



Facilitator's Guide

for Psychosocial Support Activities



**with children, adolescents,
and their parents & caregivers**



Acknowledgements

This Facilitator's Guide was edited by AMURT and SKUS with inputs from UNICEF's work in South Sudan, SKUS's own work in Cox Bazar, PLAN International and other sources. Illustrations were taken from the Education and Child Protection Sector of Cox's Bazar and others. The material has been contextualized to the constraints and nature of the cross-sector activities SKUS is currently implementing in Cox Bazar district.

Concepts and issues already covered by the Education Sector's life skills curriculum, like hygiene, has generally been excluded unless to deepen understanding and/or offer additional activities.

To contact SKUS regarding the use of these materials, suggestions for future editions or other queries please visit their website:

www.skus-bd.org.

SKUS would like to acknowledge the participation, suggestions and advice of the children, parents and their wider community that participate in its activities. Furthermore, SKUS wish to express its appreciation for the service and team spirit of its staff and volunteers. Finally, SKUS wish to extend its gratitude for the ongoing contributions and support from its program and donor partners AMURT and Kindernothilfe (Germany).



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Instructions for facilitators

providing psycho-social support for
children, adolescents and their
parents and community



How to use the Guide

This guide is mainly for facilitators to use when they conduct psychosocial activities in Child Protection and Education programs, or in other community situations. The first part gives some instructions for facilitators. The next sections contain activities for facilitators to use with different age groups:

- Children aged 5-7
- Children/adolescents aged 8-12
- Adolescents aged 13-17
- Parents and other caregivers

Planning Activities

These activities can be used for CFSs but also as additional activities in education programs be they in Learning Centres, Community Based Learning Activities or Cross Sectoral Learning Activities.

Flash cards

Opposite to the activity instructions are pictures that can be used as flash cards to show to the participants during the activities.

Printing the guide

This guide was meant to be read on a laptop screen. If you want print it out, it is advantageous to add an empty page as page 2 and at the end so that each topics are on the left and right side as a set when browsing.



Managing groups of children

Managing groups

- It is advisable not to conduct these PSS activities with more than 25 children in a group.
- If you have a big group of 40 children of the same age divide them into two groups of 20 each.
- Work with a volunteer who can lead general play activities with one group whilst you do PSS activities with the other group.

Positive discipline

- Create rules for the space/classroom and involve children in developing them.
- Discuss with the children what will happen if they do not respect the rules.
- Have the children make drawings of the rules and hang the drawings up on the walls.
- If they break the rules discuss it with the children.
- Do not punish children physically or emotionally by embarrassing them in front of other students, laughing at them or shouting.
- Remember! Do not hit children for any reason.



Code of conduct for facilitators

All volunteers and staff working in the child friendlyspace, non-formal education centres or community centres should understand and agree upon the rules and regulations below.

DOs

- Do encourage children to take part in activities and express themselves.
- Do make sure the centre is safe for children.
- Do be enthusiastic and motivated
- Do be patient with children and listen to them
- Do look for signs of distress which might indicate vulnerable children.



DON'Ts

- Do not ask for or accept personal favours or money in exchange for services or materials supplied by the project.
- Do not have sexual contact with anyone under the age of 18 years.
- Do not sexually or physically harass other staff, volunteers and/or partners.
- Do not inappropriately touch someone, either staff, children or adolescents.
- Do not beat, hit or slap or use any other form of physical punishment with children and adolescents.
- Do not shout at, make jokes about, or be rude or abusive to children, adolescents, parents and caregivers or staff.
- Do not ask children and adolescents to do work for you outside of the centre.
- Do not use programme supplies or materials for personal benefit outside of regularly planned activities.
- Do not prevent access to programme activities or supplies because of your own personal opinions about someone. There should be no discrimination.
- Do not use race, ethnicity, religion, (dis)ability or family relations as criteria for inclusion or exclusion in activities.



Protection from Sexual exploitation and abuse (PSEA)

Sexual exploitation is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual abuse is actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

If you know of or suspect exploitation or abuse by a, humanitarian worker (NGO staff, paid volunteer or contractor) you have a duty and **must report** it to your PSEA focal point. For SKUS this is

SKUS PSEA Focal Point

Mohammad Saleh Uddin

Adminstrator, SKUS

Mobile: 019 1280 1615

Email: skus.coxsbazar@gmail.com



Core PSEA Principles for Humanitarian Workers (including facilitators)

1. Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment.
2. Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence.
3. Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
4. Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
5. Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.
6. Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.



Assisting children in distress

Signs of distress and what to do

Signs of children in distress

- Crying a lot
- Lacking energy or always tired
- Aggressive and fight with other children
- Stay alone and don't play with the other children
- Are very attached to facilitators and physically touch them a lot or inappropriately
- Hug themselves a lot or sit in a curled-up position
- Show signs of neglect (not dressed, too thin, sick)
- Appear to be alone without any caregiver
- Frequently complain about feeling sick or dizzy
- Unable to concentrate on the activity
- Goes into their own world in their head sometimes
- Absent minded
- Abnormal eating habits
- Parents say they are having nightmares or wetting the bed.



If a child becomes upset during the activities

- Speak in a calm voice.
- Bend down so that you are at the eye level of the child.
- Reassure the child that you will stay with them until they feel better.
- Ask the child to tell you what is making them so upset.
- If the child is in physical danger at home or is being sexually abused, tell the child that you will try to help them.
- If you need to, refer the child to PSS and Child Protection staff.





Identifying and referring priority children

Who is a priority child? Where do I refer them?

Look out for children who may be:

- Alone, without parents or caregivers
- May have been previously linked to armed forces or armed groups
- Suffering from domestic violence and/or sexual abuse
- Trafficked or abducted children
- Showing severe symptoms of trauma





Referring children

If you see these types of children or a child who is showing signs of severe distress or negative behavior changes:

- **Follow** the referral pathways (for mental health, child protection and gender-based violence)
- **Contact** the concern person or organization
- **Check** if there are any organizations offering counselling in your area
- If appropriate, ask a case worker or social worker to talk to the family of the child about any problems that the child may be experiencing

If children have other concerns or issues, e.g. a child with learning difficulties, try to identify another organization to which you can refer them or approach community structures like community based child protection networks.





Activities for
Children
Ages 5-7



Children aged 5-7 Activity 1

Stretches level 1

Aim: This is a fun activity which helps children to stretch, reduce tensions and use their bodies in a creative way.

- Tell the children that animals have special qualities and powers. We can also benefit from some of the stretches they do.
- Then demonstrate some of the slow stretches level from the chart. For each one let the children copy.
- Once the children are habituated with the stretches you can let them play 'follow the leader' where one child shows one of the poses and the rest copy.
- For added fun you can also add some animal noises for each pose.

Conclusion: You were all very good at being different animals. Did you have fun?



Children aged 5-7 Activity 1

STRETCHES LEVEL 1



COW



CAT



TIGER



LITTLE DOG



ELEPHANT



BIRD



Children aged 5-7 Activity 2

Balanced breathing

Aim: To balance the two parts of the nervous system and brings about a state where the children are alert and paying attention, but at the same time they're calm and relaxed.

Balanced breathing is a special kind of breathing in which we slow the breath down and the length of the in breath (inhale) is equal to the length of the out breath (exhale).

We can do the arm movements in different ways, but a simple way is to **tell** the child

Breathe IN (and count) two, three, four,

Breathe OUT (and count) two, three, four.

Remember small children have smaller lungs and breath faster (20-30/minute) than adults (10-15/minute) so the younger the children the faster you should do the movements and counting.

Once the children are habituated with this activity you can add a visualization where as they breathe in, they imagine that the sky is lifting their hands up for them, and as they breath out, the earth is slowly and gently drawing their hands back down.



Children aged 5-7 Activity 2

Breath IN

2

3

4

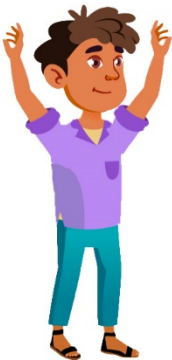


Breath OUT

2

3

4



Conclusion: Both the sky and the earth are our friends and when we breath like this we are in balance. Did you like this exercise?



Children aged 5-7 Activity 3

Relaxation Exercise

Aim: To relax participants and reduce their stress levels.

This activity can be done at the beginning of each/any session after the slow movements and stretches and before the mindful meditations. Tell the participants: 'this activity will be about helping you to relax and think less about your worries. If we worry a lot it can affect our emotions and behavior: e.g. get angry easily, only see the negative side, feel sad, forget things.'

Relaxation technique:

Make sure the environment is quiet and relaxing. If possible, play some slow relaxing music on the background. Ask participants to lie on the floor with their head pointed towards the center of the room. Ask the children to place one hand on their stomach and the other on their stomach.

Read the following instructions out loud

Close your eyes. Relax. Feel your hands move up and down as you are breathing.

Take a slow, deep breath. Breathe in and out through your nose. Repeat this 3 times.



Children aged 5-7 Activity 3

Now, put your hands by the side and imagine you are lying on a nice warm sandy beach.

Hear the waves gently washing up on the beach.
In and out they go.

Notice the waves and your breath are in the same rhythm. In and out.

Relax and listen to the music.

(Leave the children to relax by themselves for 2 minutes.)

To finish ask the children to move their hands and feet, open their eyes and finally sit up.



Conclusion: How do you feel now?

Were you able to relax and forget about your worries for a few minutes?



Children aged 5-7 Activity 4

Games: Expressing feelings

Aim: To enable children and adolescents to express their feelings.

Game1: Ask children to show an emotion on their face, for example 'show me happy'. Do this for different emotions: happy, sad, afraid, bored, angry, excited.

Now ask the children to go into small groups. One person should act out an emotion and an action e.g. happy and washing and the others should try to guess the emotion and the action. Repeat with different children.



Children aged 5-7 Activity 4



Conclusion: With these games we have looked at how we express different emotions and how other people see us showing these emotions.



Children aged 5-7 Activity 5

My strengths

Aim: To help children build resilience and recognize their strengths and understand that others can support them.

- **Ask:** the children to talk about the difference between the two boys.
- **Ask:** them why the boy on the left is weak.
- **Ask:** what children need to be strong like the boy on the right?

Explain

- Repeat after me, I am strong in my muscles (touch muscles in arms), I am strong in my heart (touch heart), I am strong in my head (touch head).
- Now let's do it as quickly as we can five times (touch arm, heart and head as fast as you can, saying: 'Muscle, heart and head'). [You can also play the game 'head, shoulders, knees and toes, knees and toes'].
- Now I want you to be a strong animal and walk like that animal.
- Can anyone tell me a story of being strong in their muscles?

Children aged 5-7 Activity 5



- Can anyone tell me a story about when you were strong in your heart by being kind or helping someone?
- Can anyone tell me a story about when you were strong in your head – by being clever or solving a problem?

Conclusion: Today we learnt that we have a lot of strengths within ourselves and we have people around us who can help us to be strong.



Children aged 5-7 Activity 6

Friendship

Aim: To understand more about friendship and why it is important and for children to think about the friends in their lives.

Discuss the following questions, in small groups

- 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 and some continue?
- Can you still be friends with someone even if you do not agree on everything?
- What do you like to do with friends?



Children aged 5-7 Activity 6



Conclusion: Now we have learnt about the importance of friendship. Find one of your friends in the room today and tell them 'I am happy to be your friend!'



Children aged 5-7 Activity 7

Pair work: Nature and Art

Attention! Children should not cause any damage to crops or other areas of the environment during this activity.

Aim: This is a fun activity which helps children to learn to work in pairs.

- This activity involves creating pictures, in pairs, using natural objects such as leaves, sticks or flowers.
- Children should work in pairs. This activity is about learning to work together.
- Give children a few minutes to select from materials in a box you have prepared..
- Then, together, they should decide how to design the picture.
- The children should work together to create their picture.



Children aged 5-7 Activity 7



Conclusion: Today you were very creative and worked well together. Look at the beautiful pictures you have made with your friends!



Children aged 5-7 Activity 8

Peace building – storytelling

Aim: To build peace and strengthen the community by bringing together children and elderly members of the community and telling traditional stories.

- Invite a suitable elderly member of the community to come and talk to the children
- They should tell them a story or stories which are related to the following topics:
 - cultural traditions (although not promoting harmful ones)
 - their experiences of conflict and displacement and how they coped
 - peace
 - traditional stories.
- Children can ask questions and debate afterwards
- Ask children to think of a story about their life on a
- similar topic
- Ask the children if they would like to volunteer to tell a story

Children aged 5-7 Activity 8



Conclusion: Thank you xxx (name) for coming today and speaking to us. All the children enjoyed listening to you. Now all the children will say thanks to you.

Children aged 5-7 Activity 9

Free Play activities

Aim: These activities should be a mix of traditional and non-traditional games. They should allow children freedom to play and have fun. However, they should not do these activities all the time at the child friendly space.

- Skipping, football
- Dancing
- Singing/ Music
- Clay modelling
- Arts and crafts from recycled items
- Storytelling





Children aged 5-7 Activity 9

Traditional games

Aim: These are traditional games which are played in Myanmar which are fun for children to play. You can change or add more games but make sure they are not dangerous for the children.







Activities for
Children
Ages 8-12



Children aged 8-12 Activity 1

Starter game: Animals

Aim: This is a fun activity which helps children to use up energy and focus, and use their bodies in a creative way. It can also help to bring them together as a group.

This activity is better done after they have practiced the stretches level 1 as 'follow the leader' and are familiar with them.

