



DRAWING TOGETHER

Colour your life through visual art

Exercises designed for children and youth

1. Acknowledgments

The creation of this manual is the result of a capitalization process among Omoana partners to gather visual art exercises that focus on psychosocial support. This publication was compiled by Amjed Al-Rufaye, with the valuable contributions of Adrien Genoud, Chloé Collier, Ahmed Issa, Wasar Ramadan, and Kal-Okelo Brian Okello.

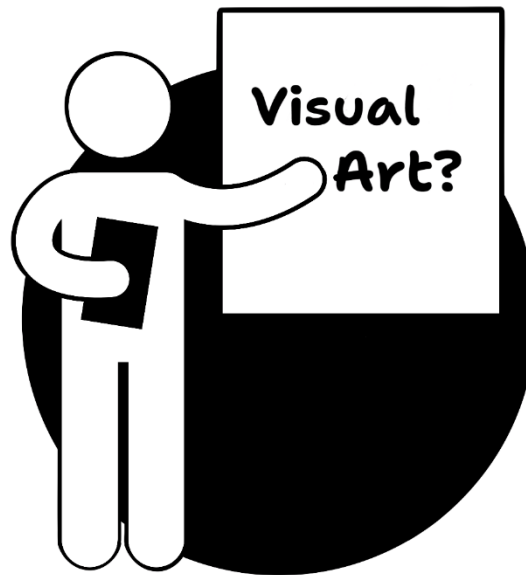
The exercises were reviewed by Naikazi Judith, Nabachwa Chantal, Nazziwa Josephine, Mbabazi Esther, Mutesi Prossy, Giriwa Reagan, Buyinza Steven, Mayiga Joseph, Isaac Opio, Amuge Racheal, Okot Jamani Luwum, Kasoga Winnifred, Enock Mukungu Jonathan, Namuwonge Hope and Fred Onyango.

Special thanks go to Fédération Genevoise de Coopération (FGC), and its Knowledge Sharing Platform (Commission Partage des Savoirs) which through its funding, has allowed the conception of the manual to take place.

Illustrations: Amjed Al-Rufaye



2. Facilitating Sessions



2.1. Introduction

Visual arts are creative forms, such as drawing, painting, and sculpture, that express an idea or represent a perspective held by the creator. This manual is composed of visual art exercises (drawing and painting) concentrating on providing psychosocial support for children and youth.

Here are some of the benefits that participants can gain from these exercises:

- It can be used as a means of non-verbal communication. This can be important for those who do not have a good mastery of verbal communication for whatever reason.
- It can be used as a means of self-expression and self-exploration. A picture is often a more precise description of feelings than words and can be used to depict experiences that are hard to put into words. Sometimes words are hard to find.
- The process of doing art can sometimes help people become more aware of feelings previously hidden from them, or of which they were only partly aware. It can help people become clearer about confused feelings.
- Using art can sometimes help people release feelings, e.g. anger and aggression, and can provide a safe and acceptable way of dealing with unacceptable feelings.
- It can help people look at their current situations and the ways of making a change.
- It can be used to help adults play and 'let go'. Recapturing the ability to play can lead to creativity and health.
- The existence of a drawing as a separate entity means that the facilitator and the participant can relate to each other by looking at the picture together. This is sometimes a less threatening way of confronting issues.
- Discussion of the drawings can lead to explorations of important issues.
- Using art requires active participation, which can help mobilize people who have become accustomed to doing very little.
- Many of the exercises involve interaction within the group, which helps foster strong relationships among the members.
- It can be enjoyable, and this may lead to shared pleasure and individuals developing a sense of their creativity. Many people might start to develop a genuine interest in art.

2.2. Target

The main target population for the training is children, adolescents, and youth aged 9 to 22. However, some of the topics can also be used in sessions with adults. An indication on the appropriate age for participants will be proposed for each exercise.

2.3. General rules for participants

At the beginning of the session, explain the following ground rules:

- Do not judge or make fun of fellow participants' drawing skills. The ideas behind the drawing are what is important, not the quality.
- Do not talk, whisper, sing, or hum during the exercises as it may distract others and make it hard for them to concentrate on their drawings.
- Do not eat during the exercises, keep the room clean, and do not litter. Whatever you bring into the room, please bring it out with you.
- Keep the art equipment in good condition so it can be used again and shared with other participants if needed.
- Feel free to ask if anything is unclear or if you have any questions.
- It is ok if you do not want to participate in an exercise or share your artwork with the rest of the group. Everything is voluntary.
- Avoid using mobile phones if possible.

