

Your Creative Activity Guide Book

By

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This edition created for:



End sex slavery. Restore hope.

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About the Author

This edition of Your Creative Activity Guidebook was created by Jessica Maria Calladine as part of a fieldwork project for the MA International and Community Development program at Northwest University, Kirkland, WA, USA. If you wish to contact the author, please email at: jessica.calladine13@northwestu.edu

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Disclaimer

Please note that this activity guide has been designed through the eyes of a developer and not a trained therapist. Though the content has learned from and is sensitive to therapy practices, the guidebook is intended to be a heart tool and a practical tool. However, the guidebook is not an authorized curriculum for post-trauma therapy.

Dedication

I dedicate all aspects of my research and this guide book to every girl and every woman.

For I am a sister of all daughters, who are my sisters too and yours.

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Welcome to Your Activity Guidebook

A collection of creative activities to encourage expression and grow the wings of those emerging from trauma.

The Passion

You are enough. You are so enough. It is unbelievable how enough you are. ~ Anon

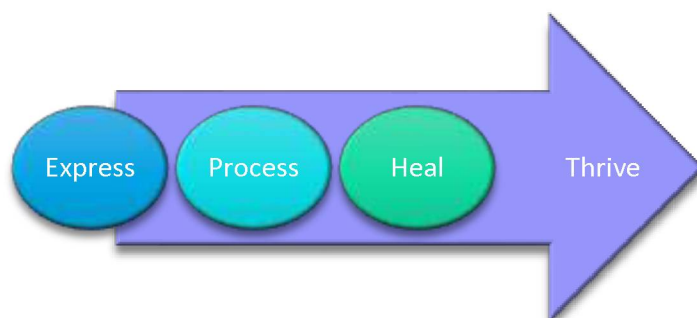
The above words are at the core of this activity guidebook. My approach to the underlying research, to the choosing of activities, and to this project's decision making has been influenced by my unwavering belief that every single person is enough. No matter who they are, where they have come from, or what they have done, they are enough. As they are. Perfectly, and wonderfully, enough.

The Premise

In the depths of abuse and trauma, creativity is often the first mode of expression to be suppressed. Yet creativity also holds the greatest power in processing and healing. When we process emotions and memories, we externalize our trauma and remove the internal stressors the act of inhibition causes. Holding trauma within ourselves can have detrimental effects on who we are – our mind, our body, our spirit. For many, looking inward can seem overwhelming and it is easy to back away from trying to express thoughts and feelings because it is hard to know where to start. Trauma confusion restricts the ability to tell a linear narrative but creative expression allows for disjointed, nonlinear story-telling. From that, a survivor can begin to work through the confusion to apply understanding to their journey. An understanding that helps themselves, and others. Creative expression is also open to anyone and it can be done anywhere. The activities in here should be implemented with the belief that everyone has the ability to create. When we harness the creative avenue of expression, we open the door to our thoughts and feelings – thoughts and feelings that, when trapped inside, inhibit the wings in all of us.

The Hope

I hope that this guidebook can be used to help your girls transition from keeping their trauma locked away, into the action of expressing, emotional processing, opening the way for healing and, ultimately, thriving.



How to Use this Guidebook

- The activity guide is split into seven sections. Each section covers a specific range of emotions that tend to be heightened after experiences of personal and social trauma.

The sections have been ordered in a way that seems most logical, however please apply them in an order and timeline that you think best fits the context and needs of your organization and culture.

You may also wish to change the order of the activities in each section, or even pick and choose from different sections. Again, the freedom is yours to implement this guide book in a way that you think best fits the needs of your girls and the culture you are working in.

- Each section contains a certain number of activities.

Each activity needs to be prepared for before the session begins. It is helpful to read through the steps to think about what materials you could use, and some activities will require you to create a sample of what you would like your girls to create.

- The purpose and steps of each activity are listed on separate pages. The instructions are not strict and I encourage you to take each activity into your own hands when the time is right, allowing for leadership to come from the participants rather than from the leader of the workshop.

- Below the purpose and steps, there is room for the activity leaders to write notes. Use this space to keep track of what worked and what didn't work; what was challenging and what you think could improve the activity.

Also use this space to write down suggestions for discussion and extension activities. These may be based on conversations the leader had with participants during the activity, or on a direction the activity naturally went in during the session.

- At the end of each activity, sharing should be encouraged, but not forced.

A Note from the Author

Please bear in mind that this is the pilot edition of Your Creative Activity Guidebook for Not Abandoned and it is neither a published document nor an authorized, finalized curriculum. It is my hope that it will merely be a starting point for what can become a rich healing tool for your organization. Through the first few rounds of implementation, there will be many learning opportunities for you to apply to the growth of the activity guidebook that will serve to make the resource more culturally applicable and contextually sensitive.

In its current state, the objectives of each section are defined, but they are not defined for each individual activity. It is my hope that through your implementation and feedback, explicit themes will be recognized and therefore specific objectives will be able to be attributed to each activity. I welcome your experiences with the guidebook and please do not hesitate to contact me with feedback, questions, suggestions, or other concerns and queries.

Part One: A Safe Place

Creating a Place that Feels Safe and Where You Can Feel at Peace

1. Getting to Know Your Space
2. Checking In and Checking Out
3. Take What You Need, Give What You Can
4. The Guest House
5. Our Butterfly Garden
6. When You Close Your Eyes and Think of Peace, What Do You See?
7. My Folder
8. Our Mandala Project
9. My Prayer Box
10. A Wreath of Kindness and Gratitude

Getting to Know Your Space

Materials

A variety of your art resources!

Steps

1. Before meeting with the girls for the first time in the context of their creative sessions with you, create a list of values and ground rules you would like your time together to be based on. These should help to establish expectations of behavior (such as respect, kindness, listening) and provide a look into what their time in these sessions is going to be like.
2. Bring your guidelines to the first class and share them with the girls. When you share the “ground rules,” present them in a way that is simple and visual.
3. Try to encourage feedback from everyone, and ask if they have any more ideas for guidelines. Brainstorm!
4. After you have shared and discussed, ask the girls to create a visual interpretation of the guidelines you have all decided on together. This should be something that can be displayed openly in the room.

1. The next step should be focused on vision. This can be something started in the session rather than being pre-prepared.
2. Similar to the first part of the activity, brainstorm the “vision” of the sessions with the girls by asking questions such as, “What do you envision for these times you will have together?”
3. Create a vision board using your art resources that can again be displayed in the room.

Leader Notes

Checking In and Checking Out

Materials

Small notebooks (enough for one each)

(Worksheet 1)

(Worksheet 2)

General art materials

Pens or pencils

Background music

Steps

1. Ask the girls how they are feeling. Allow room for natural discussion and progression away from your question. Remember the aim during these first sessions is to encourage feelings of comfort.
2. If they tell you they are feeling a certain emotion, ask them how they know they are feeling it and where.
3. If they tell you they don't know how they are feeling, try to take the opportunity to talk about ways we can express ourselves when we don't know how to do it verbally.
4. If appropriate, give the girls 10 minutes to use whichever materials they would like to create something that expresses how they are feeling at that very moment. For example it could be a movement, image, or noise.
 - *If the girls seem stuck or shy, you could help to guide them by talking about what you personally do to express yourself. For example: dance, yoga, singing, finger painting!*
5. Introduce the idea of an emotion check-in - sometimes we don't know how we feel, but expressing ourselves in a way that suits us can often help us to define what we are feeling or why we are feeling a certain way.
6. Give everyone a small notebook and explain that this will be where they can "check-in" emotionally.
 - *You can make this as simple or as complex as you would like. For example:*
 - a) It might be easier just to start out with drawing a symbol on the page every time the girls come to class.
 - b) Maybe you would like the girls to "check-out" at the end of each session so you can see how much impact the activities have.
 - c) Putting a date on each page might make it easier to follow emotional progress, or you could leave it as more of a "picture" book.

Worksheet 1 and Worksheet 2 are additional activities you could do that involve the idea of an emotion check-in. Worksheet 1 allows for free drawing within a specific space on the page, whereas Worksheet 2 encourages the girls to engage with where they are feeling their emotion and what color they think represents the emotion.

Leader Notes

Take What You Need, Give What You Can

Materials

2 boards or wall spaces
Large sheets of colored paper to create the background
Post-it notes
Pens
Stickers

Steps

1. Cover the two boards or wall space with paper to create a background.
 - *If you don't have room for 2 separate boards or to clear two wall space, you could use two different colors to mark the two different sections, or use a piece of tape across the middle.*
2. Write the words "Take what you need" on one board. Then write the words, "Give what you can" on the other board.
 - *If easier, have these words prepared to be stuck on the wall. You could even cut out the individual letters separately. Let your girls glue them onto the background as part of the activity.*
3. Start a dialogue about what it means to "take" and what it means to "give" when the girls are in your center.
4. On post-it notes, each girl writes down one word for the "take" board and one words for the "give" board
 - *Pictures can be used, too. For example a happy face.*
5. Use stickers or other materials to decorate the post-it notes.
6. Stick the post-it notes around the words on the wall.
7. Explain to the girls how they can use these walls.

Note: You will need to keep post-it notes and a pen ready for the "Give what you can wall" so that when a girl takes from the "Take what you need," she can try to write something to give back.

Leader Notes

The Guest House – A Creative Home

Remember that wherever the location, the place you do these activities is a “home to creativity.”

Materials

Drawing paper
Pencils, pens
Color (pencils, crayons, or paints)
A board or larger piece of paper for group brainstorming

Steps

1. Read this quote out loud:

“Whether you come in to visit, or just to rest, when you enter this
Home, may you be blessed.”

2. Draw, color, or paint a house on a piece of paper.
3. Remind the girls about the values and visions you talked about, about emotionally checking-in, and about taking what you need and giving what you can. Communicate to the girls that when they come to this creative home, they can come as they are and all emotions are welcome.
4. The girls are going to invite 6 feelings to their guest house. The guest house is a safe place. They are giving 6 feelings permission to enter and to stay as long as they need to.
5. Talk about words and objects we connect to different feelings and emotions. For example: a tissue or tears for sadness; punching bag for anger; light for happiness.
6. Draw these words, objects, or other interpretations into the guest house.

Leader Notes

Butterfly Garden

Materials

Butterfly templates – Worksheet 3*

Thin white card (Feel free to use color, too)

A large canvas (this will go on the wall)

Pencils

Scissors

Glue

Decorative materials

**Because these are being used as stencils, it may be easier to take some time to create reusable stencils using a thicker cardboard. This will also be easier to draw around.*

Steps

1. Using the butterfly stencil, draw around it onto the thin card.
2. Option 1) Leave the butterflies plain
Option 2) Decorate the butterflies using any of your art resources.
3. Cut out the butterflies. Bend the wings slightly at the point where they meet the body of the butterfly.
4. Glue the butterfly to the canvas. For the best showcase of the butterflies, only glue the body, and not the wings.
 - o *An extra step here would be to glue the butterflies onto the canvas so that together they create a large heart shape. Or you could use whichever shape you like!*

Display the “butterfly garden” somewhere it can stay so that it becomes a place for peace - an area that can be added to over time. Some other ideas include: hanging butterflies from the ceiling, small plants, playing relaxing music in the “garden,” or an indoor water feature (i.e. a bowl of water with flowers floating on the top).

Leader Notes

What Do You See When You Close Your Eyes and Think of....?

Materials

Option 1) Wall space

Option 2) Card

Post-it notes

Scissors

Pencils or pens

Colored pens

Peaceful music

Steps

1. Say the word "peace" to the girls. Ask them what colors they think of.
 - o *This version is based on "peace," but you could use whichever words you would like to at the end of the question.*
2. Option 1) Group activity - Choose a large piece of card paper that is the same color as one of the colors everyone talked about. Write the words, "What do you see when you close your eyes, and think of peace?" onto the paper and display it on the wall.
Option 2) Give the girls a smaller piece of colored card so they can do the activity individually. Write the word, "peace" in the middle of the card.
3. Turn on the music. Ask the girls to close their eyes and breathe deeply. Then ask the question, "What do you see when you close your eyes, and think of peace?" You don't need to get verbal answers from them.
4. As they listen to the music, ask more specific questions.
For example: What do you hear? What do you smell? What do you feel?
5. When the music is over, ask the girls to talk about the sights, sounds, feelings, thoughts etc. that came into their heads.
6. Give each girl some post-it notes. They could either leave them as they are, or use scissors to change them into a different shape (if you do this, remind them not to cut off the sticky part!).
7. Give the girls time to write or draw their ideas of peace onto the post-it notes.
8. When everyone is finished, invite them to stick their notes around the words you wrote at the beginning.

Leader Notes

My Creative Folder

For the girls to value the art they are creating, it is important they have a safe place to put it where it won't get damaged. Although paper is simpler, it rips easily and can be frustrating to maneuver. Creating a fabric folder will take more time and patience, but it will also be something the girls can cherish.

I have not specified a size - base the folder on the size of paper or project you will most frequently be using.

Materials

Different fabrics (you can be creative with the source – using up-cycling fabric from scraps or clothes will carry an even deeper meaning)

Padding [optional]

Paper (for the template)

Chalk

Pins

Sewing machine, or needles to sew by hand.

Thread with a medium thickness.

Steps

1. Before the session, have an example folder ready to show the girls so that you can help to walk them through the process of creating it.
2. Give everyone a sheet of paper and share out the fabric. If using smaller pieces or scrap, give the girls time to sew them together.
3. Everyone needs to end up with an area of fabric that is slightly bigger than double the size of the sheet of paper. There needs to be enough room to sew down the two side edges and to fasten the top edge.
4. Lay the fabric out flat and right side up on the table, then fold it in half.
5. Pin where the fabric is going to be sewn on each of the side edges and then sew the seams.
6. Turn the fabric the right way round and make sure the paper fits inside it.
 - *For the top edge, there are different options. An easy step would be to punch a hole in the fabric and thread a ribbon through so the folder can be tied shut. Another option is creating a button hole and sewing on a button. Or another idea would be to attach a snap fastener.*

Leader Notes

Mandala Project

Materials

Printed Mandalas

Colored pencils, paints, and other decorative materials

Steps

This is just a simple ongoing group project that can be continued throughout the course of the program. Numerous mandala designs have been provided in the appendix of this manual. Traditionally, mandalas are supposed to be destroyed as soon as they are finished, but in this case it might be a nice idea to keep all of the completed mandalas in some kind of group portfolio folder. The folder could be added to over time and be representative of each girl and group who has passed through the building.

Leader Notes

My Prayer Box

Materials

Tin boxes (Altoids tins are a perfect size) or small brown craft boxes
Patterned craft and scrapbooking papers
Decorative items (magazine cutouts, ribbon, buttons, sequins, etc.)
Glue (Mod Podge)
Washi tape
Plain paper

Steps

1. Make sure each girl has a box to work with. Give them time to gather together the papers and other materials they would like to use to decorate their box.
2. Measure each side of the box and cut the paper to fit all 4 sides, and the lid (it isn't necessary to decorate the bottom side) – this will provide a “background” for the rest of the prayer box design.
3. Apply glue liberally to the back sides of the paper and to the sides of the box, then get sticking! If you are using Mod Podge, applying a final layer of glue over the paper once it's been stuck down gives a nice finish.
4. Set the box down to dry. While it is drying, the girls can think about the next layer they would like to apply. Encourage them to be creative with the placement and shapes. For example: One way to change the look is to rip paper instead of cut.
5. After the background layer has dried, go ahead and glue the second layer down.
6. For the lid of the box, the girls could glue the words “My Prayer Box,” or their name, or even just a picture that means something to them (For example: a heart, or a star).
7. While the second layer is drying, hand out 1-2 sheets of plain paper. Fold and cut the paper into rectangles that are small enough to fit inside the box. These will be where the girls draw or write what is on their mind. If you have time, decorate or personalize the pieces of paper.

Leader Notes

Part Two: Anger

Expressing Anger, Staying Calm, and Relaxation Techniques

1. My Anger Map
2. Stress Balls
3. Emptying the Jug
4. Inner Sanctuary
5. Yoga
6. Worry Tree
7. Calming Jar
8. Stress Relief Drawing
9. Balancing Butterflies
10. Rainbow Shaker
11. Group Journey

My Anger Map

Materials

Worksheet 4 (print double sided)
Drawing pencils, Coloring pencils, Pens

Steps

1. Come prepared with your own version of an anger mind map so the girls can see what they're aiming to create. Before doing the activity, explain your version to them, adding personal stories and explanations.

Part One:

1. In the center of the mind map, get the girls to draw a picture that equals anger to them. It could be an angry face or an object, for example. This will be the "Anger Map."
2. Along each main branch, everyone should write, draw, or glue an image of something that makes them angry.
3. On the three smaller branches, write, draw, or glue an image of what happens when that thing makes them angry; how do they deal or not deal with it?
4. Ask the girls to share their anger maps to the rest of the group. Notice similarities and encourage the girls to give examples or stories of a time when they were angry. Further the conversation by asking questions such as, "What kind of face do you have when you are angry?" "What things do you say?" "How do you behave when you are angry?" and "What happens to your body when you are angry?"

Part Two:

1. The previous step allows for smooth transition into talking about coping mechanisms. Standing in a circle, go twice around the group one by one.
2. The first time, the girls need to give you one word that answers this question: "What is an unhealthy way to respond to anger?"
3. The second time, the girls need to give you one word that answers this question: "What is a good way to respond to anger?"
4. Allow for natural conversation to flow out of their answers, and ask questions such as, "What are other ways we can handle anger?" and "What helps you when you are angry?"
5. Turn the worksheet over to the second mind map. This will be the "Chill Out Map." In the center, get the girls to draw a picture that represents being calm.
6. Along each main branch, they then write, draw, or glue an image of general things that help to calm them down when they're angry. On the smaller branches, write, draw, or glue an image of examples.

For example, on the main branch I wrote: "happy thoughts," then on the smaller branches I wrote "a river," drew a cup of tea, and some music notes.

Leader Notes

Stress Balls

Materials

Balloons (Enough for 4 each)
Scissors
Sand (You could use flour instead)
Sifter or Sieve

Steps

1. Introduce the idea of stress balls – to do this, it may be easier to come prepared with an example you have already made. If you do this, you could also start the session off with some simple group ball throwing games.
2. Cut the neck off three balloons.
3. Sift or sieve the sand to get rid of any sharp pieces and debris. The sand should be very fine. If using flour, sieve it at least twice.
4. Fill one of the balloons with the sand/flour all the way up to the top.
5. Take a second balloon and place it over the open end of the balloon that was just filled.
6. Turn the stress ball over. Take the third balloon, and place it over the open end of the second balloon you just put on.
7. Put a fourth, uncut balloon over the entire stress ball and tie a knot in the neck.
8. Experiment with the stress ball!

While traditionally we squeeze stress balls with our hand, they can be used to relieve stress all over the body. For example: rolling the ball beneath the foot; rolling it across the neck, shoulders, and back; pressing it along the lower back; rolling it on the temples. Some of the ways we can use the ball might seem silly, but laughter is just an extra stress-buster!

Leader Notes

Emptying the Jug

Materials

One bottle
Drawing paper
Colored pencils

Steps

1. Using the bottle as a prop, open up a discussion about when feelings are kept “bottled up,” they don’t just go away, but they build up and overflow.
2. Hand out a piece of paper to each girl. Ask everyone to draw a large bottle or a jug on their paper.
 - *It might be helpful for you to do this activity too, so the girls can follow along.*
3. Then get the girls to draw 2 lines so that the bottle or jug has 3 layers.
4. In the top layer, encourage everyone to put something that describes or illustrates what they are feeling right now, and why they are feeling those things.
5. In the middle layer, they should put something that describes feelings they have had in the past, and why again why they felt those things.
6. In the bottom layer, try to get the girls to imagine that it is a window into their own heart. Perhaps they are not really sure about what is in there, but see if they can guess. Ask them to try to get in touch with what they are feeling on a deeper level and put something in the third layer of their drawing that represents those feelings.

Leader Notes

My Inner Sanctuary

Materials

Worksheet 5
Paint and paintbrushes
Peaceful music

Steps

1. Talk about the word “sanctuary” with the girls. It has a number of possible meanings, particularly to do with place, peace, and safety. For the purpose of this activity, try to direct the discussion towards the idea of inner sanctuary.
2. Using the silhouette worksheet, ask the girls to illustrate a place they can journey to during times of relaxation or even meditation – in other words, their inner sanctuary. Perhaps their sanctuary is inside of the silhouette (the body) or outside of it. It does not matter, just as long as everyone is engaging with a personal sanctuary of some sort.
Some examples include: a scene in nature, your faith or a symbol of your beliefs, a quote, a certain color, a song or type of dance, or a building.
3. Share the different ways their inner sanctuary can be used, such as for visual meditation. See if the girls can come up with their own uses. Try to come up with at least 5 ways everyone can use their inner sanctuary image to help them in times of anger or upset.

Leader Notes

Materials

Relaxing music

Review of the yoga sequences (Sun Salutation and Moon Salutation)

Mats, if possible

Steps

1. Begin the class with everyone seated on the floor and hands resting in the lap. For the first minute, get the girls to focus on breathing. Breaths should be taken in through the nose, and out through the mouth. Encourage the girls to tune into their breathing and to notice any tension in their bodies. As they relax through breath, they should start to notice the parts of their body that they still aren't relaxing. Continue to focus on breathing until the girls seem as relaxed as possible.
2. Start the yoga with the Sun Salutations series. Don't rush through the movements- keep it slow and gentle. Try not to lose focus on breathing, either. Repeat the sequence so that it has been completed 10 times through.
3. Next, move on to seated positions. Feel free to vary these, however here is an example:
Take this time to gently move the head in circles and from side to side, forward to back, and vice versa. Stretch out the arms to the side, above the head, across the body.
Twist the torso to either side, bend forward over the legs, and do a gentle backwards bend with eyes to the ceiling.
Stretch the legs out in front and lean forward so the stomach rests on the thighs, remembering straight legs aren't the aim.
Stretch the legs out into a star position, leaning forward again, then leaning to one side and then the other side.
Bring the legs around to a kneeling position. Pause to take a few deep breaths here.
Lean forward onto the hands to stretch the back, arching upwards, and then downwards.
Sit back on to the legs so that you are in child's pose. The forehead should be touching the floor in front of the knees, with arms still stretched out in front.
Rest in child's pose for at least one minute, returning focus to breathing.
Note: throughout all of the movements, it is important to make sure the girls are focusing on their breath as this is where relaxation begins.
4. From child's pose, return to standing.
5. Move on to the Moon Salutation series. Repeat the sequence so that it has been completed 10 times through.
6. Finish the yoga session with 5 minutes of relaxation, or meditation, with the girls lying down. It may be comforting for them to place one hand over their heart, and the other over their stomach. Or for others, they may prefer lying in a star-like position. Whatever is comfortable for the individual works the best.

Leader Notes

Worry Tree

This could be done as an individual activity, or a group activity. Both follow the same instructions, but the group version will be displayed on a wall.

Materials

Drawing paper

Group activity: brown paper

Individual activity: Tree template – Worksheet 6

Different colored paper for leaves, fruits, and flowers

Pencils, pens, colors, paints

Glue

Scissors

Steps

1. Begin the session by talking about how worry is another emotion we need to be able to express healthily so that it doesn't get stuck inside.
2. Introduce the idea of the worry a tree - a safe and respected place to hang our worries when we don't want to keep them held up inside.
3. Using the tree on the worksheet, either get the girls to create a large tree from brown paper for a group activity, or smaller ones that they can use for their own individual activities.
4. Give the girls time to cut out shapes of fruit, leaves, and flowers. They will be sticking these to the tree. As the girls are cutting out the shapes, encourage conversation about the things people most commonly worry about and how we can express those worries in ways other than words.
 - *An option here might be to pre-prepare some stencils for the girls to draw around.*
5. On each cut-out shape, have everyone write, draw, or color words and images that describe their worries. These can then be decorated however each girls wants to.
6. When everyone has recorded their worry on one of the shapes, let them glue each worry to the branches on the tree.
7. Ask the girls to share their Worry Tree if they feel comfortable doing so.

Leader Notes

Calming Jar

Materials

Screw-top jar
1-2 tablespoons of glitter glue
3-4 tablespoons of glitter
Warm water
Food coloring

Steps

1. Make sure everyone has a jar to use, along with the rest of the materials you will need. To begin, fill the jar with warm water, leaving room at the top for the mixture to move around when you shake it.
2. Add the glitter glue to the water and stir. Keep stirring until it is mixed in well.
3. Add the glitter and screw the lid on the jar very tightly. Shake the mixture until it looks like it's all mixed together.
4. Unscrew the lid and add the food coloring. Blue would work well, for example, because it's a calming color.
5. Talk to the girls about how a tool like the Calming Jar is a great to use in moments of anxiety or stress. They also offer a gentle way to bring up discussions about feelings, and to talk about why it's important for us to give ourselves time to calm down or think about things before making decisions.

Accompaniment: 54321 Relaxation Technique

1. Sitting down, ask the girls to rate their anger/stress/anxiety on a scale of 1-10, with 1 being none and 10 being the most.
2. Ask them to list the following things in their head, or better yet out loud:
 - 5 things they can see
 - 5 things they can hear
 - 5 things they can physically feel
3. Repeat again, but this time ask for only 4 things. Then repeat with 3, then 2, and then finally ask them for only one thing they can see, one thing they can hear, and one thing they can physically feel.
4. Ask the girls to rate their emotion again. Hopefully, their rating on the scale of 1-10 will have gone down!

Leader Notes

Stress Relief Drawing

Materials

Colored pencils

Black pens

Drawing paper

Meditative music

Nightlight (or some other kind of lamp that will provide enough light to avoid fear/anxiety if the main lights in the room are turned off)

Steps

1. Make sure everyone has a piece of drawing paper in front of them and a pen in their hand.
2. Tell the girls you are going to dim the lights. When you have dimmed the lights, ask everyone to:

"Close your eyes. Take a deep breath. Allow as many emotions to be released as possible."

3. Turn the music on. Now ask the girls to:

"Feel the emotions drain from you. Feel them leave your fingertips and your toes. As you feel them leave, let that energy go into the pen you are holding."

4. Next, encourage the girls to keep their eyes closed but begin drawing lines on their page. It doesn't matter what the lines will look like, or if they join together, etc. None of that matters. Just encourage the girls to draw until they feel like stopping, or until the music comes to an end.
5. When the girls have finished drawing and the music has ended, turn the lights back on. Give them time to look at their drawing. Help them to see the images they created without even looking. The more they look, the more they will see shapes and patterns within the lines.
6. Share out the colored pencils and give the girls some time to begin coloring their drawing however they wish to. They don't have to finish coloring during this session – it can be something they keep and come back to when they feel stressed or anxious.

Leader Notes

Balancing Butterflies

Materials

Paper
Pencil
Scissors
Sticky tape
Think Cardboard
Coloring pencils or paint
2 coins each

Steps

1. Begin the session by talking about how anger is sometimes made worse when we feel like we don't have balance. This could be balance within life in general, or with something specific.
2. Give everyone a piece of paper and ask them to keep it flat on the table in front of them.
3. First of all, the paper needs to be folded into quarters and then cut along the folds so that everyone ends up with four smaller rectangles of paper.
4. Fold one of the rectangles in half and draw half of a butterfly shape. If the girls need more guidance, you might want to show an example of how to draw a butterfly shape on a whiteboard or other piece of paper that everyone can see. Remember to include head, wings, and tale.
5. Cut around the shape of the butterfly and unfold the paper. Everyone should have a symmetrical butterfly.
6. Next, have the girls draw around the butterfly onto the cardboard, then cut the cardboard version out too. *This will be the butterfly they use for the rest of the activity.*
7. Give the girls time to decorate their cardboard butterfly!
8. When it's decorated, turn the butterfly over. Glue one penny to the corner of the wing, then glue the second penny so that it is in exactly the same place on the opposite wing. If the pennies are in the right place, everyone should be able to balance the butterfly on their fingertip.
9. Allow the girls to experiment with the different places they can try to balance the butterfly – on their nose, chin, elbow, knee, feet! This activity is good for opening up conversations about how we use balance with our lives and emotions, not just with designing things that work.

