

# Children affected by HIV or AIDS



## Background context for these workshops

This series of workshops has been developed for working with children who live in communities with a high prevalence of HIV and AIDS. These children are likely to have one or more of the following experiences in common:

They may have

- lost someone they loved
- witnessed family members or other loved ones become increasingly ill
- attended a number of funerals
- become orphans or know other children who have been orphaned
- experienced, or know of others who have experienced stigma and discrimination when their positive HIV status was revealed
- possibly become HIV-positive.

They may become more vulnerable to

- social exclusion from their community
- physical, emotional or sexual abuse
- negative economic consequences (increased poverty, loss of property or inheritance rights)
- increased material and shelter needs
- inadequate health care
- loss of parenting
- loss of parental guidance or good role models
- lack of affection
- adoption of risky behaviour, such as smoking, alcoholism, drug abuse some children being forced into prostitution in order to survive
- displacement.

Children who live in a community that has a high prevalence of HIV and AIDS are likely to feel a mixture of difficult and painful feelings, such as sadness, fear, anger, confusion, and guilt, over having survived when others have died. These are normal and natural responses. You may have some children in your group that have witnessed and experienced very frightening things related to the deaths of loved ones or experiences of abuse, and they may not be ready or feel comfortable to talk about these memories. Remember to respect confidentiality when children share their personal experiences. Not doing so can have very serious negative repercussions in communities where stigma and discrimination are common.

This series is different from the others in this resource kit. It has 21 workshops instead of the usual 15.

Workshop 8 involves inviting someone who is living with HIV to come and talk with the children. Try to invite someone who will be a positive role model for the children, someone they can relate to and will look up to and admire. If you do not know such a person yourself, contact organizations that provide support and information on HIV, as they often work with people in the same capacity.

Ask the children to prepare one or two questions before the meeting. Send the questions to the person before they come, so that they can prepare their answers. Be ready to ask the questions on behalf of the children at the meeting itself, in case they feel shy and uncomfortable about asking the questions.

Inviting someone who is living with HIV as a role model shows the children that it is possible to continue with normal life. It will help give the children hope for the future, if they – or the people they love – are living with HIV. It will also help challenge the issue of stigma and discrimination.

Workshop 14 includes an explanation of grooming. Grooming is the process whereby a perpetrator *prepares* a child in order to abuse him or her, typically sexually. The perpetrator slowly wins the trust or dependency of the child, to eventually be in a position where he or she can sexually abuse the child. At this point the child may be so attached to, dependent on or afraid of the perpetrator, that the child will not disclose the abuse to others, or in worst cases, may not even understand the experience as abuse.

The grooming process can include manipulation, trickery, gifts and threats. Grooming is, unfortunately, prevalent in most countries, and especially with children who are vulnerable. Parents and caregivers can also be groomed. The groomer befriends and creates dependency, either financially or for protection, and through the parents and caregivers creates easy access to children. It is important to be aware of this phenomenon and sensitize children to the risks of grooming, without making them over-suspicious or unable to trust anyone.

## Introductory and closing workshops

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

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

### Opening and closing each workshop

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

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

**Overview of track 4: Children affected by HIV or AIDS**

Workshop number and name	Theme
6. Understanding HIV and AIDS	Exploring what HIV and AIDS are, how and where to get tested, what life is like living with HIV (role model visit) and how HIV and AIDS impact our communities
7. Testing and where to get help	
8. Living with HIV	
9. Our community and HIV and AIDS	
10. Protecting ourselves from violence	Exploring how children can protect themselves from violence, with particular focus on physical and sexual abuse
11. My body is mine – good touches and bad touches	
12. My body is mine – protecting ourselves from abuse	
13. 'Protecting ourselves from abuse' messages	
14. Sexual abuse, grooming and perpetrators	Understanding feelings and reactions to the challenges faced in communities with a high prevalence of HIV and AIDS, paying special attention to fear and the sadness in losing someone or something, and to coping with the fear
15. Normal reactions to abnormal events	
16. Feelings change	
17. Dealing with loss	
18. Coping with fear	Exploring discrimination and how to prevent this from taking place
19. Preventing discrimination	
20. Helping families affected by HIV	Encouraging empathy and ideas for how to help families affected by HIV and AIDS
21. Making good choices	Talking about risky behaviour and what life choices keep children safe

## How to use this handbook

### Introductory and closing workshops

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- 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.**

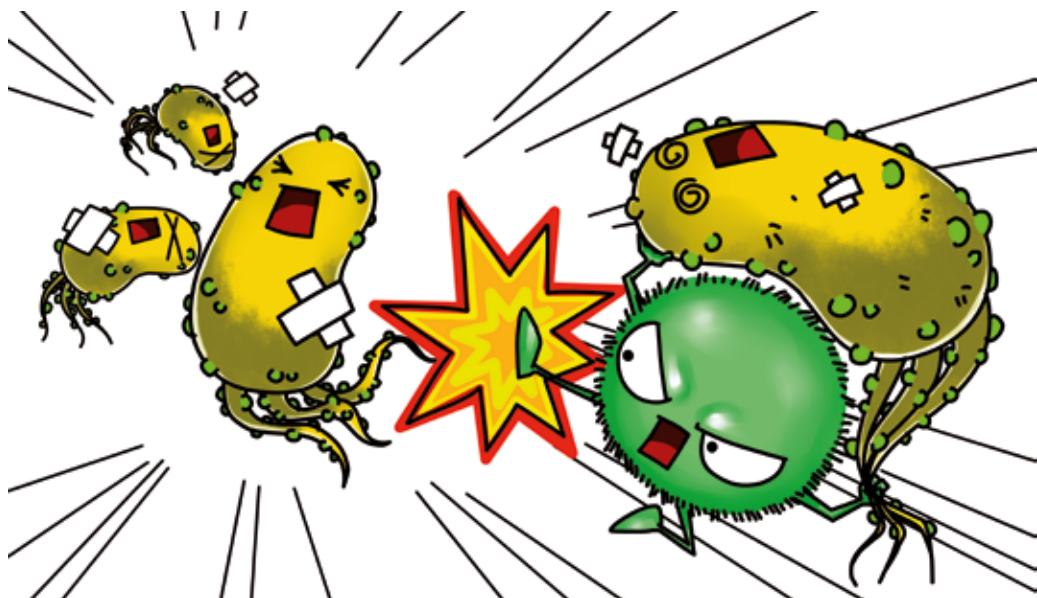


**Small pieces of paper and writing materials and flipchart with smiley faces.**



**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.



# Workshop 6

## Understanding HIV and AIDS

**Aim of workshop:** To promote an understanding of HIV, AIDS, ARVs and how HIV is contracted.

**Aim of activities:**  
To promote an understanding of what HIV, AIDS and ARVs are.  
To raise awareness and dispel myths on how you can get HIV.

Activities	Resources	Time
6.1 Recap, feedback and introduction		5 minutes
6.2 What are HIV, AIDS and ARVs?	Educational cards which can be found in the folder 'HIV Educational Cards' on the USB stick and in print.	30 minutes
6.3 Catch my finger	Space.	10 minutes
6.4 How do you get HIV?	Quiz questions (shown below) on a flip-chart but leave the 'true/false' columns blank, marker.	25 minutes
6.5 Swimmy	Two objects for bases.	10 minutes
6.6 Our song		5 minutes
6.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 6.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



Today we are going to talk about HIV and AIDS, and also about ARVs. We are going to talk about what they are, how HIV spreads and how it can lead to AIDS, and how ARVs can help people who are HIV-positive.

## 6.2 What are HIV, AIDS and ARVs?



To promote understanding of HIV, AIDS and ARVs.



Educational cards which can be found in the folder 'HIV Educational Cards' on the USB stick and in print.

1. Start by explaining the following:



As you will remember, we started these workshops by talking about what things we have in common. One of the things we have in common in this community is that many people we know are HIV-positive. Some of us have lost people we love because they became sick from having HIV-related illnesses, and some of the people we know who are HIV-positive are living healthy lives because they are taking ARV medication.

2. Ask for volunteers to explain what HIV, AIDS and ARV stand for and what they are.
3. When the volunteers have shared what they know, use the educational cards to explain more. As you hold up each card showing the picture on the front, read the script on the back.
4. When you have finished showing the cards, ask the children if they have any more questions about HIV, AIDS and ARVs.

Developed for this resource kit.

## 6.3 Catch my finger



To energize the children.



Space.

1. Ask the children to stand in one big circle with you.
2. Now explain you are going to do a little exercise to stimulate their concentration and fast reactions.
3. Ask everyone to hold up their index finger on their right hand.





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

Developed for this resource kit.

## 6.4 How do you get HIV?



To raise awareness and dispel myths on how you get HIV.



Quiz questions (shown below) on a flipchart but leave the 'true/false' columns blank, marker.



