



Adolescents explore their strengths and resources through drawing.



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45 min



Activity Overview

Purpose

Discover personal identity through creatively drawing strengths.

Objectives

Adolescents will be able to:

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

Competency domains

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

Works well for

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

Phase

Knowing Ourselves.

Before

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

After

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

Preparation

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



I am, I have, I can

1

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

2

Facilitator says:

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

3

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

4

Facilitator says:

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

5

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

6

Facilitator says:

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

7

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

8

Facilitator says:

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

(Adolescents should volunteer their answers.)

Facilitator says:

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

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

9

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

10

Facilitator says:

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

Share and Take Away

11

Discussion:

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

12

Facilitator says:

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



Do & Don't

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

Adaptation

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

Environment

Indoor or outdoor space.

Supplies

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

Improvise

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

Continue

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