- Tell the children to sit in a circle and be silent. Tell them that you will whisper the name of an animal in their ear and they should not tell anyone else what it is.
- Then go around the circle whispering the name of an animal in the ear of each child. You can use the names of the animals from the illustrations like cow, cat, tiger, dog, elephant and bird. Alternately you can use the animal flash cards and show each child one of the six animal poses.
- To the first child you say cow, the next child cat, then then tiger and keep going around the circle.
- Then the children must move around the room acting like that animal and find the same animal as themselves without speaking. Together they will form a group.
- Once they have all found each other you ask which animal they are and see if they were all correct.



Children aged 8-12 Activity 1

STRETCHES LEVEL 1



COW



CAT



TIGER



LITTLE DOG



ELEPHANT



BIRD

Conclusion: You were all very good at being different animals. Did you have fun? Now we are ready to start our other activities.



Children aged 8-12 Activity 2

Stretches level 2

Aim: This is a fun activity which helps children to stretch, reduce tensions and use their bodies in a creative way.

These are slow movement and stretches level 2. It is better if they have practices level 1 first.

- Tell the children that everything around you have special qualities and powers. We can also benefit from some stretching like that.
- Then demonstrate some of the slow stretches level 2 from the chart. For each one let the children copy.
- Once the children are habituated with the stretches of level 2 you can let them play 'follow the leader' where one child shows one of the poses and the rest copy.
- For added fun you can also add some noises for each pose.



Children aged 8-12 Activity 2

STRETCHES LEVEL 2



BIG DOG



CHAIR



SNAKE



BOOK



BAMBOO



TREE



Children aged 8-12 Activity 3

Balanced breathing

Aim: To balance the two parts of the nervous system and brings about a state where the children are alert and paying attention, but at the same time they're calm and relaxed.

Balanced breathing is a special kind of breathing in which we slow the breath down and the length of the in breath (inhale) is equal to the length of the out breath (exhale).

We can do the arm movements in different ways, but a simple way is to **tell** the child

Breathe IN (and count) two, three, four,

Breathe OUT (and count) two, three, four.

Remember children have smaller lungs and breath faster (20-25/minute) than adults (10-15/minute) so the younger the children the faster you should do the movements and counting.

Once the children are habituated with this activity you can add a visualization where as they breathe in, they imagine that the sky is lifting their hands up for them, and as they breath out, the earth is slowly and gently drawing their hands back down.



Children aged 8-12 Activity 3

Breath IN

2

3

4



Breath OUT

2

3

4



Conclusion: Both the sky and the earth are our friends and when we breath like this we are in balance. Did you like this exercise?



Children aged 8-12 Activity 4

Relaxation Exercise

Aim: To relax participants and reduce their stress levels.

This activity can be done at the beginning of each/any session after the slow movements and stretches and before the mindful meditations. Tell the participants: 'this activity will be about helping you to relax and think less about your worries. If we worry a lot it can affect our emotions and behavior: e.g. get angry easily, only see the negative side, feel sad, forget things.'

Relaxation technique:

Make sure the environment is quiet and relaxing. If possible, play some slow relaxing music on the background. Ask participants to lie on the floor with their head pointed towards the center of the room. Ask the children to place one hand on their stomach and the other on their stomach.

Read the following instructions out loud

Close your eyes. Relax. Feel your hands move up and down as you are breathing.

Take a slow, deep breath. Breathe in and out through your nose. Repeat this 3 times.



Children aged 8-12 Activity 4

Now, put your hands by the side and imagine you are lying on a nice warm sandy beach.

Hear the waves gently washing up on the beach.
In and out they go.

Notice the waves and your breath are in the same rhythm. In and out.

Relax and listen to the music.

(Leave the children to relax by themselves for 2 minutes.)

To finish ask the children to move their hands and feet,
open their eyes and sit up.



Conclusion: How do you feel now?

Were you able to relax and forget about your worries for a few minutes?



Children aged 8-12 Activity 5

Visualization

Aim: To give the children a sense of wonder and connection of love.

The children can sit in any pose or lie down.

The Most Beautiful thing I know

Tell this to the children:

The Most Beautiful thing I know Is Love.

Space is Love. Air is love. Light is Love. Water and Earth are Love.

Plants are Love. Insects are Love.

Fish and Frogs are Love. Birds and Reptiles are love. Mammals are Love.

People are Love.

And they are all beautiful.

But the most beautiful thing I know,

Is to forget everything

And only think of Love.

Then **ask** the children to close their eyes and visualize something they love in their hearts. On the inhalation, tell them to breathe in its love and on the exhalation, to give it love. Practice for a minute.

The children can then make a drawing of what they visualized.

Children aged 8-12 Activity 5





Children aged 8-12 Activity 6

Games: Expressing feelings

Aim: To enable children and adolescents to express their feelings.

Game1: Ask children to show an emotion on their face, for example 'show me happy'. Do this for different emotions: happy, sad, frightened, angry. Now ask the children to go into small groups. One person should act out an emotion and an action e.g. happy and washing and the others should try to guess the emotion and the action. Repeat with different children.

Game 2:

Ask the children to divide into two teams of equal numbers.

Then they stand in two lines, facing forwards.

The person at the front of each line comes forward and you show them one of the emotion faces.

They go back to their line and show the expression on their face to the next person in line, without speaking.

The 'emotion' is passed down the line until the last person receives it and runs to the front.

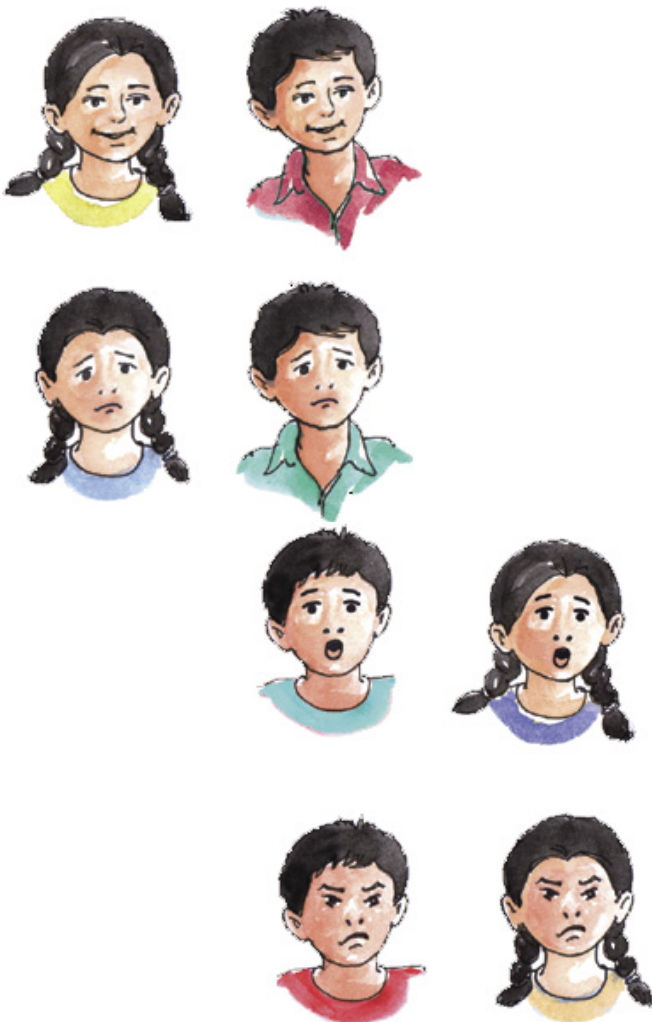
The first person from the two teams to arrive says the emotion to the facilitator. If they are right they get a point.

Repeat with different emotions.

The team who has the most points at the end wins.



Children aged 8-12 Activity 6



Conclusion: With these games we have looked at how we express different emotions and how other people see us showing these emotions.



Children aged 8-12 Activity 7

My strengths

Aim: To help children build resilience and recognize their strengths and understand that others can support them.

- **Ask:** the children to talk about the difference between the two boys.
- **Ask:** them why the boy on the left is weak.
- **Ask:** what children need to be strong like the boy on the right?

Explain

- Repeat after me, I am strong in my muscles (touch muscles in arms), I am strong in my heart (touch heart), I am strong in my head (touch head).
- Now let's do it as quickly as we can five times (touch arm, heart and head as fast as you can, saying: 'Muscle, heart and head'). [You can also play the game 'head, shoulders, knees and toes, knees and toes'].
- Now I want you to be a strong animal and walk like that animal.
- Can anyone tell me a story of being strong in their muscles?

Children aged 8-12 Activity 7



- Can anyone tell me a story about when you were strong in your heart by being kind or helping someone?
- Can anyone tell me a story about when you were strong in your head – by being clever or solving a problem?

Conclusion: Today we learnt that we have a lot of strengths within ourselves and we have people around us who can help us to be strong.



Children aged 8-12 Activity 8

My helpers

Aim: To help children think about the people in their lives who care about and support them.

Tell the children: I need some helpers. Can someone be a father? A mother? A grandmother? A teacher? A neighbour? A friend? There are many people who want to help you. I am going to ask you who you go to in different situations. When I ask go and stand by the person you choose.

- If you are hungry, who do you go to?
- If you go to get water and you can't carry it, who do you go to?
- If you hurt yourself, who do you go to?
- If a sister or brother is very naughty and won't behave, who do you go to?
- If you are having bad dreams at night, who do you go to?
- If you are feeling very sick, who do you go to?
- If someone is beating you, who do you go to?
- If something wonderful happens to you, who do you go to?
- Show the children the picture and ask them to describe what is happening.

Children aged 8-12 Activity 8



Conclusion: Let's ask our helpers to make a circle around us. How does it feel to know that there are people around you who are ready to help you?



Children aged 8-12 Activity 9

Friendship

Aim: To understand more about friendship and why it is important and for children to think about the friends in their lives.

Discuss the following questions, in small groups

- 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 and some continue?
- Can you still be friends with someone even if you do not agree on everything?
- What do you like to do with friends?

Children aged 8-12 Activity 9



Conclusion: Now we have learnt about the importance of friendship. Find one of your friends in the room today and tell them 'I am happy to be your friend!'



Children aged 8-12 Activity 10

My story

Aim: To encourage children to think about the positive aspects of their lives as well as the negatives and to think about the support networks that they have around them.

Attention: This activity should be done with a head teacher trained in Psychological First Aid or a PSS / Protection staff as some children may experience a traumatic flashback.

This activity can be done at the start of a session. Tell participants: this activity will be about helping you to relax and calm your emotions. If we worry a lot it can affect our mood and behavior: e.g. get angry easily, feel negative or sad, forget things.

- You will need to give each child 4 sheets of paper folded once to create an eight-page booklet.
- Ask children and adolescents to do a collection of drawings which represent the story of their life. This activity can be conducted over two or three days
- They should draw picture of:
 - Themselves and their family
 - A picture of them with their friends at centre
 - Their home and village or town
 - A sad or distressing memory
 - A happy memory
 - A dream for the future
- The children should then go into pairs, with someone they choose, and tell each other their stories. Their partner should listen and not interrupt but can also ask questions

Children aged 8-12 Activity 10



- Ask if any child or adolescent would like to tell their story to the rest of the group but do not force any child to tell their story.
- The children should be reminded to respect and not make fun of anyone else in the group when they tell their story. Rather thank the child for sharing their story.

Conclusion: This book is about you. It shows why you are special and all the people who love and care about you.

Materials: You will need a large quantity of paper and coloured pencils or crayons.



Children aged 8-12 Activity 11

Pair work: Nature and Art

Attention! Children should not cause any damage to crops or other areas of the environment during this activity.

Aim: This is a fun activity which helps children to learn to work in pairs.

- This activity involves creating pictures, in pairs, using natural objects such as leaves, sticks or flowers.
- Children should work in pairs. This activity is about learning to work together.
- Give children a few **minutes** to go outside and find
- some objects.
- Then, together, they should decide how to design the picture.
- The children should work together to create their
- picture.



Children aged 8-12 Activity 11



Conclusion: Today you were very creative and worked well together. Look at the beautiful pictures you have made with your friends!



Children aged 8-12 Activity 12

Peace building – storytelling

Aim: To build peace and strengthen the community by bringing together children and elderly members of the community and telling traditional stories.

- Invite a suitable elderly member of the community to come and talk to the children
- They should tell them a story or stories which are related to the following topics:
 - cultural traditions (although not promoting harmful ones)
 - their experiences of conflict and displacement and how they coped
 - peace
 - traditional stories.
- Children can ask questions and debate afterwards
- Ask children to think of a story about their life on a
- similar topic
- Ask the children if they would like to volunteer to tell a story

Children aged 8-12 Activity 12



Conclusion: Thank you xxx (name) for coming today and speaking to us. All the children enjoyed listening to you. Now all the children will say thanks to you.



