



Facilitator handbook 1

Getting started

Psychosocial Centre

 International Federation
of Red Cross and Red Crescent Societies

 Save the Children

Facilitator handbook 1: Getting started

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The Children's Resilience Programme, available as a resource kit in English and French, comprises:

Booklet 1: Understanding children's wellbeing,
Booklet 2: Programme manager's handbook,
Facilitator handbook 1: Getting started,
Facilitator handbook 2: Workshop tracks.

The resource kit is available online on www.ifrc.org/psychosocial and www.savethechildren.dk

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THE CHILDREN'S RESILIENCE PROGRAMME
Psychosocial support in and out of schools

Facilitator handbook 1

Getting started

Foreword

It is with pleasure that we present this resource kit for planning and implementing children's resilience programmes. This material has been developed through cooperation between the International Federation of Red Cross Red Crescent Societies and Save the Children. It builds on our experiences with psychosocial support and child protection in emergencies, and draws on lessons learnt from both organizations as well as from local and international partners and UN agencies. With this material we aim to contribute to the on-going effort to deliver quality programmes for and with children, to create lasting change and improve the lives of children and their caregivers.

We acknowledge the tremendous assistance we have received in developing this programme and hope it will be a useful resource in strengthening children's wellbeing worldwide.



Nana Wiedemann
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The children's resilience programme: psychosocial support in and out of schools



Introduction to the programme and resource kit

'The children's resilience programme: psychosocial support in and out of schools' is a joint initiative of Save the Children and the Reference Centre for Psychosocial Support of the International Federation of Red Cross and Red Crescent Societies (the PS Centre). The aim of the programme is to enhance the psychosocial wellbeing and protection of children.

The programme recognizes the key role of parents and other caregivers, teachers and community providers and seeks to equip them in the care and protection of the children in their communities. During crisis events and in the longer term, schools and other children's programmes (such as child friendly spaces, children's clubs, youth clubs) become important sources of stability and care. Children's resilience programmes can be run in schools or in other community-based groups and can be integrated into the classroom curriculum or conducted as activities outside the classroom.



A resource kit has been developed to guide the implementation of children's resilience programmes. The resource kit has four printed books:

For everyone

'**Understanding children's wellbeing**' provides an introduction to psychosocial support, child protection and children's reactions to difficult events. It is written for the people likely to be involved in a children's resilience programme, including programme managers, field coordinators and facilitators, volunteers, teachers, parents and caregivers.



For programme managers

'**The programme manager's handbook**' guides programme managers on how to plan, implement and evaluate children's resilience programmes.



For programme managers, field coordinators and facilitators

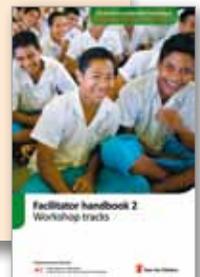
'**Facilitator handbook 1: Getting started**' consists of:

- an introduction to the children's resilience programme
- an introduction to workshops and meetings
- the first 5 workshops for the children
- additional workshops
 - three optional that can be added at any point: Learning to listen, Something about me, Working together
 - two options to use to end a workshop track
- the guide for meetings with parents.



'**Facilitator handbook 2: Workshop tracks**' consists of four workshop tracks that are concerned with:

- protection against abuse and exploitation
- children affected by armed conflict
- children affected by disaster
- children affected by HIV or AIDS.



The facilitator handbooks have been developed for facilitators, field coordinators and programme managers of the children's resilience programme. However, other people involved in implementing the programme will also benefit from familiarising themselves with these materials.

Electronic materials

The resource kit also includes a USB stick that has:

- electronic versions of the four printed books
- worksheets and educational cards for specific activities
- an activity bank with all the activities in the workshop tracks, additional activities and a guide on how to use the activity bank with a template for a workshop
- a guide for training facilitators and field coordinators which orients participants on the children's resilience programme, explains psychosocial support and child protection, and provides opportunities to practice facilitating the children's workshops and meetings with parents and caregivers
- annexes for the programme manager's handbook
- a library for additional reading.

Adaptability

The resource kit for the children's resilience programme is a flexible tool that has been developed for a wide variety of different situations. Experienced facilitators can also design their own workshop tracks by selecting activities from the activity bank. The activities presented in this booklet do not require expensive or unusual materials. If activities are emotionally challenging, extra time may be needed to follow up with the children.

Best practices

Save the Children and the PS Centre are involved in the psychosocial support of children across the world, and the resource kit presenting the children's resilience programme combines approaches, intervention strategies and expertise developed in both organizations.

The activities suggested have been carefully selected and are based on the best practice of a number of organizations with worldwide experience in helping improve the lives of children. We wish to extend our heartfelt gratitude to all the organizations that have kindly made their manuals and materials available for this purpose. Please see a list of the organizations at the back of this handbook.

Psychosocial Centre

 International Federation
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 Save the Children



Jakob Dall / Danish Red Cross

Strengthening children's resilience

Children exposed to the effects of abuse and exploitation, disaster, armed conflict and HIV or AIDS are especially in need of care and protection for their psychosocial wellbeing. Many have lost close family members and experienced extreme deprivation; some children may have witnessed atrocities and many have suffered overwhelming grief. However, studies indicate that children and their families can be resilient, even in the face of very difficult circumstances.

The children's resilience programme takes a holistic approach, based on the principle that long-lasting, effective improvement in children's lives can only be achieved with the full participation of children, their parents or caregivers and others within the communities in which they live. The acute impact of crisis events and the more protracted effects of poverty and deprivation all take their toll on children and families and communities and cause disruption at an individual and community-wide level. Systems that protect children's wellbeing are affected, but it is these systems that remain crucial to the recovery of children in the long term.

The activities of the children's resilience programme are summarised below in the different programme phases:

Pre-planning

PHASE
0

- Identify target groups
- Assess children's challenges and needs
- Establish partnerships
- Identify opportunities for programme implementation

Planning

PHASE
1

- Conduct detailed assessments
- Design project
- Recruit staff
- Identify interventions
- Orient community on programme
- Procure materials
- Develop monitoring and supervision tools
- Identify existing or establish new referral systems

Implementation

PHASE
2

- Capacity building of staff
- Workshop activities with children
- Meetings with parents and caregivers
- Community activities
- Ongoing supervision and monitoring
- Initial considerations of exit strategy

Evaluation

PHASE
3

- Mid-term evaluation (during implementation)
- Final evaluation
- Programme exit (with possible handover)

Running children's workshops and parent and caregiver meetings



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Introduction

This section provides guidance for facilitators on the children's workshops series and on the parent and caregiver meetings. It has three sections:

Section A provides an overview of the children's workshops. It also explains how the facilitator can use the activity bank on the USB stick.

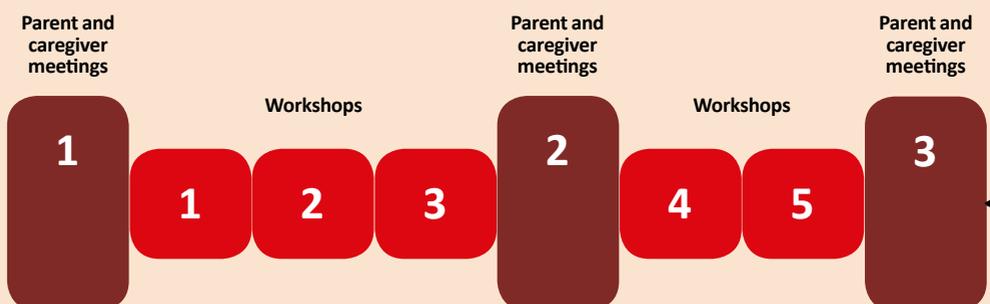
Section B provides an overview of the four suggested meetings with parents and caregivers of the children participating in the workshops.

Section C explains what workshops are, who they are aimed at and highlights some important points around informed consent and considerations of venues and timing of workshops. This section also describes participatory methods used in these workshop series and includes a list of do's and don'ts in relation to working with children. The section closes with pointers on what to consider when choosing activities for a workshop.

The children's resilience programme always begins with an introductory meeting with parents and caregivers. This takes place before the children's workshops start. Then, once children's workshops 1, 2 and 3 have been held, a second meeting with parents and caregivers is arranged, followed by children's workshops 4 and 5.

At this point facilitators have a number of options. They can choose to run one of the four pre-planned workshop tracks, or create their own track, using resources from the activity bank. There are also two options for closing the workshop tracks, one focusing more on individuals and the other on the community.

The final two meetings with parents and caregivers follow the sequencing of the children's workshops. The last meeting with parents and caregivers, for example, is timed to take place before the last children's workshop. Full details are in section B.



Goals of psychosocial interventions

When planning and implementing the children's workshops and the meetings with parents and caregivers, it is important to keep the overall goals of the children's resilience programme in mind.

The ultimate goal will always be to improve and strengthen the psychosocial wellbeing of the children. This means helping the children to:

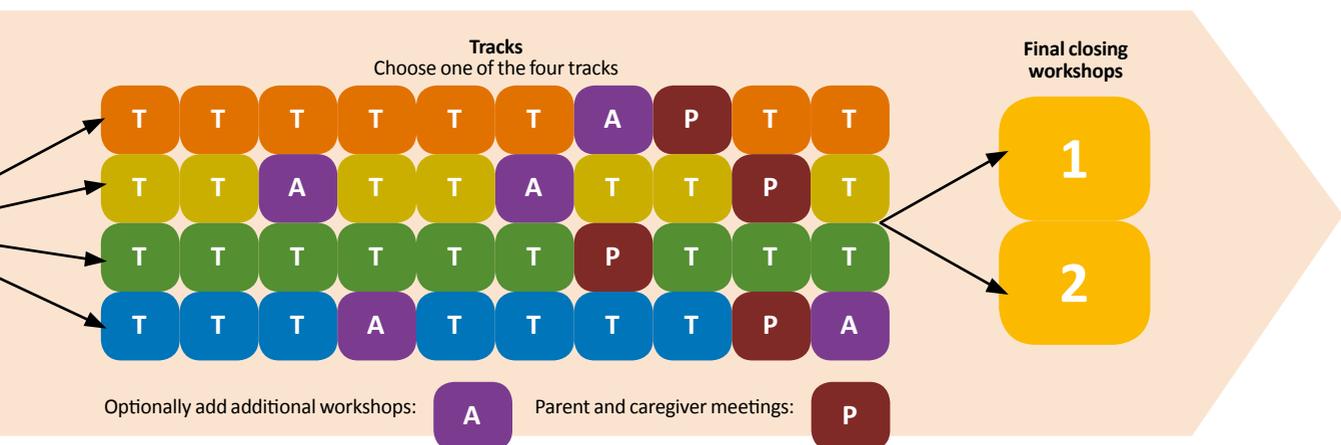
- resume normal, routine activities in the aftermath of or even during crisis situations
- experience less stress
- be physically and emotionally strong and healthy
- be playful and happy
- feel good about themselves and confident in their own abilities
- make good and safe choices
- be more social
- trust others and feel comfortable about sharing feelings
- seek help from other peers and adults
- cope better with everyday challenges
- solve problems without violence.

The workshops in this resource kit have been designed to help the facilitators to:

- get to know the children better
- identify what issues are challenging the targeted group of children
- help children cope with psychosocial issues and challenges
- identify children who are at risk and need special support
- facilitate children's initiative-taking and active participation
- encourage peer support.

The meetings with the parents and caregivers have been designed to:

- raise awareness and understanding of psychosocial and protective needs of children
- explore needs and resources in the local community that impact children's wellbeing
- explore ways to strengthen community mechanisms to protect children
- enable parents and caregivers to identify children who have problems
- provide the parents and caregivers with skills to help children who react to difficult experiences.



Children's workshops

SECTION

A

Workshops should be designed and planned according to the specific context the children live in and the difficulties they are facing. Programme managers and facilitators, together with the rest of the children's community (children, parents, caregivers and other community members), should decide together what the children's workshops will focus on, once the needs and resources in the community have been identified.

The children's workshops in this resource kit all contain:

- Introductory activities to make the children feel comfortable and relaxed
- Central activities that focus on issues commonly faced by the specific group of children targeted
- Energizers
- A closing activity that signals the end of the workshop
- An evaluation activity that gives the children the opportunity to reflect and give feedback to the facilitator.

There are different types of workshops:

Introductory workshops 1-5

These workshops are in this handbook. They focus on establishing a trusting and comfortable environment, where the children feel safe and secure to share and work together on the challenging issues they are facing.

These workshops are generic and can be used in any setting and have not been tailored for children who are facing any specific challenge.

There are two options to choose from when running workshops 4 and 5. Workshops 4A and 5A include activities that raise awareness and encourage a discussion of children's rights. Workshops 4B and 5B focus on children's needs instead of rights.

In some countries it is inappropriate to raise awareness of children's rights, especially if it is a context where many children's rights are not being met and their parents and caregivers are not in a position to change this situation. Raising awareness of rights that are unfulfilled carries the risk of making parents and caregivers feel inadequate and frustrated, and this may have negative repercussions for their relationships with their children.

In this case, it is important that the facilitator runs the workshops that focus on children's needs instead. These workshops aim to raise awareness on what children need to be healthy and strong, how they can help each other achieve this, what support they can get from their community and what their own responsibilities are to keep healthy and strong.

Workshop 1: Getting acquainted

The first workshop is mainly for the children to get to know each other and to learn about the aims of the workshops and why they have been invited to participate. In this first workshop they agree on ground rules for the workshop space.

Workshop 2: My life

In the second workshop the children are encouraged to reflect on how they define themselves and what roles they play in their own lives and in the lives of others. They also explore what support systems they have in their lives.

Workshop 3: Our community

The third workshop gives the children the opportunity to explore and discuss their community. They have to draw a map of their community together, and discuss both the positive resources and the problems that they know of in the community.



In workshop 2 the children are asked to think about their lives and who they get support from.

Jakob Dall/Danish Red Cross

Workshop 4A: Children's rights

This workshop is about children's rights. The aims of the workshop are to raise awareness on what rights are and for the children to explore what rights are being fulfilled in their community.

Workshop 4B: Children's needs

This workshop is about children's needs. It aims to raise awareness on what children need in order to experience overall health and psychosocial wellbeing. It explores how and whether children's needs are being met in their community.

Workshop 5A: Children in our community – children's rights

This workshop continues to raise awareness and stimulate discussion on children's rights and what children's responsibilities are regarding the rights that are being fulfilled.

Workshop 5B: Children in our community – children's needs

This workshop continues to raise awareness and stimulate discussion on children's needs.

Workshop tracks

Facilitator handbook 2 has four workshop tracks that have been tailored to the specific challenges children in such situations often face. These workshops also promote the development of individual and group strengths and skills that will contribute to the improvement of psychosocial wellbeing.

Track 1: Protection against abuse and exploitation

Track 2: Children affected by armed conflict

Track 3: Children affected by disaster

Track 4: Children affected by HIV or AIDS

There are 10 tailored workshops in tracks 1 - 3 and there are 15 tailored workshops in track 4.

Each track starts with an overview sheet that lists the workshops and states their themes. More detailed workshop overviews, with activities and resources lists, are in the 'Workshop overviews' folder on the USB stick.

Additional workshops

There are three optional additional workshops, and two versions of a final workshop, which are also found in this handbook.

Workshops A - C can be used as optional extras if time and resources permit. They can also be used to substitute for any workshop in the series, where the suggested workshop seems inappropriate or irrelevant to the context. They are freestanding and can be used in any order:

Workshop A: Learning to listen. This workshop encourages respect and promotes good communication between participants.

Workshop B: Something about me. This workshop encourages each participant to recognize and feel proud of the good qualities in themselves.

Workshop C: Working together. This workshop focuses on group cooperation and collaboration, promoting tolerance of different opinions and good communication.

Workshops F1 and F2 are alternative final workshops and serve as the last workshops for all four tracks. The facilitator should choose one of these two workshops:

Workshop F1: My future. This workshop focuses more on the individual child, encouraging him or her to think about their future and what they dream of doing.

Workshop F2: Our future. This workshop focuses on how the children can help to make their community a better place, and considers what realistic opportunities there are for children to participate in community improvement activities.

Activity bank

The activity bank, found on the USB stick, contains all the activities that are used in the workshop series, as well as additional activities that have not been used.

The activity bank can be used in several ways. Facilitators can develop their own workshops entirely, by selecting all the activities from the activity bank. Alternatively activities in the workshop tracks can be replaced with more appropriate ones from the activity bank, where necessary.

The activity bank also includes a workshop template. The template (with instructions for how to choose activities) helps guide facilitators in developing their own workshops.

Take care when substituting workshops and/or activities

It is recommended that the workshops be facilitated in the order they are presented, especially in the set of first five workshops and in the pre-planned tracks. Some of the workshops are specifically designed to follow one another. This is either because two workshop sessions may be needed to complete an activity, or because the outcome of one activity is used in a later activity. This is clearly marked in the activity descriptions.

Parent and caregiver meetings

SECTION

B

The guide to meetings with parents and caregivers, also found in this handbook, presents four meetings that should be held with parents and caregivers as part of the children's resilience programme. The contents of these meetings are briefly described below, with an indication of when these meetings should be held.

Please note there are two versions of the second meeting. Meeting 2A is related to the children's introductory workshops that focus on children's rights. Meeting 2B is related to the introductory workshops that focus on children's needs.

Meeting 1: Introduction to the programme – hold before the children's workshops begin

During this meeting parents and caregivers receive essential information about the aim of the programme and the workshops that are planned for the children, together with practical information about when and where the workshops will be held.

The parents and caregivers will be asked to sign a consent form giving permission for the children to participate in the workshops. It is therefore very important that this meeting is held before the first workshop with the children.

Meeting 2A: Psychosocial wellbeing and children's rights and responsibilities

– hold before children's workshops 4A and 5A

This meeting includes discussion of children's wellbeing and their rights and responsibilities. During this meeting the parents and caregivers are also informed that the children will also be engaging in discussions and activities on this topic in their workshops. This meeting should therefore be held before the children participate in workshops 4 and 5, the workshops that include a focus on rights and responsibilities.

Rights can sometimes be a sensitive topic to discuss, particularly in countries and communities where it is difficult, or near impossible, to protect and ensure many of children's rights. Parents and caregivers may feel a sense of inadequacy and frustration when they discuss which children's rights are not fulfilled. They may also feel threatened or angry if their children come home and start talking about their rights and, especially if they have increased awareness that their rights are not being fulfilled.

The staff and facilitators of the children's workshops should evaluate if it is appropriate to hold workshops with the children and meetings with the adults, on the topic of rights and responsibilities. If this is NOT appropriate, and it risks doing more harm than good, the facilitator should choose Parent and caregiver meeting 2B: Psychosocial well-being and what children need to be healthy and strong, and the children should participate in workshops 4 and 5 which focus on their needs instead of on rights.

Meeting 2B: Psychosocial wellbeing and what children need to be healthy and strong – hold before children's workshops 4B and 5B

This meeting includes discussion of what children need to be healthy and strong. During this meeting the parents and caregivers are also informed that the children engage in discussions and activities on this topic in their workshops. This meeting should therefore be held before the children participate in workshops 4B and 5B, the workshops that include children's needs to be healthy and strong.



Christian Holst/Getty Images for Save the Children

Parents and caregivers are invited to discuss what kinds of problems and protection needs the children in their community are facing.

Meeting 3: Children's reactions and emotions – hold after children's workshop 5

During this meeting, parents and caregivers discuss what problems the children are facing in their own community. They also discuss the kinds of behaviour they may have observed in their community in reaction to the problems children are experiencing. In Annex 3, which is on the USB stick, includes tips for helping children with some of the behaviours that are common to children who had or are still having difficult experiences.

Meeting 4: Protecting children from harm – hold before the end of the children's workshop series

In the last meeting, parents and caregivers are encouraged to examine what harm children potentially face in their community. They are also invited to explore what strengths children need to protect themselves, and how parents and caregivers can support children in developing these strengths. Finally, they discuss what role the parents and caregivers can play in protecting children from harm and what they can do to make their homes and community a safe environment.

Running workshops

SECTION

C

What is a workshop?

A workshop is a series of planned activities that are run with a specific group of people. A workshop typically has one or more facilitators who have planned and prepared the activities that will be used in each workshop. The children for whom the workshop is planned are the workshop participants.

Facilitators

Facilitators have the responsibility for planning and guiding the workshops. In psychosocial support in schools, it is typically teachers that plan and facilitate the workshops with the children, sometimes with volunteers or staff from the supporting organization. Sometimes teachers will facilitate these workshops on their own. In other settings, facilitators may be volunteers, youth mentors or other people that work with the children on a routine basis.

A good facilitator

- Prepares well for every workshop
- Trusts and believes in the abilities and capabilities of the children
- Listens to understand, not to evaluate or challenge what is being said
- Manages group processes
- Takes responsibility for good communication amongst children
- Is sensitive to unexpressed feelings
- Protects minority points of view
- Keeps the discussion moving
- Limits their own contributions to make more time for others' participation
- Avoids evaluating or judging children' ideas
- Does not make decisions for the children, but allows them to make their own decisions
- Empathizes with the children
- Listens carefully without interrupting
- Is aware of appropriate language, posture, gestures and facial expressions
- Is prepared to take part in all activities if needed
- Is flexible and responsive, adapting activities when needed
- Enjoys facilitating activities with children and has fun doing it!

It is important that facilitators are very well prepared for each workshop and feel comfortable about the planned activities.

In many cultures both children and adults feel more comfortable in workshop or meeting settings if their facilitator is of the same gender as them. If it is possible to have both a female and male facilitator, same-gender group work may make the children feel more able to share personal experiences.

Participants

The most successful workshops are specifically designed to suit the characteristics, capabilities and needs of the participants. Try to use natural groupings for workshops, such as children

from the same class, or age group. Get to know who the participants will be before planning the workshop, so that the activities are appropriate for their ages, gender, social and cultural practices. These materials have been designed for children aged 10 and older.

