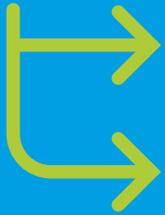




# Our Environment



## What is the purpose of this activity?



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

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

## What will you need?



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



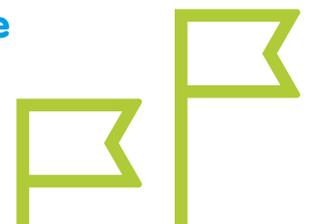
A piece of paper and a pen or pencil.



## Step by step



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



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

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



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

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





### What are the different spaces/rooms inside your household?

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



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

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



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

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



## Create more

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



## Share

### → Online:

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

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

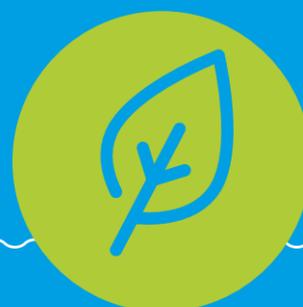
### → Everyone (Online and Offline):

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

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



# Our Environment



## What is the purpose of this activity?



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

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

## What will you need?



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



A piece of paper and a pen or pencil.



## Step by step



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



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

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



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

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



What are the different spaces/rooms inside your household?

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



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

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



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

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



## Create more

- Keep adding to your map, with more drawings or words, or by adding images you cut and paste from newspapers and magazines.
- Imagine how a simple change could make a space in your household more enjoyable or comfortable for you and others. Draw a picture of what the space in your household would look like if you made this change.
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### → Everyone (Online and Offline):

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

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





# Guide for parents and caregivers

## 1

### Before your adolescent starts this activity

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

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

## 2

### While your adolescent is working on this activity

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

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

## 3

### After your adolescent is done with the activity:

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

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

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



# Facilitator guide

## Activity Purpose

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

### 1 Preparing adolescents and families

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

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

### 2 When you share the activity guide:

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

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

### 3 After the activity:

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

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

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