Children aged 8-12 Activity 13

Game: Building a tower

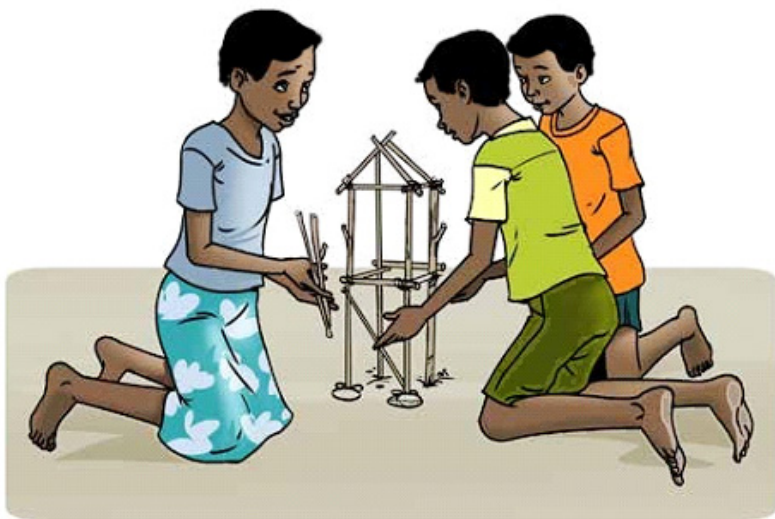
Attention! Children should not cause any damage to crops or other areas of the environment during this activity. They should also collect the items they need from within a safe area.

Aim: To help children to use their skills to design and build a tower and work together as a group.

- This activity is a competition to build the highest tower.
- Divide the children into three groups.
- Each group should go out and look for sticks and stones to build a tower.
- They need to work together to design and build the tower.
- The group with the highest tower wins.
- You may need a stick or some string to measure which tower is the highest.



Children aged 8-12 Activity 13



Conclusion: Well done to all of you! You worked well together and built some really impressive towers.



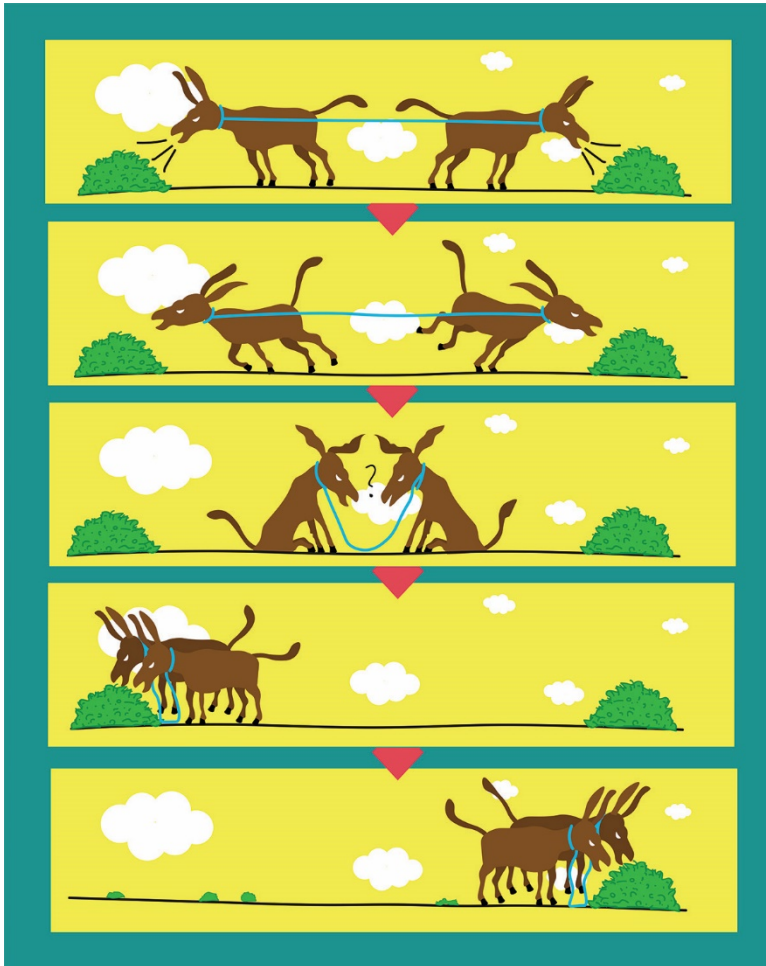
Children aged 8-12 Activity 14

Resolving conflict 1: 2,3

Aim: To understand that people have different needs and this can create conflict. To find ways to work together to resolve conflict.

- Tell: the children the story of the two hungry cows and show them the picture.
- The owner of the cows has tied them together to stop them moving too far.
- One cow sees some delicious grass in one place and the other sees some delicious grass in a different place.
- They both try to move in different directions to eat the grass but they cannot reach it because they are tied together.
- An intelligent bird flies down and tells them “if you take it in turns, you can both eat your food!”
- The cows listen to the advice and soon they are both very happy eating delicious grass.
- Ask: children if they have been in a similar situation as this one. Listen to some examples from the children and discuss how they solved them.

Children aged 8-12 Activity 14



Conclusion: People have different needs and this can create conflict. When there is conflict we need to talk to each other and work together to solve the problems.



Children aged 8-12 Activity 15

Game: solving problems – 2-3

Aim: This is a fun activity which helps children to learn to solve problems as a group.

You will need 8-10 participants. Other children can watch or form another group.

- **Ask:** one person to step away from the group and close their eyes.
- Ask: the rest of the group to make a circle, holding hands. Without letting go of each other's hands, the group should try to form a giant knot. They can do this by crossing over and under each other's arms.
- Ask: the person on their own to open their eyes and try to untangle the arms to make a circle again. The group have to remain holding hands the whole time.

Ask and discuss

- What did you do to untangle the knot?
- Can you compare this knot to solving problems in your life?
- How do you normally solve problems?



Children aged 8-12 Activity 15



Conclusion: Today we have learnt about solving problems as a group. It is not always easy but together we can find a solution.



Children aged 8-12 Activity 16

Bullying

Aim: To understand what bullying is, how to try to stop it and how to help others who are being bullied.

Discuss: the following questions, in small groups:

- What does bullying mean?
- What are examples of bullying behavior? (hitting, calling names)
- Why do children bully each other?
- Who are normally bullies?
- Who is normally bullied?
- What does it feel like to be bullied?
- How does bullying affect someone?
- How can we try to stop people being bullied? (report it to a teacher or parent, challenge the bully and say 'stop!', avoid being alone with the bully, call for help)

Ask: the children to do a role play about bullying with a happy ending. Show them the picture and talk about it.

Conclusion: Now we have learnt about bullying and how we can try to stop it and help others who are being bullied.

Children aged 8-12 Activity 16





Children aged 8-12 Activity 17

Game: Teamwork

Attention! Tell the children to be careful not to hurt themselves during this game.

Aim: This is a fun activity which helps children to learn to resolve conflict as a group.

- Ask: four children to form a circle facing outwards (back-to-back). They should link arms.
- Now put a stone in each corner of the room or space.
- The children should be in the middle.
- The children should try to pick up all of the stones without letting go of the others and without speaking.
- Ask: How long did it take the team members to get their objects?
- Did they start working as a team or individually?
- Was there a conflict and did they solve it?

Children aged 8-12 Activity 17



Conclusion: Today we have learnt about resolving a problem as a team. It is not always easy but together we can find a solution.



Children aged 8-12 Activity 18

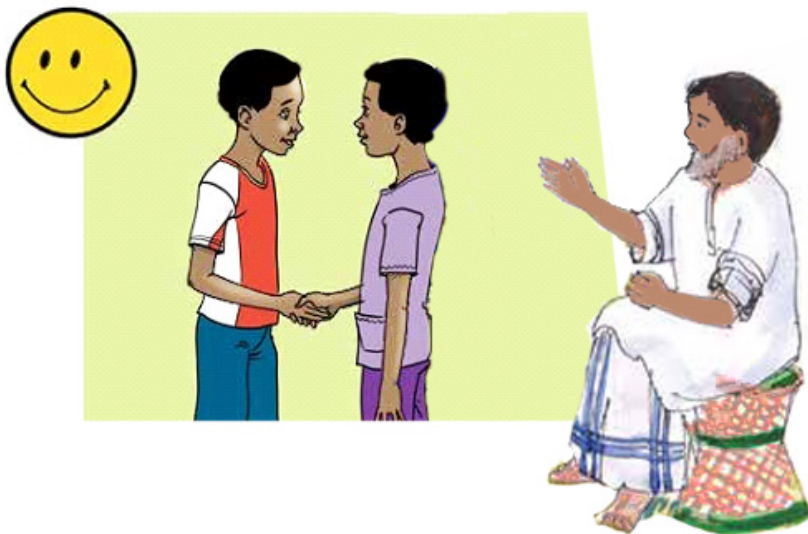
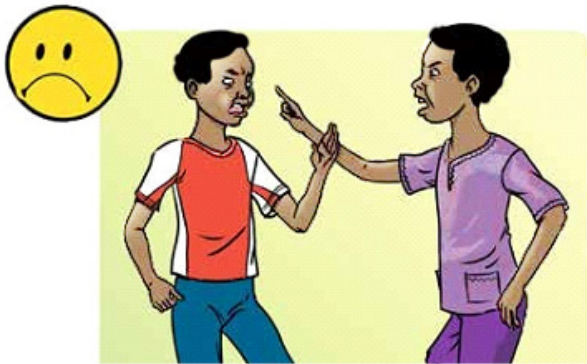
Role Play: Resolving Conflict

Attention! Children should not use actual violence in this activity, only role play. Be careful to avoid getting into discussions about conflict between different ethnic groups.

Aim: This activity helps children to think about how to resolve conflicts in their own lives.

- **Ask** the children to think of examples of violence and conflict in their own lives and communities e.g. between friends or parents and children. Show them the picture and ask what is happening in the two drawings.
- Split them into three groups and ask each group to choose one example of violence or conflict and prepare a role play:
- Present the role play to the rest of the group. Ask the actors how they felt.
- Act out the scene again but freeze it just before the violence or shouting. Then ask the participants what the people could do instead to resolve the problem without violence. Act out the role play again with the new happy ending.
- Finally, have a discussion with the children about who can help them if they are suffering from violence or feel threatened.

Children aged 8-12 Activity 18



Conclusion: Today we have learnt about resolving conflict peacefully. It is not always easy but together we can find a solution without using violence.



Children aged 8-12 Activity 19

Managing Anger

Aim: To help children understand how to recognize that they are feeling emotional and angry, how this can affect them physically and how to find ways to handle it that do not upset others.

Activity 1: How anger feels

Ask: the children to stand in a circle. Each person should think about something that makes them angry, e.g. remembering a violent event. Ask them to think about what they think and feel in their body when they remember this incident. e.g. headache or wanting to hit something. Ask them to describe this feeling to their neighbor.

Draw: Now ask them to draw something that shows their thoughts and feelings when they become angry. They should then show the picture to their neighbor and describe it.

Activity 2: Releasing anger – Lion pose

Ask: the children to stand in a line besides each other. Demonstrate the lion pose, which is bending slightly forward and open the hands like claws. Then open the mouth and while sticking the tongue out, roar like a lion. (The children may laugh at first and that is OK).

Explain: the lion pose can help to release anger and relieve stress.



Children aged 8-12 Activity 19



Attention! If one of the children gets very angry or even violent should speak to him or her in a quiet and calm voice. You should ask the person to take some deep breaths, count to 10 and calm down. Try to give the person space for privacy until they calm down.



Children aged 8-12 Activity 20

Gender roles

Aim: to help adolescent boys and girls understand the difference between the roles of women and men and to talk about these differences.

Split the adolescents into two groups, boys and girls.
The two groups should sit next to each other.

Ask: each group the following questions:

What do you do very early in the morning before the sun comes up?

What are you doing just after the sun comes up?

What do you do for the rest of the morning?

What do you do at lunchtime?

What do you do in the afternoon?

What do you do in the evening before you go to sleep?

Discuss: “Gender” means the idea of “being a man” or “being a woman”.

Communities give males and females different responsibilities at home and in work.

These are called “gender roles”.

What were the differences between the days for girls and women and boys and men?

What do you think about this?

Would you like to change any of these roles?

Children aged 8-12 Activity 20



Conclusion: We have looked at the roles of men and women in our community. We can see that our community expects men and women to do different tasks. Sometimes gender roles are unfair such as preventing girls from going to school.



Children aged 8-12 Activity 22

Story telling

Aim: To be creative and create stories which enable children to express their feelings about different issues

1. **Ask:** children to think about the issues that were discussed in the conflict resolution activity, e.g. how to solve an argument with your parents
2. **Ask:** children to think of a story which is traditional in their culture which relates to problem solving. Ask a few children to tell the story to the rest of the children.
3. **Ask:** children to go into groups of 4 or 5 children and think how to apply this story to issues such as an argument with your parents and create a happy ending for the story.
4. **Act:** Make the story into a play and act it out. Present the story to the rest of the group. One person can be the narrator and the others actors.



Children aged 8-12 Activity 22



Conclusion: We have created some beautiful stories which we can tell to our friends and in our communities.



Children aged 8-12 Activity 23

Child Rights

Aim: to let the children know their rights under the UN Convention of the Rights of the Child (UnCRC). Children have many rights including the right to education, legal rights, and the right to play and live a healthy non-violent life.

You will receive a bundle of flash cards with this manual. You will also receive the rights as audio recordings. There are 20 cards in the bundle and each card shows one of the rights of the child listed on the next page.

You can use these cards in different ways. Be creative!

First read out all the cards to the children or ask them to read them out if they already know them.

You can then ask a group of three children to pick a card and act out the right that is written on it whilst the rest of the group need to guess the right.

In every session, you can discuss about one right in more detail.

Children aged 8-12 Activity 23



Conclusion: We have learnt about child rights. Children have many rights including the right to education, legal rights, and the right to play and live a healthy non- violent life. Use your rights every day to help you have a strong future! Tell your friends that they have rights too!



Children aged 8-12 Activity 23

My Rights (not official UN CRC version).