**Discussing HIV and AIDS with children who live in a community that has a high rate of HIV and AIDS may be a sensitive issue. Make sure you encourage the children to come and talk to you on their own, if they have questions or concerns after this workshop.**

1. Ask the children to sit down. Explain that you are going to talk about how a person can get the HIV virus.
2. Say you are going to do a quiz. Say you will read out some statements about HIV and the children have to say if they are true or false. If they give the wrong answer, make sure you explain the correct one straightaway and put the right answer on the flipchart.
3. Start the quiz by saying, *"As you know, the HIV virus lives in the fluids in a person's body"*.
4. Now read each statement in turn, starting the sentence with *"You can get HIV..."*

**QUIZ: “You can get HIV....”**

<b>Statement You can get HIV.....</b>	<b>True</b>	<b>False</b>
... by playing with someone who is living with HIV.		x
... by using a contaminated needle that contains the HIV virus.	x	
... by hugging someone who is living with HIV		x
... by having sex without using a condom with someone who is HIV-positive.	x	
... by shaking hands with someone who is living with HIV.		x
... by touching the blood of someone who is living with HIV with the risk that their blood can get into your blood.	x	
... by drinking from the same glass or using the same fork or spoon as someone who is living with HIV.		x
... if you are a baby born to a mother who is HIV-positive.	x	
... from mosquitoes.		x
... from swimming with someone who is HIV-positive.		x

5. Ask the children if they have any comments or questions.

**Developed for this resource kit.**

## 6.5 Swimmy



To energize the children.



Two objects for bases.



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

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

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

Developed for this resource kit.

## 6.6 Our song



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

## 6.7 Workshop evaluation



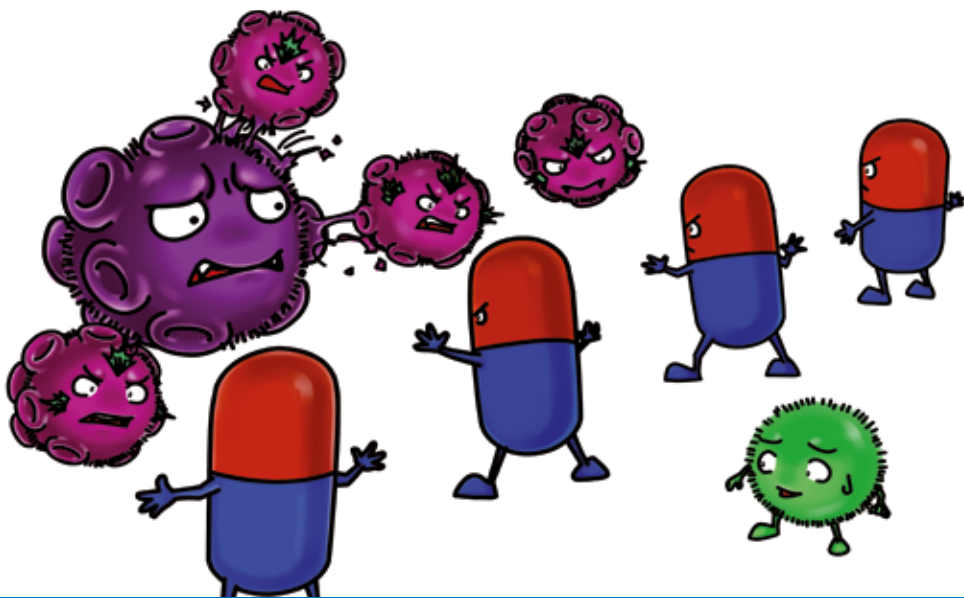
Please refer to outline 3 on page 6 for instructions on this activity.

Explain:



Now we have reached the end of today's workshop. Today we talked about what HIV, AIDS and ARVs are. These are all terms that we hear a lot and they affect our lives in the community.

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



# Workshop 7

## Testing and where to get help

**Aim of workshop:** To raise awareness of HIV testing and where to get help.

**Aim of activities:**  
To explain to the children what happens at HIV testing facilities and to orient them on where people who are HIV-positive can get help.

Activities	Resources	Time
7.1 Recap, feedback and introduction		5 minutes
7.2 HIV testing	Information about local HIV testing procedures.	30 minutes
7.3 Do like me	Space for a circle and physical movement.	5 minutes
7.4 Who can help?	Handouts with a list (with contact details) of local organizations providing support to people living with or affected by HIV.	30 minutes
7.5 Preparing for the next workshop	Paper and writing materials.	10 minutes
7.6 Our song		5 minutes
7.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes



The aim of this workshop is to explain to the children what happens at a HIV testing unit and where families can get help if someone is HIV-positive. It is important that the facilitator prepares for this workshop by getting accurate information from local services and knows exactly what the testing procedure is. Have information leaflets or other materials about HIV testing to give to the children, where these are available.

## 7.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about testing for HIV, where it is done and what happens at the testing facilities. We will also talk about where people who are HIV-positive can get help.*

## 7.2 HIV testing



To explain to the children what happens at HIV testing facilities.



Information about local HIV testing procedures.



The facilitator should get as much information as possible about local HIV testing procedures. It may be helpful to invite somebody who works at a HIV testing facility to answer questions.

**Note that HIV testing should only be done in facilities where pre- and post-test counselling is available.**

1. Ask the children to sit in a circle and explain to them that you are now going to talk about how somebody gets tested for HIV.
2. Start by asking the children who should get tested for HIV.

If they do not say it themselves, explain that with a high prevalence of HIV, everyone here should get tested. This enables the people with HIV to get the medical help they need. Highlight too that **knowledge about your HIV status gives you power** to protect your own and your loved ones' health.

3. Provide the children with as much information as possible about local HIV testing facilities and what happens when you go for HIV testing. For example:
  - Where can you get tested for HIV?
  - When can you get tested? Are there certain days that testing is done, or can you go every day?
  - Can children be tested without their parents' or caregivers' consent?
  - What is pre- and post-test counselling?
  - How is the actual test done? Is blood drawn with a needle or is it a pinprick in the finger?
  - How long do you have to wait before you get your results?
  - How do you get your results?

- Does it cost money to be tested?
  - Is the testing confidential?
4. Encourage the children to ask any questions that they may have and try to answer them. If you have invited someone from a HIV testing facility, let them take questions.
  5. If there are some questions you cannot answer, make every effort to find the answers for next time.

Developed for this resource kit.

## 7.3 Do like me



To get the children physically active and attentive.



Space for a circle and physical movement.

1. Ask the children to stand in a circle.
2. Do an action, for example, clap hands twice. Now ask the children to do the same.
3. When they have done this, ask the person standing next to you to do another action, for example they stamp their feet. Now the children have to do both actions – first clap their hands, then stamp their feet.
4. Keep adding more and more actions, going round the circle and giving everyone a turn. If there are a lot of children, stop after about ten minutes.

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

## 7.4 Who can help?




To raise awareness of what to do and where to get help if someone tests positive for HIV.



Handouts with a list (with contact details) of local organizations providing support to people living with or affected by HIV.

1. Start the activity by asking the children what *they* think a person should do if they find out they are HIV-positive. Make sure the following things are mentioned:
  - Tell someone that you trust about your status.
  - Visit a doctor to get a health assessment and to find out if you need ARVs.
  - Keep healthy and take your medication if needed.
  - Practise safe behaviour to minimize the risk of infecting others (explain that you will talk more about this in a later workshop).
2. Now ask the children if they know where people who are infected with HIV can get support. This can be medical, social, economic, nutritional or any other kind of service. Give the children the handouts you have put together.
3. End the activity by thanking the children for their participation and saying:

 *It is not easy for anyone to find out that they have the HIV virus because we have seen many people we love become sick and die from the virus. It is a frightening reality to deal with. However, today there is medication that can help most people, so they can live as long as they would have done without the virus, as long as they keep up with their medication and stay healthy and strong. It is important that people who are HIV-positive take very good care of their health and eat and sleep well and exercise.*

Developed for this resource kit.

## 7.5 Preparing for the next workshop



To prepare questions for the visitor (coming to the next workshop).



Paper and writing materials.

1. Explain to the children that next time you meet, you have invited a person who is living with HIV to come and talk with them.
2. Ask the children to think of questions they would like to ask the visitor. Give them about five minutes to think of these questions and to write them down.
3. When they are finished, collect their papers. Explain that you will put all the questions together in one list to guide the conversation with their guest next time.

Developed for this resource kit.

## 7.6 Our song




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

## 7.7 Workshop evaluation



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

Explain:

 *Now we have reached the end of today's workshop. Today we talked about where people can get tested for HIV and what happens at the testing facility. We also talked about what a person should do if they find out they are HIV-positive and where they can get help.*

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




# Workshop 8

## Living with HIV

**Aim of workshop:** To demonstrate to the children that life goes on with a positive HIV status.

**Aim of activities:**  
To give the children the opportunity to meet a role model who is living with HIV and to address any questions they may have to this person.

Activities	Resources	Time
8.1 Recap, feedback and introduction		10 minutes
8.2 Sina Says	Space.	10 minutes
8.3 Our visitor	List of questions from the last workshop.	60 minutes
8.4 Our song		5 minutes
8.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

 For this workshop, the idea is to invite a person who is living with HIV to tell the children about his or her experiences. The aim of the workshop is to demonstrate to the children that life goes on, despite the challenges a person may face being diagnosed with HIV. In most countries there are successful people who are living with HIV and who have chosen to publicly share their experiences. If you do not know such a person, contact some of the organizations working with people living with HIV. If possible, invite a young person who may have experienced challenges that are similar to the ones faced by the group of children you are working with, so they can relate easily to this person.



**Once you have arranged the visit, try to meet with the visitor before he or she comes to the workshop to explain:**

- why you have invited him or her to come to the workshop
- what the focus of your discussions with the children has been so far
- what you think would be useful for the children to learn more about
- the questions the children would like to ask.