Make sure that non-discriminatory and all-inclusive methods are used to choose participants. This means that when a natural grouping of children is invited to participate in workshops, such as a class in a school or a group of

children living in a particular village or area, there should be no reason to exclude any particular child in the chosen target group. This means, for example, if a certain class is invited, a single child in that class should not be excluded because of a physical disability. If there are children who need assistance, make sure this is available.

The number of participants should not be too small or too big. A good number for the workshops here is between 10 and 25. However, they can also be run with a larger group of children, as is often the case in emergency or crisis situations. This will mean however that the facilitator may have to adapt the activities to suit a larger number, or plan to make smaller sub-groups.

The ideal adult-to-child ratio is recommended as one adult for 6 to 8 children. However, this is often not realistic with limited human resources and large numbers of children. This should not deter organizations from running of the workshops, but again means the facilitators have to be prepared to adapt activities or make sub-groups so that all the children are able to participate fully in the workshops.

Involving the children

Make sure that the workshops and the issues raised in the workshops are relevant to the children so that they want to be involved. Use the children's own ideas and initiatives for new activities and themes in subsequent workshops. This is a good way to motivate their participation and to make them feel that they are being taken seriously.

Informed consent

It is essential to get permission from parents or caregivers and from the children themselves to participate in the workshop. Careful explanations of what the workshops will involve and why they are being held should be given to both parents and caregivers and children. The parents or caregivers should be asked to sign informed consent forms in an orientation meeting about the workshops. See Annexes 1 and 2 for an example of a consent form.



Use all-inclusive and non-discriminatory methods to choose the participants for children's workshops.

Chris Steele-Perkins/ Magnum for Save the Children



Erdem Coplen/ Turkish Red Crescent

Get to know the children you are working with so you know what interests them and what challenges they are facing.

Respect different opinions

Remember that different opinions and views are good and stimulate learning. Do not get drawn into arguments. Rather encourage the children to debate issues and accept different viewpoints. For example, when someone expresses an opinion that is controversial, you can encourage debate and discussion by saying “That is an interesting point. Are there other opinions on this matter? Remember, there are no right or wrong answers when we discuss opinions.”

Workshop preparations

Goals and expectations

It is important for workshop participants to understand what the goal of the workshop is, and for them to have an opportunity to share what their expectations of participating in the workshop are. This gives the workshop facilitator an indication of whether the children have understood why they are there, and what they will be doing. In the introductory workshop in this resource kit, the children are provided with an overview of the themes they will be working with in the following workshops, and given the opportunity to ask any questions they may have.

Dates and times

Deciding when to run a workshop depends on a number of factors:

Available time: How busy are the children and facilitators with other activities and commitments in their usual daily schedules? When do they have time for workshop activities? Once a week? Twice a week?

Children who are in school: Is it possible to hold the workshops during school-time or will it be an extra school activity that has to be held after regular school hours?

Children who are out of school: Are children gathered in a common place at a regular time? How is it possible to facilitate this?

Project period commitment: Is the workshop supposed to be held within a certain time period that has been set by an external organization?

Remember to plan the workshop so that it does not interfere with school exams, and if it runs into school vacation time, make sure this is accounted for in the planning.

Venue

Children and young people will adjust to most situations. However, privacy and noise are primary concerns. Children, just like adults, are conscious of being observed. It is best to hold the workshops in a private space, where there is enough room for group activities and for the children to form circles for group discussions. If an enclosed space, like a classroom, is not available, create a physical boundary that marks the workshop space. It is possible to hold most, if not all, the workshop activities described in the open, for example, under a shady tree. Set up mats or chairs in a circle at the beginning of every workshop to create a sense of continuity and safety for the children. If possible, have access to water and hand towels and begin and end every workshop with washing hands.

Breaks and refreshments

Every workshop should include breaks and games or energizers. If possible, provide snacks and refreshments in every workshop. Many children may not have eaten much before coming to the workshop, so juice or some other refreshment is a good way to start a workshop. Also make drinking water available throughout the workshop.



Children's resilience programme workshops can be held in any safe space where the children feel comfortable and secure.

DO's and DON'Ts when working with children

DO

- Treat children with respect and recognize them as individuals in their own right.
- Listen to children, value their views and take them seriously.
- Ask for permission from the children, their parents or caregivers, and school management before taking any photos or videos of the children. If permission is granted, ensure all images of the children are respectful, that the children are adequately clothed and that sexually suggestive poses are avoided.
- Be aware that physically handling a child, perhaps to offer comfort, can be misconstrued by observers or by the child.
- Keep the two adult rule – make sure there are always two adults present when working with children, and stay visible to others whenever possible.
- Empower children by promoting children's rights and raising awareness.
- Discuss issues of concern with children and explain how to raise concerns.
- Organize awareness workshops with children and adults to define what acceptable and unacceptable behaviour is.
- Identify and avoid compromising or vulnerable situations that might lead to accusations.
- Speak out if you are suspicious of another person's actions or behaviour with children.
- Know who you can speak to in your workplace if you want to discuss or report suspected or known abuse.

DON'T

- If children are discussing one topic, do not give them another topic to discuss at the same time.
- Work with children if this may expose them to risk or danger – always work on the basis of the children's best interests.
- Force children to participate – participation should be voluntary. Try to encourage children who are not participating to participate more.
- Direct children by giving them hints – let them speak freely without imposing your views.
- Put yourself in a position where your actions or intentions with children can be questioned.
- Use any form of physical punishment, including hitting, physical assault or physical abuse.
- Shame, humiliate, belittle or degrade children or engage in emotional abuse.

Adapted from Terres des Hommes (2008) *Child Protection Psychosocial Training Manual* and Save the Children (2007) *Child-Led Disaster Risk Reduction: A Practical Guide*.

Choosing activities

Deciding which activities to include depends on:

Children's psychosocial needs: the activities should be carefully chosen to address the issues that are challenging the children.

Children's resources and capabilities: the activities chosen must be suitable for the specific ages and capabilities of the children.

Appropriate to culture and social norms: the activities should be appropriate and acceptable in the children's daily cultural and social environment. For example, in some cultures it is inappropriate that boys and girls participate in activities together where they have close physical contact.

Children's best interests: All activities that are held with the children should be in their best interest. If there is a risk of negative repercussions as a result of any activity, then that activity should be left out or replaced with another more appropriate activity.

Flexibility

Working with emotional and social issues can lead to unpredictable outcomes. Sometimes activities can stir unexpected reactions from some children, or activities do not engage the children as expected. Facilitators of psychosocial workshops need to be attentive and responsive to the reactions of the children, and they need to be flexible to adapt the workshop according to the children's reactions. This includes:

Flexibility during a workshop

If an activity takes longer than expected, or it leads to unexpected reactions from the children, the facilitator should be flexible and adapt the rest of the activities that day to make sure that the children are neither rushed nor left with difficult emotions that are not attended to. It is better to do one activity well than to do many activities poorly.



Jensen Walker / Getty Images for Save the Children

At times, it may be appropriate to the children's needs to break into smaller groups.

Flexibility enables facilitators to make adjustments so that children who are struggling with difficult emotions are given the necessary care and support to cope with these feelings.

Flexibility in planning the subsequent workshops

Facilitators are often very ambitious about the number and range of activities that can be done in one workshop. In a workshop series, it is important to be vigilant about any issues challenging the children. Facilitators have to be flexible and ready to adapt activities to meet the children's needs. This does NOT mean that workshop facilitators should not plan ahead. But they should be careful not to engage children in activities that are irrelevant, just because they had spent a lot of time and effort planning those activities beforehand.

Materials

The facilitator should make a complete list of all materials that will be needed in the workshops. These materials should be put together beforehand to make sure they are available at all workshops. Include a binder for each child's papers and drawings. Keep them safe during the workshop series, and then give them to the children to take home with them at the end.

Evaluations

Make sure there is time at the end of every workshop to evaluate how the session went and to receive feedback on what went well and what did not. This gives important information that is needed for planning the next workshop. It is also an important tool for the facilitator in assessing their work and if they are achieving the goals of the workshop. Evaluation can either be done verbally in an informal discussion or written. Written evaluations are sometimes more useful as they can be done anonymously. This encourages honesty about what is not working well, which may otherwise not be said verbally for fear of hurting the facilitator's feelings.

In the workshop tracks in Facilitator handbook 2, each workshop ends with an evaluation using smiley faces. There are other examples of evaluations in the activity bank.

Workshop techniques

The aims of the activities in the workshops are to promote individual strengths known to be important aspects of psychosocial wellbeing, such as self-esteem, self-confidence, self-efficacy, and self-perception. They also aim to strengthen social interaction and peer support by encouraging good communication, group collaboration, mutual trust and understanding and tolerance of differences.

Each workshop is a mixture of carefully selected activities that intend to:

- Relax the children and make them feel comfortable being together;
- Give them an opportunity to play and have fun together;
- Encourage sharing of experiences and feelings;
- Provide the children with tools and knowledge that can help them cope with difficult experiences;
- Promote trust and group collaboration and cooperation

To promote the development of personal and interactive skills and strengths, the activities presented use a variety of participatory learning techniques, which are briefly described below:

Demonstration: This technique is used to explain as clearly as possible what the children are expected to do in a given task or activity. It may be done verbally or physically (for example in showing how to do certain movements or actions). Examples of verbal instructions are indicated by the icon 

Energizers: These are fun activities that are used to make children comfortable about being in the same space together. They are often used at the beginning of a workshop to give children a chance to get to know each other better; or when children seem to be getting a little tired and need to get up and move around; or as a neutralizer after an activity that may have been emotionally challenging. Energizers are usually short – around 10 minutes or so – and can be incorporated as extra activities throughout a workshop. They can be planned and also added if the facilitator sees the need for them. It is good practice to ask the children to suggest energizers, and ask them to explain and instruct the other children on what to do.

Songs and jingles: Songs and jingles are especially good to use in workshops with children, as most children love to sing. Local songs and jingles usually hold specific cultural or historical value, and can be used either for discussing specific topics, or simply to make the children feel comfortable and 'at home' in the workshop setting. Many songs and jingles can be accompanied by dance or movement and work well as energizers or ice-breakers. Children often like to suggest songs or jingles they know and like.

Games: Games are structured activities where two or more children play according to a set of rules. Games are both entertaining and educational. They can be used to stimulate specific group dynamics, such as trust and a sense of togetherness. They are also often used to encourage positive competition and cooperation. As with songs and jingles, most cultures have traditional games that can be used in workshops to help children feel at ease, as they are familiar with games from their homes or childhood. Games can also be incorporated in a workshop spontaneously if the facilitator senses the children need to have some fun – for example after an activity that raised difficult emotions. Many of the activities used in this resource kit may seem more like a game to the children, than a focused activity. This is good, because it encourages the children to relax and act naturally in the activity, and to not try to do what they think is expected of them.



Oliver Mathys / IFRC

It is good practice for the facilitator to demonstrate how to do the planned activity.

Brainstorm and buzz groups: Either in small groups or in the entire group, the children are asked to reflect and comment on a concept, idea or problem. Every response is acceptable. There are no right or wrong responses in a brainstorm and the more responses the better. The responses are written up on a board or flip chart where everyone can see them. The children are encouraged to keep giving ideas, without judging or commenting on each other's ideas. A brainstorm should not last too long, and time should always be given after the responses have been given, for the children to reflect on the outcome.

Rounds: This is a particularly useful technique of encouraging the participation of everyone in the group. The children are usually asked to sit or stand in a circle, and as you go round the circle, each child has a turn to share their experiences, feelings or opinions, or to do a certain action.

Discussion: This is a free flowing conversation that gives all of the children opportunities to express and listen to opinions and ideas of the group. The workshop facilitator does not take the leadership role, but is instead an equal participant in the discussion. When a discussion is held in a workshop environment, where the children have agreed to treat each other with respect and tolerance, a discussion can be a lively exchange of different and diverse ideas and opinions. It is a method of learning that stimulates the cognitive skills of analysis, synthesis and evaluation.

Problem solving: Giving a group of children a problem to solve together is a popular workshop method, as it enhances group interaction and cooperation. When left undisturbed to solve a problem, individual personalities and behaviours in a group setting are often magnified. For example, one person typically takes the role of leader, whilst another may be the one who writes notes, and another chooses to be the one who reports back to the bigger group.

Visioning: This is similar to brainstorming and problem solving, except the children are asked to imagine how something they know could be different in a positive way. For example, 'what kind of community would you like to live in when you grow up?'. It is an activity that can help to generate a common goal and a sense of hope. It gives the group something to move towards and encourages creative thinking and passion. It is a way of moving towards something positive, whilst problem solving moves away from something negative.

Role-play: Group members act out a relevant life situation as if it were happening at that time. The children may be given roles to play, or they may be able to choose a role to play, depending on the nature of the role-play activity. Sometimes the children are asked to play themselves in a role-play, but mostly they have to take on the role of someone else and imagine what that person would do and feel. Role-plays often include some form of conflict that the children have to work through, or depict a situation where there is a need for peer support.

Role-plays can help adults and children explore their attitudes towards themselves and others. They give people the opportunity to understand and feel empathy for other people's challenges and situations being faced. It can also give them practice in dealing with difficult situations, including conflict resolution and negotiation, as well as a wide range of other real life situations, thereby providing valuable life skills.

Role-plays should always be followed by a debriefing. This means that group members need to 'step out' of the roles they have been enacting. This should be followed by a period of reflection during which they talk about their feelings during the role-play and what they learned through the role-play. If any child seems upset or otherwise affected by a role-play, take some time to talk to the child individually, to make sure they are feeling good by the time the workshop is complete.

Case study: A case study can be made-up or real. It is a story or description of an incident or situation that has happened or may happen in the future. Case studies are very popular in workshops, as they stimulate reflection and discussion. They can be accompanied by specific questions or tasks that the children have to complete through their understanding and analysis of the case study.

Feedback: Giving and receiving feedback is an important part of social interaction and learning in a workshop. The children are often asked to give feedback on their own participation in activities and on how others performed, for example, in role-plays. Feedback is a critical reflection tool that can lead to important discussion amongst the children. Make sure that the children and facilitators give each other positive and constructive feedback that does not put anyone down or hurt their feelings. Encourage the children not to judge another's behaviour or try to interpret why someone else is as he/she is, or does what he/she does – but instead report back on how their behaviour or performance affected the person who is giving the feedback. When receiving feedback, encourage the children to try to learn from the feedback and to use it as a constructive and helpful tool.

Concentration exercises: These activities encourage the children to focus their attention and energy on what is happening in the workshop space, and to try to 'let go' of thoughts of other things that may distract them from the workshop.

Relaxation exercises: Similar to concentration exercises, relaxation exercises encourage the children to relax their bodies and minds, and to focus on being in the workshop space. Relaxation exercises can be used at any point in a workshop between other activities. They are typically used in the beginning as a concentration exercise, or to calm the children as the workshop ends.

In situations of crisis or emergency, adults and children may have strong reactions when they are given the opportunity to relax and feel their emotions. They may have been too busy reacting to and dealing with the chaos that typically accompanies such situations, and have not been aware of the strong feelings of sadness, grief, anger etc. that may then arise during moments of relaxation. If the children become overwhelmed by strong emotions during relaxation exercises, give them an opportunity to talk about this in the group, if they would like to. If they do not want to talk, move onto a physical activity or game that will distract them from the strong emotions, and make sure to follow up with them later to make sure they feel strong enough to leave the workshop space.

Parking board: In workshops with adults or children, it is a good idea to create a 'parking board'. This is a designated space, such as a wall, or if you are outside it could be a notebook.. Provide post-it notes or other small pieces of notepaper that can be pinned on the wall and a pen or pencil, or instruct the children to write in the notebook. Explain the purpose of this space in the first workshop and encourage the children to post any questions or comments they want to have addressed during the workshops. It is the respon-

sibility of the facilitator to make sure these questions or comments are addressed, either in a plenary with all the children, or with the individual person who left the question or comment.

The descriptions of workshop techniques are adapted from National Association of Child Care Workers The Way of the Peaceful Warrior and International HIVAIDS Alliance (2003) 100 ways to energise groups: games to use in workshops, meetings and the community.

Dealing with difficult emotions

This resource kit has been designed for working with adults and children whose psycho-social wellbeing is threatened because they are living in difficult circumstances. Such life experiences are likely to result in a mixture of intense and difficult emotions. The workshop activities are designed to be sensitive to the experiences and expression of such emotions. However, sensitivity does not mean that these emotions are ignored or discouraged, and there is a high probability that emotions such as anger, grief, sadness, confusion, guilt, etc. will be experienced and expressed during the course of the workshops. The facilitator needs to be prepared for such expressions of emotions, and able to adapt the workshop activities to deal with this. Here are some guidelines in facilitating the workshops in this context:

Give choices

Be sure everyone in the group knows ahead of time what will be discussed (whether about abuse and exploitation, conflict or disaster, or in relation to the HIV epidemic and its effects), and that some people may choose to share personal stories. Let them decide for themselves if they want to speak during the activities. Explain that if anyone becomes very upset when talking about or hearing about people's experiences, they may ask permission to leave the group for a few minutes and be alone. However, stress that you would prefer that they stay together as a group as much as possible, as they can provide support to each other.

Explaining confidentiality

 ***These workshops are going to be our personal and safe space. This means that when we are gathered here together, we treat each other with kindness, respect and with tolerance for different opinions. It also means you are allowed to share anything you want to, and no-one is going to share your personal and private matters outside this workshop. It is important that we all agree to this, because that will make us all feel safe and comfortable about sharing.***

At this point ask if everyone agrees on this. If anyone does not agree, continue discussing this issue and how important it is for everyone to agree, until everyone has agreed.

 ***The only exception to this is if any of you share that you are being hurt or abused by someone. It is my responsibility as a caring adult, to help you be safe and help to protect you from harm. If I learn that someone is hurting you, I will do everything I can to help you and to prevent this from ever happening again.***

There may be times when you feel uncomfortable about sharing something very personal in the group. You do not have to do this if you don't want to. But, if you would like to talk to me about something alone, you always have the opportunity to do this. Just ask me and we will arrange a time to talk alone.

Respect each other's private information

Let the children know at the start that these workshops are a safe space, where they are encouraged to share anything they want to. Take some time in the first workshop you hold with the children and explain that the workshops are safe space and you respect confidentiality. You can use the following example to guide this discussion:

Respond to personal stories

Don't force anyone to share personal experiences if they don't want to. This can feel like an intrusion on personal boundaries and be very uncomfortable. When children choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. If they express strong emotions, just try to reflect those back. For example, "I can see that this has been a very difficult experience for you."

Some facilitators worry that if children talk about their experiences, the children will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share. They can get support from the group. Due to the sensitive nature of experiences of abuse and/or exploitation, for example, if any children do share stories of their personal experiences, do not ask them probing questions or ask them for details in front of the big group of children. Instead, follow up with a private conversation with the child at an appropriate time. Also, remember and respect that in some cultures it is inappropriate to encourage the display of painful emotions in public.

Hearing others' stories

Some children will feel sad when they hear others' stories. Remember, it is normal to feel sad, or even cry, when you hear these stories. Reflect back those feelings in a way that doesn't make the person feel ashamed. For example, "Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way."



Susan Warner/Save the children

After talking about sensitive topics, it is a good idea to do a fun activity with the children.

Change the mood

After talking about difficult experiences, it is a good idea to do an activity that helps change the mood of the group. After each activity on sensitive issues, there are suggestions for energizers and activities to get the children moving and laughing. Taking a break or playing some music that children can move to can also help with letting go of strong feelings.

Support to parents and caregivers

Experiencing a crisis is distressing for children and for their parents or caregivers as well. Children look to the close adults in their life for how to react and behave. It is important to acknowledge and understand that in these kinds of circumstances, parents and caregivers need support too.

Take care of yourself

Talking about difficult experiences with the children can also bring up strong feelings for facilitators. This is nothing to be ashamed of. But you need to be sure that you take care of yourself. If it is possible, try to work with at least one other facilitator so that you can take turns leading the group, and take a break if you need it. Ask your co-facilitator to help you plan workshops that are safe for everyone. After a workshop or activity session, talk about it with the other co-facilitators and with programme managers, or with others whom you trust. Discuss any problems that come up, and any feelings that you need to share.



Thomas Bertelsen / Danish Red Cross

Parents and caregivers also need care and support.

Workshops 1-5



Introduction

The first five workshops are used to introduce the four workshop tracks in Facilitator handbook 2. Please bear in mind the alternative workshop options for workshops 4 and 5. Workshops 4a and 5a focus on children's rights and responsibilities, and workshops 4b and 5b focus on children's needs.

Workshop 1: Getting acquainted	
Workshop 2: My life	
Workshop 3: Our community	
Workshop 4a: Children's rights	Workshop 4b: Children's needs
Workshop 5a: Children in our community – children's rights	Workshop 5b: Children in our community – children's needs

Opening and closing each workshop

Symbols

 Aim of activity	 Facilitator notes
 Resources needed	 Facilitator speaks
 Estimated minutes needed	 Question to the children

Use the same routines to open and close each workshop. This will help the children feel comfortable and will build trust between you and the group. Use the outlines here every time you do the following activities:

- the recap, feedback and introduction
- our song
- the workshop evaluation.

Outline 1 Recap, feedback and introduction



To recap on the last workshop, give feedback on evaluation and introduce the aim of today's workshop.

1. Ask a volunteer to recap what you did together in the last workshop. If he or she does not remember all the activities, ask others to help until all the activities have been mentioned.
2. Give the children feedback on their evaluations from last time. Use this opportunity to discuss any activities that the children did not like. Note these in your monitoring notes.

Praise the children and remind them how important it is that they give honest evaluations, highlighting that it helps you to plan workshops that meet their needs.

3. Introduce the aim of the workshop (see script in each workshop).
4. Answer any questions and then begin the workshop.

Outline 2 Our song



To sing a song that all children are familiar with and that encourages a sense of belonging and cultural pride.

1. Ask the children to stand up, and ask them to sing the song they chose at the end of the last workshop.
2. They can either sing the song like last time or use some of the ideas given in workshop 1 to vary how the song is sung.

Outline 3 Workshop evaluation



To evaluate the workshop.



Small pieces of paper and writing materials and flipchart with smiley faces.

