



Ourselves on the Inside and Outside



What is the purpose of this activity?



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

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

What will you need?



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



A piece of paper and a pen or pencil.



Step by step



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



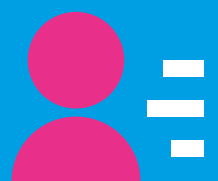
Close your eyes for a minute and try to think of six different words that describe you. Don't say them out loud, just think about them. Try to include at least one word that describes something about you that you are proud of or feel good about!



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



Remember the six words you thought of to describe yourself. Maybe some of these words describe what you are like on the inside, and some describe what you are like on the outside.





4

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



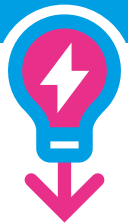
5

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



6

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



Create more

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



Share

→ Online:

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

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

→ Everyone (Online and Offline):

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

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



Ourselves on the Inside and Outside



What is the purpose of this activity?



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

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

What will you need?



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



A piece of paper and a pen or pencil.



Step by step



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



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



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



Remember the six words you thought of to describe yourself. Maybe some of these words describe what you are like on the inside, and some describe what you are like on the outside.



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



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



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



Create more

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



Share

→ Online:

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

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

→ Everyone (Online and Offline):

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

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





Guide for parents and caregivers

1

Before your adolescent starts this activity

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

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

2

While your adolescent is working on this activity

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

If they are confused about how to do the activity:

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

If they need more encouragement or inspiration, ask:

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

3

After your adolescent is done with the activity

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



Facilitator guide

Activity Purpose

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

1

Preparing adolescents and families

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

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

2

When you share the activity guide:

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

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

3

After the activity:

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

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

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