**This will help the visitor prepare him/herself for the workshop to serve the needs of the children best.**

**At the end of the last workshop, the children wrote down questions that they wanted to ask their guest. In preparation for this workshop, consolidate this list of questions, and have it ready for the 'question time' with the visitor. Use it to ask any questions the children do not remember to ask, or feel too shy to ask. They may not feel comfortable asking some of the questions, but may still be curious as to what the visitor will say.**

## 8.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we have a visitor. This person is living with HIV and is going to tell us about their life, what it has been like to live with HIV and how they have coped with this challenge.*

## 8.2 Sina Says



To raise energy and concentration levels by activating participants.



Space.

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

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

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

## 8.3 Our visitor



To give the children the opportunity to meet a role model who is living with HIV and to ask them questions.



List of questions from the last workshop.



**One hour is not a long time for a presentation plus a question and answer session. You will need to manage the time well.**

1. Ask the children to sit in a circle and introduce the visitor. When the person has told the children about themselves and done their presentation, encourage the children to ask the visitor their questions.
2. If the children do not cover all the questions from their list, because they feel shy or uncomfortable, it will help if you ask them instead.
3. When the children have no more questions, ask the visitor they have any final things to say to the children.
4. Thank the visitor for coming to participate in the workshop, and thank the children for their good behaviour.
5. Invite the visitor to stay and hear the song that you are going to sing at the end of the workshop.

Developed for this resource kit.

## 8.4 Our song



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

## 8.5 Workshop evaluation



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

Explain:



Now we have reached the end of today's workshop. Today you have met someone who is living with HIV. You have had the chance to ask questions that you had about what it is like to live with HIV.

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

Grete Thore/ Save the Children



# Workshop 9

## Our community and HIV and AIDS

**Aim of workshop:** To discuss how the HIV epidemic has impacted the children's lives.

**Aim of activities:**  
To encourage the children to share their experiences of how HIV and AIDS have affected their lives.  
To focus on positive aspects of the impact of HIV and AIDS on their community.

Activities	Resources	Time
9.1 Recap, feedback and introduction		5 minutes
9.2 Follow the hand	Space.	10 minutes
9.3 The impact of HIV and AIDS on our lives		45 minutes
9.4 Sculpture of strength	Space for group work, materials to make a quick sculpture e.g. sticks, bits of fabric, paper.	20 minutes
9.5 Our song		5 minutes
9.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 9.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about how the high prevalence of HIV and AIDS in our country have affected our own community. We will talk about how it affects us in our homes, in our schools and in our community as a whole.*

## 9.2 Follow the hand



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



Space.

1. Divide the children into pairs.
2. Each pair stands opposite one another. One is a leader and the other a follower.
3. The leader holds up their hand, with their palm facing their partner. The partner then lines up their face with the leader's hand, keeping their face about 8" (or 20 cm) away throughout the exercise.
4. The leader can move their hand anywhere (for example, up and down, around the room, over their shoulder) and their partner must try to follow, keeping the same distance to the hand.
5. Swap over roles.

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


## 9.3 The impact of HIV and AIDS on our lives



To encourage the children to share their experiences of how HIV and AIDS have affected their lives.

1. Ask the children to make groups of four or five.
2. Explain that they will now have about ten minutes to prepare a mime (a silent story). It should take about three to five minutes to perform. It can be a story about home, school or the community – something about how HIV and AIDS have impacted them.
3. After the ten minutes, ask each group to do their mime. Ask the children who are watching to try to put words to the story. At the end of each group's story, take some time to talk about what the group performed. Here are some questions to stimulate discussion:
  - What happened in this story?
  - What do you think the people in the story were feeling?

4. When everyone has done their mimes and talked about the stories, complete the activity by asking the questions below.

 *What was it like doing these mimes?*

*What has it made you think about - in terms of your home, your school and the community and the impact of HIV and AIDS?*

Developed for this resource kit.

## 9.4 Sculpture of strength



To encourage a focus on strengths that the children have seen or experienced in relation to the impact of HIV and AIDS on their community.



Space for group work, materials to make a quick sculpture e.g. sticks, bits of fabric, paper.

1. Divide the children into four groups.
2. Explain that they are now going to create a sculpture of strength using themselves or the materials provided.
3. Ask them to first sit and think for a few moments about the mimes they just did and how HIV and AIDS have impacted in so many different ways.
4. Now ask them to talk in their groups about the strengths they have seen, either in their families, in their peer groups, in the school or in the community. It can be strengths of individuals or teams of people, of organizations, or anything else that somehow showed strength in the face of the challenges created by the HIV and AIDS epidemic.
5. Now ask them to create a sculpture using their own bodies or the materials provided, to try to represent a strength they have seen. Give them about five minutes to do this.
6. Ask each group in turn to present and then talk about their sculpture.
7. Complete the activity by saying the following:



*HIV and AIDS have created many challenges for us, both as individuals and also as groups in our communities. Many people we know and love have become very sick and have passed away, making many families vulnerable. However, there are also many people who are living with HIV that are still healthy and strong - some who are taking ARV medication and others who don't need to. There are also many people, both from inside the community and outside of the community, who have shown strength by helping families in need.*

*As you have all shown me today, even though HIV and AIDS have impacted all of our lives in challenging ways, there are always positive strengths that can give us hope. In these sculptures you have shown each other these strengths. It is important to remember that there is always hope, and to focus on the strengths we all have to get through the challenges we face every day.*

Adapted from National Association of Child Care Workers *The Way of the Peaceful Warrior*

## 9.5 Our song



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

## 9.6 Workshop evaluation



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

Explain:



*Now we have reached the end of today's workshop. Today you shared how HIV and AIDS have impacted your lives. You also showed each other the strengths that go with the challenges we face, reminding us that we should remember to focus on positive things and keep hope, even in difficult times.*

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

Anne Sofie Helms/ Save the Children



# Workshop 10

## Protecting ourselves from violence

**Aim of workshop:** To give the children tools to protect themselves from violence

**Aim of activities:**  
To activate the children and prepare them for a discussion on child protection.  
To discuss what violence is and what kinds of violence are common in the children's community.  
To explore ways of preventing or protecting oneself from violence.  
To discuss and raise awareness of who the children can turn to in their community if they experience violence or are afraid they will.

Activities	Resources	Time
10.1 Recap, feedback and introduction		5 minutes
10.2 Bodyguard	A soft ball.	10 minutes
10.3 What is violence?	Flipchart paper with definition of violence written on it, blank flipchart paper, markers, pens or pencils, card or paper for group work.	30 minutes
10.4 Happy endings	Space.	20 minutes
10.5 Who can help?	Paper and pens/pencils. Lists of organizations providing protective services and/or counselling services with current phone numbers and addresses.	15 minutes
10.6 Our song		5 minutes
10.7 Workshop evaluation	Paper and writing materials and flip chart prepared with smiley faces.	5 minutes





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

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

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

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

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

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

**NOTE:** This information is needed for the last activity in this workshop.

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



## 10.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about violence and how to protect ourselves from violence. Violence occurs all over the world, in every country and every community. When lives are changed and more people than usual are suffering, some people may react by engaging in violent acts.*

*Today we are going to talk about what violence is; the different kinds of violence that children sometimes experience; how you can protect yourself from violence and where you can get help.*

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

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

## 10.2 Bodyguard



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



A soft ball.



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

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

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

And to be the 'bodyguard'?

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

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

## 10.3 What is violence?



To introduce the topic of violence and talk about it in relation to the children's communities.

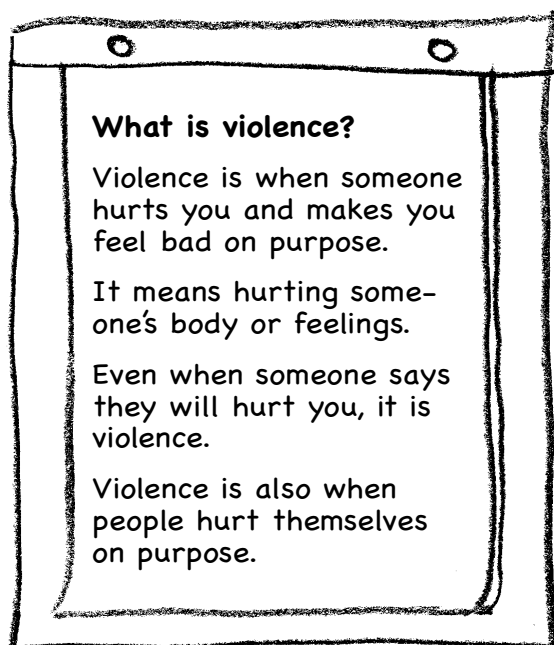


Flipchart paper with definition of violence written on it, blank flipchart paper, markers, pens or pencils, card or paper for group work.



Please read the notes on working with children on the issue of violence, before starting any of the activities that address violence.

1. Ask the children to sit in a circle and explain that during the workshop today, some people may want to share personal experiences, and others may not, and remind them that this is OK.
2. First, ask the children to brainstorm the word 'violence'. Then show them the definition of violence on the flipchart. See the definition on the diagram.
3. Ask them if there is anything they want to add to this definition and write it up on the flipchart.
4. Tell the children that there are many different ways that girls and boys all over the world experience violence. Ask the children to sit in a circle.
5. Read the quotes below from the **Secretariat of the United Nations Secretary-General's Study on Violence against Children (2006)** *Our right to be protected from violence*. Explain these are quotes from children around the world who have experienced violence in their community:



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

Boy, 11, North America

"They give them drugs so that they become addicts; then they beat them, they rape them, they don't respect them, they threaten them. They take them to their house


and they sleep with them. Sometimes they kidnap them, ask for money and then kill them.”