1. All girls and boys under 18 like me have certain rights.
2. I have the right to live and not to be hurt or neglected.
3. I have the right to a name and a nationality.
4. I have the right to be with my parents or with those who will care for me best.
5. I have the right to have a say about things that affect me.
6. I have the right to have ideas and say what I think as long as it does not harm others.
7. I have the right to practice my religion.
8. I have the right to meet and set up groups with other children as long as we do not harm others.
9. I have the right to get the information which I need in accessible, easy to read format according to my need.
10. I have the right to special care, education and training, if needed, no matter my ability.



Children aged 8-12 Activity 23

My Rights (not official UN CRC version).

11. I have the right to water, food, health care and a clean and safe environment.
12. I have the right to free and inclusive education with no corporal punishment or abuse.
13. I have right to gain knowledge about appropriate life skills (e.g. hygiene education, skills training).
14. I have the right to speak my own language. I have the right to learn about and enjoy my own culture.
15. I have the right to play in a safe and secure environment. I have a right to rest, relax, play and to take part in cultural and creative activities.
16. I have the right to be protected from doing work that is dangerous or bad for my education, health or development. If I work, I have the right to be safe and paid fairly.
17. As a refugee, I have the right to protection and enjoy the same rights as the children from the nearby community.
18. I have the right to be protected from danger and get help when I need it.
19. I have the right to justice and fair treatment.
20. I should tell my friends and other children about these rights.



Children aged 8-12 Activity 23

Drama, Song and dance

Attention! Try to be sensitive about the different subjects, language and type of songs, drama and dances that are developed. The children should be careful not to upset people in the class who are from different religious or ethnic backgrounds.

Aim: to encourage the children to express their thoughts and feelings and explore issues that affect them through drama, song and dance.

- **Ask:** the children, in small groups, to make up a drama, song or dance related to a specific theme, such as peace, family or friendship, which is related to their life. They should then perform it for the rest of the children.
- **Ask:** the audience to ask questions to the performers about the drama, song or dance. Why did they choose that drama, song, or dance and why was that theme important to them?
- **Ask:** the children to teach the songs and dances to the other children.

Children aged 8-12 Activity 23



Conclusion: Thank you for your creativity today. You worked very hard and made some beautiful dramas, songs and dances for us.



Children aged 8-12 Activity 24

Free Play activities

Aim: These activities should be a mix of traditional and non-traditional games. They should allow children freedom to play and have fun. However, they should not do these activities all the time at the child friendly space.

- Skipping, football
- Dancing
- Singing/ Music
- Clay modelling
- Arts and crafts from recycled items
- Storytelling





Children aged 8-12 Activity 24

Traditional games

Aim: These are traditional games which are played in Myanmar which are fun for children to play. You can change or add more games but make sure they are not dangerous for the children.







Activities for Adolescents Ages 13-17



Adolescents aged 13-17 Activity 1

Stretches level 3

Aim: This is a fun activity which helps adolescents to stretch, reduce tensions and use their bodies in a creative way.

It is better if the adolescents have practiced stretches level 2 first. As these stretches are a bit difficult, take precaution that the adolescents are warmed up first and do not overexert themselves.

Girls better practice level 2 while menstruating as these give quite a bit of pressure in lower abdomen

- Tell the adolescents that everything around you have special qualities and powers. They can also benefit from some stretching like that.
- Then demonstrate some of the slow stretches level 3 from the chart. For each one let the adolescents copy.
- Once the adolescent are habituated with the stretches of level 3 you can let them play 'follow the leader' where one adolescent shows one of the poses and the rest copy.



Adolescents aged 13-17 Activity 1

STRETCHES LEVEL 3



TRIANGLE



FLAG



TOWER



BOAT



PLOW



BRIDGE



Adolescents aged 13-17 Activity 2

Balanced breathing

Aim: To balance the two parts of the nervous system and brings about a state where the children are alert and paying attention, but at the same time they're calm and relaxed.

Balanced breathing is a special kind of breathing in which we slow the breath down and the length of the in breath (inhale) is equal to the length of the out breath (exhale).

We can do the arm movements in different ways, but a simple way is to **tell** the child

Breathe IN (and count) two, three, four,

Breathe OUT (and count) two, three, four.

Remember adolescents have slightly smaller lungs and breath a little faster (15-20/minute) than adults (10-15/minute) so the younger the children the faster you should do the movements and counting.

Once the children are habituated with this activity you can add a visualization where as they breathe in, they imagine that the sky is lifting their hands up for them, and as they breath out, the earth is slowly and gently drawing their hands back down.



Adolescents aged 13-17 Activity 2

Breath IN

2

3

4



Breath OUT

2

3

4



Conclusion: Both the sky and the earth are our friends and when we breathe like this we are in balance. Did you like this exercise?



Adolescents aged 13-17 Activity 3

Relaxation Exercise

Aim: To relax participants and reduce their stress levels.

This activity can be done at the beginning of each/any session after the slow movements and stretches and before the mindful meditations. Tell the participants: 'this activity will be about helping you to relax and think less about your worries. If we worry a lot it can affect our emotions and behavior: e.g. get angry easily, only see the negative side, feel sad, forget things.'

Relaxation technique:

Make sure the environment is quiet and relaxing. If possible, play some slow relaxing music on the background. Ask participants to lie on the floor with their head pointed towards the center of the room. Ask the children to place one hand on their stomach and the other on their stomach.

Read the following instructions out loud

Close your eyes. Relax. Feel your hands move up and down as you are breathing.

Take a slow, deep breath. Breathe in and out through your nose. Repeat this 3 times.



Adolescents aged 13-17 Activity 3

Now, put your hands by the side and imagine you are lying on a nice warm sandy beach.

Hear the waves gently washing up on the beach.
In and out they go.

Notice the waves and your breath are in the same rhythm. In and out.

Relax and listen to the music.

(Leave the adolescents to relax by themselves for 2 minutes.)

To finish ask the adolescents to move their hands and feet, open their eyes and finally sit up.



Conclusion: How do you feel now?

Were you able to relax and forget about your worries for a few minutes?



Adolescents aged 13-17 Activity 4

Visualization

Aim: To give the adolescents a sense of connection of love.

The adolescents can sit in any pose or lie down.

The key to the heart of love

Imagine that you have a door with a lock in your heart ...

Take the key of your heart, put it in the lock, turn it and open your heart.

It is overflowing, pouring love

It is full of light

When you exhale the air, the affection will come out of your heart like sunshine towards the people you love

Breathe, and send love to all of us here where we are, to all who care for you with great affection:

To your mother, your father, your brothers and sisters, your friends for all the people in the world!

And send also to all nature: birds, animals, plants, flowers, water, sky, stars, fire, wind, earth, sun ...

And finally send love to yourself.

Start the day with this feeling: that your jokes, your actions, your thoughts, your learning and your words are full of affection ...

Now open your eyes and see love in everything and everyone around you ...



Adolescents aged 13-17 Activity 4





Adolescents aged 13-17 Activity 5

My strengths

Aim: To help adolescents build resilience and recognize their strengths and understand that others can support them.

- **Ask:** the adolescents to talk about the difference between the two boys.
- **Ask:** them why the boy on the left is weak.
- **Ask:** what children need to be strong like the boy on the right?

Explain

- Repeat after me, I am strong in my muscles (touch muscles in arms), I am strong in my heart (touch heart), I am strong in my head (touch head).
- Now let's do it as quickly as we can five times (touch arm, heart and head as fast as you can, saying: 'Muscle, heart and head').
- Now I want you to be a strong animal and walk like that animal.
- Can anyone tell me a story of being strong in their muscles?



Adolescents aged 13-17 Activity 5



- Can anyone tell me a story about when you were strong in your heart by being kind or helping someone?
- Can anyone tell me a story about when you were strong in your head – by being clever or solving a problem?

Conclusion: Today we learnt that we have a lot of strengths within ourselves and we have people around us who can help us to be strong.



Adolescents aged 13-17 Activity 6

Games: Expressing feelings

Aim: To enable children and adolescents to express their feelings.

Ask adolescents to show an emotion on their face, for example 'show me happy'. Do this for different emotions: happy, sad, angry, frightened, worried, nervous, surprised and confident.

Game:

Ask the children to divide into two teams of equal numbers.

Then they stand in two lines, facing forwards.

The person at the front of each line comes forward and you show them one of the emotion faces.

They go back to their line and show the expression on their face to the next person in line, without speaking.

The 'emotion' is passed down the line until the last person receives it and runs to the front.

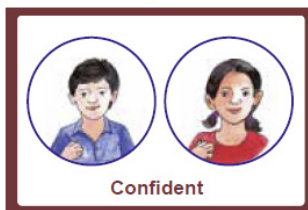
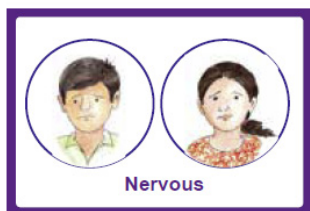
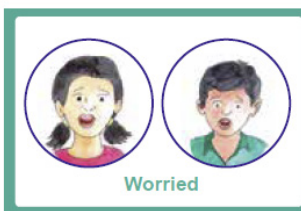
The first person from the two teams to arrive says the emotion to the facilitator. If they are right they get a point.

Repeat with different emotions.

The team who has the most points at the end wins.



Adolescents aged 13-17 Activity 6





Adolescents aged 13-17 Activity 7

My helpers

Aim: To help adolescents think about the people in their lives who care about and support them.

Tell the children: I need some helpers. Can someone be a father? A mother? A grandmother? A teacher? A neighbour? A friend? There are many people who want to help you. I am going to ask you who you go to in different situations. When I ask go and stand by the person you choose.

- If you are hungry, who do you go to?
- If you go to get water and you can't carry it, who do you go to?
- If you hurt yourself, who do you go to?
- If a sister or brother is very naughty and won't behave, who do you go to?
- If you are having bad dreams at night, who do you go to?
- If you are feeling very sick, who do you go to?
- If someone is beating you, who do you go to?
- If something wonderful happens to you, who do you go to?
- Show the children the picture and ask them to describe what is happening.

Adolescents aged 13-17 Activity 7





Adolescents aged 13-17 Activity 8

Peace building – storytelling

Aim: To build peace and strengthen the community by bringing together children and elderly members of the community and telling traditional stories.

Invite a member of the community to tell the children a story. They should tell them a story or stories which are related to the following topics:

- cultural traditions (although not promoting harmful ones)
- their experiences of conflict and displacement and how they coped
- peace
- traditional stories.

Adolescents can ask questions and debate afterwards

Ask adolescents to think of a story about their life on a similar topic

Ask the adolescents if they would like to volunteer to tell a story

m
b
e
r

o

Adolescents aged 13-17 Activity 8



Thank you xxx (name) for coming today and speaking to us. All the children enjoyed listening to you. Now all the children will say thanks to you.



Adolescents aged 13-17 Activity 9

My story

Aim: To encourage children to think about the positive aspects of their lives as well as the negatives and to think about the support networks that they have around them.

Attention: This activity should be done with a head teacher trained in Psychological First Aid or a PSS / Protection staff as some children may experience a traumatic flashback.

This activity can be done at the start of a session. Tell participants: this activity will be about helping you to relax and calm your emotions. If we worry a lot it can affect our mood and behavior: e.g. get angry easily, feel negative or sad, forget things.

- You will need to give each child 4 sheets of paper folded once to create an eight-page booklet.
- Ask children and adolescents to do a collection of drawings which represent the story of their life. This activity can be conducted over two or three days
- They should draw picture of:
 - Themselves and their family
 - A picture of them with their friends at centre
 - Their home and village or town
 - A sad or distressing memory
 - A happy memory
 - A dream for the future
- The children should then go into pairs, with someone they choose, and tell each other their stories. Their partner should listen and not interrupt but can also ask questions

Adolescents aged 13-17 Activity 9



- Ask if any child or adolescent would like to tell their story to the rest of the group but do not force any child to tell their story.
- The children should be reminded to respect and not make fun of anyone else in the group when they tell their story. Rather thank the child for sharing their story.

Conclusion: This book is about you. It shows why you are special and all the people who love and care about you.

Materials: You will need a large quantity of paper and coloured pencils or crayons.



Adolescents aged 13-17 Activity 10

Game: Building a tower

Attention! adolescents should not cause any damage to crops or other areas of the environment during this activity. They should also collect the items they need from within a safe area.

Aim: To help children to use their skills to design and build a tower and work together as a group.

This activity is a competition to build the highest tower.

- Divide the children into three groups.
- Each group should go out and look for sticks and stones to build a tower.
- You can supply them with some string
- They need to work together to design and build the tower.
- The group with the highest tower wins.
- You may need a stick or some string to measure which tower is the highest.

Adolescents aged 13-17 Activity 10



Conclusion: Well done to all of you! You worked well together and built some really impressive towers.



