



Facilitator handbook 2

Workshop tracks

Psychosocial Centre



International Federation
of Red Cross and Red Crescent Societies



Save the Children

Facilitator handbook 2: Workshop tracks

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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 photos used throughout this handbook do not portray children affected by the specific circumstances described in the workshops.

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

Facilitator handbook 2

Workshop tracks

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
IFRC Psychosocial Centre



Mimi Jakobsen
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How to use this handbook

There are four pre-planned tracks of workshops in this handbook. The following notes apply to all four tracks:

Introductory and closing workshops

Before starting one of the four tracks, please see 'Facilitator Handbook 1: Getting started' for

- Workshops 1-5, which are introductory workshops and should be run before the tracks in this handbook
- Additional workshops, which include three optional workshops that can be run at any time, as well as two options for closing workshops.

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.
3. 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.
4. Introduce the aim of the workshop (see script in each workshop).
5. 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.

Duplicate workshops

Some workshops appear in more than one track. In the printed version of this handbook there are instructions on where to find the duplicate workshops as you progress through the tracks. However, if you use the USB stick and select the folder 'Complete workshop tracks', you can print out the entire track you wish to use with full workshop instructions in sequence, from nr. 6 onwards.

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Protection against abuse and exploitation



TRACK

Background context for these workshops

Abuse and exploitation of children does, unfortunately, take place in most societies worldwide, from the richest to the poorest. There are, however, some communities where risks for such behaviour are greater than others, and abuse and exploitation of children is a common and known occurrence. These communities are often challenged by poverty and high rates of unemployment, leading to feelings of frustration and desperation that are often accompanied by high rates of alcoholism, drug abuse and domestic or public acts of violence.

This series of workshops has been developed for working with children in high-risk communities, where it is known that rates of child abuse and exploitation are extremely high, and that children face these risks in their daily lives. The workshops in this series aim to address emotional issues faced by children who have been abused, whilst also raising awareness of risk and aiming to prevent future abuse. The prevention aspect means these workshops can also be held in low-risk communities, with the primary aim of raising awareness and preventing abuse.

Child protection mechanisms

Running workshops with children that raise awareness of the possible consequences of child abuse and that aim to prevent future incidences of abuse has to be considered very carefully. It is NOT recommended or advisable to run these workshops in a community that does NOT have any child protection mechanisms in place. There is a risk of doing more harm than good by encouraging children to actively resist advances of abuse, when they have no one to protect them. This may result in much more severe abuse and exploitation and may even have fatal consequences.

Where child protection mechanisms do exist, the facilitators should work with the supporting organization and parents and caregivers to strengthen these protection mechanisms.

If there are no protection mechanisms in place at all, it is recommended that facilitators work together with the supporting organization and with children's parents and caregivers to initiate child protection mechanisms in the community, before starting this workshops series. ***This is very important.***

More information can be found on child protection systems from Save the Children and UNICEF. Both of these organizations have many years of experience in working together with national governments and communities in establishing child protection mechanisms:

Save the Children

<http://www.savethechildren.net/what-we-do/child-protection>

UNICEF

<http://www.unicef.org/protection/index.html>

Children's reactions

Although every experience of abuse or exploitation differs, there are some reactions and consequences that are very common for children that have been abused and exploited.

Some of these are listed below:

- Feelings of anger, confusion, sadness and fear
- Inability to trust others
- Lack of respect for others and for self
- Lack of social boundaries
- Self-blame and guilt
- Destroyed body image
- Susceptibility to bullying and/or participant in bullying others
- Aggressive behaviour
- High rates of risk-taking behaviours
- Lack of self-protection skills
- Healthy development threatened (especially emotional, but also physical)
- Overt and inappropriate sexual behaviour
- Academic underachievement
- High risks for contracting sexually transmitted disease (including HIV)
- Social isolation.

However, although these are common reactions to experiences of abuse or exploitation, they can also be reactions to other challenges children are facing. It should therefore not be assumed that all children who show these reactions or behaviours have experienced abuse or exploitation.

Workshop 10 includes an explanation of grooming. Grooming is the process whereby a perpetrator prepares a child in order to abuse him or her, typically sexually. The perpetrator slowly wins the trust or dependency of the child, to eventually be in a position where he or she can sexually abuse the child. At this point the child may be so attached to, dependent on or afraid of the perpetrator, that the child will not disclose the abuse to others, or in worst cases, may not even understand the experience as abuse.

The grooming process can include manipulation, trickery, gifts and threats. Grooming is, unfortunately, prevalent in most countries, and especially with children who are vulnerable.

Parents and caregivers can also be groomed. The groomer befriends and creates dependency, either financially or for protection, and through the parents and caregivers creates easy access to children. It is important to be aware of this phenomenon and sensitize children to the risks of grooming, without making them over-suspicious or unable to trust anyone.

Introductory and closing workshops

In addition to the workshops presented in this track, please see 'Facilitator Handbook 1: Getting started' for

- Workshops 1-5, which are introductory workshops and should be run before starting the workshops in this track
- Additional workshops, which include three optional extra workshops that can be run at any time, as well as two options for closing workshops.

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.

Overview of track 1: Protection against abuse and exploitation

Workshop number and name	Track (tr), workshop number (ws) and page (p) of duplicate workshops	Theme
6. What is child abuse?		Identifying different kinds of child abuse and sources of help for child abuse experiences
7. My body is mine – good touches and bad touches	Tr 2, ws 11, p 93. Tr 4, ws 11, p 178.	Learning skills to set personal boundaries to protect oneself from risks and experiences of abuse. Special focus on sexual abuse and bullying
8. My body is mine - protecting ourselves from abuse	Tr 4, ws 12, p 178.	
9. 'Protecting ourselves from abuse' messages	Tr 4, ws 13, p 179.	
10. Sexual abuse, grooming and perpetrators	Tr 4, ws 14, p 179.	
11. Normal reactions to abnormal events		
12. Feelings change	Tr 3, ws 12, p 141. Tr 4, ws 16, p 186.	
13. Bullying		Exploring the meaning of friendship and addressing the issue of bullying
14. Trusting my friends		
15. More on trust		Raising awareness on the importance of trust in friendships



Kate Holt/Save the Children

Workshop 6

What is child abuse?

Aim of workshop: To promote an understanding of what child abuse is and raise awareness of signs and possible consequences of child abuse.

Aim of activities:

To promote understanding of child abuse and the many different ways it can be experienced.

To raise awareness of who the children can turn to in their surrounding community if they themselves or someone they know experiences abuse.

Activities	Resources	Time
6.1 Recap, feedback and introduction		10 minutes
6.2 What is child abuse?	Paper and drawing materials.	45 minutes
6.3 Swimmy	2 objects to serve as bases.	10 minutes
6.4 Who can help?	Lists of organizations and people in the area (with accurate phone numbers and addresses) providing protective services and/or counselling services to children and families who experience abuse.	15 minutes
6.5 Our song		5 minutes
6.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	10 minutes

6.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about child abuse. We are going to talk about different kinds of child abuse, and what the possible consequences of experiencing abuse are.

6.2 What is child abuse?



To promote understanding of child abuse and the many different ways it can be experienced.



Paper and drawing materials.

1. Give each child a piece of paper and drawing materials. Explain that today you are going to explore what child abuse is:

 Child abuse is what it is called when a child is treated badly by others. Unfortunately children are abused every day in all countries in the world. Most of us know someone or have heard about someone who has been abused in one way or another.
2. Now ask the children to draw a picture about child abuse. Tell them it can be about anything that is related to their knowledge of child abuse. Give the children about 15 minutes to draw.
3. After 15 minutes ask the children to bring their drawings and to sit in a circle. Now ask them to pass the drawings around the circle in silence and to quietly look at each other's drawings, without saying anything. When the drawings have been passed around, place them in the middle of the circle so that all the children can see them.
4. Thank the children for sharing their drawings and explain that now you are going to talk about the different kinds of child abuse there are. Highlight that from the pictures they have drawn, there are many different ways in which children can experience abuse or exploitation. Use the children's pictures to discuss the different kinds of abuse mentioned in the box on the next page.
5. When you start talking about each kind of abuse, ask the children if they know what this kind of abuse is, and ask them what ways this kind of abuse can be experienced. Add your own input if you feel there are some important things missing. Make sure all the types of abuse listed below are mentioned.
6. When discussing each kind of abuse, ask the children if they have any questions and address these.

Types of abuse

Physical abuse is intentionally hurting a child physically, for example by hitting, punching, beating, slapping, kicking, pinching, biting, throwing, stabbing, choking, burning or otherwise harming a child.

Emotional abuse (also called **psychological abuse**) is when someone impairs a child's emotional development or sense of self-worth. Examples are constant criticism; threats; rejection; not showing the child love; not providing the child with support or guidance.

Sexual abuse is when a child is forced or coerced to take part in any activity that has sexual intent by the perpetrator. Examples of such activities are making suggestive comments or comments about a child's body (verbal sexual harassment), rape, touching or fondling a child in a sexual way, touching or fondling a child's genitals, making a child touch their genitals, making a child touch others in a sexual way, making a child take part in or watch pornography, etc.

Neglect is when parents or caregivers do not provide for a child's basic needs despite being able to do so. Neglect can be physical (not providing food, shelter or supervision); medical (not providing necessary medical or mental health treatment); educational (not allowing the child to be educated or ignoring special education needs) or emotional (not responding to the child's emotional needs, not providing emotional care, or permitting the child to use alcohol or other drugs).

Exploitation is when others use children for their own advantage. This can be for their own pleasure, for example in sexual abuse, or it can be for financial advantage, when they make children do things so that they can make money from the children's actions. For example, when children are forced to prostitute themselves, or take part in pornographic photos or movies. Children are also exploited when they are 'sold' to adults to work.

7. When you have gone through all these kinds of abuse, ask the children if it is always possible to see on a child if he or she has been abused?

Discuss 'hidden' abuse – for example, if a child is being sexually abused when no one is around, and is afraid to tell anyone about it. Discuss why children might be afraid of telling others that they are being abused. Ask the children why some children might be afraid to disclose their experiences of abuse.

8. End the activity by thanking the children for their participation and explain that the group will play a game now. Tell them that afterwards you will talk about where children can get help if they are being abused.

Developed for this resource kit.

6.3 Swimmy



To energize the children.



2 objects to serve as bases.



As with all tagging games, the facilitator should check, prior to the start of the game, if the children feel comfortable being tagged. You should demonstrate how you will tag a child. If any of the children feel uncomfortable, let them watch. Don't force anyone to participate if they don't want to.

If there are any children with disabilities that prevent them from running, make an additional rule that if they have 'helpers,' the helpers are safe. The 'helpers' (two other children) have to stay close all the time in the game.

1. Prepare two bases parallel to one another in an open space. They are the 'safe fish caves.'
2. Now explain that the children are fish, and they are safe when they make contact with either base.
3. Whenever they want, they can swim (run) from cave to cave (base to base).
4. The object is to travel safely without getting gently tagged by you, the facilitator. You stand in the middle, between the two bases.
5. If a child gets tagged while they are off the base, they have to sit down right where they were tagged, until they are reached by another fish (child) who can free them.
6. The game ends either when the children seem tired, or if all the children are caught.

Developed for this resource kit.

6.4 Who can help?



To raise awareness of who the children can turn to in their surrounding community, if they themselves or someone they know experiences abuse.



Lists of organizations and people in the area (with accurate phone numbers and addresses) providing protective services and/or counselling services to children and families who experience abuse.

1. Ask the children to sit in a circle. Explain that now you are going to talk about who children can turn to in the community if they are experiencing abuse.
2. Give the children the lists of the agencies and people that can help children if they have experienced or are experiencing abuse and/or exploitation.

3. Go through each of the agencies or people on the list, and ensure that the children know how to get in contact with them.
4. Complete the activity by asking if there are any outstanding questions, and then move onto the last group activity of singing the group song.

Developed for this resource kit.

6.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

6.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we explored what child abuse is and the many different kinds of abuse children experience. We also talked about who children can turn to in the community if they are experiencing abuse.*

Like in all the other workshops, I value your opinion of the workshop. We will use the smiley face evaluations again today.



Workshop 7

My body is mine – good touches and bad touches

Also for use in Track 2: Workshop 11 and in Track 4: Workshop 11

Aim of workshop: To raise awareness of the body and what constitutes good and bad touches.

Aim of activities:

To raise awareness about body boundaries and good touch and bad touch.

To discuss expressions of affection, to give and receive affection.

Activities	Resources	Time
7.1 Recap, feedback and introduction		5 minutes
7.2 Our bodies	Space for children to sit in a circle, drawing paper, coloured pens.	30 minutes
7.3 Body drawing	Space, one large piece of paper for each child (for example, flipchart paper taped together), drawing materials.	35 minutes
7.4 Brotherly and sisterly hugs	Space.	10 minutes
7.5 Our song		5 minutes
7.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

7.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to talk about our bodies, and about good touch and bad touch. We are going to draw a map of our bodies, where we will also map where we receive good touches and where you think bad touches would be. We will end today's activities with a round of hugs.*

7.2 Our bodies



To raise awareness about body boundaries and good touch and bad touch.



Space for children to sit in a circle, drawing paper, coloured pens.

 **By discussing the body and what our bodies do, the children will learn from each other about how they see and experience their bodies. These activities aim to broaden the children's perspectives and to encourage empathy for others. Talking about the body can be a very sensitive topic and care must be taken to ensure that this workshop is culturally sensitive. The facilitator must steer the discussions so that they only include subjects that are appropriate and acceptable to the children's parents and caregivers.**

1. Ask the children to sit in a circle and discuss the following questions. Make sure every child has the opportunity to contribute to the discussion. Remind the children that there are no right or wrong answers:
 - What do we use our bodies for?
 - What are the most important parts of our bodies?
 - Can we express feelings with our bodies? How do we do this?
 - Can we experience problems with our bodies? What kinds of problems?
 - How can we express joy with our bodies?
2. Now give each child a piece of paper and pen.
3. Ask the children to draw a drawing of something they can do with their bodies. Give them about 10 minutes to do this.
4. When they have all finished, ask them to show the picture to the person they are sitting next to, and share what they drew.

Adapted from an activity by Breaking the Silence, Bangladesh

7.3 Body drawing



To raise awareness about body boundaries and good touch and bad touch.

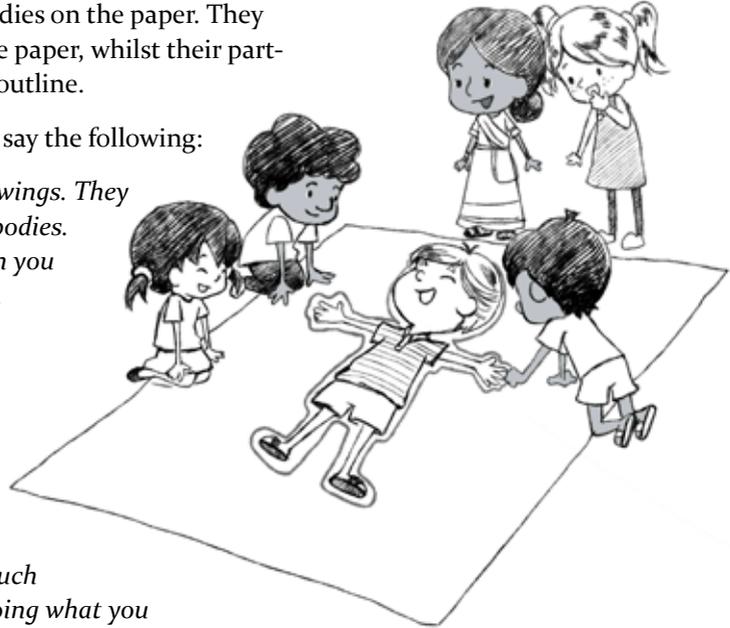


Space, one large piece of paper for each child (for example, flipchart paper taped together), drawing materials.

1. Divide the children into pairs. Now explain that they are going to draw an outline of their bodies on the paper. They should take turns to lie on the paper, whilst their partner draws around their body outline.
2. When everyone has finished, say the following:



Take a look at your drawings. They show the boundaries of your bodies. You were given this body when you were born. Your body is yours, and yours alone. It is your right that your body is protected from harm. You also have a responsibility to take part in protecting your body. One of the ways you can protect your body is by deciding what is good touch and what is bad touch, and doing what you can to prevent your body from experiencing bad touch, which can harm you and also make you sad.



3. Explain to the children that now you are going to talk about what good touch and bad touch are. Explain that good touches are touches that make you feel comfortable and appreciated, and bad touches are touches that hurt you, or make you feel embarrassed or uncomfortable.
4. Ask the children first to give some examples of good touches, and then of bad touches. If they do not understand what you mean, give them examples of what you feel are good or bad touches. Some examples are given below:

Good touches: Hugs from friends or family.

Bad touches: When someone hits you or hurts you physically; when someone touches you in your private parts.

5. Ask the children the following questions:
 - How can you give good touches to your friends?
 - What are examples of bad touches between friends?
6. Now ask the children to return to their body drawings with their partners. Explain that you are going to continue to work on the topic of good and bad touches. Ask them to choose two coloured pencils or markers, where one colour will be used to show good touches and the other colour will be used to show bad touches.

7. Now ask them to show each other on their body drawings, where they think touch is good, and to mark this with the colour they have chosen.
8. When they have both done this, ask them to do the same with bad touches.
9. When everyone has finished drawing good and bad touches, complete the exercise by saying the following:

 *Sometimes other people touch us in ways that we do not like. Since we are the ones who own our bodies, it is our right to say no to this. You always have the right to say 'NO' to someone if they touch you in a way that you don't like.*

Developed for this resource kit.

7.4 Brotherly and sisterly hugs



To discuss expressions of affection, to give and receive affection.



Space.

 **This activity involves close physical contact, as the children are asked to give each other brotherly or sisterly hugs. Please make sure that this is culturally appropriate.**

Divide the children into same-gender groups, so that girls only give other girls hugs, and the same for the boys.

Before the hugging activity starts, demonstrate what is meant by a big strong hug.

Watch to see which children did not want a hug and ask them later about it. If they do not want to take part, don't force them to do so. You can make a comment like, "It's OK, maybe you would like to have a hug some other time."

1. Start this activity about brotherly and sisterly love and affection, by saying the following:

 *All people are able to give and receive brotherly or sisterly love. This is both a gesture of affection and a way of showing that we support each other in difficult situations and in happy moments. One way of expressing this kind of affection is by giving hugs. Hugs are usually regarded as good touches.*

2. Ask the children if they would like to receive a brotherly or sisterly hug. Be sure to hear their response and respect their wishes if they do not want to take part.
3. Now ask the children, in their same-gender groups, to make two circles, one 'inside' the other, with the children facing one another. Ask them to give the person they are facing a big, strong hug - and then move to the left, so they have a new partner, and give the next person a hug. Continue the activity until everyone has given everyone else a hug.

 *How did it feel to give and receive hugs?*

Adapted from UNICEF Republica Dominicana (2010) *Return to Happiness*

7.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

7.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about our bodies, and what we can do with our bodies. We also discussed the differences between good touches and bad touches, and marked areas of our body where we receive good or bad touches. We ended today's workshop by giving each other brotherly and sisterly hugs.

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



Rob Few/IFRC, Freelance

Workshop 8

My body is mine – protecting ourselves from abuse

Also for use in Track 4: Workshop 12

Aim of workshop: Awareness of body and body boundaries.

Aim of activities:

To explore the concepts of personal space and self expression.

Activities	Resources	Time
8.1 Recap, feedback and introduction		10 minutes
8.2 Personal space	Space for children to spread arms out to the side without hitting each other.	10 minutes
8.3 Protecting myself	Space, flipchart paper.	20 minutes
8.4 Touch blue	Music (using a musical instrument like a drum, or a CD or DVD).	10 minutes
8.5 TV show	One cardboard box per group, scissors or a knife - to cut hole in cardboard, art materials – including glue, sticks for the cardboard puppets. Also if possible, make a TV and a puppet in advance to show the children what you are asking them to do.	30 minutes
8.6 Our song		5 minutes
8.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

8.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk more about our bodies, and about our personal space. We are also going to talk about ways that we can protect ourselves from being hurt by others. We are going to start preparing a small play for a pretend television show. This last activity is one we will start today and finish next time we meet.

8.2 Personal space



To explore the concept of personal space.



Space for children to spread arms out to the side without hitting each other.

 The children will learn about their own and other peoples' personal space by talking about this together. This knowledge is useful in daily life when children need to be able to identify when other people overstep their boundaries, or when they themselves overstep the boundaries of others.

The exercise should be adapted to the cultural context. In some cultures personal space may be wider than an arm's length.



OK



Not OK

1. Ask the children to stand in a circle with enough space that they can spread their arms out to the side, without hitting their neighbour. Now say:



Reach your arms out to the sides. This is the personal space of most people around the world.

Now stretch both arms in front of you. This is also part of your body's boundary and your personal space.

Now put your arms down.

- Repeat the exercise one more time and end the activity by saying:



If someone wants to bully you or manipulate you, they will often invade your personal space.

Most people feel that only known and trusted people can comfortably enter their personal space.

If you feel uncomfortable about someone, make sure to maintain your distance so they do not invade your personal space.

Adapted from an activity by Breaking The Silence, Bangladesh

8.3 Protecting myself



To raise awareness about self-protection.



Space, flipchart paper.

- Ask the children to sit in a circle.
- Ask the children to notice how closely they are sitting next to each other. They are probably sitting within their personal space. Let the children reflect on why it is comfortable enough to sit closely together. If the children do not say, tell the children that when we know and trust someone, we can allow them within our personal space.
- Ask the children to think of situations where people intrude into their personal space. Ask them to first discuss this in pairs for about five minutes, and then ask them to share with the big group.
- If they do not mention it themselves, explain to the children that words can also invade our personal space. Bullies may try to do this using bad, rude or hurtful words.
- Ask the children to think of ways they can protect themselves and their personal space. Note the responses on a piece of flipchart paper.
- If the following are not mentioned, suggest adding these to the list:
 - If someone bullies you, look him or her straight in the eyes, and say in a loud and clear voice so that other people can hear, *“Stop what you are doing, it is unpleasant and I do not like it.”*
 - If someone tries to hurt you, move out of harm’s way. Run away if you have to.
 - Tell an adult you trust that someone is trying to hurt you, physically or verbally.
- End the activity by stressing to the children that they should always tell an adult who they trust if someone tries to hurt them. Remind them that it is a sign of strength to protect themselves, and they should never feel embarrassed or be ashamed of telling someone.

Adapted from an activity by Breaking The Silence, Bangladesh

8.4 Touch blue



To energize children 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, play this game in 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*

8.5 TV show



To encourage awareness-raising about self-protection.



One cardboard box per group (or other materials to make a play-television, e.g. flipchart paper with a square cut out in the middle), scissors or a knife - to cut hole in cardboard, art materials – including glue, sticks for the cardboard puppets. Also if possible, make a TV and a puppet in advance to show the children what you are asking them to do.



The purpose of this exercise is to validate the importance of self-protection. Through their creative work the children are encouraged to think carefully about self-protection and to learn from one another.

If you do not have the resources listed, use role-play instead. The children can role-play being on television.

Please note that this activity continues into the next workshop.

Try to find opportunities for the children to perform their television shows in the community. This could be to other children in the school or wider community, or to parents and caregivers or other community members.

1. Ask the children to sit in a circle while you give instructions for this activity.

2. Explain that the children will now begin working in groups to prepare presentations on self-protection. They will finish them next time and show them to each other in the next workshop.
3. Show them the television that you have made for the workshop, or the example in the illustration. Explain that this is their first task – to make a TV box.
4. Now explain that they will also make some cardboard puppets. They will then use the puppets and the TV to make a show about self-protection that they will perform to one another, and if possible, to other people in their community.
5. Now divide the children into groups of about six or seven. Give each group paper and pens, a cardboard box, scissors or a knife, and materials to make the puppets.
6. Ask the children to begin by making up a short story about self-protection. The story should feature something from their daily lives, something familiar to everyone. It should have two distinct parts - a problem and how the problem is resolved. If needed, give the children an example of a situation where children protected themselves from violence to illustrate what you mean.
7. They should first write out the story as a play. The play should only take about 2 minutes to perform.
8. They should try to create a different character for each person in the group, so that everyone has a part to play in the story. Each character is represented by a puppet.
9. Ask the children to make their puppets. The audience will see the cardboard puppets on the TV show.
10. Remind the children they will continue working on this next time, so today they should focus on the story, the characters, writing out the play and beginning to make the puppets and TV. (If there is time, they can also begin to rehearse the TV show.)
11. When time is up for the activity, collect all the materials and make sure you have somewhere safe to store them till the children come back next time.
12. End the activity by thanking them for their hard work, and letting them know you are looking forward to seeing their TV shows in the next workshop.



Developed for this resource kit.

8.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

8.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about our personal space and how to protect ourselves from others invading our personal space and hurting us, either physically or verbally. You also started to prepare things for the TV show on self-protection. I am looking forward to seeing your presentations next time. Thank you again for your hard work today.

Like at the end of the other workshops, today I would again like to hear from you how you felt about the workshop today. We will use the smiley faces again today.



Louise Dyring/Save the Children

Workshop 9

Protecting ourselves from abuse – messages

Also for use in Track 4: Workshop 13

Aim of workshop: To encourage creative expression of positive self-protection messages.

Aim of activities:

To continue the creative expression of self-protection messages from the previous workshop.

Activities	Resources	Time
9.1 Recap, feedback and introduction		10 minutes
9.2 TV show 2	Materials for TV show from the previous workshop.	60 minutes
9.3 Trick ball	Ball.	10 minutes
9.4 Our song		5 minutes
9.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

9.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to continue working on self-protection like we did last time. And you will all get to present the television shows for each other!

9.2 TV show 2



To continue the creative expression of self-protection messages from the previous workshop.



Materials for TV show from the previous workshop.

1. Ask the children to get into the same groups that they were in during the last workshop. If there are new children who were not there last time, allocate them to different groups and ask the children who were in the group last time to explain the tasks to them.
2. Give the groups the materials they were working with in the last workshop and ask them to continue working on their TV show.
3. Walk around each of the groups and listen to the stories they have made up. Make sure the stories are appropriate to the culture and for the audience, and that there are no scenes or words that will embarrass or humiliate anyone. Help the children to adapt the plays if there are any issues.
4. Tell the children they have 30 minutes to get everything ready (the TV and puppets), and then an additional 15 minutes to rehearse their show and then the groups will do their television shows for each other.
5. Let them know when they have 15 minutes to finish rehearsing their play.
6. Once time is up, ask the groups to come up in turn and do their TV shows.
7. The TV should be put on a table or a chair with a cloth or mat to hide the children holding the puppets. The audience should just be able to see the puppets on the TV.
8. Discuss each show afterwards with the children.
9. When everyone has finished, ask the children for ideas about where they could perform these TV shows. Who would benefit from seeing them?
10. Explain to the children that you will find out where they could perform the TV shows to other audiences.



Discuss opportunities for showing the television shows with the programme manager, the Parents and Teachers Association, or other interested groups.

Developed for this resource kit, based on Save the Children activities in Bangladesh

9.3 Trick ball



 To activate and energize the children.

 Ball.

1. Ask the children to stand in a circle. Ask for a volunteer to stand in the middle (the leader).
2. Now tell everyone in the circle to put their hands behind their backs.
3. The leader sometimes throws the ball at somebody and sometimes pretends to throw the ball. If someone reaches for the ball, when it has not been thrown, she or he has to stand in the middle and be the new leader.

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

9.4 Our song



 Please refer to outline 2 on page 6 for instructions on this activity.

9.5 Workshop evaluation



 Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. I was very excited to see your presentations – they were excellent! Thank you again for all your hard work.*

Like at the end of the other workshops, today I would again like to hear from you how you felt about today's workshop. We will use the smiley faces again today.



Workshop 10

Sexual abuse, grooming and perpetrators

Also for use in Track 4: Workshop 14

Aim of workshop: To raise awareness on sexual abuse, grooming and perpetrators.

Aim of activities:

- To raise awareness on sexual abuse.
- To raise awareness about abusers.
- To enhance self-confidence and self-respect.
- To raise awareness on grooming and self-protection.

Activities	Resources	Time
10.1 Recap, feedback and introduction		5 minutes
10.2 What is sexual abuse?	Flipchart and pens.	20 minutes
10.3 Who are the abusers?	Prepared flipchart with quiz as shown below. Remember to leave the answers blank for the quiz!	20 minutes
10.4 Grooming	Flipcharts and markers	25 minutes
10.5 Mirror in a box	A cardboard box with a lid. A mirror is glued inside the box at the bottom.	10 minutes
10.6 Our song		5 minutes
10.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

 **This workshop is about sexual abuse, and therefore includes discussions on sex and sexual behaviour. The facilitator needs to be aware of this and adapt the workshop to be culturally and contextually appropriate.**

10.1 Recap, feedback and introduction



 Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to talk about sexual abuse and who abusers are. We are also going to talk about grooming, which is when someone tries to win your trust, only to let you down and force you to take part in activities that are abusive and can hurt you. We will also talk about how to protect yourself from grooming.*

10.2 What is sexual abuse?



 To raise awareness on sexual abuse.

 Flipchart and pens.

 **The issue of sexual abuse can be quite sensitive. Be careful not to put pressure on any children, and make sure that the discussions remain general. It is not the purpose of this session to probe into the personal histories of the children, but to raise awareness and enhance self-protection.**

1. Ask the children to sit in a semi-circle, facing the flipchart. Start the activity by saying:

 *Do you remember that we talked about good touch and bad touch? Today we will talk about one kind of bad touch, which is called sexual abuse. Sexual abuse is when anyone, an adult or another child, asks or forces you to have sex, touches your private parts or any other part of your body in a way that makes you feel uncomfortable, or makes you look at sexual pictures. It is also when someone talks to you in a sexual way, commenting on your body or making suggestions that make you feel uncomfortable.*

Can you give examples of inappropriate behaviour that is sexual abuse?

2. Write the children's responses on the flipchart. If the following are not mentioned, make sure that you add them to the list:

When someone

- touches any part of your body in a way that makes you feel uncomfortable
- touches your private parts
- makes you touch their private parts
- wants to watch you without your clothes on
- makes you watch sexual pictures
- makes sexual suggestions
- makes sexual comments about your body
- says they want to have sex with you
- forces you to have sex with them.

10.3 Who are the abusers?



 To raise awareness about abusers.

 Prepared flipchart with quiz as shown below. Remember to leave the answers blank for the quiz!

Question	True	False
Abusers are always men		x
Abusers are always old		x
Only girls can be abused		x
Abusers are always mentally ill or intellectually disabled		x
It is easy to recognize an abuser		x
Abusers can be in the family	x	
Abusers are usually people that children know and trust	x	
You can always see when a child has been sexually abused		x

1. Explain to the children that you will now do a quiz about abusers.
2. Go through the questions one by one and ask the children what they think is the right answer before you give the correct answer, and mark it on the flipchart.
3. As you go through the list, explain the following:
 - Abusers are mostly men, but in some cases women can also abuse.
 - Young people can abuse other children and young peers. This is often because the young person has been abused him or herself or because they feel a need to show power.
 - Boys can also be abused.
 - Most abusers are not mentally ill or intellectually disabled.
 - It is difficult to identify an abuser by looking at them.
 - Sometimes abusers are in the close family.
 - Most often the abuser is someone the child knows and should be able to trust.
 - Signs of physical abuse can be seen (for example, bruises from being hit) but sometimes children try to, or are forced to, hide them.
 - Signs of emotional, verbal or sexual abuse are much harder to see.
4. Ask the children if they have any comments or questions and address these.

Adapted for this resource kit from an activity by *Breaking the Silence, Bangladesh*

10.4 Grooming



To raise awareness about grooming and self-protection.