Leader Notes

Rainbow Shaker

Materials

Empty plastic bottles with lids
Colored beads, rice, nuts, or dried beans
Stickers and other decorative materials
Acrylic paint
Ribbon

Steps

1. Make sure the bottle is clean and dry before using it.
2. Give everyone time to select the beads, stickers, and ribbons they would like to use. You could also use fillers such as rice or small nuts – anything that will make a noise when shaken!
3. Pour the beads into the bottle and close the lid tightly.
4. Decorate the outside of the bottle using paint, stickers and other adhesives that will stick to the plastic.
5. Arrange the ribbons around the neck of the bottle and tie them in place.
 - o *Another option here is to make a hole in the center of the lid, then thread some ribbons through the hole, securing with a knot underneath. Or you could do both!*
6. The shaker can be used to both release anger, stress, and frustration, and also for practicing rhythm. They can be played by using the hand(s), tapping a surface, or rolling the shaker. Different directions and movements might create different sound, you could even imitate daily actions to see what sound those “actions” create. Experiment!

Some ideas are for extension activities are:

- a) Play a song and get the girls to create a rhythm that goes with the melody.
- b) Divide everyone into teams and have each time come up with a rhythm. Then, try to layer everyone’s rhythms so that together they all make one song.
- c) Put the girls into pairs or small groups. One person leads with a rhythm, and then the rest have to try to follow. The leader can surprise the rest of the group by suddenly changing rhythm, which would be a subtle exercise in how we learn to adapt in times of change.
- d) Call and response – One person plays a rhythm, then the rest of the group has to play the exact rhythm back in “response.”
- e) Girls can use the shakers to add punctuation or emphasis to their speech. For example, if they are telling a story that triggers anger, shaking the instrument can replace shouting a word out or can even just express her exasperation at time when she has no words.

Leader Notes

Group Journey

Materials

Relaxing music

Chairs, or cushions to sit on

Steps

1. When the girls are all sitting comfortably, tell them to close their eyes, or to focus on a spot on the floor in front of them. Then, begin playing the music.
2. Encourage each girl to listen to the music and, while they are listening, to imagine a scene in their mind that is relaxing, safe, comforting, and beautiful. Allow them to do this in quiet.
3. After 5-10 minutes, a girl can invite the rest of the group to her imaginary scene. She does this by describing it as though she is telling someone else where they are (so using the words “you”).
4. When the first person has finished sharing their scene, you can move on to the next.
5. After everyone has invited the group to their imaginary place, still with eyes closed, ask the girls whether they would like to share feelings that came up during the activity. Were there any triggers, for example, or places that stood out to them? Try to encourage detail in their responses.
6. As the activity draws to a close, bring the girls back gently by telling them to move their fingers and toes, then to feel the weight of their body in the chair or on the floor, and then to slowly open their eyes.
7. Afterwards, talk about the images and scenes people enjoyed being invited to. If time allows, you could extend the activity by asking everyone to paint one of the images or scenes they saw.

Leader Notes

Part Three: Memories

Memories, Mourning and Loss

1. Story Stones
2. Collecting Memories: Binding and Letting Go
3. My Past Hand
4. Moving Through My Life
5. I Will Survive
6. Lanterns
7. Heroes, Allies, and Companions
8. WeatherGrams

Story stones

Materials

Stones and pebbles (enough for 4/5 for each girl)
Magazines
Glue
Sharpies
Acrylic paint
Paintbrushes

Steps

1. To begin the session, use acrylic paint to create a background color for each stone. You may also want to leave some of the stones plain, too, to add variety.
2. While the stones are drying, open up a conversation about story.
3. When the stones have dried, ask the girls to think about what they would like to put on each one. There are different ways you could do this depending on how much you would like to structure the storytelling:
 - a) Allow the girls to depict an image of whatever comes into their head naturally. This would be a more personal approach and might be revealing of instinctive connections to people/places/things etc.
 - b) Create a set of categories (for example: people, place, weather/element, emotion, and object). Ask the girls to create one stone for each "category." This could make the stones more sharable and useful in group storytelling.
4. Once the girls have decided, give them time to collect the supplies they would like to use. There are a few different methods that work well:
 - a) Cut out images or words from magazines and glue them to the stones.
 - b) Draw/write on the stones using sharpies or other permanent marker pens.
 - c) Draw on the stones using a finer paintbrush and acrylic paint (this works especially well on the stones that were left plain).
5. Monitor the girls as they draw or write on their stones. This may be a good opportunity to engage in individual conversation with some of them, or to just take note of the kinds of things they are illustrating.
6. When they have finished, set the stones aside to dry.

These stones can be used in a variety of ways aside from telling a personal story. One other technique, for example, would be to use the stones to illustrate a problematic situation and encourage the girls to come up with a practical solution.

Leader Notes

Story Stones 2

Return to the story stones later on in the section to see the progress in the girls' telling of their stories.

Leader Notes

Collecting Memories: Binding

Materials

Scraps of fabric
Stained paper
Paint
Pens
Thread or twine
Ribbon

Steps

1. Talk about the different ways we can deal with memories. How sometimes we bury them, talk about them, forget them, etc. Then introduce the idea of “binding” a memory. Binding a memory doesn’t mean forgetting, it just means we can keep a memory safe until we are ready to let go of it or until we are ready to forgive someone or something that happened.
2. Give the girls time to think about some memories they would like to “bind.” Have them aim for 5 each.
 - *It might help for you to play music during this time or to have another calming influence in the room. This activity is more private in nature, but if people want to ask questions or talk about something you can welcome them to share.*
3. While the girls are thinking, make sure all of the materials are ready.
4. There is a lot of free reign with this session – let each individual record and bind their memories in a way that comes naturally to them. As a basic premise, though, the fabric and paper is for drawing or writing on, and the thread, twine, or ribbon is for the binding action. They can color however they would like, and the “binding” of the fabric and/or paper is also open to interpretation – for example, folding or rolling.

Note: If appropriate, the symbol of binding is made even stronger by sewing the edges of the fabric or paper closed.
5. When everyone has bound their memories, ask how the activity made them feel. Did it trigger anything, or what was turning over in their minds as they processed the memories?
6. Give the girls the option to display or hang their bound memories, or to keep them safe in their art folders.

Leader Notes

Letting Go

Return to the bound memories when you think the girls are ready to go through a “letting go” series of actions. This could be as simple as them cutting open the memories, “destroying” them, transforming them with paint, or putting them in water to be cleansed.

Leader Notes

My Past Hand

This activity will be worked on again in the last section, so be sure to keep the art in a safe place.

Materials

Drawing paper
Pencil
Pen
Water colors

Steps

1. Talk to the girls about how in many parts of the world, the hands are said to hold the story of your life. The symbol of our hands also has many different meanings. Using the idea of the separation of the right and left hand is a good way of helping us to represent two opposites or differences. One of those representations can be “then and now,” or “past and present.”
2. Make sure everyone has a piece of paper in front of them oriented in a landscape position.
3. Ask them to write the words “*My past and future hands hold...*” across the top as a title.
 - *You may want to have this done already prior to the session depending on skill levels. Or you could write it out for the girls to copy down.*
4. On the left hand side of the page, each girl draws around their left hand with a pencil. When they are satisfied with their drawing, they can go over the outline with a pen.
5. Fill the hand with words and pictures that represent who you were in the past. It may be useful to bring an example to illustrate.

Leader Notes

I Will Survive

Materials

Music: I Will Survive by Gloria Gaynor
Printed/translated/illustrated song lyrics

Steps

1. Play the song *I Will Survive* and hand out a sheet that has the lyrics in an interpretable form for the girls. If it's more appropriate, you may just want to pick out key words from the song and use them as a starting point.
2. When you have discussed the key words and/or lyrics, ask the girls some questions to encourage a conversation about pulling through and surviving.
For example: What do you think the song is about? What is a part of your life that you would like to say goodbye to? How are you a survivor?
3. Get everyone to stand in a circle and play the song again. Try to hum or sing along to the tune as a group.
4. Ask the girls if there are any gestures or movements they can think of for different words or parts of the song and incorporate them as you're singing. Use the movements the girls come up with to represent an action of sending negative parts of their life "out the door."
5. Split the girls into groups and ask each group to create a dance routine for different sections of the song.
6. Ask each group to perform their section of the routine so that others can learn.
7. By the end of the session, you should have a routine for the entire song!

Leader Notes

Lanterns

Materials

Jars without labels
Tissue paper in different colors
Marker pens
Glue
Brushes or sponge
LED candle/other non-flame candle

Steps

1. Talk to the girls about what light symbolizes. You could keep this to conversation, or write down all of their ideas.
2. Then ask them about the meaning of a lantern – how essentially, a lantern gives light. The light it gives helps to lead a way forward through darkness. Sometimes that darkness is made up of memories, loss, and pain. Ask everyone if this image of being guided through darkness by light has any meaning for them and if so, what is that meaning?
3. Next everyone will be able to make their personalized lantern. First, give everyone time to choose a jar and sheets of tissue paper.
 - *Also encourage them to use this time to think about things they would like their memory lantern to represent. It could be a memory they are grateful for, that they mourn, etc.*
4. Cut out different sized squares of the tissue paper. Make sure there are at least 3-4 larger pieces that are big enough to draw or write on.
5. Have the girls write, draw, or color their memory onto the larger pieces of tissue paper. While they are doing this, invite them to talk about their memories.
6. When everyone has written or drawn all of the memories they would like to put on their lantern, begin sticking the smaller pieces of tissue paper to the jar to create a background. Apply the pieces in small areas at a time – paint glue on the jar first, then apply the tissue paper. Repeat the process until the jar is covered.
7. Paint a top coat of glue over all of the tissue paper and then place the large “memory” pieces on to the jar, smoothing them down using a clean brush or sponge.
8. Set the lantern aside to dry.
9. Return to the lanterns when they are dry and insert the LED candle. You could dim the lights to make the lanterns look brighter. Give the girls time to focus on the light, to think about the memories they have put on their lantern, and to feel whatever it is they need to feel. You may want to circulate the room while this is happening, talking to them individually if you think it is appropriate.

Leader Notes

Heroes, Allies, and Companions

Materials

Drawing paper
Pencils, pens
Colored pencils
Paint

Steps

1. Present the idea of “hero” “ally” and “worthy companion” to the group. Listen to everyone’s definitions and ideas about each word. You may want to brainstorm what they say on a large piece of paper or a whiteboard.
2. Summarize what the girls have told you.
*For example: Heroes are people you look up to admire for their achievements or for who they are.
Allies are people who have more “power” than you and who you trust or can ask for help from.
Worthy companions are people who are on a similar journey to you or who could support you on your journey.*
3. Make sure everyone has a piece of drawing paper in front of them. Ask them to divide the paper into three sections either by making folds or by drawing lines with a pen.
4. Get the girls to title each section with “hero” “ally” and “worthy companion.”
5. Now, ask everyone to draw representations a person/people/things that represent each different section to them.

Leader Notes

WeatherGrams

Materials

Brown paper cut into 10 x 2.5 inch strips.
Hole-punch
Black pens
Paint
Colored twine

Steps

1. Introduce the idea of a “WeatherGram” to everyone. Explain how they are essentially about writing a message to nature, but they can be adapted to help us on our own journeys.

For example: I write a worry onto a WeatherGram, then hang it outside to represent that I am giving that worry or stress up to something more powerful than me.

2. To make the WeatherGram, make sure everyone has a strip of brown paper. Get them to fold the top of the paper over by 2 inches and then punch a hole in the center of that folded area.
3. Next, thread and tie a piece of twine through the hole to create a handle.
4. Give everyone time to paint their strip of paper however they would like.
5. When the strips have been decorated, they are ready to be drawn or written on. Using a black pen, have each girl write or draw on the larger part of their paper strip.
6. When everyone is ready, lead them to an outdoor area where their WeatherGrams can be hung safely and left to change in the outdoors. Have them revisit their WeatherGrams so they can see how they change.

Note: If the girls are uncomfortable with a public display of their worries, you can adapt the activity so that the WeatherGrams are hung somewhere inside the center, or use envelopes instead.

Leader Notes

Part Four: Boundaries and Trust

Creating Boundaries and Nurturing Trust

1. Mirroring Movement
2. Group Mandalas: Collage
3. Group Mandalas: Painting
4. In My Heart, In Your Heart
5. All of Us Together
6. Kolam
7. Love Is, Love Isn't
8. Origami Wish Stars
9. Circles of Trust Part One
10. Circles of Trust Part Two

Mirroring Movement

Materials

Slow to medium paced instrumental music

Steps

Part One:

1. Get everyone to sit in a circle.
2. Give each girl 60 seconds to lead the movement of the rest of the group. Their movement can be anything from sitting quietly, to a certain breathing method, to facial expressions, adjustments of body parts, creating sounds (i.e. clapping), or to standing and even using whole body movements.
3. During one person's 60 seconds of leading, everyone else in the group has to try to copy what that person is doing. Encourage them to pay close attention to the person's subtle movements, and how the girl adjusts her body.
4. Everyone should have a turn in leading the movement of the rest of group.
5. At the end of this part, talk with girls to discuss how they felt during the activity.
For example, what frustrated or bored them, or what released stress?

Part Two:

1. Break the group into pairs.
2. Have each pair sit opposite to each other and let them decide who will be partner A, and who will be partner B.
3. Partner A begins moving their hands. These can be random movements, or they can be movements that tell a story. In return, partner B must try to mirror the movements as best as they can. Give each partner 1-2 minutes to practice leading. *(The girls will need to experiment with time here – the slower the movement, the easier it will be for them to follow their partner).*
4. Give each pair time to practice leading and following – so switching roles. Encourage them to incorporate different kinds of movement as they did in Part One of the activity.
For example, facial expressions can be amusing.
5. After 5-10 minutes, each pair will perform for the rest of the group. They must not tell the group who is leading and who is following. Instead, the group must watch and then guess who has which role.
6. After each pair has performed, open the discussion up again to ask about their experience of their activity and whether they learned anything about themselves during the process.
For example: "do you feel more comfortable leading, or following?"

Depending on comfort levels, help the girls to tell a story with their movement to encourage sharing and empathy within the group.

Leader Notes

Group Mandalas: Collage

Materials

Large cardboard circle (As large or as small as you like)
Magazines, colored paper, and other materials for collaging
Pencils
Scissors
Glue

Steps

1. Remind everyone about the meaning of mandalas (*from Part One and the ongoing mandala project*) and introduce the idea of a shared-effort mandala. Everyone takes responsibility for a certain section of the mandala design and together, they create a complete piece of art work that represents both each of them individually, and represents them as a group.
2. Before the class, prepare one or more circular pieces of cardboard. You have different options here:
 - a) *Create one very large mandala as an entire group*
 - b) *Break the girls up into groups of 4-6 and create a large mandala.*
3. Have the girls draw a design onto their mandala.
4. Draw lines on the mandala to create enough diagonal sections for each person that will be in the group (imagine you are slicing a cake).
2. In their groups or one large group – depending on what you chose to do in step 2 - designate one section of the mandala to each girl. They have complete ownership of their own section.
3. Give everyone enough time to fill their section however they would like. Keep watch over the group dynamics and how the girls react to each other's' sections of the mandala. Use these observations to facilitate a discussion about the creation process at the end of the session.

Leader Notes

Group Mandalas: Painting

Materials

Large cardboard circle (As large or as small as you like)

Pencils

Acrylic Paint

Glitter Glue

Steps

1. Before the class, prepare one or more circular pieces of cardboard.
2. You have different options here:
 - a) *Create one very large mandala as an entire group.*
 - b) *Break the girls up into groups of 4-6 and create a large mandala.*
3. Draw vertical lines on the cardboard circle so that it is separated into enough sections for the number of girls that will be in the group.
4. Have the group(s) sit in a circle around the piece of cardboard.
5. Starting at the center of the mandala, each girl can begin to paint the section of the mandala that is in front of them. Give them about 5 minutes to do this.
6. After 5 minutes, get the girls to rotate the cardboard circle so that a different section is now in front of them. Give them another 5 minutes to continue painting in that new section.

Remember: they will be continuing from where the previous person stopped their painting. Make sure the girls are painting their own design, not copying the design that was put there by the previous person.
7. Repeat this process of rotation until the entire mandala has been painted.
8. Try to open up a discussion about the different styles people have, how their style represents who they are, and how they all come together as a whole.

Leader Notes

All of Us Together

Materials

Heavy paper attached together to form a large piece on the floor

Pencils

Acrylic paint

Steps

1. Get everyone to help you lay the paper flat on the floor. To help stop the paper from moving, it might be a good idea to tape the edges down.
2. Next, put the girls into pairs or small groups. Get them to lie down on the paper and draw around each other's bodies with a pencil. They can lie down in any direction or position - this will help to create a more abstract bigger picture.

Note: The aim is to have lots of overlapping shapes so that the original outline of their bodies aren't obvious or easy to see.

3. When enough outlines have been drawn, have the girls stand up and step back from the paper. Give them time to look at the lines, to notice patterns, and see shapes they have created.
4. Ask the girls to color-in the drawing. Encourage them to paint whichever sections or shapes that stand out to them. Monitor the activity for disagreements over what a particular shape or pattern looks like, and listen out for conversations that could help to spark discussion when the painting is finished.

Leader Notes

Kolam (Floor Mandala)

Materials

Worksheet 7
Rice flour
Food dye
Zip lock bags
Paper cups
Butcher paper
Tape
Water

Steps

1. Explain to the girls that Kolams are known as “threshold” art and they represent connectedness between all of the systems in the universe. Sometimes, they are also a way of expressing devotion to the divine.
 2. Kolams are ephemeral – they are washed away. Some people are uncomfortable with creating something that will only exist for a short amount of time. Open up some questions about this.
For example: “Why do you think that is?” “Sometimes, do we need to learn to let go?” “Do we need to learn to accept that some things are only meant to “be” for a certain amount of time?” Is this the same for things, people, and experiences, or is it different?”
 3. Give everyone a copy of the worksheet.
 4. Start by drawing a 6-point star. Then, incorporate some curved lines, repetitive shapes, and borders.
 - *It may be helpful to demonstrate this part of the activity on an enlarged version of the worksheet.*
 5. If you have time, also try drawing flowers or animals within the design.
-
1. Next move on to the group part of the activity to create a Kolam on the floor.
 - *For an easy clean-up, lay a large sheet of paper on the floor first.*
 2. To color the rice flour, mix half a cup of rice flour with 2 tablespoons of water and a drop of food dye in a zip lock bag. Close the bag and shake until it’s all mixed together. To make the color brighter, add more food dye. Use a separate bag for each colored flour you would like to make.
 3. Have the girls lay out a large sheet of butcher paper on the ground. They may have to tape different pieces together to make a sheet that is big enough for everyone to work on. To keep the sheet flat against the floor, it may also be best to tape the edges down.
 4. Using a pencil, get the girls to draw a grid of dots similar to the worksheet from earlier. The bigger the area, the easier it will be to “draw” with the rice flour.
 5. Before beginning the drawing process, allow the group to talk about what kind of design they would like to draw. It could start the same as the worksheet with a star, for example, then be added to with curves and symbols – it’s up to them.
 6. To “draw” with the rice flour, hold the mixture in the hand, then move the thumb against the index and middle finger as the hand moves over the paper. Now, draw the Kolam!

Leader Notes

Love Is, Love Isn't

Materials

Worksheet 8
Coloring pencils
Pens
Scissors

Steps

1. Split the girls into 4 groups. Two of the groups will be thinking about what "love is" and the other two groups will be thinking about what "love isn't."
2. Give a worksheet to each of the groups. For the girls who are looking at what "love isn't," get them to draw a jagged line down the center of the heart to represent brokenness.
3. Ask the girls to think in their groups about what love is or love isn't. Give them enough time to enter into a good conversation and maybe even share stories.
4. Next, get the groups to decorate their heart with words or images that represent what "love is" or what "love isn't."

Some examples:

- a. *Healthy Love is: caring, honest, trusting, respectful, and open. It is based on friendship, has quiet times and exciting times, and has positive communication.*
 - b. *Unhealthy Love is: jealous, violent, controlling, manipulative, pushy, painful, intimidating, selfish, mean, bullying, and fearful.*
5. When all of the groups have finished, ask them to present their hearts to the class. Allow for time for discussion after each group has presented.
 6. Does everyone agree on what they put in the heart or how the group represented what love is/love isn't?
 7. When everyone has shared, pair-up the groups so that one "love is" heart can be glued to one "love isn't" heart.
 8. You may want to facilitate further discussion about the things the groups wrote down, especially in regards to the kinds of things we might hear people say depending on whether it *is* or *isn't* love.

For example: "One time, I had a partner who always made me feel guilty and said things like, 'If you love me, then you will do (x) for me.'"

Note: this would also work well as an individual activity.

Leader Notes

Origami Wish Stars

Materials

Worksheet 9
Glass bowl
12x12 inch paper for each person
Coloring pencils
Pen

Steps

1. Before meeting for the session, practice making the origami wish star using the instructions provided on the worksheet.
Note: There are a number of informative tutorials on YouTube if you need further visuals.
2. At the beginning of the session, talk about how we show kindness to others when they are having a bad day, and how we receive kindness when we are having a bad day.
3. Introduce the idea that one act of kindness can be to give a gift. However gift does not have to be monetary - it can be as simple as a hug, a gesture, or a kind word.
4. Another kind of gift is one that we make ourselves, such as the wish stars in this tutorial. We can offer a wish star to someone when they are having a bad day. Make these wish stars and keep them in a glass bowl in the activity room.
5. For each star, you will need a piece of paper that is 12 inches long, and 2 inches wide. Each girl can make as many or as little as they would like.
6. Before folding the star, draw an image or write some words of kindness on to the strip. When someone opens the star, this is what they will see.
7. Follow the instructions on the worksheet to fold the star.

Leader Notes

Circles of Trust Part One

Materials

Worksheet 10

Colored pencils or pens

Materials for collaging (magazine cutouts, fabric, sequins)

Scissors

Glue

Steps

1. Talk to the girls about how a part of keeping ourselves healthy is having boundaries. Boundaries can help us have some self-control, both emotionally and physically. They are especially valuable to think about when it comes to our relationships and intimacy with others.
2. An easy way of understanding what we want our individual boundaries to be like, is to use circles. You can use worksheet 12 to illustrate this idea.
3. There are 2 ways you can explain this worksheet:
(In essence, Part One of this activity could span 2 sessions)
Option 1:
The inner circle = our most intimate space for ourselves
The second circle = our closest friends
The third circle = our friends
The fourth circle = our acquaintances
Outside of the circle = Strangers

Option 2:
The inner circle = me
The second circle = those who are kind, loving, and supporting
The third circle = those who are loving, but inattentive and distant
The fourth circle = those who are loving, but who take more from us than they ever give back
Outside of the circle = those who mistreat us and who should not be in our realm of influence
4. Walk the girls through the worksheet. It may help to draw out a larger Circle of Trust on a white board or larger sheet of paper. Allow for as much time as you need to explain the concept, providing and asking for examples for each circle.
5. Hand out a copy of the worksheet to everyone and give them time to fill out their own Circle of Trust. Encourage them to draw, color, and collage.
6. When the girls have finished, see if anyone would like to share their circle with the rest of the group.

Leader Notes

Circles of Trust Part Two

Materials

Worksheet 11, 12, 13
Colored pencils or pens

Steps

1. Before the session, print a copy of each worksheet.
For worksheet 12, cut out the sections.
For worksheet 13, print enough copies for each girl.
2. This activity follows the same premise as Circles of Trust Part One. Each different colored circle represents a behavior, feeling, and action that is appropriate for the distance it is from the center “me” circle. As you go through the activity, talk to the girls about the level of trust, touch, and conversation that is appropriate for each different circle.
3. Explain this idea of Trust, Touch, and Talk. The levels might vary depending on individual preferences, but we should always have control over deciding what those levels are. Sometimes, the levels might change depending on the situation.
4. Here are the meanings for each circle and example of behavior for each one:

*Purple Private Circle - You are the most important person in the world.
For example: No one touches you unless you want to be touched.*

*Blue Family Circle – People you are very close to and who you trust strongly. They may or may not be blood relatives.
For example: Embracing family members is acceptable.*

*Green Friendship Circle – Friends you can trust and talk to about more personal details.
For example: We usually hug these friends and trust them with more private information.*

*Yellow Acquaintances Circle – We see many people every day who we might know, but who we are not “friends” with.
For example: We might shake hands or just say hello.*

*Orange Community Circle – We have people in our lives who are there to help us and who get to know us very well.
For example: You decide what the touch level is in this kind of relationship. You might just say hello to a teacher, or hug a counselor at the end of your program.*

*Red Stranger Circle – The many people we see every day that we do not know at all.
For example: We don’t touch strangers and they don’t touch us. We decide who can touch us, we decide when to say “stop,” and we decide when to leave.*

5. Use worksheet 12 to walk everyone through the different circles. Come up with different scenarios, and ask the girls to match the scenario to one of the circles. It might be useful to print out some pictures of each scenario, then lay them out on the floor so the girls can make piles for each circle.
6. Give a copy of worksheet 13 to everyone and allow them time to draw or color their own examples for each circle.
7. To close the activity, have everyone share and compare what they came up with for each circle.

Leader Notes

Part Five: Blame and Forgiveness

Dealing with Blame, Forgiving Ourselves, and Taking Responsibility

1. In My Heart
2. Caged Bird Sings
3. Hand on Heart and Heart in Hand
4. Stuck, Unstuck
5. Dance Prayers
6. Four Portraits
7. Our Narrative
8. I Forgive (Smell the Flower, Blow out the Candle)

Color Your Feelings – In My Heart

This is similar to the emotion check-in activity in Part One. It is a repeatable activity that can be used to track changes in emotion, progression, and for comparative purposes. It is a very simple but effective mode of self-expression, which can easily lead to disclosure and verbalization.

Materials

Large piece of paper for group brainstorming
Worksheet 14
Colored pens, paints, pencils

Steps

1. Ask the girls, “What are you feeling right now?” On a large piece of paper, write down all of the emotions the girls tell you. They can be general feelings, or feelings that are connected to something specific. Don’t ask them why they are feeling these emotions yet.
2. Individually, have the girls choose a color for each emotion they are feeling.
3. Using their chosen colors, ask everyone to fill the space of the heart (or other objects if using different worksheets) so that it represents how much they are feeling each emotion.
For example: I am feeling upset, stressed, guilty, and thankful. I chose the color blue for upset, the color orange for stressed, the color purple for guilty, and the color green for thankful. Thankful is the strongest emotion I am feeling, so there will be more green in my heart than any other color.
4. Encourage the girls to incorporate patterns into the way they place their color, too. Especially because our emotions tend to be connected or overlapping.
5. Open conversation up and try to ask questions such as: “What is it like when you feel like this?”
For positive emotions: What do you need to do to keep feelings this?
For negative emotions: What triggers you to feel like this?
6. Try to help the girls to start being aware of these emotions and triggers when they are outside of the activity sessions. If appropriate, you could also help them to develop an action plan.

Leader Notes

Caged Bird Sings

Materials

Drawing paper
Acrylic paint
Balloons
Colored string
Water
Glue
Sheets of felt

Steps

1. Begin the session by asking everyone to paint a bird in a cage. It doesn't have to be anything intricate, just a simple depiction of an image they see in their head of a caged bird.
2. Open up a conversation about times when the girls have felt trapped or caged-in. Ask them how it made them feel.
3. Then ask the girls what makes them feel free, or what freedom looks like to them.

1. Next, move on to the craft. Make sure everyone has a balloon, string, and a bowl of a water-glue mixture.
2. Blow the balloon up to a medium fullness.
3. Dip the string in the glue mixture and then wrap it around the balloon. Continue wrapping string around the balloon until it resembles a cage-like structure.
4. Set the balloons aside to dry and give everyone some time to clean up.
5. When the string is dry, carefully deflate the balloon so that you are left with a cage.
6. Using the felt, cut out the shape of a bird and attach it to the inside of the cage.
7. You could hang these from the ceiling, or use them as a tool during conversations.

For example: Holding something like this when talking about a difficult story helps to ease feelings of awkwardness. It provides a distraction for the individual so they are not as focused on the other person/people in the room who are listening to them.

Leader Notes

Hand on Heart and Heart in Hand

Materials

Clay (make sure it will air dry and doesn't need heat)

Baking Paper (or other non-stick paper)

Toothpick or pencil

Bowls

Acrylic paints

Steps

1. Make sure everyone has the materials they need for the activity.
2. First, have the girls roll out a large piece of clay on to a sheet of baking paper (or an alternative – just make sure it is easy to transfer the clay from the paper).
3. Then get them to place their hand onto the clay and trace around it using the toothpick, pencil, or other object.
4. Remove the clay that is *not* a part of the hand shape using the same toothpick. You can always keep this clay for another project.
5. Now transfer the clay hand to the baking mold, making sure the ends (such as fingers) are slightly curved up so they are following the shape of the bowl.
6. Using the toothpick again, get everyone to draw a heart in the center of the palm. Remind them that it doesn't have to look perfect! Sometimes drawing a heart can be frustrating because we want both sides to be exactly the same, but asymmetry is always more representative of our true selves.
7. Encourage the girls to draw other patterns around the heart. This could be swirls, stars, objects, animals, or people - it doesn't matter what the pattern consists of, what is important is it is personal.
8. Set the hand aside so the clay can harden. When the hand is completely dry, remove the baking paper.
9. The final step is coloring the hand. To get the fullest color possible, don't water down the paint.
10. When everyone has finished painting their hand, leave them in a safe place to dry. Close the activity with a conversation about the making process, especially in regards to working with the clay (you could use these closing moments to hear if they have any ideas as to how they would like to use clay in the future).