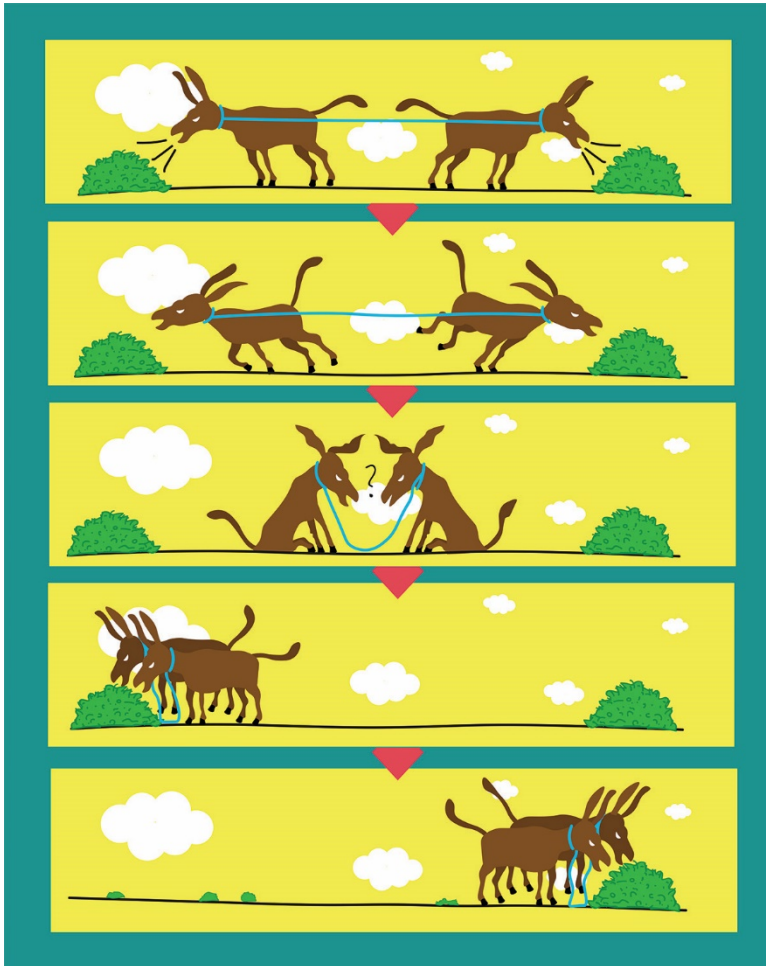
Adolescents aged 13-17 Activity 11

Resolving conflict

Aim: To understand that people have different needs and this can create conflict. To find ways to work together to resolve conflict.

- **Tell:** the adolescents the story of the two hungry cows and show them the picture.
- The owner of the cows has tied them together to stop them moving too far.
- One cow sees some delicious grass in one place and the other sees some delicious grass in a different place.
- They both try to move in different directions to eat the grass but they cannot reach it because they are tied together.
- An intelligent bird flies down and tells them “if you take it in turns, you can both eat your food!”
- The cows listen to the advice and soon they are both very happy eating delicious grass.
- **Ask:** adolescents if they have been in a similar situation as this one. Listen to some examples from the children and discuss how they solved them.

Adolescents aged 13-17 Activity 11



Conclusion: People have different needs and this can create conflict. When there is conflict we need to talk to each other and work together to solve the problems.



Adolescents aged 13-17 Activity 12

Game: solving problems

Aim: This is a fun activity which helps children to learn to solve problems as a group.

You will need 8-10 participants. Other adolescents can watch or form another group.

- **Ask:** one person to step away from the group and close their eyes.
- Ask: the rest of the group to make a circle, holding hands. Without letting go of each other's hands, the group should try to form a giant knot. They can do this by crossing over and under each other's arms.
- Ask: the person on their own to open their eyes and try to untangle the arms to make a circle again. The group have to remain holding hands the whole time.

Ask and discuss

- What did you do to untangle the knot?
- Can you compare this knot to solving problems in your life?
- How do you normally solve problems?



Adolescents aged 13-17 Activity 12



Conclusion: Today we have learnt about solving problems as a group. It is not always easy but together we can find a solution.



Adolescents aged 13-17 Activity 13

Bullying

Aim: To understand what bullying is, how to try to stop it and how to help others who are being bullied.

Discuss: the following questions, in small groups:

- What does bullying mean?
- What are examples of bullying behavior?
(hitting,
calling names)
- Why do children bully each other?
- Who are normally bullies?
- Who is normally bullied?
- What does it feel like to be bullied?
- How does bullying affect someone?
- How can we try to stop people being bullied?
(report it to a teacher or parent, challenge the
bully and say 'stop!', avoid being alone with the
bully, call for help)

Ask: the adolescents to do a role play about bullying with a happy ending. Show them the picture and talk about potential solutions.

Conclusion: Now we have learnt about bullying and how we can try to stop it and help others who are being bullied.

Adolescents aged 13-17 Activity 13





Adolescents aged 13-17 Activity 14

Game: Teamwork

Attention! Tell the adolescents to be careful not to hurt themselves during this game.

Aim: This is a fun activity which helps children to learn to resolve conflict as a group.

- Ask: four adolescents to form a circle facing outwards (back-to-back). They should link arms.
- Now put a stone in each corner of the room or space.
- The children should be in the middle.
- The children should try to pick up all of the stones without letting go of the others and without speaking.
- Ask: How long did it take the team members to get their objects?
- Did they start working as a team or individually?
- Was there a conflict and did they solve it?



Adolescents aged 13-17 Activity 14



Conclusion: Today we have learnt about resolving a problem as a team. It is not always easy but together we can find a solution.



Adolescents aged 13-17 Activity 15

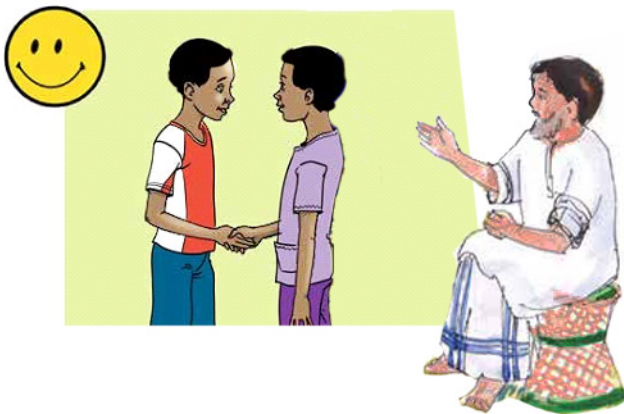
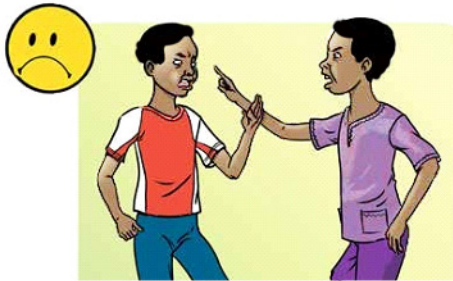
Role Play: Resolving Conflict

Attention! adolescents should not use actual violence in this activity, only role play. Be careful to avoid getting into discussions about conflict between different ethnic groups.

Aim: This activity helps adolescents to think about how to resolve conflicts in their own lives.

- Ask the adolescents to think of examples of violence and conflict in their own lives and communities e.g. between friends or parents and children. Show them the picture and ask what is happening in the two drawings.
- Split them into three groups and ask each group to choose one example of violence or conflict and prepare a role play:
- Present the role play to the rest of the group. Ask the actors how they felt.
- Act out the scene again but freeze it just before the violence or shouting. Then ask the participants what the people could do instead to resolve the problem without violence. Act out the role play again with the new happy ending.
- Finally, have a discussion with the adolescents about who can help them if they are suffering from violence or feel threatened.

Adolescents aged 13-17 Activity 15



Conclusion: Today we have learnt about resolving conflict peacefully. It is not always easy but together we can find a solution without using violence.



Adolescents aged 13-17 Activity 16

Managing Anger

Aim: To help adolescents understand how to recognize that they are feeling emotional and angry, how this can affect them physically and how to find ways to handle it that do not upset others.

Activity 1: How anger feels

Ask: the adolescents to stand in a circle. Each person should think about something that makes them angry, e.g. remembering a violent event. Ask them to think about what they think and feel in their body when they remember this incident. e.g. headache or wanting to hit something. Ask them to describe this feeling to their neighbor.

Draw: Now ask them to draw something that shows their thoughts and feelings when they become angry. They should then show the picture to their neighbor and describe it.

Activity 2: Releasing anger – Lion pose

Ask: the adolescents to stand in a line besides each other. Demonstrate the lion pose, which is bending slightly forward and open the hands like claws. Then open the mouth and while sticking the tongue out, roar like a lion. (The adolescents may laugh at first and that is OK).

Explain: the lion pose can help to release anger and relieve stress.

Adolescents aged 13-17 Activity 16



Attention! If one of the adolescents gets very angry or even violent should speak to him or her in a quiet and calm voice. You should ask the person to take some deep breaths, count to 10 and calm down. Try to give the person space for privacy until they calm down.



Adolescents aged 13-17 Activity 17

Friendship

Aim: To understand more about friendship and why it is important and for children to think about the friends in their lives.

Discuss the following questions, in small groups

- 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 and some continue?
- Can you still be friends with someone even if you do not agree on everything?
- What do you like to do with friends?



Adolescents aged 13-17 Activity 17



Conclusion: Now we have learnt about the importance of friendship. Find one of your friends in the room today and tell them 'I am happy to be your friend!'



Adolescents aged 13-17 Activity 18

Resolving Conflict

Aim: to help adolescents understand that conflicts can start when people have different needs and when we don't understand what other people are thinking and how we can try to solve these problems peacefully.

- You should have a group of around 15 adolescents, then split them into 3 groups.
- Put 10 balls or stones in different parts of the room.
- Give each group **one** of the three instructions, below. Do not let the other groups hear.
 1. Put all the balls or stones in a circle in the middle of the room
 2. Put all the balls or stones close to the door
 3. Put all the balls or stones close to one corner
- Now ask all the adolescents to follow the instruction that they heard, without speaking to each other.
- Let the game continue for a few minutes then stop it.
- Explain the instructions and why the game was difficult.

Adolescents aged 13-17 Activity 18



- Tell the adolescents that conflicts can arise when we don't know what other people are thinking and when we want different things. We need to try to understand a problem from all points of view rather than getting angry.
- Ask them to think of examples in their own lives where this kind of conflict has occurred and discuss it in small groups. Try to think of solutions for those problems.

Conclusion: Today we have learnt about ways to resolve conflict in a peaceful way.



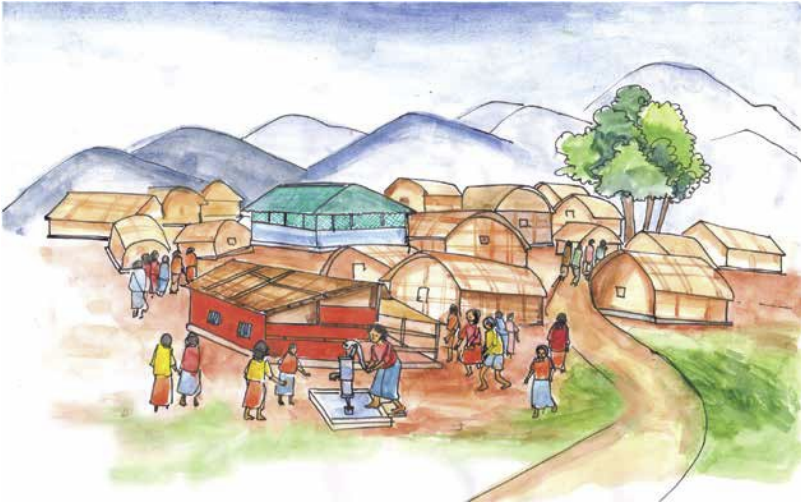
Adolescents aged 13-17 Activity 19

Gender roles and role models (Separate girls and boys)

Aim: To help children think about the different roles of girls and boys and men and women and to think about gender-based violence.

- **Ask:** the children to divide into groups of 4 or 5 people. Each person in the group should think of an activity that happens in their community, such as playing football or collecting wood and act it out for the rest of the group, without speaking. The rest of the group need to guess the activity. Once they guess the activity the group should decide if it is an activity for a boy or a girl.
- **Discuss:** Now ask the children to think about the different activities that they saw and discuss why they think it is for a boy or a girl. Do they think it is possible for the opposite sex to do the activity? Discuss why or why not.
- **Discuss:** Now tell the children that you are going to discuss role models. Ask them to discuss the following questions:
 - What is a role model?
 - What do you think you need to be a role model for other people?
- Sometimes people use violence to show that they are a strong leader or role model, what do you think about this?

Adolescents aged 13-17 Activity 19



- Do you think it is right that men use violence against women or that women use violence against men or that parents use violence against their children, to show that they are strong and powerful?
- Do you know any good role models in your family or community?
- How could you become a good role model?

Conclusion: Today we have talked about the different roles of girls and boys and men and women. We have learnt that we might have other skills and capabilities that we didn't know we had. We have also learnt about role models in our community and how to be a good role model for others.



Adolescents aged 13-17 Activity 20 A

Early marriage: The story of Sarah - A

Aim: To tell the story of Sarah and introduce the topic of early marriage.

IMPORTANT: Do both parts of the Story of Sarah in one session

When Sarah was 13 years old, she married a much older man. Sarah says, “This man went to my uncle and offer for marriage. I resisted the marriage. They threatened me. My uncle said, ‘If you want your brothers and sisters to be taken care of, you will marry this man.’ I said, ‘He is too old for me.’ They said, ‘You will marry this old man whether you like it or not because he is a powerful man.’ My uncle and brothers beat me badly. They also beat my mother because she was against the marriage.

Materials: Use the picture for this activity from the set of pictures and show it to the adolescents as you tell the story.



Adolescents aged 13-17 Activity 20 A



Conclusion: We have heard the story of Sarah and now we will talk a bit more about her feelings.