 **Collect the evaluations and keep them for monitoring purposes, and to evaluate if changes or adaptations are needed to activities that are already planned. Make sure to follow up on the results of the evaluation at the beginning of next workshop.**

1. Explain what you have been doing in the workshop today (see script in each workshop).
2. Show the children the flipchart with the smiley faces again and give every child a small piece of paper and ask them to draw the smiley face that represents how they feel about today's workshop activities. Tell them they should NOT write their names on the paper. This will encourage honesty in their evaluation.
3. When they have finished, thank them for their feedback and take time to wish every child goodbye. This helps them feel recognized and appreciated.



Per-Anders Pettersson/Getty Images for Save the Children

Workshop 1

Getting acquainted

Aim of workshop: Getting acquainted and working together.

Aim of activities:

For the children to learn each other's names in a fun way.

To discuss the aim of the workshops and identify and agree on behaviour acceptable to all.

To encourage an atmosphere of mutual respect and trust amongst the children.

To share expectations, hopes and fears about the upcoming workshops.

To promote a feeling of being unique and to create name cards.

Activities	Resources	Time
1.1 'Pass the ball' name game	Space for children to stand or sit in a circle.	10 minutes
1.2 Why we are here and informed consent	Space for the children to stand or sit in a circle.	15 minutes
1.3 Mutual expectations	Flipchart paper and marker.	20 minutes
1.4 Freeze walking	Space.	10 minutes
1.5 Expectations, hopes and fears	Space.	10 minutes
1.6 Our names are unique	Paper or card to make name cards. String to attach to the card – for children to wear around their necks. Attach string to cards before activity.	15 minutes
1.7 Choosing our song		5 minutes
1.8 Workshop evaluation	Small pieces of paper and writing materials and flipchart prepared with smiley faces. Please see the smiley faces graphic below.	5 minutes

1.1 'Pass the ball' name game



For the children to learn each other's names in a fun way.



Space for children to stand or sit in a circle.



Make sure all the children get a chance to say their names in the first and second round. Be sensitive to children who are living with disabilities and may not be as mobile as other children.

1. Welcome the children to the first workshop and thank them for coming.
2. Ask the children to sit or stand in a circle and explain that you are going to play a game to learn each other's names.
3. Give one of the children a ball and ask them to say their name and pass the ball to another person.
4. The next person says his or her name and passes the ball again.
5. The exercise continues until the ball comes back to the facilitator.
6. Now explain that when you throw the ball to someone, everyone has to say together the name of the person who caught the ball.
7. Throw the ball randomly. When everyone has said his or her name, ask the child to throw the ball to someone else.
8. Continue with this till everyone's name has been mentioned.

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1.2 Why we are here and informed consent



To discuss the aim of the workshops with the children and to ask for their informed consent to participate.



Space for the children to stand or sit in a circle.

1. Ask the children to sit in a semi-circle where they can all see each other.
2. Explain to the children:
 -  *We are meeting here today because we, as a group, have a lot of things in common.*
3. Ask the children

What kinds of things do we have in common?

Allow the children to give as many answers that they can think of – examples could be:

- We all go to the same school
- We all live in the same country/area/community
- We all like to play and laugh
- We all like to eat good food

Make sure every child has a chance to mention something that they have in common with everyone.

4. If the children do not mention the challenges they are facing, mention them and ask them if they agree. For example:

We have also all shared the experience of:

- living through a war
- surviving the earthquake
- losing family and friends to illness
- being in scary situations where we got hurt, or were afraid we would get hurt, etc.

 **It is up to the facilitator to choose the most appropriate examples at this point. The facilitator should make it clear that there are good reasons for holding these workshops, and that he or she is aware of challenges the children are facing.**

5. Before going on to the next step, ask the children again if there are more things they have thought of that they have in common. Give them a few minutes to add more things.
6. Now explain:

 *When people have gone through difficult experiences, like experiencing the disaster as we have (refer to the appropriate challenge the children have in common that was mentioned earlier), it is sometimes very hard to be happy and to feel good. Do you agree?*

This meeting today is the first of many meetings that we will have together. During these meetings, we will work together to help each other feel good and cope with the situation we are living in. Because we are going to work together, we will call the meetings 'workshops'.

During our workshop, we will always play and have fun, and we will also have time to talk and to share our feelings about what we have experienced, and about our lives and our dreams for the future.

Before we continue I want to make sure all of you understand why you are here, and that you are willing to participate in these workshops.

7. Ask the children if anyone has any questions as to why they have been asked to participate and what will happen during the workshops. Address these questions.
8. When all questions have been addressed, ask the children one by one to say if they want to participate in the workshop. Explain that if anyone changes their mind along the way, they should come and talk to you about this on a one-to-one basis.

 **The children may feel pressured to say they want to participate in the workshops because they have been asked to give their consent in front of everyone else. Stress that anyone who feels they may NOT want to participate should come and talk to you about this. If this happens, do not force any child to participate, but take the child's perspective seriously, and help to make arrangements for the child to be excused from the workshops.**

1.3 Mutual expectations



To identify and agree on rules of behaviour for the workshops. To encourage an atmosphere of mutual respect and trust amongst the children.

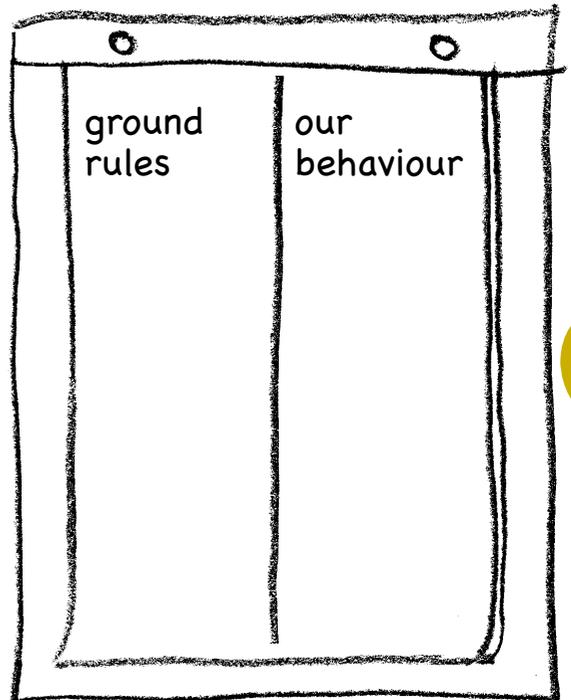


Flipchart paper and marker.



Let the children set the ground rules and expected behaviour themselves. This will give them a feeling of ownership in the workshop space.

1. Ask the children to remain sitting in the semi-circle. Make sure they can all see the flipchart. Now explain to the children that it is important that everybody, as a group, agree on how to treat each other during the workshops, and agree on ground rules and acceptable behaviour during the workshops.
2. Draw a line down the centre of a piece of flipchart. On the left hand side, write 'ground rules' and on the right, write 'our behaviour.'
3. Now ask the children to brainstorm with you about the ground rules they want to set for the workshops. For each ground rule, ask them to discuss and agree on what behaviour is expected for this rule. For example, if a ground rule is 'to respect one another', they need to agree on what behaviour is needed for this, such as 'we will listen to one another' or 'we will not use bad language.'
4. When the children have finished, review the list of rules. If the fundamental rules given below are NOT included, ask the children if it is okay with them to add some of your own. As you add them, explain what they mean and why you add them.



Fundamental ground rules that should be included to establish a fun, safe and inclusive environment:

- Do not make fun of each other
 - Everyone has a right to an opinion, even if you do not agree with it
 - No-one is forced to share if they do not want to
 - No physical violence.
5. Once the ground rules have been agreed, ask the children what consequences there should be if someone breaks the rules. Write the consequences on the flipchart. Make sure the consequences are appropriate and acceptable.

For example, consequences could be that a child is asked to:

- sing a song or
 - do a dance.
6. When they have decided on consequences, ask the children to sign the flipchart, as a way of committing to the ground rules.

7. Display the ground rules at every workshop.

8. At this point, you should also discuss confidentiality. You can say:

 *These workshops are going to be our personal, safe space. This means that when we meet here together, we treat each other with kindness, respect and with tolerance for different opinions. It also means you are allowed to share anything you want to, and no-one is going to share your personal and private matters outside this workshop. It is important that we all agree to this, because that will make us all feel safe and comfortable about sharing.*

9. At this point ask if everyone agrees on this. If anyone does not agree, continue discussing this issue and how important it is for everyone to agree, until everyone has agreed.

10. Now explain (still on the topic of confidentiality):

 *The only exception to this is if any of you share that you are being hurt or abused by someone. It is my responsibility as a caring adult, to help you be safe and help to protect you from harm. If I learn that someone is hurting you, I will do everything I can to help you and to prevent this from ever happening again.*

There may be times when you feel uncomfortable about sharing something very personal in the group. You do not have to do this if you don't want to. But, if you would like to talk to me about something alone, you can always do this. Just ask me and we will arrange a time to talk alone.

11. Now take time to explain how the workshops are planned, in terms of content and the different kinds of activities. You can use the following points:

 *“All the workshops will have some fun activities and some more serious activities, where we will work with issues that we are facing that make life difficult for us. We will learn new skills and new ways to help us, both as individuals and as a group, to cope better with tough situations.*

We will do all kinds of activities: drawing, painting, singing, role-play, miming and discussions.

At the end of every workshop, I will give you a chance to tell me how you felt about that day's activities. This is a very important part of the workshop, because it gives me an indication of whether you felt the activities were useful or whether they were boring and useless. Your feedback at the end of every workshop will help me to know what kinds of activities you like and find helpful.

At the beginning of every workshop, we will briefly recap what we did the last time, and I will give you feedback on your evaluation, and I will introduce what we are going to do that day.”

12. Explain that you will have a 'parking board' for any issues the children want to raise.

The parking board can simply be a notebook, or, if you are staying in the same place for the whole workshop series, a piece of flipchart paper can be stuck on a wall somewhere. Ask the children to write issues of concern or interest on post-it notes and put them in the notebook or on the wall. Try to cover these issues, as soon as you can in the following workshops.

1.4 Freeze walking



To activate the children and encourage concentration and listening to instructions.



Space.



If space is limited, this exercise can successfully be done outside or in a hall or another room with more space.

You can also ask one of the children to facilitate the exercise.

If there is not enough space to do this exercise, you can divide a bigger group into several smaller groups and do the activity, one group at a time. You can also limit the range of speeds used. The super-fast animals need the biggest space! So, for example, ask the children to think of animals that are very slow, fast and a bit faster. That way the children won't bump into each other.

Make sure that children with special needs are taken care of during this exercise.

1. Make room so there is space for all the children to walk around safely without bumping into anything.
2. Now give the following instructions to the children (choose animals that the children know from your country):



Think of an animal that moves very slowly (snail, tortoise), one that moves a bit faster (chicken, goat), one that moves very fast (camel, elephant, horse) and one that moves very, very fast (leopard, dog, rabbit).

Now we will do a walking exercise where we walk at the different speeds of these animals. Start by walking freely around the room in all directions.....Breathe calmly while you walk..... Now I will ask you to walk at different speeds like the different animals and you have to either speed up or slow down, depending on what I say....First, walk as fast as a (**slowest animal**) Keep that speed up for a while..... Now move a little faster, like the speed of a (**also slow, a little faster animal**)remember to breathe calmly and keep your body relaxed..... keep on walking..... don't slow down..... don't rush..... keep breathing..... make sure you don't bump into your friends..... keep on moving in all directions....Now speed up and walk like a (**fast animal**) and remember..... keep up your speed..... keep breathing normally Increase your speed and walk like a (**super fast animal**)now slow down to the speed you normally walk at,.... maintain the speed and remember to breathe

3. When they have done this part of the exercise, explain that they are now going to do it again, but this time with FREEZING when you tell them to. Explain:



Let's do this again, but now, when I say the word 'FREEZE,' you all have to freeze immediately in the exact position that you are in. When I say 'MOVE,' you can start to move again and keep walking.

4. Play this with different time intervals to make it more fun. Let the children 'freeze' for a second or two at first, and then later for a few more seconds, and then change it again, so they do not know what will happen next time. Also change the intervals between the freezes.

- When they have finished the exercise, ask them to sit down in the semi-circle again and ask them the questions listed below.

 *What did it feel like to do this activity? Was it easy or difficult? Why?*

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1.5 Expectations, hopes and fears



To give the children an opportunity to express their expectations, hopes and fears regarding the workshops.



Space.

 This activity is useful to see how many children have the same fears or expectations. It can also reassure the children in realizing they are not alone with their expectations, hopes or fears.

- Ask everyone to stand in a circle.
- Ask one person to start by stepping into the circle and sharing something he or she expects, or hopes for, or fears about the workshops. For example: 'I expect to have a lot of fun', or 'I am afraid it will be boring'.
- Anyone who agrees with that statement steps forward.
- When everyone steps back into the circle again, and another person shares his or her expectations, hopes or fears.
- Encourage everyone to share something, but do not force anyone who does not have something to share.

Terres des Hommes (2008) *Child Protection Psychosocial Training Manual*

1.6 Our names are unique



To promote a feeling of being unique and to create name-cards.



Paper or card to make name cards. String to attach to the card – for children to wear around their necks. Attach string to cards before activity.

 If the children do not know each other well, these name cards can be worn each time they meet, if this seems appropriate. Collect the cards and keep them in a safe place between the workshops. If possible let the children keep them in their individual binders. When the workshops are over, let the children take their name cards home as a reminder of the workshops they have attended.

- Ask the children to sit in a circle comfortably.
- Start the activity with the following introduction:



Names make us feel special. They show the world that we are each an individual person, unique and extraordinary. Names are what we all use to define ourselves. Even though we may have names that are the same as others, we are all different people. We may do similar things and behave in a similar way, we are never exactly the same as another person. For example when twins are born on the same day, they may look the same but they are two different people. When two people have the same name, they are still two different people, with different personalities and different families. Every name has a particular significance and every parent has chosen a child's name for a reason.

3. Now ask each child to tell the group what their parents or caregivers have told them about their name – why they chose it and what it means.
4. Give everybody a piece of paper or card and tell them we are going to make name cards.
5. On one side of the name card, ask everyone to draw a picture of happiness. They may like to simply colour the card, or they may wish to draw something that represents happiness.
6. When they have all finished this task, ask them to show their card to the group and tell them what they have drawn.
7. Now ask them to write their name on the other side of the card and ask them to put the name-cards on.

UNICEF Republica Dominicana (2010) *Return to Happiness*.

1.7 Choosing our song



To choose a song that all children are familiar with and that encourages a sense of belonging and cultural pride.



If there are some children who do not know the song that most of the children want to sing, ask them if they are willing to learn it, and then agree on that song.

When the children sing this song again at the end of the next workshop, you can choose to sing it in different ways. For example:

- Invite a different child each time to be the 'conductor' who leads the choir.
 - Divide the group into boys and girls, and have different parts of the song sung by girls or boys.
 - Add new movements to the song each time – ask the children to come up with ideas.
 - If the children enjoy singing the song, suggest that they rehearse it and then perform it for their parents and caregivers at a special occasion.
1. Ask the children to stand in a circle. Now tell them that as a group you are going to choose a song that they all know, that will be their special workshop song. They are going to sing this song at the end of every workshop, as a way of ending the workshop and saying goodbye to each other.
 2. Go through the suggestions for songs, and choose a song that everyone agrees on. It should not be a difficult song, or one that anyone feels uncomfortable singing.
 3. Before you start to sing the song, ask the children if there are any actions that go with

the song – for example, clapping, or dancing, or other movements. If some children know these, ask them to teach them to the other children.

4. Sing the song together. If there is time, sing it one more time to make sure everyone knows it and is taking part.

1.8 Workshop evaluation



For the children to evaluate how they felt about the workshop.



Small pieces of paper and writing materials and flipchart prepared with smiley faces. Please see the smiley faces graphic below.



When completed, collect the evaluations and keep them for monitoring purposes, and to evaluate if changes are needed to activities that are already planned.

Make sure to follow up on the comments in the evaluation at the beginning of the next workshop.

1. Explain:

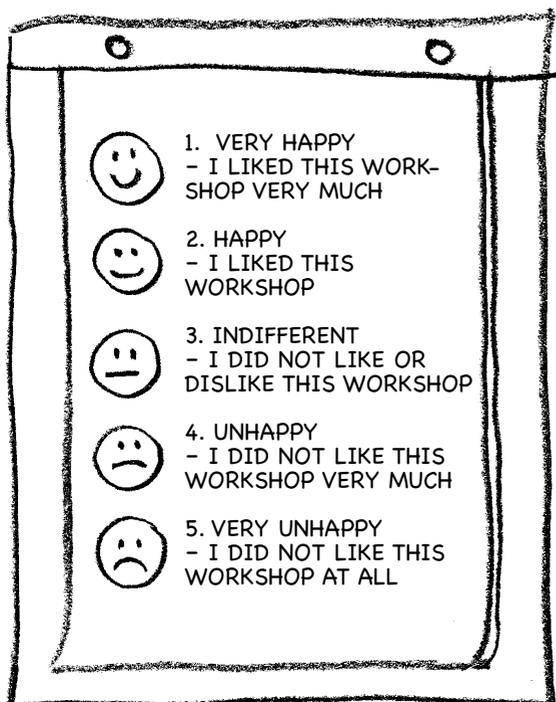


Now we have reached the end of today's workshop. I have really enjoyed working with all of you and getting to know you better. However, I don't know how you feel about today's workshop and the different activities we did together.

At the end of every workshop, we are going to do a quick activity where everyone gets the chance to express how they felt about the day's workshop.

To do this we will use these smiley faces.

2. Show the children the smiley faces that you have drawn on the flipchart. Ask them



what the different faces are showing. Go through each of the smiley face expressions and **make sure all the children agree on what the smiley faces represent to this group of children.**

3. Give all the children a small piece of paper and ask them to draw the smiley face *with its respective number* that represents how they feel about today's workshop activities. Tell them they should **NOT** write their names on the paper. This will encourage honesty in their evaluation.
4. When they have finished, thank them for their feedback and take time to wish every child goodbye. This helps them feel recognized and appreciated.



Workshop 2

My life

Aim of workshop: To give the children an opportunity to share details about their lives and their support networks with each other, and in this way get to know each other better.

Aim of activities: To activate the children physically and encourage them to get to know each other's names in a fun way. To give the children a chance to reflect on how they define themselves, what roles they play in life and to explore their support systems. To promote team building and mutual understanding and respect of the special personality of the individual child.

Activities	Resources	Time
2.1 Greeting each other	Space to move around in.	10 minutes
2.2 Recap, feedback and introduction		5 minutes
2.3 Who I am?	10 strips of paper for each participant, pens or pencils for each participant.	10 minutes
2.4 Touch Blue	Music (using a musical instrument like a drum or a CD or DVD).	10 minutes
2.5 Who matters in my life?	Copies of blank 'Who matters' worksheets printed from the USB stick. Pens/pencils for each participant. Space to sit in a circle.	20 minutes
2.6 A memory of someone who matters	Coloured pens, paper.	25 minutes
2.7 Our song		5 minutes
2.8 Workshop evaluation	Paper and writing materials and flipchart prepared with smiley faces.	5 minutes

2.1 Greeting each other



For the participants to move around physically, have fun and to build trust in the group and learn to respect personal boundaries.



Space to move around in.



As the game involves feeling blindly for each other's hands, it is most appropriate to divide the group into same-gender groups.

The facilitators should stand at the perimeter of the room to make sure that no one wanders into any walls or other hazards.

As you give directions for the game, demonstrate for the group. For example, demonstrate blindly shaking hands, saying hello, dropping hands and moving on.

1. Ask everyone to help you make a lot of space to move around in, for example to help with moving chairs or tables out of the way.
2. Explain that you are going to start the day by everyone greeting each other. This means shaking hands and saying "hello", but you are going to do this with your eyes closed.
3. Explain that when everyone has closed their eyes, you will choose one person to be the 'base' who is allowed to keep his or her eyes open. You will tap that person on their shoulder to let them know they are the chosen one who can keep their eyes open.
4. Ask everyone to close their eyes, and choose the 'base'. Now ask everyone to move towards the middle of the space, and tell them to find each other with their eyes closed, shake hands and say "hello", then drop your hands and move on to the next person.
5. Explain that if they find the base person who has their eyes open and shake their hands, this person will NOT say "hello" and they will not release your hand. You can then open your eyes and join hands with them to form a chain.
6. Anyone who has joined hands and has their eyes open has to stay silent when you shake other people's hands. They should then not let go of their hands, wait for them to open their eyes and then the new person joins the chain.
7. You can only join the chain where it ends. If you feel hands that are joined with others, you have to find your way to the end of the chain and find an open hand to shake.
8. The game ends when everyone is holding hands and has their eyes open.
9. There are two ground rules for this game:
 1. You are not allowed to coach people where to go, if you have your eyes open.
 2. Do not touch each other in inappropriate places.

Save the Children

2.2 Recap, feedback and introduction



Please refer to outline 1 on page 37 for instructions on this activity.

Introduce the aim of today's workshop:

Today we are going to do some different activities where you will all get the opportunity to get to know each other a little better. We are going to share some things about ourselves and our friends and families, and we are also going to tell a group story.

2.3 Who I am?



To give participants a chance to reflect on how they define themselves and what roles they play in life.



10 strips of paper for each participant, pens or pencils for each participant

1. Give each participant 10 strips of paper and something to write with.
2. Ask the children to each write down the roles they play in life, one role per strip of paper.
For example: 'I am a girl', 'I am a good friend', 'I am a student', etc.
3. When they have all done this, ask them to find a partner. Ask the pairs to present their roles to one another and discuss them with each other, discarding the ones that are least important (crumple up the pieces of paper), until they have the three most important roles left. These will be the three most important roles they have in their lives.

How did it feel to throw away seven of the roles that you play in life?

Was it difficult to be left with only three roles? Was it difficult to choose the three most important roles?

National Association of Child Care Workers *Making a Difference*

2.4 Touch Blue



To energize participants and engage them in physical activity.



Music (using a musical instrument like a drum or a CD or DVD).