*Girl, the Caribbean*

“I’m afraid of walking to school. I’m afraid of kidnappers and the boys tease the girls, but if I tell my parents/caregivers then they will stop me going to school.”

*Girl, 8, South Asia*

6. Now have a group discussion about the children’s communities and the kind of violence they see perpetrated against children. Make a list of everything the children mention. Below are some examples from other communities. If some of these are NOT mentioned, ask the children if they have heard of these kinds of violence in their community. (If they say no, do not add them to the flipchart list.)
  - Violence between children and other young people
  - Gang violence
  - Sexual violence in the community
  - Violence when dating
  - Verbal abuse: name calling, degrading remarks
  - Bullying
  - Ignoring and excluding someone
  - Violence against street children
  - Sex tourism
  - Violence in camps for refugees and displaced people
  - Trafficking and kidnapping
  - Violence through the media and the Internet.
7. Now ask the children to get into two circles, an inner circle and an outer circle, with the same number of children in each. Ask them to stand or sit so that they face each other – a person from the inner circle will be facing a person in the outer circle. If there is an odd number of children, join the circle so everyone has a partner.
8. Now explain that you are going to ask a question about violence in the community. Each person in the pair will answer the question.
9. Then the people in the outer circle will step one place to their left (clockwise), so they are facing a new partner. Then they will get a new question to discuss.
10. Repeat for several questions. Some sample questions are given below. You can also make up others:
 

 *Where are places in the community that you feel safe? Why?*

*Where are places in the community that you don’t feel safe? Give reasons.*

*What do you think are the most serious types of violence in your community? Explain why.*

*What do you think are reasons for violence in your community?*

*What kinds of actions would help in stopping violence in your community?*
11. When all questions have been answered, thank the children for their participation, and tell them you are now going to do some role-plays about protecting themselves from violence.

## 10.4 Happy endings



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



Space.

1. Explain that you are now going to explore ways of preventing and protecting oneself from violence.
2. Refer to the flipchart from **Activity 15.3: What is violence?** Divide the group of children into three smaller groups. Ask each group to choose one of the examples from the list. Give the groups about five minutes to prepare a short role-play (about two minutes long).



**Important:** The children must not act out any physical or sexual violence in the role-plays – that is not safe for anyone. In their groups they should work out ways of representing violence symbolically.

3. When the groups are ready, ask them to do their role-plays in turn for the whole group. Say that you will be freezing the action at certain points, to discuss what is happening or to ask for input from the audience. Give them each about seven minutes for the role-play, including the freeze.



**It is up to you to decide when to freeze the action in the role-plays. The aim of freezing action is to encourage the audience to come up with ideas for different outcomes leading to happy endings.**

For example, if the role-play shows a father who is about to beat his child – freeze the action, and ask the audience what could be done to prevent this violence from happening, and what could be a happy ending to the role-play. Let the children discuss the various suggestions, and remind them that no ideas are right or wrong.

4. When everyone has finished, complete the activity with the questions below.



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

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

*What did you learn from the discussions on violence?*

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

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

## 10.5 Who can help?



**To raise the children's awareness of local organizations if they experience violence in their community.**



**Paper and pens/pencils. Lists of organizations providing protective services and/or counselling services to children and families experiencing violence, with current phone numbers and addresses.**

1. Ask the children to sit in a circle. Explain that the final activity you are going to do on the topic of violence is talking about who children can turn to in the community if they either are, or they are afraid of, experiencing violence in the community.
2. Ask the children to divide into groups of four. In these groups they should make a list of all the people or organizations they know of that can help children who have experienced violence.
3. Give them about five minutes to do this.
4. Now ask the groups to share their lists, and note all the organizations named on a flipchart.
5. Thank the children for their ideas and information and give them the lists you have prepared. If there are any new agencies on the flip chart list that you had not included, ask the children to add them, or tell them you will update the list and give them a new copy next time you see them.
6. To complete the activity, ask the children what would make it difficult for someone who was experiencing violence in the home to call someone to talk about it? In the discussion, encourage the children to think of solutions to such obstacles or challenges.

For example, if someone says, "A child could be afraid to call the social services because it would make her parents or caregivers angry," you could say, "Yes, this is true. What do others think about this? What suggestions do you have to deal with this fear the child has?"

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

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

**Developed for this resource kit.**

## 10.6 Our song




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

## 10.7 Workshop evaluation



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

Explain:

 Now we have reached the end of today's workshop. Today we talked about violence and about the kinds of violence you know take place in your community. We have also done some role-plays to make us think about ways to protect ourselves from violence. Lastly we talked about the people you can turn to if you are experiencing violence or are afraid someone will hurt you in the future.

*Thank you all for your participation and your valuable input. We have learned many things from each other today.*

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

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 5 for instructions on this activity.

Introduce the aim of today's workshop:



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

## 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.

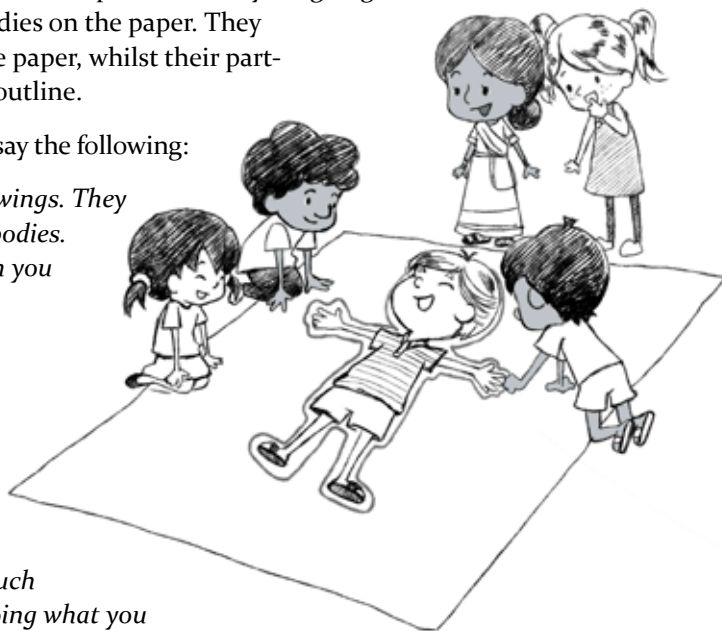


Space, one large piece of paper for each child (for example, flipchart paper taped together), drawing materials.

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 6 for instructions on this activity.

## 11.6 Workshop evaluation



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

Explain:



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

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



Rob Few/IFRC, Freeance

# Workshop 12

## My body is mine – protecting ourselves from abuse

**Aim of workshop:** Awareness of body and body boundaries.

**Aim of activities:**  
To explore the concepts of personal space and self expression.

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

## 12.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:

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

## 12.2 Personal space



To explore the concept of personal space.



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

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

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



**OK**



**Not OK**

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




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

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

*Now put your arms down.*

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

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


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


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

Adapted from an activity by Breaking The Silence, Bangladesh

## 12.3 Protecting myself



 To raise awareness about self-protection.

 Space, flipchart paper.

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

Adapted from an activity by Breaking The Silence, Bangladesh

## 12.4 Touch blue



To energize children and engage them in physical activity.



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



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

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

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

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

## 12.5 TV show



To encourage awareness-raising about self-protection.



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



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

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

Please note that this activity continues into the next workshop.

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

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

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



**Developed for this resource kit.**



## 12.6 Our song



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

## 12.7 Workshop evaluation



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

Explain:



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

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



Louise Dyring/ Save the Children

# Workshop 13

## Protecting ourselves from abuse – messages

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

**Aim of activities:**  
To continue the creative expression of self-protection messages from the previous workshop.

Activities	Resources	Time
13.1 Recap, feedback and introduction		10 minutes
13.2 TV show 2	Materials for TV show from the previous workshop.	60 minutes
13.3 Trick ball	Ball.	10 minutes
13.4 Our song		5 minutes
13.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 13.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

## 13.2 TV show 2



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



Materials for TV show from the previous workshop.

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



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

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

### 13.3 Trick ball



To activate and energize the children.



Ball.

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

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

### 13.4 Our song



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

### 13.5 Workshop evaluation



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

Explain:



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

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

Amr Abdallah Dalry/ Reuters



# Workshop 14

## Sexual abuse, grooming and perpetrators

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

- Aim of activities:**
- To raise awareness on sexual abuse.
  - To raise awareness about abusers.
  - To enhance self-confidence and self-respect.
  - To raise awareness on grooming and self-protection.

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



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

## 14.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

## 14.2 What is sexual abuse?



To raise awareness on sexual abuse.



Flipchart and pens.



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

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



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

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

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

When someone

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

## 14.3 Who are the abusers?



To raise awareness about abusers.



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

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

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

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

## 14.4 Grooming



To raise awareness about grooming and self-protection.



Flipcharts and markers

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



*Has anyone heard about grooming before?*

If no one responds, explain:



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

4. Explain that grooming starts like this:



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

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

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

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

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

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

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

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

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

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

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



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

Developed for this resource kit.


