

Protection against abuse and exploitation



Background context for these workshops

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

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

Child protection mechanisms

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

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

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

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

Save the Children

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

UNICEF

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

Children's reactions

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

Some of these are listed below:

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

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

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

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

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

Introductory and closing workshops

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

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

Opening and closing each workshop

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

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

Overview of track 1: Protection against abuse and exploitation

Workshop number and name	Theme
6. What is child abuse?	Identifying different kinds of child abuse and sources of help for child abuse experiences
7. My body is mine – good touches and bad touches	Learning skills to set personal boundaries to protect oneself from risks and experiences of abuse.
8. My body is mine – protecting ourselves from abuse	Special focus on sexual abuse and bullying
9. 'Protecting ourselves from abuse' messages	
10. Sexual abuse, grooming and perpetrators	
11. Normal reactions to abnormal events	Understanding feelings and reactions to difficult experiences and learning how to deal with intrusive memories
12. Feelings change	
13. Bullying	Exploring the meaning of friendship and addressing the issue of bullying
14. Trusting my friends	
15. More on trust	Raising awareness on the importance of trust in friendships

How to use this handbook

Introductory and closing workshops

Before starting this track, please see 'Facilitator Handbook 1: Getting started' for

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- 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

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- our song
- the workshop evaluation.

Outline 1 Recap, feedback and introduction



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

1. Ask a volunteer to recap what you did together in the last workshop. If he or she does not remember all the activities, ask others to help until all the activities have been mentioned.
2. Give the children feedback on their evaluations from last time. Use this opportunity to discuss any activities that the children did not like. Note these in your monitoring notes.
3. Praise the children and remind them how important it is that they give honest evaluations, highlighting that it helps you to plan workshops that meet their needs.
4. Introduce the aim of the workshop (see script in each workshop).
5. Answer any questions and then begin the workshop.

Outline 2 Our song



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

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

Outline 3 Workshop evaluation



To evaluate the workshop.



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



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

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



Kate Holt/ Save the Children

Workshop 6

What is child abuse?

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

Aim of activities:

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

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

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

6.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

6.2 What is child abuse?



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



Paper and drawing materials.

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

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

Types of abuse

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

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

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

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

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

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

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

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

Developed for this resource kit.

6.3 Swimmy



 To energize the children.

 2 objects to serve as bases.

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

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

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

Developed for this resource kit.

6.4 Who can help?



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

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

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

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

Developed for this resource kit.

6.5 Our song



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

6.6 Workshop evaluation



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

Explain:

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

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



Workshop 7

My body is mine – good touches and bad touches

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

Aim of activities:

To raise awareness about body boundaries and good touch and bad touch.
To discuss expressions of affection, to give and receive affection.

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

7.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:

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

7.2 Our bodies



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



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

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

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

Adapted from an activity by Breaking the Silence, Bangladesh

7.3 Body drawing



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

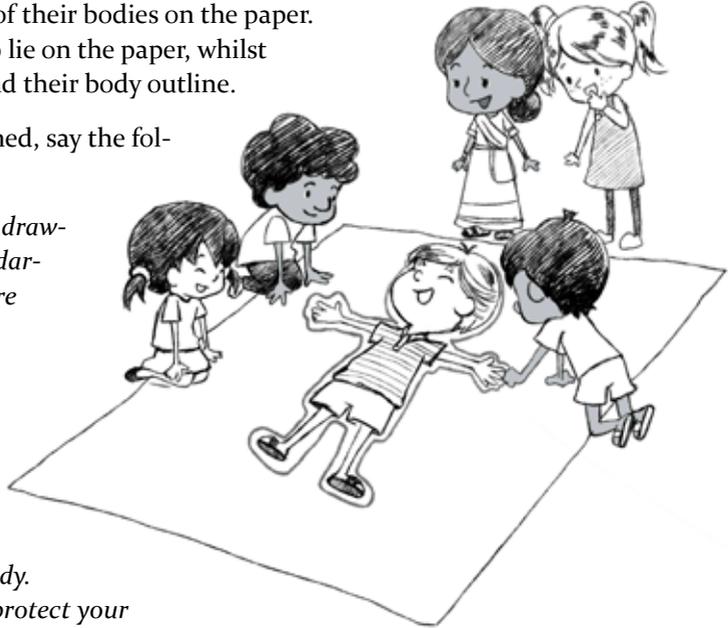


Space, one large piece of paper for each child (for example, flipchart paper taped together), drawing materials.

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



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



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

Good touches: Hugs from friends or family.

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

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

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

Developed for this resource kit.

7.4 Brotherly and sisterly hugs



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

 Space.

