

Children affected by armed conflict



Thomas Peter/Reuters

Background context for these workshops

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

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

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

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

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

Introduction

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

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

Opening and closing each workshop

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

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

Overview of track 2: Children affected by armed conflict

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

How to use this handbook

Introductory and closing workshops

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

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

Opening and closing each workshop

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

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

Outline 1 Recap, feedback and introduction



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

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

Outline 2 Our song



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

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

Outline 3 Workshop evaluation



To evaluate the workshop.



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



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

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



Rob Few/Freeance

Workshop 6

What is violence?

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

Aim of activities:
To start a discussion on what violence is, where it takes place and who the perpetrators of violence are.
To encourage group cooperation.

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



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

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

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

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

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

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

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

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

6.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

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

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

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

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

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

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

6.2 First name hopping



To energize the children.



Space for children to stand in a circle.



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

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

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

6.3 What is violence?



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



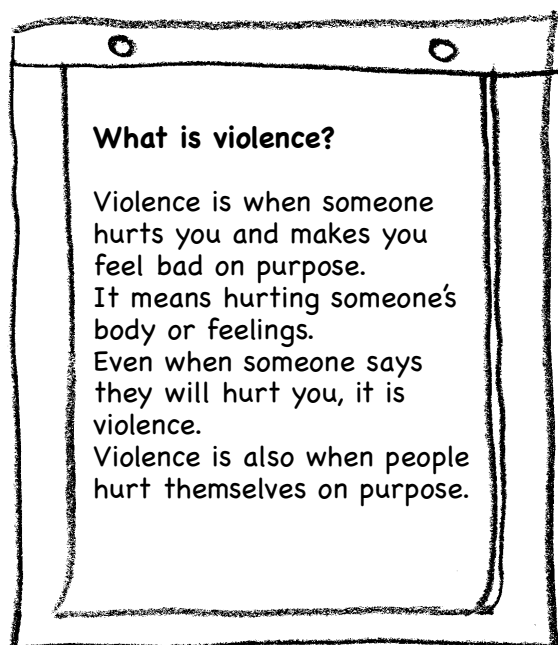
Flipcharts, markers, pens or pencils, card or paper for group work.



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

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

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



"Because we're boys, we are expected to protect our family honour. This involves us in fighting. But we don't like it."
Boy, 13, South Asia

"Two kids were fighting and one of them pulled out a gun...because there were too many people around them...he didn't do anything, but I think he would have shot him if there was no one around."
Boy, 11, North America

"Life is hard here in the streets, we are all the time harassed by the military. They come at night, any time after 10:00 p.m. They beat us with their hands or kick us with their boots. They regularly demand money or items they can sell, like mobile phones. Only those who run away and don't get caught are safe. If we have worked all day for 100 francs (US\$0.20) they can even take that."
Orphan boy, 14, West and Central Africa

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

"I'm afraid of walking to school. I'm afraid of kidnappers and the boys tease the girls, but if I tell my parents then they will stop me going to school."
Girl, 8, South Asia

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

5. Now have a group discussion about what kinds of violence against children they know of that takes place in their lives. List the different kinds on a flipchart. Below are some examples from other children. If some of these are NOT mentioned, ask the children if they have heard of these kinds of violence. If they say no, do not add them to the flipchart list, but do if they have:

- Violence between children and other young people
- Gang violence
- Sexual violence in the community
- Violence when dating
- Violence against street children
- Sex tourism
- Violence in camps for refugees and displaced people
- Trafficking and kidnapping
- Violence through the media and the Internet
- Bullying
- Name-calling
- Verbal abuse
- Violence in the school
- Violence in the home.



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

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



What did you learn from the discussions on violence today?

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

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

6.4 The fist



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



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

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

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

6.5 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

6.6 Workshop evaluation



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

Explain:



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

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



Louise Dyring/Save the Children

Workshop 7

Keeping safe from violence

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

Aim of activities:
To activate the children and prepare them for a discussion on child protection.
To explore ways of preventing or protecting oneself from violence in the home.
To discuss and raise awareness of who the children can turn to in their surrounding community if they experience violence in their home.

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

7.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

7.2 Bodyguard



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



A soft ball.



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

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



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

And to be the 'bodyguard?'

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

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

7.3 Happy endings



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



Flipchart from activity 6.3.



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

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



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

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

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

7.4 Catch my finger



To energize the children.



Space.

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

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



Developed for this resource kit.

7.5 Who can help?



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



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

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

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

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

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

Developed for this resource kit.

7.6 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

7.7 Workshop evaluation



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

Explain:



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

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

Anne Sofie Helms/ Save the Children



Workshop 8

Normal reactions to abnormal events

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

- Aim of activities:**
- To help children understand that reactions to difficult events are normal reactions to abnormal events.
 - To give the children a tool to deal with intrusive memories or negative thoughts.
 - To enhance concentration and energize the children.
 - To assess the mood of the children.