If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups.

Be sensitive to children who are living with disabilities and may not be as mobile as other children.

1. The facilitator or one of the children plays a musical instrument or controls the playing of music from a machine.

2. Tell everyone they have to move around or dance fast when the music is playing.
3. When the music stops, the one controlling the music calls "Touch blue", or "Touch nose" or "Touch a shoe" or any other colour or article that people are wearing. Everyone must touch that colour or object on someone else – not on themselves.
4. Each time the music starts, the facilitator changes the command.

Association of Volunteers in International Service (2003) *Handbook for Teachers*

2.5 Who matters in my life?



To explore the children's support systems. To encourage respect and understanding of different family and support structures.



Copies of blank 'Who matters' worksheets printed from the USB stick.
Pens/pencils for each participant. Space to sit in a circle.



If it is not possible to provide printed copies of the worksheet, show the children how to draw the circles themselves. Use a flipchart or other board to demonstrate. You could also draw it with a stick in the sand.

Help children who may have difficulties in identifying people to write in the circles. Take care to ensure that every child is able to do this activity.

1. Ask the participants to sit in a circle and begin the activity by talking about yourself and about the people who matter in your life. Use your own example of a completed 'who matters' worksheet to demonstrate what you want the participants to do.
2. Give each participant something to write with and a copy of the blank worksheet 'Who matters'. Ask them to think carefully about the people who are important in their lives and give them about 10 minutes to fill out the worksheet. Explain that they can write more than one person in each circle. Also explain that the important people they choose do not have to be people they have a close relationship with, but they can be people they look up to, or whom they were close with before.
3. When all the participants have completed this exercise, ask them to find a partner. They should take turns in telling their partner about the people they have written on the worksheet. Ask them to explain who they people are, and why they are important.
4. When they have finished sharing with their partners, ask them to find another partner and to repeat the activity of sharing. Repeat this a few times.
5. When the sharing activity is complete, ask all the participants to join the circle again and discuss the questions below with them.



What did you like about doing this activity?

Did everyone have the same people in their circles of who matters?

What did they notice when they heard about other participants' circles of who matters?

Why is it important to talk about who matters in our lives?

Inspired by Terres des Hommes (2008) *Child Protection Psychosocial Training Manual*

2.6 A memory of someone who matters



To encourage reflection on the importance and value of someone special.
To encourage mutual respect and interest.



Coloured pens, paper.

1. Ask the children to find a partner and to find a space to draw, either on a table or on the floor.
2. Explain that each child should choose one of the people they referred to in their 'Who matters' drawing. Ask them to think of a positive memory they have of this person, and draw something to do with this memory on the paper.
3. Explain that when they are finished, they will share the story or meaning of the memory to their partner.
4. Let the children draw for 15 minutes.
5. When both children in the pair have finished, they should take turns telling each other about the drawings, 5 minutes each.

How did it feel to draw this memory?

What did it feel like telling your partner about it?

What was it like to hear your partner's story about their memory picture?

Adapted from Save the Children Denmark (2008) *Free of Bullying*

2.7 Our song



Please refer to outline 2 on page 37 for instructions on this activity.

2.8 Workshop evaluation



Please refer to outline 3 on page 37 for instructions on this activity.

Explain:

Now we have reached the end of today's workshop. Again today I (we) have really enjoyed working with you and getting to know you better.

Like last time we were together, I am going to ask you to help me by telling me how you felt about the workshop. We are going to use the smiley faces again.



Grete Thore/Save the Children

Workshop 3

Our community

Aim of workshop: To explore, as a group, the community the children live in, encouraging them to identify problems and strengths in the community.

Aim of activities:

To learn about each other's qualities.

To promote understanding and solidarity through reflecting and sharing of own qualities.

To encourage group cooperation and for participants to get to know each other better.

To map the community the children live in and discuss what they like and would like to stay the same, what they would like to change, or have strengthened.

Activities	Resources	Time
3.1 Recap, feedback and introduction		5 minutes
3.2 Acquaintance	Space.	10 minutes
3.3 Our community A	Table or floor space to make a large group drawing. Drawing materials (pencils/coloured pens or markers). A very large piece of paper to draw on (you can tape several flipcharts together).	40 minutes
3.4 A tangled web	A large ball of string.	10 minutes
3.5 Our community B	The map that was drawn in activity 3.3, 'our community A', and the same resources (large space to draw, drawing materials). Flip chart and marker.	15 minutes
3.6 Our song		5 minutes
3.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

 **Keep the map that the children make in this workshop, as you may need it again if you choose to end the workshop series with workshop F2.**

3.1 Recap, feedback and introduction



Please refer to outline 1 on page 37 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to talk about the community we live in. We are going to make a big map of the community together, and on this map we are going to show the things we want to change in our community, and the things we like and want to keep. We are also going to do some activities to help us get to know each other better and have some fun together.*

3.2 Acquaintance



To learn about each other's qualities. To promote understanding and solidarity through reflecting and sharing of one's own qualities.



Space.

1. Ask the children to stand in a circle facing each other.
2. Now ask them to take turns to say their name and a good quality about themselves and then something about themselves they want to change. For example: "My name is Samuel. I am patient. I talk too fast and would like to learn to talk slower."

 *How did you feel when you were waiting for your turn?*

What qualities were the most interesting?

What qualities do you think can be changed during these workshops?

Adapted from Save the Children activities in Kyrgyzstan *Refinement of dignity*

3.3 Our community A



To map and explore the community the children live in, giving them an opportunity to indicate the problems they face or know of in the community.



Table or floor space to make a large group drawing. Drawing materials (pencils/coloured pens or markers). A very large piece of paper to draw on (you can tape several flipcharts together).

 **This activity involves the whole group. Form small groups of no more than 10 children per group. If the group is very large, help the children to delegate tasks within the group to help to keep discussions focused. If the children are very young and do not yet write confidently, help them with writing or drawing, if appropriate.**

1. Explain to the participants that they will do a number of different things together in this activity:
 - a. First they will draw a map of the community they live in at present.
 - b. Then they will talk about and indicate on the map, what problems there are in the community.
 - c. After a break and a fun game, they will then talk about what good things there are in the community, and if any of these good things can help to deal with some of the problems.
2. Gather the participants around a large table or a large space on the ground, where it will be possible for them to do a group drawing.
3. Explain that the first task is for them to draw a picture of their community. It should have things on it that are easy to recognize, such as people's houses, public buildings, roads etc. The drawing does not need a lot of detail at this stage.
4. Explain that as a group they have to figure out how to complete this task. For example, they can ask certain people to do the drawing, while others help direct them on what to draw, or they can each take turns to draw, or they can each choose to draw certain areas.



Try to let the group do this task with as little input from you as possible. This will give them a sense of ownership over the map, and also provide you with a lot of information on group dynamics and the roles the different children play in the group.

5. When they have drawn the community, ask them to look at the drawing and discuss together what problems they know of that need to be addressed in the community. Ask them to write or draw these things on the map.

If there are things that are related to a specific building or area, ask them to mark this on the drawing. For example, if there is a shortage of teachers, this should be marked on the school. If there are health problems, this can be marked on the clinic or hospital building, if there is one.

6. When they have finished, take a break and continue with the next fun activity.

Developed for this resource kit

3.4 A tangled web



To encourage group cooperation and for the children to get to know each other better



A large ball of string.

1. Ask the children to sit in a circle on the floor and join them.
2. Hold a large ball of string up and tell the group something about yourself.
3. Now roll the ball of string to one of the children without letting go of the end of the string. Ask that child to say their name and to tell the group something about him/herself.
4. Now that child rolls the string to someone else who repeats the activity.

- When everyone has spoken, ask the children to stand up, still holding their string, to create a web in the air. Explain how this web is a symbol of how we are all connected and how we need work together as a team to encourage one another. Drive this point home by asking one person to drop their piece of string. This demonstrates that the web weakens if the group doesn't work together.

National Association of Child Care Workers *Making a Difference*

3.5 Our community B



To map the community the children live in, indicating the problems they face or know of in the community, and the resources and positive things they want to keep or strengthen in the community.



The map that was drawn in activity 3.3, 'our community A', and the same resources (large space to draw, drawing materials). Flip chart and marker.

 **The map created in this activity will be used again in workshop F2, if you choose to end the workshop series with this option. Keep the map stored in a safe place.**

- Ask the children to gather around the map again.
- Now ask them to look at the map and discuss the good things that exist in the community and need to be strengthened. Ask them to mark these on the map, just as they did with the problems and the things they wanted to change.
- When the children have completed this task, ask them to look again at the things that need changing that they identified earlier, and ask them if any of the good things can help to make those changes. If the good things in the community are not enough to make the changes needed, ask them what resources or help is needed from outside of the community to help make the necessary changes.
- Finish the activity by asking the children to sit in a circle and discuss the questions below.

 *What has it been like to do this activity? What did you like? What did you not like?*

What has this activity made you think about the good things in your community?

What has it made you think about the problems there are in your community?

 **Ideas for the future: This activity is a good way of encouraging and enabling children's participation in community life. If the children have some good ideas for what they can do to help make good changes in the community, make every effort to follow up on this. For example, you could discuss the children's ideas with the parent group, or with the programme managers of assisting organizations. It is important that the children feel they are taken seriously when they contribute ideas, so remember to give them feedback as you take their ideas further.**

Child protection: Pay attention to any areas or events in the community that the children mention where they may feel unsafe or threatened. These concerns should then be raised with the children's parents and other adults in the community, as well as being discussed with the children themselves.

Developed for this resource kit

3.6 Our song



Please refer to outline 2 on page 37 for instructions on this activity.

3.7 Workshop evaluation



Please refer to outline 3 on page 37 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. We did a lot of good work together, and now I know a lot more about you and about the community you live in. We are going to talk more about your community in a later workshop.*

Now it is time for you to tell me how you felt about today's workshop and the different activities. We are going to use the smiley faces again.



Workshop 4A

Children's rights

Aim of workshop: To discuss children's rights, and children's lives and roles in their community.

Aim of activities:

To explore children's rights.

To discuss what life is like for children in their community in relation to children's rights.

Activities	Resources	Time
4.1a Recap, feedback and introduction		5 minutes
4.2a The sun always shines on....	Space	10 minutes
4.3a Children's rights	The CRC is found on the USB stick in the 'Worksheets' folder. Option 1: Children's rights cards: One set of 20 cards is needed for each pair of children. So if there are 20 children, you will need 10 sets of cards. These can be printed and photocopied on plain paper or card and cut out. Cards are on the USB stick. Option 2: Paper, card and writing materials.	60 minutes
4.4a Moonball		5 minutes
4.5a Our song		5 minutes
4.6a Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

4.1a Recap, feedback and introduction



Please refer to outline 1 on page 37 for instructions on this activity.

Introduce the aim of today's workshop:

Today we are going to talk about children's rights. We are going to talk about what children's rights are, and explore what the difference is between rights and wants.

4.2a The sun always shines on....



To get the children moving around and to find out what they already know about children's needs.



Space

Make sure there is enough space for any children who use wheelchairs so they can also play.

1. Ask the children to stand in a circle.
2. Explain that you are going to read out a statement, that starts with the words, 'The sun always shines on....'. If the statement is true for someone in the group, they should take a step into the middle of the circle. When all the children for whom this statement is true have stepped into the circle, they should step out into the big circle again.
3. Read a few of the following statements and then ask for some volunteers to give their own examples.

The sun always shines on...

- everyone who thinks children and young people are as important as adults
- everyone who has a relative in another country
- everyone who wears pink socks
- everyone who has felt small at some time in their life
- everyone who has an adult they look up to
- everyone who got up before 7 am.

You can also make up your own statements that relate to the lives of the children. Make sure they are not too personal.

UNICEF (2006) *Our right to be protected against violence. Activities for Learning and Taking Action for Children and Young People*

4.3a Children's rights



 To raise awareness and stimulate discussion of children's rights.

 The CRC is found on the USB stick in the 'Worksheets' folder. **Option 1:** Children's rights cards: One set of 20 cards is needed for each pair of children. So if there are 20 children, you will need 10 sets of cards. These can be printed and photocopied on plain paper or card and cut out. Cards are on the USB stick. **Option 2:** Paper, card and writing materials.

 There are two options here. You can either use the cards provided on the USB stick in the 'Worksheets' folder, or you can do the activity without the cards.

Be well prepared for this workshop so you can answer questions and facilitate a discussion about the Convention on the Rights of the Child.

Instructions for option 1

1. Ask the children to sit in a circle, either on chairs or on the floor.
2. Start the activity by asking the children if they know what 'children's rights' are.
3. When they have finished, summarize with the following simple explanation:

 *Children's rights are things that every child should be able to have or to do, in order to survive and grow to reach their full potential.*
4. Now ask the children to brainstorm a list of rights they think children should have. Write their answers on a flipchart.
5. Now ask the children to sit in pairs. Give each pair a set of the 20 cards. Ask them to sort the cards out into the following categories:
 - MOST IMPORTANT
 - IMPORTANT
 - LEAST IMPORTANT
6. When they have finished, ask each pair to join another pair, so they are now in groups of 4. Ask each group to decide together which are the 6 most important cards.
7. When everyone has finished, ask each group in turn to share with the whole group their list of the 6 most important cards.
8. When they have all presented their lists, discuss the following questions with them:



 - a. Was it difficult to select some items over others?
 - b. How did you decide which items were most important?
 - c. What is the difference between 'wants' and 'needs'?
 - d. Why should some 'needs' be protected as 'rights'?
 - e. Do all children have these rights met?
 - f. What other rights do you think children should have?
9. Show the children the entire list of the UN Convention on the Rights of the Child. If possible, put up the list of rights somewhere so that the children can see them when they need to during all the workshops.

10. Explain to the children:

In 1945, when your grandparents or great-grandparents were born, the United Nations was formed. The Convention of the Rights of the Child, the CRC, was agreed in 1989 and was put into action in 1990. Every country except 2 in the world have signed it. The CRC has 4 main principles. These are the rights:

1. *To survival and development (examples are care, education)*
2. *To non-discrimination (examples are race, gender, disability etc)*
3. *To protect the child's best interest (which includes taking children's perspectives into consideration when planning action)*
4. *To participation (children's opinions should be considered).*

Write these on the flipchart.

Instructions for option 2

1. Ask the children to sit in a circle, either on chairs or on the floor.
2. Start the activity by asking the children if they know what 'children's rights' are.
3. When they have finished, summarize with the following simple explanation:

 *Children's rights are things that every child should be able to have or to do, in order to survive and grow to reach their full potential.*
4. Now ask the children to brainstorm a list of rights they think children should have. Write their answers on a flipchart.
5. Now ask the children to sit in pairs, and ask them to make two lists. The first list is of things that are nice to have. The second list is of things that are absolutely essential to life. Ask them to write or draw each item from their two lists on the card, one item per card.
6. Make two separate circles with skipping ropes – one for 'wants' and the other for 'rights'.
7. Ask the children to sit around the two marked circles, each child sitting next to the child they have just worked with.
8. Let the children take turns to present a card and let the group discuss where it belongs under 'wants' or 'rights'.
9. Ask the children to reflect on the differences.
10. Show the children the entire list of the UN Convention on the Rights of the Child. If possible, put up the list of rights somewhere so the children can see them when they need to during all the workshops. The list of rights can be found in the 'Worksheets' folder on the USB stick and printed from here.
11. Explain to the children:

In 1945, when your grandparents or great-grandparents were born, the United Nations was formed. The Convention of the Rights of the child, the CRC was agreed in 1989 and was set in action in 1990. All countries except 2 in the world have signed it. The CRC has 4 main principles. These are (write on a flipchart):

1. *Right to survival and development (examples are care, education)*

2. *Right to non-discrimination (examples are race, gender, disability etc)*
3. *To protect the child's best interest (which includes taking children's perspectives into consideration when planning action)*
4. *Right to participation (children opinions should be considered).*

UNICEF Canada Teaching for Children's Rights: Rights, wants and needs. Card and Activity Kit. VIPP Cards: CIDA and UNICEF (2008) Bringing Children's Rights Alive. Grade 6: Language Arts and Social Studies Lessons.

Children's rights

All children, from birth to 18 years, have:

- The right to life.
- The right to a name and a nationality.
- The right to be with their parents or with those who will care for them best.
- The right to have a say about things that affect them.
- The right to have ideas and say what they think.
- The right to practise their religion.
- The right to meet with other children.
- The right to get information they need.
- The right to special care, education and training, if needed.
- The right to health care.
- The right to enough food and clean water.
- The right to a free education.
- The right to play.
- The right to speak their own language.
- The right to learn about and enjoy their own culture.
- The right not to be used as a cheap worker.
- The right not to be hurt or neglected.
- The right not to be used as a soldier in wars.
- The right to be protected from danger.
- The right to know about their rights and responsibilities.

4.4a Moonball



To get the participants physically active and to stimulate cooperation.



Make sure there is enough space for them to do this activity – move anything that could get in the way beforehand.

1. Ask all the children to stand up in a cluster together. Now explain that you are going to throw a ball into the air and together they have to keep the ball up in the air long enough for everyone to have a go at touching the ball at least once.
2. If the ball touches the ground, they have to start again. Let them keep trying until they have managed to keep the ball in the air, so that everyone has had a chance to tap the ball.

Save the Children (2006) Psycho-Social Structured Activity Program

4.5a Our song



Please refer to outline 2 on page 37 for instructions on this activity.

4.6a Workshop evaluation



Please refer to outline 3 on page 37 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we did some good work on children's rights, learning what they are and discussing the differences between wants and needs and rights. Thank you all for your hard work and all the sharing.*

Like the other workshops, today I would again like to hear from you what you thought of our activities. We will use the smiley faces again today.



Workshop 4B

Children's needs

Aim of workshop: To discuss what children need to be healthy and strong – physically, mentally and emotionally.

Aim of activities:

To explore what children need to be healthy and strong.

Activities	Resources	Time
4.1b Recap, feedback and introduction		5 minutes
4.2b The sun always shines on...	Space.	10 minutes
4.3b Children's needs	Flipchart and markers.	60 minutes
4.4b Moonball		5 minutes
4.5b Our song		5 minutes
4.6b Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

 This workshop, together with workshop 5B, aims to raise awareness about children's needs in relation to health and psychosocial wellbeing. It is an alternative version to workshop 4A that focusses on children's rights and responsibilities.

4.1b Recap, feedback and introduction



Please refer to outline 1 on page 37 for instructions on this activity.

Introduce the aim of today's workshop:

Today we are going to talk about what children need to be healthy and strong. We are going to talk about what children can do themselves to be healthy and strong and what support they can get from other people.

4.2b The sun always shines on...



To get the children moving around and to find out what they already know about children's needs.



Space.



Make sure there is enough space for any children who use wheelchairs so they can also play.

1. Ask the children to stand in a circle.
2. Explain that you are going to read out a statement, that starts with the words, 'The sun always shines on....'. If the statement is true for someone in the group, they should take a step into the middle of the circle. When all the children for whom this statement is true have stepped into the circle, they should step out into the big circle again.
3. Read a few of the following statements and then ask for some volunteers to give their own examples.

The sun always shines on....

- Everyone who thinks children and young people are as important as adults
- Everyone who has a relative in another country
- Everyone who wears pink socks
- Everyone who has felt small at some time in their life
- Everyone who has an adult they look up to
- Everyone who got up before 7 am.

You can also make up your own statements that relate to the lives of the children. Make sure they are not too personal.

UNICEF (2006) *Our right to be protected against violence. Activities for Learning and Taking Action for Children and Young People*

4.3b Children's needs



To raise awareness and stimulate discussion of what children need to be healthy and strong.



Flipchart and markers.

1. Ask the children to sit in a circle, either on chairs or on the floor.
2. Start the activity by asking the children what it means to be healthy and strong.
3. When they have finished giving their responses, summarize with the following simple explanation:

 *Being healthy and strong means many different things. It means that you are physically healthy and strong, and it also means you are emotionally and mentally healthy and strong. Children need many different things to help them achieve physical, emotional and mental strength. Let's explore the different ways that children are healthy and strong and what you need to experience this kind of health and strength.*

4. Ask the children what physical health is. If they cannot explain it, you can use the following explanation to clarify:

 *Physical health is when our bodies are working well and we are able to use our bodies for everything we need to – to walk, run, play, carry things etc. It is when we feel good in our bodies and do not have any pain anywhere. Physical health is a good feeling in our bodies.*

5. Now ask the children to brainstorm with you on what they need to be physically healthy and strong. List the things they mention on a flipchart with the title, 'Physical health needs.'

If they have not listed them, be sure to include:

- Clean water
- Nutritious food
- Access to health care
- Exercise
- Lots of sleep.

6. Now ask them what mental health and strength is.

If they cannot explain it, you can use the following explanation to clarify:

 *Mental health is when our brains are working well and we are able to think and use our brains as we need to. A healthy and strong brain allows us to learn from our environment and helps us to make good choices.*

7. Now ask the children to brainstorm with you on what they need to be mentally healthy and strong. List the things they mention on a flip chart with the title, 'Mental health needs.'

If they have not listed them, be sure to include:

- Stimulation from the environment
- Opportunities to learn from others
- Nutritious food
- Lots of sleep.

8. Now ask them what emotional health and strength is. If they cannot explain it, you can use the following explanation to clarify:

 *Emotional health is when we are able to react to different experiences with different feelings. For example, it is a sign of emotional health if someone becomes sad if they lose something they care about. It is also a sign of emotional health if someone becomes very happy when they see someone they care a lot about. How we express our emotions is something we usually learn from our surroundings. For example, in some countries, it is not appropriate to cry in public, while in other countries it is very normal.*

9. Now ask the children to brainstorm with you on what they need to be emotionally healthy and strong. List the things they mention on a flipchart with the title, 'Emotional health needs.' If they have not listed them, be sure to include:
- good role models to learn from
 - good relationships with other people
 - a sense of safety and security
 - a sense of belonging.
10. Now explain to the children that some of the needs we have to be healthy and strong can be fulfilled by our own efforts, and other needs can only be fulfilled by other people.
11. Divide the children into three groups, and explain that each group will now review one of the lists. One group will review the physical health and strength needs, the other mental health and strength needs and the last group emotional health and strength. Give each group the flipchart with the relevant list to work with.
12. Ask them to discuss for each thing that is listed, what their own role is in fulfilling this need, and what the role of other people is, in fulfilling this need. Give them about 15 minutes to do this, and then ask them to share what they have discussed with the big group.
13. When everyone has presented their discussions, finish the activity by summarizing:
-  *Keeping healthy and strong is something we can partly do on our own, and something we also need help from others to do. Next time we meet, we will look more at what help and support we can get from others to help us be healthy and strong.*
14. Thank the participants for their hard work in this activity and prepare for the next activity.