If necessary, remind participants of the rules throughout the sessions.

2.4. Inclusion of people with disability

People with disability may be included as part of the workshop. If so, at the introduction, make sure to tell participants that it is every group member's role to be inclusive. You may as well ask the person with a disability how others can best practically include him/her. There is a large variety of exercises in this manual, which allows you to select those that can include everyone.

- Children/youth with partial visual or hearing impairment in class may be given the possibility to sit in the front.
- For people with hearing impairment:
 - Make sure your face is visible and in the light.
 - Speak clearly and do not shout.
 - Try to reduce background noise.
 - Try writing your message down or texting on your phone if you are struggling.
 - Use gestures and facial expressions and do not give up!
- The building should be accessible to people with physical impairment.

2.5. Facilitator

Ideally, the facilitator should already have active listening skills. To use the manual, the facilitator should also have an effective comprehension of DO NO HARM principles and have attended a workshop to introduce the manual. This is particularly important when using drawing exercises for psychosocial support, as if not used properly, they could lead to unnecessary psychological distress of participants when addressing sensitive topics. A facilitator without artistic background can lead most exercises as they don't focus on technical knowledge.

2.6. General practice

The facilitator should:

- Prepare exercises in advance.
- Be non-judgmental, inclusive, and gender-sensitive.
- Be able to encourage participants to respect each other.
- Allow participants to feel comfortable.
- Be dynamic to keep the interest of the children/youth.
- Apply principles of active listening
- Not tell the participants what to draw. Just explain the exercises and give them enough time to come up with their ideas without pressuring them.

2.7. Addressing sensitive topics

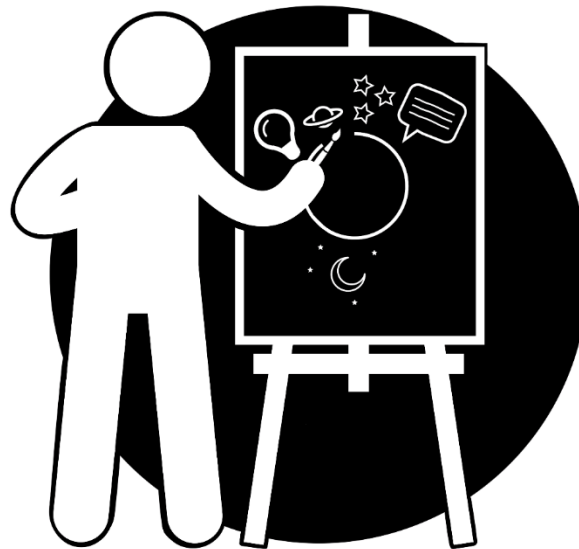
When addressing sensitive topics, you may encounter situations where a participant expresses something difficult he/she might have gone through. Use your judgment to find out if the person needs to elaborate. You may ask him/her to tell you what he/she is trying to express alone or with the rest of the group. In this context, apply active listening:

- Re-state what has been said to show you understand
- Nod or use facial expressions or gestures to encourage the person to say more or to let them know you understand
- Value the person's strengths
- Find the real feelings behind the story and body language
- Avoid interruptions or distractions
- Be patient. Give time to the person
- Be a trustworthy person who keeps secrets
- Do not blame
- If a person is expressing a problem, do not give advice or solutions. Instead, listen to the solution of the person



Most importantly, if you are not a qualified counsellor, keep in mind that you are not in a position to act as a therapist. You are not supposed to tell a child/youth to draw traumatic events that happened to him/her, such as war events, physical, or sexual violence. But if he/she starts talking about it or using art to express a situation, you may be an active listener and show empathy. In other words, do not push a person to talk or draw about a traumatic event, but if someone does, be a good listener. If protection matters that put the child/youth's current situation at risk are raised, follow your organization's safeguarding procedures.

3. Visual Art Exercises



3.1. Warm-ups

Name Design

Age: all ages

Instruction: The participant writes his/her name and draws a design or picture around it that reflects their personality and background, OR he/she creates a design using the letters of his/her name.

Discussion:

Each participant introduce himself/herself and present his/her drawing. It is a great warm-up exercise to start with, introducing the participants to each other and helping them memorize their names and backgrounds. Discuss if the designs reflect certain aspects of their life or personality.

.....