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

8.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.



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

Introduce the aim of today's workshop:



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

8.2 Find the leader



To enhance concentration and energize the children.



Space for children to sit in a circle.

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

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

8.3 Normal reactions to abnormal events



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



Flipcharts, markers.



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

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

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

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



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

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


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

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

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

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

5. Explain the following to the children:


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

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

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

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

7. Explain the following to the children:

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

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

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

8.4 Establishing a safe place



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



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



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

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

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



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


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

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

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

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

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

 *How did it feel to do this activity?*

Was it hard to concentrate? If yes, why?

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

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

8.5 Feeling the mood (Hop on the bus)



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



Space to walk around.



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

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

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

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

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

8.6 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

8.7 Workshop evaluation



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

Explain:



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

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



Oliver Mathys/IFRC

Workshop 9

Exploring feelings

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

Aim of activities:
To activate the children.
To explore and express different feelings.

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

9.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

9.2 Action names



To activate the children.



Space to stand in a circle.



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

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

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

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

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

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

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

9.3 Exploring feelings



To encourage children to explore and express feelings.




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



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


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

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

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

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

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


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

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


Examples of feelings/emotions are:

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

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

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

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

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

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


9.4 Animal mimes



To encourage children to explore and express feelings.



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

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

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

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

9.5 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

9.6 Workshop evaluation



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

Explain:



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

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



Jenny Matthews / Panos

Workshop 10

More on feelings

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

- Aim of activities:**
- To activate the children.
 - To explore and express different feelings.
 - To discuss how and why feelings change.
 - To encourage cooperation between the children.

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

10.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

10.2 Snake



To activate the children and encourage cooperation between them.



A lot of space for the children to run around.



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

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

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

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

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

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

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

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

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

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

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

10.3 Expressing feelings



To encourage the children to discuss and express emotions.

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

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



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

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

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

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

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

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

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

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

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

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

What can happen if we misread someone's feelings?

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

10.4 Feelings change



To encourage a discussion on how feelings change.



A balloon.

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



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

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

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

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

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

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

2. Now ask the children the following questions:



What happened to the balloon during the day?

What does this tell you about your feelings?

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

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

10.5 The human knot



To activate the children and encourage cooperation between them.



Space.



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

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

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

10.6 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

10.7 Workshop evaluation



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

Explain:



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

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

Helle Kiersgaard/ Save the Children



Workshop 11

My body is mine

- good touches and bad touches

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

Aim of activities:

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

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

11.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

11.2 Our bodies



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



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



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

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

Adapted from an activity by Breaking the Silence, Bangladesh

11.3 Body drawing



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

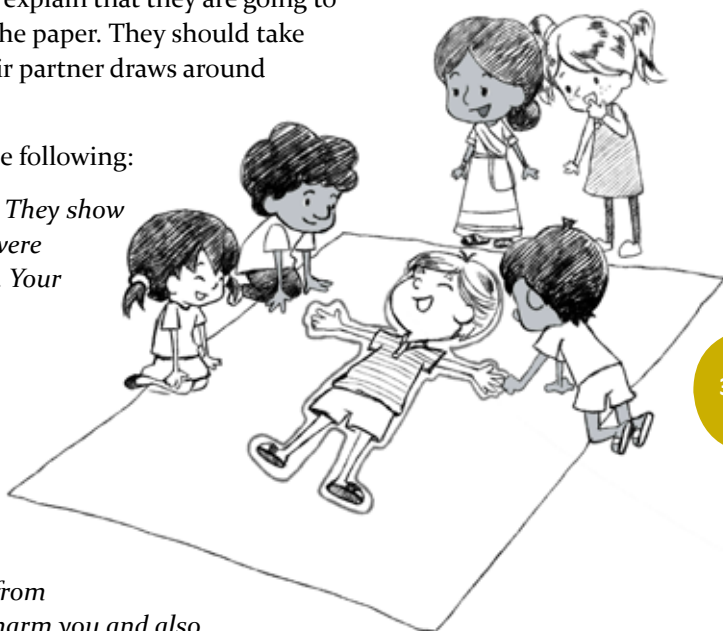


Space, one large piece of paper for each child (for example, flipchart paper taped together), drawing materials.

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



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




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

Good touches: Hugs from friends or family.

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

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

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

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

Developed for this resource kit.

11.4 Brotherly and sisterly hugs



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



Space.



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

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

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

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

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



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

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



How did it feel to give and receive hugs?

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

11.5 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

11.6 Workshop evaluation



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

Explain:



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

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



Gina Guirata / IFRC

Workshop 12

Friendship

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

Aim of activities:
To explore the meaning of friendship to the children.
To give the children an opportunity to be creative and express what friendship means to them.

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

12.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

12.2 What is a friend?



To explore the meaning of friendship.



Space for children to sit in a circle.