Flipcharts and markers

1. Ask the children to sit in a circle.
2. Explain that now you are going to tell them about 'grooming'.
3. Ask the children



Has anyone heard about grooming before?

If no one responds, explain:



Grooming is the process when someone tries to threaten, cheat or convince you to do something you would not normally do, like sexual acts or crime.

4. Explain that grooming starts like this:



Someone tries to make friends with you, by pretending to be a friend, by making false promises or falsely offering to help you or give you protection.

After the person has made a connection with you, the groomer takes the first step to engage in sexual or criminal acts.

The groomer will try to say that it is normal, nothing to worry about. For example, he or she might say, "Everyone does this," or "It is the others that are wrong, not us."

The groomer might give you benefits or gifts. The groomer might also say things like, "This is our secret - no one else should know."

The next step is that the groomer will do more sexual or criminal acts.

The groomer may threaten to hurt the child or the child's family. The groomer may say that it is the child's own fault. He or she could say: "You wanted this."

The groomer can make the child feel ashamed, if the child says that he or she will tell her parents/caregivers or someone about what is happening. The groomer might say: "No-one will believe you," or "You will make your family ashamed."

In this way the groomer will make the child dependant on him or her and make it very difficult for the child to stop the abusive acts."

5. Now ask the children how they think they can protect themselves from people who want to groom them. List their responses on the flipchart that has the title: HOW TO PROTECT YOURSELF FROM GROOMING.

If the following are not included, make sure to add them to the list:

- Never feel forced to do something in exchange for receiving a gift.
- Always tell your parents or caregivers if you receive a gift or benefit from someone.
- Avoid being alone with people that make you uncomfortable.
- Move out of harm's way, leave if necessary.
- Tell an adult you trust if you are concerned about anything.

- If you are being groomed, be aware that the groomer will try to make you keep silent.
 - Many children do not disclose abuse because they are ashamed. Remember it is not your fault!
6. End the activity by thanking the children for listening. Remind them that it is very important they try to protect themselves from abuse. Tell them to talk to an adult they trust, if they suspect someone is trying to groom them, and force them into doing something that is wrong.

Developed for this resource kit.

10.5 Mirror in a box



 To enhance self-confidence and self-respect.

 A cardboard box with a lid. A mirror is glued inside the box at the bottom.

1. Ask the children to sit in a circle. Place the box in the middle of the circle, making sure the lid is down.
2. Explain to the children that they will now take turns at having a look inside the box. Tell them they should look inside the box and then close the lid again. Ask them not to tell their friends what is in the box, but they should keep it as a surprise for everyone.
3. Now say to the children:

 *This box contains the picture of someone really precious and important that you should respect and take very good care of.*
4. Now ask the children to look in the box, one at a time. They will see their own reflection in the mirror. When they have had a look in the box, ask them to return to the circle.
5. Follow up with the questions below.

 *How did you like this exercise?*

Were you surprised?

What is the message of this exercise?

Unknown

10.6 Our song



 Please refer to outline 2 on page 6 for instructions on this activity.

10.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about sexual abuse and abusers. We have talked about the different activities that are called sexual abuse and about what kinds of people can be abusers. We have also talked about what grooming is, and how children can protect themselves from being groomed by potential abusers. Thank you for listening and taking part in the discussions again today.

Like at the end of the other workshops, today I would again like to hear from you how you felt about today's workshop. We will use the smiley faces again today.



Workshop 11

Normal reactions to abnormal events

Aim of workshop: To increase understanding of normal reactions to abnormal events and give the children a tool to deal with intrusive memories.

Aim of activities:

To help children understand that reactions to abuse are normal reactions to abnormal events.

To give the children a tool to deal with intrusive memories or negative thoughts.

To enhance concentration and energize the children.

To assess the mood of the children.

Activities	Resources	Time
11.1 Recap, feedback and introduction		10 minutes
11.2 Find the leader	Space for children to sit in a circle.	10 minutes
11.3 Normal reactions to abnormal events		40 minutes
11.4 Establishing a safe place	A quiet space, where noises or other people walking around will not disturb the children.	20 minutes
11.5 Feeling the mood (Hop on the bus)	Space to walk around.	5 minutes
11.6 Our song		5 minutes
11.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

11.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about what kinds of reactions and emotions children who have experienced abuse may have, as it is very normal that they feel a lot of different, and at times, difficult things as a result.

11.2 Find the leader



To enhance concentration and energize the children.



Space for children to sit in a circle.

1. Ask children to sit in a circle on chairs or on the floor cross-legged; everyone must be able to see each other clearly and look each other in the eye.
2. The facilitator chooses one person to leave the room or walk away from the group so that he or she cannot see or hear the people left behind.
3. The facilitator chooses a leader. The leader commences an action, which everyone copies. The action must be repeated a number of times and then changed. For example, rub both hands on thighs, clap both hands, snap fingers, etc. Everyone copies the action by looking straight ahead of them at the person opposite – they do not look at the leader. The person outside comes back in and has three guesses to see if they can find the leader. When the leader is found, another person has a turn to leave the room, and a new leader is chosen.

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

11.3 Normal reactions to abnormal events



To help children understand that reactions to difficult experiences are normal reactions to abnormal events.

 This activity involves reading a story of three children who are subjected to physical and verbal abuse, and the young girl is also subjected to sexual abuse. Read the story beforehand and make sure you feel comfortable reading it to the group. If parts of the story should be changed to be more appropriate for the group, do this beforehand.

This activity may lead to some children sharing sensitive and difficult memories and emotions. Be aware of this and praise the children for sharing. If a child interrupts to share that something like this has happened to them or to someone they know (not someone else in the group), reinforce this and allow them to speak. Praise them specifically for volunteering something that was personal or difficult.

Remember the aim of the activity is to educate and remind the children that their reactions are normal in an abnormal situation. Therefore try not to make a big deal out of any one person's particular story, but listen to them all equally. This will help to make the children feel their experiences and reactions are normal.

1. Ask the children to sit in a circle. Explain to them that today you are going to talk about difficult memories and how to deal with these.
2. Tell the children the following story:

 *I want to tell you about a young boy and what happened to him. He's not anybody you know, but some of the things that happened to him might have happened to you as well.*

Michael was about your age when the trouble in his life began. He lived at home with his mother and his brother and sister. His mother had not had any work for a long time, and their family was struggling for money for food and clothes and for school. When she finally found a new job, it was working in a hospital at night. This meant that Michael and his brother and sister had to be alone at home in the evenings and during the night. The children did not like this, so the mother asked a friend of the family to come and stay with them when she was working.

However, this man was not a good friend, because when the mother left for work, he was very mean to the children. He always drank a lot of alcohol and got very drunk. Most nights he would hit the children if they did the slightest thing wrong in his eyes – sometimes he would even hit them if they had not done anything wrong. He also said bad things to them, calling them names and making them feel very bad about themselves.

Michael and his brother and sister were very afraid of the man, but they made a pact not to tell their mother what was going on, because then she might stop working, and they would have no money for food, clothes and for school. One night he completely lost control and he hit Michael so hard that he was unconscious. When Michael woke up the next morning, Michael's sister was crying and told Michael that the man had tried to touch the private parts of her body. This was the last straw and Michael and his brother and sister decided to tell the mother everything – and the man never came to their house again.

However, even though the man left, Michael and his brother and sister remained afraid for a long time. At night, when they had to go to sleep, they were afraid their mother would leave and that the man would come again. Michael would see images of the man at night when he was trying to sleep, and he would remember the pain he felt the night the man hit him so hard. His sister said she often remembered how the man had tried to touch her private parts, and that she would never trust anyone again.

The reactions that Michael and his sister had after these experiences are reactions that can happen to anyone. In fact, most children have some of the sorts of problems that Michael and his sister had after they had experienced these terrible things. It is normal to have these sorts of reactions.

3. Ask the children what sort of experiences can cause bad memories. Ask them if they know of things that have happened to other children that have caused bad memories. Start to make a list of these difficult experiences, with contributions from the group. Write these up on the flipchart.



If any of the children share their own personal stories, do not ask for details of these experiences. Instead follow up at an appropriate time when you can speak with the child in private.

4. Say the following to the children:



Unfortunately there are many children in our country who have had experiences like this. Having bad memories or deep feelings of fear or sadness are very normal reactions to these kinds of experiences.

5. It is important for the group to hear that these kinds of reactions to difficult experiences are common, normal, can happen to anyone, and that there is something that can be done about them. Without going into detail from any one child's experience or current problems, start to compile a list of common reactions to experiences of abuse. Ask some open questions, and fill in where necessary from Michael's story to get a basic list of reactions. For example, you could ask:



Does anyone here know a child or children who have had similar problems to those Michael had? What kinds of problems? What sorts of things happened to these children after they experienced X (from the list of difficult experiences)?

6. When a general list of symptoms has been made, say something like:



It's very common for children and adults to have these sorts of problems after difficult experiences. After you've seen or experienced something terrible, when things remind you of what happened, it can feel like it's happening all over again, even though you know it isn't. It's very frightening to feel like that, so children try to avoid places that bring back the bad memories and feelings. They avoid thinking and talking about what happened, even to the people they love and trust. When you feel like this, it doesn't mean you're going crazy. In fact, it means that you're just like most other children. Even though you might try to push the memory away, it still comes back, maybe in your dreams, or when you hear loud noises, or other things that remind you of it.

7. Now ask the children:



What sorts of things do you think would remind a child who has had a difficult experience of that experience?

Compile a group list of reminders. Point out that there are so many reminders around that it's probably impossible to avoid them all. Sometimes the memories flood us when we least expect them. It is an important first step for children to learn to regain a sense of control of their own thoughts.

8. Now that the children have discussed difficult experiences, the reactions, and the reminders, and knowing that these reactions are common and normal, they need to hear that help is available. Say something like:



So, even though children who have had difficult experiences may try to push the memories away, they can keep coming back again and again - either when there are reminders, or when they are asleep, or sometimes just out of the blue. Today we will start learning some tricks and special things to do so that if this happens to you, you are the one in charge of your memories and you can control them better. If something like this happens to you, you won't be able to forget what happened, but you will be able to remember it when you decide, not when your memory decides, and it won't be so scary to remember. You'll be able to use these tricks now if you have some of these

problems, and in the future if they come up then. The important thing is to practise the skills that you learn today, so that you'll be ready to handle bad memories if they come up in the future.

Adapted from Children and War Foundation (2002) *Children and War Workbook: Children and Disasters. Teaching Recovery Techniques. Revised version*

11.4 Establishing a safe place



To give the children a tool to deal with intrusive memories or negative thoughts.



A quiet space, where noises or other people walking around will not disturb the children.



This activity requires a quiet environment and concentration. If any of the children seem unable to concentrate and start making noise or moving around, gently ask them to sit quietly whilst the activity is going on.

The instructions for this activity can also be shared with parents or caregivers to do at home, if needed. For example, if a child is prone to having nightmares, this can be a useful tool to help the child to have positive thoughts just before going to sleep.

1. Ask the children to either lie down or sit comfortably with their eyes closed. Explain that now you are going to teach them a method of dealing with difficult memories.
2. Ask the children to be completely silent as you do the following imagination exercise. Tell them that when you ask questions, they must just think about them in their head and not answer out loud. Read the words slowly and clearly. Give the children time to think about what you are saying, noting the pauses in the text.



Today we are going to practise using our imagination to create nice, positive images and feelings. Sometimes when we are upset, it helps to imagine a place that makes us feel calm and secure. Now I am going to ask you to imagine somewhere where you feel calm, secure and happy. This could be somewhere real that you remember, maybe from a holiday, or it could be somewhere you have heard about, maybe in a story, or it could be somewhere that you invent and make up yourself.

Take a few deep steady breaths. Close your eyes and carry on breathing normally. Imagine a picture of the place where you feel secure, calm and happy. **(Pause)** Imagine that you are standing or sitting there. **(Pause)** In your imagination, take a look around you and notice what you see. **(Pause)** Look at the details of where you are and see what is close to you. **(Pause)** See the different colours. **(Pause)** Imagine reaching out and touching something. **(Pause)** Now take a look further away. What can you see around you? See what's in the distance. Try to see the different colours and shapes and shadows. This is your special place and you can imagine whatever you want to be there.

When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? **(Pause)** Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel. What can you hear? **(Pause)** Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? **(Pause)** What can you smell? **(Pause)** Maybe it's the sea air, or flowers, or

your favourite food cooking? **(Pause)** In your special place, you can see the things you want and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.

Now imagine that someone special is with you in your place. **[With younger groups especially, this might be a fantasy figure or a cartoon superhero]**. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your special place slowly with them. **(Pause)** You feel happy to be with them. **(Pause)** This person is your helper and they're good at sorting out problems.

Just look around in your imagination once more. Have a good look. **(Pause)** Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. **(Pause)** Your helper will always be there whenever you want them to be. **(Pause)** Now get ready to open your eyes and leave your special place for now. **(Pause)** You can come back when you want. As you open your eyes, you feel more calm and happy.

3. When everyone has opened their eyes, ask those who want to, to share what they imagined. Ask them how it made them feel.
4. Point out the connection between imagination and feelings. Point out that they can have control over what they see in their mind's eye, and therefore over how they feel. Reinforce that this is a fun thing to do, and that they can imagine being there whenever they feel miserable or scared, and that it will make them feel better. Say that their special place will get easier to imagine the more they practise it.

 How did it feel to do this activity?

Was it hard to concentrate? If yes, why?

Do you think you will be able to use this imagination exercise by yourself? If not, why not?

Children and War Foundation (2002) Children and War Workbook. Children and Disasters: Teaching Recovery Techniques. Revised version.

11.5 Feeling the mood (Hop on the bus)



To assess the mood of the children and to energize them.



Space to walk around.

 Use this activity to assess how the children are feeling, especially since this workshop involved some very quiet and intense activities. Do not single out children during the activity in any way that can make them feel embarrassed or uncomfortable about showing their moods or feelings.

Note the children who seem to be responding predominantly to negative moods or feelings. Approach them individually to see if they are feeling ok, check whether they are experiencing problems or if something else is going on.

1. Ask the children to stand up.
2. Explain to the children that the bus is getting ready to leave. Show them a corner of the room or workshop space that is the pretend bus.
3. Now tell them that all the people in the room who feel (choose a certain mood or feeling, such as happy; tired; sad; excited; bored; etc) should come and get on the bus. When they come up, ask them to stand in a line and hold on to the shoulders of the person in front of them. Lead the line of children and walk around the room a little making driving noises together.
4. After a minute or so, stop the bus, and shout out a new mood or feeling. All the people who are on the bus who are not feeling the new mood should 'get off the bus', and new people get on.
5. Keep doing this with new moods and feelings until everyone has had at least one turn 'on the bus'.

Adapted from Save the Children activities in Kyrgyzstan *The Wind is Blowing*

11.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

11.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we have talked about the normal reactions that children have when they have had difficult experiences. We have talked especially about how memories can disturb us and make us afraid. You have learned a special way of dealing with such memories if you ever experience this yourselves.

Like in all the other workshops, I value your opinion of the different activities and of the whole workshop. We will use the smiley face evaluations again today.



Rob Few/IFRC, Freelance

Workshop 12

Feelings change

Also for use in Track 3: Workshop 12 and in Track 4: Workshop 16

Aim of workshop: To encourage sharing and expression of feelings, and promote understanding of people having different feelings about the same event.

Aim of activities:

To help children share their feelings and understand that feelings change.

To get to know one's feelings and how feelings can be expressed, and to encourage motor co-ordination.

Activities	Resources	Time
12.1 Recap, feedback and introduction		10 minutes
12.2 Snake	A lot of space for the children to run around.	10 minutes
12.3 Our feelings	Paper and pens or pencils for each participant; flipchart paper; colouring crayons or paints; and copies of 'colour your feelings' from the 'Worksheets' folder on the USB stick - one for each participant.	30 minutes
12.4 Feelings change	A large balloon.	10 minutes
12.5 Show me how you look when you feel...	A ball.	20 minutes
12.6 Our song		5 minutes
12.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

12.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:



Today we are going to continue to explore feelings, especially how you express feelings. We will also talk about how feelings change. First we will do a fun activity together.

12.2 Snake



To activate the children and encourage cooperation between them.



A lot of space for the children to run around.



If there is not a lot of space, make slightly bigger groups (up to eight maximum) and then they can take turns in playing the game. This game requires a lot of space.

Children like this game a lot, but it can quickly degenerate if the facilitator doesn't establish firm rules for the children's safety. In their rush, children can hold each other roughly, tend to let go very quickly and fall easily. This does not work towards the objective of the game which is harmony and cooperation in the group. For safety's sake, tell them not to hang onto each others' clothes, but to hold onto their shoulders, and to start slowly.

The snake's head is responsible for not losing the body and may need to slow down so that the others can keep up.

The tail must stay away from the head at all costs – but without letting go of the body. Those in the middle need them to trust their friends!

It is very important to make sure the children change positions along the snake's body, so that everyone can experience the different responsibilities at each point.

There is no point in starting the game with too many people (no more than eight players), because it becomes too difficult.

Once the children have got the hang of the game, the longer the snake, and the more motivating the game.

1. Divide the children into groups of five. Tell them to stand one behind the other and to hold onto the person in front of them, either by the shoulders or the hips, to form a snake. The player at the front is the head and the one at the back is the tail.
2. Now explain that the objective of the game is for the head of each snake to catch their tail. This is all done whilst running, but making sure that all the players hold onto the person in front.
3. The snake must never separate. Once the head has managed to touch the tail, that person (the head) goes to the back, and becomes the snake's tail and so on until each person in the group has been in every position.

Terres des Hommes (2007) *Laugh, run and move to develop together: Games with a psychosocial aim*

12.3 Our feelings



To encourage the children to talk about the many different feelings that can arise from such experiences as loss, abuse, violence or exploitation. To share associations of colours with feelings.



Paper and pens or pencils for each participant; flipchart paper; colouring crayons or paints; and copies of 'colour your feelings' from the 'Worksheets' folder on the USB stick - one for each participant.



Colour your feelings

Name _____

Directions: Colour each shape as directed. For each colour, write two feelings that immediately come to mind. Then, share your ideas with another student. What new or interesting colour and feeling combinations would you like to add to your sheet? Continue to share with others until you have listed four feelings for each colour.













1. Ask the children to sit in a circle and start the activity by saying:



In the workshops we have had together, we have talked about the difficult experiences of abuse and exploitation that some children have. Today we are going to think about what kinds of feelings children who have these kinds of experiences have. What kinds of feelings do you think such children have?

2. As the children say different kinds of feelings, write these on a flipchart. When the list is complete, discuss how different feelings can be associated with similar experiences of abuse and/or exploitation.
3. Give one copy of 'Colour your feelings' (in 'Worksheets' folder on USB stick) to each participant. Give the children about five minutes to colour the appropriate colour in the bubbles, and to write down two feelings they associate with each colour.
4. Now ask the children to sit in pairs and to share with each other the feelings they wrote down for each colour. After two minutes, ask them to find a new partner and again to

share the feelings they wrote down for each colour. Do this partner swop about five times.

5. Ask the children to sit in a circle and ask them the following questions:

 *Were your colour-feeling combinations the same or different from the ones others had chosen?*

What did you find out when you talked about your different feelings with others?

6. Discuss how we all have different feelings about different things, and this is normal.

 *What did this activity make you think about your own feelings?*

What did you learn about others' feelings?

The American National Red Cross (2007) *In the Aftermath, Life, Loss and Grief. Lesson Plan 3: Feelings and Reactions*

12.4 Feelings change



 To help children understand that feelings change.

 A large balloon.

 **If the children do not mention it themselves, talk about how feelings change, depending on what happens in our lives. Sometimes it is when we are on our own, and other times it is when we are interacting with others. Talk about how it is normal and okay to feel sad or unhappy sometimes, as we feel happy later again.**

1. Hold up the balloon you have brought. Tell children that you are going to use the balloon to demonstrate how our days are full of good and difficult feelings. Make up a story about a typical day. You can use the example below or make up your own:

 *When you were on your way to the workshop last time, you saw your best friend, who shouted "Hi!" because he or she was so happy to see you. You felt happy, secure, loved and safe (**blow air into the balloon**).*

*Earlier that day you fell and skinned your knee. Someone laughed. You felt embarrassed, sad and tearful (**take some air out of the balloon**).*

*Then you came to the workshop venue and found a book you have been looking for and wanting to read. You felt happy and excited (**blow air into the balloon**).*

*On that day, you had your favourite lunch. You felt happy, content and grateful (**blow air into the balloon**).*

*At the end of the day you played a game with your friends, but you lost. You felt disappointed and embarrassed (**take air out of the balloon**).*

2. If the children do not say, talk about how feelings change, depending on what happens in our lives. Sometimes it is when we are on our own, and other times it is when we are interacting with others. Talk about how it is normal and OK to feel sad or unhappy sometimes, as we feel happy later again.

 *What happened to the balloon during the day?*

What does this tell you about your feelings?

How do you think you can help your friends to blow air into their balloons (to feel positive feelings)?

Adapted from The American National Red Cross (2007) *In the Aftermath, Life, Loss and Grief. Lesson Plan 3: Feelings and Reactions*

12.5 Show me how you look when you feel...



To get to know one's feelings and how feelings can be expressed, and to encourage motor co-ordination.



A ball.

1. Ask all the children to stand in a circle and explain that now you are going to do another activity that is about showing different feelings.
2. Give one child the ball (or something else you can throw and catch without getting hurt). Ask the child to throw the ball to another child saying, "Show me how you look when you feel sad" (or happy, angry, jealous – any kind of feeling).
3. The child who catches the ball has to act out the feeling with his or her whole body. Then he or she throws the ball to someone else and does the same, "Show me how you look (or behave) when you feel ..."
4. Explain that the child who is showing the feelings has to throw the ball to someone who has not had the ball before. It is ok to mention the same feeling more than once, as this helps to illustrate that different people experience and express the same feelings in different ways.
5. It is important to end the activity with the expression of positive feelings. When everyone has had a turn to show a feeling, take the ball and ask everyone to show you how they look when they are happy, or excited, or relaxed.



If children find this difficult, you could change the sentence to, "Show me what you do when you are sad/happy/angry/.."

Some children find it difficult to act out a feeling. If a child does not know what to do, ask if there are any volunteers that want to act out the feeling instead.

Sometimes children cannot get in touch with their feelings immediately. It may help to say, "Think about the last time you felt jealous. Can you remember how it felt? Try to put yourself back into that situation and now try to show how it felt with your body."

Older children will soon realize that there are some feelings that people express more or less in the same way, but different people express other feelings differently.

This is a very simple game, but it helps children to learn a variety of names for their feelings as well as ways to express their feelings.

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

12.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

12.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. We had a good day today, talking about feelings and sharing what kinds of feelings we have had and still have about the challenges we are facing in our lives. Thank you all for sharing with each other.*

Like in all the other workshops, I value your opinion of the workshop. We will use the smiley face evaluations again today.



Rob Few/Freeance

Workshop 13

Bullying

Aim of workshop: To raise awareness about bullying and discuss ways to prevent this.

Aim of activities:

To make the children feel good about themselves and encourage respect from others.

To discuss bullying.

To raise awareness of how bullying can be stopped.

Activities	Resources	Time
13.1 Recap, feedback and introduction		5 minutes
13.2 Stating our strengths	Space for a circle.	10 minutes
13.3 What is bullying?		30 minutes
13.4 STOP bullying!	Space and three 'Stop bullying!' posters made out of flipchart paper before the activity begins (see example in illustration below).	25 minutes
13.5 Do like me...	Space.	10 minutes
13.6 Our song		5 minutes
13.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

13.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:



Today we are going to talk about bullying and how to stop bullying.

13.2 Stating our strengths



To make the children feel good about themselves and encourage respect from others.



Space for a circle.

1. Ask the children to stand in a circle facing each other.
2. Now tell them they each have to say their name together with an adjective that describes something good about them. For example: " *I am amazing Alice,* " or " *I am brave Ben,* " or " *I am clever Chris,* " etc.
3. If anyone struggles to think of a positive adjective, ask the other children to help think of one for him or her.

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

13.3 What is bullying?



To discuss bullying.



Take time to give the children opportunity to answer the questions that you ask about bullying, before following up with the information provided with each question in the instructions below. If their responses cover the information below you do not need to repeat it. Giving the children this opportunity for participating is important and will make them feel their opinions and knowledge are valued.

1. Ask the children to sit in a circle and explain that now you are going to talk about bullying. Ask them the following questions:



What does it mean when someone is being bullied?

Bullying is the *intentional and repetitive* use of physical or mental violence by one or several children against another child or group of children.



What are examples of bullying behaviour?

Verbal: Name-calling, teasing, laughing at someone all the time, humiliating or threatening someone.

Social: Spreading rumours about someone, leaving someone out on purpose from a social group or activity, breaking up other people's friendships.

Physical: Hitting, kicking, punching, shoving, spitting, taking money from someone on a regular basis, damaging someone's belongings.

Cyber-bullying: using the Internet, mobile phones or other digital technologies to harm someone – through text messages, photos, phone calls, emails etc.

 *Where does bullying take place?*

Bullying can take place anywhere. It can be in the school grounds, outside the school, on the street, in the park, even at home.

 *Who usually gets bullied?*

Anyone can get bullied, but it is often children who are weaker than the perpetrators in one way or another. They could be weaker academically, socially, physically.

Sometimes it is children who are different to the majority of children in the way they look, behave, smell, talk etc.

 *Who usually does the bullying?*

Anyone can be a bully. However, it is often children who are older or physically stronger than the ones they bully, or children who have either a high or a low social status.

 *Why do you think children bully each other?*

Sometimes children bully because they want to dominate others and they think this will make them important in their social circles and that others will look up to them.

Sometimes children take part in bullying because they want to belong to a group of children that seem stronger.

Some children take part in bullying because they are afraid of being bullied themselves if they don't take part.

Sometimes children bully because they too have been bullied, or are still being bullied by someone else.

 *What does it feel like to be bullied?*

It is not a good feeling to be bullied. It can make you feel very small, weak, insecure and worthless. It can also make you feel sad, or angry, or ashamed.

 *How can being bullied impact children?*

Some children become so distressed by being bullied that they don't want to go to school or other places where they are bullied. This can affect their school performance.

Some children suffer so much from bullying that they run away from home or engage in very risky and self-destructive behaviour. Some children even try to commit suicide.

Some children who are bullied become socially withdrawn and don't want to or know how to interact with other children or even adults. They are unable to make friends with others.

Some children stop being able to trust other people.

Some children who are bullied react by trying to get negative attention, by inappropriate behaviour. For example, they may start bullying others.

 *How can bullying impact someone?*

A person who bullies others often has a distorted self-image. This means they see themselves in a way that they are not in reality. For example, they may think they are better than others, because they use aggression to gain power in social situations.

A person who bullies is often lonely or becomes lonely as others distance themselves from him or her because they are a bully.

A person who bullies may also suffer physical harm by getting involved in violent behaviour with other people.

Sometimes the person who is a bully is not aware that what he or she is doing is bullying and that they are harming others. When they realise this, they are often willing and able to stop it.

Developed for this resource kit, using information from the Canadian Red Cross *RespectED: Violence & Abuse Prevention Programme* www.redcross.ca/respected

13.4 STOP bullying!



 To raise awareness of how bullying can be stopped.

 Space and three 'Stop bullying!' posters made out of flipchart paper before the activity begins (see example in illustration below).

STOP BULLYING!

If you're being bullied ACT

**Avoid being alone
with the bully**



Call for help



**Take a stand and tell
the bully to stop it**



1. Divide the children into three groups. Ask them to make up some short role-plays on bullying situations that have been resolved without negative repercussions for the children being bullied.
2. Give the children about ten minutes and then ask them to show the role-plays to the big group.
3. After each role-play, ask the big group:

"Do you think this is a good way to stop bullying? Why or why not?"

- When all the three groups have had a turn, go through the flipcharts with the children. Put them up somewhere where the children can see them clearly.

Developed for this resource kit, using information from the Canadian Red Cross *Respected Violence & Abuse Prevention Programme* www.redcross.ca/respected

13.5 Do like me...



 To activate and energize the children.

 Space.

- Ask the children to stand in a circle.
- Show the children a physical movement, for example, clap your hands twice. Now ask the children to do the same.
- When they have done this once, ask the person standing next to you to choose another physical movement, for example he or she stomps their feet in the ground. Now the children have to do both activities – first clap their hands, then stomp their feet.
- Keep adding more and more physical activities by giving everyone a turn. If there are a lot of children, stop after about 10 minutes.

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

13.6 Our song



 Please refer to outline 2 on page 6 for instructions on this activity.

13.7 Workshop evaluation



 Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about bullying, what it is, who does it and what kinds of impact it has, both on children who are bullied and on the ones who do the bullying. You also created some role-plays on ways of stopping bullying, and we discussed the fact that it is everyone's responsibility to take part in stopping bullying.

Like in all the other workshops, I value your opinion of the whole workshop. We will use the smiley face evaluations again today.

Russell Cheyne/Reuters



Workshop 14

Trusting my friends

Aim of workshop: To discuss and encourage trust between friends.

Aim of activities:

To explore the meaning of friendship and trust.

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

Activities	Resources	Time
14.1 Recap, feedback and introduction		5 minutes
14.2 What is a friend?	Space.	45 minutes
14.3 The falling game	Space for physical movement.	30 minutes
14.4 Our song		5 minutes
14.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

14.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to talk about trust, what it means to trust someone else and especially about trust between friends.*

14.2 What is a friend?



To explore the meaning of friendship and trust.



Space.

 **By discussing friendship and trust, the children will learn more about each other and what each child feels is important in a friendship. This can help to broaden the children's perspectives and enhance respect and empathy for each other.**

 **You do not need to make notes on the children's discussions. This exercise is mainly for listening and sharing. Make sure that the atmosphere is safe and inclusive.**

1. Ask the children to sit in a circle. Explain that you are now going to discuss friendship and what it means. Encourage everyone to participate in the discussion. Remind them that there are no right or wrong answers when you discuss things.
2. Use the questions below to facilitate a discussion on friendship. Make sure that everyone has a chance to contribute to each question before moving on to the next one.

 **You may not have time to discuss all the questions, or some of them may not seem relevant or appropriate. It is up to you to choose, depending on how the discussion develops.**

- What is a friend?
- Why do we have friends?
- How is someone a good friend to others?
- How can a friend help?
- How does a friendship start?
- Is it difficult to make new friends?
- What happens if you do something that upsets a friend?
- Why do some friendships end?
- Why do some friendships last?
- Can you still be friends with someone even though you do not agree on everything or like exactly the same things?
- What do you like to do with friends?

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

14.3 The falling game



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



Space for physical movement.



Be prepared that some children might find it difficult to let themselves fall. It is important that children learn to trust one another. The children in the outer circle learn to take responsibility for the one in the middle and the child in the middle experiences what it means to be dependent on others and to be looked after and protected. The child in the middle experiences how much trust it requires to rely on others.

1. Divide the children into groups of about ten. Each group in turn will do the activity so that the facilitator can supervise them. The other children are asked to watch.
2. Ask all the children in the active group, except one, to stand close together in a circle, holding their hands in front of them so that the palms of their hands face towards the middle of the circle.
3. Ask the remaining child to stand in the middle of the circle and to make him or herself as stiff as a rod.
4. When everyone is ready, the facilitator gives a signal and the child in the middle lets himself or herself fall in any direction. The children in the circle must catch the child and push him or her gently in a different direction so that someone else in the circle catches him or her.
5. If there is time, give everyone the opportunity to be in the middle.
6. When everyone in all the groups have had a turn, ask the children to sit in a circle and follow up with the questions below.