Leader Notes

Stuck, Unstuck

Materials

Music

Steps

1. Have the girls stand in a circle, then turn the music on. As they start to listen to the song, tell everyone you would like them to be engaged in each other's movements – to watch carefully and try to feel what the other person is feeling.
2. To start, warm up by moving different parts of the body with creative movements:
 - *Begin with the head, then gradually move down through the neck, shoulders, arms, hands, chest, stomach, hips, legs, and feet.*
3. One by one, have each girl come to the center of the circle and close their eyes. When she is ready, ask her to begin moving freely to the music. As she is moving, talk to her so that she gradually slows down until she becomes “stuck” in one position. The position can represent any kind of stuck feeling that they currently have.

For example: hopelessness, stress, control, doubt.
4. Meanwhile the rest of the circle should mirror the “stuck” position the girl in the middle has chosen to end in. Here is where their empathy comes into play: to help, they must improvise and demonstrate ways to move out of the “stuck” position. At the same time, the girl in the center of the circle needs to work out way to “unstick” herself too – whether it is by copying others, or a movement she creates on her own.

Examples of movement to become “unstuck” could be: making a sound, shouting out a powerful word, shaking free from the position, breathing deeply until the body relaxes, jumping, reversing a movement – the options are many!
5. Repeat the process until every person in the circle has had a turn at being in the center.
6. At the end of the activity, open up a discussion about the positions the girls saw and felt, and how much of an effect seeing other people becoming “unstuck” helped.

Leader Notes

Dance Prayers

Materials

Slow, rhythmic music

Steps

1. Talk to the girls about the idea of prayer and how sometimes we can “pray” or share our love and well-wishes to another person through movement.
2. Get everyone to stand in a circle and then turn the music on. Lead a warm up similar to the one in the “Stuck, Unstuck” activity.
3. Choose someone to lead the group first. They need to lead the group with a movement or gesture that expresses a positive affirmation (a dance prayer). The leader performs the movement, and then everyone else should repeat it as exactly as possible. See if you can get the girls to copy the movement in a wave/domino effect around the circle, and then reverse it to go around the circle in the opposite direction.
Some positive affirmations include: “I believe in myself,” “I can handle this,” “I am loved,” “Everything will be alright,” etc.
4. After the first person has led, move onto the next, and continue until everyone has performed a positive affirmation. Try to discourage the girls from copying each other’s affirmations and help them to connect with something deeper than words. The aim here is personalization and a thought-out dance prayer that is made more powerful by the experience each person brings to the circle.

Leader Notes

Four Portraits

Materials

Worksheet 15

Variety of art materials

Steps

1. Talk about the idea that sometimes we have to “reframe” our mindset in order to move past something. This is applicable for the way we see and blame ourselves for something that has happened, even though it was outside of our own control.
2. Give a copy of the worksheet to everyone. They can use whichever art materials they would like for this activity.
3. In the first frame, have the girls finish the portrait so that it represents how they are feeling towards themselves. It might be something they are feeling insecure about, or something they blame themselves for, etc.
4. In the second frame, get the girls to illustrate how they would ideally like to be able to see themselves when it comes to that feeling/insecurity/self-blame.
5. In the third frame, ask everyone to try to imagine they are seeing themselves through the eyes of a loving friend. How would they illustrate their self-portrait now?

Note: It might be helpful to say something like: “If your friend told you (x), what would you say to them/how would you treat them, etc.?” Or “Would you talk to your friend in the same way you talk to yourself?”

6. In the fourth frame, have the girls finish the final portrait as though they are seeing themselves as the most important and loved person they know. This change might be noted by more bright color, or the addition of sequins, glitter, etc.
7. End the activity with some moments of sharing, either as a whole group or in pairs.

Leader Notes

Our Narrative

Materials

Long piece of bulletin board paper for each group of 2-4.

Pencils and pens

Paint

Steps

1. Trying to make sense of our personal narratives can seem overwhelming. Though storytelling as a group may cause us to step away – trust and respect are important here – it can be a very helpful sharing experience that encourages mutual understanding, empathy, and help us to feel not so alone in our struggles.
2. Tell the girls they are going to join together to create a group narrative. Separate them into groups of 2-4 people and give each group a piece of long bulletin board paper.
3. First, they need to draw a pathway all the way down the paper. It is up to them what the path looks like. It could be curved or straight, and direct or meandering, etc.
4. Ask each group to then create their own “trauma” narrative. This should be a story about how they got to where they are now. It can be a mixture of facts from each girl’s history, or some parts could even come from the imagination – allow them to adapt the activity in a way that feels comfortable to them.
5. When the groups have thought-out their narratives, get them to illustrate the story around the pathway they drew earlier. Then when it is all drawn out, they can have fun painting the illustrations.
6. After the paint is dry, have each group practice their story out loud by walking down the pathway.
7. When all of the groups are ready, invite them to present their narratives to everyone else. Look out for similarities in narrative and other aspects that make room for empathy and shared histories.

Leader Notes

A Wreath of Kindness and Gratitude

Materials

Protected wire
Colored string or thread
Ribbons and Fabric scraps
Beads (optional)

Steps

1. To encourage kindness towards ourselves, sometimes it helps to turn the act into to a very visual and hands-on process. One way to do this is to use a wreath and to tie things to it. The wreath becomes a symbol of positivity and kindness, and a place for safe expression.
2. Split the girls into groups of 2 or 3.
3. Have each group work together to create a wreath using the wire. Depending on how intricate they want the wreath to look, they can vary the number of loops they make with the wire (*The more loops, the more opportunity to weave*).
4. Then the girls can decorate their wreaths by wrapping the colored threads around it. They can get creative here by making patterns or even incorporating materials such as beads and sequins.
5. When everyone has finished their wreath, explain how you will be using it:
Each girl chooses a ribbon or piece of fabric and ties it to the wreath. As they tie it, they should say something that expresses kindness or gratitude towards themselves. This is their first “act” of kindness or gratitude.
6. Every time someone does an act of kindness or would like to show gratitude, they can tie another ribbon onto the wreath - The aim is to one day end up with a full wreath of ribbons that almost looks like lots of flowers!

Leader Notes

Materials

Worksheet 16
Drawing paper
Scissors
Chalk pastels
Hairspray

Steps

1. Talk to the girls about ways in which we forgive ourselves, and the powers the action of self-forgiveness has.
*For example: Forgiveness is good for the mind, body, and spirit.
Forgiveness can open ourselves up to other things.*
2. Brainstorm the things they say on a whiteboard or a large piece of paper.
3. Next, hand out copies of worksheet 16 to everyone. Ask them what they see.
For example: 2 people hugging/someone hugging herself/someone forgiving herself.
Tell the girls that for this art activity, you would like them to imagine that both of the people are them. Therefore the art you see at the end of the session will be pictures of each girl hugging herself with forgiveness.
4. Have the girls cut around the two people on the worksheet to create a template and then trace around the template onto their piece of drawing paper.
5. Using a pencil, they can personalize the shape and features of the figures so that they think it represents who they are.
6. Next, share out the chalk pastels and give the girls time to color their figures. Allow them to discover the different ways of using the pastels.
7. When everyone has finished, spray their pictures with hairspray to fix the color onto the page.
8. Get the girls to help you display the art on the walls.

Leader Notes

Part Six: Body Image and Identity

Looking at our self-identity, Self-care, and Body Image

1. Masquerade
2. Silhouette Painting
3. Self-Portrait, Behind the Mask
4. Drawing Your Body
5. Dual Self-Portrait
6. Body Map Collage
7. Self-Care Wheel
8. Fingerprints
9. "I Am" Sunshine Mosaic

Masquerade

Materials

Worksheet 16

Felt in one or two colors

Elastic

Scissors

Pen

Needle and thread

Feathers, buttons, sequins, and other decorative pieces

Steps

1. Ask the girls whether they ever change their outer person depending on who they are with, where they are, or what they are doing. Confirm to them that this is a normal way of dealing with different situations and environments, and that it is ok to guard ourselves when we feel unsure. It is important, however, to be aware of when we are wearing our “masks,” and when we take them off.
2. Discuss the idea of these moments being our “mask-wearing” moments, and ask them whether wearing a mask is always a good thing.
3. Give a worksheet to each girl so they can choose and cut out the mask they would like to use.
4. Have them trace the template of the mask on to a piece of felt. Then they can cut the mask out of the felt.
 - *If using two colors, you will need to add in another step:
When the girls have traced the first part of the mask onto the felt, have them trim their template down to the smaller lines. Then they can trace this smaller version onto the different colored piece of felt. Glue the two pieces of felt together.*
5. Now it's time for everyone to decorate their masks! They can be as extravagant or as simple as they would like them to be.
6. Hand out the elastic so that everyone can measure a piece that will fit the mask to their heads. Cut and sew the elastic band on either side of the mask.

Leader Notes

Anything Goes Self-Portrait

Materials

Variety of art resources (drawing, painting, sculpting, collaging, etc.)

Steps

1. For this activity, you will need to give the girls a lot of freedom. Try not to lead them too much so that there is room for some self-lead expression to happen.
2. Though the activity is called “self-portrait,” the girls’ creations do not have to look like a face.
3. Tell everyone you would like them to create something that represents who they are.
 - *It’s ok if it takes them some time to begin - allow them to go at their own pace so that what they end up creating truly does speak to who they are.*
4. The aim of this activity is to get the girls to communicate who they really are, especially when they are not wearing a mask, so try to discourage them from copying each other.
5. When everyone has finished creating their “portrait,” see if they would like to share. Ask them to look for patterns and themes in both their work, and others’ work.
6. Encourage the girls to think about why they chose the materials they did, and to reflect upon the creative process.

Leader Notes

Self Portrait, Behind the Mask

Materials

Face shape template (prepare before class)
White drawing paper, 2 pieces each
Practice paper
Pencils
Black marker pen
Colored marker pens or pencils
Scissors
Mirrors (optional)
Brads

Steps

1. Make enough copies of the face shape template you prepared for the session to give out to each girl. The first step is to draw around this template onto a piece of the white drawing paper.
Note: This is optional. You could just have everyone draw a face without a template.
2. Next, they can add a neck and shoulders to their picture.
3. Using mirrors as a reference, then get the girls to draw a self-portrait using a pencil. When they are happy with how their portrait looks, they can go over their pencil lines with a black marker pen.
4. On another piece of paper, get the girls to draw around the face shape template again. This is going to help make the mask part of the activity so it does not have to stay an oval shape.
5. Encourage everyone to be creative and design the mask so that it represents who they think they are. Perhaps it only covers half of their face, or covers all of their face and hair, or perhaps it has other additions.
6. Give the girls time to color their mask.
7. When everyone is finished, have them cut their mask out. Then they can attach the mask to their self-portrait using a brad.

Leader Notes

Drawing Your Body

Materials

Long sheets of paper (long enough for the height of the girls)

Black pens

Colored pens

Pink paper

Tape

Scissors

Glue

Steps

1. Make sure everyone has a sheet of the paper and a black pen. Tape the paper to the wall.
2. Ask the girls to draw an outline of what they think their body looks like onto the piece of paper, as real to scale as possible.
3. Encourage everyone talk about the body they have drawn. Ask what they love about it, and what they hate about it.
4. Take the paper off the wall and lay it down on the floor. Then split the girls into pairs so that they can help each other with the second part of the activity.
5. Have the girls lie down on the same piece of paper while their partner draws around their body. Tape the paper back onto the wall.
6. Give everyone time to stand back and really look at the outlines. Is the second outline different to how they thought they looked? What does this reveal about their body image?
7. Share out the pink paper and ask the girls to cut out lots of heart shapes. When they are done doing that, tell them to stick a heart on their paper to show all the things they love and appreciate about their body.
8. An optional step would be to ask the girls to repeat step 7, but on other people's drawings.
9. Close the activity with a reflection and discussion about the process.

Leader Notes

Dual Self-Portraits

Materials

Drawing paper
Pencils and pens
Colored pencils or paint

Steps

1. Open up a conversation with the girls about whether the person they show on the outside is the same as the person on the inside.
2. Give everyone a piece of paper and have them make a fold down the center of the page so that the paper is split into 2 sections.
3. Ask the girls to draw a portrait of themselves so that the fold of the paper goes down the center of the face/body they have drawn.
4. Have the girls color or paint their portrait so that:
One side represents their outer self - *what others see*.
The other side represents their inner self - *what they feel like inside*.
5. Get the girls to share and talk about their portraits at the end of the session.

Leader Notes

Body Map Collage

Materials

Long sheets of paper (long enough for the height of the girls)
Pencils
Magazines
Scissors
Glue

Steps

1. Make sure everyone has a sheet of paper and then split the girls into pairs so they can draw around each other's bodies. They can lie down in any position they would like.
For example: Curled into a ball, on their front, on their side, etc.
2. Spread the magazines out onto a table and give everyone plenty of time to go through and cut out any images (or words) they would like to use.
3. Using the images they found, have the girls glue the pieces to their paper so that they fill their body with pictures. The pieces can overlap and be layered, or they can be spaced out – however each individual would like to do it will be an expression of who they are.
4. When everyone has finished, tape the paper to the wall so they can all see each other's Body Map Collage. Ask them what they notice about each other's collages.
For example: "What do you think they like?" "How are they feeling?" "What are they thinking about?"

Leader Notes

Self-Care Wheel

Materials

Worksheet 17
Pens
Pencils
Colored pencils

Steps

1. Often, when we think of health we think of medicine and we think of our physical body.
To be completely “well,” however, we must think about our emotional, mental, and spiritual wellness too.
2. To nurture these areas, we can use the same principles that we would use for our physical health.
When we “activate” any of these four areas in healthy ways, we help to strengthen and balance our whole Self.
3. Show the girls an example of the Self-Care Wheel that you prepared before the session. Explain to them that the Self-Care Wheel is an easy way to look at our whole self – physical, mental, emotional, and spiritual.
 - *To completely look after ourselves, it is very important that we nurture each area and maintain a healthy balance between them all.*
 - *The wheel can help us to pay attention to this balance on a daily basis. It can help us to improve our quality of life, but most importantly it can help us to be prepared and stronger in the face of crisis.*
4. Give everyone a copy of the worksheet and have them complete their own Self-Care Wheel with the things they do to look after the 4 different areas *now*.
5. When the girls have finished, ask them to think about areas they need to nurture.
 - *You may want to put the girls into groups so that they can help each other.*
 - *You may also want to monitor the activity and guide where necessary.*

Here is an example guideline for explanation:

Physical

When our body is well, it makes us feel good about ourselves and it also makes us stronger. Because we are stronger, we have better resilience against illnesses and accidents, and we can think more clearly.

Emotional

Emotional fitness is about *feeling deeply* and finding some expression for those feelings. Having a heart to heart talk with a friend, being artistically creative, having a good laugh or cry—this is all great exercise for the “heart”.

Mental

Mental fitness is about toning up our *thinking*, flexing the muscles of the mind by learning, teaching, exploring new ideas, and practicing “mindfulness.”

Spiritual

Spiritual fitness is about deep *connection*, to our self, to God, to nature, to our life force. Meditation, prayer, being in nature, finding time to rest in the midst of things—these are all good “cardio” for the spirit.

Adapted from: http://www.hospiceyukon.net/S_C_Wheel.html

Leader Notes

Fingerprints

Materials

One large piece of drawing paper
Acrylic paints
Paper plates/plastic pots
Pen

Steps

1. Begin the activity by discussing these words:

"We are each unique and beautiful, and together we are a masterpiece."

2. Draw the outline of an image onto the drawing paper that represents something important to the girls.
For example: A butterfly for transformation, or a dove for peace.
3. On each paper plate, put one of the acrylic colors. Try to have enough colors so that each girl can have a different color from anyone else. This may mean you need to mix some colors together or lighten/darken some of the colors to get different shades.
4. Color the drawing by using the girls' fingerprints. They can dip a finger in their assigned color, then print! You should end up with a multi-colored picture that is an equal variety of everyone's finger prints.
5. Below the image, do one finger print for each girl and then beneath it, write their name so that we know which fingerprint is whose.

Leader Notes

"I Am" Sunshine Mosaic

Materials

Large sheets of thin card (about poster size)
Magazines
Scissors
Glue
Pens
White or colored paper.

Steps

1. Spread out the magazines you have and give everyone time to rip/cut rectangular and triangular pieces of images out. These pieces will be used for collaging so it is best to keep them smaller in size.
2. When everyone has enough pieces to use, they can go ahead and stick them onto their piece of paper. This will be the background – have the girls create the background so that it looks like the rays of the sun coming out of the center of the page. There can be as many or as few rays as they like.
3. Next, give out the white or colored paper so that everyone can cut out a circle. This will be the sun. The circle needs to be big enough to fit the words "I am" inside. Glue the circle to the center of the paper.
4. In the middle of the circle, write "I am."
 - *If it would be easier, prepare circles with these words already written on before the activity begins.*
5. Wait for the collage to dry.
6. While waiting, encourage discussion about how we can finish the sentence "I am...." Some options include talking about the different ways we define ourselves.
 - *For example: by what we look like, how we feel; by our personality; by our family position (daughter, sister, mother).*
 - *It might be helpful to brainstorm these ideas on a big piece of paper.*
7. Using white or colored paper, cut out rectangles that are big enough to write on. On each rectangle, the girls can write a word that defines who they are.
8. Glue the rectangles onto the paper so that they look like rays coming out of the "I am" circle – or, the "sun."
9. End the activity by asking the girls to stand back and look at what they've created. Ask them how it makes them feel.
 - **This can be a very empowering activity. Encourage the girls to step back and see what they have turned themselves into – they have created themselves to be a source of light.**

Leader Notes

Part Seven: Reflection

Coping Strategies, Tools for the Future, and Reflection

1. Bottled Butterflies
2. Stars in the Night
3. My Little Box of Positivity
4. Worry Dolls
5. My Coping Skills Toolbox
6. My Future Hand
7. "I Can" Handprints
8. Dream Catcher
9. Believe
10. Wish Bracelet

Bottle Butterflies

Materials

Plastic bottle (1.5 or 2 liter)
Butterfly template - Worksheet 3
Scissors
A permanent marker
3-5 shades of nail polish
Glitter and sequins
Superglue

Steps

1. "Up-cycling" an object is a great way of showing the process of transformation. With this activity, you could use the bottle as a symbol for the cocoon that the butterfly emerges from. If you wanted, you could even incorporate the actions of emptying out and cleaning the bottle as a part of the process.
2. Make sure everyone has a bottle to work with. Take the bottle, get the girls to cut off the neck and the bottom so that everyone is left with the smooth, middle section.
3. Next, have them cut the section vertically so they are left with a sheet of plastic that can be flattened out.
4. Share out copies of the worksheet so the girls can choose which butterfly they would like to use.
5. When they have chosen, they can place the picture of the butterfly beneath their sheet of plastic and trace the pattern using a permanent marker.
Note: It may be helpful to use paperclips to keep the plastic in place while tracing the butterfly.
6. The girls can color the butterflies using the nail varnishes. Then they can cut the shape of the butterfly out of the plastic.
7. An optional step is to decorate the butterfly with glitter and sequins.
 - o *Glitter nail varnish is an easy alternative.*
8. After the butterflies are dry, you could add them to the Butterfly Garden you created in Part One. This would also provide a good opportunity for the girls to begin talking about their journey since they started coming to the activity sessions.

Leader Notes

Stars in the Night

Materials

Drawing paper
Pencils
Oil pastels

Steps

1. Choose one of the following quotes to start the session:

“Without the dark, we would never see the stars.”

“Stars can’t shine without darkness.”

“Even the darkest night will end and the sun will rise.”

2. Try to get a discussion going about what the quote could mean.
For example: Without darkness, we would not know light. This could be a metaphor for the bad and the good times we experience in life. Without the bad, we would not know the good.
3. Ask the girls some questions that related to the idea behind the quote. Encourage them to share, and perhaps add some of your own examples to stir conversation.
For example: “What are some of the good things the dark times in your life have given you?”
4. Next, ask the girls to draw and color a night scene. Tell them to include brilliant bright stars and use words and images in the picture to represent what gifts they have found in their own times of darkness.
5. To close the activity, talk about each other’s pastel drawings. Try to encourage a conversation that helps to validate what each girl has colored or talked about.

Leader Notes

Materials

Matchboxes
Paint
Colored pen
“Treasures”

Steps

1. Talk with the girls about things that are special to them – “treasures.” Ask why those treasures are special to them, where or how they keep the treasures safe, and ask when they look at them.
2. Explain the idea of a box of positivity to the girls – a box filled with little treasures that can help to lift our spirits.
3. Have the girls gather together the materials they will need to create their box of positivity – a matchbox and paint.
 - *You may need to tell them about this activity in advance so they can have time to gather together their treasures.*
4. Separate the inside of the matchbox from the outside. The inside will become the drawer. Get the girls to paint both boxes with a color of their choice, then set them aside to dry.
5. While the paint is drying, the girls can gather together some of the small treasures they would like to put inside their box of positivity.

Treasures could be any small objects that mean something to you, or that make you feel positive emotions when you look at it.

For example, my own positivity box would include: a pearl button, a key ring, a small bell, a little fabric flower, and a picture of a mermaid.
6. When the paint has dried, put the “drawer” back inside the outside box. Make sure everyone can pull the drawer in and out without it getting stuck.
7. Across the top of the box, have the girls write the words “My little box of positivity.”
8. On the top of the outside box, everyone can draw and paint a design that represents “positivity” to them.

For example: mine would have a plus sign with swirling flowers around it.

Leader Notes

Worry Dolls

Materials

2 plastic twist ties
Embroidery thread (6x20-24 inch long pieces, in different colors)
Permanent Marker
Beads
Glue
Scissors

Steps

1. Introduce the idea of a worry doll to the girls. You may want to find some images to show them. Explain to them that worry dolls are another simple thing we can use when we are worried or anxious, and are especially helpful when we can't sleep at night. *(Really, the worry dolls are just a tool used in the action of external expression. When we express outwardly, we help to release the anxiety, stress, or worry that we are keeping on the inside).*
2. Make sure everyone has 2 twist ties, some embroidery thread, and a bead.
 - o *This activity is easier if you demonstrate and make a worry doll in the session as well.*
3. First, make the main part of the body. Bend one of the twist ties in half, then twist it two times in the middle so that there is a "body" and two legs. Curl the ends of the legs so that they look like feet.
4. Next, make the upper body. Bend the second twist tie in half and twist it around the body (the first twist tie) so that it creates two arms.
5. Now, begin to cover the twist ties with the thread to create "clothes." Starting at the feet, take one piece of the embroidery thread and wrap it around the frame of the legs, continuing up to the waist. To secure the thread, use a very small amount of glue.
6. Using a different color, start wrapping another piece of thread from the waist to the neck, and then use two separate threads for each arm.
7. For the head of the doll, place the bead over the top of the twist tie. Make sure a small part of the twist tie is still protruding from out of the top of the bead. Draw a face onto the bead using a permanent pen.
8. Now for the hair. Taking another piece of thread, insert 2 inches of it through the loop visible above the bead. Tie a secure knot in the thread, then cut the longer side of the thread so that the length matches the other side. Repeat this process until there is enough "hair" on the doll.
9. You now have a worry doll! The girls can carry these with them, keep them somewhere safe, under a pillow, or they can leave them with you in the center. In whichever case, they are a useful tool for the girls to quietly express an anxiety or worry when they don't feel comfortable with actually telling someone.

Leader Notes

My Coping Skills Toolbox

It may be best to gradually prepare for this activity over the course of the program so that the girls have time to gather everything together. The activities explored in the previous sections are all good additions to the toolbox as well.

The toolbox consists of 6 categories. For each category, one or more items could be included. Listed below is each category with examples of what I would include in my own coping skills toolbox.

1. Self-soothing - *Finding comfort through the five senses.*
 - Touch
For example: A stress ball; something soft; something smooth.
 - Sound
For example: Uplifting or relaxing music track; rainbow shaker.
 - Sight
For example: Pictures of happy memories; a calming jar.
 - Taste
For example: Favorite candy, soothing tea.
 - Smell
For example: A scented candle; dried flowers.
2. Distraction - *Removing focus from the problem for a while.*
For example: A small journal to doodle in; a craft to make; something to sew or crochet.
3. Opposite Action - *Something that will help you to act oppositely to your old negative reaction.*
 - Affirmations and Inspiration
For example: A quote you have always loved; an image.
 - Something funny or cheerful
For example: A funny memory; a comedic video or image.
4. Emotional Awareness – *Helping you to identify and express your feelings.*
For example: An emotions color chart; an art activity.
5. Mindfulness – *Keeping yourself grounded and centered in the moment.*
For example: A reminder of relaxing breathing techniques; something heavy to hold such as a decorated stone.
6. Crisis Plan – *Information pack of who to contact for support and resources when you need more than just your toolbox.*

Materials

A box for each girl (I recommend nothing bigger than a shoe box)

Content for the boxes

Decorative materials

Steps

1. Introduce the idea of a coping skills toolbox to the girls: A place where they can keep things that they know will be able to calm them down during times of negative emotion - whether it's stress, anxiety, fear, etc.

2. Talk to the girls about the importance of having something like a “toolbox” in times of crisis - if they have everything gathered together in one place, it will gradually become easier for them to use their toolbox, rather than turning to negative behaviors and old unhealthy habits.
3. Allow the girls to decorate their box however they would like. Remind them of previous activities if they are struggling for inspiration. They may also want to decorate or paint the inside of their box, too.
4. Set the boxes aside to dry and make sure everyone has the contents of their box in front of them. Use this time to share the different things the girls have chosen to put in their toolbox.
5. When the boxes have dried, the contents can be put inside! Each girl now has their own Coping Skills Toolbox.

This activity could also be adapted to create a group toolbox that is kept in the center.

Leader Notes

My Future Hand

This activity is a continuation of "My Past Hand" from Part 3: Memories

Materials

Drawing paper

Pencil

Pen

Water colors

Steps

1. Make sure everyone has their drawing from the first part of this activity that was done in Part 3.
2. Remind the girls about what you did and ask them questions about their "past hand" to refresh memories.
3. Move the conversation on to talk about the future and the hope and possibilities it holds. The girls are going to illustrate the future using their right hand.
4. On the right hand side of the page, each girl draws around their right hand with a pencil. When they are satisfied with their drawing, they can go over the outline with a pen.
5. Have them fill the hand with words and pictures that represent who they would like to be in the future. It may be useful to bring an example to illustrate.
6. When everyone has finished, ask if they would like to share. This would be a great moment for comparisons and affirmations of progress to take place in a group setting.

Leader Notes

Believe

Materials

Watercolor paper

Pencils

Watercolors

Steps

1. Ask the girls to think about what self-belief looks like to them. The images they come up with will become a painting.
2. Have the girls draw a picture of “belief” on the watercolor paper. Their picture could be anything - there is a lot of freedom with this activity for the girls to incorporate everything they’ve been doing throughout the program.
3. When everyone has drawn their picture, move on to using the watercolors. Encourage everyone to take time and care over this piece.
4. To close the activity, get everyone to sit in a circle and share what they’ve painted.

Leader Notes

Wish Bracelet

Materials

Twine or cord (enough for 3 x 15inch strands for each girl)

Large seed beads (enough for 7 for each girl)

Steps

1. Before beginning the activity, talk about the concept of a wish with the girls. You may need to alter the premise of the activity or adjust it to suit cultural needs, but the undercurrent should be about hope.
2. Give the girls the materials they will need. You could either have the twine ready-cut and the beads counted out, or you can let the girls measure the twine and count the beads themselves.
3. Holding the three strands together, tie a knot about 2 inches from the end of the strands.
4. Starting from where you made the knot, braid the strands together for about 3 inches.
5. After you have braided 3 inches of the twine, you can begin adding beads. Every time you pull a strand from the right hand side, thread a bead onto the strand. Pull the strand from the left as normal, then add another bead again when you pull from the right. Repeat until all of the 7 beads have been added.
6. Braid the rest of the strands together normally again for about another 3 inches. Tie a knot to secure the braiding.
7. Now the bracelets are ready to be worn – the girls could either keep their own, or swap bracelets. If they swap, it might be a nice idea for them to make a wish for that person as they do so.