## 14.5 Mirror in a box



To enhance self-confidence and self-respect.



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

1. Ask the children to sit in a circle. Place the box in the middle of the circle, making sure the lid is down.
2. Explain to the children that they will now take turns at having a look inside the box. Tell them they should look inside the box and then close the lid again. Ask them not to tell their friends what is in the box, but they should keep it as a surprise for everyone.
3. Now say to the children:  
 *This box contains the picture of someone really precious and important that you should respect and take very good care of.*
4. Now ask the children to look in the box, one at a time. They will see their own reflection in the mirror. When they have had a look in the box, ask them to return to the circle.
5. Follow up with the questions below.



*How did you like this exercise?*

*Were you surprised?*

*What is the message of this exercise?*

Unknown

## 14.6 Our song



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

## 14.7 Workshop evaluation



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

Explain:



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

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



Louise Dyring/ Save the Children

# Workshop 15

## Normal reactions to abnormal events

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

**Aim of activities:**

Activities	Resources	Time
15.1 Recap, feedback and introduction		10 minutes
15.2 Find the leader	Space for children to sit in a circle.	10 minutes
15.3 Normal reactions to abnormal events	Flipchart paper and markers.	40 minutes
15.4 Establishing a safe place	A quiet space, where the children will not be disturbed by noise or by other people walking around.	20 minutes
15.5 Feeling the mood (Hop on the bus)	Space to walk around.	5 minutes
15.6 Our song		5 minutes
15.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 15.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*We have been talking for quite some time now about HIV and how HIV has impacted our lives. We have also worked on issues of protecting ourselves from violence and abuse.*

*Living in a country with a high rate of HIV can lead to very difficult experiences for many people - watching someone you love become very sick, and maybe even die; having to move from your home to live with other people; not having the same opportunities as before because your family does not have as much money as they used to; seeing or experiencing violence or other forms of abuse, etc. There are many different things that people experience, and these affect different people in different ways.*

*Some people have a difficult time because they have disturbing memories of things that make them sad or afraid. These can be memories of something bad or difficult that happened to them or someone they love, and they cannot stop thinking about it. Today we will explore a special method of preventing these memories from disturbing you. We will also do some fun activities together.*

## 15.2 Find the leader



To enhance concentration and energize the children.



Space for children to sit in a circle.

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

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

## 15.3 Normal reactions to abnormal events



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



Flipchart paper and markers.



This activity involves reading a story about a child who loses both his parents to illness. Read the story beforehand and make sure you feel comfortable reading it to the group. If parts of the story should be changed to be more appropriate for the group, do this beforehand.

This activity involves sharing of sensitive and difficult memories and emotions. Be aware of this and praise the children for sharing.

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

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



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


*Michael was about your age when the trouble in his life began. He lived at home with his mother, father and three sisters. Some years before, his father had started going away for many months at a time to work in the big city. He would only come home for a weekend every now and then, or maybe for a few weeks once a year. The one time he came home, he was very sick. He was coughing all the time, and looked very weak. He went to see the doctor, but the doctor said there was nothing he could do because he was already too sick. Michael watched his father get weaker each day, until one day he stopped breathing and died.*

*Michael and his sisters and his mother were very sad and he missed his father a lot. A few months after his father died, his mother also became sick. She started coughing in the same way as his father, and Michael became very afraid that she too would die.*

*Michael wanted her to go to the doctor, but since his father had died, they had no money in the house to pay for the doctor. His mother got more and more sick, until she too died. Now it was just Michael and his three sisters on their own. Some of the neighbours came to help and gave them food, but other people avoided them, and would not even look at them when they walked to the shops.*

*At night, when Michael was going to sleep, he would get very afraid. He could not fall asleep because he would see images of his mother and father, when they were very sick and dying, and he was afraid the same illness would affect him or his sisters and they would all die.*


Use Michael's story as a way of encouraging the group to begin to talk about difficult experiences. If a child interrupts to volunteer that something like this has happened to them or to someone they know (not someone else in the group), reinforce this and allow them to speak. Praise them specifically for volunteering something that was personal or difficult. If none of the group has said anything, say something like:

 *The reactions that Michael had after he experienced watching his parents die can happen to anyone. In fact, most children have some of the sorts of problems that Michael had, if they've experienced very difficult things. It's normal to have these sorts of reactions. Let's think first about what sorts of things can cause these reactions.*


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

Encourage the group to contribute personal experiences without, at this stage, asking for details or for their reactions to them. Based on the list that the group compiles, make it explicit what it is that characterizes difficult experiences. They are experiences that make you sad and afraid and can make you feel helpless.


3. Say the following to the children:

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


4. It is important for the group to hear that these kinds of reactions to difficult experiences are common, normal, can happen to anyone, and that there is something that can be done about them. Without going into detail of each child's experience, nor details of his or her current problems, start to compile a list of symptoms from the group's own experiences where possible. Ask some open questions, and fill in where necessary from Michael's story, to get a basic list of symptoms. For example, you could ask:

 *Do you know of anyone who has similar problems to Michael? What kinds of problems? What sorts of things do you think could happen when someone has these kinds of experiences?*

5. When you have made a general list of symptoms, say something like:


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

6. Now ask the children:

 *What sorts of things remind you of what happened?*

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

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

 So, even though you may try to push the memory away, it still comes back in the end, either when there are reminders around, or when you are asleep, or sometimes just out of the blue. Today we will start learning some tricks and special things to do so that you are the one in charge of your memories and you can control them better. You won't be able to forget what happened to you, but you will be able to remember it when you decide, not when your memory decides, and it won't be so scary to remember. You'll be able to use these tricks now if you have some of these problems, and in the future if they come up then. The important thing is to practise the skills that you learn today, so that you'll be ready to handle bad memories if they come up in the future.

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

## 15.4 Establishing a safe place




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



**A quiet space, where the children will not be disturbed by noise or by other people walking around.**

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

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


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

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

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

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

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

 How did it feel to do this activity?

Was it hard to concentrate? If yes, why?

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

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

## 15.5 Feeling the mood (Hop on the bus)



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



Space to walk around.



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

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



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

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

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

## 15.6 Our song



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



## 15.7 Workshop evaluation



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



Explain:



*Now we have reached the end of today's workshop. Today we talked about the normal reactions that children have when they have had difficult experiences. We have talked especially about memories that disturb us and make us afraid. You have learned a tool to deal with memories that disturb you or make you afraid.*

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



Rob Few/IFRC, Freeance

# Workshop 16

## Feelings change

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

**Aim of activities:**  
To help children share their feelings and understand that feelings change.  
To get to know one's feelings and how feelings can be expressed, and to encourage motor co-ordination.

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

## 16.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



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

## 16.2 Snake



To activate the children and encourage cooperation between them.



A lot of space for the children to run around.



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

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

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

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

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

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

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

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

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

## 16.3 Our feelings



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



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



# Colour your feelings

Name \_\_\_\_\_

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

green

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yellow

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blue

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choose  
a colour

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---

red

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---

---

purple

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




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

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


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

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

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

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

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

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

*What did you learn about others' feelings?*

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

## 16.4 Feelings change



To help children understand that feelings change.




A large balloon.



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

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

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


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

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

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

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

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

 *What happened to the balloon during the day?*

*What does this tell you about your feelings?*

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

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

## 16.5 Show me how you look when you feel...



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



**A ball.**

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



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

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

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

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

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

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

## 16.6 Our song



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

## 16.7 Workshop evaluation



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

Explain:



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

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



Kazbek Basayev/Reuters

# Workshop 17

## Dealing with loss

**Aim of workshop:** To encourage sharing about the people and things the children have lost.

**Aim of activities:**  
To build up trust and group cohesiveness and to encourage children to take responsibility for one another.  
To encourage sharing of losses due to the challenges they are facing and encourage coping with these losses.

Activities	Resources	Time
17.1 Recap, feedback and introduction		5 minutes
17.2 Dealing with loss	Paper, writing material, creative materials (drawing, painting), old magazines or newspapers, glue, tape, flipchart paper, large box.	70 minutes
17.3 The train of silly walks	Space.	10 minutes
17.4 Our song		5 minutes
17.5 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes



## 17.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about the losses that many of you have experienced as a result of the HIV epidemic. This includes the loss of loved ones, but for some of you it may also mean the loss of your home, or the loss of access to things you were used to, before the community was affected by the HIV epidemic.*

## 17.2 Dealing with loss



To encourage discussion and sharing of what losses the children have experienced.



Paper, writing material, creative materials (drawing, painting), old magazines or newspapers, glue, tape, flipchart paper, large box.



**This activity encourages sharing personal losses and may lead to feelings of sadness and grief. If possible it is a good idea to have additional supportive facilitators for this workshop to ensure that all children who need extra support can be given this.**

If any of the children become very sad, remind them that this is natural and it is OK to feel this way. Comfort them, and talk openly about how it is OK to be sad when you remember the people that you love. This is because they have good memories of that person, and it is difficult not to be with them anymore.