Squiggle Design

Age: all ages

Instruction: Ask participants to draw a scribble with their eyes open or closed. Encourage them to have fun with it. Tell them to let their hands move however they want to. Ask them to look at the scribble from all angles. Suggest they look to see if there is any object in it that looks familiar or if they can find any part of it that attracts them. Have them color that part in and give the picture a title.

Another variation is to do a squiggle, then swap with a partner, who tries to make an image out of it.

Good for warming up or for getting the imagination going when a group is stuck or flagging.

Discussion:

Encourage participants to explore how it felt to draw in such a free manner. Ask the participants to examine the item or figure found within the scribble.

.....

Draw With Your Less Dominant Hand

Age: all ages

Instruction: Participants are asked to draw a picture with their less dominant hand. The picture can be realistic or abstract.

Discussion:

Many individuals feel less threatened by this drawing experience because they are not expected to create a perfect picture. It is obvious to all that they are at a disadvantage. Participants may discuss the ease or difficulty of doing this task and their feelings about substituting one hand for another. They may relate this activity to adjustments and substitutions they need to make in their lives when they are ill or lose friends, jobs, family members, etc.

.....

Contour Line Drawing

Age: all ages

Instruction: Create a figure without lifting your pencil from the paper.

Discussion:

Ask:

1. What type of image did you create?
 2. How did it feel to draw in this unique manner?
 3. How was the quality of the drawing affected by not lifting the pencil off the paper?
-

Shape Design

Age: all ages

Instruction: Ask group members to draw a design using only circles, squares, dots, straight lines, and triangles.

Discussion:

The discussion focuses on how participants create their designs and the significance of the artwork. Goals include focusing, problem-solving, and abstract thinking.

3.2. Exercises

Draw a Best Friend

Age: all ages

Instruction: Participants are asked to draw a best friend (past or present, realistic or abstract).

Discussion:

Participants are asked to discuss their special friendships, support systems, and the importance of healthy relationships in one's life. Maintaining as well as finding new friendships might be explored.

.....

Draw a Present for Another Group Member

Age: all ages

Instruction: Participants are asked to draw a present for another group member. The present might be a tangible item (such as a car), a wish, or a positive thought (such as good health, more energy, etc).

Discussion:

Participants discuss the significance of the present. This will lead to discussion of one’s wants, needs, and desires. Methods of dealing with problems and emotional issues may be focused upon.

.....

Draw Goals or Wishes

Age: all ages

Instruction: Group members are asked to draw their goals, wishes, and/or plans for the future.

Discussion:

Participants are asked to think about short-term and long-term goals. Methods of attaining the goals are explored.

.....

Your First Job

Age: 15+

Instruction: Participants are asked to draw their first job.

Discussion:

Group participants are asked to discuss the skills and strengths they need to function effectively at their jobs. They may be asked to explore their present strengths and examine how early work experiences affected their goals and dreams.

.....

Draw Your “Ball and Chain”

Age: 12+

Instruction: Participants are asked to draw their “ball and chain” Their ball is what or who is keeping them from feeling happy, and fulfilled. And their chain is what is holding them down in life. Participants explore figuratively and literally the meaning of “ball and chain.” Then explore obstacles to success and happiness.

Discussion:

Have participants present to the rest of the group, others can give inputs, in case they have advice.

.....

Draw Yourself Crossing a River

Age: 15+

Instruction: Participants are asked to draw themselves crossing a river. They are also asked to draw what is on both sides of the river (the side they are leaving from and the side they are going to).

Discussion:

The river is symbolic of the participant’s life. For instance, a turbulent river might indicate anxiety and problems. Individuals are asked to explore the body of water they choose to cross (lake, river, stream, ocean, etc.) and to describe whether the water is calm, wavy, deep, cold, dark, etc. The manner in which the participant decides to cross the river is then explored. Did he/she uses a bridge, boat, steppingstones, an inner tube, or did he/she swims? The way in which the individual crosses the river may be related to the way he/she approaches problems and issues in his/her life (does he/she swims through life, facing problems head on; does he/she uses a bridge to be safe?). Participants explore where they are going in life and where they are coming from when they share what is on either side of the body of water.

.....

Drawing Problems

Age: 12+

Instruction: Everyone is asked to draw a problem.

Discussion:

Ask participants to share about their drawing and let others propose solutions for each problem presented. Exploring problems and their solutions in a group setting helps with cohesiveness, decision-making, and socialization.