Leader Notes

Dream Catcher

(For visual instructions, see Worksheet 18)

Materials

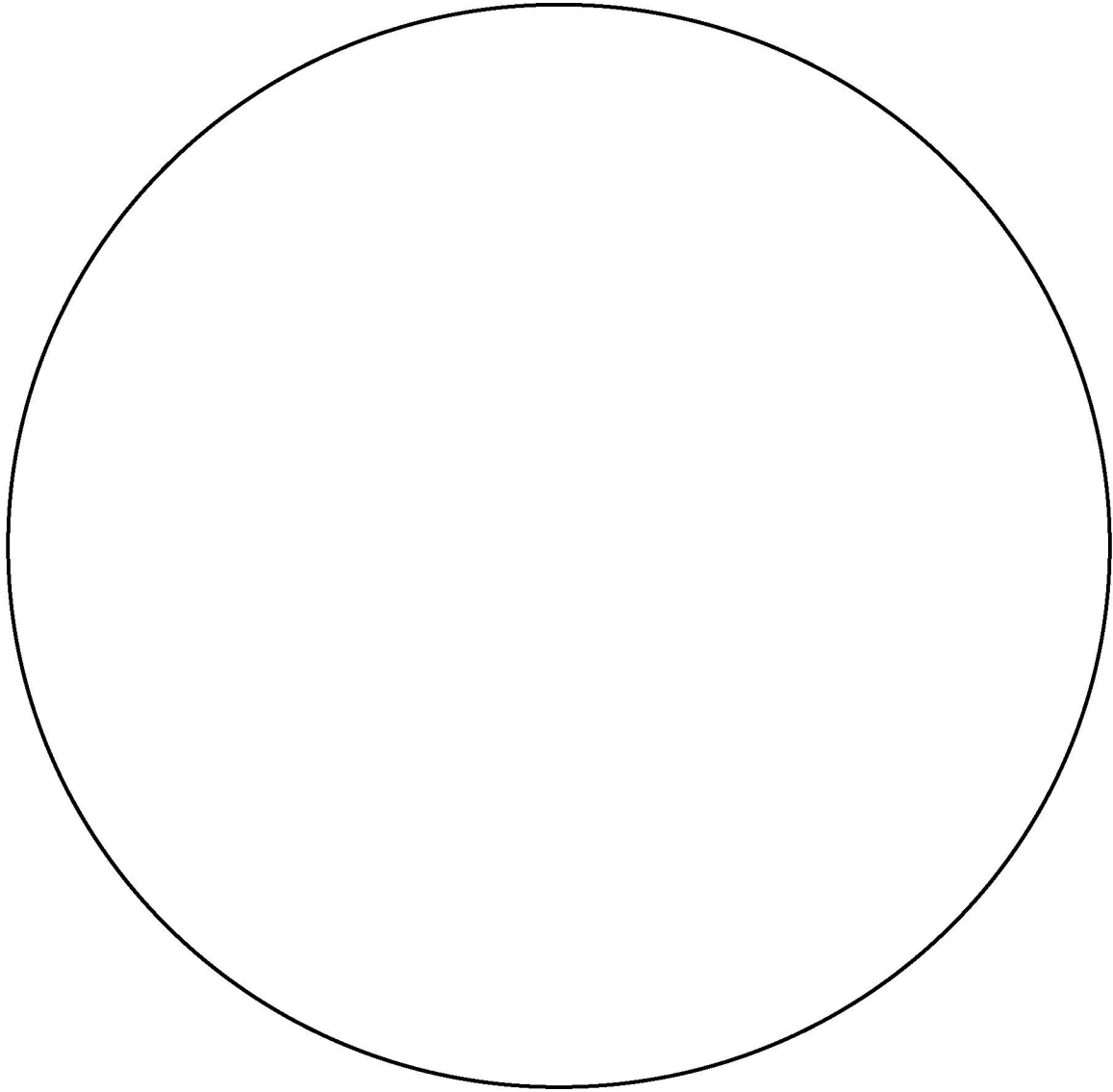
Wire
Tape
Ribbon or fabric
Colored string

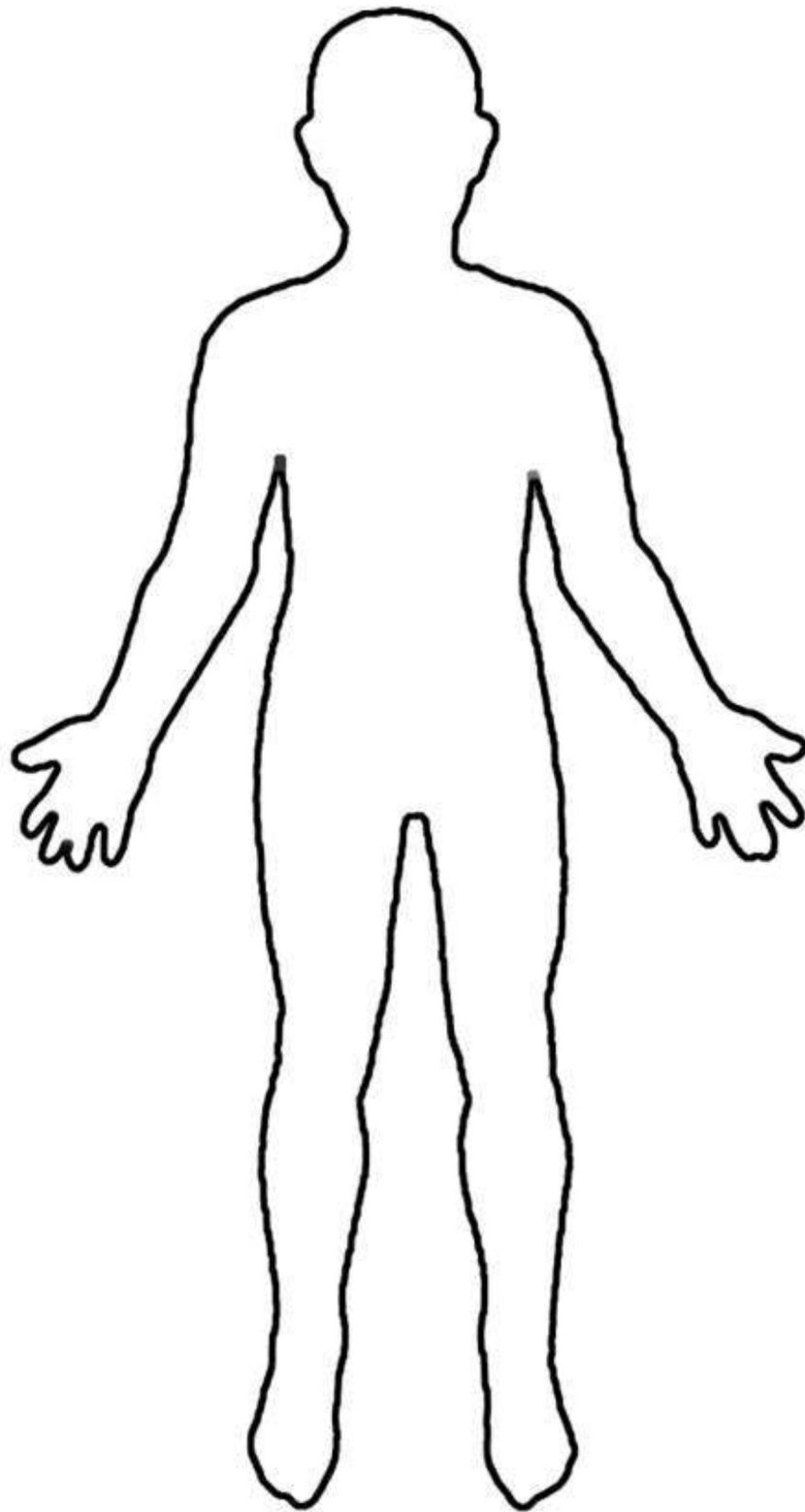
Steps

1. Introduce the idea of dream catchers to the girls. The hoop represents the journey of the sun through the sky. At night time, good dreams pass through the center of the dream catcher, while bad dreams get caught in the web. It may be helpful to have a dream catcher ready-made to demonstrate.
2. Using the wire, create a hoop about the size of your hand. Fix the two ends together by twisting the wire and securing with strong tape. Using the ribbon, wrap the hoop. Leave enough ribbon out to make one strand of a bow later.
3. Continue wrapping the ribbon around the hoop until you've gone full circle. Using the piece of ribbon you left out, and the ribbon you have left now, tie a bow to secure the wrapping in place.
4. Tie the end of the string to the hoop in a knot. Loop the string around the hoop.
5. The second time, loop the string around again but use the previous lines of string instead of the wire.
6. The third time, repeat the process again, this time looping the string around the second row you just made.
7. Repeat this looping process until you have reached the center of the hoop. Tie a knot to secure the string.
8. You could hang these from the ceiling, give them to the girls to take away, or let them keep their dream catchers in their individual folders.

Leader Notes

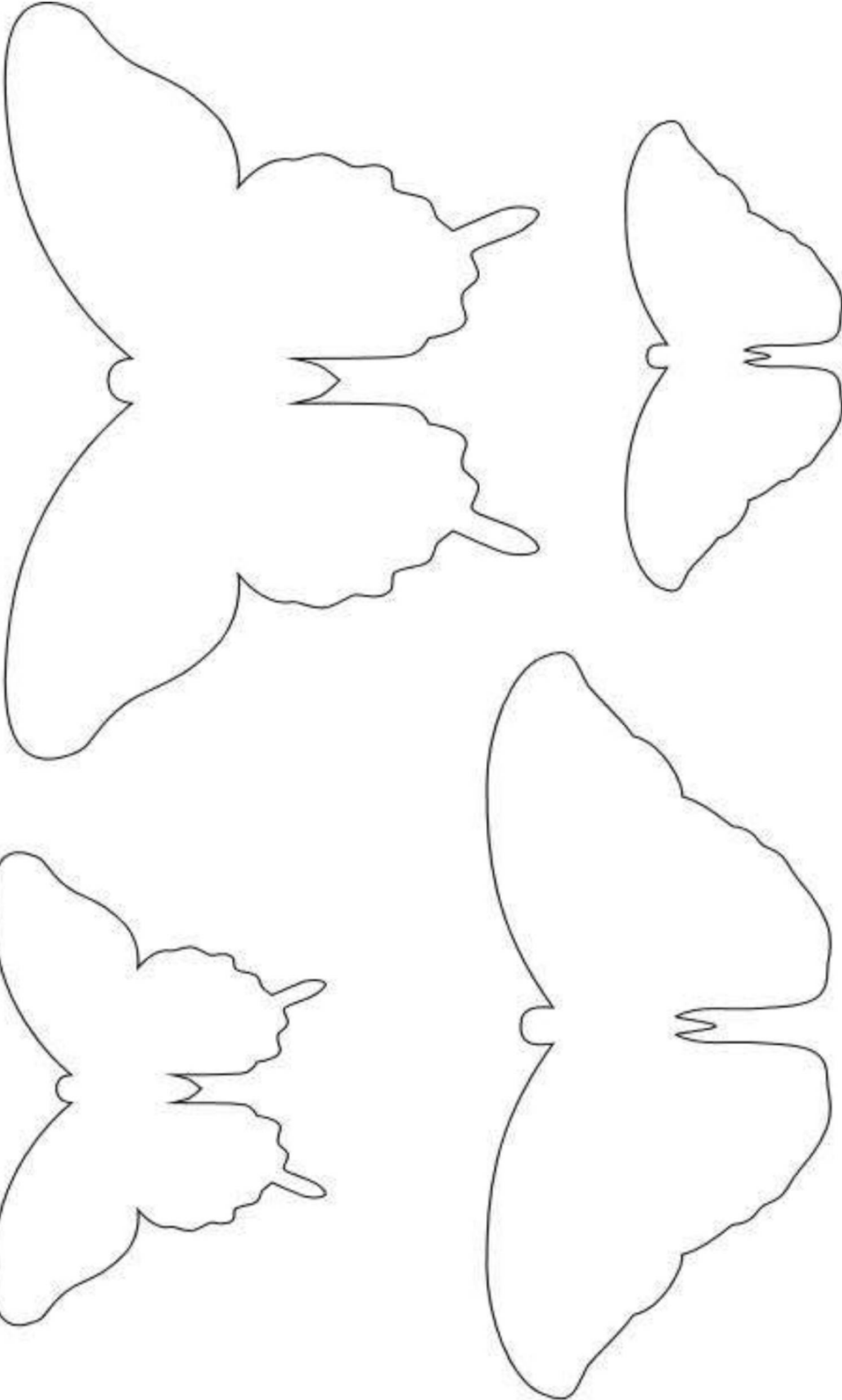
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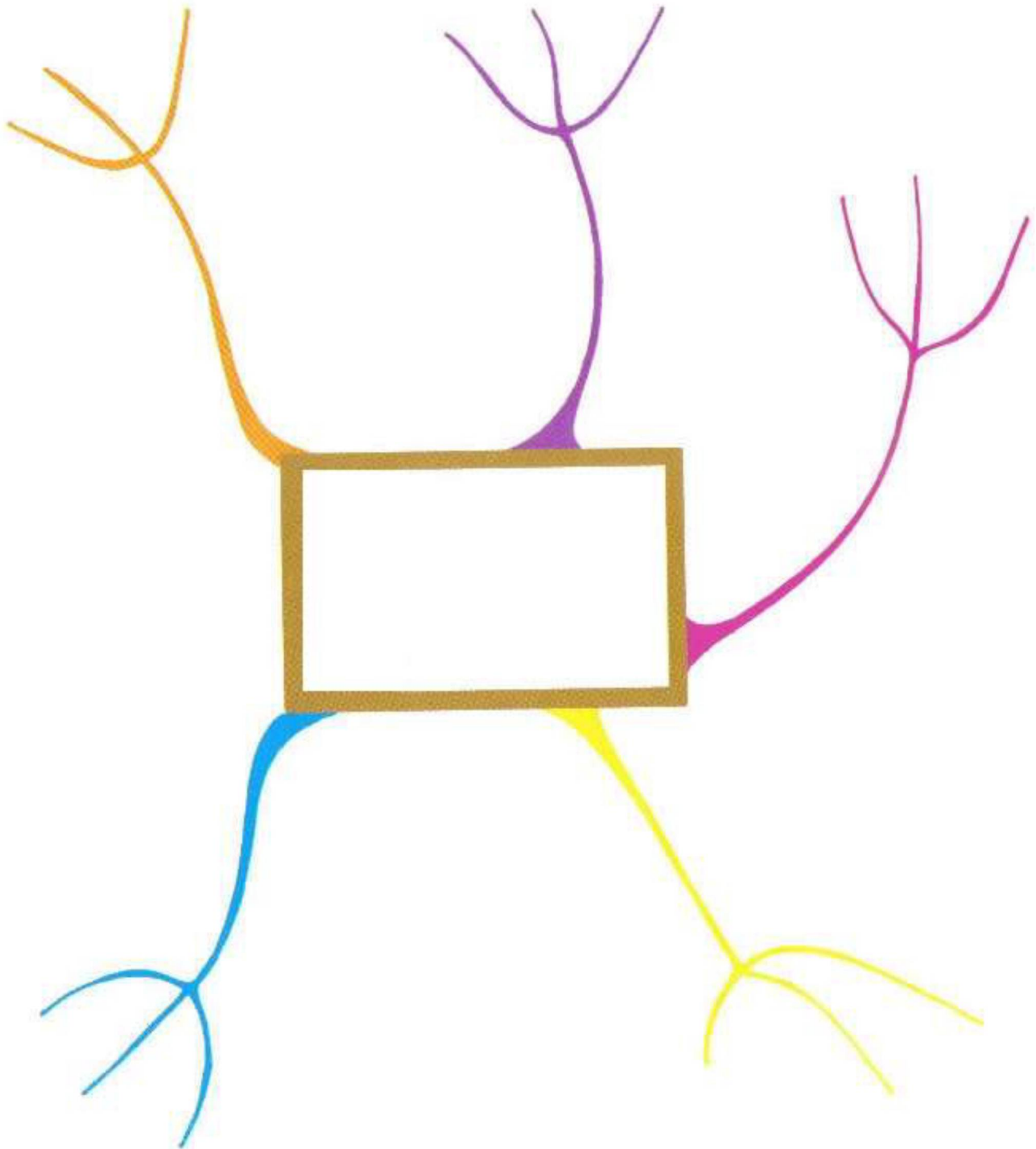


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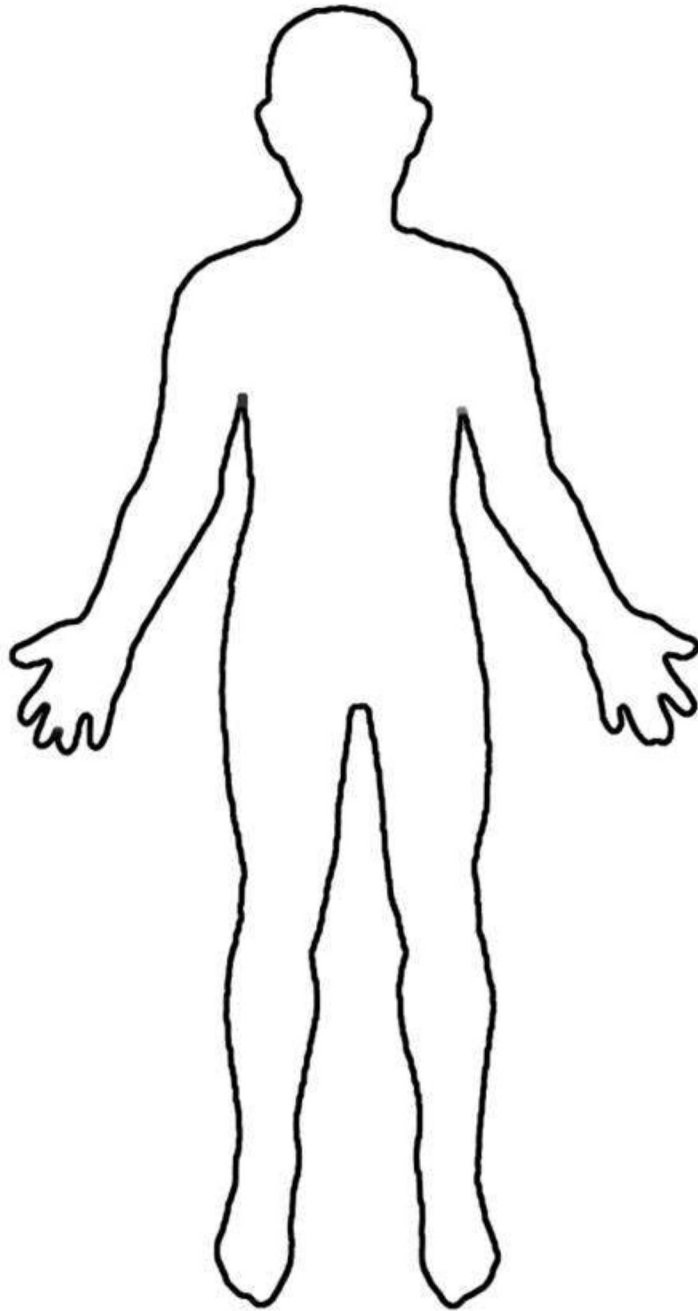
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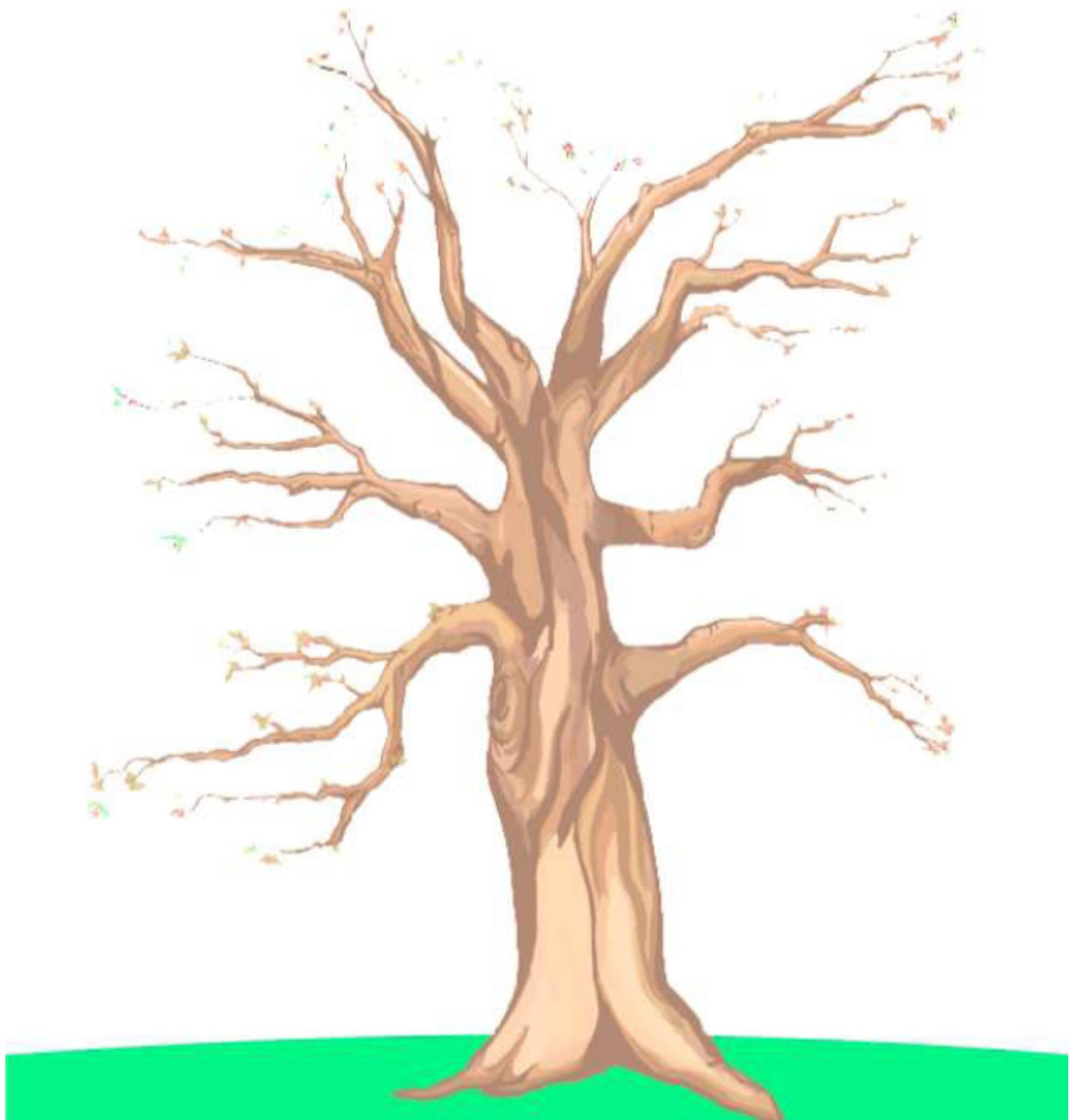
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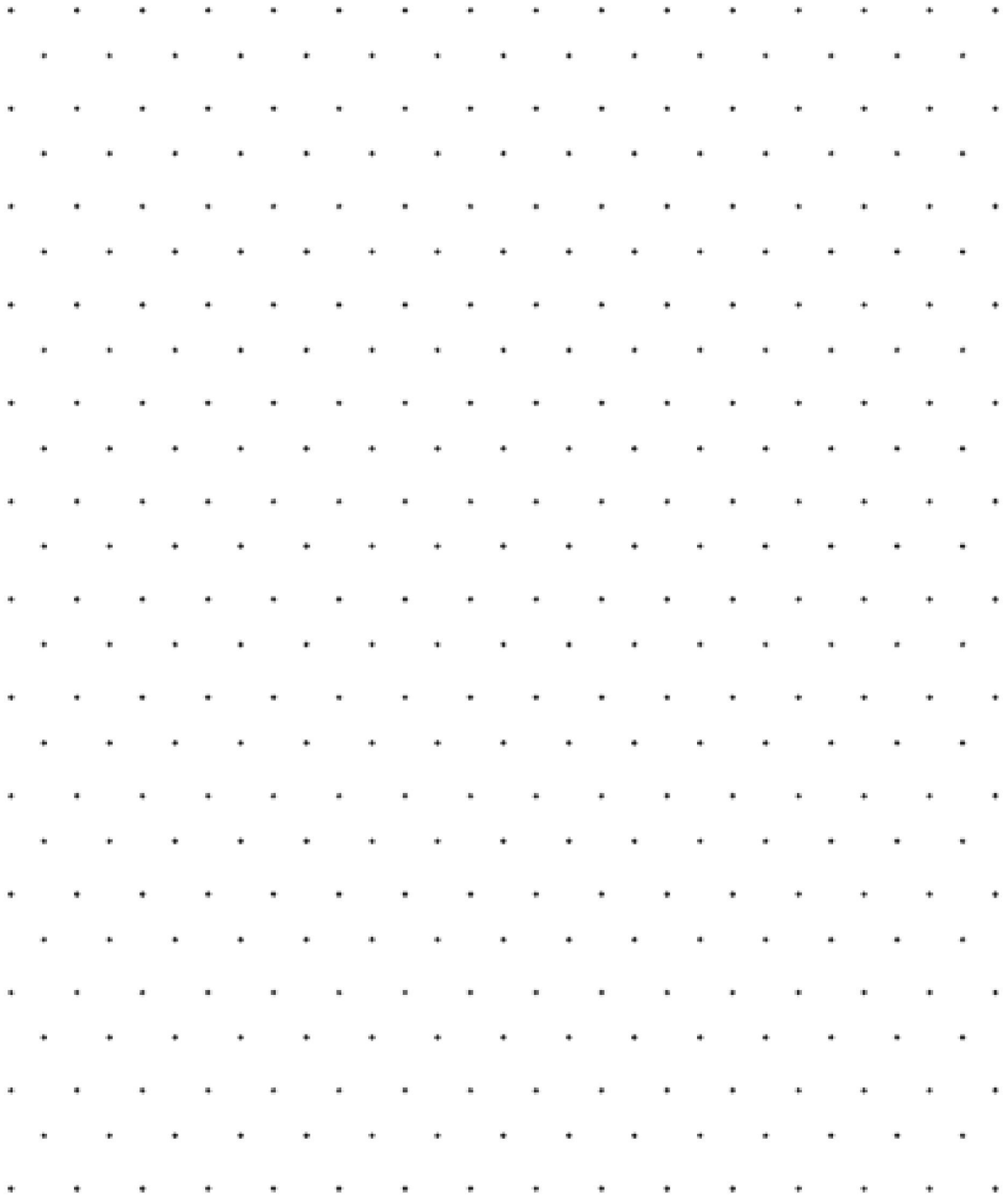
My Inner Sanctuary

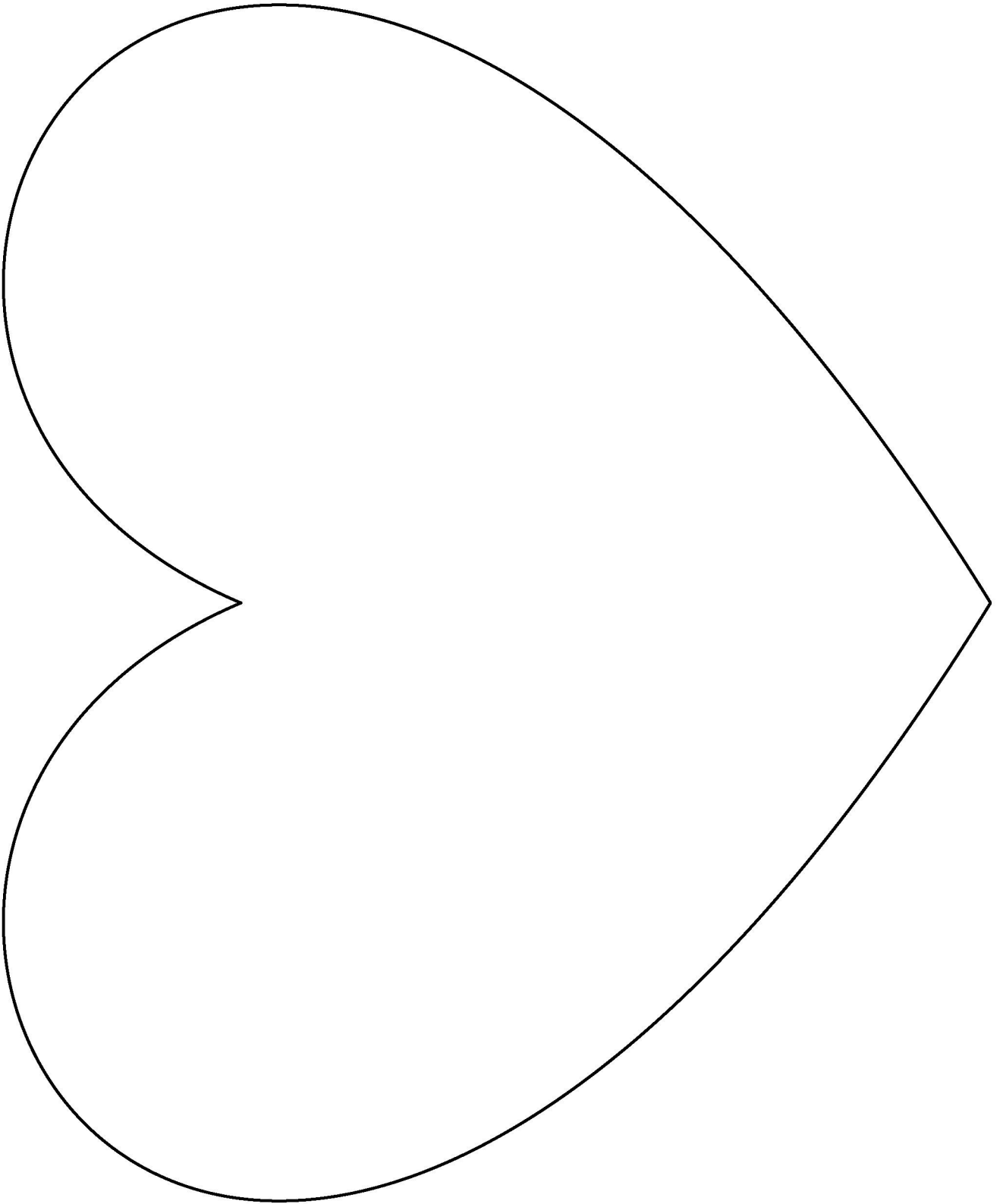


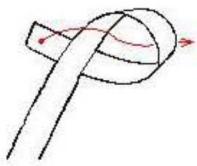
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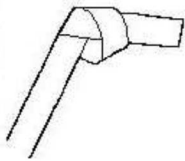
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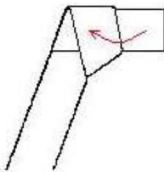




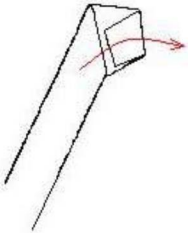
1. Make a loop at one end of the paper. Weave the short end of the paper through the loop.