Adolescents aged 13-17 Activity 20 B

Early marriage: The story of Sarah – B

Aim: To discuss issues about child marriage and understand the problems that can arise because of it.

Discuss in small groups:

Did Sarah want to get married?

How can we prevent child marriage?

What is the role of culture in child marriage?

Say to all:

Sarah and her mother did not want her to marry.

Sarah married because her uncle and brothers beat her and her mother.

This is an example of gender-based violence.

Young men can decide to make different choices.

Young men have an important role to play in changing the dangerous practice of child marriage.

If men refuse to marry young women, it will protect young women from child marriage.

Key message: Get married after the age of 18.



Adolescents aged 13-17 Activity 20 B

Ask how child marriage and early pregnancy might affect a girl's life (ideas below):

She is often much younger than her husband,
so he has more power over her.

If she gets pregnant, her safety is at risk because her
body is still growing.

If she gets pregnant, her children are at risk
because she is not able to give them a
healthy start; her own body is not ready.

Role play: Ask each group to do a role play to
practice telling their parents the
consequences of early marriage. Ask a group
to act out the scene in front of the class.



Adolescents aged 13-17 Activity 21

Role plays: Expressing feelings

Aim: To enable children and adolescents to express their feelings.

Divide adolescents into three groups.

Ask them: **Answer these** statements and discuss it in their groups:

- I am happiest when...
- When I am happy, I ...
- I am saddest when ...
- When I am sad, I ...
- I am most angry when ...
- When I am angry, I ...

Tell the adolescents:

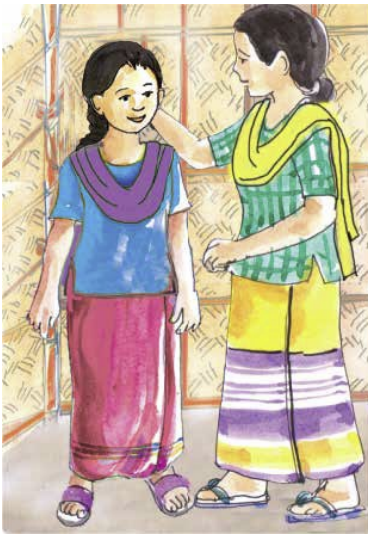
- Each group will be given one of the three emotions. In your group create a role play to show this emotion and the reaction to it. Show your role play to the other two groups.
- Now tell the children to begin the role play again but when it comes to the reaction to the emotion ask different children to come into the role play and show what their reaction would be.



Adolescents aged 13-17 Activity 21

Ask the group:

- Are these reactions positive and helpful?
- Do you react like this?
- How could people react differently to negative emotions?



Conclusion: We have looked at ways we can express positive emotions like happiness and how we can react differently in some cases where we might usually be angry or sad.



Adolescents aged 13-17 Activity 22

Peer pressure

[separate into groups of girls and boys]

Aim: To talk about the type of situations where adolescents experience peer pressure and how they can handle it.

Discuss

Explain what peer pressure is to the adolescents: it is when your friends pressure you into doing something you either don't want to do or are not sure you want to do.

Tell the adolescents to think of three situations where they might feel peer pressure, for example talking badly about or bullying people, using violence to get revenge, taking drugs or drinking alcohol, telling people to lie to their parents, pushing people to have sexual relationships or to get married. Discuss these issues in small groups.

Role play

Ask the adolescents to divide into three groups: peer pressure, good advice committee and uncertain.

Use the examples of peer pressure that you selected earlier to create a role play.

The uncertain group should stand in the middle between the other two groups.

Adolescents aged 13-17 Activity 22

The peer pressure group should try to convince the uncertain group

If the uncertain group feel convinced they can move closer to the peer pressure group.

Now the good advice committee try to influence the uncertain group, who can move closer to them if they are convinced.

Discuss:

Have you been in these situations?

Why is it so hard to resist peer pressure and what can you do?

Who can give you good advice?



Conclusion: We have talked about peer pressure from our friends around us, and how to handle it and we have learnt about where to get good advice.



Adolescents aged 13-17 Activity 23

Relationship tree

Aim: To think about positive and negative relationships in our lives.

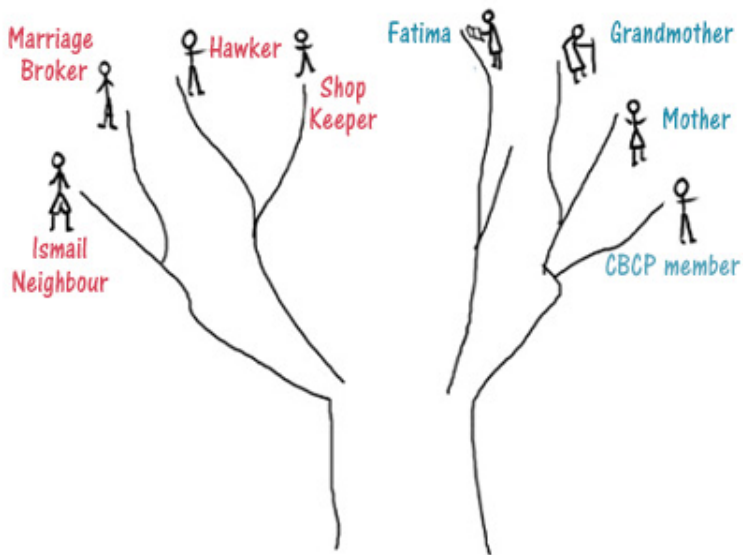
Explain: All of us are affected by the people in our lives. Some people are helpful to us, and others are unhelpful. Think of three people in your life who help you, and three people in your life with whom you have a difficult relationship.

Explain: Create a relationship tree that demonstrates the helpful and difficult relationships in your life. On your piece of paper, draw the trunk of the tree to represent yourself. Draw branches that represent positive or difficult relationships. For example, for my sister, I will draw her as a thick branch with fruit, because even when she is far away I feel that she is a strong person in my life and is protecting me.

Each adolescent should then describe and explain one important positive or difficult relationship in their lives, and explain how they drew the branch for that person and what it means.

For the difficult relationships, can other members of the group, give suggestions and/or empathize (peer-to-peer support).

Adolescents aged 13-17 Activity 23



Conclusion: We have thought about our relationships including people who can support us and others with whom we need to develop a better relationship.



Adolescents aged 13-17 Activity 24

My future

Aim: To enable adolescents to have hope and goals for the future

Do this activity in small groups.

Discuss

- What do you feel are the challenges in your life at the moment?
- Is there anything you can do to change them?
- What are your hopes for the future?
- What career do you hope for when you leave school?
- Think of a goal for your future.
- Draw a picture of yourself in the future after you have achieved that goal.

Adolescents aged 13-17 Activity 24



Conclusion: Now you all have a goal. I believe you are all hard workers and will reach your goal. I wish you success in achieving it!



Adolescents aged 13-17 Activity 25

Promoting peace

Attention! Be careful that this activity does not do harm by raising sensitive political or ethnic issues.

Aim: To enable children to think about what peace means to them and how they can help to promote peace.

Group picture

Ask: 'what is peace and what does peace mean to you?'

After they have given some ideas, tell them:

- Peace is getting along well together
- Peace is solving arguments without it becoming violent
- Peace is respecting each other and each other's differences
- Peace is being part of the same world without
- fighting
- Peace is having room to grow and learn safely
- Peace is being kind to others
- Peace is in everyone's hands

Adolescents aged 13-17 Activity 25

- **Ask:** 'How can you make your family and community more peaceful?'
- **Ask:** each person to think of three things they will do to promote peace in their family and community.



Conclusion: We have drawn a beautiful image of peace and now you can help to promote peace in your community



Adolescents aged 13-17 Activity 26

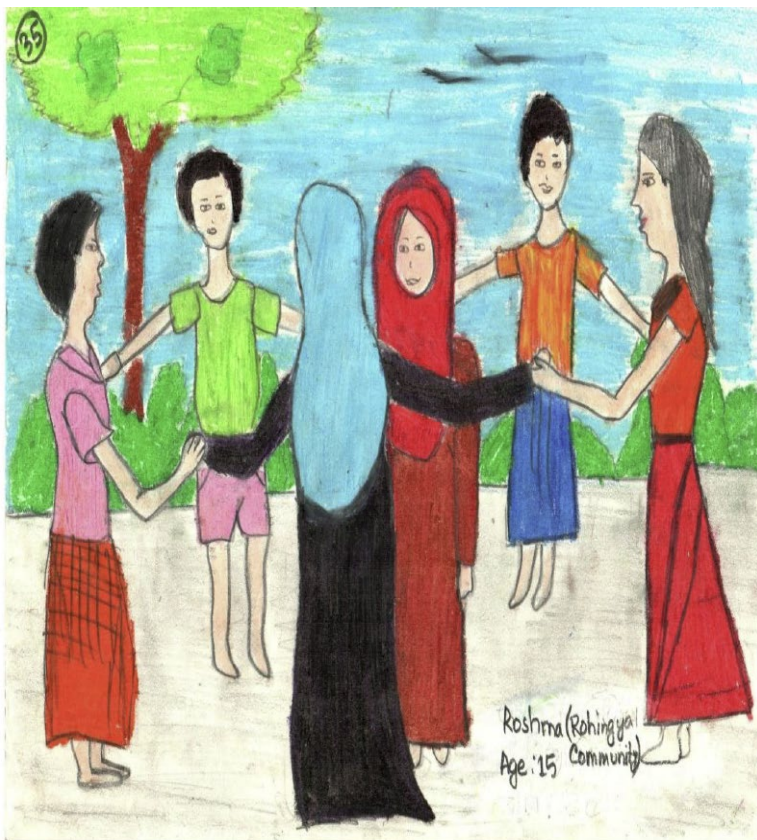
Circle of support

Attention! Attention: This activity should be done with a head teacher trained in Psychological First Aid or a PSS / Protection staff as some children may experience a traumatic flashback.

Aim: Think about how the community can better support each other.

- Participants stand in a circle and hold hands. One person represents a teenage girl and stands in the middle. Each person represents someone in the girl's family or community e.g. chief, aunt, teacher etc.
- This girl has experienced conflict and has lost a parent. Sometimes she misbehaves and doesn't want to listen. She wants to leave the circle and get into trouble. The group must try to stop her leaving the circle.
- Now the girl has got pregnant. Some members of the circle leave because they do not support her e.g. teacher thinks she is a bad influence.
- The girl now tries to leave and it is very easy because of the gaps.
- Discuss in the group about what problems this girl had and how she could have been better supported.

Adolescents aged 13-17 Activity 26



Conclusion: We have seen how the support of our communities can really help us and enable us to make the right choices in life.



Adolescents aged 13-17 Activity 26

Child Rights

Aim: to let the children know their rights under the UN Convention of the Rights of the Child (UnCRC). Children have many rights including the right to education, legal rights, and the right to play and live a healthy non-violent life.

You will receive a bundle of flash cards with this manual. You will also receive the rights as audio recordings. There are 20 cards in the bundle and each card shows one of the rights of the child listed on the next page.

You can use these cards in different ways. Be creative!

First read out all the cards to the children or ask them to read them out if they already know them.

You can then ask a group of three children to pick a card and act out the right that is written on it whilst the rest of the group need to guess the right.

In every session, you can discuss about one right in more detail.

Adolescents aged 13-17 Activity 26



Conclusion: We have learnt about child rights. Children have many rights including the right to education, legal rights, and the right to play and live a healthy non-violent life. Use your rights every day to help you have a strong future! Tell your friends that they have rights too!



Children aged 8-12 Activity 23

My Rights (not official UN CRC version).

1. All girls and boys under 18 like me have certain rights.
2. I have the right to live and not to be hurt or neglected.
3. I have the right to a name and a nationality.
4. I have the right to be with my parents or with those who will care for me best.
5. I have the right to have a say about things that affect me.
6. I have the right to have ideas and say what I think as long as it does not harm others.
7. I have the right to practice my religion.
8. I have the right to meet and set up groups with other children as long as we do not harm others.
9. I have the right to get the information which I need in accessible, easy to read format according to my need.
10. I have the right to special care, education and training, if needed, no matter my ability.



Children aged 8-12 Activity 23

My Rights (not official UN CRC version).

11. I have the right to water, food, health care and a clean and safe environment.
12. I have the right to free and inclusive education with no corporal punishment or abuse.
13. I have right to gain knowledge about appropriate life skills (e.g. hygiene education, skills training).
14. I have the right to speak my own language. I have the right to learn about and enjoy my own culture.
15. I have the right to play in a safe and secure environment. I have a right to rest, relax, play and to take part in cultural and creative activities.
16. I have the right to be protected from doing work that is dangerous or bad for my education, health or development. If I work, I have the right to be safe and paid fairly.
17. As a refugee, I have the right to protection and enjoy the same rights as the children from the nearby community.
18. I have the right to be protected from danger and get help when I need it.
19. I have the right to justice and fair treatment.
20. I should tell my friends and other children about these rights.



Adolescents aged 13-17 Activity 28

Drawing – Past, Present and future

Attention: This activity should be done with a head teacher trained in Psychological First Aid or a PSS / Protection staff as some children may experience a traumatic flashback.

Aim: to encourage students to express their thoughts and feelings through pictures.

- Ask: your students to draw a picture about the past (when they were younger, their old village) and another picture about the most difficult situation in their lives.
- Ask: After your students have finished drawing their pictures ask them to go into pairs and ask each other about the drawings using the following questions:
 - Tell me about your drawing.
 - What happened here?
 - Who is this in this drawing?
 - Where are you in this drawing?
 - How did you feel then?
 - How do you feel now?
- The teacher should move around the room to listen to some of the students. They should also be aware if any child is getting upset and if so help them.

