work with youth on a project. Think about where you would like to do the mural, and be sure to get permission. Meet with your team of youth to brainstorm what you might like to paint together. Secure your materials and any additional support you might need.

#### B) Narrative Storytelling: Individual and Group Stories of Strength through Adversity and Hope

**The idea:** Develop stories (written, performed or film) about overcoming adversity and finding hope.

**The inspiration:** Storytellers Without Borders <http://storytellingwithoutborders.com/> is a partnership of a number of organizations who support youth to create stories about their life experiences and share these stories through film.

<http://storytellingwithoutborders.com>

**You can do it too:** Decide what medium you would like to use to develop your story (1) written; (2) drama/theatre; or (3) film. Identify a local artist who can work with you to learn more skills in this area. Decide with the youth if they would like to develop individual or group stories, or both. Another option is not to choose just one arts-based medium, but several! For example, Intermodal Arts in Action (<http://www.carriemacleod.com>) encourages youth to fluidly switch between mediums in their expression of hope, i.e. from poetry to dance, or from writing to photography. Think about the themes of Overcoming Adversity and Hope, and begin to work together!

### C) Mandela Making & Planting hope

**The idea:** Planting plants or trees with intention, and making nature-based mandalas to represent our hopes and beliefs.

**The inspiration:** There are many examples of how creating mandalas using objects found in nature such as flowers, leaves, seeds and/or rocks, can be a wonderful way to connect with the natural world, calm down and have time for spiritual reflection. Though it is not always possible in every environment, by planting a tree or plants collectively after this process, we honour the world around us and can say a prayer or set an intention - a starting point for your dream.



<https://www.boredpanda.com/flower-mandala-danmala-kathy-klein/>

**You can do it too:** Decide where you would like to do your nature-based installation. Gather your materials (rocks, seeds, flowers, leaves). Ensure everyone has enough materials and take some time to prepare you mandelas. It is nice to play some calming music while people create their mandalas. Once everyone has finished, take time to view each person's' mandela and talk about what the process was like for you. Finally, together plant a tree or plants and set your intentions (these will likely be individual - starting points of your dream, but can also be collective group intentions). If you aren't able to plant a tree, find some sort of meaningful representation of your group's dreams being 'planted', perhaps through drawing or painting trees while setting your intention.

# Appendix 8: Youth Leader Journal Reflections

Here is YOUR personal space to write, draw, paint, or colour your thoughts, feelings, and reflections over your journey. We have included some questions to get you started but feel free to express your thoughts and ideas however you would like! You can also use other spaces (e.g. your camera for photos, recorders to record your thoughts out loud, canvasses for painting, etc.).

## Reflexive Journal: Next Steps

**It is the end of day one of the You Create workshop. You have met many new people and learned some new activities.**

*What was your favourite part about today?  
What made you feel well?*

Write or draw your ideas below:

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# Reflexive Journal: Next Steps

**After leading your first “Explore” Activity reflect on how it went.**

*What did you do that made you feel really proud? Why?*  
*What is something you could improve on next time?*  
*What is one thing you learned from a participant that really excites you?*

Write or draw your feelings below.

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# Reflexive Journal: Next Steps

**After your second “Explore” activity (if you lead more than one):**

*What is something that happened during your activity you feel very proud of?  
What is something that happened that you would like to modify or change next time?  
What is one thing you learned from a participant that you would like to focus on in the future?*

Draw or write your ideas below:

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# Reflexive Journal: Next Steps

**It is one week before your next YouCreate Training! How are you feeling?**

*What has happened since our last workshop?  
What would you like to share with the group?*

Draw or write your ideas below:

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Participatory Action Research for  
Young Change Makers, 2019