How did you feel when you had to let yourself fall? How did it feel when someone fell towards you and you caught that person and gently pushed him or her in a new direction? What must we remember to make the game work properly? What risks are involved? What would happen if someone in the circle was not paying attention?

7. End the activity by saying:



This activity has shown us how important trust is among friends. If we have friends that we can trust, then there will always be someone to catch us, if we are falling and things are not going the way we had hoped for in life. It is also important to be a friend that others can trust.

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

14.4 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

14.5 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked in detail about what friends are, and what friendships mean to our lives. We also played the falling game, where you took turns to fall into the arms of your friends who caught you and made sure you were not hurt.

Like all the other workshops, I value your opinion of the whole workshop. We will use the smiley face evaluations again today.



Workshop 15

More on trust

Aim of workshop: To raise awareness on the importance of trust in friendships.

Aim of activities:

To explore how trust is built and broken in a friendship.

To encourage trust between the children.

Activities	Resources	Time
15.1 Recap, feedback and introduction		10 minutes
15.2 Bodyguard	A soft ball.	15 minutes
15.3 Trusting friends	Space for group work, flip chart and marker.	5 minutes
15.4 The blind snake	Space.	10 minutes
15.5 Our song		5 minutes
15.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

15.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to explore trust in friendships in more detail, and you are going to do some role plays to show each other how trust can be built or broken in friendships.

15.2 Bodyguard



To activate the children and stimulate a discussion on child protection and trust.



A soft ball.

 Make sure that the group understands that the ball should only be thrown gently in this game. It's important to use a soft ball, as the aim of the game is to hit whoever is in the middle. Do not force anyone to be in the middle if they don't want to.

1. Ask the children to form a circle, and explain that you need two volunteers to stand in the middle of the circle.
2. One of the volunteers will be the 'protected child' and the other will be their 'bodyguard.'
3. Now give the group a soft ball. The aim of the game is to throw the ball at the protected child. The job of the bodyguard is to stop the ball from hitting the protected child.
4. The bodyguard may be hit in the process of protecting the child.
5. The two volunteers should have about 15-30 seconds in the middle of the circle, before two new volunteers replace them. Play until everyone who wants to has had a chance to be in the middle.
6. Complete the activity with the follow-up questions below.

 What did it feel like to stand in the middle and be the 'protected child?'

And to be the 'bodyguard?'

What did it feel like to try to hit the 'protected child?' How does this relate to the topic we have been working on?

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

15.3 Trusting friends



To explore what trust means and what role trust plays in friendships.



Space for group work, flip chart and marker.

1. Ask the children to sit in a circle and explain that you are now going to work more on the issue of trust. Ask the children to talk with the person sitting next to them about the two following questions:
 - How do you know when you can trust someone?
 - How can you show others that you are trustworthy?
2. After about five minutes, divide the children into groups of five.
3. Explain that they should now create a role-play that is about trust. The role-play should show something that builds trust between friends, **or** something that shows trust being broken between friends.
4. Give the children about ten minutes to prepare and practise the role-plays and then ask them to show their role-plays to the big group.
5. After each role-play ask the children who were watching these questions:

 *What did you see in the role-play that helped to build trust? Or that broke trust between friends?*
6. Complete the activity by asking the children the following question and write their answers on a list on a flipchart.



What makes trust grow in your friendships?

Developed for this resource kit.

15.4 The blind snake



To activate and energize the children.



Space.

1. Ask one of the children to volunteer to be the blind snake.
2. The blind snake chases the group with hands stretched out.
3. The children move around in the allocated space with their hands on their chests.
4. When the snake captures someone, that person then holds on to the back of the snake, and become part of its body, keeping their eyes closed.
5. The game is over when the snake has captured all the children and they form one big snake with their bodies.
6. The facilitator makes sure the children don't walk into walls or objects in this game.

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

15.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

15.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we have explored the meaning of trust in friendships and you have performed some interesting role-plays on the issue of trust.*

Like in all the other workshops, I value your opinion of the different activities and of the whole workshop. We will use the smiley face evaluations again today.

Children affected by armed conflict



Thomas Peter/Reuters

TRACK

Background context for these workshops

“Children are the primary victims of armed conflict. They are both its targets and increasingly its instruments. Their suffering bears many faces, in the midst of armed conflict and its aftermath. Children are killed or maimed, made orphans, abducted, deprived of education and health care, and left with deep emotional scars and trauma. They are recruited and used as child soldiers, forced to give expression to the hatred of adults. Uprooted from their homes, displaced children become very vulnerable. Girls face additional risks, particularly sexual violence and exploitation. All of these categories of children are victims of armed conflict. All of them deserve the attention and protection of the international community.

Children are innocent and especially vulnerable. Children are less equipped to adapt or respond to conflict. They are the least responsible for conflict, yet suffer disproportionately from its excesses. Children represent the hopes and future of every society; destroy them and you have destroyed a society.”

From The Office of the Special Representative of the UN Secretary-General for Children and Armed Conflict Children: www.un.org/children/conflict/english/issues.html

This series of workshops has been developed for working with children who have lived, or are still living, in armed conflict situations. The workshop series aims to address the social and emotional challenges these children are facing every day. There are many consequences for children living in armed conflict situations including:

- feelings of fear, anger, confusion and sadness
- inability to trust others
- loss of solidarity and feelings of betrayal
- creation of victim identity on the basis of violence and displacement
- lack of social boundaries
- aggressive behaviour
- lack of respect for others and for self
- high rates of risk-taking behaviours
- lack of self-protection skills
- self-blame and guilt
- healthy development threatened (especially emotional, but also physical)
- academic underachievement
- social isolation.

Introduction

In addition to the workshops presented in this track, please see 'Facilitator Handbook 1: Getting started' for

- Workshops 1-5, which are introductory workshops and should be run before starting the workshops in this track
- Additional workshops, which include three optional workshops that can be run at any time, as well as two options for closing workshops.

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.

Overview of track 2: Children affected by armed conflict

Workshop number and name	Track (tr), workshop number (ws) and page (p) of duplicate workshops	Theme
6. What is violence? 7. Keeping safe from violence		Discussing violence and how to protect oneself from violence
8. Normal reactions to abnormal events 9. Exploring feelings 10. More on feelings		Understanding reactions to living in situations of armed conflict and the feelings associated with these reactions
11. My body is mine – good touches and bad touches	Tr 1, ws 7, p 17-22.	Self-protection and setting personal boundaries
12. Friendship		Exploring the meaning of friendship
13. Understanding conflict 14. Resolving conflicts		Raising awareness on kinds of conflict and skills needed to deal with these in a positive way
15. A world with peace		Encouraging reflection on peace and what role the children can play in promoting peace



Rob Few/Freeance

Workshop 6

What is violence?

Aim of workshop: To discuss what violence is and explore how much children know about violence.

Aim of activities:

To start a discussion on what violence is, where it takes place and who the perpetrators of violence are.

To encourage group cooperation.

Activities	Resources	Time
6.1 Recap, feedback and introduction		10 minutes
6.2 First name hopping	Space for children to stand in a circle.	10 minutes
6.3 What is violence?	Flipcharts, markers, pens or pencils, card or paper for group work.	50 minutes
6.4 The fist	Newspapers for second part of activity - one for each group of four.	15 minutes
6.5 Our song		5 minutes
6.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes



These notes provide more guidance on working with children on the topic of violence.

Violence is a topic that can bring up strong feelings – anger, hurt, sadness, fear, and shame. These are normal and natural responses to being hurt. You will probably have children in your group who have experienced one or more types of violence. You may not know who they are, because people don't always want to share about these issues.

Explain to the children that as a caring adult it is your responsibility to help protect all children from violence. This means that if someone tells you that they are currently experiencing violence, or they are afraid they may be subjected to violence, you will take action to help them.

You should also have someone you can talk to, if there are children in the group who report that they have had or experiencing violence or other acts of abuse. Plan with your co-facilitators and programme managers how you will handle things if someone reports abuse or other experiences of violence.

What if someone says they are experiencing violence? Confidentiality is important, but if you think someone is at risk of serious harm, discuss it with that person. Encourage them to tell a trusted adult, so that something can be done about the violence. Try to help the child to keep as much control over their situation as possible.

Some children may not want to tell anyone else – they may fear that they won't be believed, that they will be blamed, that telling will put them in danger, or that the organizations that are supposed to protect them won't really work. In this case, talk to the programme manager about what to do. As adults you have special legal responsibilities about reporting abuse and violence against children.

Know where to get help: Before starting the workshops as part of the psychosocial support intervention, do some research! Find out what individuals or organizations are available to provide emotional, legal or other support, in case someone in your group needs help with a violent situation. There may be counseling centres, telephone hotlines, or legal aid offices in your community. Let these organizations know that you will be working with a group on issues of violence against children. And let the group know where to get help, before you start – give them a list of organizations and phone numbers.

Adapted from Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

6.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:



If you did the children's rights workshops, say:

In the last workshop we talked about children's rights. One of those rights is the right to be protected from violence, harm and abuse.

If you did not do the children's rights workshops, begin here:

Today we are going to talk about what violence is, the different kinds of violence that children sometimes experience, who is violent, and the different places that violence takes place.

Talking about violence can sometimes be difficult, either because you might yourself have experienced violence, or you may have seen it happen to someone you care about. Remember that no one has to share personal stories if they don't want to. And also remember that if you do share something personal, everything we talk about in the workshop space is confidential and no one is going to talk about what happens here outside of the workshop.

However, if any of you are experiencing violence or any other kind of abuse, I encourage you to either talk to me about it, or to another adult, as this must not continue, and you have the right to be protected from violence.

In the next workshop after this we will talk again about violence, especially about how to stop it and where to go for help if you know someone who is experiencing violence.

6.2 First name hopping



 To energize the children.

 Space for children to stand in a circle.

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

1. Ask the children to stand in a circle.
2. Ask one child to say their own name, and then to hop across the circle, while saying the name of the person they are heading to.
3. The second person immediately leaves their place, saying their own name and then hops towards someone else, saying their name and taking their place. The game then continues going round the circle of children.

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

6.3 What is violence?



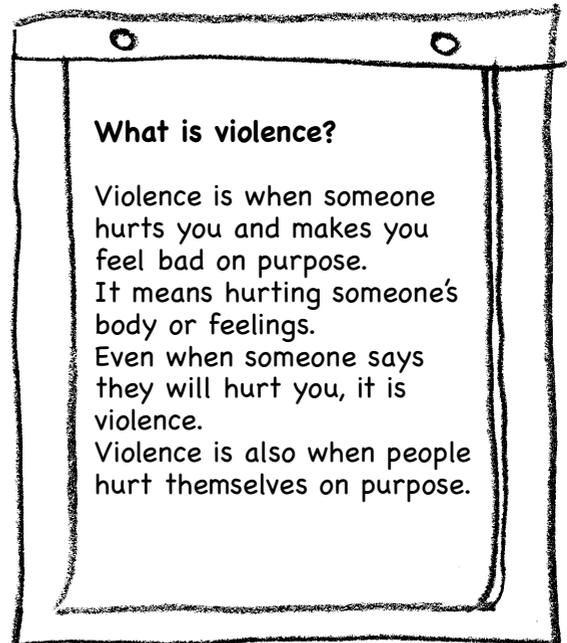
 To introduce the topic of violence and discuss where it occurs in the children's communities.

 Flipcharts, markers, pens or pencils, card or paper for group work.

 **Please read the notes on working with children on the issue of violence, before starting any of the activities here. Keep the completed flipcharts from this activity, as you will use them in the next workshop.**

1. Ask the children to sit in a circle and explain that today some people may want to share personal experiences, and others may not, and remind them that this is okay.

2. First, ask the children, "What does the word *violence* mean to you?" Let them brainstorm, saying whatever comes into their mind. Now show them the following definition of violence that you have written on a flipchart:
3. Ask them if there is anything they want to add to this definition. Write their ideas on the flipchart as they mention them.
4. Tell the children that there are many different ways that girls and boys all over the world experience violence. Start the activity by reading the quotes below that are from the **Young People's Violence Study Report**. Explain these are quotes from children around the world, who have experienced violence against children in the community:



"Because we're boys, we are expected to protect our family honour. This involves us in fighting. But we don't like it."

Boy, 13, South Asia

"Two kids were fighting and one of them pulled out a gun...because there were too many people around them...he didn't do anything, but I think he would have shot him if there was no one around."

Boy, 11, North America

"Life is hard here in the streets, we are all the time harassed by the military. They come at night, any time after 10:00 p.m. They beat us with their hands or kick us with their boots. They regularly demand money or items they can sell, like mobile phones. Only those who run away and don't get caught are safe. If we have worked all day for 100 francs (US\$0.20) they can even take that."

Orphan boy, 14, West and Central Africa

"They give them drugs so that they become addicts; then they beat them, they rape them, they don't respect them, they threaten them. They take them to their house and they sleep with them. Sometimes they kidnap them, ask for money and then kill them."

Girls, the Caribbean

"I'm afraid of walking to school. I'm afraid of kidnappers and the boys tease the girls, but if I tell my parents then they will stop me going to school."

Girl, 8, South Asia

"The worst impact of TV violence is affecting children. They don't understand that what they see is wrong and it's not something to follow... Instead, they understand that through violence we may resolve many things."

Young person, Europe and Central Asia

5. Now have a group discussion about what kinds of violence against children they know of that takes place in their lives. List the different kinds on a flipchart. Below are some examples from other children. If some of these are NOT mentioned, ask the children if they have heard of these kinds of violence. If they say no, do not add them to the flipchart list, but do if they have:
- Violence between children and other young people
 - Gang violence
 - Sexual violence in the community
 - Violence when dating
 - Violence against street children
 - Sex tourism
 - Violence in camps for refugees and displaced people
 - Trafficking and kidnapping
 - Violence through the media and the Internet
 - Bullying
 - Name-calling
 - Verbal abuse
 - Violence in the school
 - Violence in the home.



Note: This is the flipchart you will be using in activity 7.3 in the next workshop.

6. Now ask the children to get into two circles, an inner circle and an outer circle, with the same number of children in each. Ask them to stand or sit so that they face each other – a person from the inner circle will be facing a person in the outer circle. If there is an odd number of children, you too should join the circle so everyone has a partner.
7. Now explain that you are going to ask a question about violence in the community. Each person in the pair answers the question. Ask the first question (see sample questions below).
8. Then the people in the outer circle step one place to their left (clockwise), so they are facing a new partner. Ask the second question.
9. Repeat the activity, asking different questions each time. Here are some sample questions (you can also make up your own):
- Are there places you feel safe? Where? Why?
 - Are there places that you don't feel safe? Give reasons.
 - What do you think are the most serious types of violence in your community? Explain why.
 - What reasons are there for violence?
 - What kinds of actions would help stop violence in children lives?
10. Complete the activity by asking the children the questions below.



What did you learn from the discussions on violence today?

Was it a difficult topic to discuss? If yes, why?

Adapted from Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

6.4 The fist



To energize the children and to get them to think about how violence is widely accepted as 'normal'.



Newspapers for second part of activity - one for each group of four.

1. Ask everyone to find a partner. Now ask one person in each pair to hold up their hand and make a fist. Their partner then has to find ways of opening the fist.
2. Give them one minute to do this.
3. Stop the action and ask what kind of things the second person did. You will probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
4. Then ask the children to gather in a circle and follow up with the questions below, before going on to the second part of the activity.
 - 🔍 *Why did so many of us try physical ways of solving this problem first?*
 - 🔍 *What does this activity tell you about violence in society?*
 - 🔍 *Do you think violence is widely accepted in this community?*
5. Ask the children to make groups of four and give each group a newspaper. Ask them to look at the newspapers and find how many stories are about violence in their community.
 - 🔍 *How many stories are there about non-violent ways of solving problems?*
6. End the activity by asking the children what they think about this.

Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

6.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

6.6 Workshop evaluation

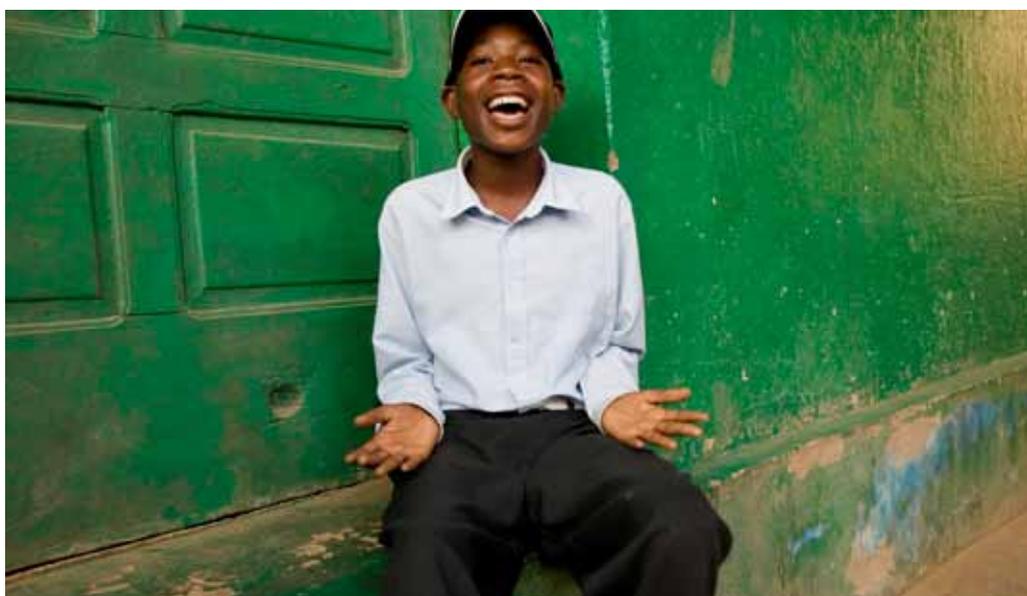


Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

🗨️ *We have now come to the end of today's workshop. Today we talked about violence, about what it is, the different kinds of violence there are, who is violent against who, and where violence takes place. Thank you all for your participation and your valuable input. We have learned many things from each other today.*

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



Louise Dyring/Save the Children

Workshop 7

Keeping safe from violence

Aim of workshop: To discuss violence against children in the community and ways to prevent or protect oneself from violence.

Aim of activities:

To activate the children and prepare them for a discussion on child protection.

To explore ways of preventing or protecting oneself from violence in the home.

To discuss and raise awareness of who the children can turn to in their surrounding community if they experience violence in their home.

Activities	Resources	Time
7.1 Recap, feedback and introduction		5 minutes
7.2 Bodyguard	A soft ball.	15 minutes
7.3 Happy endings	Flipchart from activity 6.3.	45 minutes
7.4 Catch my finger	Space.	5 minutes
7.5 Who can help?	Paper and pens/pencils. Lists of organizations and local bodies providing protective services and/or counselling services to children and families experiencing violence in the home (with space to add more). Have up-to-date contact details including phone numbers and addresses.	15 minutes
7.6 Our song	Space.	5 minutes
7.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

7.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *In the last workshop we started talking about the topic of violence. Today we are going to explore ways that one can prevent or protect oneself from experiencing violence, and where to go for help if you are unfortunate to experience violence.*

7.2 Bodyguard



To activate the children and stimulate a discussion on child protection and trust.



A soft ball.

 **Make sure that the group understands that the ball should only be thrown gently in this game. It's important to use a soft ball as the aim of the game is to hit whoever is in the middle. Do not force anyone to be in the middle if they don't want to.**

1. Ask the children to form a circle, and explain that you need two volunteers to stand in the middle of the circle.
2. One of the volunteers will be the 'protected child' and the other will be their 'bodyguard.'
3. Now give the group a soft ball. The aim of the game is to throw the ball at the protected child. The job of the bodyguard is to stop the ball from hitting the protected child.
4. The bodyguard may be hit in the process of protecting the child.
5. The two volunteers should have about 15-30 seconds in the middle of the circle, before two new volunteers replace them. Play until everyone who wants to has had a chance to be in the middle.
6. Complete the activity with the follow-up questions below.

 *What did it feel like to stand in the middle and be the 'protected child?'*

And to be the 'bodyguard?'

What did it feel like to try to hit the 'protected child?' How does this relate to the topic we have been working on?

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

7.3 Happy endings



To explore ways of preventing or protecting oneself from violence in the home.



Flipchart from activity 6.3.



It is up to you when to freeze the action in the role-plays. The aim of freezing action is to encourage the audience to come up with ideas for different outcomes that then lead to happy endings. For example, if the role-play shows a father who is about to beat his child – freeze the action, and ask the audience what could be done to prevent this violence from happening, and what could be a happy ending to the role-play. Let the children discuss the different ideas that are suggested, and remind them that no ideas are right or wrong.

1. Explain that you are now going to explore ways that one can prevent and protect oneself from violence by working more with the examples of violence in the home that they presented in the last activity.
2. Refer to the list of the different kinds of violence the children knew of from activity 6.3: **What is violence?** Divide the children into three small groups. Each group can choose one of the examples on the list to work with. They will be given about ten minutes to prepare a short role-play (about two minutes long) that they are going to do for the rest of the children.
3. **Important:** Explain to the children that they must use SYMBOLIC ACTION only in the role-play. No-one should act out actual physical or sexual violence – that is not safe for anyone. They should help each other to think about ways to represent these types of violence.
4. When the groups are ready, ask them one by one to present their role-plays for the whole group. Explain that during the role-play you may freeze the action to discuss what is happening or to ask for input from the audience. Give about ten minutes for each role-play, including the freeze.
5. When all three groups have done their role-plays, finish off by asking these questions:



What did it feel like to do these role-plays?

What did you think about the ideas for different paths of action in the role-plays?

Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

7.4 Catch my finger



To energize the children.



Space.

1. Ask the children to stand in one big circle with you.
2. Now explain you are going to do a little exercise to stimulate their concentration and fast reactions.

3. Ask everyone to hold up their index finger on their right hand.
4. Now ask everyone to hold up the palm of their left hand - ask them to turn their hand so that the palm is nice and flat and is facing up.
5. Now ask everyone to lay their right index finger gently on the open palm of the left hand of the person standing next to them on the right.
6. Let them stand like this for a few seconds, and check that everyone is doing the right thing.
7. Explain that when you shout "CHEESE!" (or choose any other random word), then everyone has to try to catch the index finger of their neighbour on the left, whilst also trying to avoid having their own index finger caught by their neighbour on the right.
8. Try it a few times to make sure that everyone has the hang of it.
9. When you have done it a few times, let a volunteer be the one who shouts the chosen word.
10. Do it until you feel everyone is energized.



Developed for this resource kit.

7.5 Who can help?



To raise awareness of who the children can turn to if they experience violence.



Paper and pens/pencils. Lists of organizations and local bodies providing protective services and/or counselling services to children and families experiencing violence in the home (with space to add more). Have up-to-date contact details including phone numbers and addresses.

1. Ask the children to sit in a circle. Explain that the final activity today is to talk about who children can turn to if they are experiencing violence or if they feel threatened with violence in any way.
2. Ask the children to make groups of four. Ask them to make a list of all the people or organizations they know of that can help children who have experienced violence.
3. Give them about five minutes to do this.
4. Now ask the groups to share their lists, and record them all onto one flipchart paper.
5. When you have finished, thank the children for their contribution and give them the list of organizations you have put together. If there are any new agencies on the flip chart that you did not include, ask the children to add them themselves, or tell them you will update the list and give them a new copy next time you see them.

6. To complete the activity, ask the children what would make it difficult for someone experiencing violence in the home to call someone to talk about it? In the discussion on this, encourage the children to think of solutions to such barriers.

For example, if someone says, “A child could be afraid to call the social services because it would make her parents angry”, you could say “Yes, that’s true. What do others think about this? What suggestions do you have?”

If the children find it hard to come up with solutions, you should provide some, so that they are not left feeling helpless. In this example, the child could tell someone else close to him or her about the violence in the home, and ask them to call someone to intervene which takes the direct responsibility off the child’s shoulders.

7. If available, remind the children that some agencies can provide emotional support anonymously.
8. Complete the activity by asking if there are any other questions, and then moving onto the last group activity of singing the group song.

Developed for this resource kit.

7.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

7.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today’s workshop session. Today we spent some more time talking about violence and especially on how to prevent and protect oneself from violence.

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



Workshop 8

Normal reactions to abnormal events

Aim of workshop: To increase understanding of normal reactions to abnormal events and give the children a tool to deal with intrusive memories.

Aim of activities:

To help children understand that reactions to difficult events are normal reactions to abnormal events.

To give the children a tool to deal with intrusive memories or negative thoughts.

To enhance concentration and energize the children.

To assess the mood of the children.

Activities	Resources	Time
8.1 Recap, feedback and introduction		10 minutes
8.2 Find the leader	Space for children to sit in a circle.	10 minutes
8.3 Normal reactions to abnormal events	Flipcharts, markers.	40 minutes
8.4 Establishing a safe place	A quiet space, where noises or other people walking around will not disturb the children.	20 minutes
8.5 Feeling the mood (Hop on the bus)	Space to walk around.	5 minutes
8.6 Our song		5 minutes
8.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

8.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.



During today's workshop, it may be more appropriate to talk about the 'conflict' rather than the 'war'. It is up to the facilitator to choose the wording that the children are most familiar with and feel most comfortable with.

Introduce the aim of today's workshop:



Today we are going to talk about the war, and what it is like for children who are living, or have lived, in a war situation. I am going to tell you a story about a boy who was in a war similar to this one, and how he reacted. Then we are all going to talk about reactions to war, and about memories that don't want to go away. There will be opportunities for you to share personal things, but remember, you don't have to do this if you don't want to.

8.2 Find the leader



To enhance concentration and energize the children.



Space for children to sit in a circle.

1. Ask children to sit in a circle on chairs or on the floor cross-legged; everyone must be able to see each other clearly and look each other in the eye.
2. The facilitator chooses one person to leave the room or walk away from the group so that he or she cannot see or hear the people left behind.
3. The facilitator chooses a leader. The leader commences an action, which everyone copies. The action must be repeated a number of times and then changed. For example, rub both hands on thighs, clap both hands, snap fingers, etc. Everyone copies the action by looking straight ahead of them at the person opposite – they do not look at the leader. The person outside comes back in and has three guesses to see if they can find the leader. When the leader is found, another person has a turn to leave the room, and a new leader is chosen.

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

8.3 Normal reactions to abnormal events



To help children understand that reactions to difficult experiences are normal reactions to abnormal events.



Flipcharts, markers.



This activity involves reading a story about a child in a war situation. Read the story beforehand and make sure you feel comfortable reading it to the group. If parts of the story should be changed to be more appropriate for the group, do this beforehand.

This activity may lead to some children sharing sensitive and difficult memories and emotions. Be aware of this and praise the children for sharing.

Remember the aim of the activity is to educate and remind the children that their reactions are normal in an abnormal situation. Therefore try not to make a big deal out of one person's particular story, but listen to them all equally. This will help to make the children feel their experiences and reactions are normal.

1. Ask the children to sit in a circle. Explain to them that today you are going to talk about memories of the war and how these can be difficult to deal with.
2. Tell the children the following story:

 *I want to tell you about a young boy I knew who lived in a war similar to this one. This is what happened to him:*

Michael was about your age when the war started. He lived at home with his mother and three sisters, but his elder brother and his father were in the army. One day as he was walking through the main street on his way to school, a big truck came very fast down the street and stopped quite near him. Lots of soldiers got out shouting and they began to shoot their guns loudly into the air. Four soldiers ran over to two old men who were sitting near the side of the road. The soldiers dragged the men over to the truck. Michael thought that they would make the old men get into the truck. Instead, as he watched, they made the men stand up and two of the soldiers shot the men in the stomach several times. The men fell onto the ground and Michael saw lots of blood and heard lots of screaming. The truck drove off fast. Michael ran home crying and learned later that the men had died.

Michael got very frightened over the next few days. He didn't want to be far from his mother, and couldn't bear to go back to the place on the street where the men had been shot, so he stopped going to school. He didn't like to think about what he had seen because it made him nervous and afraid and he started to cry. He didn't want to talk about it to anyone because it was too upsetting. But still, he couldn't get rid of the memory of what had happened. Whenever he heard the sound of gunshots, his heart leapt and he suddenly saw the picture of the men being shot in his mind. It was just like he was back there again, and he remembered the sight of all the blood coming out of the men's stomachs, and it was as if he could smell the guns all over again. He got really frightened when this happened and felt as if he was going mad because there was nothing he could do to stop the pictures coming back to his mind. He started to have bad dreams where he would see the killing all over again, and again it was the blood in his dreams that he was most upset by. This lasted a few weeks. Michael couldn't go near the spot where it had happened, and he hated to think or talk about it because it was too frightening. The pictures kept coming back, day and night. He got more and more nervous, and jumped out of his skin whenever he heard gunshots, or if he heard a car or truck coming, or other loud noises.

The reactions that Michael had to his experiences in the war can happen to anyone. In fact, most children have similar sorts of problems after they've seen terrible things. It's normal to have these sorts of reactions.

3. Ask the children what sort of traumatic events can cause these sorts of thoughts, feelings and reactions. Make a list of what they say on the flipchart. Examples could be floods, fire, traffic accidents etc.

- Now ask the children what sort of things they have experienced as a result of the conflict in their country. For example, nightmares, being frightened to be alone, etc. Make a list of these reactions on a flipchart.
- Explain the following to the children:

 *It's very normal for everyone to have the problems that we have listed after these sorts of events. After you've lived through or seen something terrible, when things remind you of what happened, it can feel like it's happening all over again, even though you know it isn't.*

It's very frightening to feel like that, and many children try to avoid places that bring back the bad memories and feelings. They also try to avoid thinking and talking about what happened, even to their parents and caregivers.

When you feel like this, it doesn't mean you're going crazy. It is normal for everyone to feel like this. Even though you might try to push the memory away, it still comes back, maybe in your dreams, or when you hear loud noises, or other things that remind you of it.

- Now tell the children you are going to talk about the things that remind them of the experiences they have had. Ask them about the things that remind them. Examples are the noise of shooting, seeing guns, seeing soldiers. Make a list on the flipchart.
- Explain the following to the children:

 *Even though you may try to push the memories away, they tend to still come back, either when there are reminders around, or when you are asleep, or sometimes just out of the blue.*

Today we will learn a way of helping you to be the one in charge of your memories and help you to control them better. You won't be able to forget what happened to you, but you will be able to remember it only when you decide, not when your memory decides, and it won't be so scary to remember. You'll also be able to use this method in the future to cope with similar events.

Adapted from Children and War Foundation (2002) Children and War Workbook: Children and Disasters. Teaching Recovery Techniques. Revised version

8.4 Establishing a safe place



To give the children a tool to deal with intrusive memories or negative thoughts.



A quiet space, where noises or other people walking around will not disturb the children.

 This activity requires a quiet environment and concentration. If any of the children seem unable to concentrate and start making a noise or moving around, gently ask them to sit quietly whilst the activity is going on.

The instructions for this activity can also be shared with parents or caregivers to do at home, if needed. For example, if a child is prone to having nightmares, this can be a useful tool to help them to have positive thoughts just before going to sleep.

1. Ask the children to either lie down or sit comfortably with their eyes closed. Explain that now you are going to teach them a method of dealing with difficult memories.
2. Ask the children to be completely silent as you do the following imagination exercise. Tell them that when you ask questions, they must just think about them in their head and not answer out loud. Read the words slowly and clearly. Give the children time to think about what you are saying, noting the pauses in the text.

