

RAHYNE Toolkit

SUGGESTED GRADE RANGE

GRADE 1-10



ACTIVITES

Prepared by:

Queen Kukoyi

Nicole "Nico" Taylor

Kahsto'serakwathe Paulette Moore

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ACTIVITIES

Ripples of Love

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GRADE 1-8

Inspired by the work that BSAM Canada is doing with the Earthseeds: Space of the Living project for the Toronto Waterfront Artist Residency, Ripple of Love looks at water as a way to bridge people together and to create healing connections.

This is a visual storytelling activity that asks youth to think about the connections that they have in their lives who have made them feel special and contributed to the things they know and the person they are.

When you toss a stone into the water and you look at the ripple it creates, you see that it creates patterns that stretch out from the centre. We see these as circles of influence. The centre, where the ripple begins, is the individual. The circle that follows afterwards contains 5 close connections. The outer circle are for other connections that may not be someone who the individual interacts with daily, but are still people who they cherish and care about.

Materials

Digital: Can be done digitally using an online design software called Canva

- Google email
- Sign up for a [Canva free account](#)
- Link to the Ripple of Love Canva Template that can be shared with participants: [Template Link](#)

Physical: Could be printed on paper and then paired with magazines to do collaging.

- Print out of the Ripple of Love template
- Scissors
- Glue
- Youth-appropriate magazines
- pencil
- Steps - Ripple of love instructions

Images - Ripple of love image / Pic of the template



ACTIVITIES

Ripples of Love - Steps

STEP 1: RIPPLE NAME

A **Ripple Name** is like a superhero name, but there is a focus on the water. Start thinking about what is special about the water and the various symbols that it carries. So if thier name is Queen, your Ripple Name may be “Wave Runner.”

STEP 2: MAIN IMAGE

The circle above the Ripple Name is for the youth to place an image that represents them. We’re asking them to think about qualities about themselves or things that they like. Queen may place a crown as her middle image.

STEP 3: INNER RIPPLE

Think about their inner ripple. Who are the people who have left a great impact on their lives and that they enjoy being around. People who have taught them things, make them laugh or that they have a lot of fun with. For these images the youth will be asked to think about things that represent each of these people. So maybe they want to add their grandma because they always bake cookies with them, so then they would search for an image of a cookie to drag into the circle and replace the text that says “who is this?” to “Grandma”.

