

Children affected by disaster



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	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	
13. Coping with fear	
14. Losing what you love	
15. Protecting ourselves from violence	Exploring how to protect oneself from violence

How to use this handbook

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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.

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 4 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 5 for instructions on this activity.

6.6 Workshop evaluation



Please refer to outline 3 on page 5 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 / IFRC

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 4 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 5 for instructions on this activity.

7.6 Workshop evaluation



Please refer to outline 3 on page 5 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.

Claes Amundsen/ Danish Red Cross



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 4 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 5 for instructions on this activity.

8.6 Workshop evaluation



Please refer to outline 3 on page 5 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 2). 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.ifrcdrr.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 4 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 5 for instructions on this activity.

9.6 Workshop evaluation



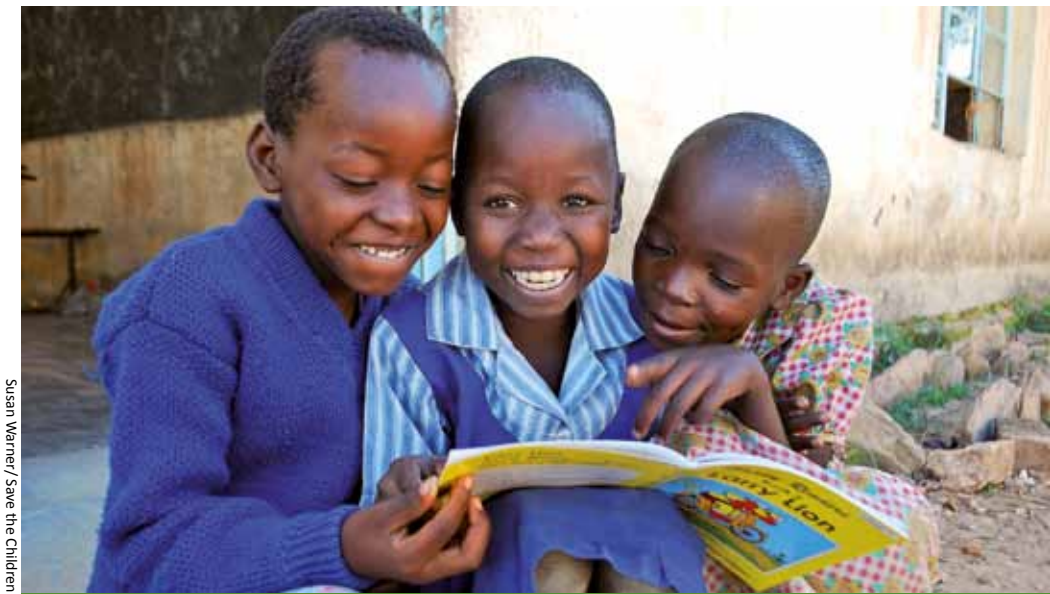
Please refer to outline 3 on page 5 for instructions on this activity.

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 4 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 5 for instructions on this activity.

10.5 Workshop evaluation



Please refer to outline 3 on page 5 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 4 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 5 for instructions on this activity.

11.7 Workshop evaluation



Please refer to outline 3 on page 5 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.



Rob Few/IFRC, Freelance

Workshop 12

Feelings change

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 4 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.






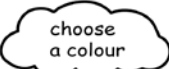


Paper and pens or pencils for each participant; flipchart paper; colouring crayons or paints; and copies of 'colour your feelings' from the 'Worksheets' folder on the USB stick - one for each participant.



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.

 green	 yellow	 blue
_____	_____	_____
_____	_____	_____
_____	_____	_____
 choose a colour	 red	 purple
_____	_____	_____
_____	_____	_____
_____	_____	_____


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 swap 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 5 for instructions on this activity.

12.7 Workshop evaluation



Please refer to outline 3 on page 5 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.



Workshop 13

Coping with fear

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 4 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			

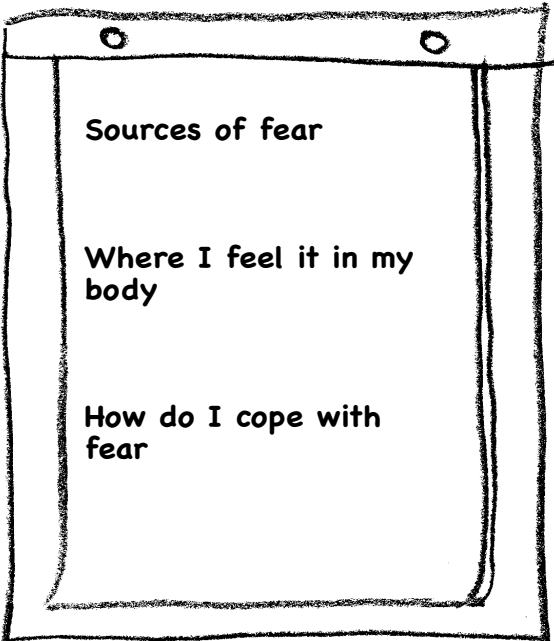
2. When a feeling is named, write it on a card and put it in the box. Try to make as many different emotions as there are children.
3. Now ask the children to pick a card from the box.
4. Give the children a few seconds to think about how to express the feeling that they have picked. Ask them to show the facial expression for that feeling. When everyone has had a turn, thank the children.
5. Now explain today you will be talking about fear. If this feeling was not mentioned earlier, ask the children what 'fear' means to them.
6. 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 5 for instructions on this activity.

13.6 Workshop evaluation



Please refer to outline 3 on page 5 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.

Kate Holt/ Save the Children



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 4 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 5 for instructions on this activity.

14.5 Workshop evaluation



Please refer to outline 3 on page 5 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.

Anne Sofie Helms/ Save the Children



Workshop 15

Protecting ourselves from violence

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 4 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.

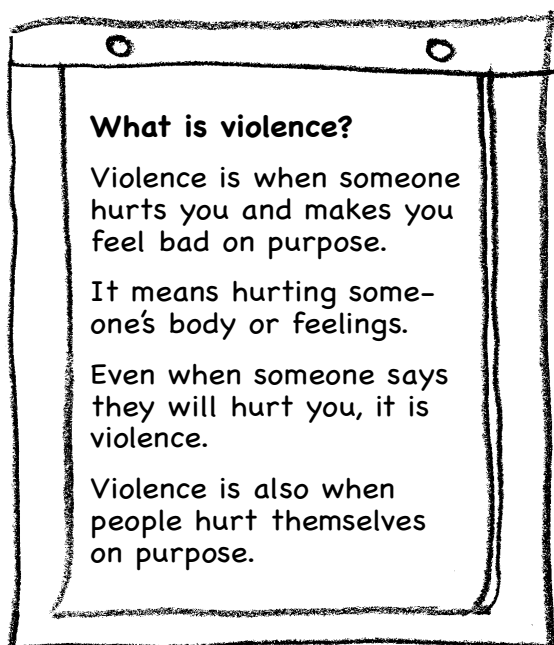


Flipchart paper with definition of violence written on it, blank flipchart paper, markers, pens or pencils, card or paper for group work.



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 5 for instructions on this activity.

15.7 Workshop evaluation



Please refer to outline 3 on page 5 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.

How to help children in crises

This track 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.