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

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

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

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

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

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

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

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

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

7.5 Our song



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

7.6 Workshop evaluation



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

Explain:

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

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



Rob Few/IFRC, Freeance

Workshop 8

My body is mine – protecting ourselves from abuse

Aim of workshop: Awareness of body and body boundaries.

Aim of activities:

To explore the concepts of personal space and self expression.

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

8.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:

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

8.2 Personal space



To explore the concept of personal space.



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

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

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



OK



Not OK

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

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

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

Now put your arms down.

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

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

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

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

Adapted from an activity by *Breaking The Silence, Bangladesh*

8.3 Protecting myself



 **To raise awareness about self-protection.**

 **Space, flipchart paper.**

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

Adapted from an activity by *Breaking The Silence, Bangladesh*

8.4 Touch blue



To energize children and engage them in physical activity.



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



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

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

1. The facilitator or one of the children plays a musical instrument or controls the playing of music from a machine.
2. Tell everyone they have to move around or dance fast when the music is playing.
3. When the music stops, the one controlling the music calls “ Touch blue ”, or “ Touch nose ” or “ Touch a shoe ” or any other colour or article that people are wearing. Everyone must touch that colour or object on someone else - not on themselves.
4. Each time the music starts, the facilitator changes the command.

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

8.5 TV show



To encourage awareness-raising about self-protection.



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



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

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

Please note that this activity continues into the next workshop.

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

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

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



Developed for this resource kit.

8.6 Our song



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

8.7 Workshop evaluation



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

Explain:

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

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



Louise Dyring/ Save the Children

Workshop 9

Protecting ourselves from abuse – messages

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

Aim of activities:

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

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

9.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

9.2 TV show 2



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



Materials for TV show from the previous workshop.

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



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

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

9.3 Trick ball



To activate and energize the children.



Ball.

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

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

9.4 Our song



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

9.5 Workshop evaluation

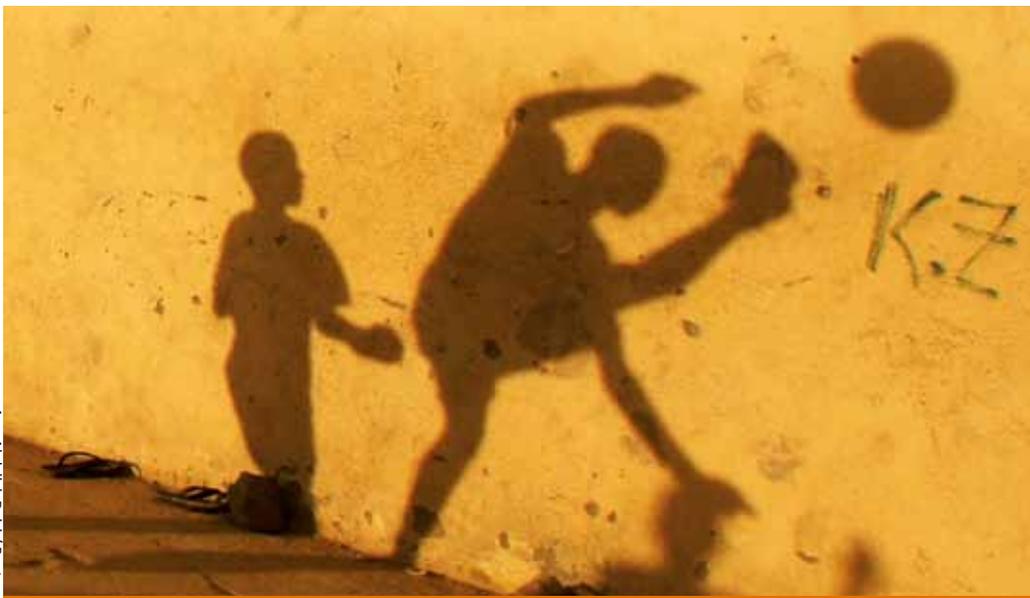


Please refer to outline 3 on page 6 for instructions on this activity.

Explain:

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

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



Workshop 10

Sexual abuse, grooming and perpetrators

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

Aim of activities:

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

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

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

10.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:

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

10.2 What is sexual abuse?



To raise awareness on sexual abuse.



Flipchart and pens.

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

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

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

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

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

When someone

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

10.3 Who are the abusers?



 To raise awareness about abusers.

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

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

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

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

10.4 Grooming



To raise awareness about grooming and self-protection.



Flipcharts and markers

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



Has anyone heard about grooming before?

If no one responds, explain:



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

4. Explain that grooming starts like this:



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

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

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

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

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

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

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

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

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

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

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

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

Developed for this resource kit.