STEP 4: OUTER RIPPLE

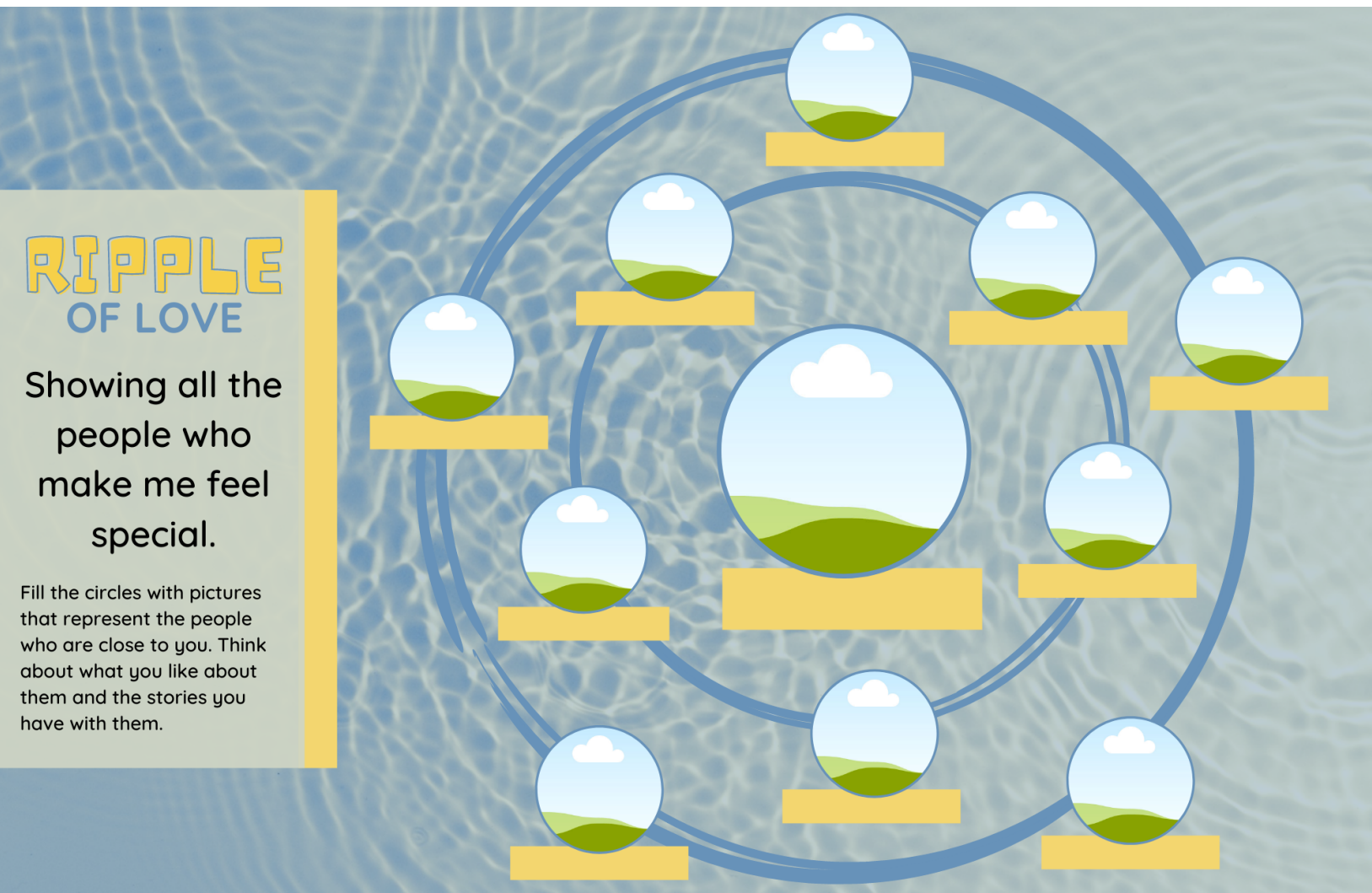
The outer ripple will be for people who may not be as close, but are still special to the youth. Perhaps a teacher, or a friend at a dance class, or their soccer coach. Once again, the youth will be asked to think about images that represent these people and type out their names.

STEP 5: SHARING

The last part of this activity will be to get the youth to share some of their Ripple of Love designs. Ask them to talk about some of the pictures they chose and what stories come to mind when they think about the people they put on their design.

ACTIVITIES

Printable Templates



The original Ripple of Love Activity is for an 11 by 17 inch sheet of paper

- 11 by 17 inch printable template - [available here](#)
- 8.5 by 11 printable template - [available here](#)

Assistance with facilitation

- If you would like BSAM Canada to facilitate the Ripple of Love Workshop, please email: info@bsamcanada.ca

ACTIVITIES

Bundles of Gifts

This activity allows participants to understand how and why they may bring their gifts (skills, talents, wisdom, energy, resources, passions) to their community. The group reviews how the characters from *Rahyne* shared their gifts with each other. Participants each create a bundle containing symbols of the gifts they carry

STEP 1: THE FILM

Watch the *Rahyne* film together. Identify and discuss as a group the gifts each character from the film brings to their community. This includes the characters who seem to bring a negative energy.

STEP 2: REFLECTION

Give participants quiet time to identify their own gifts

STEP 3: THE BUNDLE

Participants each create a "bundle" - a container, piece of fabric, a drawing, that holds symbols of their gifts

STEP 4: SHARE

Participants share their bundles with one another; describing what they have discovered about the role of their own gifts in their family or community



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