 *Today we are going to practise using our imagination to create nice, positive images and feelings. Sometimes when we are upset, it helps to imagine a place that makes us feel calm and secure. Now I am going to ask you to imagine somewhere where you feel calm, secure and happy. This could be somewhere real that you remember, maybe from a holiday, or it could be somewhere you have heard about, maybe in a story, or it could be somewhere that you invent and make up yourself.*

*Take a few deep steady breaths. Close your eyes and carry on breathing normally. Imagine a picture of the place where you feel secure, calm and happy. **(Pause)** Imagine that you are standing or sitting there. **(Pause)** In your imagination, take a look around you and notice what you see. **(Pause)** Look at the details of where you are and see what is close to you. **(Pause)** See the different colours. **(Pause)** Imagine reaching out and touching something. **(Pause)** Now take a look further away. What can you see around you? See what's in the distance. Try to see the different colours and shapes and shadows. This is your special place and you can imagine whatever you want to be there.*

*When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? **(Pause)** Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel. What can you hear? **(Pause)** Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? **(Pause)** What can you smell? **(Pause)** Maybe it's the sea air, or flowers, or your favourite food cooking? **(Pause)** In your special place, you can see the things you want and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.*

*Now imagine that someone special is with you in your place. **[With younger groups especially, this might be a fantasy figure or a cartoon superhero]**. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your special place slowly with them. **(Pause)** You feel happy to be with them. **(Pause)** This person is your helper and they're good at sorting out problems.*

*Just look around in your imagination once more. Have a good look. **(Pause)** Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. **(Pause)** Your helper will always be there whenever you want them to be. **(Pause)** Now get ready to open your eyes and leave your special place for now. **(Pause)** You can come back when you want. As you open your eyes, you feel more calm and happy.*

3. When everyone has opened their eyes, ask those who want to, to share what they imagined. Ask them how it made them feel.
4. Point out the connection between imagination and feelings. Point out that they can have control over what they see in their mind's eye, and therefore over how they feel. Reinforce that this is a fun thing to do, and that they can imagine being there whenever they feel miserable or scared, and that it will make them feel better. Say that their special place will get easier to imagine the more they practise it.

 *How did it feel to do this activity?*

Was it hard to concentrate? If yes, why?

Do you think you will be able to use this imagination exercise by yourself? If not, why not?

Children and War Foundation (2002) *Children and War Workbook. Children and Disasters: Teaching Recovery Techniques. Revised version*

8.5 Feeling the mood (Hop on the bus)



To assess the mood of the children and to energize them.



Space to walk around.



Use this activity to assess how the children are feeling, especially since this workshop involved some very quiet and intense activities.

Make a mental note of what children respond to and how they describe their mood and feelings. Note the children who seem to be responding predominantly to negative moods or feelings. Approach them individually to see if they are feeling OK, check whether they are experiencing problems or if something else is going on.

Do not single out children during the activity in any way that can make them feel embarrassed or uncomfortable about showing their moods or feelings.

1. Ask the children to stand up.
2. Explain to the children that the bus is getting ready to leave. Show them a corner of the room or workshop space that is the pretend bus.
3. Now tell them that all the people in the room who feel (choose a certain mood or feeling, such as 'happy; tired; sad; excited; bored; etc) should come and get on the bus. When they come up, ask them to stand in a line and hold on to the shoulders of the person in front of them. Lead the line of children and walk around the room a little making driving noises together.
4. After a minute or so, stop the bus, and shout out a new mood or feeling. All the people who are on the bus who are not feeling the new mood should 'get off the bus', and new people get on.
5. Keep doing this with new moods and feelings until everyone has had at least one turn 'on the bus'.

Activity source: Adapted from Save the Children activities in Kyrgyzstan *The Wind is Blowing*

8.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

8.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we have talked about some difficult things, about how living in a war environment affects us and what kinds of things we remember when we are alone. Thank you all for sharing your personal experiences and thoughts today. We also spent some time learning an imagination tool, to help us imagine good things, if we are having bad or painful memories.

Even though we talked about difficult things, I think it was a good day, because you were all so good at concentrating and learning the imagination tool. Now I would like to know how YOU felt about the day. We will use the smiley faces again.



Oliver Mathys/IFRC

Workshop 9

Exploring feelings

Aim of workshop: To encourage sharing and expression of feelings, and promote understanding of people having different feelings about the same event.

Aim of activities:

To activate the children.

To explore and express different feelings.

Activities	Resources	Time
9.1 Recap, feedback and introduction		5 minutes
9.2 Action names	Space to stand in a circle.	10 minutes
9.3 Exploring feelings	Space for children to sit in a circle. Flipchart paper. Wall space to display flipcharts. Cards for the children to write different feelings. Sticky gum or tape to attach cards to flipchart. Pencils or pens for each child.	50 minutes
9.4 Animal mimes	Space, small pieces of paper with names of animals drawn or written on them.	15 minutes
9.5 Our song		5 minutes
9.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

9.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:



Today we are going to explore different feelings, what they are and when we have these different feelings.

9.2 Action names



To activate the children.



Space to stand in a circle.



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

Variation: A variation to this game is that the next person starts by saying their neighbour's name first and then their own. For example, " *This is jumping Jack next to me (and everyone jumps) and I am crouching Chris (and everyone crouches).*"

1. Ask the children to stand in a circle.
2. Explain that the first person starts by saying their name and by choosing an action that begins with the same letter. For example,

" I am jumping John " or " I am smiling Susan ."

The children do the action as they introduce their action name.

3. Everyone else copies them and says " *Hello jumping John .*"
4. Then it is the next person's turn.

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

9.3 Exploring feelings



To encourage children to explore and express feelings.



Space for children to sit in a circle. Flipchart paper. Wall space to display flipcharts. Cards for the children to write different feelings. Sticky gum or tape to attach cards to flipchart. Pencils or pens for each child.



This is a useful activity for children who have experienced a traumatic event or series of events and who are finding it difficult to talk about their feelings and reactions to the event. The activity does not encourage the children to share direct personal experiences, but encourages sharing of examples of experiences that can lead to specific feelings.

1. Ask the children to sit in a circle and then tell them the following:

 *People have many different feelings. Some of these feelings are good and some are scary and others are sad. Everybody's lives are full of different feelings. Even in this classroom we all have different feelings. There are no right or wrong feelings. But it is important to know about your feelings so that you can seek comfort if you are afraid, and to know how your friends are feeling, in order to help them and understand them.*

2. Ask the children to give some examples of feelings and to show the facial or bodily expression that goes with that feeling.

Give all the children a card each and a pen or pencil.

3. Ask the children to choose one feeling and to draw the expression of the face or body on the paper so that others will be able to guess what it is. They should NOT write the name of the feeling on the paper, only draw the expression.

 **Whilst the children are drawing, prepare two flipchart papers. Write the heading 'pleasant' on one and 'unpleasant' on another. Note that you may need more than one flipchart for each category, depending on how many children are in the group.**

4. When they have finished, ask the children to show their drawings to the group, and give the group a chance to guess what it is. When they have guessed the correct answer, the artist should write the name of the feeling at the bottom of the drawing. Be sure to help any child who needs help with writing.
5. When all the feelings have been identified, ask the artists one by one to place their card on the correct flipchart. Let the children discuss and agree where to place the card without your intervention.
6. When a feeling has been placed on the flipchart, ask if anyone else had drawn the same emotion/feeling. If they had, collect their cards and place them on top of the first card. For example, the facilitator collects all the cards with 'happiness' on them and puts them in a pile together on the flipchart.
7. When all the cards have been placed on the flipcharts, give the children some time to study the display of feelings on the flipcharts. Ask them to think of whether any feelings are missing and discuss this in the group. If there are some feelings missing, ask different children to draw and write these on other pieces of card, and place them on the flipcharts as well.

Examples of feelings/emotions are:

Happiness	Fulfilment
Sadness	Hopelessness
Excitement	Indifference
Pride	Boredom
Missing somebody	Humiliation
Misery	Shyness
Fear	Disappointment
Dissatisfaction	Feeling safe
Anger	

8. *Identifying feelings in different situations:* Now ask the children to sit in a semi-circle facing the flipcharts. Take one card at a time and ask the children to think of situations which give rise to this feeling. Start with the pleasant feelings. Remind the children that there are no right or wrong answers.
9. Do the same with the 'unpleasant feeling' cards. Explain to the children that unpleasant feelings, like fear or anger, are normal feelings and serve an important purpose to let us know when we should seek protection or defend ourselves.
10. Explain to the children that people experience different situations in different ways and that this is common and normal. Ask the children to reflect on how they have perhaps had different feelings in similar situations and encourage a discussion on this.

 *Why is it sometimes difficult to share your feelings with others?*

Why is it good to let other people know how you feel?

 **If the children are very young and cannot write the names of the feelings, help them by writing it for them.**

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

9.4 Animal mimes



 **To encourage children to explore and express feelings.**

 **Space, small pieces of paper with names of animals drawn or written on them.**

 **Be sure to choose animals the children are familiar with.**

1. Divide the children into groups of five or ten, depending on how many children there are. Give each person an animal's name, from papers picked out of a hat, or whispered in the ear. The children should keep the name secret.
2. If several groups are playing at the same time, each group should get names. You can use the same animals or different ones for each group.
3. The aim of the activity is for each group to line up according to the size of the animal - from smallest to biggest - without any sound. They have to mime their animals. Miming is acting without any spoken word or sounds.
4. When a group is finished, the facilitator checks the exact order by asking every player to name their neighbour's animal.

Terres des Hommes (2007) *Laugh, run and move to develop together: Games with a psychosocial aim*

9.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

9.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we explored different kinds of feelings and when you might have these different feelings. Next time we meet we will do more activities on this. Today was a good day for me, as I feel I am getting to know all of you better. Thank you for sharing what you did and your hard work.

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



Jenny Matthews / Panos

Workshop 10

More on feelings

Aim of workshop: To explore feelings and the expression of feelings.

Aim of activities:

- To activate the children.
- To explore and express different feelings.
- To discuss how and why feelings change.
- To encourage cooperation between the children.

Activities	Resources	Time
10.1 Recap, feedback and introduction		10 minutes
10.2 Snake	A lot of space for the children to run around.	10 minutes
10.3 Expressing feelings		40 minutes
10.4 Feelings change	A balloon.	10 minutes
10.5 The human knot	Space.	10 minutes
10.6 Our song		5 minutes
10.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

10.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to continue to explore feelings, especially how you express feelings. We will also talk about how feelings change. First we will do a fun activity together.*

10.2 Snake



To activate the children and encourage cooperation between them.



A lot of space for the children to run around.

 If there is not a lot of space, make slightly bigger groups (up to eight maximum) and then they can take turns in playing the game. This game needs a lot of space.

Children like this game a lot, but it can quickly degenerate if the facilitator doesn't establish firm rules for the children's safety. In their rush, children can hold each other roughly, tend to let go very quickly and fall easily. This does not work towards the objective of the game which is harmony and cooperation in the group.

For safety's sake, tell them not to hang onto each others' clothes, but to hold onto their shoulders, and to start slowly.

The snake's head is responsible for not losing the body and may need to slow down so that the others can keep up.

The tail must stay away from the head at all costs – but without letting go of the body. Those in the middle need them to trust their friends!

It is very important to make sure the children change positions along the snake's body, so that everyone can experience the different responsibilities at each point.

There is no point in starting the game with too many people (no more than eight players), because it becomes too difficult.

Once the children have got the hang of the game, the longer the snake, and the more motivating the game.

1. Divide the children into groups of five. Tell them to stand one behind the other and to hold onto the person in front of them, either by the shoulders or the hips, to form a snake. The player at the front is the head and the one at the back is the tail.
2. Now explain that the objective of the game is for the head of each snake to catch their tail. This is all done whilst running, but making sure that all the players hold onto the person in front.

3. The snake must never separate. Once the head has managed to touch the tail, that person (the head) goes to the back, and becomes the snake's tail. And so on until each person in the group has been in every position.

Terres des Hommes (2007) *Laugh, run and move to develop together: Games with a psychosocial aim*

10.3 Expressing feelings



To encourage the children to discuss and express emotions.

⚠️ This is a useful activity for children who have experienced a traumatic event or series of events and who are finding it difficult to talk about their feelings and reaction to the event. The activity does not encourage the children to share direct personal experiences, but encourages sharing of examples of experiences that can lead to specific feelings.

1. Ask the children to sit in a circle. Now start the activity by explaining the following:



Feelings and emotions are expressed in many different ways. Body posture shows a person's internal feelings. For example:

When someone has a straight back, open palms and seems relaxed, it signals openness and happiness.

When someone is tired of physical contact or seems distant when touched, it signals a lack of confidence or trust in others.

Facial expressions give a lot of information on emotions. It is easy to see when someone is happy, as they smile. When they are sad, they may cry. The eyes especially help you to see how someone is feeling.

Gestures show what someone might be thinking. For example, when you nod your head, it shows that you are interested in a conversation or that you agree with what is being said. When you cross your arms when you talk to someone, it can signal that you are not comfortable and feel uneasy.

2. Explain the children will now do an exercise about recognizing different feelings in other people and how you can show others how you feel.
3. Divide the children into groups of three. Ask each group to prepare a mime of three different feelings that they will present to the group. Remember that miming is a SILENT activity.
4. In each group of three, each participant chooses an emotion they want to present. The children help each other practise a clear facial expression and body posture that fits with the emotion they have chosen.
5. After about 10 minutes, ask the children to gather in one big circle again. The groups now take turns in presenting their emotions. Each child mimes their emotion, helped by their small group if necessary. The larger group guesses what the feeling is.
6. When someone guesses correctly, ask them how they recognized the feeling.
7. Continue with this till everyone has had a turn.

8. Explain to the children that it is important for all people to belong to a group where others can see how they feel and they can understand each other.

 *What was it like to express the different feelings?*

Were some feelings very difficult to express? If yes, why?

What kind of feelings can sometimes be misunderstood as other feelings?

What can happen if we misread someone's feelings?

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

10.4 Feelings change



To encourage a discussion on how feelings change.



A balloon.

1. Hold up the balloon you have brought. Tell children that you are going to go use the balloon to demonstrate how our days are full of good and difficult feelings. Make up a story about a typical day. You can use the example below or make up your own:



*When you were on your way to the workshop today, you saw your best friend, who shouted "Hi!" because he or she was so happy to see you. You felt happy, secure, loved and safe (**blow air into the balloon**).*

*Then you came to the workshop and found a book you have been looking for and wanting to read. You felt happy and excited (**blow air into the balloon**).*

*You felt great during the introduction exercise of the day. You felt happy, safe, secure (**blow air into the balloon**).*

*Earlier in the day you fell and skinned your knee. Someone laughed. You felt embarrassed, sad and tearful (**take some air out of the balloon**).*

*You had your favourite lunch. You felt happy, content and grateful (**blow air into the balloon**).*

*You played a game with your friends, but you lost. You felt disappointed and embarrassed (**take air out of the balloon**).*

2. Now ask the children the following questions:



What happened to the balloon during the day?

What does this tell you about your feelings?

If the children do not say, talk about how feelings change, depending on what happens in our lives. Sometimes it is when we are on our own, and other times it is when we are interacting with others. Talk about how it is normal and okay to feel sad or unhappy sometimes, as we feel happy later again.

The American National Red Cross (2007) *In the Aftermath, Life, Loss and Grief, Lesson Plan 3, Feelings and Reactions*

10.5 The human knot



To activate the children and encourage cooperation between them.



Space.



If the group is larger than ten children, the facilitators should divide the group in two, after giving the instructions. It may be appropriate to divide the children into same-gender groups, as this activity requires close physical contact.

1. Explain that the group is going to tangle itself up in a knot and then work together to see how far they can untangle themselves.
2. Now ask the children to stand in a circle. They should now put their right hand in the middle and take anyone else's hand in the circle, except the person standing to their immediate right or left.
3. When everyone has their right hands connected, they then put their left hand in the middle of the circle, taking anyone's hand, except the persons to their immediate left or right or the person with whom they are already holding hands.
4. Now they should attempt to untangle themselves without letting go of each other's hands.

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

10.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

10.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:



Now we have reached the end of today's workshop. Today you were very creative in showing different ways of expressing feelings and emotions. We also talked about how feelings change during a day, and from one day to another, and how this is very normal.

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

Workshop 11

My body is mine

Use workshop 7 in track 1 on page 17



Gina Guina / IFRC

Workshop 12

Friendship

Aim of workshop: To creatively express the meaning of friendship.

Aim of activities:

To explore the meaning of friendship to the children.

To give the children an opportunity to be creative and express what friendship means to them.

Activities	Resources	Time
12.1 Recap, feedback and introduction		10 minutes
12.2 What is a friend?	Space for children to sit in a circle.	30 minutes
12.3 Friendship painting		40 minutes
12.4 Our song		5 minutes
12.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

12.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to talk about friendship and friends. We will exchange experiences and do some painting.*

12.2 What is a friend?



To explore the meaning of friendship.



Space for children to sit in a circle.

 **By discussing friendship the children will learn more about each other and what each child feels is important in a friendship. This can help to broaden their perspective and encourage respect and empathy for each other.**

You do not need to make notes on the children's discussions. This exercise is mainly for listening and sharing. Make sure that the atmosphere is safe and inclusive.

1. Ask the children to sit in a circle. Explain that you are now going to discuss friendship and what it means. Encourage everyone to participate in the discussion. Remind them that there are no right or wrong answers when you discuss things.
2. Use the questions below to facilitate a discussion on friendship. Make sure that everyone has a chance to contribute to each question before moving on to the next one. You may not have time to discuss all the questions, or some of them may not seem relevant or appropriate. It is up to the facilitator to choose which questions to ask, depending on how the discussion develops. Here are the questions:
 - a. What is a friend?
 - b. Why do we have friends?
 - c. How is someone a good friend to others?
 - d. How can a friend help?
 - e. How does a friendship start?
 - f. Is it difficult to make new friends?
 - g. What happens if you do something that upsets a friend?
 - h. Why do some friendships end?
 - i. Why do some friendships last?
 - j. Can you still be friends with someone even though you do not agree on everything or like exactly the same things?
 - k. What do you like to do with friends?

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

12.3 Friendship painting



To encourage the creative expression of feelings and experiences.

1. Give each child space and access to painting or drawing materials.
2. Explain that you are continuing with the topic of friendship. Ask the children to think about friendship and what it means to them, and ask them to do a painting about friendship, which will be displayed when it's finished.
3. Give the children a minute or two to think, and then ask them to start. Go to each child and make sure that everyone is comfortable with the task, and give help where needed.
4. Tell the children when there is ten minutes left.
5. When everyone has finished, collect all the drawings or paintings and thank the children for their hard work. Explain that you are going to make an exhibition of the paintings at the next parent and caregiver meeting. Ask the children if any of them object to their paintings being included in the exhibition. If any of the children say that they do NOT want their painting to be included, make sure you respect this wish.
6. Complete the exercise by asking the children to sit in a circle and ask the questions below.

 *What was it like drawing or painting friendship?*

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

12.4 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

12.5 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:



Now we have reached the end of today's workshop. First of all we had a discussion about what friendship is and what it means to us. Then you made some wonderful paintings that we are going to exhibit.

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



Workshop 13

Understanding conflict

Aim of workshop: To promote good communication and cooperation between the children and provide them with skills to solve problems without conflict.

Aim of activities:

To explore different kinds of conflict.

To raise awareness of everyday conflicts and the skills needed to resolve them.

Activities	Resources	Time
13.1 Recap, feedback and introduction	Paintings from workshop 12.	15 minutes
13.2 Kinds of conflict	Flipchart paper and pens.	15 minutes
13.3 Resolving everyday conflicts	Space, flipchart paper and pens.	20 minutes
13.4 Conflict in a tableau	Space, dressing-up clothes (where available) and props.	25 minutes
13.5 Making rain	Space.	5 minutes
13.6 Our song		5 minutes
13.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

13.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

! In preparation for today's workshop, display all the paintings the children did on friendship last time.

Introduce the aim of today's workshop:

Today we are going to start talking about conflict. Conflict is a part of life. Although some conflict can be avoided, it is not always possible to agree on everything.

13.2 Kinds of conflict



To discuss different kinds of conflict, using simple drawings.



Flipchart paper and pens.

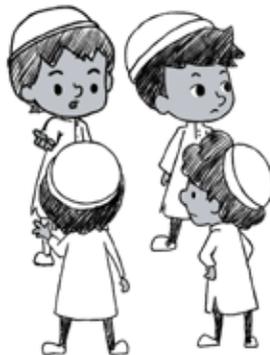
! You do not need to make notes. This exercise is mainly for sharing and listening. Make sure that the atmosphere is safe and inclusive. Encourage everyone to participate in the discussion and give everybody a chance to contribute to each question before you move on to the next one.

1. Ask the children to sit in a semi-circle facing the flipchart.
2. Draw a small person on the one side of the flipchart and say:

This is a person. Every person experiences conflict inside themselves at some time, for example in their thoughts, ideas, desires etc. Can you think of any examples?

3. Now draw another person next to the first one and say:

Conflicts also happen between two people. Can you think of examples of conflict between two people?



4. Now draw some more people next to the two you have already drawn. Say:

This is a group. Conflicts also take place within groups, like in a school class. Can you give me examples of conflicts within a group?

5. Now draw a similar group on the other side of the paper and say:

 Now there are two different groups. Sometimes conflicts are between groups that have differences; for example, they look different, or are in different social circles. Can you think of any examples that you know between different groups of people?

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

13.3 Resolving everyday conflicts



To raise awareness of everyday conflicts and the skills needed for constructive conflict resolution.



Space, flipchart paper and pens.

1. Ask the children to form pairs and to stand facing each other, making two lines.
2. Give the following instruction to the pairs:

 One of you cannot find your pen. You suspect your partner has stolen it. Make up a role-play about this situation. You do not agree in the role-play - each of you stands by their point of view without shifting.
3. After 3 minutes stop the role-play. Now ask the children to comment on the role-play.
4. Now ask the children to switch roles and play the role-play again, this time trying to find a solution.
5. After three minutes ask the children if they managed to find a solution. Ask the children to share the solutions they found.
6. Discuss with the children that there are many different ways of resolving conflicts. By sharing solutions and being open to other people's ideas, we can help build peaceful lives. Highlight any common themes in how the children resolved their conflicts, such as listening, asking forgiveness, giving compensation for loss etc.
7. Now ask the children to sit in a circle and say:

 We have talked a lot about conflicts. Now we will work on finding out what skills are needed to resolve conflicts in a positive way.
8. Ask the children what skills are needed to solve conflicts and make notes on the flip chart.
9. Make sure that the following skills are mentioned, and explain what they mean:

 Listening skills, such as not interrupting, asking questions, paying attention.
Seeing the situation from the other person's perspective.
Saying I, not you: Do not make assumptions about other people but talk on your own behalf.

Adapted from War Child Holland (2009) *IDEAL Conflict and Peace Module* and from Association of Volunteers in International Service (2003) *Handbook for Teachers*

13.4 Conflict in a tableau



To promote a further understanding of different kinds of conflict through creative expression.



Space, dressing-up clothes (where available) and props.



A tableau is a picture made of people, where the people arrange themselves to represent a scene of some kind. All the communication in the tableau is in the bodies and facial expressions of the people taking part.

1. Display the drawings used in activity 13.2. Explain that in this activity the children will be asked to make a special picture to represent one of the kinds of conflict situation they were just talking about.
2. Ask for volunteers to recap the different kinds of conflict: inner conflict within the individual; conflict between two people; conflict within a group of people; and conflict between different groups of people.
3. Now divide the group into four smaller groups.
4. Assign a different kind of conflict to each group. Now ask them to think of a situation that represents this kind of conflict. Explain that they are going to create a picture together called a tableau.
5. Give the groups any dressing-up clothes or props, if available.
6. When everyone is ready, ask each group to present their tableaux to the bigger group. Ask the audience to say what they see, before the group explains what the picture is about.
7. Use the following questions to stimulate discussion:
 - a. What do you see in this conflict situation?
 - b. What do you think the different people in the situation feel?
 - c. What do you think could have led to this conflict?
 - d. What do you think can be done to resolve this conflict situation in a non-aggressive manner?
8. Complete the activity by thanking the children for their hard work. Explain that next time you meet you will do some more work on ways of resolving conflicts, particularly looking at how to do this non-aggressively.

Adapted from War Child Holland (2009) *IDEAL Conflict and Peace Module*

13.5 Making rain



To energize the children.



Space.

1. Ask the children to make a circle.
2. Explain that they have to follow what you do.

3. Now rub your hands together. Everyone follows.
4. Now tap one finger on the palm of your hand, everyone follows.
5. Tap two fingers on your palm.
6. Tap three fingers.
7. Clap your hands.
8. You start making storm sounds.
9. You start stamping your feet.
10. The rainstorm continues and gets stronger.
11. Now reverse all the steps.
12. Stop stamping your feet.
13. Stop making the storm noise.
14. Stop clapping your hands and tap three fingers, then two, then one.
15. Rub your hands softly until the storm has passed.

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

13.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

13.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about conflict. We talked about the fact that conflict is a normal experience that can take place either within a person, between two people, within a group, or between two groups. We also talked about how we can try to solve conflicts that happen in everyday situations. You also made tableaus of conflict situations. Thank you all for your hard work today.

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



Anna Karli/Save the Children

Workshop 14

Resolving conflicts

Aim of workshop: To promote constructive and peaceful conflict resolution skills.

Aim of activities:

To encourage a deeper understanding of the stages of conflict.

To strengthen the children's analytical and conflict resolution skills.

Activities	Resources	Time
14.1 Recap, feedback and introduction		10 minutes
14.2 Fire of conflict	Space.	20 minutes
14.3 Conflict resolution in stages	Space, flipchart paper and marker.	40 minutes
14.4 Chinese dragons	Space.	15 minutes
14.5 Our song		5 minutes
14.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

14.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

Last time we met, we started looking at different kinds of conflict and what you can do to resolve conflicts in everyday situations. Today we are going to talk some more about what happens in a conflict situation and then we will do some role-plays and practise resolving conflicts in a good way.

14.2 Fire of conflict



To encourage a deeper understanding of the stages of conflict.



Space.

! You do not need to make notes. This exercise is mainly for sharing and listening. Make sure that the atmosphere is safe and inclusive.

1. Ask the children to sit in a circle. Start the activity by saying the following:

A conflict is like a fire that has five stages. The first stage is gathering material for the fire. A real fire needs wood and other materials to burn. Of course it is not yet a fire – that only happens when someone lights it, but for a fire to start, you need all the stuff gathered together, ready.



Conflicts are like this. You need stuff for the conflict to get going. Material for conflicts can be jealousy, things that are unfair in the community, not understanding others. Can you think of other examples?

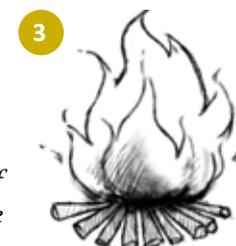
2. Continue by saying:

In the second stage, the fire is lit. Someone strikes a match and the stuff starts to burn. The match that starts a fire is like the confrontation that starts a conflict. A confrontation can be a disagreement between political parties, or it can be a hurtful remark between two people. Can you think of other examples of confrontations that lead to conflicts?



3. Continue by saying:

The third stage is the roaring fire. At this stage the fire can get out of control. It can get really big and extremely hot so that anything will easily catch fire.



Similarly in a conflict, other underlying issues that would not ordinarily create problems can make the conflict worse. Can you think of examples of roaring conflict fires and the small things that can make them worse?

Remind them that conflicts like this can also be ones that started small but grew bigger and bigger and now are out of control.

4. Continue by saying:

 *The fourth stage is the glowing coal in a fire. A fire is dying down, unless new material is added. The fire is not out at this stage, and if anyone pours petrol on it, it will start again. It seems calm, but there is still potential for it to fire up again. This is like in a conflict situation where everything seems calm, but it only takes a little effort to create conflict again. Can you think of examples where a conflict has seemed over, but started up all over again?*



5. Continue by saying:

 *The fifth stage is when everything is cool again. There are still ashes, if the site has not been cleaned up. It is safe. There is a chance that new things can grow in this place. This is similar to when a conflict is over and there is peace again. Can you think of examples that you know of where it has been like this?*



6. Complete the activity by thanking the children for their input and explain that you will work more with conflict in the next activity.

Adapted from War Child Holland (2009) *IDEAL Conflict and Peace Module*

14.3 Conflict resolution in stages



To strengthen the children's analytical and conflict resolution skills.



Space, flipchart paper and marker.

1. Divide the children into groups of four. Now ask them to choose a conflict situation they are familiar with and to do a role-play about it. Ask them to present the conflict but not resolve it.
2. After about ten minutes, or when the groups are ready, ask them to present their role-plays to the other children and discuss each one in turn, using the following questions:
 - What were the needs of the different parties in the conflict?
 - What were the different perspectives of the different parties? How did they see the situation?
 - What is the conflict really about? What is the main issue?
 - How can this conflict or issue be resolved? (Encourage as many different ideas as possible).
 - What would the different parties in the conflict think of the different ideas?
 - What is the best solution for this conflict?
3. When all the role-plays have been presented and solutions for each of the role-plays have been found, summarize the process and write up on flipchart paper:
 - a. **Clarification the needs and perspectives** of different parties
 - b. **Identifying the main issue**
 - c. **Generating alternatives** to the conflict situation
 - d. **Evaluating** different alternatives
 - e. **Choosing a solution** that works for both parties.

Explain that these very same steps can be used in all kinds of conflict situations, from conflicts affecting two people to much bigger conflicts affecting many, many people at the same time.

Adapted from War Child Holland (2009) *IDEAL Conflict and Peace Module*

14.4 Chinese dragons



 To energize the children and stimulate cooperation.

 Space.

1. Ask the children to stand in a line and simply follow the person in front of them.
2. Ask the children to wander throughout the room, skipping, marching, pretending to fly etc., everybody copying the person in front of him or her.
3. To end the activity, the facilitator may coil the group like a snake's tail or have the ends of the line take hands to form a circle.

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

14.5 Our song



 Please refer to outline 2 on page 6 for instructions on this activity.

14.6 Workshop evaluation



 Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop, where we reflected on, talked about, and practised positive conflict solving skills. You all did a great job working with this topic. It is important, because we are all going to keep meeting conflicts in our lives. Conflict is a part of our everyday lives and interactions with each other.*

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



Anna Kari/Save the Children

Workshop 15

A world with peace

Aim of workshop: To discuss what is needed for peace in our country.

Aim of activities:

To encourage group cooperation.

To discuss peace and encourage thought and discussion on what the children can do to contribute to and protect peace.

Activities	Resources	Time
15.1 Recap, feedback and introduction		5 minutes
15.2 Fair discussions	Matches or other small sticks - five per child.	25 minutes
15.3 Peace tree	Flipchart paper taped together to make a mural size drawing of a tree, paper, drawing materials, pens or pencils to write with, tape, scissors.	30 minutes
15.4 How can I contribute to peace?	Cards and pencils.	20 minutes
15.5 Our song		5 minutes
15.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

15.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about peace. We will talk about what peace means and share what we think is needed to achieve peace in our country.

15.2 Fair discussions



To promote understanding of democratic discussion and to encourage the active participation of everyone.



Matches or other small sticks - five per child.

 This activity is designed to encourage participation and to ensure that all children say something. Democratic discussions are particularly useful in situations where one or two children tend to take over, and the quiet ones are too shy to speak, or some people are talking, while someone is trying to say something.

1. Decide on a topic of a discussion that is likely to be of interest to everyone in the group. Choose something that is relevant to the group today. Examples are: tattoos, cell phones, crime, smoking, nose and body piercing.
2. Ask the children to sit in a circle where they can all see each other. Give five matches to every child.
3. Explain that we are going to have a group discussion, and every time someone has had a chance to speak, they put one of their matches in the middle of the circle. When a child's matches are finished, that person may not say anything more. All the children must use all of their matches. The quiet people will have to think of something to say, even if it is just to agree or disagree with what someone else has said.
4. The facilitator(s) should participate too, and follow the same rules as the children.