Adolescents aged 13-17 Activity 28



Conclusion: Thank you for sharing your experiences with us today. We face many challenges in life but also many happy moments. Supporting one another can make our lives easier. We have many friends, family and teachers who can support us and share our happy moments.

Materials: You will need a large quantity of paper and coloured pencils or crayons.



Adolescents aged 13-17 Activity 29

Children involved with Substance Abuse

Aim: To help children think about the issues and dangers of getting involved with drugs.

Ask: the children if they have heard about children who use drugs including yaba. Show them the picture and discuss it.

- Ask: the children why a child might think it was a good idea to get involved in these activities
- Ask: the children what are the alternatives to this life
- Ask: who can help them against getting involved in activities with drugs?
- Ask: the children to do a role play about the life of children who use Yaba or other drugs or are involved in Yaba smuggling. It might include boys involved in using Yaba, or boys and girls recruited to carry Yaba or other illegal substances for drug traffickers from the border or in camps.
- Ask: the children who were being recruited to carry Yaba and how they felt.
- Discuss: what they could do if they were approached to carry or sell Yaba and wanted to escape (e.g. they need to know the names of their parents and their village and their age, they could try to talk to a national or international organization that supports children's rights and wellbeing).

Adolescents aged 13-17 Activity 29





Adolescents aged 13-17 Activity 30

Safety: Safety Walk/Mapping

Attention! For the visit there should be no more than 10 children in each group. Girls and boys should be in separate groups.

Aim: To help children understand the dangers and hazards in their community and to feel safer.

Ask: all the children to think of places in their neighborhood, or camp which are not safe and ask them why they are not safe. This may include drains and rubbish dumps (as children often play in polluted water and rubbish), a river, places where soldiers are based or where there are dangerous, damaged buildings etc.

- **Visit:** With one facilitator and two volunteers go for a walk around their neighborhood and stop at each place with the children to visit these places. Note down the place, take a picture and mark the GPS coordinates. At each place discuss why it is not good to go there or play in that space.
- **Upon** returning to the center make a large map and draw in the places that are not safe.
- If possible, arrange a meeting with CIC and/or Site Management for children to present their findings.
- **Follow up** by submitting a report to the Site management and note who and when will follow up.



Adolescents aged 13-17 Activity 30



Conclusion: Now we know all the dangerous places in our community and how to avoid them so we feel safer.



Adolescents aged 13-17 Activity 31

Problem and Solution Frame

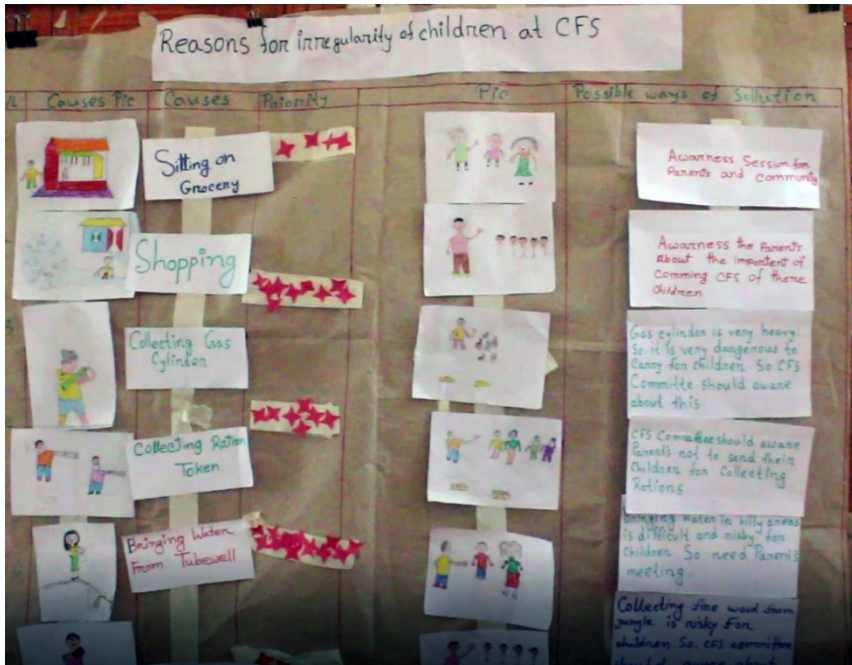
Aim: Using child rights, participants discuss issues important to them as well as design solutions.

Review the 12 child rights from previous session.

- Ask the adolescents to divide in groups of 5-6
- Ask each group to choose a right to focus on.
- Ask each participant in the group to draw a picture representing an issue that prevents from realizing the chosen right.
- Line the pictures up on the left vertically on a larger piece of paper.
- (write the problem name in English in a column just to the right of the problem pictures)
- Give each child 5 stars and let them vote to prioritise the problems.
- Now ask the participants to draw pictures of solutions to the problem they initially drew.
- Line the solution pictures up vertically to the right of the problems on the larger piece of paper.
- (write the solution name in English in a column just to the right of the problem pictures)
- Let each group present their Problem and Solution Frame to the other group.



Adolescents aged 13-17 Activity 31



Conclusion: Now you can see that while there are problems in realizing your rights there are also solutions. Can you teach the younger children this workshop?



Adolescents aged 13-17 Activity 32

Drama, Song and dance

Attention! Try to be sensitive about the different subjects, language and type of songs, drama and dances that are developed. Adolescents should be careful not to upset people in the class who are from different religious or ethnic backgrounds.

Aim: to encourage the adolescents to express their thoughts and feelings and explore issues that affect them through drama, song and dance.

- **Ask:** the adolescents, in small groups, to make up a drama, song or dance related to a specific theme, such as peace, family or friendship, which is related to their life. They should then perform it for the rest of the students.
- **Ask:** the audience to ask questions to the performers about the drama, song or dance. Why did they choose that drama, song, or dance and why was that theme important to them?
- **Ask:** your adolescents to teach the songs and dances to the other children.

Adolescents aged 13-17 Activity 32



Conclusion: Thank you for your creativity today. You worked very hard and made some beautiful dramas, songs and dances for us.





Activities for Parents / Caregivers



Parents/caregivers: Activity 1

My strengths

Aim: to teach parents about children's needs and rights and the role of parents.

Tell parents: Child protection is about caring for our children and keeping them safe. It is also about the prevention of and response to violence, abuse, exploitation and neglect.

A **group** discussion with parents/caregivers (total of 20 participants). You may also want to think about the age of the parents in the group. If they are teenage parents or older parents will it have an impact on the discussion?

Ask: What are the needs of a child and what do parents need to provide for their children? The following elements should be covered:

- **Physical:** Providing food, water, clothes, shelter, etc.
- **Emotional:** Making them feel loved, heard, understood, accepted, valued, respected
- **Learning:** Teaching them things they need to know and understand as they grow older. Right to education (girls and boys).
- **Social:** Interacting with family members and friends. Play time and games.
- **Protection:** Making them always feel safe
- **Participation:** Children need to be involved and have a voice in decision making in issues that affect their lives

Parents/caregivers: Activity 1



Conclusion: We have talked about all the different ways you can help to provide love and support for your children to make sure that they grow up to be healthy and happy.



Parents/caregivers: Activity 2A

Children's personalities

Aim: to teach parents about different types of personalities of children, how some personalities can be challenging and how they can respond to different types of children.

Say: There are five different types of child personalities (show the picture):

- Very active/inattentive:
- Angry/impulsive
- Rebellious/independent
- Sensitive/shy
- Inactive/dreamy

Say: Let's discuss the 5 different personalities of children. Think about your own children and other children you know. How can you respond to these children when their behaviour becomes challenging. Discuss in groups of 4 people.

Ask: each group to present their response to one of the personalities. Look at the responses on the next page. Add any responses that the parents have missed. Talk to them about any responses they have suggested which might be harmful to children.

Materials: Use the picture for this activity from the set of pictures and show it to the parents.

Parents/caregivers: Activity 2A



Conclusion: Children have different personalities. They are all our children and we love them but we have learnt that sometimes we need to show we care for them in different ways.



Parents/caregivers: Activity 2B

Responding to different personalities

The active or inattentive child

- Do not focus on the child's lack of attention
- Compliment the child when he or she does well
- Advise the child to think about his/her behavior
- Help the child do one thing at a time
- Help the child spend a little bit longer at each task, slowly by slowly

The angry or impulsive child

- Be patient but set clear limits
- Be warm, nurturing and trusting
- Compliment the child when she or he does well.
- Try to understand the reason for the anger
- Help the child express her or his feelings in words
- Teach child to think about his/her behaviour before acting, and to slowly gain more self-control

The rebellious or independent child

- Be patient but set clear limits
- Be gentle and respectful
- Complement the child when he or she does well
- Try to understand if there is a good reason behind the rebelliousness and respond appropriately



Parents/caregivers: Activity 2B

- Give your child choices wherever possible (letting the child choose between two different responses, both of which are acceptable)
- Support your child in making small changes to become more cooperative and flexible

The sensitive or shy child

- Be patient and take things slowly, step by step
- Be very gentle, but firm
- Complement the child when she or he does well.
- Try to understand if there is a good reason behind the extreme sensitivity and shyness and respond appropriately
- Offer to accompany the child when exploring new experiences

The inactive or dreamy child

- Be very gentle, but firm
- Complement the child when she or he does well.
- Try to understand if there is a good reason behind inactivity (including physical illness or malnutrition) and respond appropriately
- Make a special effort to attract the child's interest and attention
- Suggest activities that don't take a lot of time or physical energy



Parents/caregivers: Activity 3

Positive discipline

Aim: To teach parents about positive discipline.

Say: Positive discipline is about praising the good behavior, demonstrating good behavior and withholding privileges.

Say: Look at the statements below. How do you think we could solve these situations below using positive discipline? Discuss together.

- Your 4-year-old son is hitting his younger sister because she doesn't want to give him a toy.
- Your 16-year-old son came home late last night without permission.
- Your 1-year-old daughter is having a tantrum because you placed her in her crib for a nap.
- Your 14-year-old daughter speaks disrespectfully to you in front of your neighbour.
- Your 2-year-old son is hitting a cup against the floor. It looks like he is going to break it.

Parents/caregivers: Activity 3



Conclusion: Today we have learnt about positive discipline. We have looked at different ways we can help our children to behave and grow without hitting them or shouting.



Parents/caregivers: Activity 4

Children's Problems

Aim: to help parents better understand children's problems

- Give each parent/caregiver a stone. Tell them that this stone represents a problem of a child. Ask them to think of one problem that a child might have e.g. losing a parent, leaving their village as a result of conflict
- Put all of the stones in a bag and ask someone to carry it. They should not find it too difficult. Then ask someone to push down on the sack making it much harder. Explain that even strong children can struggle.
- Ask the participants how it would feel to carry this sack for a long time.
- Ask the participants how they can help this child e.g.
- carrying the bag for them or helping them to carry it.
- Ask the participants to think about five opportunities that children can lose when they are carrying heavy burdens, e.g. not being able to go to school.
- What are the problems for children in your community and how can you help them?

Materials: You will need some heavy stones and an empty sack.



Parents/caregivers: Activity 4



Conclusion: We have thought about a lot of the problems for the children in our community and have thought of a lot of ways we can support them to overcome them.



Parents/caregivers: Activity 5

Parents' Problems

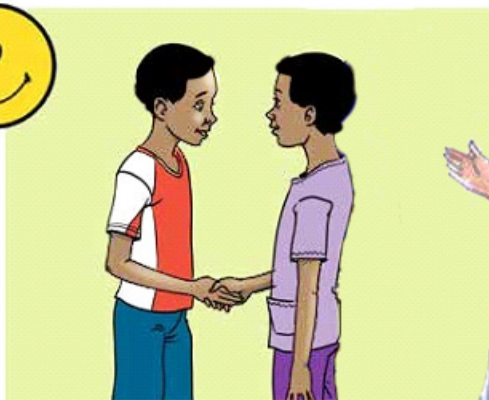
Aim: to help parents express the challenges they face bringing up children and how to handle them

- Ask participants for examples of situations where they feel angry. Then ask for examples of where they have felt angry and shouted at or hit their children.
- Ask the group to choose one of these examples and ask for two volunteers to role play the scene between the parent and child. Ask the parent and the child how they felt.
- Act out the scene again but freeze it just before the violence or shouting. Then ask the participants what the parent could do instead.

Materials: Use the picture for this activity from the set of pictures and show it to the parents.

Conclusion: We have talked about a lot of the challenges of being parents. We have also learnt about some solutions for overcoming them.

Parents/caregivers: Activity 5





Parents/caregivers: Activity 6

Circle of support

Attention! This activity may cause difficult memories for some people. You should make sure that a trained social worker or PSS case worker is present when you do it. You should also know who to refer this person to if they need further help, e.g. doctor or counsellor and case management team.

Aim: Think about what we can do to better care for and support children in the community

- Participants stand in a circle and hold hands. One person represents a teenage girl and stands in the middle. Each person represents someone in the girl's family or community e.g. chief, aunt, teacher etc.
- This girl has experienced conflict and has lost a parent. Sometimes she misbehaves and doesn't want to listen. She wants to leave the circle and get into trouble. The group must try to stop her leaving the circle.
- Now the girl has got pregnant. Some members of the circle leave because they do not support her e.g. teacher thinks she is a bad influence.
- The girl now tries to leave and it is very easy because of the gaps.
- Discuss in the group about what problems this girl had and how she could have been better supported.