10.5 Mirror in a box



 To enhance self-confidence and self-respect.

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

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

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

 *How did you like this exercise?*

Were you surprised?

What is the message of this exercise?

Unknown

10.6 Our song



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

10.7 Workshop evaluation



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

Explain:

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

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



Helkin Rene Diaz / IRC

Workshop 11

Normal reactions to abnormal events

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

Aim of activities:

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

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

To enhance concentration and energize the children.

To assess the mood of the children.

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

11.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

11.2 Find the leader



To enhance concentration and energize the children.



Space for children to sit in a circle.

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

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

11.3 Normal reactions to abnormal events



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



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

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

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

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

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

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

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

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

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

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

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



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

4. Say the following to the children:



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

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



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

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



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

7. Now ask the children:



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

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

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



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

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

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

11.4 Establishing a safe place



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



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



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

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

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



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

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

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

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

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

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

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

 How did it feel to do this activity?

Was it hard to concentrate? If yes, why?

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

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

11.5 Feeling the mood (Hop on the bus)



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



Space to walk around.



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

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

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

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

11.6 Our song



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

11.7 Workshop evaluation



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

Explain:

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

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



Rob Few/IFRC, Freeance

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 5 for instructions on this activity.

Introduce the aim of today's workshop:



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

12.2 Snake



To activate the children and encourage cooperation between them.



A lot of space for the children to run around.



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

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

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

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

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

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

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

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

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

12.3 Our feelings



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



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



Colour your feelings

Name _____

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

 _____ _____ _____ _____	 _____ _____ _____ _____	 _____ _____ _____ _____
 _____ _____ _____ _____	 _____ _____ _____ _____	 _____ _____ _____ _____

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



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

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

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

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

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

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

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

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

What did you learn about others' feelings?

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

12.4 Feelings change



To help children understand that feelings change.



A large balloon.



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

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

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

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

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

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

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

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

 *What happened to the balloon during the day?*

What does this tell you about your feelings?

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

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

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



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



A ball.

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



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

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

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

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

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

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

12.6 Our song



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

12.7 Workshop evaluation



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

Explain:

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

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



Rob Few/Freelance

Workshop 13

Bullying

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

Aim of activities:

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

To discuss bullying.

To raise awareness of how bullying can be stopped.

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

13.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

13.2 Stating our strengths



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



Space for a circle.

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

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

13.3 What is bullying?



To discuss bullying.



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

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



What does it mean when someone is being bullied?

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



What are examples of bullying behaviour?

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

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

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

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

 *Where does bullying take place?*

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

 *Who usually gets bullied?*

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

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

 *Who usually does the bullying?*

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

 *Why do you think children bully each other?*

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

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

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

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

 *What does it feel like to be bullied?*

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

 *How can being bullied impact children?*

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

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

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

Some children stop being able to trust other people.

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

 *How can bullying impact someone?*

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

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

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

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

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

13.4 STOP bullying!



To raise awareness of how bullying can be stopped.



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

STOP BULLYING!

If you're being bullied ACT

1.

**Avoid being alone
with the bully**



Call for help



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



Divide the children into three groups. Ask them to make up some short role-plays on bullying situations that have been resolved without negative repercussions for the children being bullied.

2. Give the children about ten minutes and then ask them to show the role-plays to the big group.
3. After each role-play, ask the big group:

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

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

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

13.5 Do like me...



 To activate and energize the children.

 Space.

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

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

13.6 Our song



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

13.7 Workshop evaluation



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

Explain:

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

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



Russell Cheyne/Reuters

Workshop 14

Trusting my friends

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

Aim of activities:

To explore the meaning of friendship and trust.

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

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

14.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

14.2 What is a friend?



To explore the meaning of friendship and trust.



Space.



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



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

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



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

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

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

14.3 The falling game



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



Space for physical movement.



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

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



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

7. End the activity by saying:



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

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

14.4 Our song



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

14.5 Workshop evaluation



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

Explain:

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

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



Louise Dyring/Save the Children

Workshop 15

More on trust

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

Aim of activities:

To explore how trust is built and broken in a friendship.
To encourage trust between the children.

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

15.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

15.2 Bodyguard



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



A soft ball.



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

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



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

And to be the 'bodyguard?'

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

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

15.3 Trusting friends



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



Space for group work, flip chart and marker.

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

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

 *What makes trust grow in your friendships?*

Developed for this resource kit.

15.4 The blind snake



To activate and energize the children.



Space.

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

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

15.5 Our song



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

15.6 Workshop evaluation



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

Explain:

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

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

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.