**Make sure that all the children feel OK at the end of the workshop. If any of the children are still feeling very sad, make sure to follow up on this before they leave the workshop.**

1. Start the activity by explaining:



*One of the most difficult challenges caused by the HIV epidemic is loss. Loss of loved ones, and loss of a life that you were used to before your family or community were affected by HIV. Losses make you really feel that your life has changed, and they can be very difficult to accept and deal with. Yet, it is also important to remember the loved ones we have lost, and to remember what life was like when they were still with us.*

2. If they share that they have lost someone they loved, you can ask directly if they want to say who the person was, and how they felt (sadness, relief, anger, exhaustion, fear, or any other feelings). Have each person talk about this and have them say what they liked most about this person, what they did with this person – their memories about this person.

If they become sad and cry, give them permission to do so. Say something like: *"It is OK to cry if you are sad. I understand that you are sad because you lost someone you loved"*. You can also ask the other children how they can comfort one another when they are sad, and encourage them to do this.

3. If there is a child who does not want to speak about their loss, do not make them. Just say: *"You don't want to talk right now, that is OK. Maybe you'll want to share with us"*

*some other time and that's fine.*" You should be ready for the possibility that a child may want to share about this at a later stage when they feel more trust.

4. Now give them drawing or painting materials, old magazines or newspapers, or any other materials they can use to make a collage or picture.
5. Ask them to make a picture that represents the losses they have experienced. It does not have to be a picture of a person or of any particular thing that they have lost, but it should be a picture of something that is connected to the losses they have experienced.
6. Give them about 20 minutes to work on this.
7. When they have finished, ask them to sit in a circle and invite them to share their losses. Tell them that you would like to hear from anyone who feels comfortable about sharing. Do not press anyone who is not ready to share in the group setting.
8. If they share that they have lost someone they loved, you can ask directly if they want to say who the person was, and how they felt (sadness, relief, anger, exhaustion, fear, or any other feelings). Have each person talk about this and have them say what they liked most about this person, what they did with this person – their memories about this person.  
  
If they become sad and cry, give them permission to do so. Say something like: *"It is OK to cry if you are sad. I understand that you are sad because you lost someone you loved"*. You can also ask the other children how they can comfort one another when they are sad, and encourage them to do this.
9. When the child is talking about their loss, make sure the group is respectful and listening. And when they have finished, thank them for sharing and trusting the group.
10. If there is a child who does not want to speak about their loss, do not make them. Just say: *"You don't want to talk right now, that is OK. Maybe you'll want to share with us some other time and that's fine."* You should be ready for the possibility that a child may want to share about this at a later stage when they feel more trust.
11. Once all the children who wanted to have shared their experiences, invite the ones who have not, to do so. If they still do not want to, do not insist.
12. When it is time to leave, have the children take their collages and ask them what they want to do with them. Suggest they say goodbye to their losses through their collages. This can be a symbolic gesture. Ask that each child be quiet as they look at their collage, remembering the people or things that were represented. Tell them to say thank you for the time they had shared with them, for the love and affection, if they were human losses, and to say goodbye to the things or people in the collage. Then you can ask them to put the collages in a box that you have put in the centre of the circle.
13. When all the collages are in the box, close it. Ask the children to sit in a circle and to hold hands and to reflect for a minute, and have a personal prayer or thought for the losses.
14. If any child would like to say a prayer out loud, they can do so.
15. End the activity by saying the following:



*It is sometimes painful to think about the people and the things we loved that we have lost. This is difficult for everyone. However, it is important to remember them, and the good times we had with them. Sometimes it helps to keep something that reminds*

*us of our lost loved ones, that we can look at every now and then when we miss them. If any of you have a picture or something else that reminds you of who you lost, keep this in a safe place to remind you.*

*Sometimes we have a difficult time sleeping, because we miss the people we lost. If this happens to you, you can try to lie still in your bed, and fill your mind with good thoughts: either memories of something that made you happy, or think of something you have always wanted to try in the future. Accept that you are unable to sleep, and try not to worry about it, but instead find quiet and peaceful thoughts, to make your body and mind calm. Eventually you will fall asleep. Remember that you are the one who controls what you think about.*

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

## 17.3 The train of silly walks



To energize the children.



Space.

1. Ask the children to stand in a circle. Now ask them all to turn to their right.
2. The facilitator breaks the circle so there is a beginning and an end. Now tell the leader of the line to start walking.
3. The train can move anywhere and the leader can change the walk, make noises, wave their arms and so on, and the rest have to copy their exact movements and sounds.
4. After about 30 seconds, let someone else be the leader. Continue switching till the time for the activity is over.

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

## 17.4 Our song



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

## 17.5 Workshop evaluation



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

Explain:



*Now we have reached the end of today's workshop. Today we have talked about our losses. This may have been difficult for some of you, because it makes us sad to think about people or things that we have lost. Thank you all for sharing and for taking care of your friends when you saw that they felt sad. It is not an easy thing to talk about, but it is good to share your feelings with others.*

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



Louise Dyring/Save the Children

# Workshop 18

## Coping with fear

**Aim of workshop:** To explore the feeling of fear and different ways to cope with it.

**Aim of activities:**  
To identify different feelings. To explore the feeling and role of fear and different ways of coping with it.  
To physically activate the children and to find ways of coping with fear.

Activities	Resources	Time
18.1 Recap, feedback and introduction		5 minutes
18.2 Trick ball	A ball.	5 minutes
18.3 Coping with fear	Flipchart with headings in a table. Cards to write feelings on. Box to put cards in.	60 minutes
18.4 Crossing the river	Space, paper.	10 minutes
18.5 Our song		5 minutes
18.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 18.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about feelings again. We are going to explore one feeling in particular, the feeling of fear. We are going to talk about it together, about what kind of situations lead to the feeling of fear, and what kinds of things we can do to deal with it.*

## 18.2 Trick ball



To activate and energize the children.



A ball.

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

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

## 18.3 Coping with fear



To identify different feelings. To explore the feeling of fear and discuss different ways of coping with it.



Flipchart with headings in a table. Cards to write feelings on. Box to put cards in.



**Make sure that you give the children time to think and answer the questions when it is their turn to share. If some children feel uncomfortable sharing in this exercise, do not force them. It is also helpful for them just to listen to their peers share on this topic.**

This exercise aims to encourage children in the acceptance of normal reactions to abnormal events. For example, it is a normal reaction to be afraid, when an earthquake has destroyed a huge area; or to be afraid when meeting armed soldiers; or to be afraid of losing your parents/caregivers because they are very sick.


1. Ask the children to sit in a circle (or in another way, as long as they are comfortable). Begin the activity by reminding them of the earlier workshop you had with them, where you talked about recognizing and expressing feelings. Ask them to list the different kinds of feelings and emotions that we have.

Examples are:

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

2. When a feeling is named, write it on a card and put it in the box. Try to make as many different emotions as there are children.
3. Now ask the children to pick a card from the box.
4. Give the children a few seconds to think about how to express the feeling that they have picked. Ask them to show the facial expression for that feeling. When everyone has had a turn, thank the children.
5. Now explain today you will be talking about fear. If this feeling was not mentioned earlier, ask the children what 'fear' means to them.
6. Explain that you are going to make a table on a flipchart with information about fear. Ask the children to share personal experiences where they felt fear. When they share their experiences, ask them the following questions to explore the topic in more depth:
  - What was it that made you afraid/scared?
  - Where did you feel it in your body?
  - What did you do when you were afraid?
  - What can you do to prevent experiences of fear?
  - What can you do to protect yourself when you do face fear?

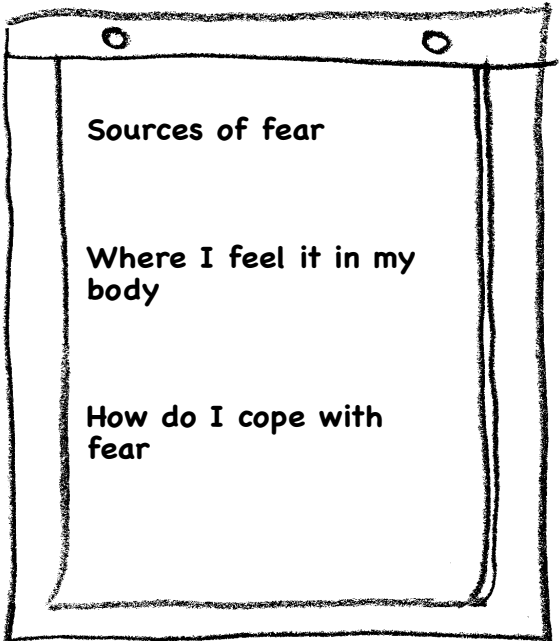
Now fill in the table on the flipchart together.

 If the children find it difficult to come up with examples of coping with fear, tell them this story:


There were some children I knew that were afraid of the cats that were always in the dustbins searching for food. When people threw garbage into the dustbins, the cats would get scared and jump out, which would then scare the children. The children then found out that if they made a noise before they got to the dustbins, the cats would jump out before they got there, and so the children wouldn't get a fright. This is a way they coped with their fear. They took action so that the thing that frightened them stopped.

If they are still stuck, give them the following examples of how to cope with fear:

- Physical exercise
- Maintain a daily routine



- Know the difference between facts and fantasy
  - Stop-look-listen. Do not panic but observe and think and consider your options and the consequences.
  - Breathe calmly
  - Use the “safe place” method from workshop 11
  - Admit your fear and give it a name
  - Play with your friends
  - Talk to people you trust about your feelings
  - Know that everyone is scared sometimes
  - Laugh a lot (fun is good for you)
  - Find ways not to be alone
  - If necessary, get out of harm's way.
7. When all the children who want to have had a chance to share their experiences of fear, ask the children to sit quietly for a few minutes and breathe deeply and slowly. While they are relaxing like this, talk to the children about how it is normal to feel fear and everyone has times when they are afraid. Talk about how fear is important, as it plays a role in protecting us and making us aware of dangerous situations.
  8. End the activity by thanking the children for sharing their personal experiences and feelings, and emphasize again that there are no right or wrong answers, when sharing and talking about feelings.