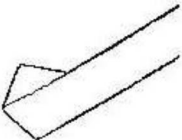
2. Tighten knot and press flat.



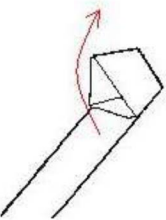
3. Fold short-end of paper down towards center of star. If it is too long, tear off a small piece.



4. Fold long-end of paper up. Make sure edges line up right on top of one another.



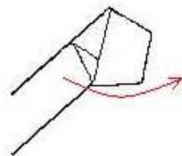
5. Flip paper around so long-end of paper is pointing down again.



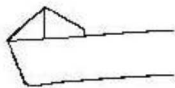
6. Fold long-end of paper up and to the left. Make sure edges line up one on top of another.



7. Flip paper around again so long-end of paper is pointing down.



8. Repeat: fold the paper up keeping it aligned with the edge below.



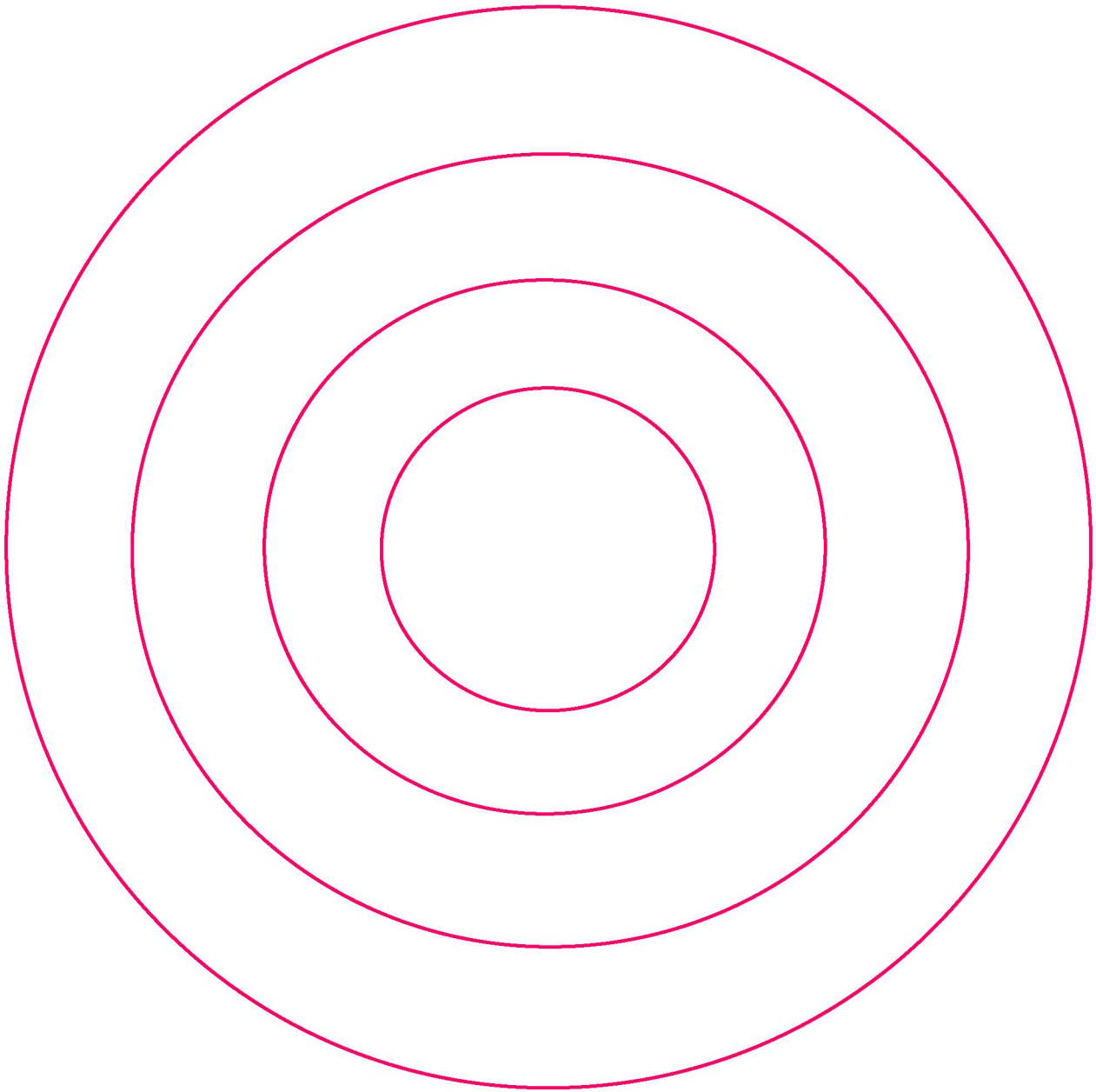
9. Keep folding the long-end of the paper until it is too short to continue. Tuck the left over paper under a layer of paper.

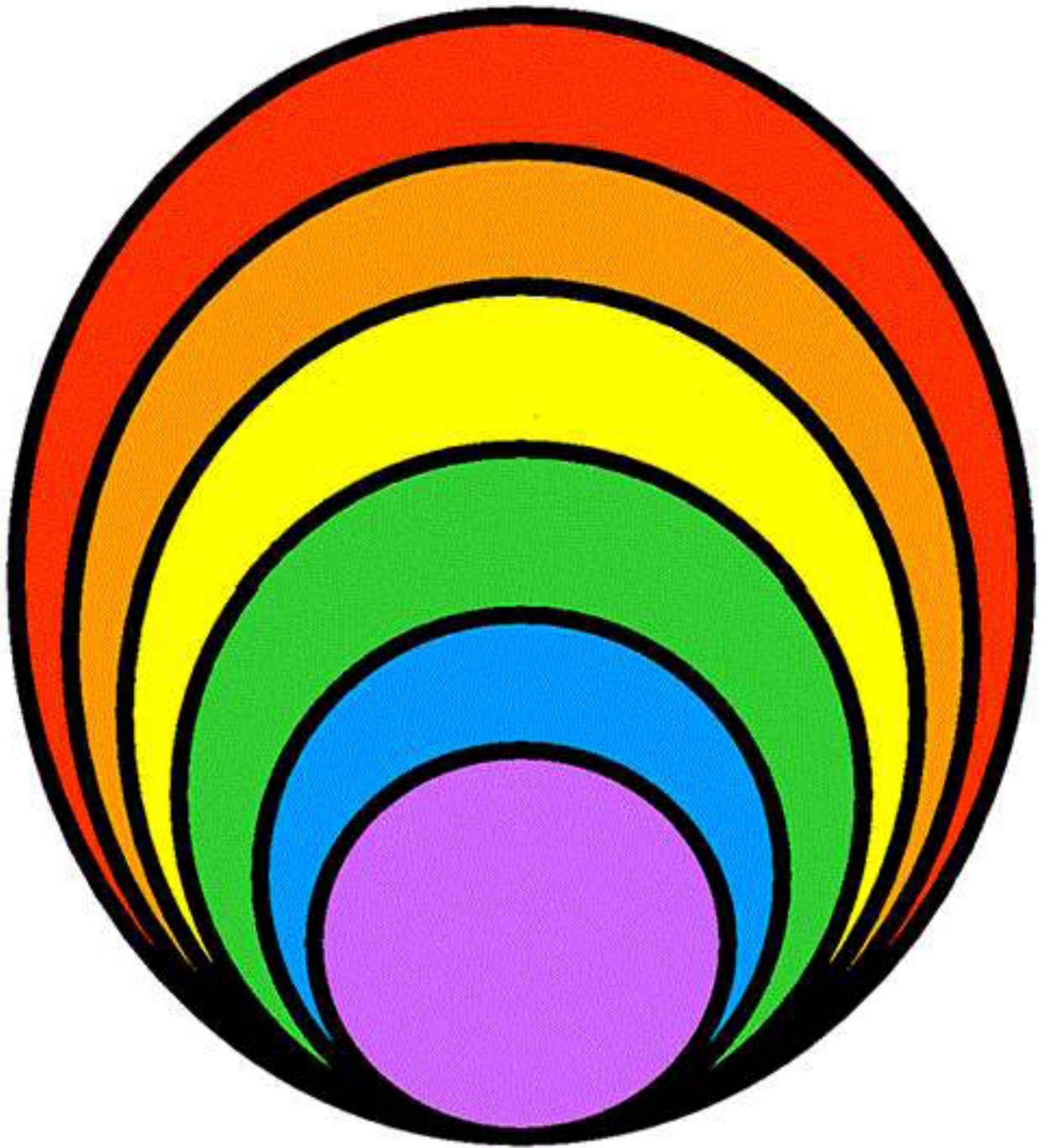


10. Hold the pentagon along the edges as if you were holding a coin. Use your fingernail to press in one of the edges. Rotate the pentagon and press again until all 5 sides have been pressed. You have made a wishing star (aka lucky star)!

origami-resource-center.com

Source: <http://www.origami-resource-center.com/wishing-star.html>



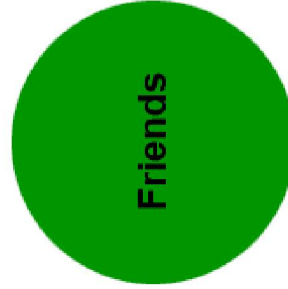


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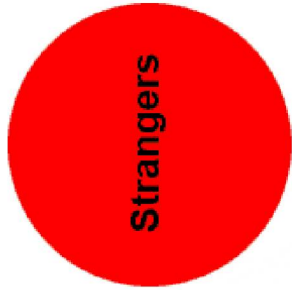
Is this a
YELLOW ACQUAINTANCES
circle area?



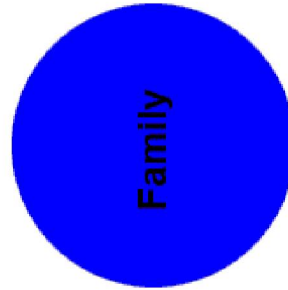
Is this a
GREEN FRIENDSHIP
circle area?



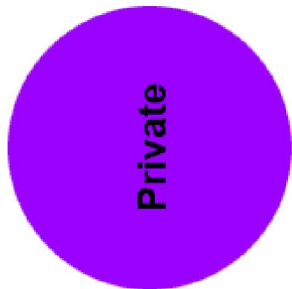
Is this a
RED STRANGER
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Is this a
BLUE FAMILY
circle area?




Is this a
PURPLE PRIVATE
circle area?

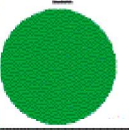


Is this an
ORANGE HELPER
circle area?

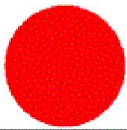




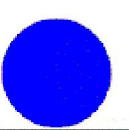
It may be a yellow circle area if...



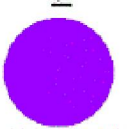
It may be a green circle area if...



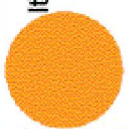
It may be a red circle area if...



It may be a blue circle area if...

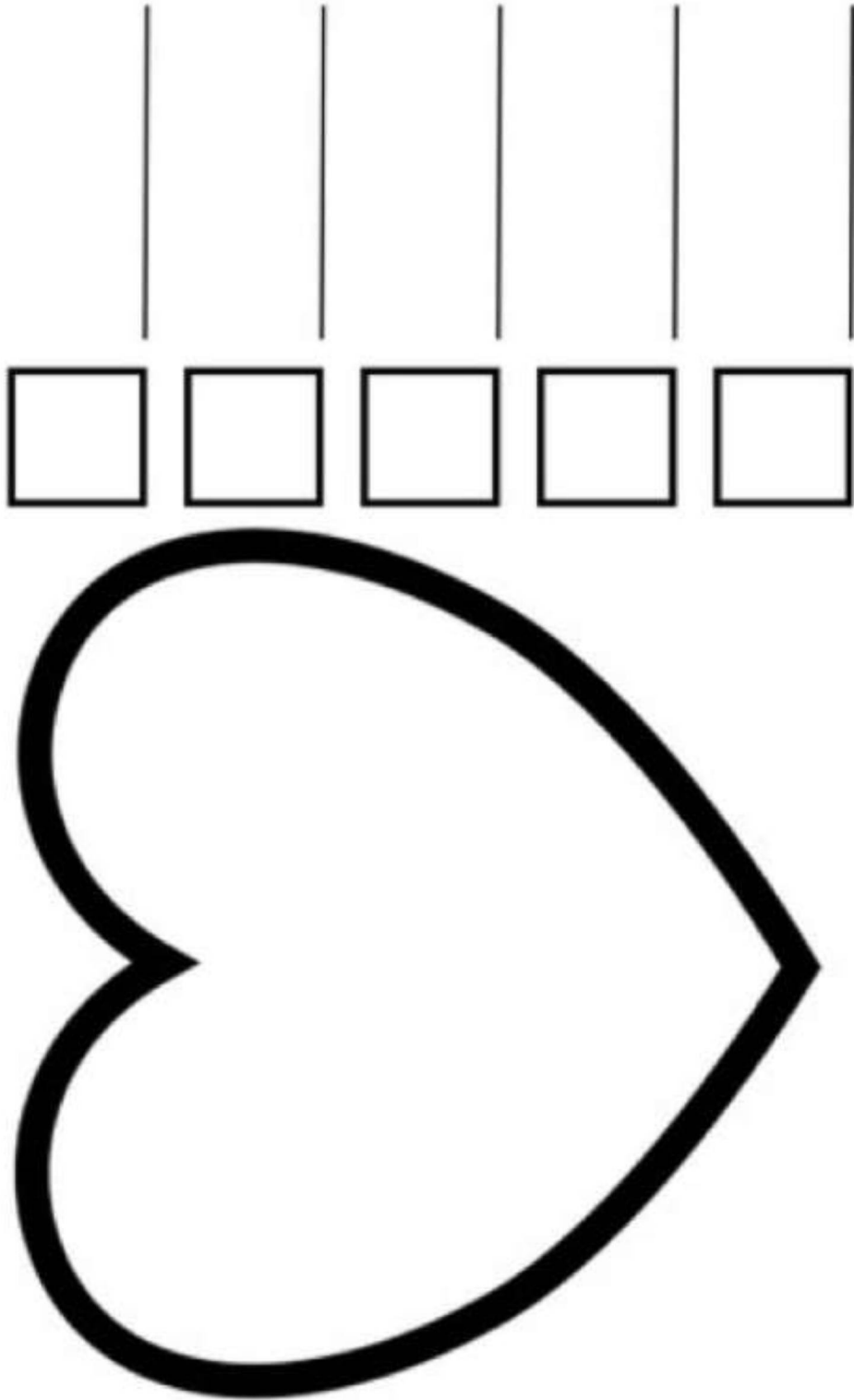


It may be a purple circle area if...

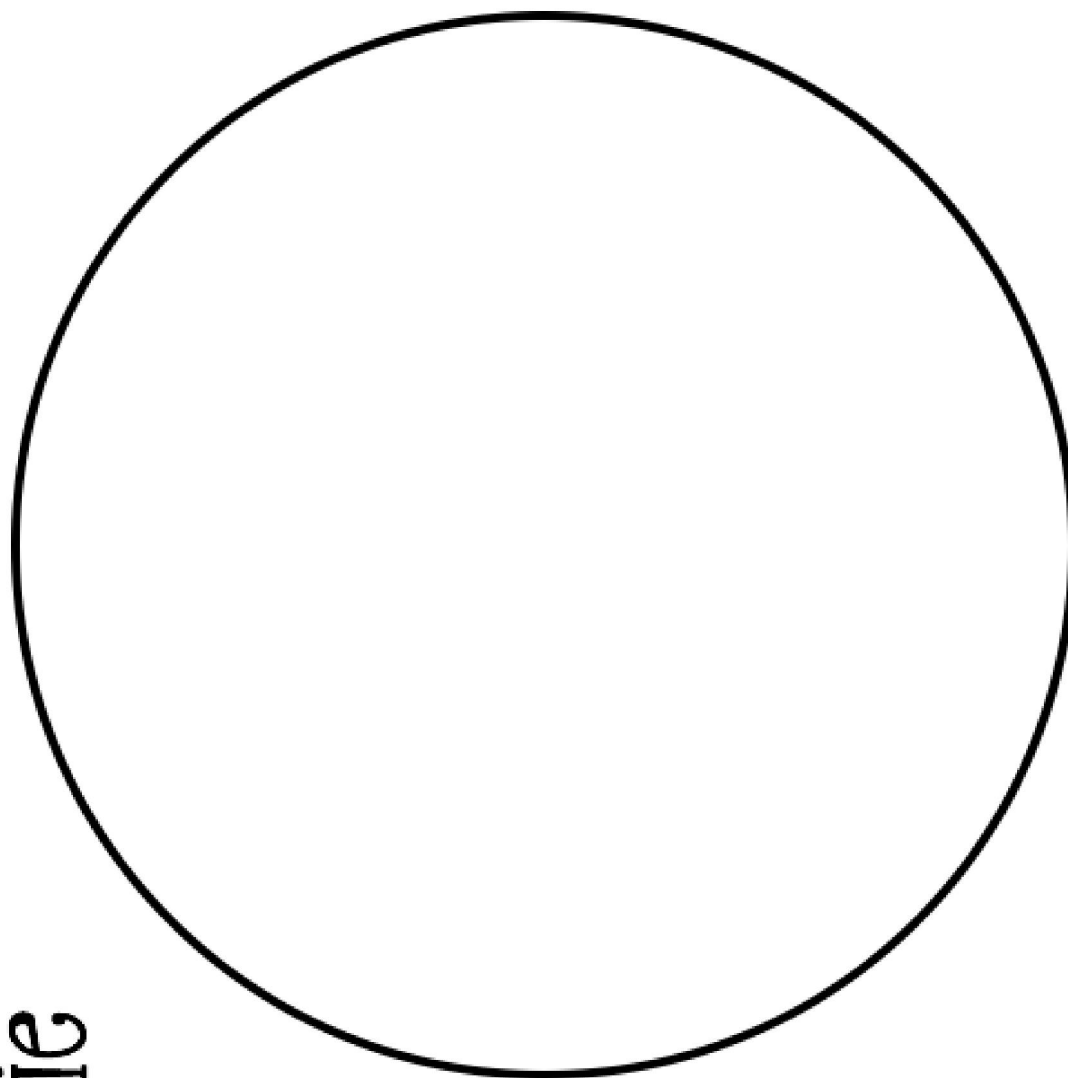


It may be an orange circle area if...

What's in Your Heart?



Feelings Pie



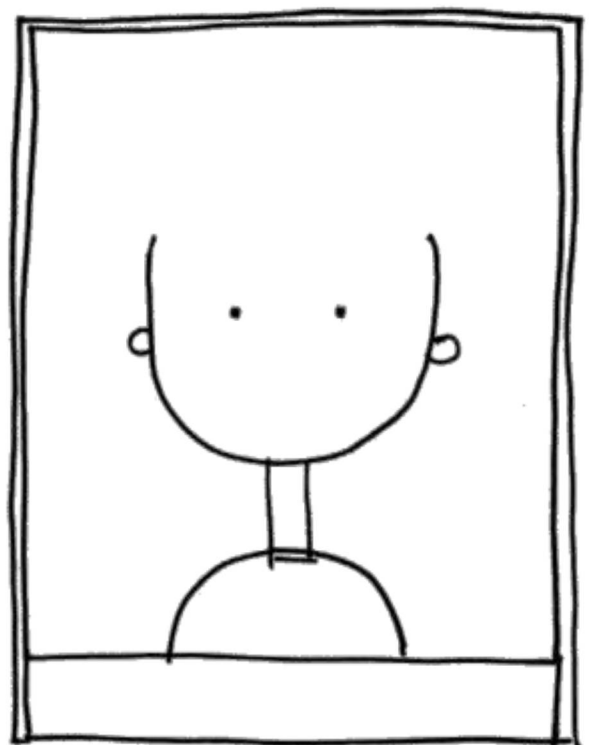
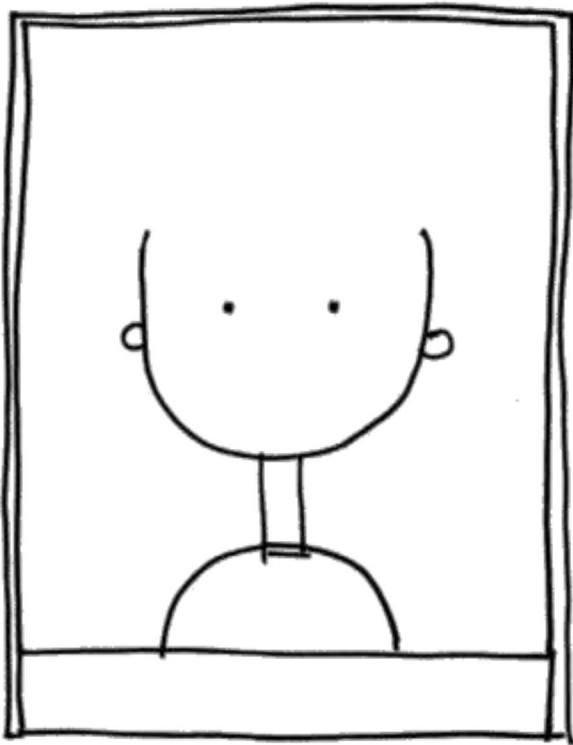
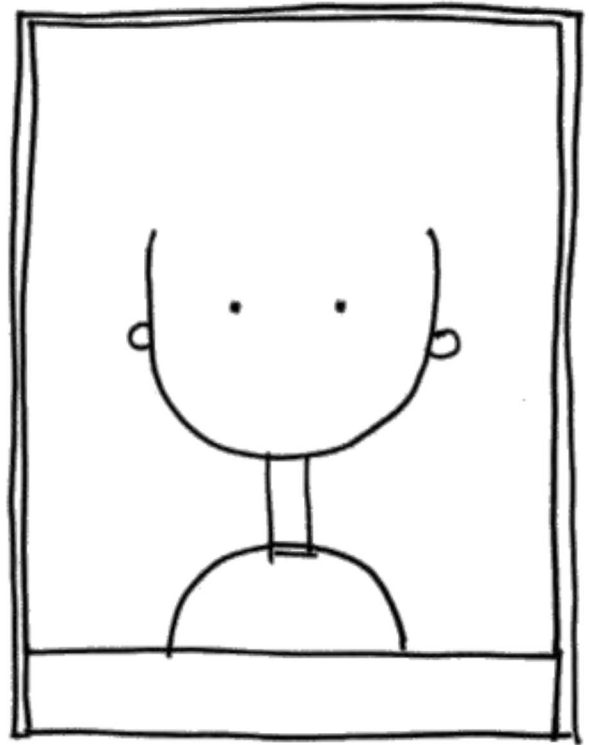
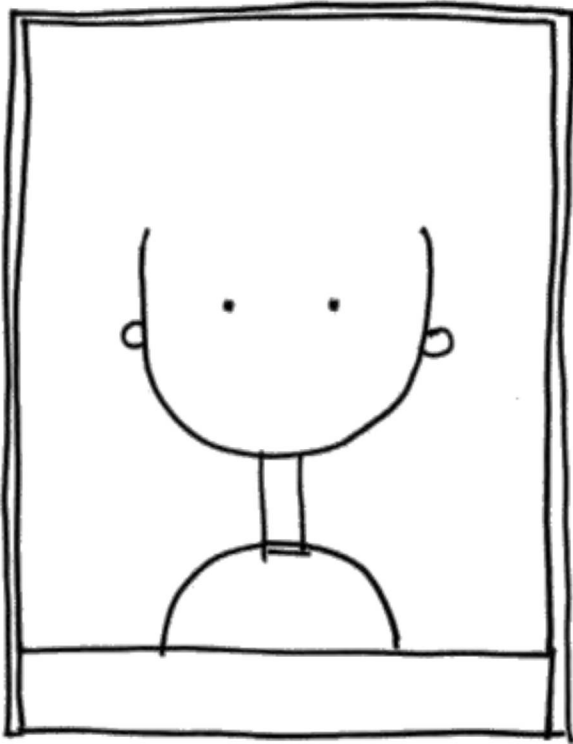
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Color Your World