Developed for this resource kit.

4.4b Moonball



To get the participants physically active and to stimulate cooperation.



Make sure there is enough space for them to do this activity – move anything that could get in the way beforehand.

1. Ask all the children to stand up in a cluster together. Now explain that you are going to throw a ball into the air and together they have to keep the ball up in the air long enough for everyone to have a go at touching the ball at least once.
2. If the ball touches the ground, they have to start again. Let them keep trying until they have managed to keep the ball in the air, so that everyone has had a chance to tap the ball.

Save the Children (2006) Psycho-Social Structured Activity Program

4.5b Our song



Please refer to outline 2 on page 37 for instructions on this activity.

4.6b Workshop evaluation



Please refer to outline 3 on page 37 for instructions on this activity.

Explain:



Now we have reached the end of today's workshop. Today we did some good work on what children need to be healthy and strong, and we talked about what we can do ourselves to keep healthy and strong, and what help we need from others. Thank you all for your hard work and all the sharing.

Like at the end of the other workshops, today I would again like to hear from you what you thought of our activities. We will use the smiley faces again today.



Luca Kieve-Rundl / Save the Children

Workshop 5A

Children in our community – children's rights

Aim of workshop: To further raise awareness on children's rights and explore the life of children in the community.

Aim of activities:

To explore children's rights.

To explore what rights are being fulfilled in the community and what responsibility children have regarding these rights.

To discuss the planned activities for the upcoming workshops.

Activities	Resources	Time
5.1a Recap, feedback and introduction		5 minutes
5.2a Role-play on children's rights	Dressing-up materials if available (pieces of material, clothes, hats, scarves, wigs, glasses etc), space for small group work.	30 minutes
5.3a Balloons up high	Balloons.	5 minutes
5.4a Children's lives in our community	Creative materials, space for group work.	25 minutes
5.5a The way forward	Prepared flipchart with workshop overview.	15 minutes
5.6a Our song		5 minutes
5.7a Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

5.1a Recap, feedback and introduction



Please refer to outline 1 on page 37 for instructions on this activity.

Introduce the aim of today's workshop:

 *Last time we started talking about children's rights. We will continue talking about rights today, and also talk more about our community. We will talk about what life is like for children in our community, and about what rights are being fulfilled in the community. We will also talk about what responsibilities children have when their rights are being fulfilled.*

5.2a Role-play on children's rights



To raise awareness of child rights in everyday situations.



Dressing-up materials if available (pieces of material, clothes, hats, scarves, wigs, glasses etc), space for small group work.



Prepare for the activity by displaying the list of children's rights somewhere where all the children can see it.

1. Divide the children into groups of five.
2. Ask each group to choose one right (it is fine if some groups choose the same right).
3. Ask the groups to prepare a 5-minute role-play about this right. The role-play can be about anything, but it should be obvious which right it is about.
4. Give the children 15 minutes to prepare and rehearse their role-play.
5. Now ask the groups to take turns to show their role-play to the other children (5 minutes for each group). They should not announce at the start of the role-play which right they are doing. After the role-play the group asks the other children to guess which right it is.
6. Allow time for questions and comments by the other children on each of the role-plays.



What was it like to be in the role-plays?

Save the Children Denmark

5.3a Balloons up high



 To energize the children.

 Balloons.

1. If you have a lot of children at the workshop, divide them into groups of about 10 in each group.
2. Now explain that you are going to give each group a balloon, and their job is to keep the balloon up in the air. The balloon should not touch the ground!
3. Give each group a balloon and tell them to start. After about a minute, give them another balloon and tell them they have to keep this one up in the air too. Repeat this a few times, until the children are energized!

Developed for this resource kit.

5.4a Children's lives in our community



 To explore what rights are being fulfilled in the community and what responsibility children have regarding these rights.

 Creative materials, space for group work.

 Try to encourage as much creativity as possible in this activity. If you have any old magazines, use them to make a collage. Make coloured pencils or paints or other creative materials available.

If there are few materials available, encourage the children to use their bodies to present their findings, either through role-play or body sculptures (still-life pictures made using the body.)

1. Ask the children to get together in groups of 4 or 5, and explain to them that in this activity we are going to talk about what life is like for children in their community.
2. Ask them to spend 5-10 minutes talking with each other in their groups, about what life is like for children. Ask them to focus on good and bad aspects of life for children.
3. When they have spent about 5-10 minutes talking about this, ask them to think about the earlier work they have done on children's rights. Ask them to identify which rights ARE being fulfilled in their community. Ask them also to discuss what responsibilities children have when their rights are being fulfilled.

For example: If the right to education is being fulfilled and a child is able to go to school – then it is the child's responsibility to study hard and to keep up with the work at school.

4. Still in their groups, ask them to work on a presentation of the rights that are being fulfilled in their community, and how children have a responsibility towards the upkeep of the fulfilled right. The presentation can be in the form of a list, a group drawing, a collection of individual drawings, a short role-play, a body sculpture, etc.
5. Give them 10 minutes to prepare and then ask each group in turn to do their presentations.

 *What have you learnt today about children's rights in your community?*

6. Complete the activity by explaining the following to the children:

Learning about children's rights and having the opportunity to discuss them is actually one of the rights in the UN Convention on the Rights of the Child. We will continue to explore more rights and ways to fulfil these rights in some of the other workshops we will have together.

5.5a The way forward



To discuss the activities planned for the next workshops in this series and give the children an opportunity to give their input.



Prepared flipchart with workshop overview.



You will need to familiarize yourself with the content of the next workshop series in preparation for this activity. Be prepared to answer any questions the children may have. The themes covered in each track are summarized in the overviews, which can be found at the beginning of every workshop track.

If you have the resources and time to plan other workshops, you can ask the children for ideas on topics they would like to focus on. The activity bank (or other sources) may have useful activities you can draw on, or you can create appropriate activities yourself.

1. Ask the children to sit in a semi-circle so they can all see the flipchart with the workshop series listed.
2. Explain that this is what you have planned to do with them. Go through the various themes that will be covered in the workshops. Give the children time to ask questions.

Developed for this resource kit.

5.6a Our song



Please refer to outline 2 on page 37 for instructions on this activity.

5.7a Workshop evaluation



Please refer to outline 3 on page 37 for instructions on this activity.

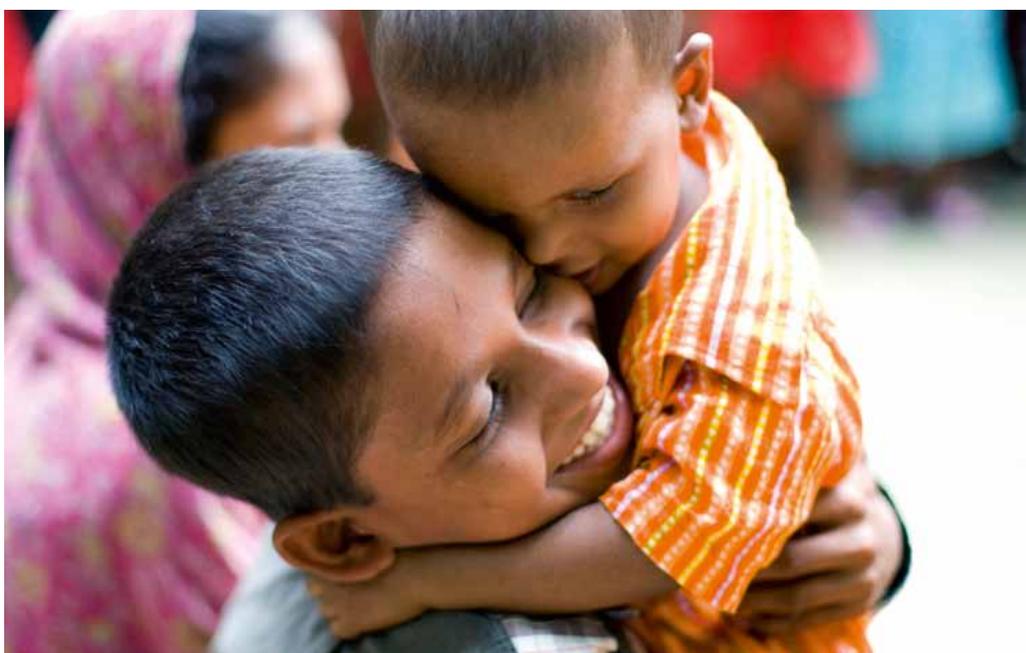
Explain:



Now we have reached the end of today's workshop. We have done a lot of good work together, talking about children's rights and also about children's responsibilities when these rights are fulfilled.

It was also very good for me to share what we have planned to do next, and to answer your questions. I will try my best to make the workshops interesting and relevant to your needs and interests.

We will use the smiley faces again to evaluate the workshop.



Jeff Holt/Save the Children

Workshop 5B

Children in our community – children's needs

Aim of workshop: To further raise awareness on what children need to be healthy and strong and to explore the lives of children in the community.

Aim of activities:

To further discuss children's needs.

To explore what support children can get to fulfill their needs in their community.

To discuss the next series of workshops.

Activities	Resources	Time
5.1b Recap, feedback and introduction		5 minutes
5.2b Supporting our friends to be healthy and strong	Flipcharts from workshop 4b that describe children's needs to be healthy and strong.	30 minutes
5.3b Balloons up high	Balloons.	5 minutes
5.4b Children's lives in our community	Any creative materials, space for group work.	25 minutes
5.5b The way forward	Prepared flipchart with workshop overview.	15 minutes
5.6b Our song		5 minutes
5.7b Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

5.1b Recap, feedback and introduction



Please refer to outline 1 on page 37 for instructions on this activity.

Introduce the aim of today's workshop:

 *In the last workshop we started talking about what children need to be healthy and strong. We will continue talking about needs today, and also talk more about our community. We will talk about what life is like for children in our community, and about what support children can get to have their needs fulfilled in the community. We will also talk about what responsibilities children have to take care of themselves.*

5.2b Supporting our friends to be healthy and strong



To raise awareness of how children can support each other to be healthy and strong.



Flipcharts from workshop 4b that describe children's needs to be healthy and strong.



Put up the three flipcharts from the last workshop that describe the physical, mental and emotional needs children have to be healthy and strong.

1. Divide the children into three groups. Explain that each group is now going to prepare a short play that shows how children can help each other to be healthy and strong. One group should focus on physical health, the other on mental health and the last one on emotional health. The play should show a child who is not feeling healthy and strong, and then show ways in which his or her friends help them to regain health and strength.
2. Give the children about 15 minutes to prepare the play. Now ask each group to show the play to the big group. After the presentation, ask the two groups that were watching if they have any comments or questions. Their comments should be on the content of the play and not on the acting of the group.
3. When all the groups have presented and comments have been made, end the activity by saying:

 *Last time we met we discussed that keeping healthy and strong is not always easy. There are some things that you can do yourself to keep healthy and strong, but other times we need help and support from our friends, our family and our community.*

Developed for this resource kit.

5.3b Balloons up high



To energize the children.



Balloons.

1. If you have a lot of children at the workshop, divide them into groups of about 10 in each group.
2. Now explain that you are going to give each group a balloon, and their job is to keep the balloon up in the air. The balloon should not touch the ground!
3. Give each group a balloon and tell them to start. After about a minute, give them another balloon and tell them they have to keep this one up in the air too. Repeat this a few times, until the children are energized!

Developed for this resource kit.

5.4b Children's lives in our community



To explore what needs are being met in the community and what responsibility children have themselves to keep healthy and strong.



Any creative materials, space for group work.

 Try to encourage as much creativity as possible in this activity. If old magazines are available for the children to cut up, give them these if they want to make a collage with pictures. Make coloured pencils or paints or other creative materials available.

If very few materials are available, encourage the children to present their findings, either through role-play or body sculptures (still-life pictures made by using the body.)

1. Ask the children to get together in groups of 4 or 5, and explain to them that in this activity we are going to talk about what life is like for children in their community.
2. Ask them to spend 5-10 minutes talking about what life is like for children. Ask them to focus on good and bad aspects of life for children.
3. When they have spent about 5-10 minutes talking about this, ask them to think about the earlier work they have done on children's needs to be healthy and strong. Ask them to identify what needs are being fulfilled in their community. Ask them also to discuss what responsibilities children have when their needs are being fulfilled.

For example: If schooling is available in the community and a child is able to go to school, then the need for education is being fulfilled. In this case it is the child's responsibility to study hard and to keep up with their schoolwork.

4. Still in their groups, ask them to make a presentation of the needs that are being met in their community, and what the children's responsibilities are in connection with

these needs. This can either be a written list, a group drawing, a collection of individual drawings, a short role-play, a body sculpture, etc.

5. Give them 10 minutes to work on this and then they present it to the big group.

Developed for this resource kit.

5.5b The way forward



To discuss the activities planned for the next workshops in this series and give the children an opportunity to give their input.



Prepared flipchart with workshop overview.

! You will need to familiarize yourself with the content of the next workshop series in preparation for this activity. Be prepared to answer any questions the children may have. The themes covered in each track are summarized in the overviews which can be found at the beginning of each workshop series.

If you have the resources and time to plan other workshops, you can ask the children for ideas on topics they would like to focus on. The activity bank (or other sources) may have useful activities you can draw on, or you can create appropriate activities yourself.

1. Ask the children to sit in a semi-circle so they can all see the flipchart with the workshop series listed.
2. Explain that this is what you have planned to do with them. Go through the various themes that will be covered in the workshops. Give the children time to ask questions.

Developed for this resource kit.

5.6b Our song



Please refer to outline 2 on page 37 for instructions on this activity.

5.7b Workshop evaluation



Please refer to outline 3 on page 37 for instructions on this activity.

Explain:

! Now we have reached the end of today's workshop. We have done a lot of good work together, talking about children's needs and what responsibility children have when these needs are fulfilled.

It was also very good for me to share what we have planned to do next, and to answer your questions. I will try my best to make the workshops interesting and relevant to your needs and interests.

We will use the smiley faces again to evaluate the workshop.

Additional workshops



Introduction

Introduction

Workshops A-C can be used anywhere in the workshop series and are completely optional. Workshops F1 and F2 provide alternative endings to all four tracks in the workshop series. Please bear in mind that workshop F1 focuses on individual children and their future and workshop F2 focuses on how children can help make their community a better place.

Additional details on the content of these workshops are found in the introduction to workshops on page 32.

Workshops A-C	Workshops F1 and F2
A. Learning to listen	F1. My future
B. Something about me	F2. Our future
C. Working together	

Opening and closing each workshop

Use the same routines to open and close each workshop. This will help the children feel comfortable and will build trust between you and the group. Use the outlines here every time you do the following activities:

- the recap, feedback and introduction
- our song
- the workshop evaluation.

Outline 1 Recap, feedback and introduction



 To recap on the last workshop, give feedback on evaluation and introduce the aim of today's workshop.

1. Ask a volunteer to recap what you did together in the last workshop. If he or she does not remember all the activities, ask others to help until all the activities have been mentioned.
2. Give the children feedback on their evaluations from last time. Use this opportunity to discuss any activities that the children did not like. Note these in your monitoring notes.

Praise the children and remind them how important it is that they give honest evaluations, highlighting that it helps you to plan workshops that meet their needs.

3. Introduce the aim of the workshop (see script in each workshop).
4. Answer any questions and then begin the workshop.

Outline 2 Our song



To sing a song that all children are familiar with and that encourages a sense of belonging and cultural pride.

Instructions:

1. Ask the children to stand up, and ask them to sing the song they chose at the end of the last workshop.
2. They can either sing the song like last time or use some of the ideas given in workshop 1 to vary how the song is sung.

Outline 3 Workshop evaluation



To evaluate the workshop.



Small pieces of paper and writing materials and flipchart with smiley faces.



Collect the evaluations and keep them for monitoring purposes, and to evaluate if changes or adaptations are needed to activities that are already planned. Make sure to follow up on the results of the evaluation at the beginning of next workshop.

1. Explain what you have been doing in the workshop today (see script in each workshop).
2. Show the children the flipchart with the smiley faces again and give every child a small piece of paper and ask them to draw the smiley face that represents how they feel about today's workshop activities. Tell them they should NOT write their names on the paper. This will encourage honesty in their evaluation.
3. When they have finished, thank them for their feedback and take time to wish every child goodbye. This helps them feel recognized and appreciated.



Workshop A

Learning to listen

Aim of workshop: To promote positive listening.

Aim of activities:

To promote positive listening.

To stimulate cooperation and concentration.

Activities	Resources	Time
A.1 Recap, feedback and introduction		5 minutes
A.2 Listen carefully	Space for the children to stand in two circles facing each other, and afterwards for them to work in smaller groups. Paper and pens, flipchart and marker.	60 minutes
A.3 The mirror game	Space.	15 minutes
A.4 Our song		5 minutes
A.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

A.1 Recap, feedback and introduction



Please refer to outline 1 on page 77 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to learn about listening. Listening is a very important skill, and when you listen well, it shows that you are a true friend and that you care about other people and what they have to say.*

A.2 Listen carefully



To promote positive listening.



Space for the children to stand in two circles facing each other, and afterwards for them to work in smaller groups. Paper and pens, flipchart and marker.



This activity has two parts. Each section ends with a set of questions. Each part should take about 30 minutes to complete.

Activity 1: Practising listening

1. Divide the big group into two smaller groups, standing in two circles (one circle is inside the other circle). The outside is circle 'A' and the inside is circle 'B'. Ask the two circles to walk in opposite directions. Randomly say 'FREEZE'.
2. Now everyone from circle 'A' is standing opposite a partner from circle 'B'. Explain to the children that this is an exercise in listening. Each pair takes it in turns to tell the other something that interests them. While one person is talking, their partner does nothing but listen.
3. After they have both had a turn to tell each other something, they take it in turns to repeat back to their partner what they told them. It is therefore important that they listen carefully to what they say.
4. Now ask the pairs to go and sit by themselves and instruct them as follows:
 - a. Ask the child from circle 'A' to start talking with their partner about a topic that interests them. It could be their birthday, or imagining they are a superhero, what they want to do when they finish school, what their favourite hobbies are, etc.
 - b. Whilst the child from circle 'A' is speaking, the child from the circle 'B' listens without any interruptions, comments or objections.
 - c. After about 5 minutes, ask 'A' and 'B' to swap, and 'B' starts talking. Again, 'A' listens without interruptions, comments or objections.
 - d. After about 5 minutes, ask the children to stop. Now ask 'B' to repeat back to 'A' what it was they heard 'A' tell them about. 'A' is then asked to repeat back to 'B' what they heard 'B' tell them about. Both partners have to concentrate hard and listen.
5. When everyone has had a turn talking and listening and feeding back, ask all the children to sit in one big circle.

 *Did you enjoy it more, when you were talking or when you were listening?*

Was it difficult to listen without commenting? If yes, why?

How did you know when your friend was listening to you?

Activity 2: What is positive listening?

1. Divide the big group into 3 or 4 smaller groups. Give each group paper and pens. Ask each group to talk about the things that they could have been doing, if they had not been listening carefully. For example: 'I did not interrupt', 'I did not talk', 'I did not criticise', 'I did not tease', etc.

Ask the groups to write down their ideas.

2. After about 10 minutes, ask each group to share what they have written in turn.
3. List all the suggestions on the flipchart to define positive listening, following the example below:

I am a good listener when I ...

- Do not interrupt
- Listen carefully
- Concentrate on what is being said
- Look in the eyes of the person talking
- Keep quiet
- Etc...

 *How do you usually listen to other people? What did this activity make you think about your listening skills? Or how you feel about sharing with others who really listen?*

When do you think it is important to be a positive listener?

Danish Red Cross Society (2008) *Children affected by Armed Conflict Workshop Manual*

A.3 The mirror game



 **To stimulate cooperation and concentration.**

 **Space.**

1. Ask the children to stand in two lines.
2. Explain that one line will be mirrors and the other line will be actors.
3. The facilitator and co-facilitator then demonstrate the game. The facilitator calls out a positive emotion, such as strength, courage, bravery, happiness, peacefulness, and the actors act out this emotion.
4. The mirrors try to copy the actor in every detail.
5. Each line takes it in turns to be actor and mirror for each emotion – the facilitator keeps everyone in order! The facilitator calls out the emotion, and also when the actor and mirror should swap.

Save the Children, (2006) *Psycho-Social Structured Activity Program*

A.4 Our song



Please refer to outline 2 on page 78 for instructions on this activity.

A.5 Workshop evaluation



Please refer to outline 3 on page 78 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. We practised our listening skills and talked about what makes a good listener.*

Like the other workshops, I value your opinion of the workshop today. We will use the smiley faces again today.



Workshop B

Something about me

Aim of workshop: To encourage self-reflection, recognition of strengths and building of self-esteem and confidence.

Aim of activities:

To build self-esteem and confidence by sharing personal information with others.
To strengthen group cohesiveness and respect, by listening carefully, observing and concentrating on what others are saying.
To enable self-expression and creativity.

Activities	Resources	Time
B.1 Recap, feedback and introduction		5 minutes
B.2 Nobody knows what I can do	Space for two circles.	25 minutes
B.3 My flag	Paper or material that can be drawn on or painted on. Art materials for as much creativity as possible, e.g. coloured markers, crayons, pencils, glitter, glue, paint, fabric, scissors, old magazines, etc.	40 minutes
B.4 Working together	A stick about the length of a pencil or a pen with a lid for each child.	10 minutes
B.5 Our song		5 minutes
B.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

B.1 Recap, feedback and introduction



Please refer to outline 1 on page 77 for instructions on this activity.