Parents/caregivers: Activity 6



Conclusion: We have thought about how our help and support can really make a difference to the lives of our children.



Parents/caregivers: Activity 7

Supporting children in the community

Aim: to encourage parents to think about how they can support their children

- **Tell** the participants that now they are going to think about what they and the community can give to children to support them and make them strong.
- Now **ask** the participants to sit in a circle. Each person must think of a gift (of support rather than an object) that they received from their parents or community,
- e.g. courage, and one that they or the community can give to their child e.g. listening to them.
- The first person in the circle says what gift (of support) they received from their parents/caregivers and what gift they will give to their children. This continues around the circle.
- Support should include: caring community environment, sense of belonging, praising achievements, respect between adults and children, giving children a voice, letting children express their feelings, working together, valuing boys and girls equally.



Parents/caregivers: Activity 7



Conclusion: We all love and care about our children and we can find many different ways to support them.



Parents/caregivers: Activity 8

Value of Play

Aim: to understand the value of play for young children, to give participants practical ideas for play materials and activities they can use with their young children.

The importance of play

- Play is a right for all children. Encouraging play is one of the most important ways to support a child development, learning and well-being.
- It helps to be emotionally strong. This can help them cope with difficult and stressful situations.
- Playing with parents and friends helps children to develop strong bonds and friendships.
- Play helps children to develop their problem solving, decision-making, negotiation, language and communication skills.
- Play encourages creativity and allows them to use their imagination.



Parents/caregivers: Activity 8

Hints for Session

- Explain the participants about today's topic and time schedule
- Invite participants to share memories of play from their childhood; and ask the group as a whole if play was important to them as children and how their parents viewed play when they were children. Give a few minutes for comments.
- Comment that all children has equal rights to play: babies, young children, adolescents, girls boys and children with disabilities.
- Ask the participants how much time they give their children to play.
- Divide the participants into 2 or 3 groups and ask the groups to talk about how each play activity might be helping the children to learn or develop.
- Present to the participants the activities you have played with children in regular session and adolescence program. Explain our objectives and benefits of the play activities.
- Explain that parents or caregivers do not need expensive toys to support children's play. Explain them how they can use natural items and recycle. Ask participants to think and talk about local materials they could use to make play activities and games for their children.
- Ask them to think about some culture-specific games and which is appropriate for which age group.



Parents/caregivers: Activity 8

Value of Play (continued)

Conclusion: Play is a right for all children. Encouraging play is one of the most important ways to support a child development, learning and well-being.





Parents/caregivers: Activity 8

Value of Play (continued)



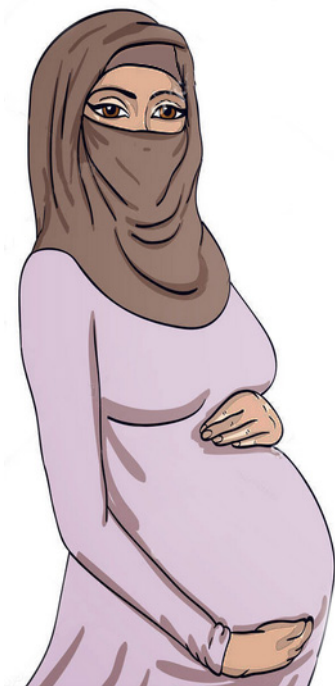


Parents/caregivers: Activity 9

Things to do to care for the pregnant mothers

Aim: To raise awareness about care for the pregnant mothers

Materials needed: Flip chart



Brainstorming Steps

Step 1: Ask the participants:

“Do you want the mother to give birth to a healthy child or an unhealthy child?”

Step 2: Participants would naturally say ‘yes’, so ask them following question:

“What can we do within our power or capacity to make that happen? Write their responses briefly on the flip chart.”



Parents/caregivers: Activity 9

- Step 3: After writing their responses, discuss that when the mother is pregnant, we need to do a few things in accordance with the following chart:

| What to do during pregnancy |
|---|
| 1 Ensure the mother goes to a health center as soon as possible as we assume/ suspect that she is pregnant. |
| Ensure the mother visits the health center regularly for ante-natal care (<i>i.e.</i> care before the birth) of the child. |
| Increase the supplies of nutritious food to the mother. |
| Make arrangements so that the pregnant mother can sleep enough at night, and in the daytime whenever she needs sleep. |
| After giving birth to a child, there should be a gap of at least two years before giving birth to another child. |

- Step 4: Ask them if they want to add anything. If not, end the session thanking everybody for their participation.



Parents/caregivers: Activity 10

Things to do to care for the mother and the newborn

Aim: To raise awareness about care for mothers and the newborn

Materials needed: Ball, flower or blocks

Role play Steps

- Step 1: Tell the participants: “You have learnt how to care for the pregnant mother. Now we will know how to care for the newborn and the mother.”
- Step 2: Divide them into two groups (Depending on the number of participants). Each group will discuss “what we should do to care for the mother and the newborn”. Inform them after discussing in the group, one of the members will role play one activity of caring for children and the other group will have to say what the role play means. If they can answer correctly, they will get one flower or blocks (any as suitable). The group which will gets the most flowers or blocks (any as suitable) will win.
- Step 3: After the game, discuss the things to do after the birth of the child in line with the information given in chapter 2 “A Child is born” in the Parenting Education Guidebook (Plan International).
- Step 4: End the activity thanking them all for their active participation.



Parents/caregivers: Activity 10

Conclusion

- Step 1: Using a ball, tell the participants that whoever gets the ball will say what s/he has learned today. After saying, s/he will pass the ball again.
- Step 2: Tell the participants that whoever gets the ball will also say about his/her today's learning. Continue as long as helpful to cover the key messages of the day.





Parents/caregivers: Activity 11

Supporting children in crisis

Aim: To explain the importance for parents and caregivers, and other community members, to support each other, and work together to protect children during crisis.

Materials needed: Flip chart/ white board, white board marker.

Brainstorming Steps

- Step 1: Explain to the participants what's a crisis or disaster:

A crisis is any event that is going (or is expected) to lead to unstable and dangerous situation affecting on individual, group. Community, or whole society. Crisis are deemed to be negative changes in the security, economic, political, societal, or environmental affairs, especially when they occur abruptly, with little or no warning.

Crisis is normally a long-term situation whereas disaster is comparatively short-term.

- Step 2: Ask the participants: "What should we do to help our children when faced a crisis or a disaster?"
- Step 3: Allow some time for answers and discussion, then consolidate their thoughts and say that:

Parents and caregivers need to know how to protect children from harmful things.

If we can anticipate that a crisis or disaster is coming, we should prepare ourselves so that our children do not get affected drastically. If we cannot anticipate it, whenever it comes, we help to try our best to overcome it to the best of our capacity; to help ourselves and our children.

Parents/caregivers: Activity 11

- Step 4: Divide the participants in two groups, and ask them to discuss among themselves for 10-15 minutes:
 - a) What reactions do you see in children in a stressful situation, or when their parents are stressed?
 - b) What type of support or help do children need in a stressful situation?
 - c) How can parents and caregivers support children during a crisis?
- Step 5: Invite each group to demonstrate their ideas in five minutes.
- Step 6: Write their responses on the flip chart and after their presentation, thank the participants for their efforts and summarize the discussion in line with the strategies given in chapter 10 titled “Child Care and Protection in Crisis” in the “Facilitators Handbook”.
- Step 7: End the session thanking all the participants for their active participation.





Parents/caregivers: Activity 12

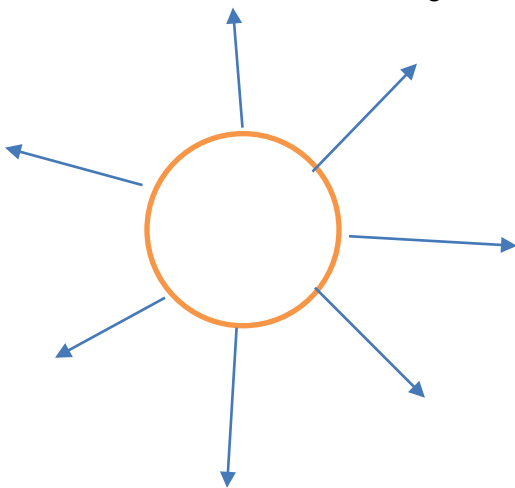
Major Child Protection Issues Exacerbated by Crisis

Aim: To learn about major child protection issues: definitions, impact, identify signs, risk factors, and role of parents and caregivers in situations of: (a) Child sexual abuse and exploitation, (b) drug trafficking, and (c) child trafficking.

Materials needed: White board, white board marker.

Mind Mapping, Group Work Steps

- Step 1: Tell the participants:
During crisis, some child protection issues are exacerbated which may lead to children experiencing various types of violence, abuse and exploitation that can have serious and long-lasting impacts on their lives. We will now discuss the major child protection concerns in crisis to be able to recognize the signs in children and how to prevent and respond to them.
- Step 2: Draw a circle like the following:





Parents/caregivers: Activity 12

- Step 3: Ask the participants: “What major child protection issues do you think are concerning in times of crisis?”
- Step 4: Put each of the responses of the participants under each of the arrows on the picture.

Ensure the three topics under this chapter (child sexual abuse and exploitation, drug trafficking, and child trafficking) are mentioned.

- Step 5: Introduce the explanation of each child protection issue/ form of abuse and its impact, in accordance with the information provided in section “Major child protection issues exacerbated by crisis” in chapter 10 titled “Child Care and Protection in Crisis” in the parenting education guidebook.
- Step 6: Using similar mapping diagram as the above, divide the participants in 3 groups to discuss on three aspects of the three issues: signs to recognize that children are experiencing/ have vulnerability to experience that form of abuse, and how parents and caregivers can protect children from that form of abuse.

You can assign each group to do the three aspects for one form of abuse, or to one aspect for the three forms of abuse.

Give them 15 minutes for the discussion.



Parents/caregivers: Activity 12

Mind Mapping, Group Work Steps (continued)

- Step 7: After 15 minutes, invite each group to present their ideas and perception. According to the time available, allow three participants from each group to present on the three points their group discussed to engage more participants; and if anybody else of the same group or other groups wants to add anything, let them do so.
- Step 8: Introduce the child protection and gender-based violence reporting mechanisms and referral pathways in the participants' community, and clearly explain to parents and caregivers where and how they can report protection concerns regarding their children, as well as for themselves.
- Step 9: Finally, thank the participants by giving them a big hand as appropriate.



Parents/caregivers: Activity 12

Conclusion

- Step 1: Ask participants to act/ draw one strategy for parents and caregivers to support children during a crisis. Depending on the number of participants, this can be a group activity. The other participants/ groups will have to say which strategy that is.
- Step 2: Thank everyone for sharing and discussing these important issues during the workshop, and announce the date, time and venue for the next workshop.



Parents/caregivers: Activity 13

Disabilities and inclusion

Aim: To allow participants to reflect on their perception of, belief about, and attitudes towards people with disabilities and their inclusion..

To clarify any myths or taboos that exist within the community to towards people with disabilities

To raise awareness about the rights and needs of children with disabilities.

To raise awareness about ways parents and caregivers can support children with disabilities.

Inform them about our program for people with disabilities.

Materials needed: Flash cards



Parents/caregivers: Activity 13

Key messages

- Often disabilities are caused by factors that parents cannot control. For instance, children may be born with or develop a disability because of:
 - Genetic diseases from parents,
 - Difficulties or complications during pregnancy, birth or soon after birth, or
 - Accidents, abuse or violence.
- Parents usually know at birth or soon after if their child is developing properly or not. Parents might notice things just by watching their children during normal daily activities or when they are playing.
- If parents suspect something is wrong, they should seek help from a trained medical person such as a health worker. A doctor or a nurse or a psychologist can do some tests and advice on the problem and what to do about it.
- Having a child with a disability can be challenging for parents, but it is essential that they keep in mind their responsibilities towards the disabled child. They should look beyond the disability, and think about their child's holistic development.
- It makes a big difference if the community accepts and supports the family without any biases. We have to work together for the optimum development of all children.
- Although a child may have a disability in one area of development, s/he may have strengths and abilities in other areas. For example, many children with physical disabilities have no problems with learning. Many children with disabilities may also be physically strong and healthy and able to perform normal household tasks if adults take time to teach them.



Parents/caregivers: Activity 13

Hints for session

- Explain to the participants about today's topic and time schedule
- Ask the following questions to the participants and give a few minutes for comments.
 - What do you think and know about people with disabilities?
 - How do people in your community treat a child who is different, perhaps because s/he limps, learn slowly, stammers or sometimes has fits?
- Share above mention key messages with the participants
- Invite someone from the group to share their experiences of story, how people with disabilities have been treated and ideas on how to support children with disabilities.
- After that arrange an open discussion on this story, how we can help and support the children with disabilities
- Share information about our current inclusion program and resources that we can offer for the children with disabilities and their family.
- Encourage everyone to share information about children with disabilities within their community and communicate with psychologist/PSS counsellor/ child protection team.

Parents/caregivers: Activity 13



Conclusion

Many children around the world are born with some condition that affects their development. If you have a child with a disability, you are not alone. It can happen within any family irrespective of societal status. Children with disabilities should not be shut away from other people. They should be including in everyday family and community life and have opportunities to play with other children. With proper support, children with disabilities can learn to manage their disability and can grow into adults who fully participate in and contribute to society.