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

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

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

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

12.3 Friendship painting



To encourage the creative expression of feelings and experiences.

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



What was it like drawing or painting friendship?

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

12.4 Our song



Please refer to outline 2 on page 5 for instructions on this activity.

12.5 Workshop evaluation



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

Explain:



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

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



Workshop 13

Understanding conflict

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

Aim of activities:
To explore different kinds of conflict.
To raise awareness of everyday conflicts and the skills needed to resolve them.

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

13.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.



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

Introduce the aim of today's workshop:



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

13.2 Kinds of conflict



To discuss different kinds of conflict, using simple drawings.



Flipchart paper and pens.



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

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



This is a person. Every person experiences conflict inside themselves at some time, for example in their thoughts, ideas, desires etc.

Can you think of any examples?

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



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




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



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

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

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

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

13.3 Resolving everyday conflicts




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




Space, flipchart paper and pens.


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

 One of you cannot find your pen. You suspect your partner has stolen it. Make up a role-play about this situation. You do not agree in the role-play - each of you stands by their point of view without shifting.

3. After 3 minutes stop the role-play. Now ask the children to comment on the role-play.
4. Now ask the children to switch roles and play the role-play again, this time trying to find a solution.
5. After three minutes ask the children if they managed to find a solution. Ask the children to share the solutions they found.
6. Discuss with the children that there are many different ways of resolving conflicts. By sharing solutions and being open to other people's ideas, we can help build peaceful lives. Highlight any common themes in how the children resolved their conflicts, such as listening, asking forgiveness, giving compensation for loss etc.
7. Now ask the children to sit in a circle and say:

 We have talked a lot about conflicts. Now we will work on finding out what skills are needed to resolve conflicts in a positive way.

8. Ask the children what skills are needed to solve conflicts and make notes on the flip chart.
9. Make sure that the following skills are mentioned, and explain what they mean:

 Listening skills, such as not interrupting, asking questions, paying attention.
Seeing the situation from the other person's perspective.

Saying I, not you: Do not make assumptions about other people but talk on your own behalf.

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

13.4 Conflict in a tableau



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



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



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

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

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

13.5 Making rain



To energize the children.



Space.

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

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

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

13.6 Our song



Please refer to outline 2 on page 5 for instructions on this activity.



13.7 Workshop evaluation



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



Explain:



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

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



Anna Kari/ Save the Children

Workshop 14

Resolving conflicts

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

Aim of activities:
To encourage a deeper understanding of the stages of conflict.
To strengthen the children’s analytical and conflict resolution skills.

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

14.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:

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

14.2 Fire of conflict



To encourage a deeper understanding of the stages of conflict.



Space.



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

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



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

1



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

2. Continue by saying:



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

2

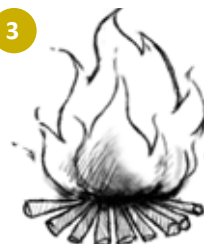


3. Continue by saying:



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


3



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


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

4. Continue by saying:

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



5. Continue by saying:

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



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

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

14.3 Conflict resolution in stages



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




Space, flipchart paper and marker.


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


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

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

14.4 Chinese dragons

 To energize the children and stimulate cooperation.


 Space.



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


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


14.5 Our song

 Please refer to outline 2 on page 5 for instructions on this activity.




14.6 Workshop evaluation

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



Explain:

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

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



Anna Karf/Save the Children

Workshop 15

A world with peace

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

Aim of activities:
To encourage group cooperation.
To discuss peace and encourage thought and discussion on what the children can do to contribute to and protect peace.

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

15.1 Recap, feedback and introduction



Please refer to outline 1 on page 4 for instructions on this activity.

Introduce the aim of today's workshop:



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

15.2 Fair discussions



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



Matches or other small sticks - five per child.



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

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



How did you feel when your matches ran out?

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

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

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

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

National Association of Child Care Workers Making a Difference

15.3 Peace tree



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



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

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

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

15.4 How can I contribute to peace?




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



Cards and pencils.

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

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

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

Developed for this resource kit.

15.5 Our song




Please refer to outline 2 on page 5 for instructions on this activity.

15.6 Workshop evaluation



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

Explain:

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

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

How to help children in crises

This track is part of a resource kit that guides the planning and implementation of a children's resilience programme. The activities described here aim to help children build strength and resilience so they can cope positively with difficult life situations. The material has special focus on the impact of armed conflicts, disasters, abuse and exploitation and living in a community with a high rate of HIV.

The full kit comprises a booklet on understanding children's wellbeing; a handbook for programme managers, and two handbooks with structured workshop activities for children in and out of school and a guide for holding meetings with parents and caregivers. All four books and additional material and activities are available electronically online and on a USB stick.

You do not necessarily need all four books to organize great activities for children. Most of the materials can be used as stand-alone resources but as a full set, they enable a good understanding of how to implement the children's resilience programme.