.....

Life’s Lessons

Age: 15+

Instruction: Ask participants to draw and share something they have learned over the years that has taught them a valuable lesson.

Discussion:

Self-esteem is raised as individuals share experiences and give advice to others. The exploration of problem-solving techniques may be focused upon.

.....

Self-portraits

Age: 15+

Instruction: Do two self-portraits:

- 1- How you see yourself or feel inside yourself.
- 2- How others (e.g. someone close, such as family members) see you (or how you present yourself). They can be realistic or abstract.

Variations:

- 3- Add a third contrast: how you would like to be seen.

- 4- Use clay, collage, or mixed media.
- 5- How do you see yourself today/right now and in the future?
- 6- Draw yourself as seen by a sympathetic friend and by someone you dislike.

Discussion:

Ask how the self-portrait reflects how you see yourself or how others see you. If the self-portrait is abstract, what does it represent?

.....

Metaphorical Portraits

Age: 12+

Instruction: Draw yourself as some kind of object. The choice of an object can be left open to see what is produced, or it can be specified: e.g. draw yourself as a house, tree, animal, food, island, colors and shapes, building, flower, plant, meal, water, tree, or landscape.

Variations:

- 1- After drawing the object, talk about it in the first person, and act as if you were that object.
- 2- What object (animal, building, etc.) would you like to be?
- 3- What object (animal, building, etc.) would you be if reincarnated?
- 4- Draw yourself as an object that represents how you are feeling today.
- 5- Draw yourself as the animal (etc.) you would:
 - most like to be
 - least like to be.

Discussion:

Ask why you chose the object or animal and how its attributes represent the participants' life or personality.

.....

Self-awareness and transformation

Age: 12+

Instruction: Fold a piece of paper in half. On one side, represent one thing you like about yourself, and on the other side draw one thing you would like to change.

Discussion:

Ask:

1. What do you like about yourself and what do you want to change?
2. Which side of the paper is emphasized?
3. How can you begin changing undesirable actions, lifestyles, relationships, and/or traits?

.....

Self-Awareness Game

Age: 12+

Instruction:

Instruct participants to draw three things about themselves; have them make two things true and one false. Have the other group members guess which one is false.

Discussion:

The discussion focuses on self-awareness, socialization, and communication skills. Goals include examining and enhancing these skills.

.....

Ideal Self

Age: 12+

Instruction:

Ask participants to draw themselves as they wish they were, their ideal self. This “perfect” self may be represented by appearance, clothes, attitude (facial expression), etc.

Discussion:

Discussion focuses on examining the differences between the participant’s ideal self and his or her real self. Methods of becoming more content and increasing one’s self-esteem are explored.

.....

Positive affirmations

Age: all ages

Write a positive affirmation (e.g., I am enough, I am worthy, take one day at a time), and create a quick sketch to illustrate it.

Discussion

Ask:

1. Why are affirmations helpful?
2. How does the illustration depict the mood and meaning of the affirmation?
3. What affirmation/s do you tend to repeat to yourself?

.....

Draw/paint an advertisement for yourself

Age: 12+

Instruction: This can involve ‘selling oneself’ and can involve thinking about the sort of people to be attracted by the advertisement. Imagine you are selling yourself as someone would sell the best product in the market!

Variations:

- 1- After each person has finished, others in the group add to each advertisement aspects missed out.
- 2- Advertisement to sell you as a friend, worker, parent, etc.
- 3- Write or draw advertisements for others.
- 4- Focus on achievements.

Discussion:

Discussion focuses on self-esteem, achievements, good qualities, and strengths of the participants and the type of people they want to attract with these advertisements.

.....

Pie Chart

Age: all ages

Instruction: Ask the participants to draw a circle. Then divide the circle into four segments. The parts of the circle should be labeled morning, afternoon, evening, and night.

Participants should draw what they do during each of these times; they may add a written description if need be.

Discussion:

Discussion focuses on how participants spend their work and leisure time, and how they feel during different parts of the day. Goals include problem-solving, self-awareness, and exploring leisure activities.

.....

Draw Yourself Relaxing

Age: 12+

Instruction:

Participants are asked to draw themselves doing something relaxing (e.g. reading, exercising).

Discussion:

Participants discuss methods of relaxing (breathing techniques, yoga, etc.) and ways in which one can attain a relaxed state during stressful times.

.....

Draw How You Are Feeling Right Now

Age: all ages

Instruction:

Ask participants to draw their feelings at the present moment.