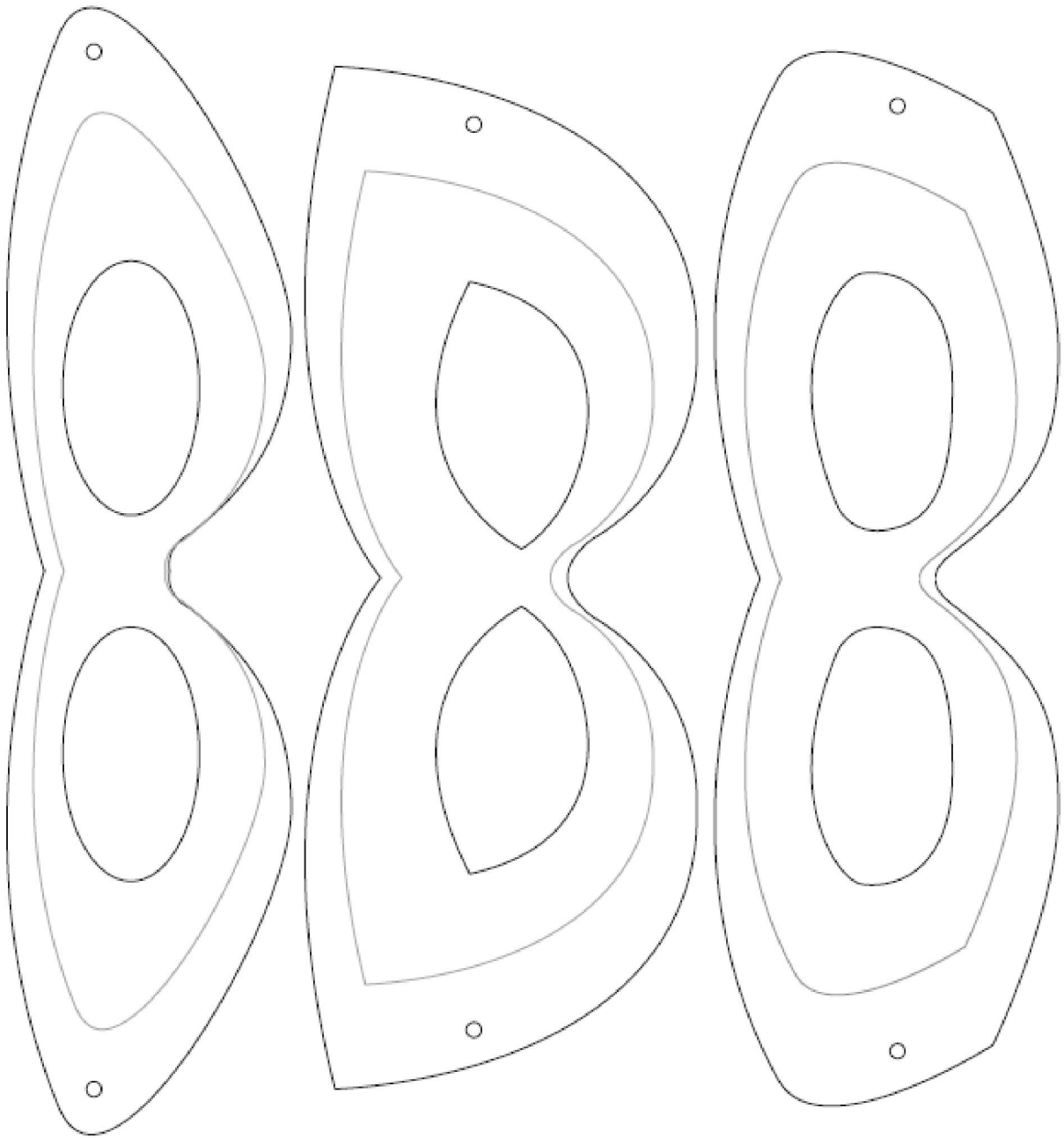
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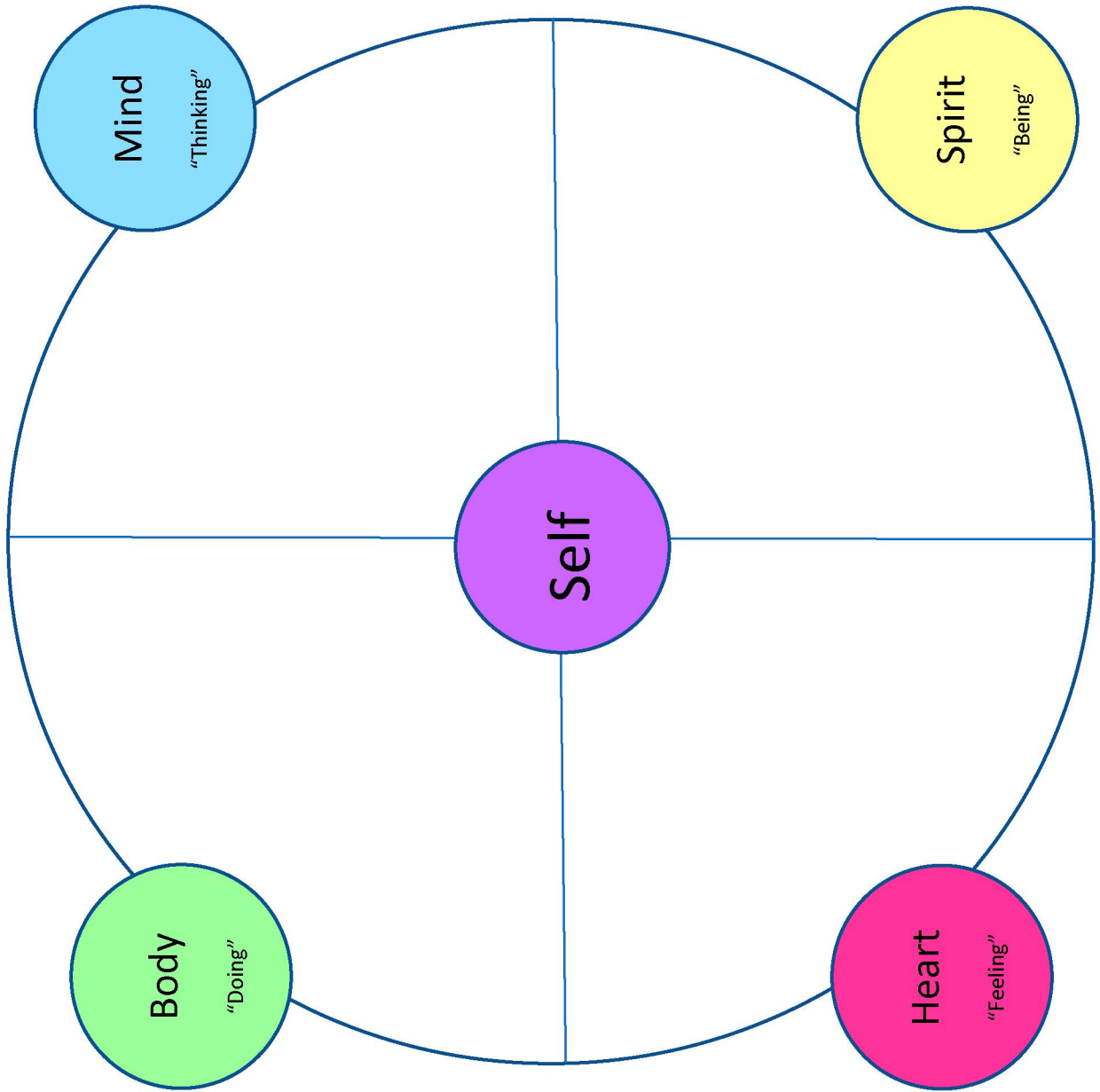


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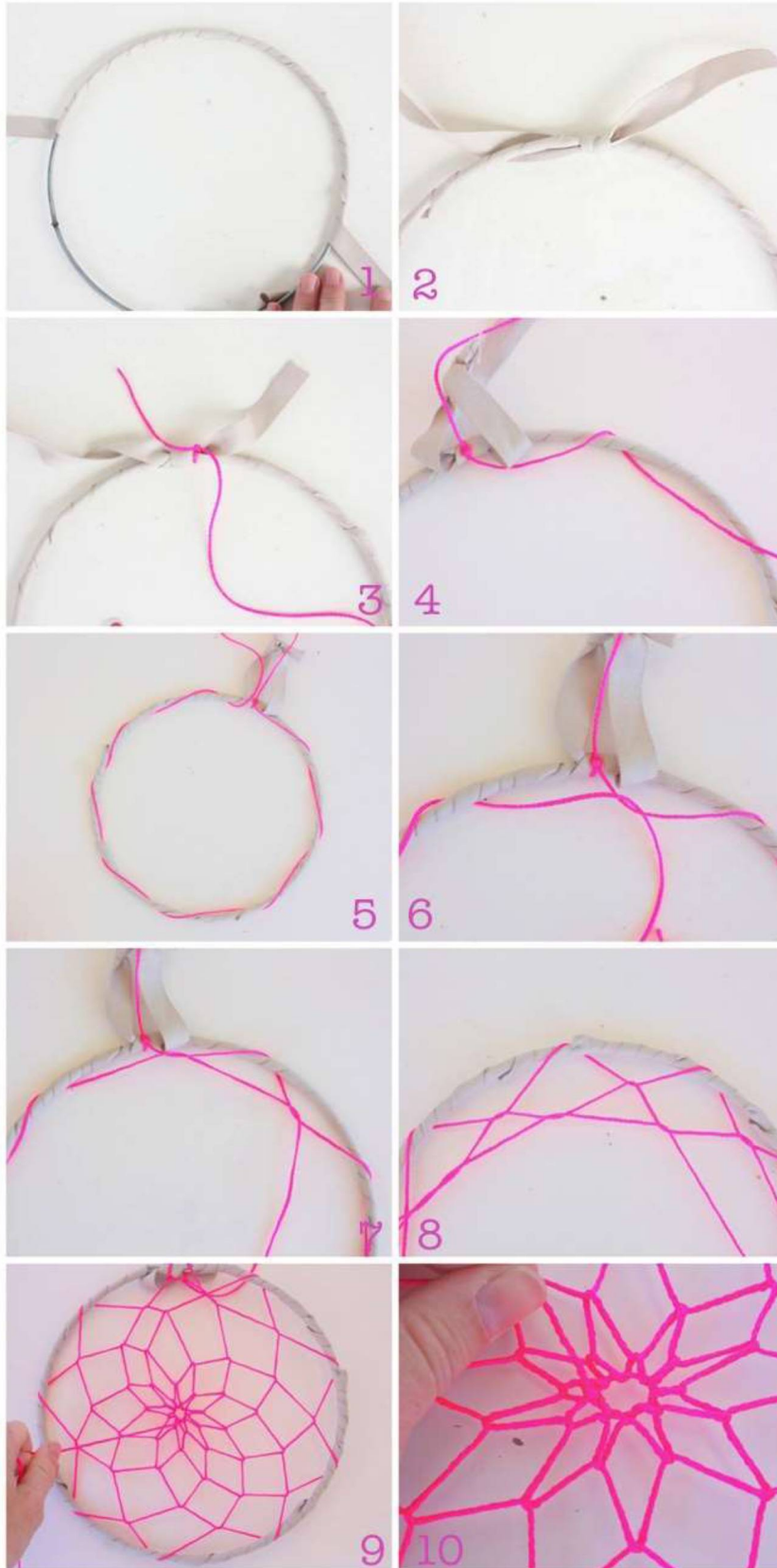


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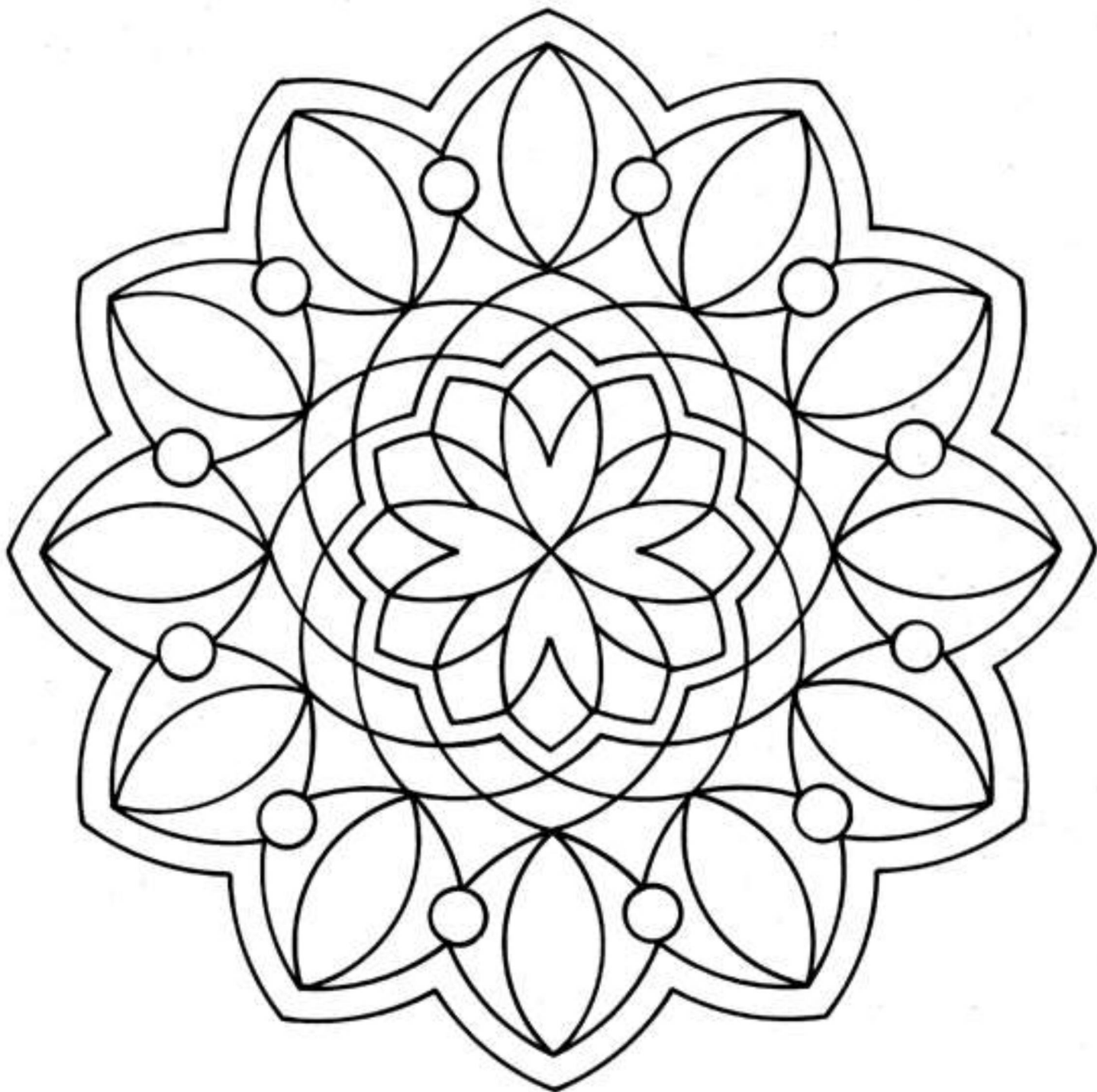




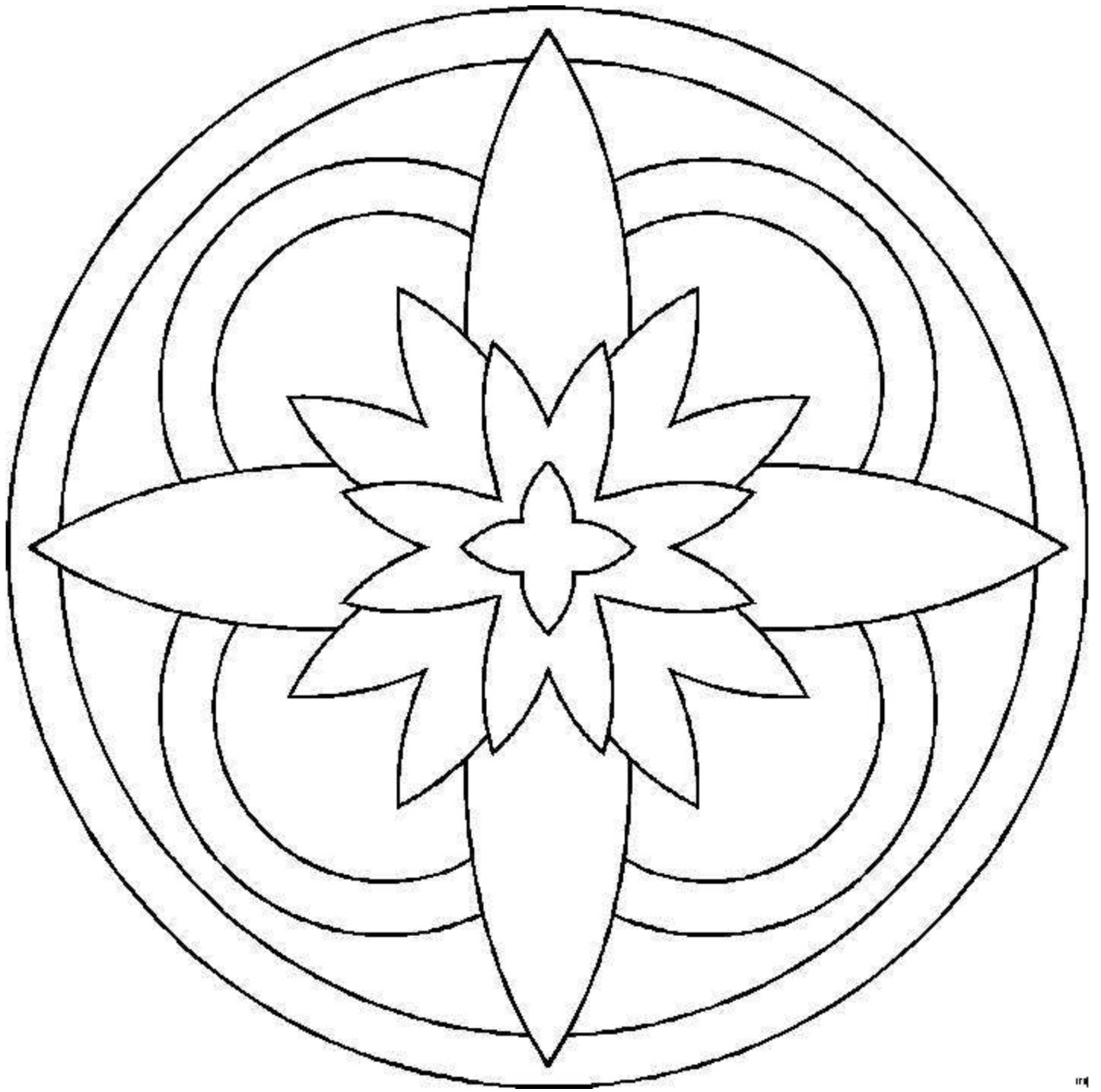
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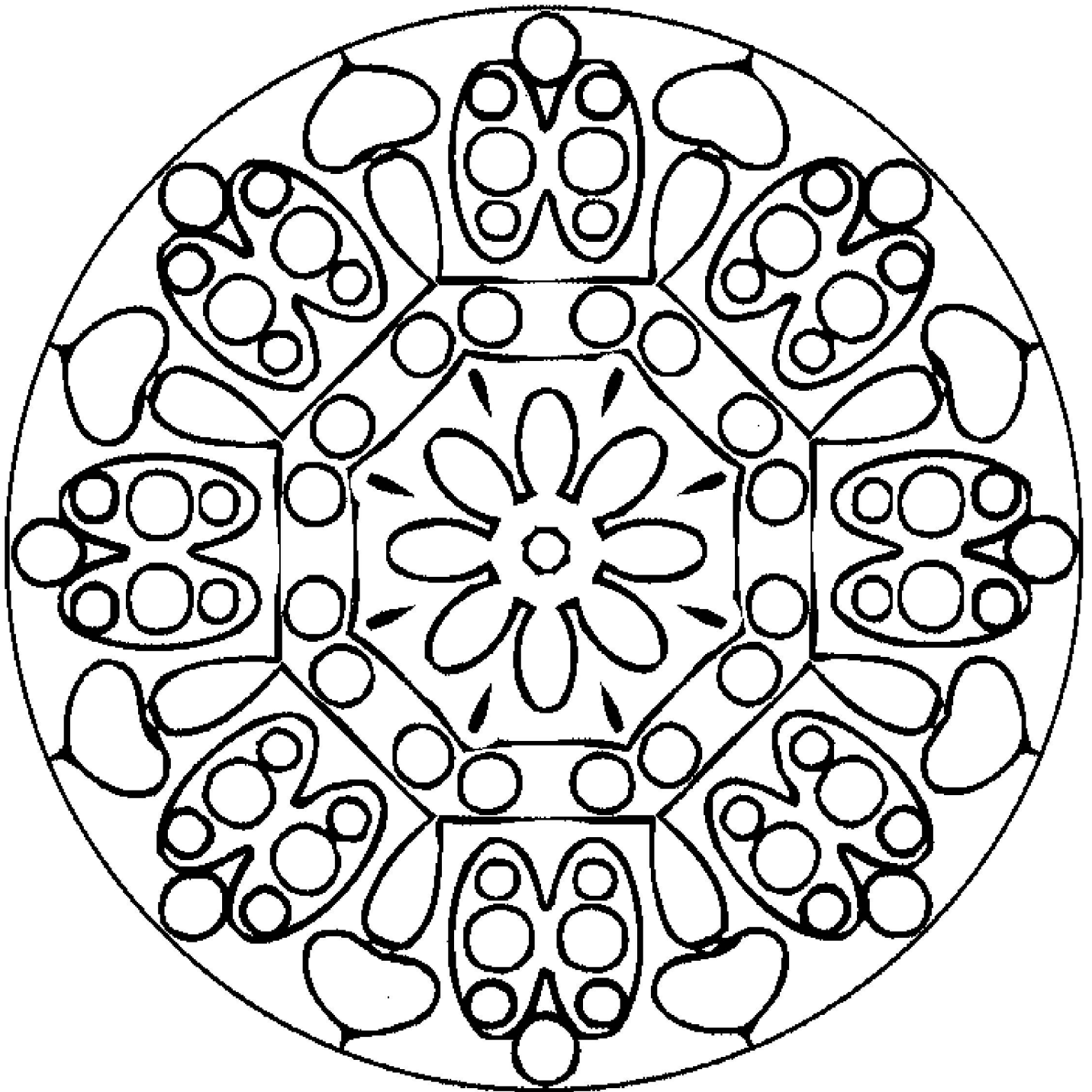
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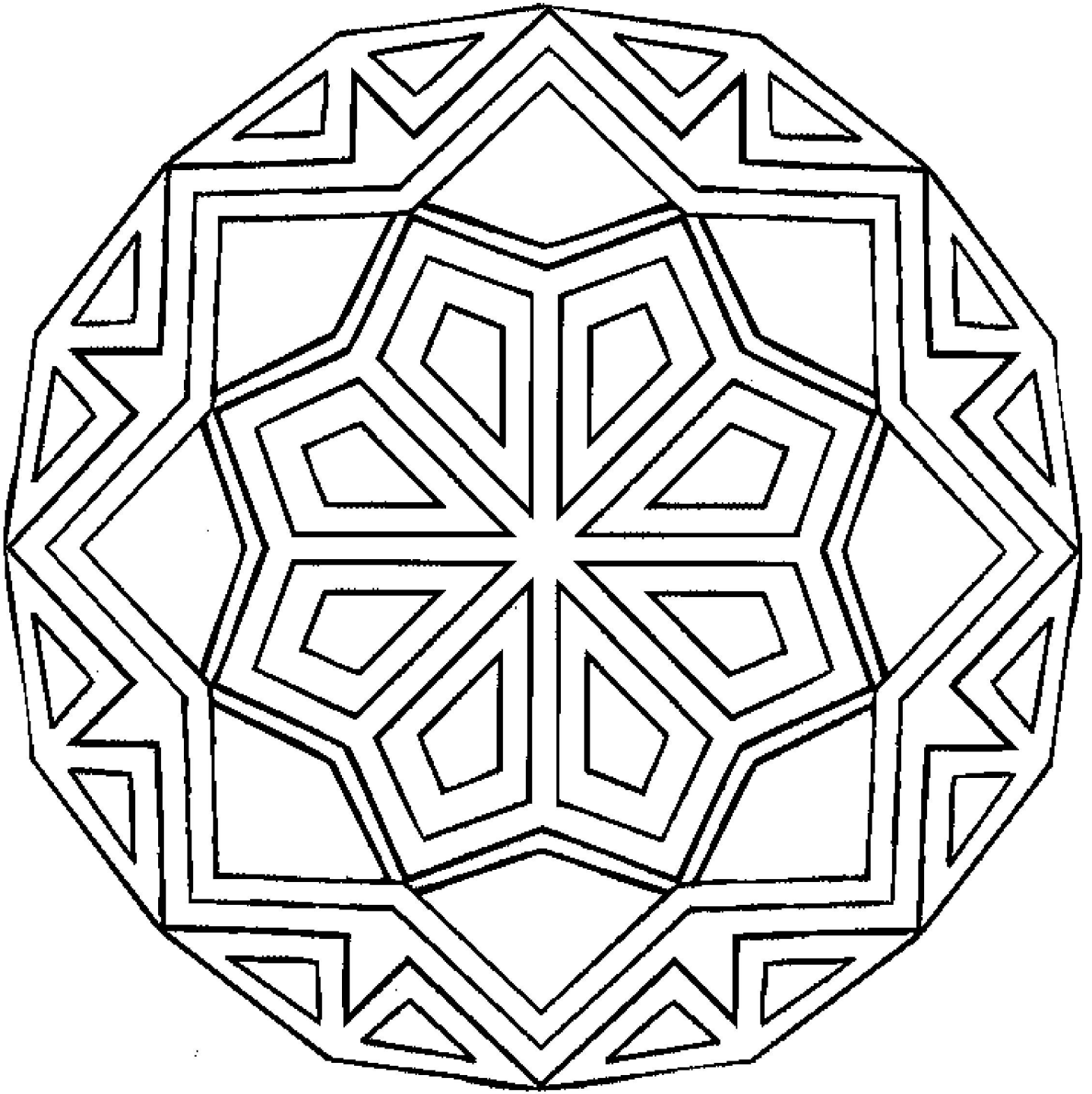