 *Since this activity involved asking the children a lot of questions, end the activity by making sure that everyone is feeling fine. If any children are upset, make sure to take time out to talk with them individually.*

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

## 18.4 Crossing the river



To raise energy levels and encourage cooperation and collaboration.



Space, paper.



**The children will not be able to cross the river unless the two teams communicate. Do not explain this to the children before the activity begins - wait to see what they do.**

1. Divide the children into two teams.
2. Mark a river on the floor. Ask all the children to stand on one riverbank.
3. Explain that they have to get to the other bank quickly. Now tell them that there are crocodiles in the river and that they can only get across by using stones (pieces of paper).
4. Hand out three pieces of paper to each team (which is not enough to cross the river), and tell them to go.

5. Once the children have crossed the river OR if the children have found that they cannot cross the river, explain that there are often times in our lives where we can only succeed if we cooperate with others

Action for the Rights of Children *Action for the Rights of Children Resource Pack*

### 18.5 Our song



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

### 18.6 Workshop evaluation



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

Explain:



*Now we have reached the end of today's workshop. Today we talked about the feeling of fear. We talked about the different ways we experience fear in our bodies, and also about ways to cope with fear.*

*It is important to talk about fear, because it is a feeling that everyone feels at some point or another, and it is good to know how to deal with it, so that when you feel fear next time, you will not be overwhelmed by it.*

*I learnt a lot from your contributions today. Thank you.*

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





# Workshop 19

## Preventing discrimination

**Aim of workshop:** To raise awareness on the impact of discrimination and on how to prevent discrimination.

**Aim of activities:**  
To encourage discussion on issues and experiences of discrimination. To promote respect and acceptance of differences.  
To encourage thoughts and ideas on what the children can do to help prevent discrimination in their community.

Activities	Resources	Time
19.1 Recap, feedback and introduction		5 minutes
19.2 Meeting different people	Space for the children to move around. Flipchart paper and marker.	35 minutes
19.3 Preventing discrimination	Space for group work and role-play.	30 minutes
19.4 The human knot	Space.	10 minutes
19.5 Our song		5 minutes
19.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 19.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about discrimination. Discrimination is when somebody is treated badly or unfairly because of who they are, the way they look or where they come from or because the person is sick from an illness that is seen as bad by others.*

*For example, some people are treated badly because of the colour of their skin, or because they have a disability, or because of their religious beliefs, or because they are living with HIV or AIDS.*

*We are going to have an opportunity to share our own stories of discrimination and we will talk about what it is like for people who are discriminated against. Lastly we will look at what we can do, as friends, to prevent discrimination.*

## 19.2 Meeting different people



To encourage discussion on issues and experiences of discrimination. To promote respect and acceptance of differences.



Space for the children to move around. Flipchart paper and marker.




**Many of the children living in communities with a high prevalence of HIV and AIDS also live in extreme poverty which carries with it a heightened risk for exposure to violence and abuse and adoption of dangerous behaviour. Children living in these communities risk discrimination.**

**Be aware of the multiple factors that can lead to a child's experiences of discrimination. Also be sensitive to any difficult feelings and emotions that may arise when discussing discrimination. It can be a difficult topic as it can remind children of negative experiences or it can challenge norms or values they have been brought up with. Reflect on what current social views are on this topic in the context you are working in.**

**This activity involves the children acting the double roles of both being discriminated against, whilst also discriminating against others. It has been developed so that no child should feel more discriminated against than another, and so that everyone has the experience of both 'receiving' and 'doing' the discrimination. Be sure to take the time needed at the end of the activity to talk about the children's experiences, and to make sure that all the children feel comfortable when the activity is over.**

1. Ask the children to give examples of which groups of people are discriminated against in their community, for example, people who others try to avoid or who are bullied or laughed at. List these groups of people on a flipchart.
2. Tell the children that they now have to act like these groups of people and treat each other in the way people treat them in their community. Make sure that all the different people groups are allocated.

3. Now tell the children they are in a market place and they have to greet people the way people greet those who are discriminated against in their community. Do this for about five minutes.
4. Ask everyone to sit in a circle to discuss the questions below.

 *How did it feel to do this activity?*

*What did it feel like to avoid, bully or laugh at other people?*

*What was it like to be a person others try to avoid, or bully or laugh at?*

*What do you think you will do in the future, when you meet people in your community you normally avoid, or bully or laugh at?*

**Developed for this resource kit, inspired by Save the Children (2007) *Child-led Disaster Risk Reduction: A Practical Guide* with input from Lotte Ladegaard**

## 19.3 Preventing discrimination



**To encourage thoughts and ideas on what the children can do to help prevent discrimination in their community.**



**Space for group work and role-play.**

1. Ask the children to make groups of four or five. Explain that they will now talk more about discrimination in their group and share different personal experiences if they want to. After this they will be asked to do a role-play, showing how to help prevent someone from being discriminated against.
2. Ask the children to sit in circles and to take turns in sharing experiences of discrimination. (Remind the children they should never press someone to share their story if they don't want to. Also remind them to be supportive and caring, when they listen to their friends' stories.)
3. Give the children about ten minutes to share their stories, and then ask them to start thinking about a role-play that they will perform for the big group. The role-play should first of all show an interaction where someone is discriminated against and then show an action to prevent discrimination happening against the person in the future.  
  
For example: one child is bullying another child, and a third child steps in and stops the bullying.
4. Give the children another ten minutes to prepare the role-play and then ask the groups to show their role-plays.
5. After every role-play, ask the children watching:
  - a. What do you think of this method of preventing future discrimination?
  - b. Would this method work in your community? If no, why not?
  - c. How can you support someone who is being discriminated against?
  - d. What can you yourself do to prevent being discriminated against?

**Developed for this resource kit.**

## 19.4 The human knot



To activate the children and encourage cooperation between them.



Space.



If there are more than ten children, the facilitators should divide the group in two. It may be appropriate to organize same-gender groups, as this activity requires close physical contact.

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

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

## 19.5 Our song



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

## 19.6 Workshop evaluation



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

Explain:



Now we have reached the end of today's workshop. Today we did some activities and talked about the very important issue of discrimination. Most of us have had some kind of experience where we either felt we were discriminated against, or we discriminated against someone else. Today you all had the experience of both, and saw how difficult the experience of being discriminated against can be. You also came up with some great suggestions on how to prevent discrimination. Thank you for your hard work and your efforts today.

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



Louise Dyring/ Save the Children

# Workshop 20

## Helping families affected by HIV

**Aim of workshop:** To raise awareness of the challenges families face, when someone is living with HIV and explore how to support these families.

**Aim of activities:**  
To raise awareness of feelings and practical changes in a family affected by HIV.  
To encourage empathy and ideas of how others can support families affected by HIV.

Activities	Resources	Time
20.1 Recap, feedback and introduction		5 minutes
20.2 Life with HIV	Space for group work, flipcharts and markers, space to display three flipcharts.	40 minutes
20.3 Lifeboats	Space.	5 minutes
20.4 Helping each other	Space to sit in a circle, a ball, and if possible someone to note down the children's ideas.	30 minutes
20.5 Our song		5 minutes
20.6 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 20.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about caring for people who are living with HIV and develop HIV-related illnesses and become very sick.*

*In an earlier workshop we talked about how people who become sick from the HIV virus can become healthy again, if they can get ARV medication.*

*There are, however, some people who do not have access to the medication, or they do not respond well to the medication. Such people develop HIV-related illnesses. They then have a diagnosis of AIDS, which means their immunity system cannot protect them from serious illnesses or disease, and they eventually become very sick and have to prepare themselves for death. We will talk about these different situations and how you can deal with your own emotions or how you can help those around you who are suffering.*

## 20.2 Life with HIV



To raise awareness of feelings and practical changes in a family affected by HIV.



Space for group work, flipcharts and markers, space to display three flipcharts.



**When discussing practical changes for the children, make sure that the reality and challenges of child-headed households are discussed. Add this to the list of possible changes if it is not mentioned, and encourage a discussion of how this makes children feel.**

1. Start the activity by telling the following short story. Substitute names that are common in your community, but that are not the names of anyone in the group. Tell the children the names are fictitious, and that this story is not about anyone the children know personally.