Introduce the aim of today's workshop:

Today we are going to do some activities that are about ourselves, about who we are and what we like and dislike. We will also do some group activities where we will need to work together.

B.2 Nobody knows what I can do



To build self-esteem and confidence by sharing personal information with others. To strengthen group cohesiveness and respect by listening carefully and concentrating on what others are saying.



Space for two circles.

1. Ask the children to form two circles – an inner circle and an outer circle with the same number of children in each. (If there is an uneven number, the facilitator can join a circle.) Ask them to face each other.
2. Ask the children to take turns in telling the other person something they think that person did not know about them. It should be a positive quality or skill or characteristic.
Give an example: *"Nobody knows that I can sew my own clothes."*
3. Once the first pair have shared, clap or make another sound to indicate it is time to move: The inner circle stands still, whilst the outer circle moves one person to the right. Keep doing this until everyone in the inner circle has talked with everyone in the outer circle.
4. Now ask the children to sit down in one big circle.
5. Now ask the children to share one thing they learnt about someone else. No repetitions are allowed – every child should be mentioned.
6. When everyone has been mentioned, follow up with the questions below.

How did you feel about talking about a quality or skill that was private?

Were there some new qualities or skills that you heard about that you would like to learn?

Adapted from Save the Children activities in Kyrgyzstan *Refinement of dignity*

B.3 My flag



To enable self-expression and creativity and promote self-worth and confidence.



Paper or material that can be drawn on or painted on. Art materials for as much creativity as possible, e.g. coloured markers, crayons, pencils, glitter, glue, paint, fabric, scissors, old magazines, etc.

1. Ask the children to sit in groups of 8, and give each group a range of art materials. Tell the children that everyone is going to make a personal flag. It can be related to their heritage and family, their likes or dislikes, or something they can do that they are proud of.
2. Give them about 15 minutes to create their flags. They can do anything they want to with the paper for the flag – cut it into a flag shape, paint it, colour it with crayons, glue pictures from magazines on it, etc. using any of the art materials. Ask the children to write their names on the back of the flags.
3. When everyone has finished, ask them to sit in a circle and talk about the flags they have created.
4. Now ask the children to help attach the flags to a long piece of string. If you can, hang the flags up in the workshop venue, and display them at the next meeting with the parents and caregivers.

World Vision Creativity with children. A Manual for Children's Activities

B.4 Working together



To encourage observation, awareness of and respect for one another and concentration.



A stick about the length of a pencil or a pen with a lid for each child.

 The aim of the game is to keep the sticks from falling on the floor. To keep the two sticks stabilized, the children have to watch each other closely and react quickly. Both children have to learn to adjust to each other's movements. This is not easy.

Depending on the number of children, the game can be played with children standing in a triangle, in two lines or in circles. The game becomes more difficult if more children participate.

1. Give each pair of children two sticks, preferably of equal length.
2. Ask the children to stand facing each other about the same distance apart as the length of the stick.



3. Demonstrate with one of the children what the activity requires: place one end of the stick against the tip of the index finger of the first child's right hand and the other end at the tip of the index finger of the second child's left hand.
4. To keep the stick balanced, both children have to apply a little pressure.
5. Now ask them to place the second stick between the tips of the index fingers of the other's free hand. Now ask them to try taking a step to the left or right whilst holding the sticks steadily!
6. End the game once everyone has managed to keep the sticks steady for a period of time.

 *Was it difficult to keep the sticks balanced?*

What did you have to learn to make this work?

If some of the children also try to do the activity in bigger groups, ask them:

Was it more difficult when there were more children? What did you learn about communication and patience?

Catholic Aids Action Namibia (2003) *Building Resilience in Children Affected by HIV/AIDS*

B.5 Our song



Please refer to outline 2 on page 78 for instructions on this activity.

B.6 Workshop evaluation



Please refer to outline 3 on page 78 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we learned a lot more about each other. First everyone told us something about themselves that we didn't know before. Then you all made some very beautiful flags that told a story about you that makes you feel proud. Lastly we played a game of cooperation, trying to keep the sticks steady. It was a very good day, and I learned lots of positive things about all of you.*

Like the other workshops, I value your opinion of the workshop today. We will use the smiley faces again today.



Workshop C

Supporting each other

Aim of workshop: To encourage mutual respect, trust and group cooperation.

Aim of activities:

To encourage cooperation, team spirit, group-cohesion and self-esteem through overcoming obstacles.

To encourage the children to realize that even though they are unique and different, they also have a lot in common and can support each other through tough times.

To build trust and group cohesiveness and to encourage children to take responsibility for one another.

Activities	Resources	Time
C.1 Recap, feedback and introduction		5 minutes
C.2 Wandering rings	Hula-hoops or a length of rope or strips of material about 1.5 m long and tied in a circle. Space for physical movement.	30 minutes
C.3 What we have in common	Space for a big circle.	30 minutes
C.4 The human cradle	Space.	15 minutes
C.5 Our song		5 minutes
C.6 Workshop evaluation	Paper and writing materials and flipchart prepared with smiley faces.	5 minutes

C.1 Recap, feedback and introduction



Please refer to outline 1 on page 77 for instructions on this activity.

Introduce the aim of today's workshop:

Today we are going to do a number of activities that can only be done if you help and support each other. These activities will need you to show respect and to trust one another.

C.2 Wandering rings



To encourage cooperation, team spirit, group-cohesion and self-esteem through overcoming obstacles.



Hula-hoops or a length of rope or strips of material about 1.5 m long and tied in a circle. Space for physical movement.

! In the beginning this will take some practice. The children will realise that they have to help one another, by allowing their hands to be pulled in various directions, as each child wriggles through.

Let the children work out how to do it themselves: Only help them if they don't seem to be getting the hang of it after a period of time.

To make it more interesting, you could add a second hula-hoop at the opposite side of the circle. Everyone in the circle is interconnected and is either helping or climbing, so everyone is involved in the activity. The hula-hoops will only move around the circle, if the children observe and respond to the needs of their neighbours and work together as a team. For really advanced teams you could have three hoops moving around the circle at the same time!

1. Ask the children to stand in a circle. Explain that the most important rule for this game is that you must always hold hands.
2. Ask the children to hold hands. Put a hula-hoop (or rope or material – whatever you are using) somewhere in the circle – hang it loosely over clasped hands.

The children must now make the hula-hoop move around the circle without breaking the circle. Don't explain how to do this. Let the children work out how to do it.



- The first child's neighbour must repeat the process. (The trick is to step through the hula-hoop feet-first and then with the help of neighbours, jiggle the hula-hoop up until they can squeeze their head through!)

 *In the beginning, how did you feel when you got stuck and didn't know how to get through the hula-hoop?*

What helped you get through the hula-hoop?

Can you think of situations in real life where you have to adjust to other people's needs so that everyone can reach a goal?

How does it feel when you have to respond to the needs of different people at the same time?

If additional rings are used: How did you feel when there were three hula-hoops moving around the circle?

Catholic Aids Action Namibia (2003) *Building Resilience in Children Affected by HIV/AIDS*

C.3 What we have in common



To encourage the children to realise that they have a lot in common and can support each other through tough times, even though they are unique and different from each other.



Space for a big circle.

- Ask the children to stand in a circle facing each other.
- Now explain that you will call out different things, and if they apply to any of the children, they should take a step into the circle.
- Start by calling out simple things that you see in the group, for example:

"I am wearing a white t-shirt" – and then all the children with white t-shirts step into the circle.
- When they all step back out again, call out the next thing. For the first 5 - 10 times, call out things that are simple and fun things – things that the children have in common:
 - I always get up before 6 am.
 - I hate eating vegetables.
 - I love listening to music.

Call out things that you know are appropriate and meaningful to this group of children.
- Now start calling out things that are a little more sensitive and challenging, based on what you know about the children.

For example:

 - I have lost a parent.
 - I don't live with my parents, I live with other family.
 - Someone in my family died in the disaster.

6. When you have finished calling out things, ask the children what the activity made them think about in relation to each other.
7. Remind them that even though we don't realize it, we have a lot in common with our peers and this makes it easier for us to help and support each other through tough times.

Developed for this resource kit.

C.4 The human cradle



To enhance trust, cooperation and mutual responsibility.



Space.

1. Ask all the children, except one, to divide into two groups.
2. Now ask them to stand shoulder-to-shoulder in two lines that face one another, so close that with arms outstretched, they can touch the hands of the children in the opposite group.
3. Ask the child who is not in one of the groups to lie on the floor between the two lines.
4. When the facilitator gives the signal, the children in the two opposite lines link hands beneath the child lying on the floor.
5. When all the children are ready, give the command to stand up carefully and to raise the child in the middle of their linked hands.
6. When everyone is standing, tell the children to start to rock the child slowly to and fro.
7. After about ten seconds, ask them to gently lower the child so he/she can stand up. Repeat the activity so that a few children can be rocked by their peers.

Activity source: Catholic Aids Action Namibia (2003) Building

C.5 Our song



Please refer to outline 2 on page 78 for instructions on this activity.

C.6 Workshop evaluation



Please refer to outline 3 on page 78 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we did some fun activities together that required group cooperation and coordination. We also did an activity that made us realize how much we have in common with our friends, which is good because it makes it easier for us to give support to one another.

Like the other workshops, I value your opinion of the workshop today. We will use the smiley faces again today.



Workshop F1

My future

Aim of workshop: To encourage the children to visualize their dreams and hopes for the future and identify goals to achieve them.

Aim of activities:

To encourage the children to think about what they want to do with their lives in the future.

To encourage the children to identify goals that they are going to strive for and reflect on what they need to reach them.

To reflect on the workshop series and the activities the children have participated in.

Activities	Resources	Time
F1.1 Recap, feedback and introduction		5 minutes
F1.2 Project of life	Paper, pens, pencils, crayons.	20 minutes
F1.3 The train of silly walks	Space.	5 minutes
F1.4 Visualizing the future	Flipchart paper, lots of old magazines, scissors, glue, tape.	40 minutes
F1.5 Our song (performance)		5 minutes
F1.6 Workshop evaluation and reflection on the workshop series	Small pieces of paper and writing materials and flipchart with smiley faces.	15 minutes

F1.1 Recap, feedback and introduction



Please refer to outline 1 on page 77 for instructions on this activity.

Introduce the aim of today's workshop:

Today is the last of our workshop series. We are going to explore our dreams and hopes for the future. This is important to do, so you have something to work towards and to motivate you in your life.

F1.2 Project of life



To encourage the children to think about what they want to do with their life in the future.



Paper, pens, pencils, crayons.

! If the children are older, you can make the activity a little more complicated. You can ask them to write instead of draw, or ask them to make a collage, with pictures they cut out of magazines.

1. Start the activity by saying the following:

All older people have at some point taken time to think about they wanted to do, as they were growing up. Some have realised their dreams, and others are still working to achieve them. Thinking every day about what you want to achieve is a very important part of life. We start doing this even when we are very little. We start dreaming, and we tell ourselves that nobody is going to stop our dreams.

2. Now give everyone a piece of paper and ask the children to make three columns like this:

NOW (How I see myself now)	CHANGES NEEDED (What I would like to change about myself)	FUTURE (What I want to be when I grow up)

? What did it feel like to think about these three things? Were any of them more difficult than others?

UNICEF (2010) *Return to Happiness*

F1.3 The train of silly walks



 To energize the children.

 Space.

1. Ask the children to stand in a circle. Now ask them all to turn to their right.
2. The facilitator breaks the circle so there is a beginning and an end. Now tell the leader of the line to start walking. The person behind them copies the leader exactly. The person behind that person does the same, until everyone in the line is walking in exactly the same way.
3. The train can go anywhere and the leader can change the walk, make noises, wave their arms around and so on, and the rest have to copy the exact movements and sounds.
4. After about 30 seconds, switch and let someone else be the leader. Continue switching till the time for the activity is over.

World Vision *Creativity with children. A Manual for Children's Activities*

F1.4 Visualizing the future



 To encourage the children to identify goals that they are going to strive for and reflect on what they need to reach them.

 Flipchart paper, lots of old magazines, scissors, glue, tape.

 **If the group is very large, ask them to work in smaller groups for the last activity, where they make a large collage together.**

1. Start the activity by saying the following:

 *I want you to keep dreaming about your future – about what you want to be when you are adults, what kind of jobs you want, how you will make a living, what kinds of things you will do, where you will go, who you will work with, what kind of place are you going to work in – think of as many details as you can.*
2. Now ask the children to make a collage. Give them all a piece of paper and old magazines, scissors and glue. Explain that the first collage will have the title:

WHAT I WANT TO BE
3. As they are working on the collage, go around the room and ask the children what they are making. Encourage them to talk with each other about their work as they are doing it.
4. When they have finished, ask them to share with the group what it is they want to be. When everyone has had a turn, display the collages together in a space you have chosen for this.

- Now ask them to make a second collage, by saying the following:

 *When we dream, our imagination takes flight and we can feel how amazing and beautiful it will be when we achieve our dreams. To achieve our dreams, we need to do certain things and we may need help. For example, if you want to become a doctor, or a professor, or an athlete, what do you have to do while growing up to achieve this dream?*

Let the children answer the question. Try to get realistic answers, for example: I would have to study hard, I need to save up money when I start to earn, I need to go to school, etc.

Now ask the children to make a second collage. This one is going to be called:

 *HOW TO FULFIL MY DREAM*

- When they have completed the second collage, ask them to share with the group what they have made. When everyone has had a turn, display the collages together again in a space you have designated for this.
- Choose one of the collages to start the next discussion. Ask the children the following:

 *Now you have identified what you want to do, and what you need to do to get there. What help do you think you need to fulfil your dream? What kinds of resources? (Examples are books, adults that can help, discipline, perseverance, information, etc).*

Write the children's answers on a flipchart.

- Complete the activity by thanking the children for their hard work and praising the collages they have made.

 *What was it like doing this activity?*

What part did you like best?

UNICEF Republica Dominicana (2010) *Return to Happiness*

F1.5 Our song (performance)



 To sing a song that all children are familiar with and that encourages a sense of belonging and cultural pride.

 **If the children are enthusiastic, arrange for the group to perform the song, if this is possible, for their teachers, or parents and caregivers or other children. This will give the children a sense of pride and is a positive way to end the workshop series. If you choose to do this, move the song to after the workshop evaluation.**

- Ask the children to stand up, and explain that they are now going to sing the song they chose for their workshops. As this is the last workshop, encourage them that they sing the song to the best of their ability.

F1.6 Workshop evaluation and reflection on the workshop series



For children to evaluate the workshop and reflect on the entire workshop series.



Small pieces of paper and writing materials and flipchart with smiley faces.

1. Explain:



Now we have reached the end of today's workshop and the end of all the workshops in this series. Today is both a happy day and a sad day for me. I am sad because I will miss seeing you in these workshops. But I am happy I have spent all this time with you and learnt so much about all of you. I am also happy I have seen how strong you have grown during this time, and how much you have learnt to trust one another. Through all these workshops I have been impressed with all your hard work and the many good ideas you always had.

Thank you for taking time to come to these workshops and I wish all of you the best.

Like the other workshops, I value your opinion of the workshop today. We will use the smiley faces again today.

When you have completed the workshop evaluation, we will spend a few minutes reflecting on the entire workshop series.

2. Show the children the flipchart with the smiley faces again and give every child a small piece of paper and ask them to draw the smiley face *with its respective number* that represents how they feel about today's workshop activities. Tell them they should NOT write their names on the paper. This will encourage honesty in their evaluation.
3. When they have finished the evaluations, ask them to stand in a circle and to take turns sharing what they have got out of taking part in these workshops. Encourage them to share both positive and negative feelings about their participation in the workshops.
4. When everyone has had the opportunity to share, thank them for their feedback and take time to wish every child goodbye. This helps them feel recognized and appreciated.



Hele Kjaersgaard/Save the Children

Workshop F2

Our future

Aim of workshop: To explore how children can help make their community a better place.

Aim of activities:

- To encourage group cooperation and problem solving skills.
- To revisit 'our community' from activity 3.5 and discuss ways for children to improve their community and to support each other.
- To encourage peer support and appreciation.
- To reflect on the workshop series and the activities the children have participated in.

Activities	Resources	Time
F2.1 Recap, feedback and introduction		5 minutes
F2.2 The shrinking sheet	A large blanket or sheet that people can stand on in their bare feet.	15 minutes
F2.3 Our community	The community maps from activity 3.5. Flipchart paper and markers.	40 minutes
F2.4 What I like about you	Small pieces of paper, a hat or a box to put the papers in.	10 minutes
F2.5 Our song (performance)		5 minutes
F2.6 Workshop evaluation and reflection on the workshop series	Small pieces of paper and writing materials and flipchart with smiley faces.	15 minutes

F2.1 Recap, feedback and introduction



Please refer to outline 1 on page 77 for instructions on this activity.

Introduce the aim of today's workshop:

Today is the last time we meet in this series of workshops. We have done a lot of work together, and we have all got to know each other much better. I am very thankful for all the things you have shared about yourselves, and I have watched how you have all treated each other with kindness and respect. Today we are going to finish the workshop series by doing some activities that focus on the future and on how we can work together to make our community a better place.

F2.2 The shrinking sheet



To encourage group cooperation and problem-solving skills.



A large blanket or sheet that people can stand on in their bare feet.

⚠️ This activity involves close physical contact – at times the children may have to carry each other or lean closely on each other. Divide the children into same-gender groups, if this is more appropriate. The two groups could then play the game one at a time or make it a competition between them on two separate sheets.

Children playing this game usually manage to turn the sheet over, by gradually moving most of the group to one side of the sheet, while one person starts turning over another section of the sheet. The sheet shrinks in size as they do this, and they will have to shuffle around, as they gradually turn more of the sheet over.

Be observant of the different roles that the children take in this activity. There are usually a few children who take charge and start giving instructions to others.

1. Lay the sheet or blanket on the floor. Work out how big the sheet should be – if it is a small group, fold the sheet over. Now ask all the children to take their shoes off and stand on the sheet. The children should not have much room to move once they are standing on it together.
2. Now explain that the ground around the sheet is toxic and they are not allowed to step off and touch it.
3. The aim of the game is to turn the sheet over, without anyone stepping off onto the toxic ground.



4. Give them enough time to work out how to do this. If they get stuck, encourage them and tell them it can be done as long as the group cooperates. It may take longer than planned, but remind them that it is possible.
5. When the activity is over, praise the children and ask them to sit in a circle to follow up with the questions below. If they do not mention it themselves, say that this activity is a good reminder of how things may seem impossible at first, but when we help each other, everything is possible.

 *Did you enjoy the activity?*

What was difficult about this activity?

How did you solve the challenge of turning the sheet over? Did someone take on the leader role or did you all work it out together?

What did you learn from the activity?

Unknown

F2.3 Our community



To revisit the earlier activity of 'our community' and discuss ways forward for children to improve their community and to support each other.



The community maps from activity 3.5. Flipchart paper and markers.

 **Look at the activities from workshop 3, where the children made community maps and identified challenges and positive resources. If you still have the community maps the children made, display these so the children can have a look at them to refresh their memories.**

If you do not have the flip charts and community maps anymore, ask the children to sit in a circle and talk about the challenges for children in their community that they identified before or can think of now.

1. Refer to the community maps that the children made in activity 3.5. and say:



Today we are going to talk some more about our own communities, like we did earlier in this workshop series. Do you remember the great community maps you made? I have put them up here for you to have a look at.

Give the children about five minutes to look at the maps.

2. Explain that today you are going to look again at the challenges that are faced by children in the community, and think about what kinds of roles the children can play themselves, in making the community a better place for children.
3. Ask the children to make groups of 4 or 5.
4. Give each group flipchart paper and ask them to make three columns, headed 'challenges' and 'action needed' and leave the third column blank.
5. Ask them to write down all the challenges they have been discussing in their community. Next to the challenge, they should write what action is needed to address these challenges. Give them about 20 minutes to work on this in their groups.

Example 1:

Challenges	Action needed
Children living on the street	<ol style="list-style-type: none"> 1. Social services should find the street children and have them placed in good homes. 2. Street children should have access to a warm home with food, where they can play with other children.

6. When they have completed this task, ask them to look at the actions needed. Now ask them to discuss in their groups what they could do to address the challenges. What role can they play in making sure that the action needed is taken?
7. Ask them all to write, 'We can...' as the heading to the 3rd column and to complete the table. There may be some rows where they cannot write anything because they cannot see what role they can play. This is fine.
8. Use the example given below to guide them or make up your own.

Example 2:

Challenges	Action needed	We can...
Children living on the street	<ol style="list-style-type: none"> 1. Social services should find the street children and have them placed in good homes. 2. Street children should have access to a warm home with food, where they can play with other children 	<ol style="list-style-type: none"> 1. Tell street children where they can access food and a shelter.

9. When everyone has finished, ask the groups to display their flipcharts on the walls. Now give the children about 10 minutes to walk around and have a look at each other's work. Give them all a coloured marker and tell them they should choose **three actions** in the 'We can...' columns, out of all the flipcharts that they think are the most realistic and achievable, and they should mark each of these actions with a star.
10. When they have finished with this, ask them all to sit in a circle. Make a note of which three actions got the most stars, and tell the children which they were.
11. Ask the children what needs to be done, to help them do these actions. For example, if they chose 'make posters on children's rights', what help do they need to do this? They may say they need paper and colours, or a venue to work together, or help from adults.
12. Make a note of all the things the children suggest and end the activity by asking the questions below.

 *What prevents you from doing the actions you have indicated you want to do?*

What do you need as a group to succeed with these tasks?

Developed for this resource kit.

F2.4 What I like about you



To encourage peer support and appreciation.



Small pieces of paper, a hat or a box to put the papers in.



You should also join in the activity and give positive recognition to all the children.

Make sure that all the things that are said are kind and respectful. If anyone says something that is unkind or hurtful, ask them to apologize to the person they said it to, and ask them to think of something positive.