Discussion:

Discussion centers on self-awareness and exploration of issues and feelings.

.....

Draw Anger

Age: all ages

Instruction:

Participants are asked to draw anger (what it looks or feels like) using shapes, lines, and colors. In addition, they may draw a situation in which they felt angry.

Variation:

Starting with an outline of a person on a large sheet of paper, group members take turns to add physical symptoms of anger; either their own or those they have noticed in others. The person ends up looking very angry indeed.

Discussion:

Discussion may focus on how different individuals express anger and methods of controlling anger. Symptoms, such as anxiety or headaches, which arise when someone is not able to express anger, may be explored.

.....

Toolbox

Age: all ages

Instruction:

Write or draw at least three items you have in your coping skills toolbox. Those are things/activities that help you deal with stress (e.g., exercise, meditation, yoga, art, journaling, therapy, poetry, cooking, gardening).

Discussion:

Ask:

1. How do the skills you included help you handle stress?
2. What skills would you like to develop and/or implement in the future?
3. Which techniques have you used in the past, but may not be utilizing now?
4. Give an example of a time a particular coping skill helped you reduce anxiety.
5. Which is your “go-to” coping skill?

Few points on Anger to mention!

You may add that when dealing with your anger, it is important to follow the following steps:

- Detect your anger: explore the signs such as physical signs (breathing, heartbeat, etc.)
- Calm down using coping strategies
- Reflect on the issue and act on it: **It is important not to keep the anger for long as at one point it will burst. You may have to express it but only once your judgment is clear, not while you are overwhelmed!**

More information is available in the chapter Anger Management in the Youth Together manual

.....
Stress monster

Age: 12+

Instruction: Draw your stress monster and/or draw yourself defeating it.

Discussion:

Ask:

1. What does your stress monster look like (size, weight, color, shape, etc.)?
2. How long has it been around?
3. How does it affect your mood, relationships, and behavior?
4. Is it easy, so-so, or difficult to defeat?
5. Have you been successful at beginning to conquer it?
6. How have you been trying to defeat it?
7. What are your greatest challenges in trying to conquer it?
8. What would life be like for you if you defeat it?

.....
Draw the Last Time You Laughed

Age: all ages

Instruction: Participants are encouraged to draw the last time they laughed heartily. They might be asked to think about where and whom they were with at the time.

Discussion:

Discussion focuses on the idea of *allowing* oneself to feel joyful. Individuals may explore what specifically makes them laugh and what gives them pleasure.

.....

Draw Fear

Age: all ages

Instruction:

Participants are asked to draw something they are afraid of.

Discussion:

Fears and anxieties are explored. The origins of fears, the reality of the fears, and methods of dealing with the fears are focused upon.

.....

Creating security

Age: 12+

Instruction: Draw one person, place, or thing that makes you feel safe.

Discussion:

Ask:

1. In what way does the person, place, or thing make you feel safe?
2. What do you need, in general, to feel safe?
3. How do you create a safe environment for yourself?

.....

Externalizing Emotions into Characters

Age: 12+

Instruction: Take emotions or states, such as joy, fear, anger, etc., and develop them into monsters or helpful creatures, with personalities of their own. For example, if impulse was a creature, what would it look like? Draw the creature and develop activities and dialogue with other parts of the self.

Discussion:

Talk about emotions and how to deal with them. What emotion does the creature represent, and how does the creature may help or harm self and others?

.....

Draw Negative or Good Habits

Age: all ages

Instruction: Participants are asked to draw habits that are harmful or good to them.

Discussion:

Individuals explore negative habits and how to deal with them, avoid them, or how to replace them with good habits.

.....

Enhancing this day

Age: all ages

Instruction: Create a quick sketch of what you need “today.”

Discussion:

Ask:

1. What do you need to feel fulfilled?

- 2. What are your immediate needs and what are your long-term needs?
- 3. How do you handle your emotions when your needs are not met?
- 4. How can you increase the likelihood of satisfying your desires?

.....

Joint Control

Age: All Ages

Instruction: Two people hold the same pencil and draw with it, without talking, for five minutes.

Discussion:

Talk about the experience. How did it feel at the beginning, was it difficult or easy, what did they want to draw and what did they end up with, did they have to compromise and work together or try to take control, how did that make them feel?

.....

Power Roles

Age: All Ages

Instruction: One person tells the other which art materials to use, how to use them, what to paint/draw, etc. Reverse roles.