*In a village not far from here, there was a young girl, about the same age as you. Her name was Linda. Linda lived with her two younger sisters, and with her mother and her father. A few days after Linda turned eight, her parents called the children into their bedroom, because they had something important to tell them. Linda's father told the children that both he and Linda's mother had found out they were HIV-positive.*

*Linda became very afraid and sad, and started to cry. She had heard from her friends that everyone who had HIV died within a few months. She asked her father if he and her mother were going to die. Her father said that everyone died at some point, but both he and Linda's mother were healthy and he did not think they were going to die soon.*

*After a few months, Linda's father began to cough a lot. He told Linda they were both taking ARVs, which is the medication you can take to reduce the spreading of the HIV virus in your body. Soon he stopped coughing and became well again.*



*About two years later, Linda's father became sick again. This time he was coughing and had a fever that lasted a long time. Linda became very nervous because lots of people in her village had been dying of HIV-related illnesses. Linda's father continued coughing and having fevers for many weeks. Linda started to worry that her father was also going to die soon. He went to the hospital and discovered he had a chest infection. He received medicine and became much better. However, Linda still feared her father's death.*

2. Now divide the children into three groups. Explain that in those groups they are going to talk about what they think or know happens in a family when a parent or caregiver becomes sick with HIV-related illnesses and is expected to die soon.
  - Group 1 will focus on the person who is sick;
  - Group 2 will focus on the other adults in the family and
  - Group 3 will focus on the children in the family.
3. Ask them to think about what kinds of *feelings* the family members may have and what *possible changes* could take place in the family.
4. Give the children paper and pencils to make notes and explain that in about 15 minutes they will be asked to share their discussions with the big group.
5. Prepare three flipcharts, one headed 'sick person', the second 'other adults' and the third 'children'. Draw a line up the middle and write 'feelings' on the one side and 'possible changes' on the other. Pin the flipcharts up on a wall so the children can see all three of them.
6. After 15 minutes, ask the groups to give their responses and write them up on the flipcharts. For example:
7. When everyone has taken their turn, explain you will talk more about these things after a short energizer activity.

Developed for this resource kit.

Children	
Feelings	Possible changes
Fear	More responsibility
Anger	Less time for school
Confusion	Less food
Loss of hope	Less time for playing
Sadness	Less friends
	Discrimination

## 20.3 Lifeboats



To activate the children physically and give them energy.



Space.

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

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

## 20.4 Helping each other



To encourage empathy and ideas of how others can help families affected by HIV.



Space to sit in a circle, a ball, and if possible someone to note down the children's ideas.



**This is a good activity to help initiate a community activity or programme that aims to help families affected by HIV. Keep the flipcharts from the last activity and the list of ideas from this activity to discuss further in a parent and caregiver meeting or with the organization you are working with. Following up on the children's ideas invites their commitment and shows that you value their opinions.**

1. Explain to the children that now you will talk about how to help families that are affected by HIV. You will talk about how the community can help them, how other families can help them and how the children could play a role in helping them. Ask the children to take a few minutes to go and have a look at the flipcharts from the last activity. Ask them to look in silence.
2. After about five minutes, ask the children to sit down in a circle and ask the questions below. If you have someone assisting you with facilitation, ask that person to take notes of the children's responses. Give a ball to a child and explain that when the child has the ball in her or his hands, it is their turn to give a suggestion for helping. Remind the children that there are no right or wrong answers and that all ideas are valuable. If a child does not have a suggestion, do not press them, but ask them to pass the ball onto the next person.

Let the ball get passed the whole way around the circle before you ask the next question, so that every child has an opportunity to provide input to every question.



- ② *How can the community support families with someone living with HIV who has become sick? How can other families help? How can you, the children, help?*
3. Complete the activity by thanking the children for their participation and their ideas for helping others. Remind them that we can always do something to help others, even if it is a small thing.

Developed for this resource kit.

## 20.5 Our song




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

## 20.6 Workshop evaluation



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

Explain:

 *Now we have reached the end of today's workshop. Today we talked about what life is like for families when someone in their family has become sick with HIV-related illnesses. You have also shared some great ideas for how the community, other families and how you yourselves, can support families affected by HIV. Thank you for all your hard work today.*

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

Anna Karf/Save the Children



# Workshop 21

## Making good choices

**Aim of workshop:** To raise awareness of risky behaviour and its consequences, and to motivate making good choices.

**Aim of activities:**  
To make the children feel good about themselves and encourage respect from others.  
To raise awareness of and discuss behaviour that places the children's wellbeing or future at risk.

Activities	Resources	Time
21.1 Recap, feedback and introduction		5 minutes
21.2 Stating our strengths	Space for a circle.	10 minutes
21.3 Risky behaviour in our community	Flipchart and markers.	50 minutes
21.4 Who can help - recap	From workshops 7 and 10: Lists of organizations and people that provide support to people living with or affected by HIV, and that provide protective services and/or counselling services to children and families experiencing violence.	10 minutes
21.5 The blind snake	Space.	5 minutes
21.6 Our song		5 minutes
21.7 Workshop evaluation	Paper and writing materials and flipchart with smiley faces.	5 minutes

## 21.1 Recap, feedback and introduction



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

Introduce the aim of today's workshop:



*Today we are going to talk about risky behaviour. We will talk about what risky behaviour is going on in our community – and we will also talk about the possible consequences. We will also talk about how important it is to make good choices, and to avoid taking part in risky behaviour. We will end the workshop by reminding each other of where you can access different kinds of support.*

## 21.2 Stating our strengths



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



Space for a circle.

1. Ask the children to stand in a circle facing each other.
2. Now tell them they each have to say their name, together with an adjective that describes something good about themselves.
3. If anyone struggles to think of a positive adjective, ask the other children to help think of one for him or her.

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

## 21.3 Risky behaviour in our community



To raise awareness of and discuss behaviour that places the children's wellbeing or future at risk.



Flipchart and markers.



If the children say they cannot avoid taking some of the risks that are mentioned here – for example, walking somewhere that's not safe – these are issues you can take up with the programme manager and at the parents and caregivers meetings. Take these issues very seriously and do everything you can to follow up.

1. Ask the children to sit in a circle and start the activity by asking them what it means when we say that some behaviour is risky?
2. If they do not know, you can explain:



*Risky behaviour is behaviour that can lead to bad consequences that can damage your wellbeing and your future.*

3. Now ask the children to brainstorm what risky behaviour is going on in their community. For example, children smoking, drinking alcohol, having sex, etc. Write the behaviours in a list on one side of a flipchart. Make sure the following are included:

Risky behaviour	Possible consequences
Smoking cigarettes	
Taking drugs	
Drinking alcohol	
Stealing	
Engaging in sexual activities	
Walking alone in areas that are not safe	
Walking alone in the dark	
Going somewhere with a stranger	
Sharing private information with strangers, for example, on the internet or on cell phones	

4. When they have named all the risky behaviours they know of, go through the list one by one, asking the children why this behaviour is risky, and what the possible (bad) consequences are for this behaviour. Now ask the children to think of the WORST possible consequences for each behaviour. Write all the consequences on the flipchart, next to the risky behaviour, to show they are linked.

Here are some examples:

<b>Risky behaviour</b>	<b>Possible consequences</b>
Smoking cigarettes	Addiction to nicotine, coughing, your body smells bad, .....
Taking drugs	Addiction, lose sense of reality, crime, makes you vulnerable to do things you normally would not, ...
Drinking alcohol	Addiction, lose sense of reality, crime, makes you vulnerable to do things you normally would not, ...
Stealing	Arrested by police and put in jail, you make other people's lives bad by taking their things, ....
Engaging in sexual activities (for fun or for money)	Pregnancy, sexually transmitted diseases, get HIV...
Walking in alone in areas that are not safe	Someone attacks you and hurts you, kidnapping...
Walking alone in the dark	Someone attacks you and hurts you, kidnapping...
Going somewhere with a stranger	Being coerced into doing something that could endanger you, kidnapping, rape...
Sharing private information with strangers, for example on the internet or on cell phones	Coercion, a stranger knows where you live and can hurt you or your family...

- When the list is complete, go through each of the risky behaviours and ask the children if they could avoid doing these things by choosing to do something different. If the children say no, ask them to explain why and have a discussion about this.
- Make sure you discuss peer pressure (when other children encourage or even force you to do something). Give the message that even though it is often hard to say no to your friends when they encourage you to do something risky, the possible consequences are not worth it, and they basically are not good friends.
- End the activity by highlighting that most, if not all, risky behaviours can be avoided by making good choices. Let the children know that you understand there can be situations where the children do not feel like there is a choice – because they are under pressure from others, or because there are other circumstances that make them feel pressured to engage in risky behaviour. Encourage them to try to find help from others in situations like this, so they can avoid engaging in risky behaviour.

Developed for this resource kit.

## 21.4 Who can help - recap



To remind the children of where they can access different kinds of support in their community.



From workshops 7 and 10: Lists of organizations and people that provide support to people living with or affected by HIV, and that provide protective services and/or counselling services to children and families experiencing violence.

1. Ask the children to sit in a circle and explain that you are going to recap where children and their families can access different kinds of support in their community or elsewhere.
2. Start the activity by asking the children to say where they can get support, and what kind of support it is they can access from the particular organization or the people they mention. List the different places on a flipchart. When the children have listed all the places they remember, make sure to add any that they have missed.
3. Ask the children if any of them need the lists again. They should have got them in the earlier workshops, but have some extra copies in case there are some new children or some of the children have lost the copies they received earlier.
4. Complete the activity by asking the children if they have any questions.

Developed for this resource kit.

## 21.5 The blind snake



To activate and energize the children.



Space.

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

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

## 21.6 Our song



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

## 21.7 Workshop evaluation



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

Explain:



*Now we have reached the end of today's workshop. Today we talked about risky behaviour and its consequences. We also talked about choices and which behaviours can be avoided by making good choices, even though this can be hard in the face of peer pressure or other circumstances. We ended the workshop by reminding each other where we can get support locally.*

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

## 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.