 How did you feel when your matches ran out?

How did you feel when you were forced to talk in order to use up your matches?

Did you consider yourself to be a 'high talker' or a 'low talker'? Discuss and get feedback on how the rest of the group see you.

Can you think of certain groups who do not have a voice in our country?

Talk about how using up our matches reminds us that we need to wait until we have a good point before speaking.

National Association of Child Care Workers Making a Difference

15.3 Peace tree



To introduce ideas of joint work to promote peace. It also reinforces the idea that everyone has something to give as well as to receive in peace-building work.



Flipchart paper taped together to make a mural size drawing of a tree, paper, drawing materials, pens or pencils to write with, tape, scissors.

1. Ask for volunteers to
 - a. draw a tree on a large sheet of paper,
 - b. draw leaf shapes on sheets of paper, and
 - c. cut out the leaves.
2. Introduce the activity by having a relaxed discussion about peace: What does peace mean and what is needed to make peace a reality?
3. Ask the children what they think is needed in their country to achieve peace. Emphasize that peace is something that can only be achieved through the conscious efforts of everyone, including young people and children. Explain that everyone contributes according to their abilities and situations. Explain that our definitions of peace and actions for peace must be able to be realized; they need to be more than just the absence of war.
4. Now give each child a leaf. On one side ask them to write a definition of peace; on the other side ask them to write two things - the support they can give and the support they need.
5. When everyone is ready, all the children read out their ideas in turn and then they stick their leaf onto the peace tree with a piece of tape, so it can be read on both sides. Display the tree where everyone can reach and read the leaves.

Canadian International Development Agency (2003) *A kind of friendship: Working with war-affected children and youth*

15.4 How can I contribute to peace?



To stimulate thought on how each child can contribute to a peaceful environment.



Cards and pencils.

1. Ask the children to sit in a circle.
2. Now ask them to turn to the person next to them and talk about how they each can contribute to a peaceful environment. The children can think about their families, friends, school, community, or society. It can also be now or in the future.
3. After ten minutes each child should write as many ideas as possible, one idea on each card.
4. Let the children take turns to present one card (one idea) and display the card in the middle.

5. If any cards are the same, put them on top of each other. The facilitator should divide the cards into ideas related to family, friends, etc.
6. Each child chooses one idea that he or she commits to carry out in the future.
7. End the activity by thanking the children for their participation and saying:

 *It is clear from all your ideas and suggestions that everyone can play a part in contributing to a peaceful environment. Remember that even though it may feel like the contributions you make are small, they do make a difference.*

Developed for this resource kit.

15.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

15.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we did a group discussion where everyone participated. You were very good at that. Then we made a peace tree together, and talked about peace and how we think there could be peace in our country. It was a very useful activity and you had a lot of good ideas. You also shared what contributions you thought you could make to a peaceful environment.*

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

Children affected by disaster



TRACK

Background context for these workshops

In most countries of the world, children typically make up around 50% of the population. This means that when disaster strikes a community, it can be estimated that about half of the affected population will be children. Children are at particular risk in disasters due to their physical size and dependence on others for care. They have smaller bodies that are still developing and limited physical strength.

This series of workshops has been developed for working with children who have survived a disaster, or are living in an ongoing disaster situation. Disasters, in this context, include both man-made and natural disasters.

Children's reactions to disasters depend on a number of factors including:

- how they were coping with day-to-day challenges before the disaster
- how serious the disaster was, and how much it changed and impacted the lives of the children
- whether they witnessed extreme physical injury of others, or even people dying, and whether they lost people they loved
- whether they were separated from their parents or other caregivers
- what kind of support systems they have now, following the disaster.

After a disaster, children commonly feel a mixture of difficult and painful feelings, such as anger, confusion, sadness, fear, and guilt over having survived when others were hurt or died. These are normal and natural reactions. You may have some children in your group that have witnessed very frightening things related to the disaster, and they may not be ready or feel comfortable to talk about their memories.

Disaster risk reduction

Raising awareness of disaster risk reduction and disaster preparedness is a very important part of working with children affected by disaster. Children often don't know what to do in a disaster. They are naturally afraid that once a disaster has struck, it could easily happen again. There are some activities in this workshop series that introduce general knowledge and skills about these things to the children to help them cope.

It is very important that facilitators find out what specific disaster risk reduction or preparedness activities are planned (and are being used) in the children's communities, and bring these plans into the workshops. In high-risk disaster areas, it is important that all community members – including children – know what to do in the event of a disaster. It is not advisable to work on an emergency plan in isolation from others, as this could lead to confusion and could cost lives.

Introductory and closing workshops

In addition to the workshops presented in this track, please see 'Facilitator Handbook 1: Getting started' for

- Workshops 1-5, which are introductory workshops and should be run before starting the workshops in this track
- Additional workshops, which include three optional workshops that can be run at any time, as well as two options for closing workshops.

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.

Overview of track 3: Children affected by disaster

Workshop number and name	Track (tr), workshop number (ws) and page (p) of duplicate workshops	Theme
6. What are disasters?		Learning about the disaster, how it took place and how it affected the children and their community
7. Understanding what happened		
8. Our community		
9. Keeping safe in the future 1		Exploring how to keep safe in the future in case another disaster happens
10. Keeping safe in the future 2		
11. Normal reactions to abnormal events		Understanding feelings and reactions to the disaster, paying special attention to fear and the sadness felt when you lose someone or something you love
12. Feelings change	Tr 4, ws 16, p 186.	
13. Coping with fear	Tr 4, ws 18, p 191.	
14. Losing what you love		
15. Protecting ourselves from violence	Tr 4, ws 10, p 178.	Exploring how to protect oneself from violence



Lasse Norgaard

Workshop 6

What are disasters?

Aim of workshop: To promote an understanding of what disasters are.

Aim of activities:

To promote understanding of what disasters are, the distinction between natural and man-made disasters and to begin an exploration of what impact disasters have on people's lives.

Activities	Resources	Time
6.1 Recap, feedback and introduction		5 minutes
6.2 Sina Says	Space.	10 minutes
6.3 What are disasters?	Cards and writing materials, flipcharts and markers.	55 minutes
6.4 Swimmy	Two objects for bases.	10 minutes
6.5 Our song		5 minutes
6.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

6.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about disasters, and look at the difference between natural disasters and man-made disasters. We will also start exploring how different disasters impact people's lives. This is something we will work on next time too. As in all the other workshops, we will also do some fun activities together.

6.2 Sina Says



To raise energy and concentration levels by activating participants.



Space.

1. Ask the children to stand in a circle where they can all see each other and randomly choose a child to be the leader.
2. The leader shouts an action, like "Sina says, Wave your arm" and the children wave their arms.
3. The leader continues to shout actions, but when s/he says "lift one leg", omitting "Sina Says", the group should not respond at all, they should simply stand still.

If a child does the action when the leader did not say "Sina says..", they should step out of the circle.

After a few minutes give another child the role of leader, and restart the game with everyone back in the circle. Continue swapping leaders ever few minutes till the time is up.

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

6.3 What are disasters?



To promote understanding of what disasters are, to distinguish between natural and man-made disasters and to explore the impact of disasters on people's lives.



Cards and writing materials, flipcharts and markers.

1. Start by explaining the following:



As you will remember, we started these workshops by talking about what things we have in common. One of the things we all have in common is that we have experienced a disaster event that has changed a lot of things in our lives. Today we will look more closely at what a disaster is, the difference between man-made and natural disasters and we will start exploring what impact disasters have on people's lives.

2. Start the activity by asking the children if they know what a disaster is. Let them come with suggestions and then summarize with the following simple definition:



A disaster is a sudden event that causes serious damage and suffering to people and places. It often means that outside help is needed. It can cause permanent change in people's lives.

3. Now ask the children to make three groups and give each of the groups a pile of cards to write on. Ask them to sit and discuss examples of disasters in their groups, and to write each example on a piece of card. Tell them they can be any kind of disaster they know about or have heard about. Give them about 15 minutes to do this.
4. Go around the groups and see how they are doing. If they need help, here are some examples. You do not need to give them these, if they are thinking of them on their own.

Examples of disasters:

- Fires
- Dust storms
- Droughts
- Landslides
- Floods
- Avalanches
- Tornadoes
- Hurricanes/cyclones/typhoons
- Earthquakes
- Tsunami
- Pollution
- Road, rail and industrial accidents
- Bomb blasts
- Riots.

5. Prepare two flipcharts, one headed 'natural disasters', and the other 'man-made disasters'.
6. Now explain:

 Disasters can be divided into two main groups. Both types cause serious damage to life and property. The first type is caused by natural forces which cannot be controlled. They may occur without warning. They are called '**natural disasters**'.

The second group also causes serious damage to life and property but are man-made, meaning people cause them deliberately or by mistake, are so they called '**man-made disasters**'.

7. Now ask the groups in turn to come and stick their cards on the appropriate flipchart. Repeat cards should be stuck on top of one another.
8. When everyone has finished, give the children time to look at the flipcharts. Ask if any of the cards need explanations and if so, ask the group who placed the card there to explain in more detail if possible.
9. Mention that some disasters can be both man-made and natural disasters (such as fires), if it does not come up in the discussion.
10. Ask the children to go back into their small groups, and choose two examples of natural and man-made disasters from the flipcharts. Let each group say which ones they are choosing so that they all have different examples to work with.
11. Now ask them to think about what kinds of impacts these disasters have on the people that are affected by them and write them down.

For example:

 Floods can lead to houses being destroyed, people drowning and crops and harvests being lost, etc.

12. Give them about five minutes to work on these, and then ask each group to share what they have come up with.
13. Thank the children for their participation, and tell them that next time you meet, you will talk more about the disaster they have experienced and how it impacted their community and their lives.

Adapted from The American Red Cross (2003) Operational Teachers Training for Tsunami Affected Areas. Manual for School-Based Psychosocial Support Training for Teachers, Part 1. Psychosocial Support Program Training Series – Manual # 6

6.4 Swimmy



To energize the children.



Two objects for bases.



Check that the children feel comfortable being tagged before you start the game. Show them how you will tag someone. If any of the children feel uncomfortable, let them watch and don't force anyone to participate.

If there are any children that have disabilities that prevent them from running, make an additional rule that if they have 'helpers,' they are safe from being tagged. The 'helpers' (two other children) have to stay close all the time in the game.

1. Put two bases parallel to one another in an open space. They are the 'safe fish caves.'
2. Explain that the children are fish and they are safe, when they make contact with either base.
3. Whenever they want, they can swim (run) from cave to cave (base to base).
4. The object is to travel safely without getting gently tagged by you, the facilitator. You stand in the middle, between the two bases.
5. If a child gets tagged while they are off the base, they have to sit down right where they were tagged, until they are reached by another fish (child) who can free them.
6. The game ends either when the children seem tired, or if all the children are caught.

6.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

6.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we talked about disasters. We talked about both natural and man-made disasters, and we started exploring how disasters impact people's lives.*

We will talk more about the disaster we have experienced in the next few workshops, and we will also spend some time talking about how to be prepared and ready, if ever such an event should happen again.

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



Yoshi Shimizu / IIRC

Workshop 7

Understanding what happened

Aim of workshop: To discuss and explain the disaster the children have experienced in more detail, helping them to understand what happened.

Aim of activities:

To facilitate sharing of the experience of the disaster and to provide the children with an explanation of why the disaster took place.

To facilitate sharing of the experience of the disaster and encourage reflection on how the disaster has impacted the children's lives.

Activities	Resources	Time
7.1 Recap, feedback and introduction		5 minutes
7.2 Understanding the disaster	Information to enable the facilitator to explain why the disaster happened. See USB stick for information sheets on selected disasters in folder 'Information sheets on disasters'.	45 minutes
7.3 How my life changed	Paper and drawing materials.	20 minutes
7.4 My island	Space, chalk or plastic rings or long pieces of rope (about 4m long).	10 minutes
7.5 Our song		5 minutes
7.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes



Children often try to take responsibility for events that hurt people they loved, especially if they had been angry with that person. It is therefore very important to explain to children why a disaster took place, so that they do not have any illusion that it was their fault.

This workshop focuses on why the disaster happened. This means you need to be well prepared for it - to be as clear as you can be about the causes of the disaster. For example, if it was a flooding, you need to be able to explain why the water flooded over the riverbank, or why the earth was not able to drain the water like it usually does. If it was an earthquake, you need to explain why earthquakes happen, and provide the children with information about the actual earthquake – the size, the epicentre etc.

There are some information sheets found in the “Information sheets on disasters’ folder on the USB stick that can help you explain the following natural disasters:

- Cyclones/typhoons/hurricanes
- Drought and extreme heat
- Earthquakes
- Extreme cold and avalanches
- Floods and landslides
- Lightning
- Tornadoes
- Volcanoes
- Wildfires
- Tsunamis.

You may want to find additional information to supplement this. If the disaster you have experienced is not listed above, you will have to find information on the disaster from other sources.

7.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk more about disasters, and especially about the (mention the actual disaster that the children have experienced). We are going to talk about how and why this disaster took place, and explore how it has affected our community. There will be opportunities for everyone to share their experiences of this disaster if they want. For some of you it will be hard to talk about what happened. Remember that no one has to share if they don't want to, and remember to be caring and respectful and listen with patience when others are sharing their stories. We will also do some fun activities together.

7.2 Understanding the disaster



To provide the children with an explanation of why the disaster took place.



Information to enable the facilitator to explain why the disaster happened. See USB stick for information sheets on selected disasters in folder 'Information sheets on disasters'.

 There are also some games and extra material on disaster risk reduction in the folder called 'Disaster games and more info' on the USB stick.

1. Ask the children to sit comfortably in a circle.
2. Start the activity by saying:

 Last time we met, we started talking about man-made and natural disasters. Today we are going to focus on the disaster we have experienced in this community. We are going to explore what this specific kind of disaster is and why it takes place.
3. Ask the children to share what they know about the specific disaster that took place. They may have learnt about it in school or from their peers or adults in their lives.
4. Supplement the information that they share with any additional information that you think will help them to understand what the nature of the disaster was, and why it happened.
5. Encourage the children to ask any questions they have about the disaster and address these. If they ask questions that you are not in a position to answer now, try to find the information they need for next time you meet with them.

Developed for this resource kit.

7.3 How my life changed



To facilitate sharing of the experience of the disaster and encourage reflection on how the disaster has impacted the children's lives. To provide the children with an explanation of why the disaster took place.



Paper and drawing materials.



Be observant of any children who have strong emotional reactions during this activity and provide the support they need.

1. Give each child a piece of paper and drawing materials.
2. Now explain that they will have about ten minutes to do a drawing. The drawing should tell a story about how their lives have changed because of the disaster.
3. When they have finished their drawings, ask them to share with the person next to them. Remind the children to be respectful and to listen carefully to what their partner tells them.
4. When they have finished, tell them they can either take their pictures home or they can give their pictures to you.
5. Finish the activity by asking the questions listed below.



What was it like talking about the disaster today?

Were there some things that were more difficult to talk about than others? If so, what were these?

Developed for this resource kit.

7.4 My island



To activate and energize the children.



Space, chalk or plastic rings or long pieces of rope (about 4m long).

1. Explain to the children that the room is the ocean, and they are going to make islands in the ocean.
2. Ask them to make their own little island – using chalk, (or plastic rings or the rope) to mark the coast of their island on the floor. When they have finished, ask them to stand on their island.
3. When the facilitator says, “*Search for another island,*” or “*Move to another island,*” everyone has to run to another island and stand on it with both feet inside the chalk line.
4. As the children run around, the facilitator takes away one of the islands. This means a few children will have to try to squeeze together onto one island.
5. Repeat a few times, until the children are energized.

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

7.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

7.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we explored the facts of why the disaster took place, so now you should have a better understanding of how and why it happened. You also made some pictures that showed how your life has changed due to the disaster.*

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



Workshop 8

Our community

Aim of workshop: To discuss the impact of the disaster on the community.

Aim of activities:

To encourage the children to share their experiences through telling the story of what happened to their community as a result of the disaster.

Activities	Resources	Time
8.1 Recap, feedback and introduction		5 minutes
8.2 Follow the hand	Space.	5 minutes
8.3 What happened to our community	Space for group work.	60 minutes
8.4 Touch blue	Music (using a musical instrument like a drum, or a CD or DVD).	10 minutes
8.5 Our song		5 minutes
8.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

8.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.



Choose the wording that the children are most familiar with, when talking about the disaster they have experienced.

Introduce the aim of today's workshop:



Today we are going to talk more about the disaster we have all experienced and it has affected our community. There will be opportunities for everyone to share their experiences if they want. For some of you, it will be hard to talk about what happened. Remember that no one has to share if they don't want to, and remember to be caring and respectful and listen with patience, when others are sharing their stories. We will also do some fun activities together.

8.2 Follow the hand



To encourage observation, concentration, flexibility, co-operation, and non-verbal communication.



Space.

1. Divide the children into pairs.
2. Each pair should stand opposite one another.
3. Each pair has a leader and a follower.
4. The leader holds up their hand, with their palm facing their partner. The partner then lines up their face with the leader's hand, keeping their face about 8" or 20 cm away throughout the exercise.
5. The leader can move their hand anywhere, for example, up and down, around the room, over their shoulder etc and their partner must try to follow, keeping the same distance to the hand.
6. Swap over roles.
 - Variation 1: Try two or three people following one hand, or even five or six people – the effect is like a shoal of fish, or a flock of sheep!
 - Variation 2: Try using both hands and have one person following each hand, making them cross over and go up and down.

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

8.3 What happened to our community



To encourage the children to share their experiences, through telling the story of what happened to their community as a result of the disaster.



Space for group work.

1. Ask the children to make groups of four or five.
2. Explain that they will now have about ten minutes to prepare a silent story that they have to mime to the other groups. It should be about three to five minutes long, telling the story about something that happened to the community as a result of the disaster.
3. After ten minutes, ask each group to show their silent story. Ask the children who are watching to try to put words to the story as they are watching the mime. At the end of each group's story, take some time to talk about what the group did. Ask questions to stimulate talking, such as:



What happened? Who did what?

What were the feelings of the people in the story?

Was this something that happened everywhere in the community or only in some places?

What do you think could be done differently if it happened again?

4. Complete the activity by asking the questions below:



What was it like doing these mimes?

What has it made you think about, in terms of your community and the impact of the disaster?

Developed for this resource kit.

8.4 Touch blue



To energize children 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, play this game in 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 music on a CD or DVD.
2. Tell everyone they have to move around or dance fast when the music is playing.

3. Whenever the music stops, the facilitator calls out “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 again, the facilitator changes the command.

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

8.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.



8.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.



Explain:

 Now we have reached the end of today's workshop. Today you told the story of what happened in the disaster to our community, through silent stories. Silent stories are sometimes a good way of communicating things that are hard to say with words. Thank you all for participating in the stories and in the discussions about the stories.

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



Louise Dyring/Save the Children

Workshop 9

Keeping safe in the future 1

Aim of workshop: To work with the children on safety procedures in the event of a future disaster.

Aim of activities:
To discuss what to do if another disaster takes place.

Activities	Resources	Time
9.1 Recap, feedback and introduction		5 minutes
9.2 Lifeboats	Space.	5 minutes
9.3 Keeping safe in the future	Information on keeping safe in the future - related to the disaster that has taken place or other disasters common to this area. See the folders 'Information sheets on disasters' and 'Disaster games and more info' on the USB stick.	60 minutes
9.4 The blind snake	Space.	10 minutes
9.5 Our song		5 minutes
9.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes



Disaster risk reduction is vital, as the introduction to this workshop track sets out (please see page 111). Try to gather as much local and national information as possible in preparation for this workshop.

Use the information on disaster preparedness and risk reduction in the 'Information sheets on disasters' folder on the USB stick.

Some of the information sheets also include questions or activities you can do with the children. These are optional. You may want to find additional information than what is given on the sheets. If there are disasters you are at risk for in your community that are not listed above, you will have to find information from other sources.

If you have extra time to focus on disaster preparedness and risk reduction, there are some manuals and games you can play with the children in the 'Disaster games and more info' folder on the USB stick.

The IFRC Regional Office in Bangkok has prepared material on disaster risk reduction for children, which is available in English and all national languages in South-East Asia on this website <http://www.ifrcdr.org>. Here you will also find information on how to order the DVD with the materials.

9.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:



Today we are going to start looking at what we can do to be better prepared in case another disaster takes place. We will explore our community together, identifying the areas that can be risky and the areas that are safe.

9.2 Lifeboats



To activate the children physically and give them energy.



Space.

1. Tell everyone to stand in the centre of the room and explain that this is the 'ocean'.
2. Now explain that when you call out a number, everyone has to join a lifeboat with the number you have called. For example, call the number 'six!' Everyone has to quickly form a group of six, holding on to each other in 'lifeboats'. Anyone without a group 'swims' until the next number is called.
3. Call the numbers quickly to get people moving.
4. Do this for a few minutes until you feel everyone is energized.

Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

9.3 Keeping safe in the future



To promote understanding and awareness of disaster risk reduction activities related to the specific disaster that has affected this community.



Information on keeping safe in the future - related to the disaster that has taken place or other disasters common to this area. See the folders 'Information sheets on disasters' and 'Disaster games and more info' on the USB stick.

1. Ask the children to sit comfortably in a circle.
2. Start the activity by saying:



Earlier we were talking about man-made and natural disasters, and how they happen. Today we are going to focus on the disaster we have experienced in this community. We are going to explore how to keep safe from this kind of disaster in the future.

3. Ask the children how they can protect themselves if the disaster that has taken place happens again. Use the information sheets on the USB stick in the folder 'Information sheets on disasters' to supplement the responses the children give.

If there are helpful actions that you can practise as part of disaster preparedness or disaster risk reduction, take the time to do this. See the folder 'Disaster games and more info' for inspiration.

4. Encourage the children to ask any questions they have about disaster preparedness and risk reduction and address these. If they ask questions that you are not in a position to answer now, try to find the information they need for next time you meet with them.

Developed for this resource kit.

9.4 The blind snake



To activate and energize the children.



Space.



Keep the children clear of bumping into walls and other objects as they run round in this game.

1. Ask one of the children to volunteer to be the blind snake.
2. The blind snake chases the rest of the children with hands outstretched.
3. The other children try to avoid getting caught. They run round the room with their hands on their chests.
4. Whenever a child is caught, they hold onto the back of the blind snake and become part of its body, keeping their eyes closed.

5. The game is over when the snake has captured all the children and they form one big snake.

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

9.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

9.6 Workshop evaluation

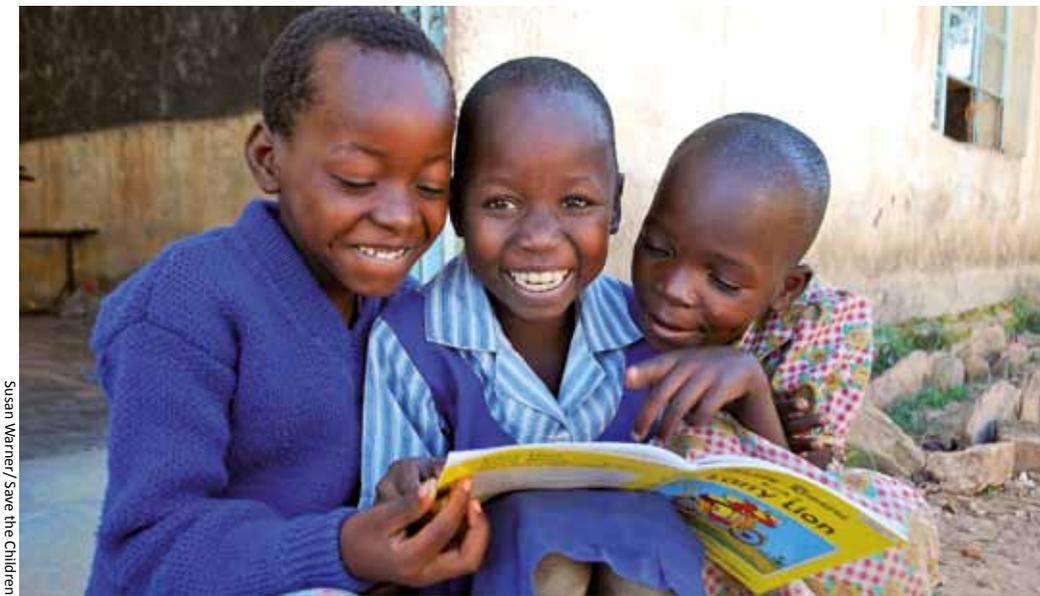


Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we have talked more about the disaster we have experienced and ways in which we can all keep safe in the future. Thank you for your input and participation.*

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



Susan Warner/Save the Children

Workshop 10

Keeping safe in the future 2

Aim of workshop: To work with the children on safety procedures in the event of a future disaster.

Aim of activities:

To identify areas of risk and safety in the children's community.

Activities	Resources	Time
10.1 Recap, feedback and introduction		5 minutes
10.2 Risks and safety in our community	Space for three workstations. Paper, drawing and writing materials. Flipchart paper to make a community map.	70 minutes
10.3 Do like me	Space for a circle and physical movement.	5 minutes
10.4 Our song		5 minutes
10.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

 **Try to gather as much information as possible in preparation for this workshop. Find out if there are contingency plans already established in the community in the event of a future disaster. A contingency plan should identify places of high risk and places of safety. It will provide instructions on where children and families should go to in the event of a disaster, and who will be on hand to help them. If there are no local contingency plans, try to find national guidelines for disaster preparedness.**

10.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:



Today we are going to create a community risk and safety map.

10.2 Risks and safety in our community



To identify areas of risk and safety in the community.



Space for three workstations. Paper, drawing and writing materials.
Flipchart paper to make a community map.



Set up three workstations beforehand with flipchart paper and drawing materials. Work out in advance the three distinct areas of the community that the three groups in this activity will be drawing on their parts of the map.

1. Divide the children into three groups. Explain that each group is going to be drawing part of a community map. When all three groups have finished, the three sections will be stuck together to make one big community map.
2. Explain to the children what areas of the community they will be featuring on their section of the map. Choose buildings or landmarks that are familiar to everyone and make very sure the children know the areas they are going to draw.

For example: Group 1 makes a map of the community from the church to the supermarket. Group 2 makes a map of the community from the church to the school, and group 3 makes a map of the community from the school to the beach.

3. Give more detailed instructions:
 - Draw a map of your area showing all the important buildings, roads, rivers and any other landmarks.
 - Mark everything that would be at high-risk if a disaster hit. For example, are there some buildings that are old and unstable and might easily crumble, if there was an earthquake? Are there areas in the community that are prone to flooding?
 - Mark all areas of safety in your community. Include areas within buildings. For example, are there some houses that have basements that are especially safe if there is a hurricane or violent storm?
4. Give the children about 30 minutes to work on their map.
5. When they have finished, put the sections together to make one large map of the community. Give the children five to ten minutes to look at it.
6. Now ask them what children in the community could do, if another disaster struck. Have a discussion with them about this for a few minutes, ending by saying:

 Today you have shown me that you are already well aware of the fact there are risky and safe areas in your community. Every community is like this. We can never know for certain if another disaster will happen, but we can be prepared as much as possible. It is important that you remember what to do, if something happens, and that you don't panic. It is a really good idea to make a plan with your parents and caregivers. One thing to do is arrange a meeting point, so you don't lose each other if something happens.

7. Ask them where they would like to display the map so that other people can see the good work they have done.

Adapted from Save the Children (2007) *Child-led Disaster Risk Reduction: A Practical Guide*

10.3 Do like me



 To get the children physically active and attentive.

 Space for a circle and physical movement.

1. Ask the children to stand in a circle.
2. Do an action, for example, clap your hands twice. Now ask the children to do the same.
3. When they have done this once, ask the person standing next to you to do another action, for example, they stamp their feet. Now the children have to do both actions – first clap their hands, then stamp their feet.
4. Keep adding more and more actions going round the circle giving everyone a turn. If there are a lot of children, stop after about 10 minutes.

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

10.4 Our song



 Please refer to outline 2 on page 6 for instructions on this activity.

10.5 Workshop evaluation



 Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today you did a lot of great work creating a risks and safety community map.

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



Louise Dyring/Save the Children

Workshop 11

Normal reactions to abnormal events

Aim of workshop: To increase understanding of normal reactions to abnormal events and give the children a tool to deal with intrusive memories.

Aim of activities:

To help children understand that reactions to abuse are normal reactions to abnormal events.

To give the children a tool to deal with intrusive memories or negative thoughts.

To enhance concentration and energize the children.

To assess the mood of the children.

Activities	Resources	Time
11.1 Recap, feedback and introduction		10 minutes
11.2 Find the leader	Space for a circle.	10 minutes
11.3 Normal reactions to abnormal events		40 minutes
11.4 Establishing a safe place	A quiet space, where noises or other people walking around will not disturb the children.	20 minutes
11.5 Feeling the mood (Hop on the bus)	Space to walk around.	5 minutes
11.6 Our song		5 minutes
11.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

11.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.



During today's workshop, it may be more appropriate to talk about the actual event (earthquake, flood, fire etc.) than the 'disaster'. It is up to the facilitator to choose the wording that the children are most familiar with and feel most comfortable with.

Introduce the aim of today's workshop:



The last few times we have met, we have talked in detail about the disaster we have all experienced. Experiencing an event like this affects different people in different ways, and some people have a difficult time because they have very clear memories of what happened and they cannot stop thinking about it. Today we will explore a special method of preventing these memories from disturbing you. We will also do some fun activities together.

11.2 Find the leader



To enhance concentration and energize the children.



Space for a circle.

1. Ask children to sit in a circle on chairs or on the floor cross-legged; everyone must be able to see each other clearly and look each other in the eye.
2. The facilitator chooses one person to leave the room or walk away from the group so that he or she cannot see or hear the people left behind.
3. The facilitator chooses a leader. The leader commences an action, which everyone copies. The action must be repeated a number of times and then changed. For example, rub both hands on thighs, clap both hands, snap fingers, etc. Everyone copies the action by looking straight ahead of them at the person opposite – they do not look at the leader. The person outside comes back in and has three guesses to see if they can find the leader. When the leader is found, another person has a turn to leave the room, and a new leader is chosen.

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

11.3 Normal reactions to abnormal events



To help children understand that reactions to difficult experiences are normal reactions to abnormal events.



This activity involves reading a story about a child in an earthquake. It could be substituted with a story about a boy who has experienced a disaster similar to the one in your area. Read the story beforehand and make sure you feel comfortable reading it to the group. If parts of the story should be changed to be more appropriate for the group, do this beforehand.

This activity involves sharing of sensitive and difficult memories and emotions. Be aware of this and praise the children for sharing.

If a child interrupts to volunteer that something like this has happened to them or to someone they know (not someone else in the group), reinforce this and allow them to speak. Praise them specifically for volunteering something that was personal or difficult.

Remember the aim of the activity is to educate and remind the children that their reactions are normal in an abnormal situation. Therefore try not to make a big deal out of one person's particular story, but listen to them all equally. This will help to make the children feel their experiences and reactions are normal.

1. Ask the children to sit in a circle. Explain to them that today you are going to talk about memories of the disaster and how these can be difficult to deal with.
2. Tell the children the following story:

 *I want to tell you about a young boy I knew and what happened to him. He's not anybody you know, but some of the things that happened to him might have happened to you as well.*

Michael was about your age when the disaster started. He lived at home with his mother, father and three sisters. One night as he was sleeping, his house started shaking very strongly. Things started falling from the walls. Michael did not know what was happening, but he became very afraid. He shouted for his parents but could not hear them because of all the noise. It was hard to walk but he managed to get out of bed, but his door was blocked. He managed to get out the window and found his sister outside. They heard their mother inside the house, and with the help of a neighbour they got her out. Her arm was broken and she was screaming in pain. Later that day in the morning, he saw them digging out his father. His head was crushed in, and it was an awful sight. Michael could not believe that his father was dead. It was like a bad dream. After a while he started to cry, but the tears soon dried up, and it was all so strange and unreal. The next day he learned from some friends that several of his classmates had died as well.