1. Ask all the children to stand in a circle and give them all a small piece of paper. Ask them to write their names on it and crumple the paper up and put it in the box or hat in the middle of a circle.
2. Now shake up the box and invite each child in turn to take one piece of paper. If the paper has their own name on it, they should return it and take a new one.
3. When they all have a name, ask them one by one to step into the circle and face the person whose name was on the paper. Ask them to say something to that person that they like about them and why they like that. For example, "John, I like that you laugh so much because it makes me happy".

Developed for this resource kit.

F2.5 Our song (performance)



To sing a song that all children are familiar with and that encourages a sense of belonging and cultural pride.



If the children are enthusiastic, arrange for the group to perform the song, if this is possible, for their teachers, or parents and caregivers or other children. This will give the children a sense of pride and is a positive way to end the workshop series.

1. Ask the children to stand up, and explain that they are now going to sing the song they chose for their workshops. As this is the last workshop, encourage them that they sing the song to the best of their ability.

F2.6 Workshop evaluation and reflection on the workshop series



For children to evaluate the workshop and to reflect on the entire workshop series.



Small pieces of paper and writing materials and flipchart with smiley faces.



Collect the evaluations and keep them for monitoring purposes.

1. Explain:



Now we have reached the end of today's workshop and the end of all the workshops in this series. Today is both a happy day and a sad day for me. I am sad because I will miss seeing you in these workshops. But I am happy I have spent all this time with you and learned so much about all of you. I am also happy I have seen how strong you have grown during this time, and how much you have learnt to trust one another. Through all these workshops I have been impressed with all your hard work and the many good ideas you always had.

Thank you for taking time to come to these workshops and I wish all of you the best.

Like the other workshops, I value your opinion of the workshop today. We will use the smiley faces again today."

When you have completed the workshop evaluation, we will spend a few minutes reflecting on the entire workshop series.

2. Show the children the flipchart with the smiley faces again and give every child a small piece of paper and ask them to draw the smiley face *with its respective number* that represents how they feel about today's workshop activities. Tell them they should NOT write their names on the paper. This will encourage honesty in their evaluation.
3. When they have finished the evaluations, ask them to stand in a circle and to take turns sharing what they have got out of taking part in these workshops. Encourage them to share both positive and negative feelings about their participation in the workshops.
4. When everyone has had the opportunity to share, thank them for their feedback and take time to wish every child goodbye. This helps them feel recognized and appreciated.

Guide for meetings with parents and caregivers



Introduction

Parent and caregiver meetings provide opportunity for programme managers and facilitators to meet with parents and caregivers at key points in the children's resilience programme.

Meeting	Activities	Timing of meeting
1. Introduction to the programme	Information about the aims of the programme, the activities planned and time and place for workshops Permission requested for children's participation	Before the children's workshops begin
2 A. Psychosocial wellbeing and children's rights and responsibilities <i>OR</i>	Discussion on children's wellbeing and their rights and responsibilities Information about workshops 4A and 5A	Before workshops 4A and 5A
2 B. Psychosocial wellbeing and what children need to be healthy and strong	Discussion on children's needs Information about workshops 4B and 5B	Before workshops 4B and 5B
3. Children's reactions and emotions	Discussion on children's problems and how parents and caregivers can help	After workshop 5
4. Protecting children from harm	Looking at the role of parents and caregivers in protecting children from danger and providing a safe environment in their homes and community	Before the end of the workshop series

Opening and closing each workshop

After the first introductory meeting, use the same routines to open and close each meeting. This will help the participants feel comfortable and will build trust between you and the group. Use the outlines here every time you do the following activities:

- Welcome and update on children's workshops
- Question and answer session
- Closure and song.

Outline 1 Welcome and update on children's workshops



To welcome the parents, introduce today's programme and present an update on the children's workshops.



Space for participants to sit in a circle.

1. Start the meeting by welcoming the parents and caregivers and thanking them for taking the time to come to this meeting.
2. Now introduce the programme for today (see script in each meeting description).
3. Answer any questions about today's meeting.
4. Now spend a few minutes telling the participants about what you have been doing with the children in their workshops and tell them what's planned in the weeks before the next parent and caregiver meeting.
5. Answer any questions or issues raised concerning the children's workshops and then move on to the next activity.

Outline 2 Question and answer session



To give the participants the opportunity to raise any questions they may have.



Space.

1. Use the time available to address questions.

Outline 3 Closure and song



To end the meeting with a song the participants are familiar with.



Space.

1. Explain that you have now reached the end of today's meeting. Summarize what you have discussed today. See script in each meeting description.
2. Ask the participants if there are any more questions or concerns that need to be addressed.
3. Thank the participants again for their time and the effort they have made to attend this meeting. Explain that you would like to end the meeting with a song and that this is also how the workshops with the children will end. Ask the participants to choose a song they are familiar with and sing the song together.
4. End the meeting and say goodbye to all participants.

Annexes

1. Sample information sheet (completed version and a blank version)
2. Sample consent form
3. Tips for parents and caregivers - found on the USB stick



Parent and caregiver meeting 1

Aim of workshop: Introducing the children's resilience programme to the parents.

Aim of activities:

For participants to get to know each other better

To introduce the children's resilience programme

To share practical information

For parents and caregivers to sign a written consent form, giving permission for their child to participate in the programme.

Activities	Resources	Time
1.1 Welcome	Space for participants to sit in a circle. Flipchart listing today's activities (see list in instruction no. 4 below). Markers.	10 minutes
1.2 Getting to know one another	Space for participants to walk around or sit privately in pairs.	15 minutes
1.3 Introducing the children's resilience programme	Space for participants to sit in a circle. Handouts or flipchart with practical information about the children's workshops. Blank flipchart paper. Markers.	45 minutes
1.4 Consent forms	Blank consent forms (see sample consent form in Annex 2), pens.	10 minutes
1.5 Question and answer session	Space.	30 minutes
1.6 Closure and song		5 minutes

1.1 Welcome



To welcome parents and caregivers and introduce today's programme.



Space for participants to sit in a circle. Flipchart listing today's activities (see list in instruction no. 4 below). Markers.

1. Start the meeting by introducing yourself and your colleagues.

If you work for an organization, explain which organization it is and the kind of work it does locally (and elsewhere, if this is the case).

If you are a teacher, explain which school you work at and what your role is at the school (whether you are a teacher, guidance counsellor, etc).

2. Welcome the parents and caregivers, thanking them for taking the time and making the effort to come to this meeting.
3. Now explain:

 *Today we have two hours together. In that time we are going to talk about the children's resilience programme that your children have been invited to participate in. We are going to talk about why we are running this programme and the kinds of activities the children will take part in. We are also going to talk about your roles as parents and caregivers, so that the children can get the most out of this programme.*

Before we end the meeting today, we will ask you to sign a consent form, which gives permission for your child (or children) and yourself to participate in this programme. It is therefore important that you feel you have all the information that you need to make this decision.

There will be many opportunities for questions throughout the meeting, and you are encouraged to ask about anything you don't understand, or need more information on.

4. Now go through the list of planned activities on the flipchart:
 1. Getting to know one another
 2. Practical information
 3. Consent form
 4. Next meeting
5. Take any questions about today's meeting and then move on to the next activity.

1.2 Getting to know one another



For parents and caregivers to get to know one another.



Space for participants to walk around or sit privately in pairs.

 Carefully consider beforehand if this activity is appropriate in the cultural context you are working in. If it is not, you can do a general round of introductions instead, where each participant introduces himself or herself.

This introductory activity is an important tool that encourages participants to feel comfortable in the group. Be sensitive to participants who may be feeling shy about sharing things in the big group, and make sure you thank them for sharing.

1. Explain to the participants that you are going to start with a short activity that will give them an opportunity to get to know each other a little better.
2. Ask them to find a partner in the room – someone they don't know very well, or maybe not at all.
3. Now explain that they have 5 minutes to talk with one other person in the group. They can do this by either walking around or sitting somewhere where they can talk with each other undisturbed. During this time they should introduce themselves and then do the following:
 - tell one another which child they have in the programme
 - tell one another a little about themselves, and
 - try to find three things that they have in common.
4. If there is a person without a partner, the facilitator should also join in the activity.
5. Let the participants know when there is one minute left.
6. Once time is up, gather everyone together again and ask people to sit next to their partners.
7. Now ask the participants to introduce their partners, stating their name and their name(s) of the child or children. When both partners have introduced each other, ask them to share **one of the three** things they discovered they had in common.
8. When everyone has shared, thank them for their participation.

Developed for this manual.

1.3 Introducing the children's resilience programme



To give an overview of the children's resilience programme and provide practical information about the children's workshops.



Space for participants to sit in a circle. Handouts or flipchart with practical information about the children's workshops. Blank flipchart paper. Markers.



This activity needs some preparation before the meeting. Handouts with all the practical information about the children's workshops need to be written. A sample information sheet is provided in annex 1 on page 134. If you are not going to provide handouts, have the information written up on flipchart paper.

1. Start by referring to the last activity and highlight that the one thing they ALL have in common is that they are here today because they are the parent or caregiver of one or more children. Like all parents and caregivers around the world, they want the best for their children.
2. Explain that they have been invited to this meeting because they and their children are invited to participate in a programme that is going to run over a number of weeks.

3. Give participants some background about the programme.

 Your children, like many other children in the world, have lived through some difficult times. Yet, like the adults around them, they have also shown strength and courage. The programme we are inviting you and your children to aims to improve the wellbeing of children by focussing on:

- their own personal wellbeing
- the contact and interactions they have with other people and
- the environment they live in.

4. List the three main components of the programme on a flipchart:

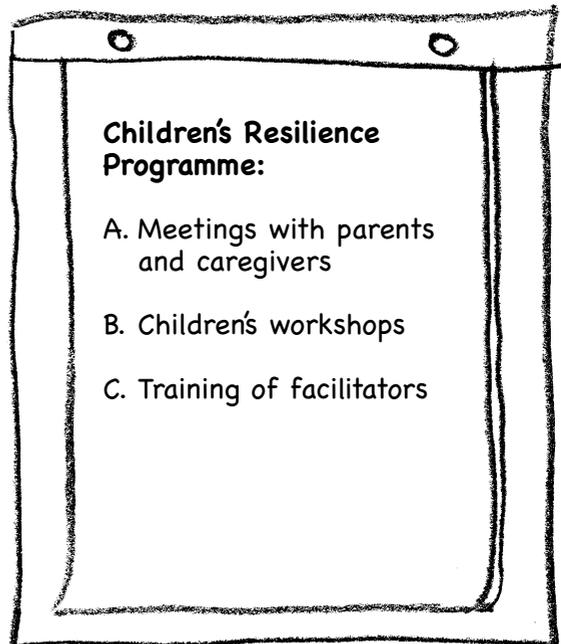
A. Meetings with parents and caregivers

These meetings are to:

- **Orient and update** parents and caregivers on what is happening in the children's workshops and how the children are doing
- **Share issues and learn** what facilitators, parents and caregivers think are important for the children's wellbeing. This will help parents and caregivers to support their children at home.

There will be four* meetings:

1. Introduction to the programme (today)
2. Psychosocial wellbeing and children's rights and responsibilities OR psychosocial wellbeing and children's needs (refer to the relevant meeting)
3. Children's reactions and emotions
4. Protecting children from harm.



Explain that the parents and caregivers are strongly encouraged to participate in all the workshops.

*The exact number of meetings may vary, according to the need and resources available.

B. Children's workshops

Tell participants how many workshops you are intending to have.

Every workshop follows a similar format with a variety of activities:

- Fun activities that will help the children relax and feel comfortable together
- Activities that focus on different issues that are related to the difficult experiences the children have had, and how they have reacted to these experiences.

The activities encourage the children to:

- Be playful and happy
- Be physically active and healthy

- Work together, learning to help each other and to show kindness and respect to one another
- Trust others and feel comfortable about sharing feelings
- Learn skills to deal with difficult emotions
- Solve problems without violence and aggression
- Be aware of danger and situations where they are at risk for harm, and learn how to keep safe
- Make good and safe choices
- Be more social
- Seek help from others.

Tell the parents and caregivers that programmes like this have been held in other countries around the world and they have helped children to cope better with everyday challenges and also helped them to do better at school.

C. Training of facilitators and field coordinators

The facilitators and field coordinators have training where they learn how to run the parent and caregiver meetings and the children's workshops. Their training also helps them to:

- Learn to identify what issues are challenging for the children they are working with, and how to help the children to cope
- Identify children who are at risk and need special support
- Encourage children to take initiative and promote their active participation
- Encourage children to support one another.

Answer any questions.

- Now go through the practical information about the programme. Give the parents and caregivers the handouts or look together at the flipchart list you have prepared and talk about:
 - The venue for the children's workshops and adults' meetings
 - The timing of the workshops and meetings (dates and times)
 - The list of children who have been invited
 - The number of children
 - The name(s) of facilitator(s) and other adults present at workshops
 - The contact person for parents and caregivers.

- Answer any questions.

1.4 Consent forms



For parents and caregivers to sign consent forms, giving their children permission to participate in the children's resilience programme.



Blank consent forms (see sample consent form in Annex 2), pens.



Parental consent must be sought according to local practice. (This is advice given in 'Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources,' 2005, page 41). The guidance given here is general and should be adapted according to the requirements of your organization and in line with community expectations.

If any participants cannot read or write, help them fill in the form, and ask them to make a mark instead of their signature. Note on the form that you assisted with completing it.

If any parents or caregivers do not wish to sign the consent form and do not want their child to participate in the workshops, discuss this with them in private when the meeting is over. Do not discuss it with them in front of the whole group.

Make sure all parents and caregivers have the information they need to make the right decision for their family. See if you are able to address any concerns they have that might prevent them from wanting their child to participate.

1. Explain to the parents and caregivers that you would like to ask their permission for their child(ren) to take part in the workshops. They also should agree to their own participation. Give out copies of the consent form and pens to each family represented in the group.
2. Go through the consent form, explaining what each line says. Make sure that they are able to give consent, having legal custody of the child.
3. Explain that if any photos or videos are taken of the children, these will be used for the following purposes:
 - To raise awareness of children's wellbeing and protection
 - During training of facilitators and field coordinators
 - In organizational reports
 - To inform others and raise awareness of the workshops.
4. Explain that if a child falls ill or is injured, every effort will be made to contact the parent or caregiver immediately. However, if it is not possible to reach them, you request permission to provide the child with emergency medical treatment if needed.
5. Answer any questions. Ask them to fill in the consent form.
6. When all consent forms have been completed and signed, collect them and store them in a safe place, as they contain personal information.
7. Explain to that you will also ask the children for their consent to participate in the workshops. If any of the children do not want to participate in the workshops, they will not be forced to do so.

1.5 Question and answer session



Please refer to outline 2 on page 104 for instructions on this activity.

1.6 Closure and song



Please refer to outline 3 on page 104 for instructions on this activity.



Parent and caregiver meeting 2A

Aim of workshop: To raise awareness about psychosocial wellbeing and children's rights and responsibilities

Aim of activities:

To raise awareness and understanding of what children need for healthy growth and development, socially, emotionally, physically and intellectually.

To raise awareness and understanding of children's rights and responsibilities

Activities	Resources	Time
2A.1 Welcome and update on children's workshops		15 minutes
2A.2 What do children need?	Flipchart paper and marker.	25 minutes
2A.3 Children's rights and responsibilities	Space, flipchart and marker, paper, pens, copies of the UN Convention on the Rights of the Child which can be found in the 'Worksheets' folder on the USB stick.	45 minutes
2A.4 Question and answer session	Space.	30 minutes
2A.5 Closure and song		5 minutes

2A.1 Welcome and update on children's workshops



Please refer to outline 1 on page 104 for instructions on this activity.

Introduce the aim of today's workshop:

Today we have another two hours together. We are going to spend that time exploring what children need to be strong and healthy. We are also going to talk about children's rights and responsibilities.

2A.2 What do children need?



To raise awareness and understanding of what children need for healthy growth and development, socially, emotionally, physically and intellectually.



Flipchart paper and marker.

In preparation for this activity, make a very simple drawing of a young child or a baby on a piece of flipchart paper. Make sure there is room to write key words around the drawing.

1. Ask the participants to look at the drawing of the young child or baby that you have drawn.
2. Say:

We all know that children need to be cared for and that if you take good care of your children and look after them, they will grow strong. Our children are the next generation and they have to grow up to respond to many challenges as well as to help the community.

Now we are going to look at what a child needs to grow into a strong adult.

3. Ask the participants to call out the things children need to grow. Acknowledge all the ideas given by the group, by saying, for example:

"Yes, they need food," and then write 'food' somewhere on the drawing of the child.

4. Make sure the following needs are mentioned:
 - Physical (food, shelter)
 - Intellectual (education)
 - Emotional (love)
 - Social (sense of belonging, support from others)

Adapted from REPSSI (2004) *The Journey of Life*

2A.3 Children's rights and responsibilities



To raise awareness and understanding of children's rights and responsibilities.



Space, flipchart and marker, paper, pens, copies of the UN Convention on the Rights of the Child which can be found in the 'Worksheets' folder on the USB stick.



For this activity, be well prepared for questions and discussion about the UN Convention on the Rights of the Child.

Discussing rights can be a very sensitive topic, especially if you are working in a context where many rights are not being fulfilled. It is important to discuss rights in an objective and positive way. *It is not the aim of this activity to make parents or caregivers feel guilty about not being able to fulfil their children's rights. Instead it aims to raise awareness of what children's rights are and what responsibilities both adults and children have in protecting these rights.*

1. Divide the participants into three groups. Give each group some paper and pens to make a note of their feedback.
2. Give out copies of the UN Convention on the Rights of the Child. If possible give each participant their own copy, or give each group one or more copies to share.
3. Explain to the participants:



The United Nations was formed in 1945. The Convention on the Rights of the Child, (the CRC), was agreed in 1989 and was set into action in 1990. All countries in the world except two have signed it. The CRC has 4 main principles. These are (write on a flipchart):

1. *Right to survival and development (e.g. care, education)*
 2. *Right to non-discrimination (e.g. race, gender, disability etc)*
 3. *To protect the child's best interest (e.g. taking children's perspectives into consideration when planning action)*
 4. *Right to participation (e.g. considering children's opinions).*
4. Continue by explaining:



All children have rights.

The adults involved in children's lives have the responsibility to fulfil the rights of the children. This includes parents and caregivers, and also the adults that are sitting in positions of power that influence opportunities for fulfilling these rights.

Children also have responsibilities when their rights are fulfilled.

5. Give the following example to illustrate this point:



The right to education

Governments have the responsibility to make education available to all children.

Parents and caregivers have the responsibility to enable children to go to school, if education has been made available.

Children have the responsibility to attend school and do their homework, if they have the opportunity to go to school.

- Now ask the participants to look through the CRC and discuss in their groups the following questions. Ask for feedback when they have finished:



Which of the rights that our children are entitled to, are being fulfilled in our community?

What role do we, as parents and caregivers, have in fulfilling and protecting these rights?

What responsibility do children have, when their rights are fulfilled?

- After about 10 to 15 minutes, ask the groups to share their feedback with the larger group.
- End the activity by thanking the participants for their participation.

Adapted from REPSSI (2004) *Journey of Life*

2A.4 Question and answer session



Please refer to outline 2 on page 104 for instructions on this activity.

2A.5 Closure and song



Please refer to outline 3 on page 104 for instructions on this activity.



Parent and caregiver meeting 2B

Aim of workshop: To raise awareness about psychosocial wellbeing and what children need to be healthy and strong.

Aim of activities:

To raise awareness and understanding of what children need for healthy growth and development, socially, emotionally, physically and intellectually.

To discuss how the parents or caregivers and the children themselves can help to support the children's health and strength.

Activities	Resources	Time
2B.1 Welcome and update on children's workshops		15 minutes
2B.2 What do children need?	Flipchart paper and marker.	25 minutes
2B.3 Keeping children healthy and strong	Space, flipchart and marker, paper, pens.	45 minutes
2B.4 Question and answer session	Space.	30 minutes
2B.5 Closure and song		5 minutes

2B.1 Welcome and update on children's workshops



Please refer to outline 1 on page 104 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we have another two hours together. We are going to spend that time exploring what children need to be strong and healthy individuals. We are also going to talk about the roles people play – you, the parents and caregivers, the community, and the children themselves – in supporting the children's health and strength.*

2B.2 What do children need?



To raise awareness and understanding of what children need for healthy growth and development, socially, emotionally, physically and intellectually.



Flipchart paper and marker.

 **In preparation for this activity, make a very simple drawing of a young child or a baby on a piece of flipchart paper. Make sure there is room to write key words around the drawing.**

1. Ask the participants to look at the drawing of the young child or baby that you have drawn and say:

 *We all know that children need to be cared for and that if you take good care of your children and look after them, they will grow strong. Our children are the next generation and they have to grow up to respond to many challenges as well as to help the community.*

Now we are going to look at what a child needs to grow into a strong adult.

2. Ask the participants to call out the things children need to grow. Acknowledge all the ideas given by the group, by saying, for example:

"Yes, they need food" and then write 'food' somewhere on the drawing of the child.

3. Make sure that the following needs are mentioned:
 - Physical (food, shelter)
 - Intellectual (education)
 - Emotional (love)
 - Social (sense of belonging, support from others)

Adapted from REPSSI (2004) *The Journey of Life*

2B.3 Keeping children healthy and strong



To discuss how the parents and caregivers and the children themselves can help support children's health and strength.



Space, flipchart and marker, paper, pens.

1. Divide the participants into three groups. Give each group some paper and pens to make a note of their feedback.
2. Ask the groups to discuss the children's needs identified in the last activity by answering the three questions below, one at a time. Give the groups about 10 minutes for each question, and then ask them to give feedback to the bigger group before moving onto the next question. (Examples of answers are given after each question to help clarify what the question means.)



A. How can parents and caregivers help to meet their children's needs?

Example answer: They can try to make sure that their children eat healthy food every day.



B. How can the community help to meet children's needs? What can be improved in the community to improve life for the children?

Example answer: The community should be a safe and secure place for the children to live in. In our community there are some dark areas that are not safe for children to walk in at night. Lighting these areas could help to improve safety for our children.