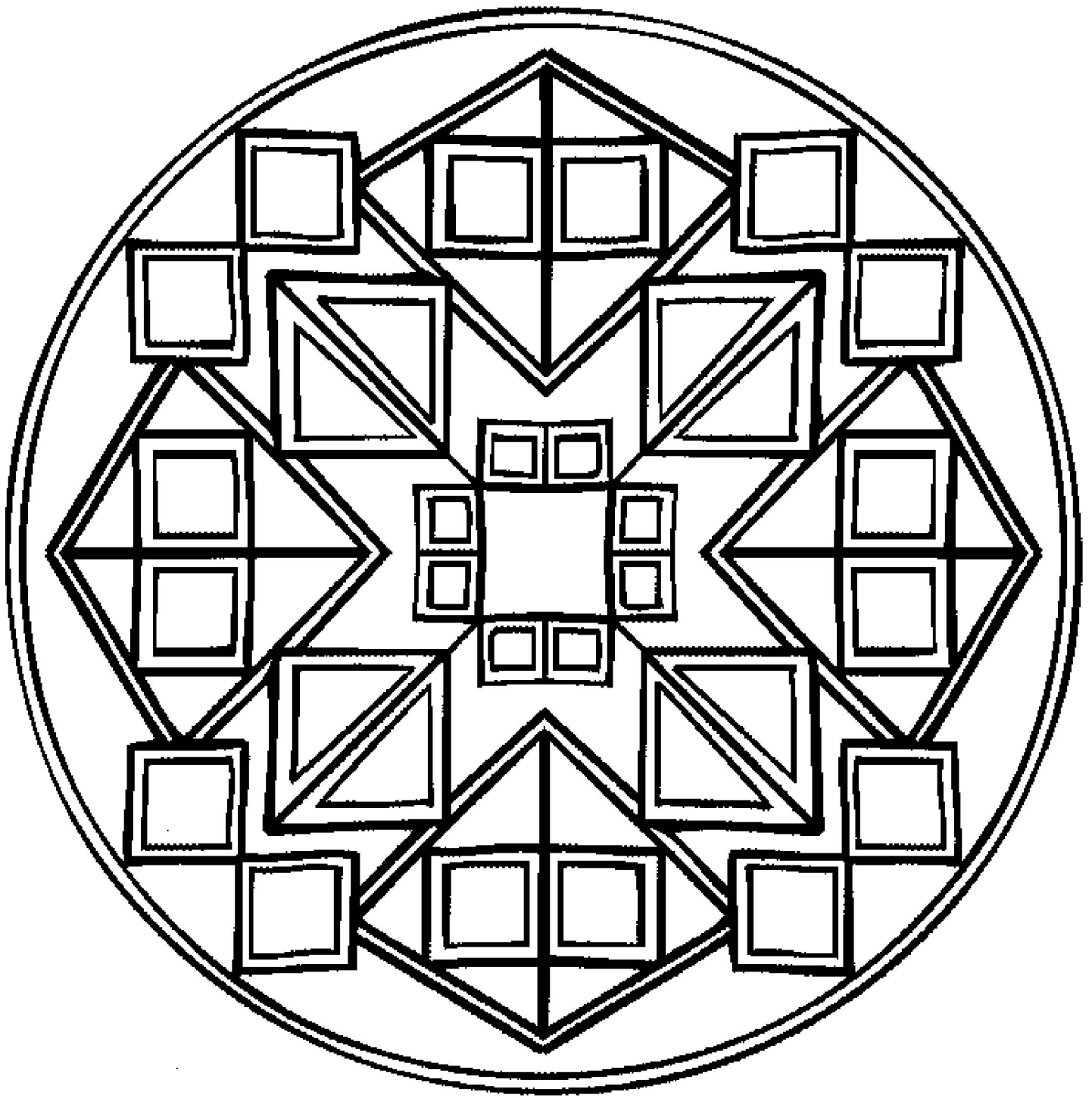
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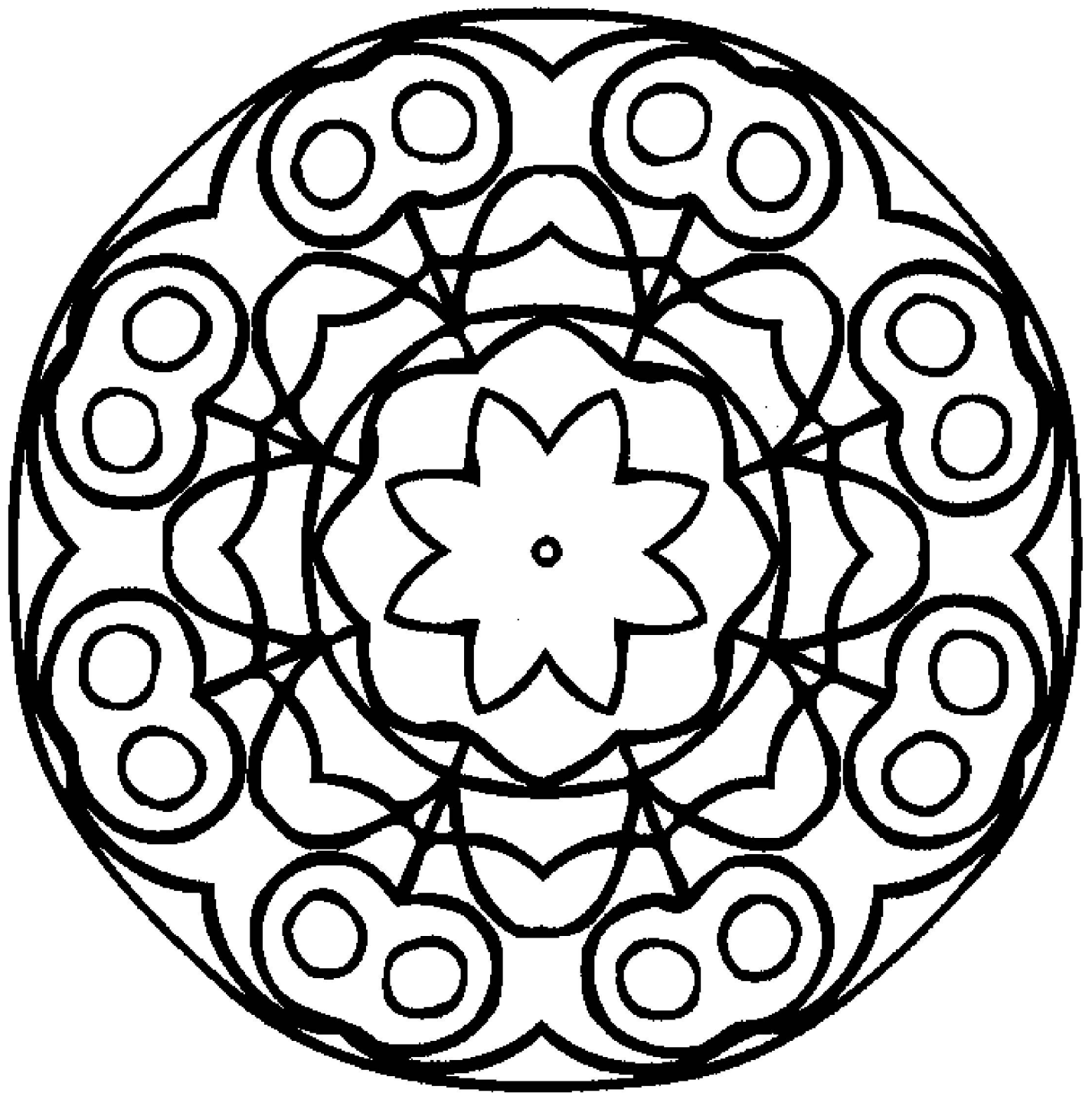


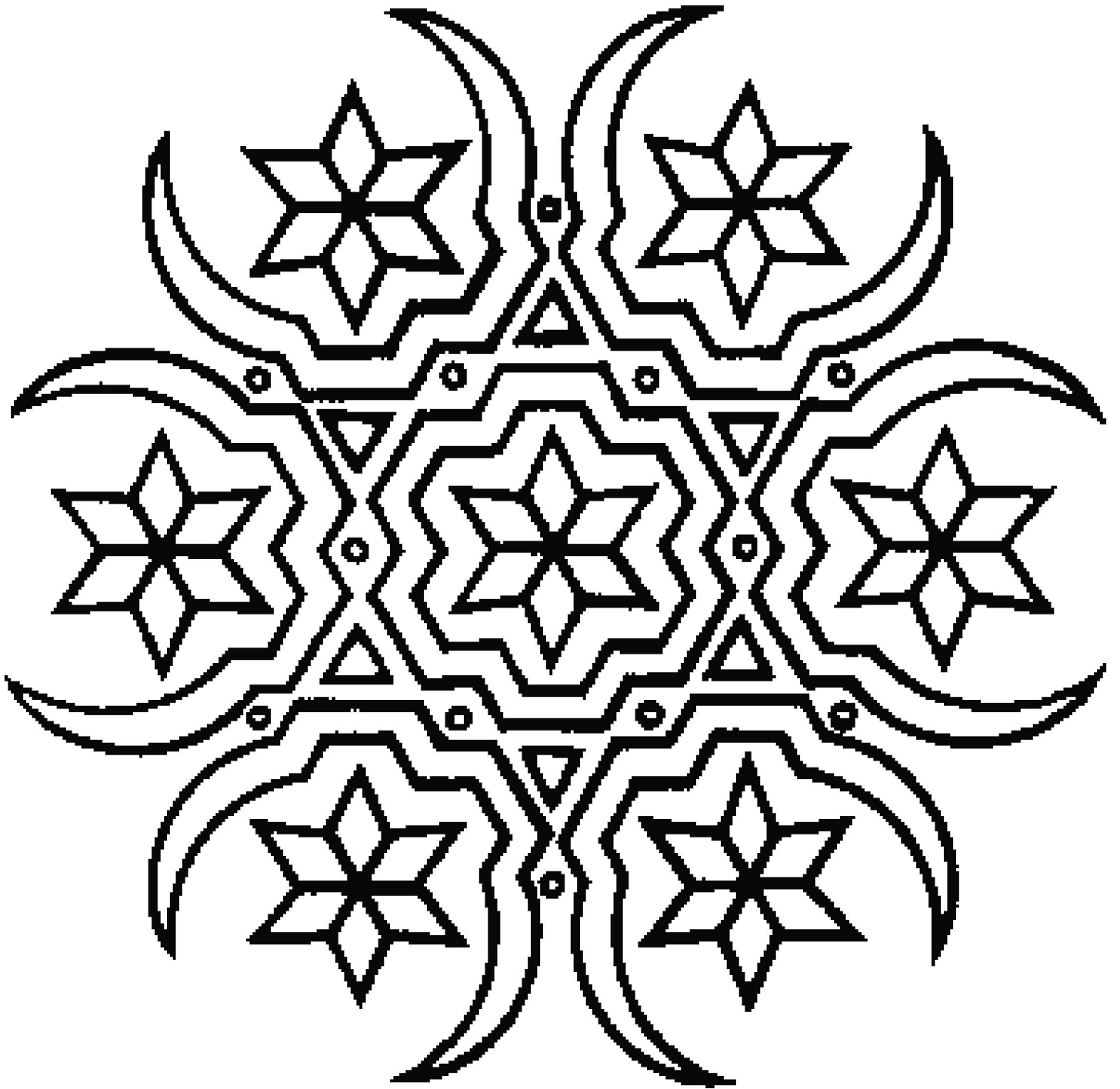
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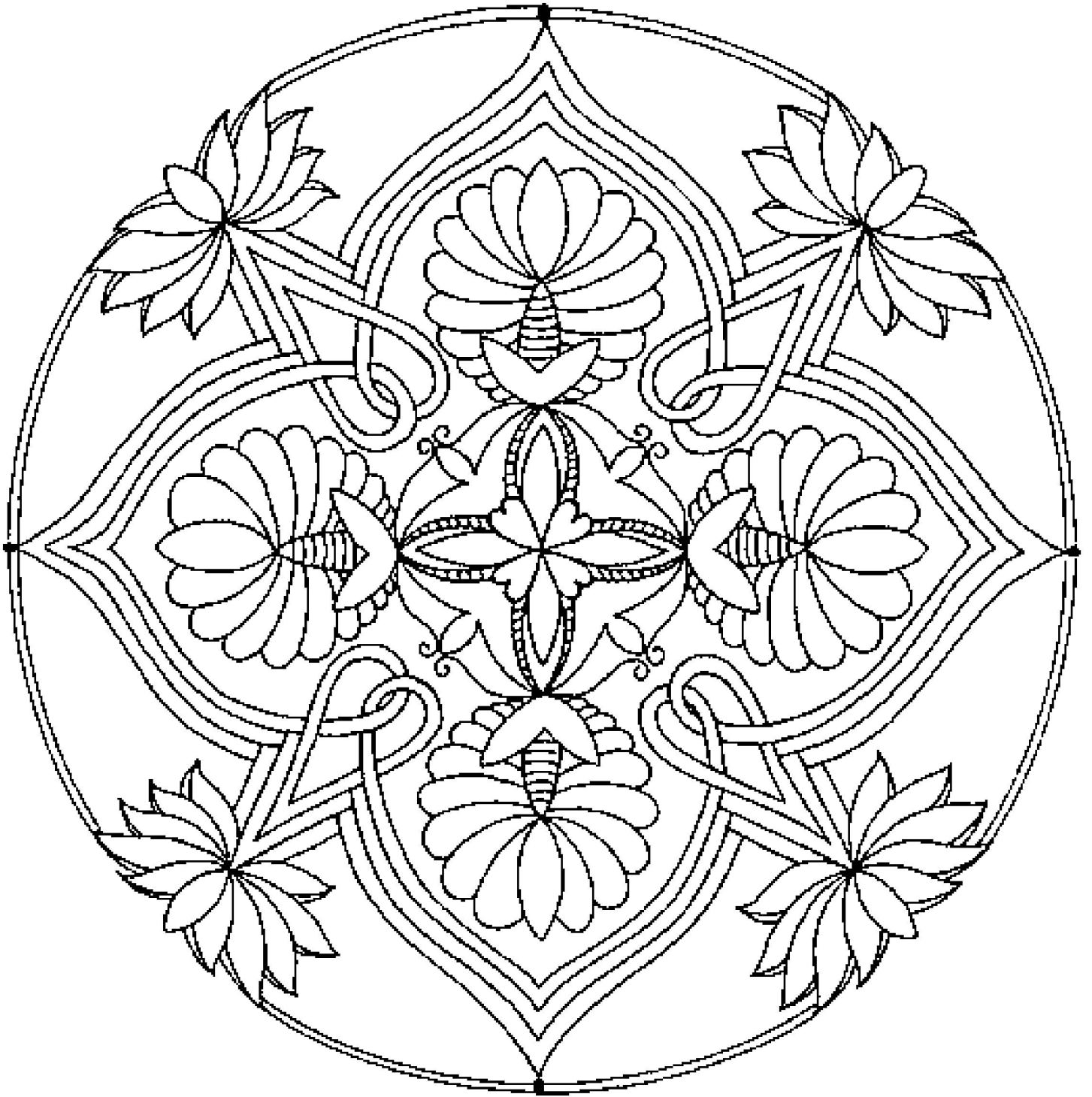