Discussion:

Bring up issues of power, control, and authority. Particularly useful in providing a situation in which roles can be reversed from normal ones. How did it feel when taking orders and vice versa, did they follow without questions or did they resist, did the tone and the way the orders were given effect how the other responded?

.....

Group Drawing Pass

Age: all ages

Instruction: Each participant chooses one specific color of marker or crayon. They work only with this color during the entire session. One sheet of paper is passed to each member. A group theme may be decided upon, or participants may draw spontaneously. Each person draws on their sheet of paper for about two or three minutes and then the group leader says “pass” and each participant gives the paper to his/her right his/her sheet of paper.

Now each individual draws on the paper that was passed to them, adding to the former drawing, and the drawing continues in this manner. This goes on until each person has a chance to draw on everyone’s sheet of paper. The drawing pass is complete when group members receive their original drawing back, complete with each participant’s unique sketches and symbols.

Discussion:

Group members will discuss how they felt about the changes and additions to their original picture. Participants will be encouraged to share their contributions to each picture. The themes of community, sharing, and caring may be explored.

.....

Group Painting with Minimal Instructions

Age: 12+

Instruction: A group is simply presented with a huge sheet of paper (on the floor or tables) and asked to work as a group on one large picture with no specified theme.

Variations: which may be used to add the desired amount of structure to this situation include:

- 1- Each person selects one color and keeps it, changes it later if desired, or negotiates with others for colors to mix with the first one.
- 2- All start painting at the same time.
- 3- Work in pairs or teams.
- 4- Work cooperatively.
- 5- The theme can be decided by the group or arrived at during the painting.
- 6- All start in the center, or all start at the edge of the paper.
- 7- Take turns for two minutes each, then 'free for all'.
- 8- Use fingers and hands.
- 9- Use rollers and sponges.
- 10- Move around the paper.
- 11- Choose whether to do the painting in silence or while talking.

Discussion:

This exercise focuses on teamwork, communication, and collaboration. Members have to work together to come up with a drawing with minimal instruction and come up ideas and with solutions together. At the end of the exercise, ask them to present their painting to the other participants. Ask them how teamwork went and what they tried to represent.

.....

Gender Exploration

Age: 15+

Instruction: Explore personal gender identity and expression. Draw and express thoughts and feelings about your gender, and the attributes of your ideal woman/man. Chart your awareness of the development of your gender and gender differences throughout your life. Concentrate on celebrating positive aspects.

Discussion:

Talk about thoughts and feelings about the participants' gender, and the attributes they associate with it. What affected gender development during their life and how do they view other genders?

.....

Gender Role Reversal Scene

Age: 15+

Instruction: Challenge traditional gender roles through a scene. Draw a scene where traditional gender roles are reversed or non-existent. Illustrate characters engaging in activities or behaviors typically associated with a different gender. Highlight the impact of these role reversals on the characters and the setting.

Discussion:

This exercise helps put the participants in other gender shoes to challenge stereotypes, gender norms, and expectations. Ask participants to present their drawing to the rest of the group and take this opportunity to ask their view on gender roles.

5. Monitoring and evaluation questionnaires

5.1. Indication on questionnaires

Below are some questionnaires that can help monitor the impact of the activities on the psychosocial wellbeing of participants. They are meant to be light, in order to avoid administrative burden. The facilitator should make sure the participants who might not be able to read/write are helped to fill the questionnaires. Ideally, they should be filled before (chapter 5.2) and after the activities (chapter 5.3), if minimum 5 sessions are to be given, as otherwise it would not be worth measuring the impact. But in some contexts where access is limited (such as detention facilities), the facilitator may only use the post-test designed for such circumstances (chapter 5.4).

For children below 12, we recommend qualitative questions (chapter 5.5).