In the first few days after the earthquake, there wasn't much water or food, and they slept outside. First they slept in the open and then in tents. Lots of people came to help from other cities and from other countries, and soon they opened the school. The school was not damaged as badly as other buildings, and people who knew about earthquakes had been to the school to make sure it was safe.

Michael got very frightened over the next few days. He didn't want to be far from his mother, and couldn't bear to go back to their house or to go inside buildings. He didn't like to think about what he had seen because it made him nervous and afraid and he started to cry. He didn't want to talk about it to anyone because it was too upsetting. But still, he couldn't get rid of the memory of what had happened. Whenever there were after-shocks or he heard shouting, his heart leapt and he suddenly saw the picture of his father in his mind. It was just like he was back there again, and he remembered the sight of the blood and his father's head, and it was as if he could smell it all over again. He got really frightened when this happened and felt as if he was going mad because there was nothing he could do to stop the pictures coming back to his mind. He started to have bad dreams where he would see the head all over again, and again it was the blood in his dreams that he was most upset by. This lasted for a few weeks. Michael couldn't go near the spot where it had happened, and he hated to think or talk about it because it was

too frightening. The pictures kept coming back, day and night. He got more and more nervous, and would jump out of his skin in an after-shock, or if he heard a car or truck coming, or other loud noises.

The reactions that Michael had after he experienced the earthquake can happen to anyone. In fact, most children have some of the sorts of problems that Michael had after they've seen terrible things. It's normal to have these sorts of reactions.

3. Ask the children what sort of experiences can cause bad memories. Ask them if they have any experiences themselves or they know of experiences other children have had that have caused bad memories. Write them up on the flipchart.
4. Encourage the group to contribute personal experiences without at this stage asking for details or for their reactions to them. Based on the list that the group compiles, make it explicit what characterizes experiences that can be disturbing and disruptive to their lives: they are sudden, intense, life threatening, cause injury, result in bereavement, involve intense sensory experiences - sights, smells, sounds - they are grotesque and horrible, make you feel terrified and helpless at the time.
5. Say the following to the children:

 *Usually, children don't experience these sorts of things. Unfortunately, because of the disaster, these sorts of reactions have become all too common, and most of us have experienced some of them at some time. Experiences like these are special because we know that they usually cause the reactions we have talked about and bad memories that we heard about with Michael.*

6. It is important for the group to hear that these kinds of reactions are common, normal, can happen to anyone, and that there is something that can be done about them. Without going into detail of each child's experience, nor details of his or her current problems, start to compile a list of symptoms, from the group's own experiences where possible. Ask some open questions, and fill in where necessary from Michael's story, to get a basic list of symptoms. For example, you could ask:

 *Has anyone here had problems like Michael? What kinds of problems? What sorts of things happened to you after you experienced X (from the difficult experiences list)?*

7. When a general list of symptoms has been compiled say something like:

 *It's very common for children and adults to have these sorts of problems after a difficult experience. After you've lived through or seen something terrible, when things remind you of what happened, it can feel like it's happening all over again, even though you know it isn't. It's very frightening to feel like that, so children try to avoid places that bring back the bad memories and feelings, and they avoid thinking and talking about what happened, even to their parents or caregivers. When you feel like this, it doesn't mean you're going crazy. In fact, it means that you're just like most other children. Even though you might try to push the memory away, it still comes back, maybe in your dreams, or when you hear loud noises, or other things that remind you of it.*

8. Now ask the children:

 *What sorts of things remind you of what happened?*

9. Compile a group list of reminders. Point out that there are so many reminders around that it's probably impossible to avoid them all. Sometimes the memories flood us when we least expect them. It is an important first step for children to learn to regain a sense of control, and it should be practised now.
10. Having discussed the difficult event, the reactions, and reminders, and knowing that these reactions are common and normal, the children need to hear that help is available. Say something like:

 *So, even though children who have had difficult experiences may try to push the memories away, they can keep coming back again and again - either when there are reminders, or when they are asleep, or sometimes just out of the blue. Today we will start learning some tricks and special things to do so that you are the one in charge of your memories and you can control them better. You may not be able to forget what happened, but you will be able to remember it when you decide, not when your memory decides, and it won't be so scary to remember. You'll be able to use these tricks now if you have some of these problems, and in the future if they come up then. The important thing is to practise the skills that you learn today, so that you'll be ready to handle bad memories if they come up in the future.*

Children and War Foundation. (2002) *Children and War Workbook: Children and Disasters. Teaching Recovery Techniques. Revised version.*

11.4 Establishing a safe place



To give the children a tool to deal with intrusive memories or negative thoughts.



A quiet space, where noises or other people walking around will not disturb the children.

 **This activity requires a quiet environment and concentration. If any of the children seem unable to concentrate and start making a noise or moving around, gently ask them to sit quietly whilst the activity is going on.**

The instructions for this activity can also be shared with parents or caregivers to do at home, if needed. For example, if a child is prone to having nightmares, this can be a useful tool to help them to have positive thoughts just before going to sleep.

1. Ask the children to either lie down or sit comfortably with their eyes closed. Explain that now you are going to teach them a method of dealing with difficult memories.
2. Ask the children to be completely silent as you do the following imagination exercise. Tell them that when you ask questions, they must just think about them in their head and not answer out loud. Read the words slowly and clearly. Give the children time to think about what you are saying, noting the pauses in the text.

 *Today we are going to practise using our imagination to create nice, positive images and feelings. Sometimes when we are upset, it helps to imagine a place that makes us feel calm and secure. Now I am going to ask you to imagine somewhere where you feel calm, secure and happy. This could be somewhere real that you remember, maybe from a holiday, or it could be somewhere you have heard about, maybe in a story, or it could be somewhere that you invent and make up yourself.*

Take a few deep steady breaths. Close your eyes and carry on breathing normally. Imagine a picture of the place where you feel secure, calm and happy. **(Pause)** Imagine that you are standing or sitting there. **(Pause)** In your imagination, take a look around you and notice what you see. **(Pause)** Look at the details of where you are and see what is close to you. **(Pause)** See the different colours. **(Pause)** Imagine reaching out and touching something. **(Pause)** Now take a look further away. What can you see around you? See what's in the distance. Try to see the different colours and shapes and shadows. This is your special place and you can imagine whatever you want to be there.

When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? **(Pause)** Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel. What can you hear? **(Pause)** Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? **(Pause)** What can you smell? **(Pause)** Maybe it's the sea air, or flowers, or your favourite food cooking? **(Pause)** In your special place, you can see the things you want and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.

Now imagine that someone special is with you in your place. [With younger groups especially, this might be a fantasy figure or a cartoon superhero]. This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your special place slowly with them. **(Pause)** You feel happy to be with them. **(Pause)** This person is your helper and they're good at sorting out problems.

Just look around in your imagination once more. Have a good look. **(Pause)** Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. **(Pause)** Your helper will always be there whenever you want them to be. **(Pause)** Now get ready to open your eyes and leave your special place for now. **(Pause)** You can come back when you want. As you open your eyes, you feel more calm and happy.

3. When everyone has opened their eyes, ask those who want to, to share what they imagined. Ask them how it made them feel.
4. Point out the connection between imagination and feelings. Point out that they can have control over what they see in their mind's eye, and therefore over how they feel. Reinforce that this is a fun thing to do, and that they can imagine being there whenever they feel miserable or scared, and that it will make them feel better. Say that their special place will get easier to imagine the more they practice it.

 How did it feel to do this activity?

Was it hard to concentrate? If yes, why?

Do you think you will be able to use this imagination exercise by yourself? If not, why not?

Children and War Foundation (2002) Children and War Workbook: Children and Disasters. Teaching Recovery Techniques. Revised version

11.5 Feeling the mood (Hop on the bus)



To assess the mood of the children and to energize them.



Space to walk around.



Use this activity to assess how the children are feeling, especially since this workshop involved some very quiet and intense activities. Note the children who seem to be responding predominantly to negative moods or feelings. Approach them individually to see if they are feeling ok, check whether they are experiencing problems or if something else is going on. Do not single out children during the activity in any way that can make them feel embarrassed or uncomfortable about showing their moods or feelings.

1. Ask the children to stand up.
2. Explain to the children that the bus is getting ready to leave. Show them a corner of the room or workshop space that is the pretend bus.
3. Now tell them that all the people in the room who feel (choose a certain mood or feeling, such as 'happy; tired; sad; excited; bored; etc) should come and get on the bus. When they come up, ask them to stand in a line and hold on to the shoulders of the person in front of them. Lead the line of children and walk around the room a little, making driving noises together.
4. After a minute or so, stop the bus, and shout out a new mood or feeling. All the people who are on the bus who are not feeling the new mood should 'get off the bus', and new people get on.
5. Keep doing this with new moods and feelings until everyone has had at least one turn 'on the bus'.

Adapted from Save the Children activities in Kyrgyzstan *The Wind is Blowing*

11.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

11.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:



Now we have reached the end of today's workshop. Today we talked about reactions to disasters, like the one we have experienced – and especially about how this is actually a normal reaction to what we call an 'abnormal event'. It was very interesting to hear about all of your experiences and also about the way the disaster has affected you.

We also did an exercise that helps us to control intrusive and difficult memories, and if you practise this exercise often, eventually you will be able to decide when you want to or you don't want to think about these things.

Thank you all for sharing today.

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

Workshop 12 **Feelings change**

Use workshop 12 in track 1 on page 44



Louise Dyring/Save the Children

Workshop 13

Coping with fear

Also for use in Track 4: Workshop 18

Aim of workshop: To explore the feeling of fear and different ways to cope with it.

Aim of activities:

To identify different feelings. To explore the feeling and role of fear and different ways of coping with it.

To physically activate the children and to find ways of coping with fear.

Activities	Resources	Time
13.1 Recap, feedback and introduction		5 minutes
13.2 Trick ball	A ball.	5 minutes
13.3 Coping with fear	Flipchart with headings in a table. Cards to write feelings on. Box to put cards in.	60 minutes
13.4 Crossing the river	Space, paper.	10 minutes
13.5 Our song		5 minutes
13.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

13.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

Today we are going to talk about feelings again. We are going to explore one feeling in particular, the feeling of fear. We are going to talk about it together, about what kind of situations lead to the feeling of fear, and what kinds of things we can do to deal with it.

13.2 Trick ball



To activate and energize the children.



A ball.

1. Ask the children to stand in a circle. Ask for a volunteer to stand in the middle (the leader).
2. Now tell everyone in the circle to put their hands behind their backs.
3. The leader sometimes throws the ball and sometimes he or she just pretends to throw the ball. If someone reaches for a ball when it has not been thrown, she or he has to stand in the middle and be the new leader.

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

13.3 Coping with fear



To identify different feelings. To explore the feeling of fear and discuss different ways of coping with it.



Flipchart with headings in a table. Cards to write feelings on. Box to put cards in.

Make sure that you give the children time to think and answer the questions when it is their turn to share. If some children feel uncomfortable sharing in this exercise, do not force them. It is also helpful for them just to listen to their peers share on this topic.

This exercise aims to encourage children in the acceptance of normal reactions to abnormal events. For example, it is a normal reaction to be afraid, when an earthquake has destroyed a huge area; or to be afraid when meeting armed soldiers; or to be afraid of losing your parents/caregivers because they are very sick.

1. Ask the children to sit in a circle (or in another way, as long as they are comfortable). Begin the activity by reminding them of the earlier workshop you had with them, where you talked about recognizing and expressing feelings. Ask them to list the different kinds of feelings and emotions that we have.

Examples are:

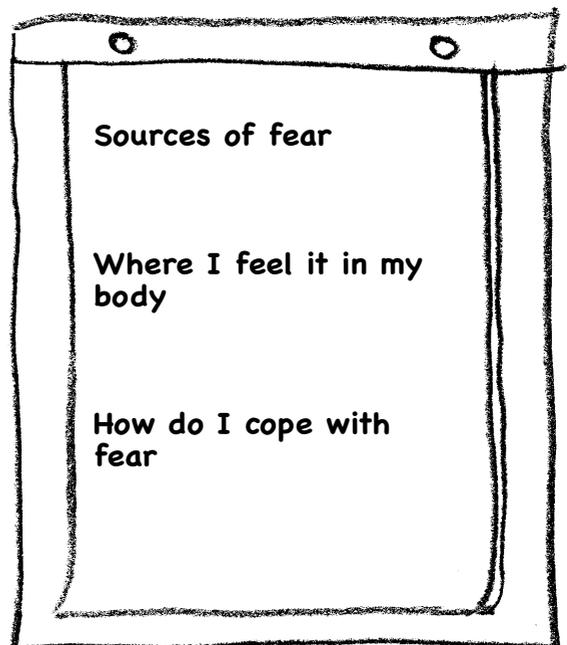
Happiness	Sadness	Excitement	Pride
Missing somebody	Misery	Fear	Dissatisfaction
Anger	Fulfilment	Hopelessness	Indifference
Boredom	Humiliation	Shyness	Disappointment
Feeling safe			

- When a feeling is named, write it on a card and put it in the box. Try to make as many different emotions as there are children.
- Now ask the children to pick a card from the box.
- Give the children a few seconds to think about how to express the feeling that they have picked. Ask them to show the facial expression for that feeling. When everyone has had a turn, thank the children.
- Now explain today you will be talking about fear. If this feeling was not mentioned earlier, ask the children what 'fear' means to them.
- Explain that you are going to make a table on a flipchart with information about fear. Ask the children to share personal experiences where they felt fear. When they share their experiences, ask them the following questions to explore the topic in more depth:
 - What was it that made you afraid/scared?
 - Where did you feel it in your body?
 - What did you do when you were afraid?
 - What can you do to prevent experiences of fear?
 - What can you do to protect yourself when you do face fear?

Now fill in the table on the flipchart together.

 If the children find it difficult to come up with examples of coping with fear, tell them this story:

There were some children I knew that were afraid of the cats that were always in the dustbins searching for food. When people threw garbage into the dustbins, the cats would get scared and jump out, which would then scare the children. The children then found out that if they made a noise before they got to the dustbins, the cats would jump out before they got there, and so the children wouldn't get a fright. This is a way they coped with their fear. They took action so that the thing that frightened them stopped.



If they are still stuck, give them the following examples of how to cope with fear:

- Physical exercise
 - Maintain a daily routine
 - Know the difference between facts and fantasy
 - Stop-look-listen. Do not panic but observe and think and consider your options and the consequences.
 - Breathe calmly
 - Use the “safe place” method from workshop 11
 - Admit your fear and give it a name
 - Play with your friends
 - Talk to people you trust about your feelings
 - Know that everyone is scared sometimes
 - Laugh a lot (fun is good for you)
 - Find ways not to be alone
 - If necessary, get out of harm's way.
7. When all the children who want to have had a chance to share their experiences of fear, ask the children to sit quietly for a few minutes and breathe deeply and slowly. While they are relaxing like this, talk to the children about how it is normal to feel fear and everyone has times when they are afraid. Talk about how fear is important, as it plays a role in protecting us and making us aware of dangerous situations.
 8. End the activity by thanking the children for sharing their personal experiences and feelings, and emphasize again that there are no right or wrong answers, when sharing and talking about feelings.

 *Since this activity involved asking the children a lot of questions, end the activity by making sure that everyone is feeling fine. If any children are upset, make sure to take time out to talk with them individually.*

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

13.4 Crossing the river



To raise energy levels and encourage cooperation and collaboration.



Space, paper.

 **The children will not be able to cross the river unless the two teams communicate. Do not explain this to the children before the activity begins - wait to see what they do.**

1. Divide the children into two teams.
2. Mark a river on the floor. Ask all the children to stand on one riverbank.
3. Explain that they have to get to the other bank quickly. Now tell them that there are crocodiles in the river and that they can only get across by using stones (pieces of paper).
4. Hand out three pieces of paper to each team (which is not enough to cross the river), and tell them to go.

5. Once the children have crossed the river OR if the children have found that they cannot cross the river, explain that there are often times in our lives where we can only succeed if we cooperate with others

Action for the Rights of Children *Action for the Rights of Children Resource Pack*

13.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

13.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about the feeling of fear. We talked about the different ways we experience fear in our bodies, and also about ways to cope with fear.

It is important to talk about fear, because it is a feeling that everyone feels at some point or another, and it is good to know how to deal with it, so that when you feel fear next time, you will not be overwhelmed by it.

I learnt a lot from your contributions today. Thank you.

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



Workshop 14

Losing what you love

Aim of workshop: To encourage the children to talk about the people and things they lost in the disaster event, and to give them tools to cope with these losses.

Aim of activities:

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

To encourage sharing of losses due to the disaster and encourage coping with these losses.

Activities	Resources	Time
14.1 Recap, feedback and introduction		5 minutes
14.2 What we have lost	Paper, writing materials, creative materials (drawing, painting), old magazines or newspapers, glue, tape, flipchart paper, large box.	45 minutes
14.3 The train of silly walks	Space.	10 minutes
14.4 Our song		5 minutes
14.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

14.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we going to talk more about the disaster event, and specifically about the people and things we have lost due to the disaster. We are all going to make a picture or a collage, showing what we have lost, and then we will talk about these pictures.

14.2 What we have lost



To encourage discussion and sharing of the things and people the children lost as a result of the disaster event.



Paper, writing materials, creative materials (drawing, painting), old magazines or newspapers, glue, tape, flipchart paper, large box.



This activity encourages sharing personal losses and may lead to feelings of sadness and grief. If any of the children become very sad and need to cry, remind them that this is natural and it is OK to do this. Comfort them and talk openly about how it is good to cry when they remember the people that they love. This is because they have good memories of that person, and it is difficult not to be with them anymore.

Make sure that all the children feel OK at the end of the workshop. If any of the children are still feeling very sad, make sure to follow up on this before they leave the workshop venue.

1. Start the activity by explaining that one of the most difficult outcomes of any disaster is losing people and things that you loved. This is what makes you really feel that your life has changed, and it can be very difficult to accept and deal with. However, explain that it is also important to remember the people and the things we loved that we have lost.
2. Now ask the children to sit quietly and think for a moment about the people and things they lost as a result of the disaster.
3. Now ask them to get into groups of four, and explain that they are now going to make individual pictures or collages. They can ask each other for help if they want to.
4. Now give them access to drawing or painting materials, old magazines or newspapers, or any other materials they can use to make a collage or picture.
5. Ask them to make a picture of the people and the things they loved and lost in the disaster.
6. Give them about 20 minutes to work on this.
7. When they have finished, ask the children to sit in a circle and invite them to share their losses. Tell them that you would like to hear from each and every one about the people or things they care about that they lost.

8. Ask the children directly if they want to say who the person was, and how they felt (sad, angry or scared or indifferent). Have each person talk about this and have them say what they liked most about this person, what they did with this person – their memories about this person. If they become sad and cry, give them permission to do so. Say something like: “*It is OK to cry if you are sad. I understand that you are sad about the person who died.*”
9. Make sure that the group is respectful and listening, whenever a child is talking about their loss. And when they have finished, thank them for sharing and trusting the group.
10. If there is a child who does not want to speak about their loss, do not make them. Just say: “*You don't want to talk right now, that is OK. Maybe you'll want to share with us some other time, and that is fine.*” You should be ready for the possibility that a child may want to share about this at a later stage when they feel more trust.
11. Once all the children who wanted to have shared their experiences, invite the ones who have not, to do so. If they still do not want to, do not insist.
12. When it is time to leave, have the children take their collages and ask them what they want to do with them. Suggest they say goodbye to these objects, animals or people. This can be a symbolic gesture. Ask that each child be quiet as they look at their collage, remembering the people or things that were represented. Tell them to say thank you for the time they had shared with them, for their love and affection (if they were human losses), and to say goodbye to the things or people in the collage. Then you can ask them to put the collages in a box that you have put in the centre of the circle.
13. When all the collages are in the box, close it. Ask the children to sit in a circle and to hold hands and to reflect for a minute, and have a personal prayer or thought for the losses.
14. End the activity by saying the following:

 *It is sometimes painful to think about the people and the things we loved that we have lost. This is difficult for everyone. However, it is important to remember them, and the good times we had with them. Sometimes it helps to keep something that reminds us of our lost loved ones, that we can look at every now and then when we miss them. If any of you have a picture or something else that reminds you of who you lost, keep this in a safe place to remind you.*

Sometimes we have a difficult time sleeping, because we cannot stop thinking about what happened in the disaster, and we miss the people we lost. If this happens to you, you can try to lie still in your bed, and fill your mind with good thoughts: either memories of something that made you happy, or think of something you have always wanted to try in the future. Accept that you are unable to sleep, and try not to worry about it, but instead find quiet and peaceful thought, to calm your body and mind. Eventually you will fall asleep. Remember that you are the one who controls what you think about.

Adapted from UNICEF Republica Dominicana (2010) *Return to Happiness*

14.3 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.
3. The train can move anywhere and the leader can change the walk, make noises, wave their arms and so on, and the rest have to copy their exact movements and sounds.
4. After about 30 seconds, 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

14.4 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

14.5 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

Now we have reached the end of today's workshop. Today you made some beautiful pictures and collages of all the things and people you lost in the disaster. You worked very well together, and you also shared a lot of personal things with each other. Thank you for this.

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



Workshop 15

Protecting ourselves from violence

Also for use in Track 4: Workshop 10

Aim of workshop: To give the children tools to protect themselves from violence

Aim of activities:

To activate the children and prepare them for a discussion on child protection.

To discuss what violence is and what kinds of violence are common in the children's community.

To explore ways of preventing or protecting oneself from violence.

To discuss and raise awareness of who the children can turn to in their community if they experience violence or are afraid they will.

Activities	Resources	Time
15.1 Recap, feedback and introduction		5 minutes
15.2 Bodyguard	A soft ball.	10 minutes
15.3 What is violence?	Flipchart paper with definition of violence written on it, blank flipchart paper, markers, pens or pencils, card or paper for group work.	30 minutes
15.4 Happy endings	Space.	20 minutes
15.5 Who can help?	Paper and pens/pencils. Lists of organizations providing protective services and/or counselling services with current phone numbers and addresses.	15 minutes
15.6 Our song		5 minutes
15.7 Workshop evaluation	Paper and writing materials and flip chart prepared with smiley faces.	5 minutes



Violence is a topic that can bring up strong feelings – anger, hurt, sadness, fear, and shame. These are normal and natural responses to being hurt. You will probably have children in your group who have experienced one or more types of violence. You may not know who they are, because people don't always want to share about these issues.

Explain to the children that as a caring adult it is your responsibility to help protect all children from violence. This means that if someone tells you that they are currently experiencing violence, or they are afraid they may be subjected to violence you will take action to help them.

You should also have someone you can talk to, if there are children in the group who report that they have had or experiencing violence or other acts of abuse. Plan with your programme managers and co-facilitators how you will handle things if someone reports abuse or other experiences of violence.

What if someone says they are experiencing violence? Confidentiality is important, but if you think someone is at risk of serious harm, discuss it with that person. Encourage them to tell a trusted adult, so that something can be done about the violence. Try to help the child to keep as much control over their situation as possible.

Some children may not want to tell anyone else – they may fear that they won't be believed, that they will be blamed, that telling will put them in danger, or that the organizations that are supposed to protect them won't really work. In this case, talk to the programme manager about what to do. As adults you have special legal responsibilities about reporting abuse and violence against children.

Know where to get help: Before starting the workshops as part of the psychosocial support intervention, do some research! Find out what individuals or organizations are available to provide emotional, legal or other support, in case someone in your group needs help with a violent situation. There may be counselling centres, telephone hotlines, or legal aid offices in your community. Let these organizations know that you will be working with a group on issues of violence against children. And let the group know where to get help, before you start – give them a list of organizations and phone numbers.

NOTE: This information is needed for the last activity in this workshop.

Adapted from Secretariat of the United Nations (2006) Secretary-General's Study on Violence against Children: Our right to be protected from violence

15.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about violence and how to protect ourselves from violence. Violence occurs all over the world, in every country and every community. When lives are changed and more people than usual are suffering, some people may react by engaging in violent acts.

Today we are going to talk about what violence is; the different kinds of violence that children sometimes experience; how you can protect yourself from violence and where you can get help.

Talking about violence can sometimes be difficult, either because you might yourself have experienced violence, or you may have seen it happen to someone you care about. Remember that no one has to share personal stories if they don't want to. And also remember that if you do share something personal, everything we talk about in the workshop space is confidential and no one is going to talk about what happens here outside of the workshop.

However, if any of you are experiencing violence or any other kind of abuse, I encourage you to either talk to me about it or to another adult, as this should not be allowed to continue, and you have the right to be protected from violence.

15.2 Bodyguard



To activate the children and prepare them for a discussion on child protection.



A soft ball.

 **Make sure that the group understands that the ball should only be thrown gently in this game. It's important to use a soft ball, as the aim of the game is to hit whoever is in the middle. Do not force anyone to be in the middle.**

1. Ask the children to form a circle, and explain that you need two volunteers to stand in the middle of the circle.
2. One of the volunteers will be the 'protected child' and the other will be their 'bodyguard.'
3. Now give the group a soft ball. The aim of the game is to throw the ball at the protected child. The job of the bodyguard is to stop the ball from hitting the protected child.
4. The bodyguard may be hit in the process of protecting the child.
5. The two volunteers should have about 15-30 seconds in the middle of the circle, before two new volunteers replace them. Play until everyone who wants to has had a chance to be in the middle.
6. Complete the activity with the follow-up questions below.

🗣️ *What did it feel like to stand in the middle and be the 'protected child?'*

And to be the 'bodyguard?'

What did it feel like to try to hit the 'protected child?' How does this relate to the topic we have been working with?

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

15.3 What is violence?



To introduce the topic of violence and talk about it in relation to the children's communities.

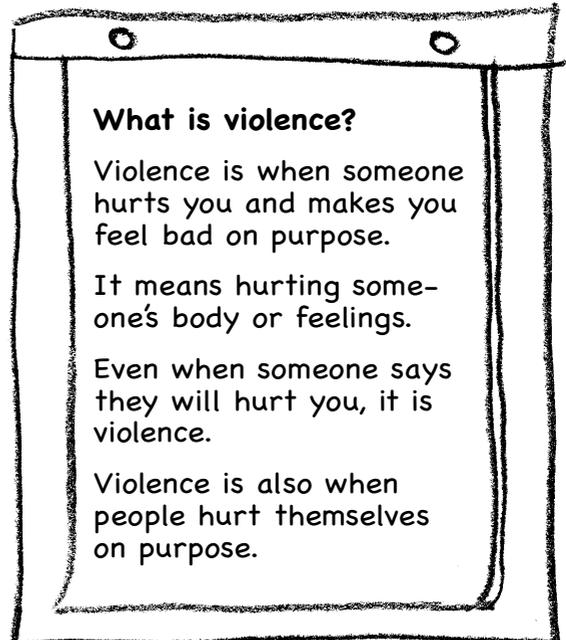


Flipchart paper with definition of violence written on it, blank flipchart paper, markers, pens or pencils, card or paper for group work.



Please read the notes on working with children on the issue of violence, before starting any of the activities that address violence.

1. Ask the children to sit in a circle and explain that during the workshop today, some people may want to share personal experiences, and others may not, and remind them that this is OK.
2. First, ask the children to brainstorm the word 'violence'. Then show them the definition of violence on the flipchart. See the definition on the diagram.
3. Ask them if there is anything they want to add to this definition and write it up on the flipchart.
4. Tell the children that there are many different ways that girls and boys all over the world experience violence. Ask the children to sit in a circle.
5. Read the quotes below from the **Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006)** *Our right to be protected from violence*. Explain these are quotes from children around the world who have experienced violence in their community:



"Two kids were fighting and one of them pulled out a gun...because there were too many people around them...he didn't do anything, but I think he would have shot him if there was no one around."

Boy, 11, North America

"They give them drugs so that they become addicts; then they beat them, they rape them, they don't respect them, they threaten them. They take them to their house

and they sleep with them. Sometimes they kidnap them, ask for money and then kill them.”

Girl, the Caribbean

“I’m afraid of walking to school. I’m afraid of kidnappers and the boys tease the girls, but if I tell my parents/caregivers then they will stop me going to school.”

Girl, 8, South Asia

6. Now have a group discussion about the children’s communities and the kind of violence they see perpetrated against children. Make a list of everything the children mention. Below are some examples from other communities. If some of these are NOT mentioned, ask the children if they have heard of these kinds of violence in their community. (If they say no, do not add them to the flipchart list.)
 - Violence between children and other young people
 - Gang violence
 - Sexual violence in the community
 - Violence when dating
 - Verbal abuse: name calling, degrading remarks
 - Bullying
 - Ignoring and excluding someone
 - Violence against street children
 - Sex tourism
 - Violence in camps for refugees and displaced people
 - Trafficking and kidnapping
 - Violence through the media and the Internet.
7. Now ask the children to get into two circles, an inner circle and an outer circle, with the same number of children in each. Ask them to stand or sit so that they face each other – a person from the inner circle will be facing a person in the outer circle. If there is an odd number of children, join the circle so everyone has a partner.
8. Now explain that you are going to ask a question about violence in the community. Each person in the pair will answer the question.
9. Then the people in the outer circle will step one place to their left (clockwise), so they are facing a new partner. Then they will get a new question to discuss.
10. Repeat for several questions. Some sample questions are given below. You can also make up others:
 -  *Where are places in the community that you feel safe? Why?*
 - Where are places in the community that you don’t feel safe? Give reasons.*
 - What do you think are the most serious types of violence in your community? Explain why.*
 - What do you think are reasons for violence in your community?*
 - What kinds of actions would help in stopping violence in your community?*
11. When all questions have been answered, thank the children for their participation, and tell them you are now going to do some role-plays about protecting themselves from violence.

15.4 Happy endings



To explore ways of preventing or protecting oneself from violence in the home.



Space.

1. Explain that you are now going to explore ways of preventing and protecting oneself from violence.
2. Refer to the flipchart from **Activity 15.3: What is violence?** Divide the group of children into three smaller groups. Ask each group to choose one of the examples from the list. Give the groups about five minutes to prepare a short role-play (about two minutes long).



Important: The children must not act out any physical or sexual violence in the role-plays – that is not safe for anyone. In their groups they should work out ways of representing violence symbolically.

3. When the groups are ready, ask them to do their role-plays in turn for the whole group. Say that you will be freezing the action at certain points, to discuss what is happening or to ask for input from the audience. Give them each about seven minutes for the role-play, including the freeze.



It is up to you to decide when to freeze the action in the role-plays. The aim of freezing action is to encourage the audience to come up with ideas for different outcomes leading to happy endings.

For example, if the role-play shows a father who is about to beat his child – freeze the action, and ask the audience what could be done to prevent this violence from happening, and what could be a happy ending to the role-play. Let the children discuss the various suggestions, and remind them that no ideas are right or wrong.

4. When everyone has finished, complete the activity with the questions below.



What did it feel like to do these role-plays?

What did you think about the ideas for different paths of action in the role-plays?

What did you learn from the discussions on violence?

Was it a difficult topic to discuss? If yes, why?

Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

15.5 Who can help?



To raise the children's awareness of local organizations if they experience violence in their community.



Paper and pens/pencils. Lists of organizations providing protective services and/or counselling services to children and families experiencing violence, with current phone numbers and addresses.