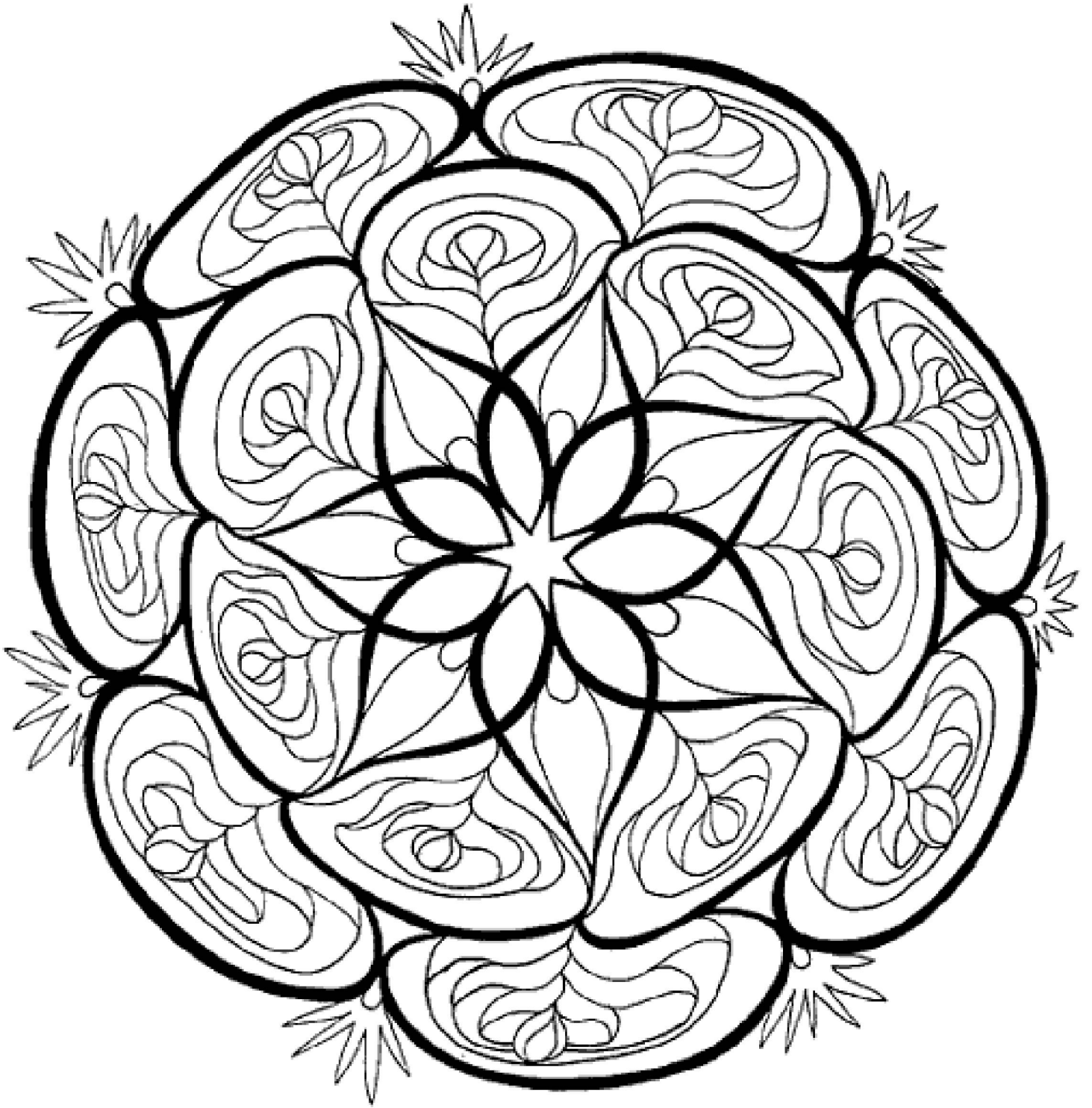


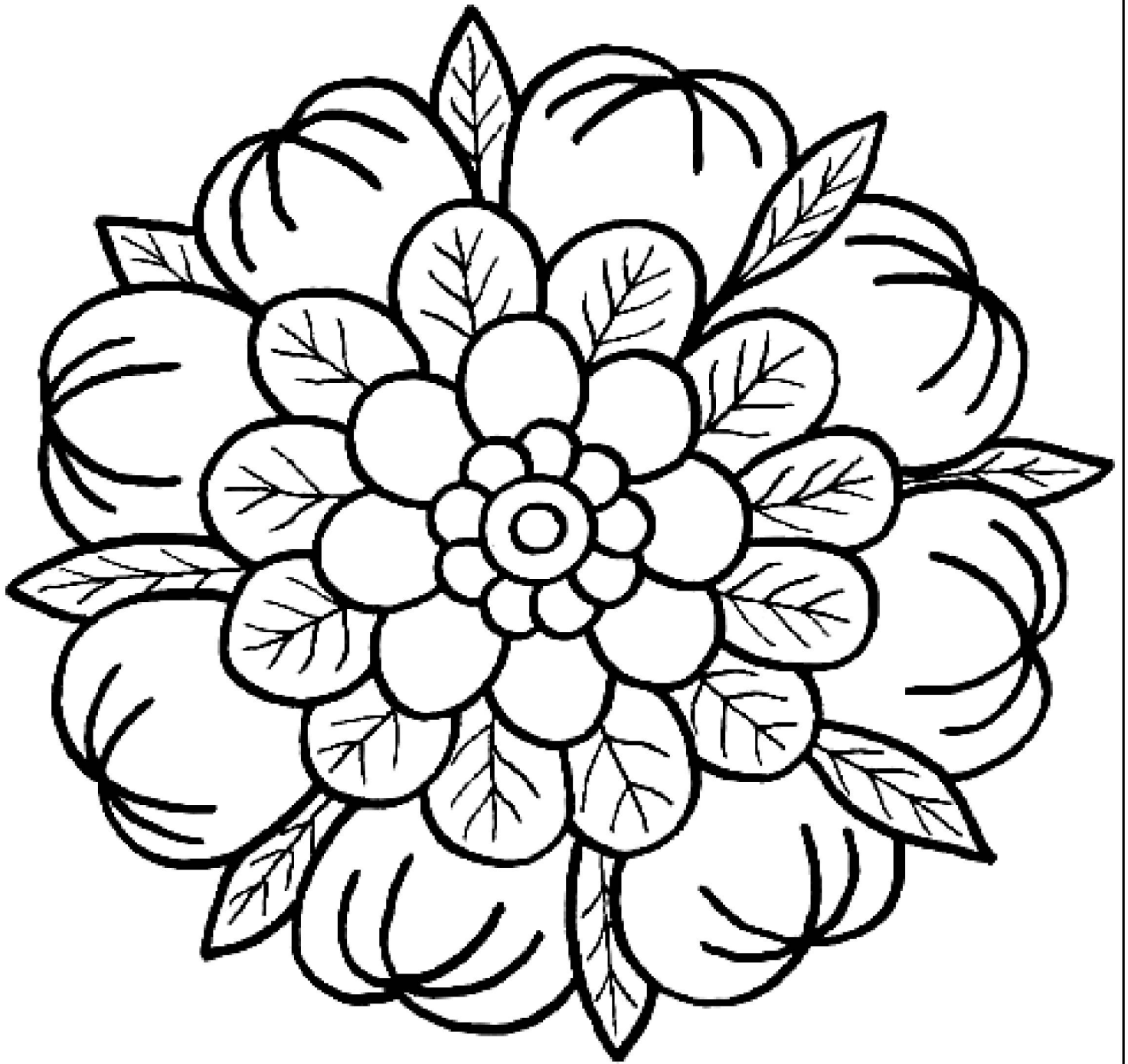


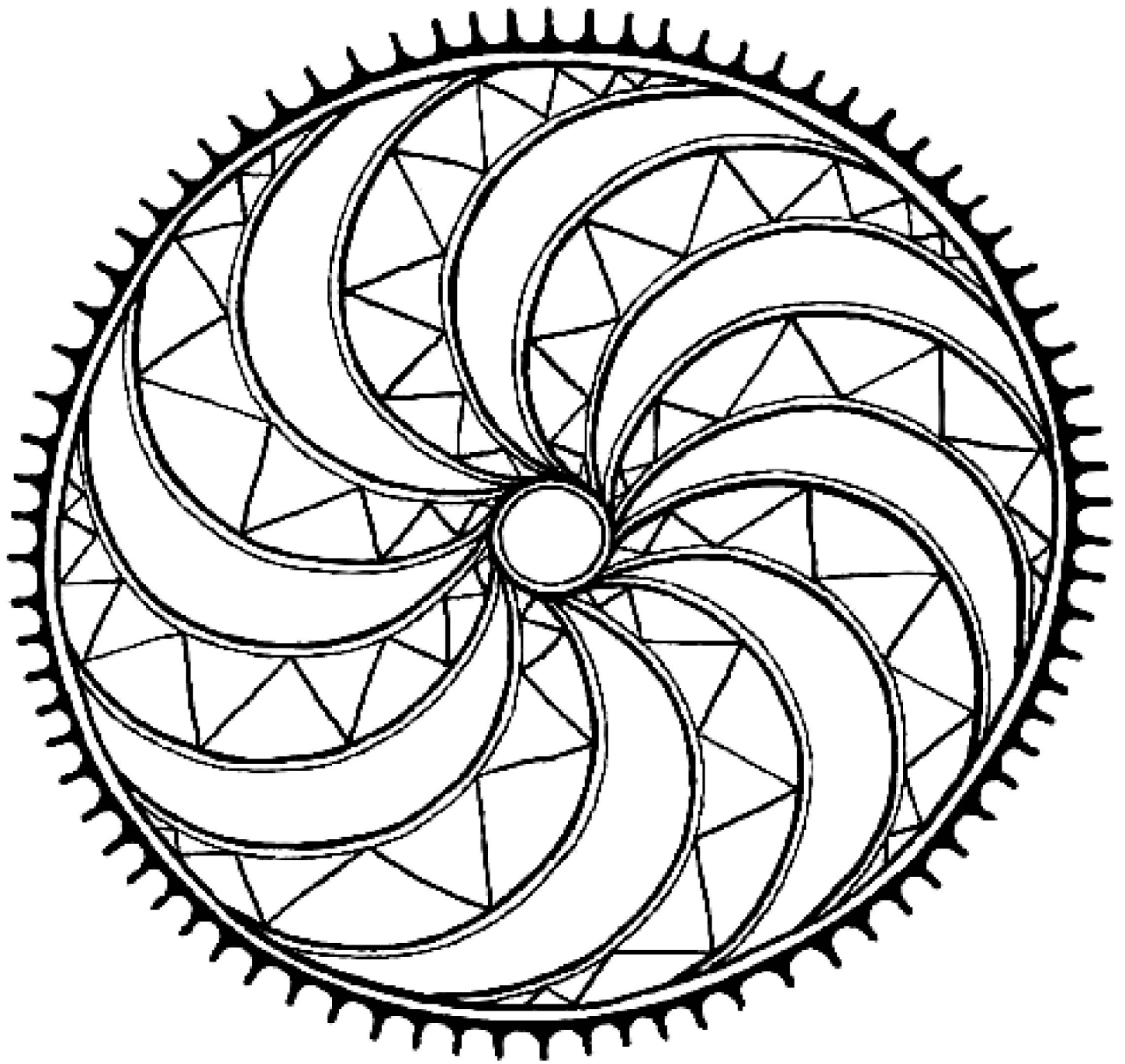


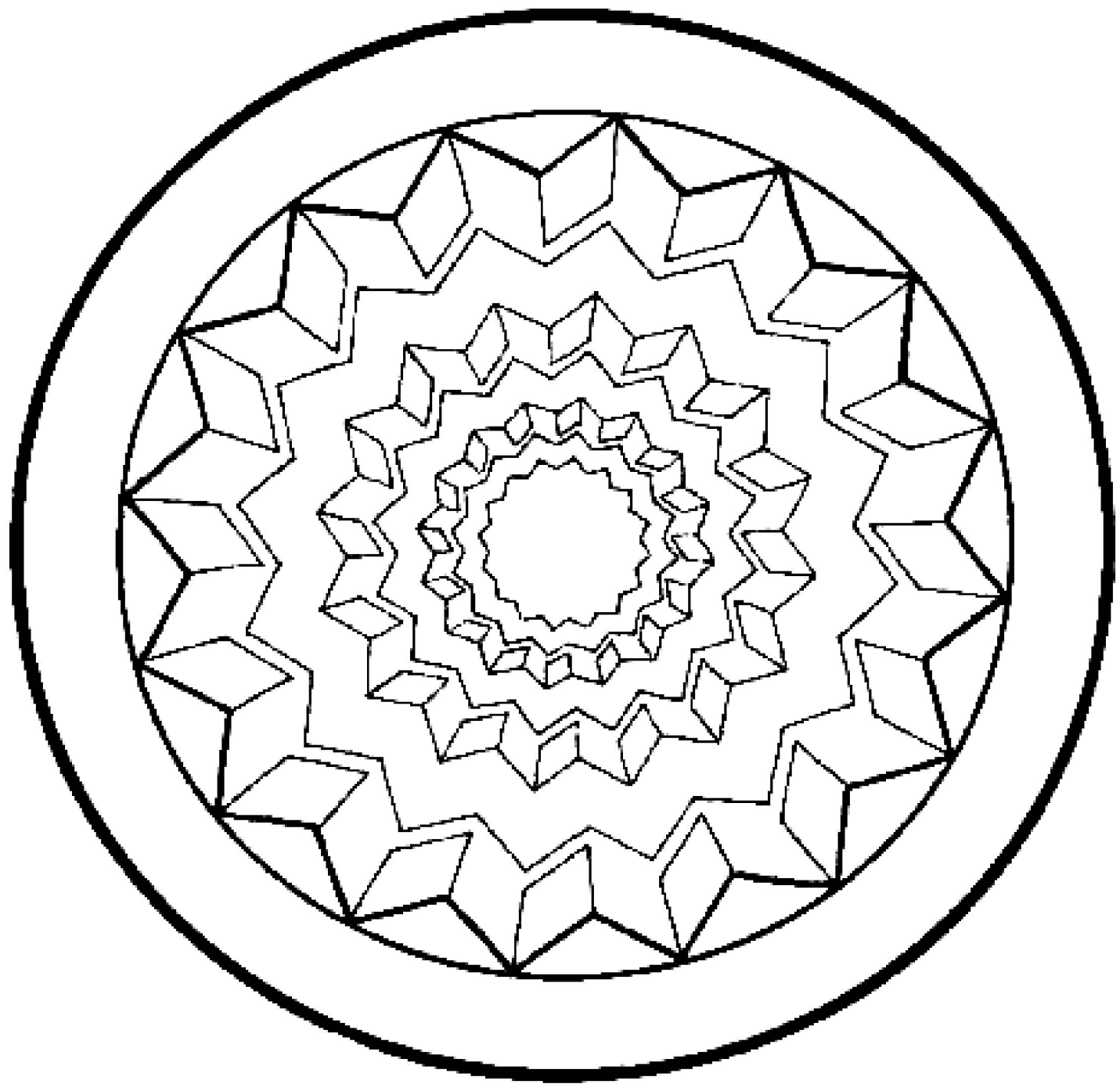


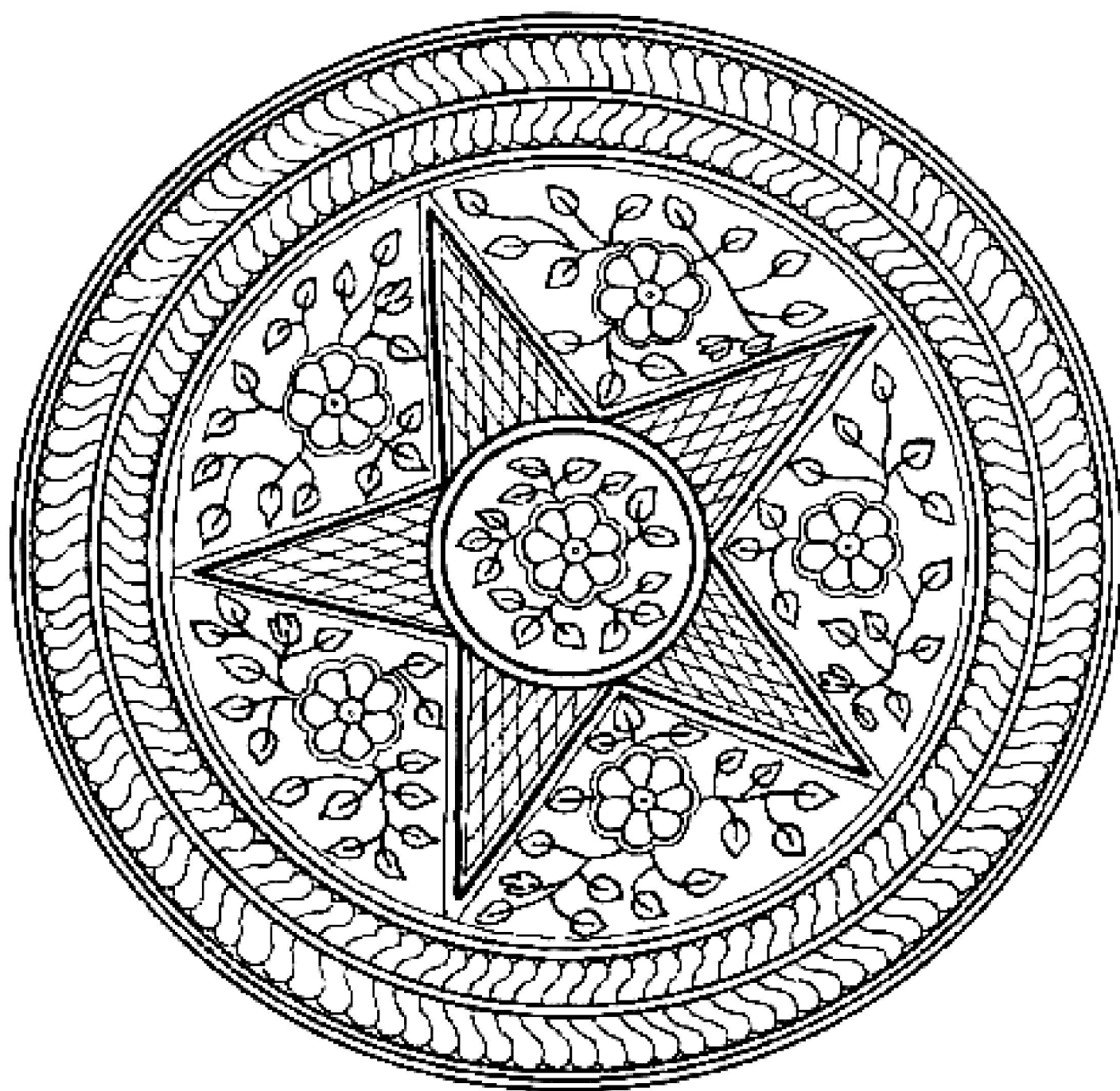


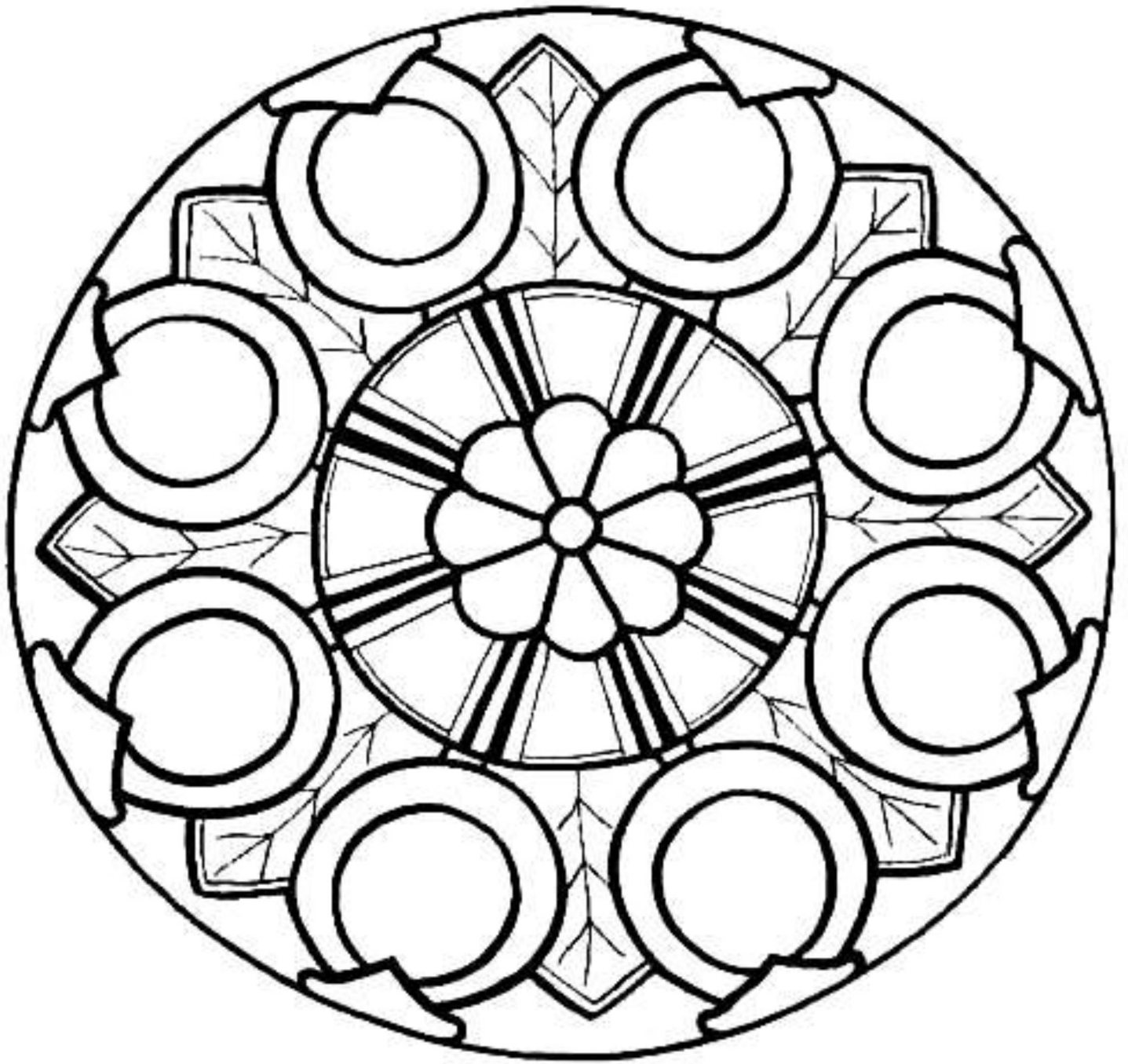


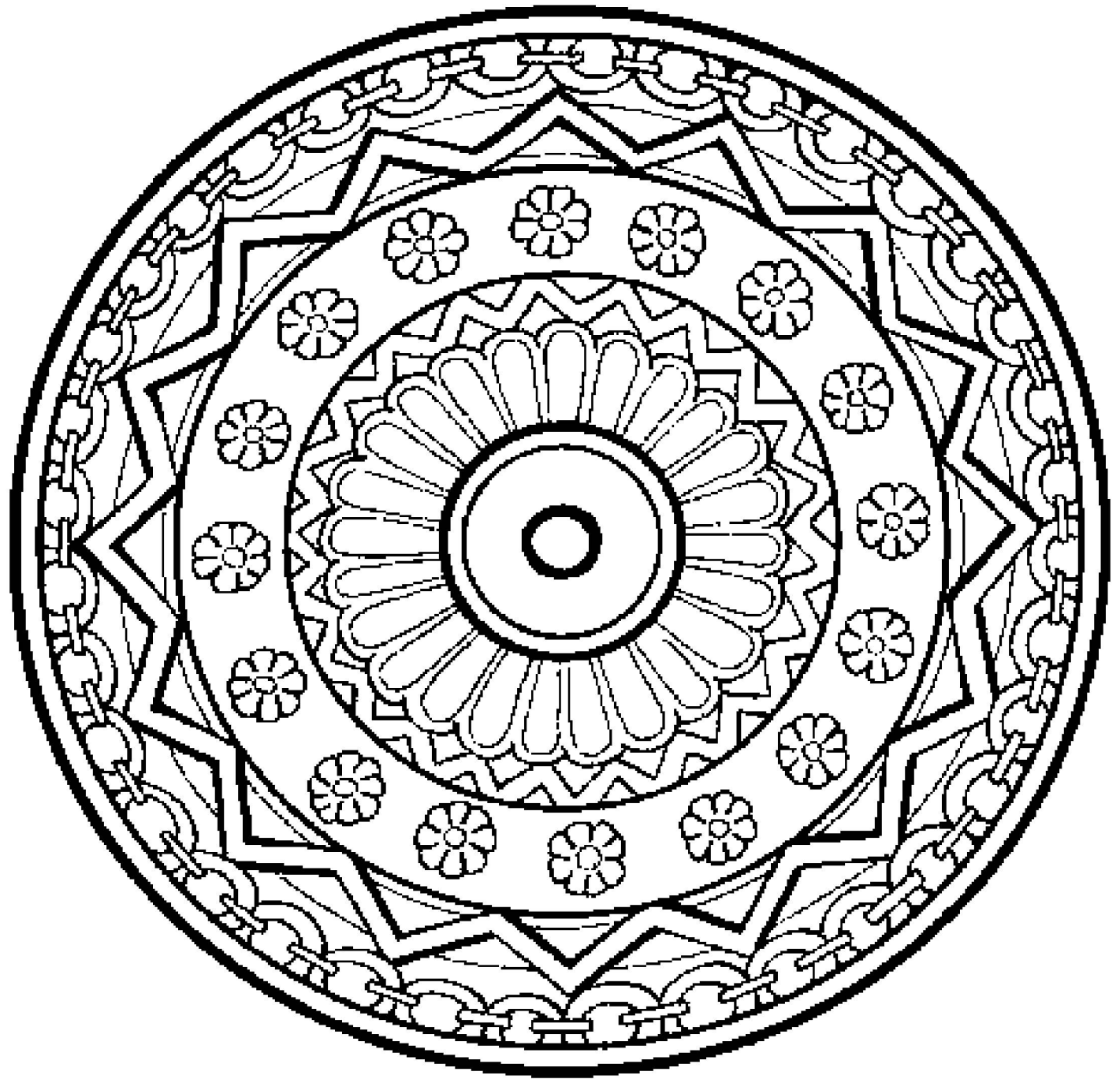


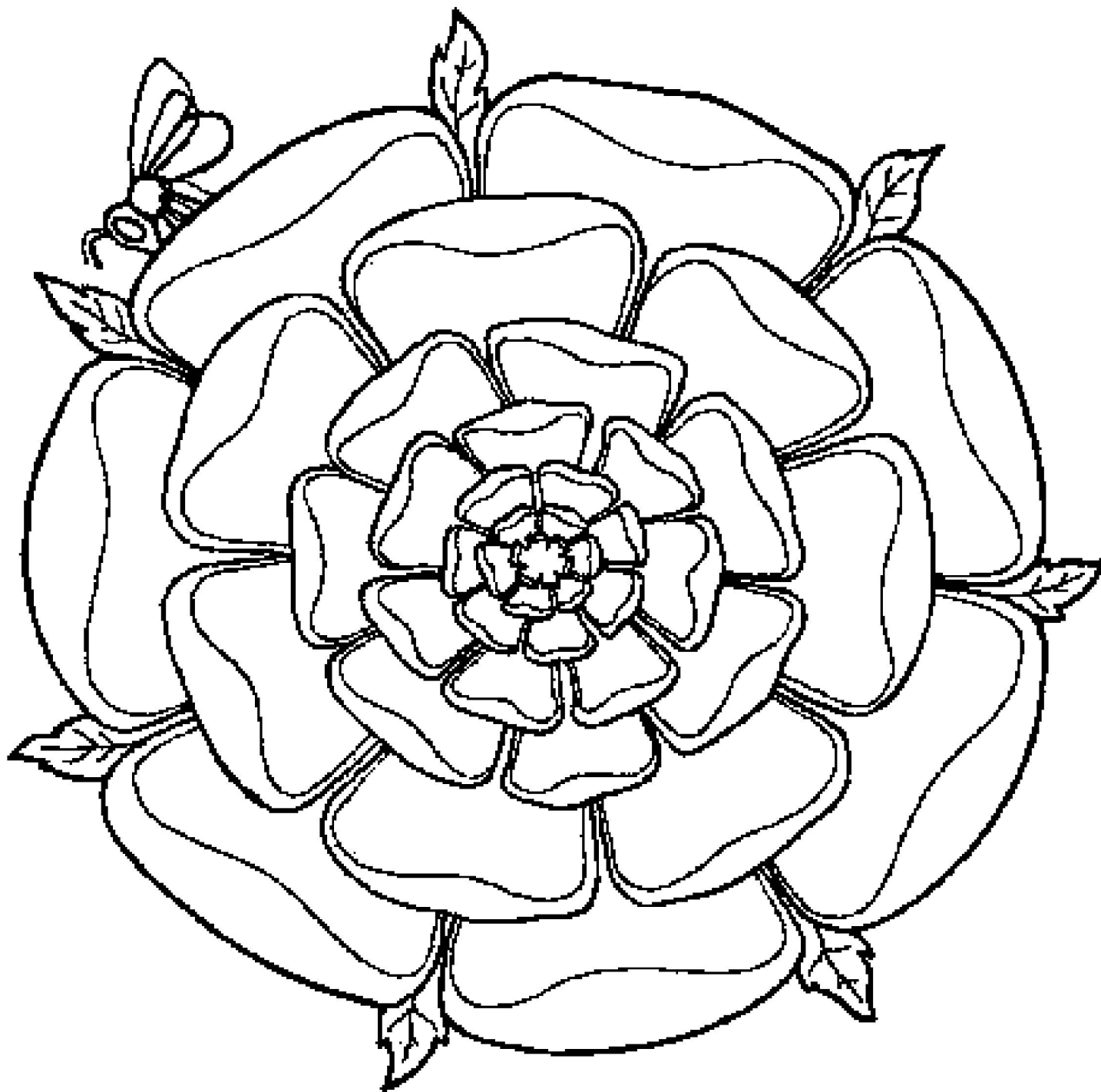


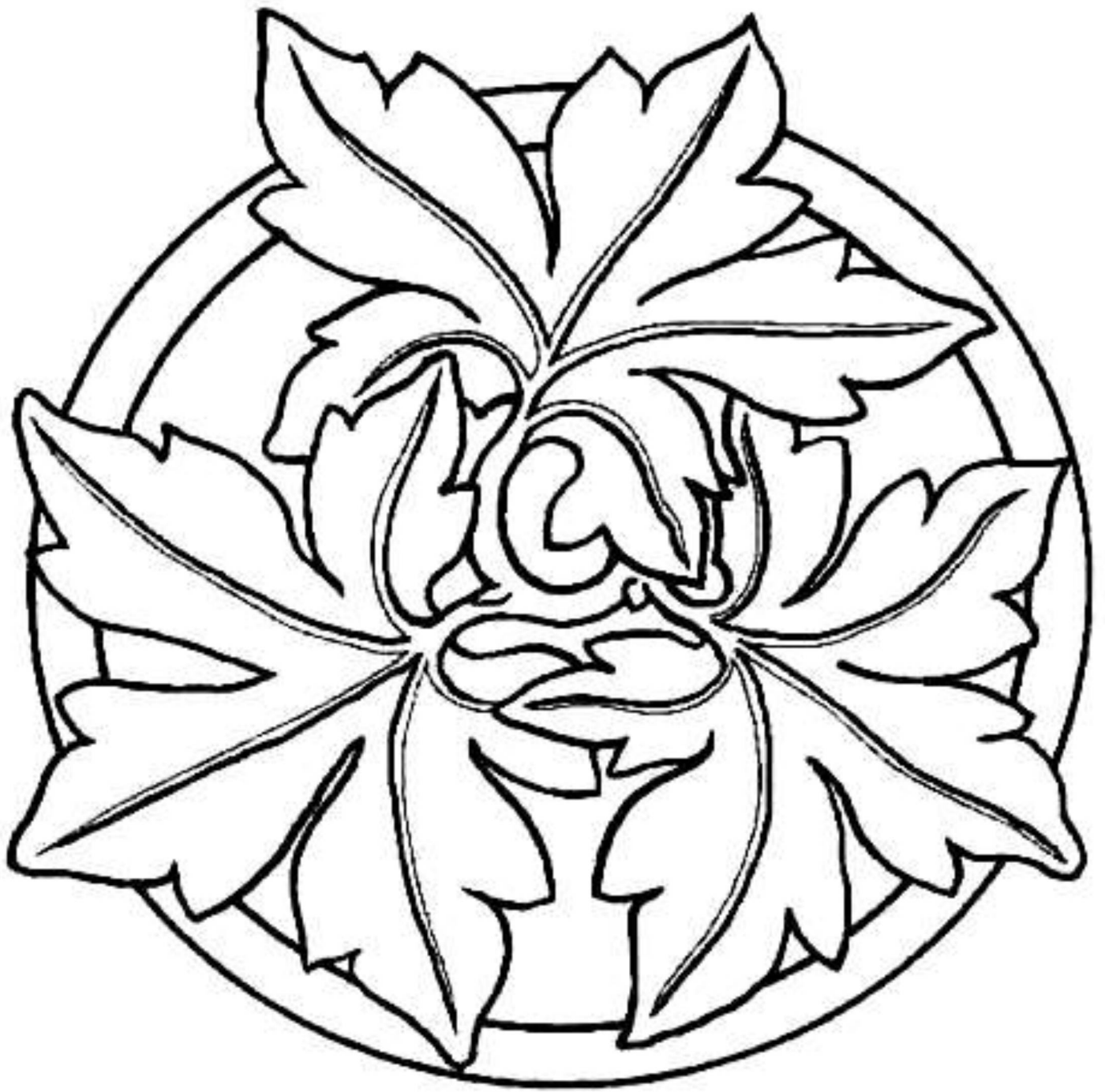


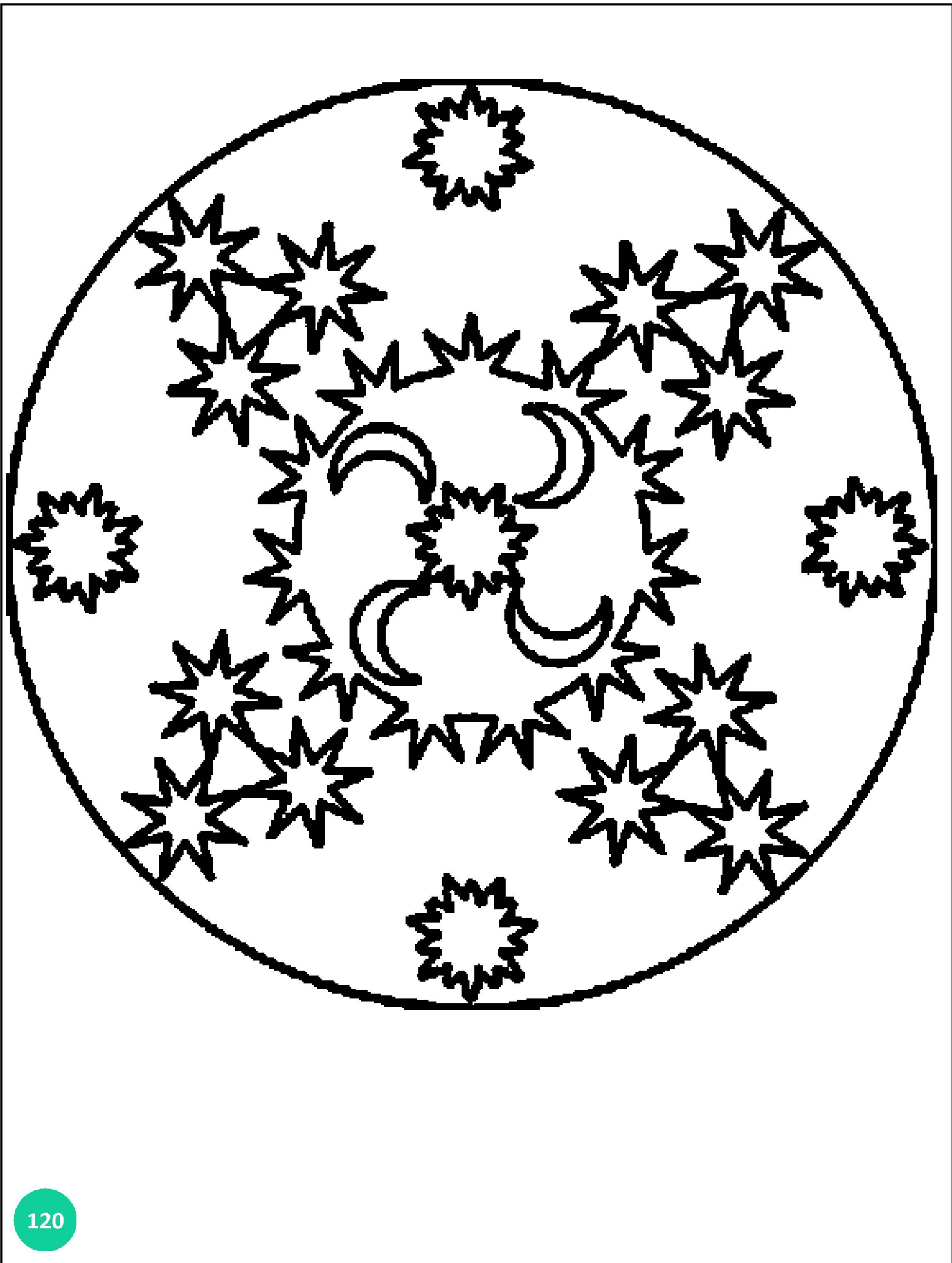


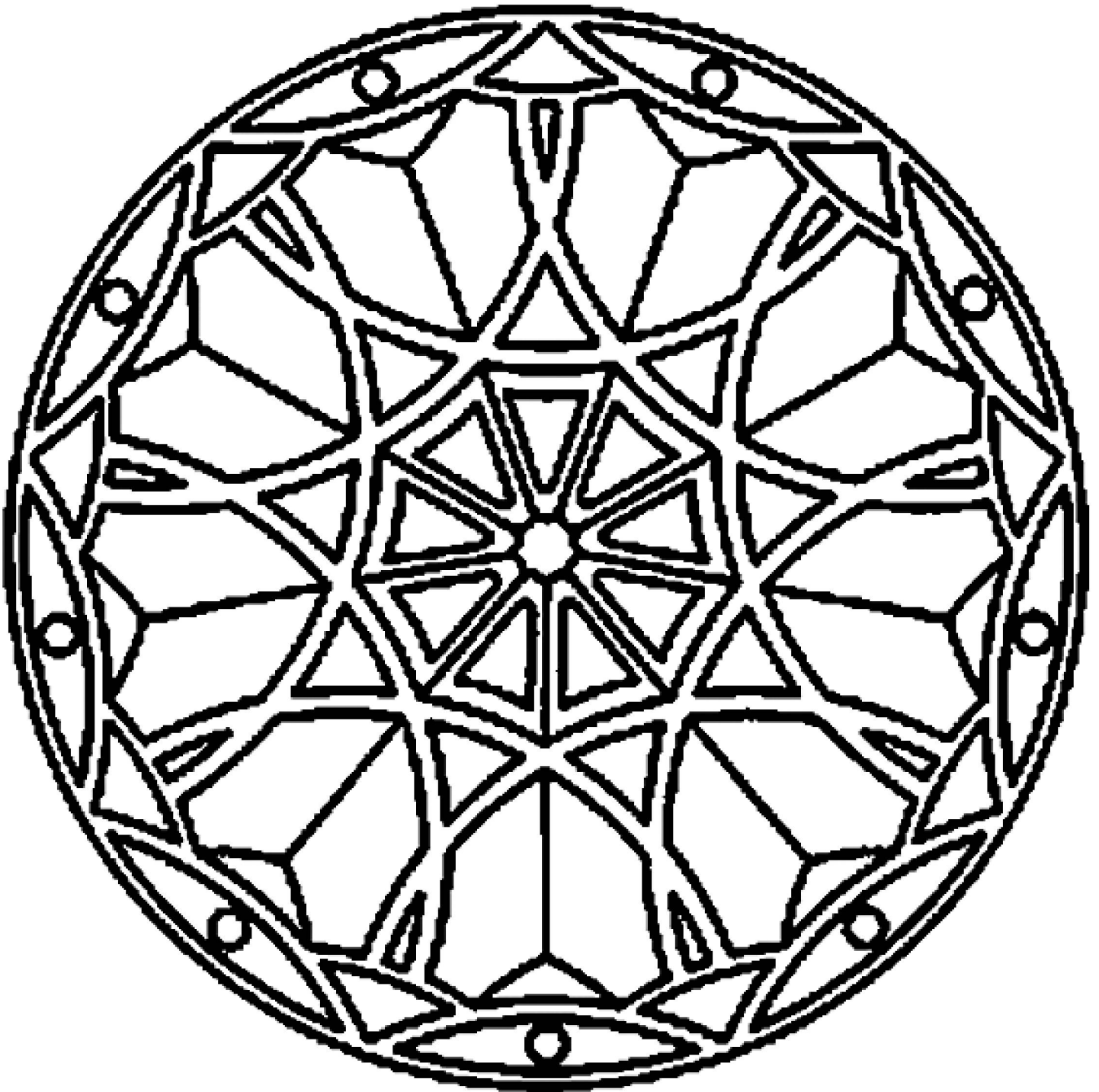


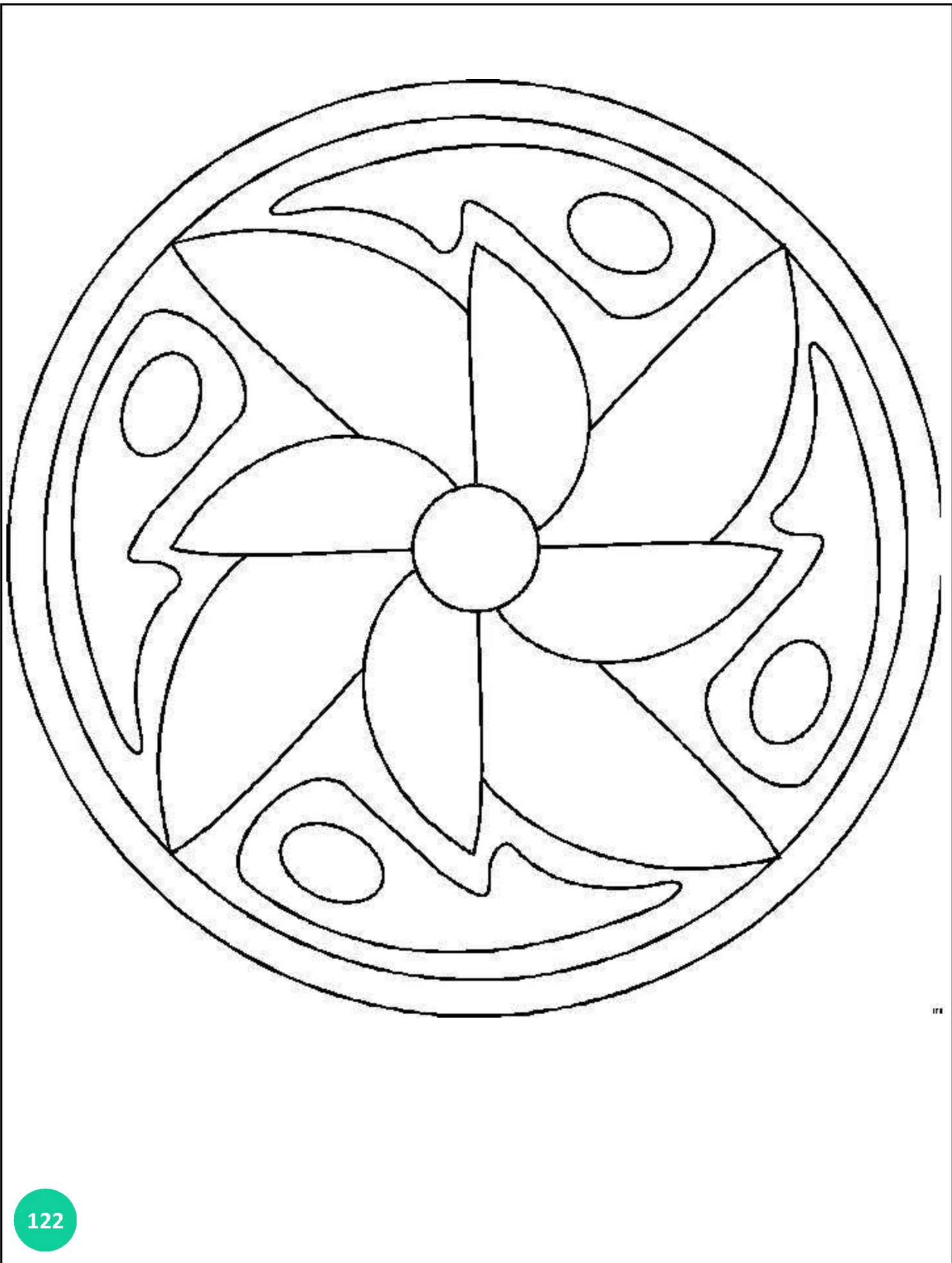












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