5.2. Pre-tests for children/youth above 12 years old to be filled before starting activities

1. Do you notice that you feel stressed, insecure?

	Always
	A lot
	Somehow/Sometimes
	Never

2. Do you have a good quality of sleep?

	Always
	A lot
	Somehow/Sometimes
	Never

3. Do you notice that you interact with your friends?

	Always
	A lot
	Somehow/Sometimes
	Never

4. Are you optimistic about your future?

	Always
	A lot
	Somehow/Sometimes
	Never

5.3. Post-test questionnaire for children/youth above 12 years old to be filled after completing the activities

1. Do you notice that you feel stressed, insecure?

	Always
	A lot
	Somehow/Sometimes
	Never

2. Do you have a good quality of sleep?

	Always
	A lot
	Somehow/Sometimes
	Never

3. Do you notice that you interact with your friends?

	Always
	A lot
	Somehow/Sometimes
	Never

4. Are you optimistic about your future?

	Always
	A lot
	Somehow/Sometimes
	Never

5. Have the classes helped you feel better about yourself?

	A lot
	Somehow
	No

Comment :

6. Have you developed a better ability to deal with stress through practising visual art exercises?

	A lot
	Somehow
	No

Comment

7. Have the exercises helped you reflect on gender and how to apprehend it in order for men and women to live together in dignity?

	A lot
	Somehow
	No

Comment

8. Did you feel comfortable participating in the exercises?

	A lot
	Somehow
	No

Comment

9. Will you practise more drawing in the future?

	A lot
	Somehow
	No

Comment

10. Do you have suggestions on what kind of art activities you would be interested in participating in the future?

Comment

5.4. Post-test questionnaire for children/youth above 12 years old when it is possible to be filled only after the activities

When access is limited, it might be more relevant to have a questionnaire filled only after the activities. The questionnaire below is designed for this purpose.

1. Do you notice that you feel stressed, insecure?

<input type="checkbox"/>	Always
<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow/Sometimes
<input type="checkbox"/>	Never

2. Have you developed a better ability to deal with stress through practising visual art exercises?

<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow
<input type="checkbox"/>	No

Comment

3. Are you optimistic about your future?

<input type="checkbox"/>	Always
<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow/Sometimes
<input type="checkbox"/>	Never

4. Have the exercises helped you being more optimistic about your future?

<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow
<input type="checkbox"/>	No

5. Have the exercises helped you build your self-confidence?

<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow
<input type="checkbox"/>	No

6. Have the exercises helped you reflect on gender and how to apprehend it in order for men and women to live together in dignity?

<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow
<input type="checkbox"/>	No

Comment

7. Did you feel comfortable participating in the exercises?

<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow
<input type="checkbox"/>	No

Comment

8. Will you practise more drawing in the future?

<input type="checkbox"/>	A lot
<input type="checkbox"/>	Somehow
<input type="checkbox"/>	No

Comment

8. Do you have suggestions on what kind of art activities you would be interested in participating in the future?

Comment

5.5. Qualitative questions for children below 12 years old

Most questions below can be used for general follow-up of children below 12 years, and are useful elements on the different levels of psychosocial well-being. They can be can be complemented by caregivers and other relations of the child.

Emotional Well-being:

1. *How do you usually feel when you wake up in the morning? (Happy, sad, nervous, excited?)*
2. *What do you do when you feel upset or sad?*
3. *Are there things that make you feel scared or worried?*
4. *How do you feel when you make mistakes? Is it okay to make mistakes?*

Social Well-being:

5. *Do you have friends that you enjoy playing with?*
6. *Do you feel like you belong when you're with your classmates?*
7. *What do you do when someone treats you unfairly or is unkind to you?*
8. *Who do you talk to when you're having a tough time?*

Psychological Well-being

9. *Do you have any dreams or hopes for the future? What are they?*
10. *Do you think you are good at learning new things?*

Support and Environment

11. *Do you feel safe at home/school? Why or why not?*
12. *Do you feel that your teachers, parents, or care takers listen to you when you have something important to say?*
13. *Who do you feel most comfortable talking to about things that worry you?*

Family Relationship

- 14. How do you get along with your siblings or other family members?*
- 15. What happens when someone in your family is upset or angry?*

Self-esteem and Confidence

- 16. What are you really good at? What makes you feel proud of yourself?*

Feedback on activities

- 17. How did this activity help you?*
- 18. What did you like in this activity?*
- 19. What other activities would you recommend for children of your age?*

6. Sources

- 1- Buchalter Susan I, “250 Brief, Creative & Practical Art Therapy Techniques”
- 2- Buchalter Susan I, “A Practical Art Therapy”
- 3- Liebmann Marian, “Art Therapy for Groups A Handbook of Themes and Exercises second edition”
- 4- Ingledew John, “How to Have Great Ideas a Guide to Creative Thinking ”
- 5- Omoana, “Youth together; promoting youth’ psychosocial well-being and engagement in violence prevention”
- 6- Vivo Uganda “Anger management guide”