1. Ask the children to sit in a circle. Explain that the final activity you are going to do on the topic of violence is talking about who children can turn to in the community if they either are, or they are afraid of, experiencing violence in the community.
2. Ask the children to divide into groups of four. In these groups they should make a list of all the people or organizations they know of that can help children who have experienced violence.
3. Give them about five minutes to do this.
4. Now ask the groups to share their lists, and note all the organizations named on a flipchart.
5. Thank the children for their ideas and information and give them the lists you have prepared. If there are any new agencies on the flip chart list that you had not included, ask the children to add them, or tell them you will update the list and give them a new copy next time you see them.
6. To complete the activity, ask the children what would make it difficult for someone who was experiencing violence in the home to call someone to talk about it? In the discussion, encourage the children to think of solutions to such obstacles or challenges.

For example, if someone says, “*A child could be afraid to call the social services because it would make her parents or caregivers angry,*” you could say, “*Yes, this is true. What do others think about this? What suggestions do you have to deal with this fear the child has?*”

If the children find it hard to come up with solutions, you should provide some, so that they are not left feeling helpless. In this example, the child could tell someone else close to him or her about the violence in the home, and ask them to make the call, taking the direct responsibility off the child's shoulders.

7. Where available, remind the children that some agencies can provide emotional support anonymously.
8. Complete the activity by asking if there are any outstanding questions, and then moving onto the last group activity of singing the group song.

Developed for this resource kit.

15.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

15.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today we talked about violence and about the kinds of violence you know take place in your community. We have also done some role-plays to make us think about ways to protect ourselves from violence. Lastly we talked about the people you can turn to if you are experiencing violence or are afraid someone will hurt you in the future.

Thank you all for your participation and your valuable input. We have learned many things from each other today.

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

Children affected by HIV or AIDS



Jakob Dall / Danish Red Cross

TRACK

4

Background context for these workshops

This series of workshops has been developed for working with children who live in communities with a high prevalence of HIV and AIDS. These children are likely to have one or more of the following experiences in common:

They may have

- lost someone they loved
- witnessed family members or other loved ones become increasingly ill
- attended a number of funerals
- become orphans or know other children who have been orphaned
- experienced, or know of others who have experienced stigma and discrimination when their positive HIV status was revealed
- possibly become HIV-positive.

They may become more vulnerable to

- social exclusion from their community
- physical, emotional or sexual abuse
- negative economic consequences (increased poverty, loss of property or inheritance rights)
- increased material and shelter needs
- inadequate health care
- loss of parenting
- loss of parental guidance or good role models
- lack of affection
- adoption of risky behaviour, such as smoking, alcoholism, drug abuse some children being forced into prostitution in order to survive
- displacement.

Children who live in a community that has a high prevalence of HIV and AIDS are likely to feel a mixture of difficult and painful feelings, such as sadness, fear, anger, confusion, and guilt, over having survived when others have died. These are normal and natural responses. You may have some children in your group that have witnessed and experienced very frightening things related to the deaths of loved ones or experiences of abuse, and they may not be ready or feel comfortable to talk about these memories. Remember to respect confidentiality when children share their personal experiences. Not doing so can have very serious negative repercussions in communities where stigma and discrimination are common.

This series is different from the others in this resource kit. It has 21 workshops instead of the usual 15.

Workshop 8 involves inviting someone who is living with HIV to come and talk with the children. Try to invite someone who will be a positive role model for the children, someone they can relate to and will look up to and admire. If you do not know such a person yourself, contact organizations that provide support and information on HIV, as they often work with people in the same capacity.

Ask the children to prepare one or two questions before the meeting. Send the questions to the person before they come, so that they can prepare their answers. Be ready to ask the questions on behalf of the children at the meeting itself, in case they feel shy and uncomfortable about asking the questions.

Inviting someone who is living with HIV as a role model shows the children that it is possible to continue with normal life. It will help give the children hope for the future, if they – or the people they love – are living with HIV. It will also help challenge the issue of stigma and discrimination.

Workshop 14 includes an explanation of grooming. Grooming is the process whereby a perpetrator *prepares* a child in order to abuse him or her, typically sexually. The perpetrator slowly wins the trust or dependency of the child, to eventually be in a position where he or she can sexually abuse the child. At this point the child may be so attached to, dependent on or afraid of the perpetrator, that the child will not disclose the abuse to others, or in worst cases, may not even understand the experience as abuse.

The grooming process can include manipulation, trickery, gifts and threats. Grooming is, unfortunately, prevalent in most countries, and especially with children who are vulnerable. Parents and caregivers can also be groomed. The groomer befriends and creates dependency, either financially or for protection, and through the parents and caregivers creates easy access to children. It is important to be aware of this phenomenon and sensitize children to the risks of grooming, without making them over-suspicious or unable to trust anyone.

Introductory and closing workshops

In addition to the workshops presented in this track, please see 'Facilitator Handbook 1: Getting started' for

- Workshops 1-5, which are introductory workshops and should be run before starting the workshops in this track
- Additional workshops, which include three optional extra workshops that can be run at any time, as well as two options for closing workshops.

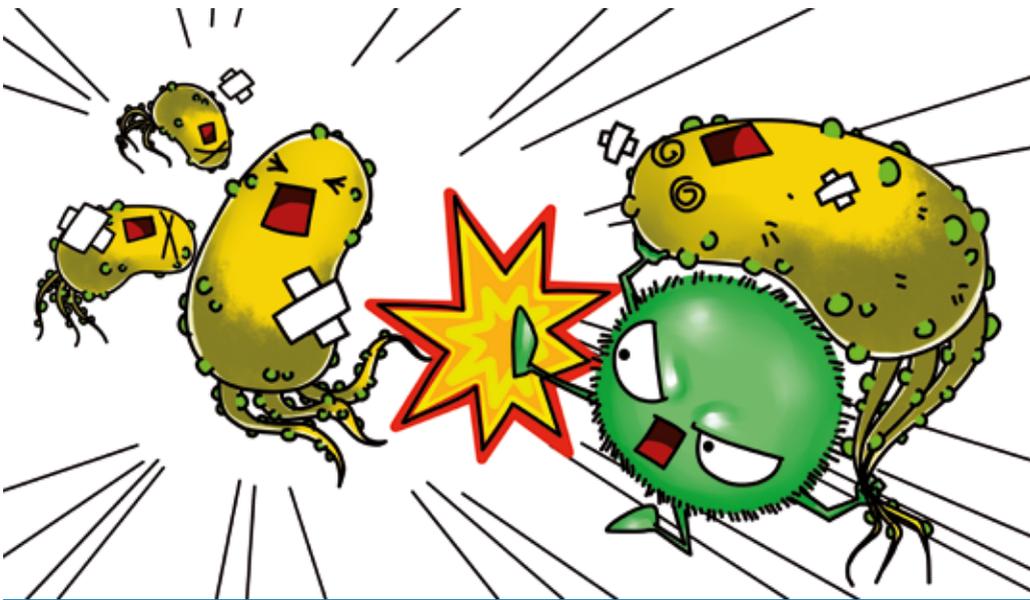
Opening and closing each workshop

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.

Overview of track 4: Children affected by HIV or AIDS

Workshop number and name	Track (tr), workshop number (ws) and page (p) of duplicate workshops	Theme
6. Understanding HIV and AIDS		Exploring what HIV and AIDS are, how and where to get tested, what life is like living with HIV (role model visit) and how HIV and AIDS impact our communities
7. Testing and where to get help		
8. Living with HIV		
9. Our community and HIV and AIDS		
10. Protecting ourselves from violence	Tr 3, ws 15, p 151-158.	Exploring how children can protect themselves from violence, with particular focus on physical and sexual abuse
11. My body is mine – good touches and bad touches	Tr 1, ws 7, p 17-21.	
12. My body is mine – protecting ourselves from abuse	Tr 1, ws 8, p 22-27.	
13. 'Protecting ourselves from abuse' messages	Tr 1, ws 9, p 28-30.	
14. Sexual abuse, grooming and perpetrators	Tr 1, ws 10, p 31-36.	
15. Normal reactions to abnormal events		Understanding feelings and reactions to the challenges faced in communities with a high prevalence of HIV and AIDS, paying special attention to fear and the sadness in losing someone or something, and to coping with the fear
16. Feelings change	Tr 1, ws 12, p 44-49.	
17. Dealing with loss		
18. Coping with fear	Tr 3, ws 13, p 142-146.	Exploring discrimination and how to prevent this from taking place
19. Preventing discrimination		
20. Helping families affected by HIV		Encouraging empathy and ideas for how to help families affected by HIV and AIDS
21. Making good choices		Talking about risky behaviour and what life choices keep children safe



Workshop 6

Understanding HIV and AIDS

Aim of workshop: To promote an understanding of HIV, AIDS, ARVs and how HIV is contracted.

Aim of activities:

To promote an understanding of what HIV, AIDS and ARVs are.
To raise awareness and dispel myths on how you can get HIV.

Activities	Resources	Time
6.1 Recap, feedback and introduction		5 minutes
6.2 What are HIV, AIDS and ARVs?	Educational cards which can be found in the folder 'HIV Educational Cards' on the USB stick and in print.	30 minutes
6.3 Catch my finger	Space.	10 minutes
6.4 How do you get HIV?	Quiz questions (shown below) on a flipchart but leave the 'true/false' columns blank, marker.	25 minutes
6.5 Swimmy	Two objects for bases.	10 minutes
6.6 Our song		5 minutes
6.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

6.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about HIV and AIDS, and also about ARVs. We are going to talk about what they are, how HIV spreads and how it can lead to AIDS, and how ARVs can help people who are HIV-positive.

6.2 What are HIV, AIDS and ARVs?



To promote understanding of HIV, AIDS and ARVs.



Educational cards which can be found in the folder 'HIV Educational Cards' on the USB stick and in print.

1. Start by explaining the following:

 As you will remember, we started these workshops by talking about what things we have in common. One of the things we have in common in this community is that many people we know are HIV-positive. Some of us have lost people we love because they became sick from having HIV-related illnesses, and some of the people we know who are HIV-positive are living healthy lives because they are taking ARV medication.

2. Ask for volunteers to explain what HIV, AIDS and ARV stand for and what they are.
3. When the volunteers have shared what they know, use the educational cards to explain more. As you hold up each card showing the picture on the front, read the script on the back.
4. When you have finished showing the cards, ask the children if they have any more questions about HIV, AIDS and ARVs.

Developed for this resource kit.

6.3 Catch my finger



To energize the children.



Space.

1. Ask the children to stand in one big circle with you.
2. Now explain you are going to do a little exercise to stimulate their concentration and fast reactions.
3. Ask everyone to hold up their index finger on their right hand.



4. Now ask everyone to hold up the palm of their left hand - ask them to turn their hand so that the palm is nice and flat and is facing up.
5. Now ask everyone to lay their right index finger gently on the open palm of the left hand of the person standing next to them on the right.
6. Let them stand like this for a few seconds, and check that everyone is doing the right thing.
7. Explain that when you shout, then everyone has to try to catch the index finger of their neighbour on the left, whilst also trying to avoid having their own index finger caught by their neighbour on the right.
8. Try it a few times to make sure that everyone has the hang of it.
9. When you have done it a few times, let a volunteer be the one who shouts the chosen word.
10. Do it until everyone is energized.

Developed for this resource kit.

6.4 How do you get HIV?



To raise awareness and dispel myths on how you get HIV.



Quiz questions (shown below) on a flipchart but leave the 'true/false' columns blank, marker.



Discussing HIV and AIDS with children who live in a community that has a high rate of HIV and AIDS may be a sensitive issue. Make sure you encourage the children to come and talk to you on their own, if they have questions or concerns after this workshop.

1. Ask the children to sit down. Explain that you are going to talk about how a person can get the HIV virus.
2. Say you are going to do a quiz. Say you will read out some statements about HIV and the children have to say if they are true or false. If they give the wrong answer, make sure you explain the correct one straightaway and put the right answer on the flipchart.
3. Start the quiz by saying, "As you know, the HIV virus lives in the fluids in a person's body".
4. Now read each statement in turn, starting the sentence with "You can get HIV..."

QUIZ: “You can get HIV....”

Statement	True	False
You can get HIV.....		
... by playing with someone who is living with HIV.		x
... by using a contaminated needle that contains the HIV virus.	x	
... by hugging someone who is living with HIV		x
... by having sex without using a condom with someone who is HIV-positive.	x	
... by shaking hands with someone who is living with HIV.		x
... by touching the blood of someone who is living with HIV with the risk that their blood can get into your blood.	x	
... by drinking from the same glass or using the same fork or spoon as someone who is living with HIV.		x
... if you are a baby born to a mother who is HIV-positive.	x	
... from mosquitoes.		x
... from swimming with someone who is HIV-positive.		x

5. Ask the children if they have any comments or questions.

Developed for this resource kit.

6.5 Swimmy



To energize the children.



Two objects for bases.



As with all tagging games, the facilitator should check before the game starts, if the children feel comfortable being tagged. You should demonstrate how you will tag a child. If any of the children feel uncomfortable, let them watch. Don't force anyone to participate if they don't want to.

If there are any children with disabilities that prevent them from running, make an additional rule that if they have 'helpers,' the helpers are safe. The helpers (two other children) have to stay close all the time in the game.

1. Put two bases parallel to one another in an open space. They are the 'safe fish caves'.
2. Now explain that the children are fish, and they are safe when they touch a base.
3. Whenever they want, they can swim (run) from cave to cave (base to base).
4. The object is to travel safely without getting gently tagged by you, the facilitator. You stand in the middle, between the two bases.
5. If a child gets tagged while they are off the base, they have to sit down right where they were tagged, until they are reached by another fish (child) who can free them.
6. The game ends either when the children seem tired, or if all the children are caught.

Developed for this resource kit.

6.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

6.7 Workshop evaluation

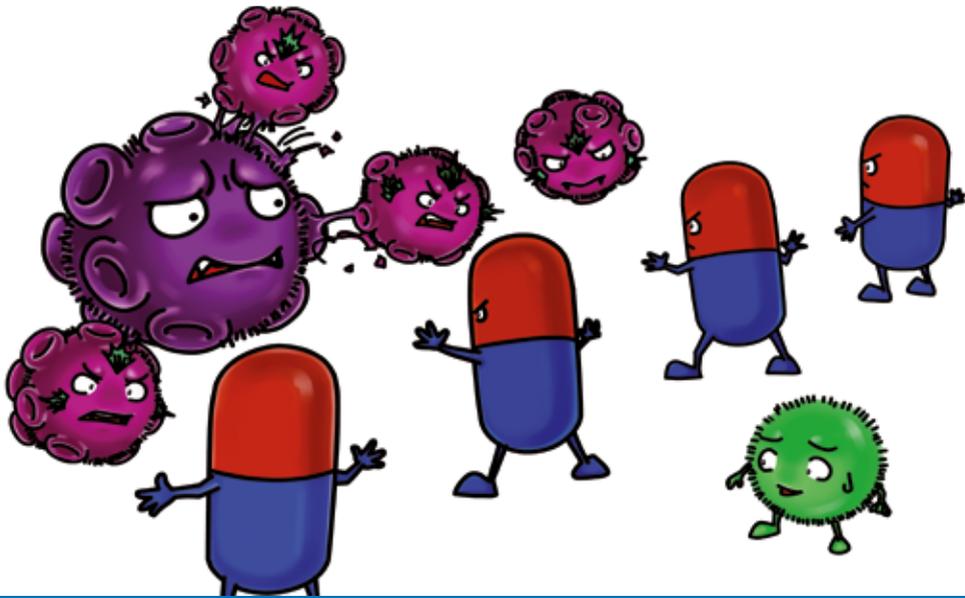


Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

Now we have reached the end of today's workshop. Today we talked about what HIV, AIDS and ARVs are. These are all terms that we hear a lot and they affect our lives in the community.

Thank you all for your participation. Like in all the other workshops, I value your opinion of the different activities and of the whole workshop. We will use the smiley face evaluations again today.



Workshop 7

Testing and where to get help

Aim of workshop: To raise awareness of HIV testing and where to get help.

Aim of activities:

To explain to the children what happens at HIV testing facilities and to orient them on where people who are HIV-positive can get help.

Activities	Resources	Time
7.1 Recap, feedback and introduction		5 minutes
7.2 HIV testing	Information about local HIV testing procedures.	30 minutes
7.3 Do like me	Space for a circle and physical movement.	5 minutes
7.4 Who can help?	Handouts with a list (with contact details) of local organizations providing support to people living with or affected by HIV.	30 minutes
7.5 Preparing for the next workshop	Paper and writing materials.	10 minutes
7.6 Our song		5 minutes
7.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

 The aim of this workshop is to explain to the children what happens at a HIV testing unit and where families can get help if someone is HIV-positive. It is important that the facilitator prepares for this workshop by getting accurate information from local services and knows exactly what the testing procedure is. Have information leaflets or other materials about HIV testing to give to the children, where these are available.

7.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about testing for HIV, where it is done and what happens at the testing facilities. We will also talk about where people who are HIV-positive can get help.

7.2 HIV testing



To explain to the children what happens at HIV testing facilities.



Information about local HIV testing procedures.

 The facilitator should get as much information as possible about local HIV testing procedures. It may be helpful to invite somebody who works at a HIV testing facility to answer questions.

Note that HIV testing should only be done in facilities where pre- and post-test counselling is available.

1. Ask the children to sit in a circle and explain to them that you are now going to talk about how somebody gets tested for HIV.
2. Start by asking the children who should get tested for HIV.

If they do not say it themselves, explain that with a high prevalence of HIV, everyone here should get tested. This enables the people with HIV to get the medical help they need. Highlight too that **knowledge about your HIV status gives you power** to protect your own and your loved ones' health.

3. Provide the children with as much information as possible about local HIV testing facilities and what happens when you go for HIV testing. For example:
 - Where can you get tested for HIV?
 - When can you get tested? Are there certain days that testing is done, or can you go every day?
 - Can children be tested without their parents' or caregivers' consent?
 - What is pre- and post-test counselling?
 - How is the actual test done? Is blood drawn with a needle or is it a pinprick in the finger?
 - How long do you have to wait before you get your results?
 - How do you get your results?

- Does it cost money to be tested?
 - Is the testing confidential?
4. Encourage the children to ask any questions that they may have and try to answer them. If you have invited someone from a HIV testing facility, let them take questions.
 5. If there are some questions you cannot answer, make every effort to find the answers for next time.

Developed for this resource kit.

7.3 Do like me



To get the children physically active and attentive.



Space for a circle and physical movement.

1. Ask the children to stand in a circle.
2. Do an action, for example, clap hands twice. Now ask the children to do the same.
3. When they have done this, ask the person standing next to you to do another action, for example they stamp their feet. Now the children have to do both actions – first clap their hands, then stamp their feet.
4. Keep adding more and more actions, going round the circle and giving everyone a turn. If there are a lot of children, stop after about ten minutes.

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

7.4 Who can help?



To raise awareness of what to do and where to get help if someone tests positive for HIV.



Handouts with a list (with contact details) of local organizations providing support to people living with or affected by HIV.

1. Start the activity by asking the children what *they* think a person should do if they find out they are HIV-positive. Make sure the following things are mentioned:
 - Tell someone that you trust about your status.
 - Visit a doctor to get a health assessment and to find out if you need ARVs.
 - Keep healthy and take your medication if needed.
 - Practise safe behaviour to minimize the risk of infecting others (explain that you will talk more about this in a later workshop).
2. Now ask the children if they know where people who are infected with HIV can get support. This can be medical, social, economic, nutritional or any other kind of service. Give the children the handouts you have put together.
3. End the activity by thanking the children for their participation and saying:

 *It is not easy for anyone to find out that they have the HIV virus because we have seen many people we love become sick and die from the virus. It is a frightening reality to deal with. However, today there is medication that can help most people, so they can live as long as they would have done without the virus, as long as they keep up with their medication and stay healthy and strong. It is important that people who are HIV-positive take very good care of their health and eat and sleep well and exercise.*

Developed for this resource kit.

7.5 Preparing for the next workshop



 To prepare questions for the visitor (coming to the next workshop).

 Paper and writing materials.

1. Explain to the children that next time you meet, you have invited a person who is living with HIV to come and talk with them.
2. Ask the children to think of questions they would like to ask the visitor. Give them about five minutes to think of these questions and to write them down.
3. When they are finished, collect their papers. Explain that you will put all the questions together in one list to guide the conversation with their guest next time.

Developed for this resource kit.

7.6 Our song



 Please refer to outline 2 on page 6 for instructions on this activity.

7.7 Workshop evaluation



 Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we talked about where people can get tested for HIV and what happens at the testing facility. We also talked about what a person should do if they find out they are HIV-positive and where they can get help.*

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



Workshop 8

Living with HIV

Aim of workshop: To demonstrate to the children that life goes on with a positive HIV status.

Aim of activities:

To give the children the opportunity to meet a role model who is living with HIV and to address any questions they may have to this person.

Activities	Resources	Time
8.1 Recap, feedback and introduction		10 minutes
8.2 Sina Says	Space.	10 minutes
8.3 Our visitor	List of questions from the last workshop.	60 minutes
8.4 Our song		5 minutes
8.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

! For this workshop, the idea is to invite a person who is living with HIV to tell the children about his or her experiences. The aim of the workshop is to demonstrate to the children that life goes on, despite the challenges a person may face being diagnosed with HIV. In most countries there are successful people who are living with HIV and who have chosen to publicly share their experiences. If you do not know such a person, contact some of the organizations working with people living with HIV. If possible, invite a young person who may have experienced challenges that are similar to the ones faced by the group of children you are working with, so they can relate easily to this person.

Once you have arranged the visit, try to meet with the visitor before he or she comes to the workshop to explain:

- why you have invited him or her to come to the workshop
- what the focus of your discussions with the children has been so far
- what you think would be useful for the children to learn more about
- the questions the children would like to ask.

This will help the visitor prepare him/herself for the workshop to serve the needs of the children best.

At the end of the last workshop, the children wrote down questions that they wanted to ask their guest. In preparation for this workshop, consolidate this list of questions, and have it ready for the 'question time' with the visitor. Use it to ask any questions the children do not remember to ask, or feel too shy to ask. They may not feel comfortable asking some of the questions, but may still be curious as to what the visitor will say.

8.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we have a visitor. This person is living with HIV and is going to tell us about their life, what it has been like to live with HIV and how they have coped with this challenge.

8.2 Sina Says



To raise energy and concentration levels by activating participants.



Space.

1. Ask the children to stand in a circle where they can all see each other and randomly choose a child to be the leader.
2. The leader shouts an action, like "Sina says, Wave your arm" and the children wave their arms.
3. The leader continues to shout actions, but when s/he says "lift one leg", omitting "Sina Says", the group should not respond at all, they should simply stand still.

If a child does the action when the leader did not say "Sina says..", they should step out of the circle.

After a few minutes give another child the role of leader, and restart the game with everyone back in the circle. Continue swapping leaders ever few minutes till the time is up.

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

8.3 Our visitor



To give the children the opportunity to meet a role model who is living with HIV and to ask them questions.



List of questions from the last workshop.



One hour is not a long time for a presentation plus a question and answer session. You will need to manage the time well.

1. Ask the children to sit in a circle and introduce the visitor. When the person has told the children about themselves and done their presentation, encourage the children to ask the visitor their questions.
2. If the children do not cover all the questions from their list, because they feel shy or uncomfortable, it will help if you ask them instead.
3. When the children have no more questions, ask the visitor they have any final things to say to the children.
4. Thank the visitor for coming to participate in the workshop, and thank the children for their good behaviour.
5. Invite the visitor to stay and hear the song that you are going to sing at the end of the workshop.

Developed for this resource kit.

8.4 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

8.5 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:



Now we have reached the end of today's workshop. Today you have met someone who is living with HIV. You have had the chance to ask questions that you had about what it is like to live with HIV.

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



Grete Thoro/Save the Children

Workshop 9

Our community and HIV and AIDS

Aim of workshop: To discuss how the HIV epidemic has impacted the children's lives.

Aim of activities:

To encourage the children to share their experiences of how HIV and AIDS have affected their lives.

To focus on positive aspects of the impact of HIV and AIDS on their community.

Activities	Resources	Time
9.1 Recap, feedback and introduction		5 minutes
9.2 Follow the hand	Space.	10 minutes
9.3 The impact of HIV and AIDS on our lives		45 minutes
9.4 Sculpture of strength	Space for group work, materials to make a quick sculpture e.g. sticks, bits of fabric, paper.	20 minutes
9.5 Our song		5 minutes
9.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

9.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about how the high prevalence of HIV and AIDS in our country have affected our own community. We will talk about how it affects us in our homes, in our schools and in our community as a whole.

9.2 Follow the hand



To encourage observation, concentration, flexibility, co-operation, and non-verbal communication.



Space.

1. Divide the children into pairs.
2. Each pair stands opposite one another. One is a leader and the other a follower.
3. The leader holds up their hand, with their palm facing their partner. The partner then lines up their face with the leader's hand, keeping their face about 8" (or 20 cm) away throughout the exercise.
4. The leader can move their hand anywhere (for example, up and down, around the room, over their shoulder) and their partner must try to follow, keeping the same distance to the hand.
5. Swap over roles.

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

9.3 The impact of HIV and AIDS on our lives



To encourage the children to share their experiences of how HIV and AIDS have affected their lives.

1. Ask the children to make groups of four or five.
2. Explain that they will now have about ten minutes to prepare a mime (a silent story). It should take about three to five minutes to perform. It can be a story about home, school or the community – something about how HIV and AIDS have impacted them.
3. After the ten minutes, ask each group to do their mime. Ask the children who are watching to try to put words to the story. At the end of each group's story, take some time to talk about what the group performed. Here are some questions to stimulate discussion:
 - What happened in this story?
 - What do you think the people in the story were feeling?

- When everyone has done their mimes and talked about the stories, complete the activity by asking the questions below.

 *What was it like doing these mimes?*

What has it made you think about - in terms of your home, your school and the community and the impact of HIV and AIDS?

Developed for this resource kit.

9.4 Sculpture of strength



To encourage a focus on strengths that the children have seen or experienced in relation to the impact of HIV and AIDS on their community.



Space for group work, materials to make a quick sculpture e.g. sticks, bits of fabric, paper.

- Divide the children into four groups.
- Explain that they are now going to create a sculpture of strength using themselves or the materials provided.
- Ask them to first sit and think for a few moments about the mimes they just did and how HIV and AIDS have impacted in so many different ways.
- Now ask them to talk in their groups about the strengths they have seen, either in their families, in their peer groups, in the school or in the community. It can be strengths of individuals or teams of people, of organizations, or anything else that somehow showed strength in the face of the challenges created by the HIV and AIDS epidemic.
- Now ask them to create a sculpture using their own bodies or the materials provided, to try to represent a strength they have seen. Give them about five minutes to do this.
- Ask each group in turn to present and then talk about their sculpture.
- Complete the activity by saying the following:



HIV and AIDS have created many challenges for us, both as individuals and also as groups in our communities. Many people we know and love have become very sick and have passed away, making many families vulnerable. However, there are also many people who are living with HIV that are still healthy and strong - some who are taking ARV medication and others who don't need to. There are also many people, both from inside the community and outside of the community, who have shown strength by helping families in need.

As you have all shown me today, even though HIV and AIDS have impacted all of our lives in challenging ways, there are always positive strengths that can give us hope. In these sculptures you have shown each other these strengths. It is important to remember that there is always hope, and to focus on the strengths we all have to get through the challenges we face every day.

Adapted from National Association of Child Care Workers *The Way of the Peaceful Warrior*

9.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

9.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 Now we have reached the end of today's workshop. Today you shared how HIV and AIDS have impacted your lives. You also showed each other the strengths that go with the challenges we face, reminding us that we should remember to focus on positive things and keep hope, even in difficult times.

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

Workshop 10

Protecting ourselves from violence

Use workshop 15 in track 3 on page 151

Workshop 11

My body is mine – good touches and bad touches

Use workshop 7 in track 1 on page 17

Workshop 12

My body is mine - protecting ourselves from abuse

Use workshop 8 in track 1 on page 22

Workshop 13 **'Protecting ourselves from abuse'** **messages**

Use workshop 9 in track 1 on page 28

Workshop 14 **Sexual abuse, grooming and** **perpetrators**

Use workshop 10 in track 1 on page 31



Louise Dyring/ Save the Children

Workshop 15

Normal reactions to abnormal events

Aim of workshop: To increase understanding of normal reactions to abnormal events and give the children a tool to deal with intrusive memories.

Aim of activities:

Activities	Resources	Time
15.1 Recap, feedback and introduction		10 minutes
15.2 Find the leader	Space for children to sit in a circle.	10 minutes
15.3 Normal reactions to abnormal events	Flipchart paper and markers.	40 minutes
15.4 Establishing a safe place	A quiet space, where the children will not be disturbed by noise or by other people walking around.	20 minutes
15.5 Feeling the mood (Hop on the bus)	Space to walk around.	5 minutes
15.6 Our song		5 minutes
15.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

15.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *We have been talking for quite some time now about HIV and how HIV has impacted our lives. We have also worked on issues of protecting ourselves from violence and abuse.*

Living in a country with a high rate of HIV can lead to very difficult experiences for many people - watching someone you love become very sick, and maybe even die; having to move from your home to live with other people; not having the same opportunities as before because your family does not have as much money as they used to; seeing or experiencing violence or other forms of abuse, etc. There are many different things that people experience, and these affect different people in different ways.

Some people have a difficult time because they have disturbing memories of things that make them sad or afraid. These can be memories of something bad or difficult that happened to them or someone they love, and they cannot stop thinking about it. Today we will explore a special method of preventing these memories from disturbing you. We will also do some fun activities together.

15.2 Find the leader



To enhance concentration and energize the children.



Space for children to sit in a circle.

1. Ask children to sit in a circle on chairs or on the floor cross-legged; everyone must be able to see each other clearly and look each other in the eye.
2. The facilitator chooses one person to leave the room or walk far enough away from the group so that he or she cannot see or hear the people left behind.
3. The facilitator chooses a leader. The leader begins an action, which everyone copies. The action must be repeated a number of times and then change. For example, rub both hands on thighs, clap both hands, snap fingers, etc. Everyone copies the action by looking straight ahead of them at the person opposite – they do not look at the leader. The person outside comes in and has three guesses to see if they can find the leader. When the leader is found, another person has a turn to leave the room, and a new leader is chosen.

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

15.3 Normal reactions to abnormal events



To help children understand that reactions to difficult experiences are normal reactions to abnormal events.



Flipchart paper and markers.



This activity involves reading a story about a child who loses both his parents to illness. Read the story beforehand and make sure you feel comfortable reading it to the group. If parts of the story should be changed to be more appropriate for the group, do this beforehand.

This activity involves sharing of sensitive and difficult memories and emotions. Be aware of this and praise the children for sharing.

Remember the aim of the activity is to educate and remind the children that their reactions are normal in an abnormal situation. Therefore try not to make a big deal out of any one person's particular story, but listen to them all equally. This will help to make the children feel their experiences and reactions are normal.

1. Ask the children to sit in a circle. Explain to them that today you are going to talk about difficult memories and how to deal with them.
2. Tell the children the following story:



I want to tell you about a young boy I knew and what happened to him. He's not anybody you know, but some of the things that happened to him might have happened to you as well.

Michael was about your age when the trouble in his life began. He lived at home with his mother, father and three sisters. Some years before, his father had started going away for many months at a time to work in the big city. He would only come home for a weekend every now and then, or maybe for a few weeks once a year. The one time he came home, he was very sick. He was coughing all the time, and looked very weak. He went to see the doctor, but the doctor said there was nothing he could do because he was already too sick. Michael watched his father get weaker each day, until one day he stopped breathing and died.

Michael and his sisters and his mother were very sad and he missed his father a lot. A few months after his father died, his mother also became sick. She started coughing in the same way as his father, and Michael became very afraid that she too would die.