C. How can children themselves help to stay healthy and strong?

Example answer: Children have to learn to take responsibility for their own actions and choices. For example, when children have their basic needs met regarding their health, it is their responsibility to make good choices to keep healthy. For example, they should choose NOT to smoke cigarettes or take drugs.

3. When all three groups have given feedback on all the questions, summarize by saying that we all play a part in supporting our children's health and strength.
4. Inform the parents and caregivers that you will also be discussing these issues with the children themselves in their workshops.

Developed for this resource kit.

2B.4 Question and answer session



Please refer to outline 2 on page 104 for instructions on this activity.

2B.5 Closure and song



Please refer to outline 3 on page 104 for instructions on this activity.

Explain:

 Today we discussed what children need to grow up to be strong and healthy. We also talked about what we, the parents and caregivers, can do to help our children be healthy and strong. We have also talked about what the children themselves can do to keep healthy and strong.

Next time we meet, we will look at the challenges children in our community face, and what we can do to help them.



Parent and caregiver meeting 3

Aim of workshop: To raise collective awareness and encourage discussion of the problems faced by children in the community.

Aim of activities:

To identify the problems children in their community are facing.

To demonstrate how multiple problems in a child's life can weigh the child down and interfere with positive and healthy development.

To help participants understand children's reactions to problems and encourage discussion on how best to provide help.

Activities	Resources	Time
3.1 Welcome		5 minutes
3.2 The problems children face	Flipchart and marker.	15 minutes
3.3 The weight of problems	A strong bag or basket. Some heavy stones – enough to represent the list of children's problems identified in the previous activity.	20 minutes
3.4 Children's reactions to problems	Space for group work, paper and pens.	45 minutes
3.5 Question and answer session	Space.	30 minutes
3.6 Closure and song		5 minutes

3.1 Welcome



Please refer to outline 1 on page 104 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we have another two hours together. We are going to think about the challenges our children are facing today, and we are going to talk about their reactions to these challenges, and how we can help them cope with the challenges.

3.2 The problems children face



To identify the problems children are facing in their community.



Flipchart and marker.

1. Start by reminding the participants about the activity they did at the last meeting:

 Last time we met we talked about the kinds of things children need to grow up to be strong and healthy. However, all children face different problems whilst growing up. Today we are going to talk about the specific problems that children face in our community. What kinds of problems do you know of that our children are facing?

2. List the responses on a flipchart.
3. Now ask the participants if they think the children can solve these problems on their own. Give some examples of problems the children can solve and ones they cannot solve. Go through each problem in turn and mark on the flipchart, the ones that can be solved by children on their own, and the ones that cannot.

Adapted from REPSI (2004) *Journey of Life*

3.3 The weight of problems



To demonstrate how multiple problems in a child's life can weigh children down and interfere with their positive and healthy development.



A strong bag or basket. Some heavy stones – enough to represent the list of children's problems identified in the previous activity.

 At this point you can do activity 3.3 or you can continue discussion from activity 3.2 if this seems a better option.

1. Ask the participants to stand up in a circle. Ask for a volunteer to hold the bag on their back or the basket. This person represents a child in the community.
2. Now explain that each of the stones you have in front of you represents one of the problems children face in your community.
3. Give different participants a stone to hold, and as you give them the stone, name the problem it represents. For example, you can say:



This stone represents the hunger that some children are experiencing in our community.

4. Now ask the volunteer who has the empty bag on their back to jump up as high as they can. Comment on how strong the 'child' is.
5. Now ask the participants to put their stones, one by one, into the child's bag, naming the problem as they add their stone.

For example: The first participant adds a stone to the bag and says, "This child does not have access to education."

6. When all the participants have added their stones, ask the 'child' to jump up and down again.
7. Ask the participants why it is difficult now for the child to jump up and down.
8. Point out that even a strong child who has problems will find it difficult to cope, especially when there are many problems affecting the child at the same time.
9. Ask the participants to show how they can help the child, and discuss ways that adults can help children in the community. If the participants do not suggest it themselves, show that by lifting the bag for the child or removing some of the stones, the weight decreases.
10. As participants mention ways in which they can help the child, ask them to remove a stone for each 'helping' activity.
11. Complete the activity by saying:



When a child's load becomes too heavy and their lives are filled with too many problems at the same time, it can be too difficult for them to move on and grow strong and healthy. At times like this, they need help from others so they can get back on their path of positive development.

REPSI (2004) Journey of Life

3.4 Children's reactions to problems



To help participants understand children's reactions to problems and to encourage discussion on how best to provide help.



Space for group work, paper and pens.

1. Start the activity by saying:



When children have problems, they often react by behaving in ways that may concern those around them. We need to be able to recognize children who are struggling with problems, understand their reactions, and to provide the support they need.

2. Divide the participants into three groups and ask them to discuss the following questions. (They should spend about 5 minutes on the first question and 10 minutes on the second question). Give each group paper and pens to note their feedback.

- a. Are there particular groups of children in our community that have more problems than others? **For example:** children living on the streets, children who are discriminated against, children living in extreme poverty, children who have lost their parents or loved ones, etc.
- b. How do children who have problems behave and what feelings do they show with their behaviour? Here are some examples:
- c. Some children are aggressive. Aggressive behaviour indicates anger, frustration and sadness.
- d. Some children cling to their caregivers all the time. Clinging shows insecurity and fear.
- e. Some children are withdrawn and do not want to play with others. This can be a sign of feeling sad, insecure or afraid.

After 15 minutes, ask each group to give feedback on the first question before you ask for feedback on the second question.

3. List the responses on two flipcharts, one headed 'children with problems' and the other, 'common behaviours and feelings.'
4. Explain the following:

 *Children who have problems react in different ways, depending on their own characteristics and inner strength, and on the environment around them. They also learn how to react to difficult situations from watching their peers and their parents and caregivers.*

For example, if a child's caregivers are very afraid and anxious, this is likely to make the child anxious and afraid as well. Similarly, when a child's peers and family are comfortable, safe and happy, the child will also be happy.

It is important to understand that children, just like adults, react to their environment. This means that if a child behaves in a problematic manner, rather than punishing the child, it is important that parents and caregivers explore the problems the child is facing, try to understand their reactions and their feelings, and support the child to build strength and cope with the challenges he or she is facing.

5. Ask the participants to go back to their three groups, and ask them to choose one common problem from their lists of 'children with problems' and 'common behaviours and feelings.' The three groups should choose different examples.

For example:

Group 1 chooses children who have witnessed violence and have nightmares and feel afraid.

Group 2 chooses children who live on the streets and are aggressive and feel frustrated.

Group 3 chooses children who have lost their parents and are withdrawn and feel sad.

6. Now give the groups 10 minutes to discuss the following question in relation to the situation they have chosen:

 *How can we, as parents and caregivers, best provide support to children with these problems?*

7. After 10 minutes ask each group to present their responses to the group.
8. Annex 3, which is found on the USB stick, has tips on how to help children with the following behaviours:
 1. Clinging behaviour
 2. Sleeping difficulties
 3. Nightmares
 4. Night terrors
 5. Bed-wetting
 6. Flashbacks
 7. Aggression
 8. Depression

Use the information where it is relevant to the specific examples identified in this activity. Don't be tempted to talk about all the different types of children's behaviour and the tips given – this could be confusing for participants.

9. Summarize by saying:

 *Most of the time we can recognize that a child is facing problems by the way the child is behaving. By exploring the causes of a child's behaviour and trying to understand their feelings and reactions, we are already on the way to helping the child. Most children can be helped to cope with their challenges with the support of their parents and caregivers.*

10. Highlight the importance of understanding that children who misbehave or behave in a 'bad' way are not doing this because they are bad people, but it is a way of showing they have some problems they need help with.

3.5 Question and answer session



Please refer to outline 2 on page 104 for instructions on this activity.

3.6 Closure and song



Please refer to outline 3 on page 104 for instructions on this activity.

Explain:

 *Today we have explored the kinds of problems children in our community are facing. We have also looked at the ways children react to having problems, and have talked about different ways that we can help children build strength and cope with their challenges.*

Next time we meet, we will talk more about how to help children, looking specifically at how we can help to protect them from danger and encourage them to make good choices.



Helkin Rene Diaz / IFRC

Parent and caregiver meeting 4

Aim of workshop: To raise awareness of and encourage action to improve child protection mechanisms in the community.

Aim of activities:

To encourage a discussion of the dangers faced by children in the community.

To discuss what makes a strong child and how to build strength in children.

To show how circles of support help to protect children.

To encourage discussion of what families and communities can do to strengthen protection of children.

Activities	Resources	Time
4.1 Welcome		5 minutes
4.2 Danger in our community	Space for participants to work in groups and sit in a large circle. Flipchart paper and markers.	25 minutes
4.3 Building children's strengths	List of dangers from last activity. Blank flipchart paper and markers.	20 minutes
4.4 Circles of support	Space to make a big circle with a smaller circle inside it.	15 minutes
4.5 Protecting our children	Paper and pens.	15 minutes
4.6 Question and answer session	Space.	30 minutes
4.7 Closure and song		5 minutes

4.1 Welcome



Please refer to outline 1 on page 104 for instructions on this activity.

Introduce the aim of today's workshop:

Today we have another two hours together. We are going to look at ways we can help our children be strong enough to deal with the problems they are facing. We will also look at the responsibilities we have and the action we can take to protect our children from harm.

4.2 Danger in our community



To encourage a discussion of the dangers faced by children in the community.



Space for participants to work in groups and sit in a large circle.
Flipchart paper and markers.

1. Start the activity by saying:

Last time we met, we discussed some of the problems that children in our community have, and we talked about how children react to problems and how we can help them. In this activity we are going to look at what dangers our children face here, where they are at risk, and what we can do to protect them.

Children are at risk all over the world. Part of our responsibility as adults is to protect our children and to teach them to make good choices so they can keep safe. However, there are times when our children are at higher risk for danger than others.

2. Divide the participants into 3 groups again, and ask them to spend 15 minutes in their groups discussing the following question. Give them paper and pens to take notes for reporting back to the main group.

A. How are our children at risk? What kinds of dangers are there in our communities?

For example: Abuse, exploitation by others, using drugs or alcohol, trafficking, etc.

B. Are there some children that are more at risk than others? Who are they?

For example: Children living in extreme poverty, children living on the streets, orphans, children living on their own, children living with disabilities, etc.

3. After 15 minutes ask the groups to give feedback to the main group. List their responses on a flipchart.
4. Make sure that abuse is included as a danger. Highlight that there are different kinds of abuse and they are all harmful for a child. These include:
 - Sexual abuse
 - Physical abuse
 - Verbal abuse
 - Emotional abuse
 - Neglect

5. Explain that in some countries it is common practice that parents or caregivers punish their children with physical beatings or emotional abuse if they misbehave. Ask the participants to think of why this could be harmful for the child.
6. Now ask them to give examples of other ways they can help children to learn if they have made mistakes, other than by physically or emotionally hurting them.
7. End the activity by summarizing:

 *It is clear from the information that you have shared that children in this community are at risk. And this is not unusual – all environments expose children to possible danger. It is our responsibility as parents and caregivers to make our children aware of these dangers, and to do everything we can to protect them from danger.*

Adapted from REPSSI (2004) *Journey of Life*

4.3 Building children's strengths



To discuss what makes a strong child and how to build strength in children.



List of dangers from last activity. Blank flipchart paper and markers.

1. Refer to the flipchart from the last activity with the list of dangers. Ask them which dangers could be avoided by the children making good choices in their lives. Mark these on the list by putting a circle around them.

For example: Drug abuse, crime, prostitution, etc.
2. Continue by saying:

 *A child who makes good choices is a child who has both inner strength **and** support from his or her environment.*

3. Ask the participants to brainstorm the characteristics of a strong child in their community. Write the responses on a flipchart. Make sure the list includes the following:
 - Can ask for help
 - Is positive and has hope for the future
 - Can set goals
 - Puts effort into work
 - Plays well with other children
 - Takes care of his or her body
 - Can deal with challenges and frustrations
 - Takes responsibility and cares for siblings and others in the family
 - Is confident
 - Has good relationships with adults and peers
 - Puts ideas into action
 - Can continue with routines of life, despite tragedies and difficulties.
4. Now say:

 *We can help to strengthen a child's ability to handle problems. We can help children to be strong when they face problems, or better still, give them strength before they experience problems.*

- Now ask the participants to discuss with the person sitting next to them how we, as families and communities, can help children to become strong.

After a few minutes ask them to share their suggestions with the main group.

Here are some examples if needed:

- Provide a caring community environment: give children love, acceptance and guidance
- Provide children with a sense of belonging
- Appreciate children when they accomplish things
- Encourage mutual respect between adults and children
- Give children a voice in their families and communities
- Provide children opportunities to express their feelings
- Emphasize the importance of working together
- Support the development of common values and beliefs
- Give equal value to the development of boys and girls.

REPSI (2004) *Journey of Life*

4.4 Circles of support



To show how circles of support help to protect children.



Space to make a big circle with a smaller circle inside it.

- Ask the participants to stand up in a circle and ask for a volunteer to stand in the middle. This volunteer represents a child in the community who is struggling because his or her mother has died.
- Now ask for eight volunteers to stand around the 'child', and tell them they should represent different adults in the child's life who protect the child from harm. For example, they could be the child's priest, teacher, nurse, etc.

- Let them stand around the child and hold hands. Explain that they are the **Circle of Support** around the child, and they support the child and protect him or her from dangers that lie outside the circle.

- Ask the 'child' to try to break free from the Circle of Support. The protecting adults must make sure that the child cannot break free into the danger zone.





In the next part of this activity the story changes. As facilitator you introduce a situation – choose something that is common in your community. The example given below is of a young girl who falls pregnant. This is suitable if the volunteer in the middle of the circle is a woman. If it is a man, the example can be changed to a young boy who has impregnated a girl and has refused all responsibility for the act.

Other examples where children may lose social and emotional support and protection could be:

- a. A child who finds out that he or she is HIV positive
 - b. A child who has committed a crime
 - c. A child who has been caught taking drugs.
5. After a few minutes stop the game, and explain that the situation has now changed.



The girl has become pregnant. The priest now refuses to support the child as he thinks she is a sinner. Ask the priest to move out of the circle. The teacher does not want a pregnant child in her class, so he/she is also refusing to help. Ask the teacher to leave the circle. Another one of the supporting adults thinks the girl was irresponsible by sleeping with someone at her young age, and she also decides not to support the child.

Ask another person to leave the circle.

6. Leave the gaps in the circle open. Tell the participants they cannot make the circle any smaller. They may not hold hands or touch each other, but they still have to try to prevent the child from breaking out.
7. Now ask the child to break out of the circle.
8. The child will usually succeed in breaking out of the circle into the danger zone.
9. Use the activity to show that when a child's support system is weak, absent or harmful, the child may be in danger, either from making bad choices or from being vulnerable to dangers that are in the environment.

Adapted from REPSSI (2004) *Journey of Life*

4.5 Protecting our children



To encourage discussion of what families and communities can do to strengthen protection of children in the home.



Paper and pens.

1. Start by referring to the last activity:



Even though some communities may seem safe for our children from the outside, there are always risks that can threaten them. In this last activity for the day, we are going to explore how to improve the protection of our children in the home and in the community.

2. Ask the participants to get into the three groups again, and give each group a different question to work on:
 - a. What can be changed or improved in **our community** to protect children from harm and danger?
 - b. What can be changed or improved in **our schools** to protect children from harm and danger?
 - c. What can be changed or improved in **our homes** to protect children from harm and danger?
3. Give the groups about 10 minutes to discuss this and then ask them to give feedback to the larger group. Give each group some paper and pens if they want to take some notes.
4. When they have all given feedback, end the activity by summarizing:



You can see there are many different ways of improving children's environments to make them safer. This is something you can choose to do something about, both individually and as a group.



If the opportunity arises, encourage the participants to meet again as a group to discuss specific ways of improving protection for children in their community.

Developed for this resource kit.

4.6 Question and answer session



Please refer to outline 2 on page 104 for instructions on this activity.

4.7 Closure and song



Please refer to outline 3 on page 104 for instructions on this activity.

Explain:



Today we have explored the dangers our children may face in our communities. We have also looked at what characteristics a strong child has, and at what we can do, to help our children build their strength. Building strength in our children is a very good way of helping to protect them from danger. We have also looked at the importance of circles of support, to take care of and protect our children, and last we looked at what we can do, both individually and as a group, to help improve the protection systems for our children.

Today is the last time that we meet as part of this series of meetings. It has been a very rich experience working with you on these topics that are so important for the wellbeing of your children.

Annexes



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Annex 1

Information sheet for parents and caregivers (sample completed version)

The Children's Resilience Programme

The aim of the programme is to help children feel strong and able to deal with the challenges they face in their daily lives.

Programme details:

The programme consists of 16 one and a half hour workshops for children and 4 two hour meetings for parents and caregivers.

Participants:

The children invited to participate are the 'Grade 6 students at Green Hope School'

25 children will attend

Venue:

The workshops for the children and for the adults will be held in the gym at the children's school.

Timing:

The workshops for the children will be every Wednesday from 4 – 5.30 pm for 16 weeks from the 25th May 2011.

The workshops for the adults will be held on

1. 18th May 2011 at 6 pm
2. 15th June 2011 at 6 pm
3. 18th July 2011 at 6 pm
4. 6th August 2011 at 6 pm

Facilitators of the workshops:

The facilitators are Ms. Smith and Mr. Johnson

Other adults that will be there or visit regularly during the workshops:

Other visitors will be Red Cross Red Crescent National Society or Save the Children programme managers

Who can I call if I want more information or have concerns I want to talk about?

Facilitator's Name:	Mary Smith	Tel no: 558 3323 456
Programme Manager's Name:	Jane Doe	Tel no: 889 2234 234

Annex 1

Information sheet for parents and caregivers

The Children's Resilience Programme

The aim of the programme is to help children feel strong and able to deal with the challenges they face in their daily lives.

Programme details:

The programme consists of ____ workshops for children and ____ meetings for parents and caregivers. All of the workshops take 1.5 hours.

Participants:

The children invited to participate are _____

_____ children will attend.

Venue:

The workshops for the children and for the adults will be held at _____

Timing:

The workshops for the children will be held on _____

The meetings for the adults will be held on

- a. _____
- b. _____
- c. _____
- d. _____

Facilitators of the workshops:

The facilitators are _____ and _____

Other adults that will be there or visit regularly during the workshops:

Other visitors will be _____

Who can I call if I want more information or have concerns I want to talk about?

Facilitator's Name:

Tel no:

Programme Manager's Name:

Tel no:

Annex 2

Parents and caregivers consent form for children's participation in the children's resilience programme.

I, _____ confirm that I hold legal custody over
(Print name of parent, or caregiver)

(Name of child)

Mark the appropriate box:

I have received information about the children's resilience programme.

YES NO

I have had the opportunity to consider the information and ask questions about the programme.

YES NO

I agree to my own and my child's participation in the children's resilience programme.

YES NO

I agree to take part in parent and caregiver meetings, when possible.

YES NO

I understand that my and my child's participation is voluntary.

YES NO

I understand that relevant notes and data will be collected during the programme, and used for monitoring. Data is anonymous.

YES NO

I give permission for my child to be included in any photographs taken during the workshops.

YES NO

I give permission for my child to be included in any videos taken during the workshops.

YES NO

I give permission for my child to receive emergency medical treatment if the child falls ill or is injured whilst under the care of the workshop facilitators.

YES NO

(Sign your name here)

(Date)

Contact details (telephone number and/or address): _____

Organizations

The activities used are based on the best practice of a number of organizations with worldwide experience in helping improve the lives of children. We wish to extend our heartfelt gratitude to all the organizations that have kindly made their manuals and materials available for this purpose:

Action for the Rights of Children
 Association of Volunteers in International Service
 Breaking the Silence, Bangladesh
 Canadian International Development Agency
 Catholic Aids Action Namibia
 Children and War Foundation

International Federation of Red Cross and Red Crescent Societies including:
American National Red Cross, Canadian Red Cross, Danish Red Cross, Haiti Red Cross Society, Indonesia Red Cross, Iranian Red Crescent, and Pakistan Red Crescent Society.

International HIV/AIDS Alliance
 National Association of Child Care Workers, South Africa
 Regional Psychosocial Support Initiative, Southern Africa, specifically the authors,
 Dr. Jonathan Brakarsh and the Community Information and Inspiration Team (CIIT)

Save the Children in:
Bangladesh, Denmark, Haiti, Kyrgyzstan, Libya, Palestine (occupied Palestinian territory), Somalia, Sweden

Terres des Hommes

UNICEF including:
UNICEF Canada, UNICEF Republica Dominicana

War Child Holland

World Vision

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More information

To get more information about Save the Children and the International Federation of Red Cross and Red Crescent Societies, and other organizations, please visit these websites:

For links to IFRC and local Red Cross Red Crescent Societies:
www.ifrc.org

For links to Save the Children and member organizations:
www.savethechildren.org

For more information about psychosocial support:
The IFRC Reference Centre for Psychosocial Support at www.ifrc.org/psychosocial

Save the Children Resource Centre at <http://resourcecentre.savethechildren.se/>

Save the Children Child Protection Initiative (CPI) at <http://resourcecentre.savethechildren.se>

Action for the Rights of Children (ARC) at <http://www.arc-online.org>

The Mental Health and Psychosocial Support Network at <http://mhpps.net/>

How to help children in crises

This book is part of a resource kit that guides the planning and implementation of a children's resilience programme. The activities described here aim to help children build strength and resilience so they can cope positively with difficult life situations. The material has special focus on the impact of armed conflicts, disasters, abuse and exploitation and living in a community with a high rate of HIV.

The full kit comprises a booklet on understanding children's wellbeing; a handbook for programme managers, and two handbooks with structured workshop activities for children in and out of school and a guide for holding meetings with parents and caregivers. All four books and additional material and activities are available electronically online and on a USB stick.

You do not necessarily need all four books to organize great activities for children. Most of the materials can be used as stand-alone resources but as a full set, they enable a good understanding of how to implement the children's resilience programme.