Michael wanted her to go to the doctor, but since his father had died, they had no money in the house to pay for the doctor. His mother got more and more sick, until she too died. Now it was just Michael and his three sisters on their own. Some of the neighbours came to help and gave them food, but other people avoided them, and would not even look at them when they walked to the shops.

At night, when Michael was going to sleep, he would get very afraid. He could not fall asleep because he would see images of his mother and father, when they were very sick and dying, and he was afraid the same illness would affect him or his sisters and they would all die.

Use Michael's story as a way of encouraging the group to begin to talk about difficult experiences. If a child interrupts to volunteer that something like this has happened to them or to someone they know (not someone else in the group), reinforce this and allow them to speak. Praise them specifically for volunteering something that was personal or difficult. If none of the group has said anything, say something like:

 *The reactions that Michael had after he experienced watching his parents die can happen to anyone. In fact, most children have some of the sorts of problems that Michael had, if they've experienced very difficult things. It's normal to have these sorts of reactions. Let's think first about what sorts of things can cause these reactions.*

Start to make a list of difficult experiences, with contributions from the group. Write these up on the flipchart. Ask the children what sort of things they think can cause bad memories. What things have happened to them that have caused bad memories?

Encourage the group to contribute personal experiences without, at this stage, asking for details or for their reactions to them. Based on the list that the group compiles, make it explicit what it is that characterizes difficult experiences. They are experiences that make you sad and afraid and can make you feel helpless.

3. Say the following to the children:

 *Unfortunately there are many children in our country who have had experiences like yours. Having bad memories or deep feelings of fear or sadness are very normal reactions to these kinds of experiences.*

4. It is important for the group to hear that these kinds of reactions to difficult experiences are common, normal, can happen to anyone, and that there is something that can be done about them. Without going into detail of each child's experience, nor details of his or her current problems, start to compile a list of symptoms from the group's own experiences where possible. Ask some open questions, and fill in where necessary from Michael's story, to get a basic list of symptoms. For example, you could ask:

 *Do you know of anyone who has similar problems to Michael? What kinds of problems? What sorts of things do you think could happen when someone has these kinds of experiences?*

5. When you have made a general list of symptoms, say something like:

 *It's very common for children and adults to have these sorts of problems after difficult experiences. After you've experienced something difficult, when things remind you of what happened, it can feel like it's happening all over again, even though you know it isn't. It's very frightening to feel like that, so children try to avoid places that bring back the bad memories and feelings. They avoid thinking and talking about what happened, even to the people they love and trust. When you feel like this, it doesn't mean you're going crazy. In fact, it means that you're just like most other children. Even though you might try to push the memory away, it still comes back, maybe in your dreams, or when you hear loud noises, or other things that remind you of it.*

6. Now ask the children:

 *What sorts of things remind you of what happened?*

Compile a group list of reminders. Point out that there are so many reminders around that it's probably impossible to avoid them all. Sometimes the memories flood us when we least expect them. It is an important first step for children to learn to regain a sense of control of their own thoughts.

- Now that the children have discussed the difficult experiences, the reactions, and the reminders, and knowing that these reactions are common and normal, the children need to hear that help is available. Say something like:

 *So, even though you may try to push the memory away, it still comes back in the end, either when there are reminders around, or when you are asleep, or sometimes just out of the blue. Today we will start learning some tricks and special things to do so that you are the one in charge of your memories and you can control them better. You won't be able to forget what happened to you, but you will be able to remember it when you decide, not when your memory decides, and it won't be so scary to remember. You'll be able to use these tricks now if you have some of these problems, and in the future if they come up then. The important thing is to practise the skills that you learn today, so that you'll be ready to handle bad memories if they come up in the future.*

Adapted from Children and War Foundation . (2002) Children and War Workbook: Children and Disasters. Teaching Recovery Techniques. Revised version

15.4 Establishing a safe place



To give the children a tool to deal with intrusive memories or negative thoughts.



A quiet space, where the children will not be disturbed by noise or by other people walking around.

- Ask the children to either lie down or sit comfortably with their eyes closed. Explain that now you are going to teach them a method of dealing with intrusive memories.
- Ask the children to be completely silent as you do the following imagination exercise. Tell them that when you ask questions, they must just think about them in their head and not answer out loud. Read the words slowly and clearly. Give the children time to think about what you are saying, noting the pauses in the text.

 *Today we are going to practise using our imagination to create nice, positive images and feelings. Sometimes when we are upset, it helps to imagine a place that makes us feel calm and secure. Now I am going to ask you to imagine a place or scene where you feel calm, secure and happy. This could be somewhere real that you remember, maybe from a holiday, or it could be somewhere you have heard about, maybe in a story, or it could be somewhere that you make up yourself.*

*Take a few deep steady breaths. Close your eyes and carry on breathing normally. Imagine a picture of the place where you feel secure, calm and happy. **(Pause)** Imagine that you are standing or sitting there. **(Pause)** In your imagination, take a look around you and notice what you see. **(Pause)** Look at the details of where you are and see what is close to you. **(Pause)** See the different colours. **(Pause)** Imagine reaching out and touching something. **(Pause)** Now take a look further away. What can you see around you? See what's in the distance. Try to see the different colours and shapes and shadows. This is your special place and you can imagine whatever you want to be there.*

When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? **(Pause)** Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel; what can you hear? **(Pause)** Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? **(Pause)** What can you smell? **(Pause)** Maybe it's the sea air, or flowers, or your favourite food cooking? **(Pause)** In your special place, you can see the things you want; and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.

Now imagine that someone special is with you in your place. **[With younger groups especially, this might be a fantasy figure or a cartoon superhero.]** This is someone who is there to be a good friend, someone strong and kind. They are there just to help you and they'll look after you. Imagine walking around and exploring your special place slowly with them. **(Pause)** You feel happy to be with them. **(Pause)** This person is your helper and they're good at sorting out problems.

Just look around in your imagination once more. Have a good look. **(Pause)** Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. **(Pause)** Your helpers will always be there whenever you want them to be. **(Pause)** Now get ready to open your eyes and leave your special place for now. **(Pause)** You can come back when you want. As you open your eyes, you feel more calm and happy.

3. When everyone has opened their eyes, ask those who want to, to share what they imagined. Ask them how it made them feel.
4. Point out the connection between imagination and feelings. Point out that they can have control over what they see in their mind's eye, and therefore over how they feel. Reinforce that this is a fun thing to do, and that they can imagine being there whenever they feel miserable or scared, and that it will make them feel better. Say that their special place will get easier to imagine the more they practise it.

 How did it feel to do this activity?

Was it hard to concentrate? If yes, why?

Do you think you will be able to use this imagination exercise by yourself? If not, why not?

Children and War Foundation. (2002) *Children and War Workbook: Children and Disasters. Teaching Recovery Techniques. Revised version*

15.5 Feeling the mood (Hop on the bus)



To assess the mood of the children and to energize them.



Space to walk around.



Use this activity to assess how the children are feeling, especially since this workshop involves some very quiet and intense activities.

Make a mental note of what children respond to and how they describe their mood and feelings. Note the children who seem to be responding predominantly to negative moods or feelings. Approach them individually to see if they are feeling ok, check whether they are experiencing problems or if something else is going on.

Do not single out children during the activity in any way that can make them feel embarrassed or uncomfortable about showing their moods or feelings.

1. Ask the children to stand up.
2. Explain to the children that the bus is getting ready to leave. Show them a corner of the room or workshop space that is the pretend bus.
3. Now tell them that all the people in the room who feel (choose a certain mood or feeling, such as 'happy; tired; sad; excited; bored; etc) should come and get on the bus. When they come up, ask them to stand in a line and hold on to the shoulders of the person in front of them. Lead the line of children and walk around the room a little, making driving noises together.
4. After a minute or so, stop the bus, and shout out a new feeling or mood. All the people who are on the bus who are not feeling the new mood should 'get off the bus', and new people get on.
5. Keep doing this with new moods and feelings until everyone has at least one turn 'on the bus'.

Adapted from *Save the Children activities in Kyrgyzstan The Wind is Blowing*

15.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

15.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we talked about the normal reactions that children have when they have had difficult experiences. We have talked especially about memories that disturb us and make us afraid. You have learned a tool to deal with memories that disturb you or make you afraid.*

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

Workshop 16

Feelings change

Use workshop 12 in track 1 on page 44



Kazbek Basayev/Reuters

Workshop 17

Dealing with loss

Aim of workshop: To encourage sharing about the people and things the children have lost.

Aim of activities:

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

To encourage sharing of losses due to the challenges they are facing and encourage coping with these losses.

Activities	Resources	Time
17.1 Recap, feedback and introduction		5 minutes
17.2 Dealing with loss	Paper, writing material, creative materials (drawing, painting), old magazines or newspapers, glue, tape, flipchart paper, large box.	70 minutes
17.3 The train of silly walks	Space.	10 minutes
17.4 Our song		5 minutes
17.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

17.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about the losses that many of you have experienced as a result of the HIV epidemic. This includes the loss of loved ones, but for some of you it may also mean the loss of your home, or the loss of access to things you were used to, before the community was affected by the HIV epidemic.

17.2 Dealing with loss



To encourage discussion and sharing of what losses the children have experienced.



Paper, writing material, creative materials (drawing, painting), old magazines or newspapers, glue, tape, flipchart paper, large box.

 This activity encourages sharing personal losses and may lead to feelings of sadness and grief. If possible it is a good idea to have additional supportive facilitators for this workshop to ensure that all children who need extra support can be given this.

If any of the children become very sad, remind them that this is natural and it is OK to feel this way. Comfort them, and talk openly about how it is OK to be sad when you remember the people that you love. This is because they have good memories of that person, and it is difficult not to be with them anymore.

Make sure that all the children feel OK at the end of the workshop. If any of the children are still feeling very sad, make sure to follow up on this before they leave the workshop.

1. Start the activity by explaining:

 One of the most difficult challenges caused by the HIV epidemic is loss. Loss of loved ones, and loss of a life that you were used to before your family or community were affected by HIV. Losses make you really feel that your life has changed, and they can be very difficult to accept and deal with. Yet, it is also important to remember the loved ones we have lost, and to remember what life was like when they were still with us.

2. If they share that they have lost someone they loved, you can ask directly if they want to say who the person was, and how they felt (sadness, relief, anger, exhaustion, fear, or any other feelings). Have each person talk about this and have them say what they liked most about this person, what they did with this person – their memories about this person.

If they become sad and cry, give them permission to do so. Say something like: "It is OK to cry if you are sad. I understand that you are sad because you lost someone you loved". You can also ask the other children how they can comfort one another when they are sad, and encourage them to do this.

3. If there is a child who does not want to speak about their loss, do not make them. Just say: *"You don't want to talk right now, that is OK. Maybe you'll want to share with us some other time and that's fine."* You should be ready for the possibility that a child may want to share about this at a later stage when they feel more trust.
4. Now give them drawing or painting materials, old magazines or newspapers, or any other materials they can use to make a collage or picture.
5. Ask them to make a picture that represents the losses they have experienced. It does not have to be a picture of a person or of any particular thing that they have lost, but it should be a picture of something that is connected to the losses they have experienced.
6. Give them about 20 minutes to work on this.
7. When they have finished, ask them to sit in a circle and invite them to share their losses. Tell them that you would like to hear from anyone who feels comfortable about sharing. Do not press anyone who is not ready to share in the group setting.
8. If they share that they have lost someone they loved, you can ask directly if they want to say who the person was, and how they felt (sadness, relief, anger, exhaustion, fear, or any other feelings). Have each person talk about this and have them say what they liked most about this person, what they did with this person – their memories about this person.

If they become sad and cry, give them permission to do so. Say something like: *"It is OK to cry if you are sad. I understand that you are sad because you lost someone you loved"*. You can also ask the other children how they can comfort one another when they are sad, and encourage them to do this.

9. When the child is talking about their loss, make sure the group is respectful and listening. And when they have finished, thank them for sharing and trusting the group.
10. If there is a child who does not want to speak about their loss, do not make them. Just say: *"You don't want to talk right now, that is OK. Maybe you'll want to share with us some other time and that's fine."* You should be ready for the possibility that a child may want to share about this at a later stage when they feel more trust.
11. Once all the children who wanted to have shared their experiences, invite the ones who have not, to do so. If they still do not want to, do not insist.
12. When it is time to leave, have the children take their collages and ask them what they want to do with them. Suggest they say goodbye to their losses through their collages. This can be a symbolic gesture. Ask that each child be quiet as they look at their collage, remembering the people or things that were represented. Tell them to say thank you for the time they had shared with them, for the love and affection, if they were human losses, and to say goodbye to the things or people in the collage. Then you can ask them to put the collages in a box that you have put in the centre of the circle.
13. When all the collages are in the box, close it. Ask the children to sit in a circle and to hold hands and to reflect for a minute, and have a personal prayer or thought for the losses.

14. If any child would like to say a prayer out loud, they can do so.
15. End the activity by saying the following:

 *It is sometimes painful to think about the people and the things we loved that we have lost. This is difficult for everyone. However, it is important to remember them, and the good times we had with them. Sometimes it helps to keep something that reminds us of our lost loved ones, that we can look at every now and then when we miss them. If any of you have a picture or something else that reminds you of who you lost, keep this in a safe place to remind you.*

Sometimes we have a difficult time sleeping, because we miss the people we lost. If this happens to you, you can try to lie still in your bed, and fill your mind with good thoughts: either memories of something that made you happy, or think of something you have always wanted to try in the future. Accept that you are unable to sleep, and try not to worry about it, but instead find quiet and peaceful thoughts, to make your body and mind calm. Eventually you will fall asleep. Remember that you are the one who controls what you think about.

Adapted from UNICEF Republica Dominicana (2010) *Return to Happiness*

17.3 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.
3. The train can move anywhere and the leader can change the walk, make noises, wave their arms and so on, and the rest have to copy their exact movements and sounds.
4. After about 30 seconds, 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*

17.4 Our song



 **Please refer to outline 2 on page 6 for instructions on this activity.**

17.5 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we have talked about our losses. This may have been difficult for some of you, because it makes us sad to think about people or things that we have lost. Thank you all for sharing and for taking care of your friends when you saw that they felt sad. It is not an easy thing to talk about, but it is good to share your feelings with others.*

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

Workshop 18 Coping with fear

Use workshop 13 in track 3 on page 142



Rob Few/IFRC, Freelance

Workshop 19

Preventing discrimination

Aim of workshop: To raise awareness on the impact of discrimination and on how to prevent discrimination.

Aim of activities:

To encourage discussion on issues and experiences of discrimination. To promote respect and acceptance of differences.

To encourage thoughts and ideas on what the children can do to help prevent discrimination in their community.

Activities	Resources	Time
19.1 Recap, feedback and introduction		5 minutes
19.2 Meeting different people	Space for the children to move around. Flipchart paper and marker.	35 minutes
19.3 Preventing discrimination	Space for group work and role-play.	30 minutes
19.4 The human knot	Space.	10 minutes
19.5 Our song		5 minutes
19.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

19.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about discrimination. Discrimination is when somebody is treated badly or unfairly because of who they are, the way they look or where they come from or because the person is sick from an illness that is seen as bad by others.

For example, some people are treated badly because of the colour of their skin, or because they have a disability, or because of their religious beliefs, or because they are living with HIV or AIDS.

We are going to have an opportunity to share our own stories of discrimination and we will talk about what it is like for people who are discriminated against. Lastly we will look at what we can do, as friends, to prevent discrimination.

19.2 Meeting different people



To encourage discussion on issues and experiences of discrimination. To promote respect and acceptance of differences.



Space for the children to move around. Flipchart paper and marker.

 Many of the children living in communities with a high prevalence of HIV and AIDS also live in extreme poverty which carries with it a heightened risk for exposure to violence and abuse and adoption of dangerous behaviour. Children living in these communities risk discrimination.

Be aware of the multiple factors that can lead to a child's experiences of discrimination. Also be sensitive to any difficult feelings and emotions that may arise when discussing discrimination. It can be a difficult topic as it can remind children of negative experiences or it can challenge norms or values they have been brought up with. Reflect on what current social views are on this topic in the context you are working in.

This activity involves the children acting the double roles of both being discriminated against, whilst also discriminating against others. It has been developed so that no child should feel more discriminated against than another, and so that everyone has the experience of both 'receiving' and 'doing' the discrimination. Be sure to take the time needed at the end of the activity to talk about the children's experiences, and to make sure that all the children feel comfortable when the activity is over.

1. Ask the children to give examples of which groups of people are discriminated against in their community, for example, people who others try to avoid or who are bullied or laughed at. List these groups of people on a flipchart.
2. Tell the children that they now have to act like these groups of people and treat each other in the way people treat them in their community. Make sure that all the different people groups are allocated.

3. Now tell the children they are in a market place and they have to greet people the way people greet those who are discriminated against in their community. Do this for about five minutes.
4. Ask everyone to sit in a circle to discuss the questions below.

 *How did it feel to do this activity?*

What did it feel like to avoid, bully or laugh at other people?

What was it like to be a person others try to avoid, or bully or laugh at?

What do you think you will do in the future, when you meet people in your community you normally avoid, or bully or laugh at?

Developed for this resource kit, inspired by Save the Children (2007) *Child-led Disaster Risk Reduction: A Practical Guide* with input from Lotte Ladegaard

19.3 Preventing discrimination



To encourage thoughts and ideas on what the children can do to help prevent discrimination in their community.



Space for group work and role-play.

1. Ask the children to make groups of four or five. Explain that they will now talk more about discrimination in their group and share different personal experiences if they want to. After this they will be asked to do a role-play, showing how to help prevent someone from being discriminated against.
2. Ask the children to sit in circles and to take turns in sharing experiences of discrimination. (Remind the children they should never press someone to share their story if they don't want to. Also remind them to be supportive and caring, when they listen to their friends' stories.)
3. Give the children about ten minutes to share their stories, and then ask them to start thinking about a role-play that they will perform for the big group. The role-play should first of all show an interaction where someone is discriminated against and then show an action to prevent discrimination happening against the person in the future.

For example: one child is bullying another child, and a third child steps in and stops the bullying.
4. Give the children another ten minutes to prepare the role-play and then ask the groups to show their role-plays.
5. After every role-play, ask the children watching:
 - a. What do you think of this method of preventing future discrimination?
 - b. Would this method work in your community? If no, why not?
 - c. How can you support someone who is being discriminated against?
 - d. What can you yourself do to prevent being discriminated against?

Developed for this resource kit.

19.4 The human knot



To activate the children and encourage cooperation between them.



Space.



If there are more than ten children, the facilitators should divide the group in two. It may be appropriate to organize same-gender groups, as this activity requires close physical contact.

1. Explain that the group is going to tangle itself up in a knot and then work together to see how far they can untangle themselves.
2. Now ask the children to stand in a circle. They should now put their right hand in the middle and take the hand of anyone else in the circle, except the person standing to their immediate right or left.
3. After all the right hands are connected, ask everyone to put their left hand in the middle of the circle. Everyone should take a hand of anyone, except the persons to their immediate left or right or the person with whom they are already holding hands.
4. Now they should attempt to untangle themselves without letting go of each other's hands.

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

19.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

19.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

Now we have reached the end of today's workshop. Today we did some activities and talked about the very important issue of discrimination. Most of us have had some kind of experience where we either felt we were discriminated against, or we discriminated against someone else. Today you all had the experience of both, and saw how difficult the experience of being discriminated against can be. You also came up with some great suggestions on how to prevent discrimination. Thank you for your hard work and your efforts today.

Like all the other workshops, I value your opinion of the different activities and of the whole workshop. We will use the smiley face evaluations again today.



Louise Dyring/Save the Children

Workshop 20

Helping families affected by HIV

Aim of workshop: To raise awareness of the challenges families face, when someone is living with HIV and explore how to support these families.

Aim of activities:

To raise awareness of feelings and practical changes in a family affected by HIV.

To encourage empathy and ideas of how others can support families affected by HIV.

Activities	Resources	Time
20.1 Recap, feedback and introduction		5 minutes
20.2 Life with HIV	Space for group work, flipcharts and markers, space to display three flipcharts.	40 minutes
20.3 Lifeboats	Space.	5 minutes
20.4 Helping each other	Space to sit in a circle, a ball, and if possible someone to note down the children's ideas.	30 minutes
20.5 Our song		5 minutes
20.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

20.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 Today we are going to talk about caring for people who are living with HIV and develop HIV-related illnesses and become very sick.

In an earlier workshop we talked about how people who become sick from the HIV virus can become healthy again, if they can get ARV medication.

There are, however, some people who do not have access to the medication, or they do not respond well to the medication. Such people develop HIV-related illnesses. They then have a diagnosis of AIDS, which means their immunity system cannot protect them from serious illnesses or disease, and they eventually become very sick and have to prepare themselves for death. We will talk about these different situations and how you can deal with your own emotions or how you can help those around you who are suffering.

20.2 Life with HIV



To raise awareness of feelings and practical changes in a family affected by HIV.



Space for group work, flipcharts and markers, space to display three flipcharts.

 **When discussing practical changes for the children, make sure that the reality and challenges of child-headed households are discussed. Add this to the list of possible changes if it is not mentioned, and encourage a discussion of how this makes children feel.**

1. Start the activity by telling the following short story. Substitute names that are common in your community, but that are not the names of anyone in the group. Tell the children the names are fictitious, and that this story is not about anyone the children know personally.

 *In a village not far from here, there was a young girl, about the same age as you. Her name was Linda. Linda lived with her two younger sisters, and with her mother and her father. A few days after Linda turned eight, her parents called the children into their bedroom, because they had something important to tell them. Linda's father told the children that both he and Linda's mother had found out they were HIV-positive.*

Linda became very afraid and sad, and started to cry. She had heard from her friends that everyone who had HIV died within a few months. She asked her father if he and her mother were going to die. Her father said that everyone died at some point, but both he and Linda's mother were healthy and he did not think they were going to die soon.

After a few months, Linda's father began to cough a lot. He told Linda they were both taking ARVs, which is the medication you can take to reduce the spreading of the HIV virus in your body. Soon he stopped coughing and became well again.

About two years later, Linda's father became sick again. This time he was coughing and had a fever that lasted a long time. Linda became very nervous because lots of people in her village had been dying of HIV-related illnesses. Linda's father continued coughing and having fevers for many weeks. Linda started to worry that her father was also going to die soon. He went to the hospital and discovered he had a chest infection. He received medicine and became much better. However, Linda still feared her father's death.

2. Now divide the children into three groups. Explain that in those groups they are going to talk about what they think or know happens in a family when a parent or caregiver becomes sick with HIV-related illnesses and is expected to die soon.
 - Group 1 will focus on the person who is sick;
 - Group 2 will focus on the other adults in the family and
 - Group 3 will focus on the children in the family.
3. Ask them to think about what kinds of *feelings* the family members may have and what *possible changes* could take place in the family.
4. Give the children paper and pencils to make notes and explain that in about 15 minutes they will be asked to share their discussions with the big group.
5. Prepare three flipcharts, one headed 'sick person', the second 'other adults' and the third 'children'. Draw a line up the middle and write 'feelings' on the one side and 'possible changes' on the other. Pin the flipcharts up on a wall so the children can see all three of them.
6. After 15 minutes, ask the groups to give their responses and write them up on the flipcharts. For example:
7. When everyone has taken their turn, explain you will talk more about these things after a short energizer activity.

Developed for this resource kit.

Children	
Feelings	Possible changes
Fear	More responsibility
Anger	Less time for school
Confusion	Less food
Loss of hope	Less time for playing
Sadness	Less friends
	Discrimination

20.3 Lifeboats



 To activate the children physically and give them energy.

 Space.

1. Tell everyone to stand in the centre of the room and explain that this is the 'ocean'.
2. Now explain that when you call out a number, everyone has to make a lifeboat with the number of people you have called out. For example, call the number six. Everyone has to quickly form a group of six, holding on to each other in 'lifeboats'. Anyone without a group 'swims' until the next number is called.
3. Call the numbers quickly to get people moving.
4. Do this for about five minutes or until you feel everyone is energized.

Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006) *Our right to be protected from violence*

20.4 Helping each other



 To encourage empathy and ideas of how others can help families affected by HIV.

 Space to sit in a circle, a ball, and if possible someone to note down the children's ideas.

 This is a good activity to help initiate a community activity or programme that aims to help families affected by HIV. Keep the flipcharts from the last activity and the list of ideas from this activity to discuss further in a parent and caregiver meeting or with the organization you are working with. Following up on the children's ideas invites their commitment and shows that you value their opinions.

1. Explain to the children that now you will talk about how to help families that are affected by HIV. You will talk about how the community can help them, how other families can help them and how the children could play a role in helping them. Ask the children to take a few minutes to go and have a look at the flipcharts from the last activity. Ask them to look in silence.
2. After about five minutes, ask the children to sit down in a circle and ask the questions below. If you have someone assisting you with facilitation, ask that person to take notes of the children's responses. Give a ball to a child and explain that when the child has the ball in her or his hands, it is their turn to give a suggestion for helping. Remind the children that there are no right or wrong answers and that all ideas are valuable. If a child does not have a suggestion, do not press them, but ask them to pass the ball onto the next person.

Let the ball get passed the whole way around the circle before you ask the next question, so that every child has an opportunity to provide input to every question.

 *How can the community support families with someone living with HIV who has become sick? How can other families help? How can you, the children, help?*

3. Complete the activity by thanking the children for their participation and their ideas for helping others. Remind them that we can always do something to help others, even if it is a small thing.

Developed for this resource kit.

20.5 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

20.6 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we talked about what life is like for families when someone in their family has become sick with HIV-related illnesses. You have also shared some great ideas for how the community, other families and how you yourselves, can support families affected by HIV. Thank you for all your hard work today.*

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



Workshop 21

Making good choices

Aim of workshop: To raise awareness of risky behaviour and its consequences, and to motivate making good choices.

Aim of activities:

To make the children feel good about themselves and encourage respect from others. To raise awareness of and discuss behaviour that places the children's wellbeing or future at risk.

Activities	Resources	Time
21.1 Recap, feedback and introduction		5 minutes
21.2 Stating our strengths	Space for a circle.	10 minutes
21.3 Risky behaviour in our community	Flipchart and markers.	50 minutes
21.4 Who can help - recap	From workshops 7 and 10: Lists of organizations and people that provide support to people living with or affected by HIV, and that provide protective services and/or counselling services to children and families experiencing violence.	10 minutes
21.5 The blind snake	Space.	5 minutes
21.6 Our song		5 minutes
21.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

21.1 Recap, feedback and introduction



Please refer to outline 1 on page 5 for instructions on this activity.

Introduce the aim of today's workshop:

 *Today we are going to talk about risky behaviour. We will talk about what risky behaviour is going on in our community – and we will also talk about the possible consequences. We will also talk about how important it is to make good choices, and to avoid taking part in risky behaviour. We will end the workshop by reminding each other of where you can access different kinds of support.*

21.2 Stating our strengths



To make the children feel good about themselves and encourage respect from others.



Space for a circle.

1. Ask the children to stand in a circle facing each other.
2. Now tell them they each have to say their name, together with an adjective that describes something good about themselves.
3. If anyone struggles to think of a positive adjective, ask the other children to help think of one for him or her.

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

21.3 Risky behaviour in our community



To raise awareness of and discuss behaviour that places the children's wellbeing or future at risk.



Flipchart and markers.



If the children say they cannot avoid taking some of the risks that are mentioned here – for example, walking somewhere that's not safe – these are issues you can take up with the programme manager and at the parents and caregivers meetings. Take these issues very seriously and do everything you can to follow up.

1. Ask the children to sit in a circle and start the activity by asking them what it means when we say that some behaviour is risky?
2. If they do not know, you can explain:



Risky behaviour is behaviour that can lead to bad consequences that can damage your wellbeing and your future.

3. Now ask the children to brainstorm what risky behaviour is going on in their community. For example, children smoking, drinking alcohol, having sex, etc. Write the behaviours in a list on one side of a flipchart. Make sure the following are included:

Risky behaviour	Possible consequences
Smoking cigarettes	
Taking drugs	
Drinking alcohol	
Stealing	
Engaging in sexual activities	
Walking alone in areas that are not safe	
Walking alone in the dark	
Going somewhere with a stranger	
Sharing private information with strangers, for example, on the internet or on cell phones	

4. When they have named all the risky behaviours they know of, go through the list one by one, asking the children why this behaviour is risky, and what the possible (bad) consequences are for this behaviour. Now ask the children to think of the WORST possible consequences for each behaviour. Write all the consequences on the flipchart, next to the risky behaviour, to show they are linked.

Here are some examples:

Risky behaviour	Possible consequences
Smoking cigarettes	Addiction to nicotine, coughing, your body smells bad,
Taking drugs	Addiction, lose sense of reality, crime, makes you vulnerable to do things you normally would not, ...
Drinking alcohol	Addiction, lose sense of reality, crime, makes you vulnerable to do things you normally would not, ...
Stealing	Arrested by police and put in jail, you make other people's lives bad by taking their things,
Engaging in sexual activities (for fun or for money)	Pregnancy, sexually transmitted diseases, get HIV...
Walking in alone in areas that are not safe	Someone attacks you and hurts you, kidnapping...
Walking alone in the dark	Someone attacks you and hurts you, kidnapping...
Going somewhere with a stranger	Being coerced into doing something that could endanger you, kidnapping, rape...
Sharing private information with strangers, for example on the internet or on cell phones	Coercion, a stranger knows where you live and can hurt you or your family...

5. When the list is complete, go through each of the risky behaviours and ask the children if they could avoid doing these things by choosing to do something different. If the children say no, ask them to explain why and have a discussion about this.
6. Make sure you discuss peer pressure (when other children encourage or even force you to do something). Give the message that even though it is often hard to say no to your friends when they encourage you to do something risky, the possible consequences are not worth it, and they basically are not good friends.
7. End the activity by highlighting that most, if not all, risky behaviours can be avoided by making good choices. Let the children know that you understand there can be situations where the children do not feel like there is a choice – because they are under pressure from others, or because there are other circumstances that make them feel pressured to engage in risky behaviour. Encourage them to try to find help from others in situations like this, so they can avoid engaging in risky behaviour.

Developed for this resource kit.

21.4 Who can help - recap



To remind the children of where they can access different kinds of support in their community.



From workshops 7 and 10: Lists of organizations and people that provide support to people living with or affected by HIV, and that provide protective services and/or counselling services to children and families experiencing violence.

1. Ask the children to sit in a circle and explain that you are going to recap where children and their families can access different kinds of support in their community or elsewhere.
2. Start the activity by asking the children to say where they can get support, and what kind of support it is they can access from the particular organization or the people they mention. List the different places on a flipchart. When the children have listed all the places they remember, make sure to add any that they have missed.
3. Ask the children if any of them need the lists again. They should have got them in the earlier workshops, but have some extra copies in case there are some new children or some of the children have lost the copies they received earlier.
4. Complete the activity by asking the children if they have any questions.

Developed for this resource kit.

21.5 The blind snake



To activate and energize the children.



Space.

1. Ask one of the children to volunteer to be the blind snake.
2. The blind snake chases the rest of the children with hands outstretched.
3. The other children try to avoid getting caught. They run round the room with their hands on their chests.
4. Whenever a child is caught, they hold onto the back of the blind snake and become part of its body, keeping their eyes closed.
5. The game is over when the snake has captured all the children and they form one big snake.

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

21.6 Our song



Please refer to outline 2 on page 6 for instructions on this activity.

21.7 Workshop evaluation



Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

 *Now we have reached the end of today's workshop. Today we talked about risky behaviour and its consequences. We also talked about choices and which behaviours can be avoided by making good choices, even though this can be hard in the face of peer pressure or other circumstances. We ended the workshop by reminding each other where we can get support locally.*

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

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
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Terres des Hommes

UNICEF including:
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War Child Holland

World Vision

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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.

