



# Now, I'm Stronger:

FOCUSED ACTIVITIES  
FOR CHILDREN'S EMOTIONS  
(FACE)



*Facilitation  
Manual*

# *Now, I'm Stronger:*

FOCUSED ACTIVITIES  
FOR CHILDREN'S  
EMOTIONS (FACE)



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## Acknowledgements

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The IRC would like to acknowledge the participation in the review and completion of this facilitation manual. Particular thanks go to Lauriane Pfeffer, Clinical psychologist/MHPSS consultant ([www.psyonthemove.com](http://www.psyonthemove.com)) for the development of the facilitation guide and complementary group sessions. Additional thanks to Sara Mabger and Ashley Nemiro, International Rescue Committee, for their technical expert reviews of this facilitation guide as well as the complementary session guide. We would also like to thank the IRC Lebanon Field Teams for their contextual knowledge and input into these materials.

This curriculum was developed as a result of challenges faced by child protection staff working with street connected children who required additional support and whose needs were not met by other Child Protection psychosocial interventions. The child protection team began a long process of collecting feedback on activities that working children responded positively to, and expressed interest in, as well as their lessons learnt from working extensively with this very vulnerable group. This curriculum would not have been possible to develop without the extensive inputs and consultations with child protection teams determined to provide specialized support to children involved in the worst forms of child labour across the country.

This curriculum was developed with the acknowledgement that after attending IRC activities, many of these children return to the street, mechanics shops, construction sites to continue working and continue to be at risk. It is therefore crucial that staff implementing this curriculum are adequately trained by a mental health or specialized child protection staff, and receive consistent clinical supervision both during sessions and after sessions.

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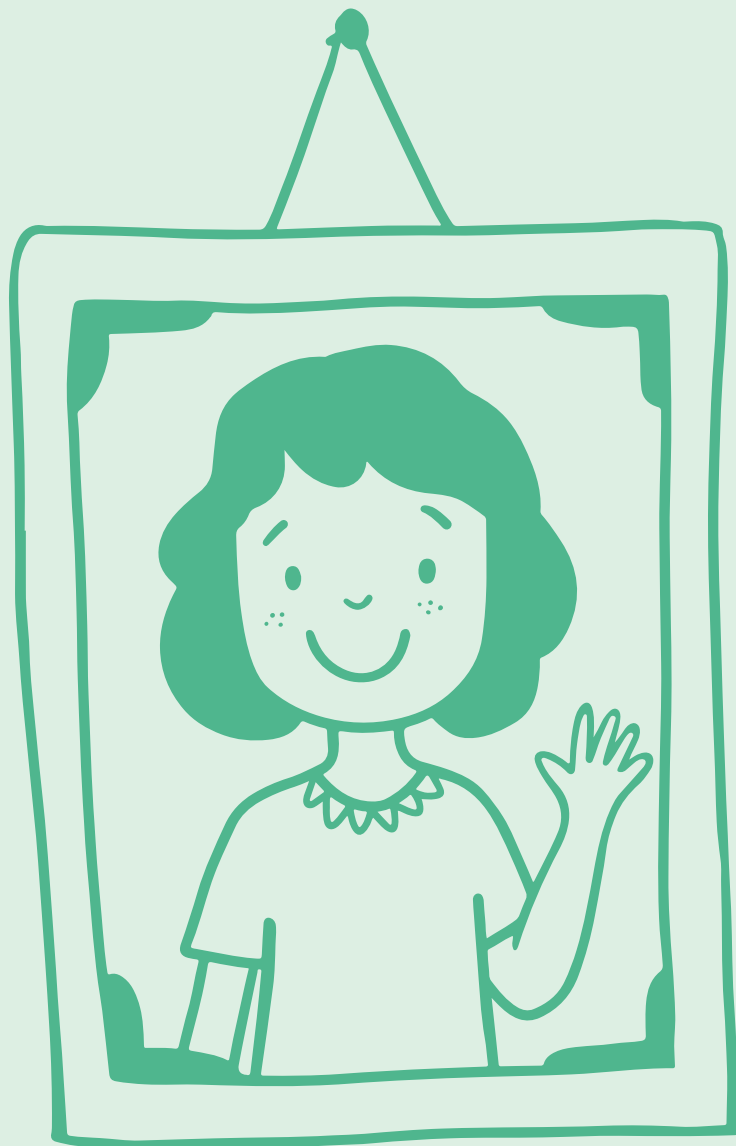
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*Part 1*  
**INTRODUCTION**



# INTRODUCTION

## 1. Context

6 years of conflict in Syria have created one of the biggest humanitarian catastrophes since World War two: hundreds of thousands of civilians' deaths<sup>1</sup>, millions displaced inside or outside the country, massive destruction of infrastructures, shattered political system. Besides the children and their families trapped inside Syria<sup>2</sup>, another 4.9 million people (including 2.3 million children) fled to neighboring countries such as Turkey, Lebanon, Jordan and Iraq.

IRC has been working in Lebanon since 2012 in response to the Syrian crisis. Lebanon welcomes over 1 million Syrian refugees, which is approximately 25% of the total population of the country. With no formal refugee camps in Lebanon, Syrians are living in cramped apartments, unfinished buildings and tents. Currently, humanitarian services are unable to keep up with needs as refugees deplete their resources. Seven out of 10 Syrian refugees in Lebanon live in extreme poverty. Meanwhile, host communities, many of them already poor; have seen living conditions deteriorate in their neighborhoods.

## 2. Consequences on children: challenges and problematic encountered

Most of Syrian children today have experienced extreme adversity, either while being in Syria, in exile or in their new host countries. A report from Save the Children released in March 2017<sup>3</sup> highlights the numerous stressors that those children have faced in the past years and their consequences on their well-being and development. The statistics are terrifying and raises serious concerns for the future of these people and the adults that they are to become.

### Psychological consequences of extreme adversity

It goes without saying that children who witnessed directly bombings and horrors of war<sup>4</sup>, loss of relatives<sup>5</sup> and displacement, suffer from a huge psychological distress. 45% of children show symptoms of post-traumatic stress disorders (PTSD) - ten times the prevalence worldwide- such as serious sleeping disorders (nightmare, bedwetting, fear of not waking up), hyper vigilance and hyper arousal, and mild to severe anxiety. 44% exhibit symptoms of depression.

But life in exile, even if those children are not under direct life threats, is also tremendously challenging and affects both emotions and behaviors. In host countries where they don't necessarily feel welcomed, facing precariousness, children have to adapt and develop negative coping mechanisms. Among those, aggressive behaviors or trivialized violence are very common, as a response to a chaotic world where notions of good and bad disappeared.

1. An estimation of 470.000 deaths according to Syrian Center for Policy research (2016, Confronting fragmentation). Though the UN stopped counting early 2014, when the death toll officially reached 250.000.

2. 13.5 million Syrians remain inside the country, including 5.8 million children (4.9 million still in besieged areas), according to OCHA, Syria Crisis Overview (16 February 2017)

3. The Invisible wounds, Save the Children (March 2017)

4. Almost all children and 84% of adults refer to it as the main cause of high stress level, according to Save the Children.

5. 2 children out of 3 suffered from direct loss of relatives in their families.

## Damages on social and family fabric

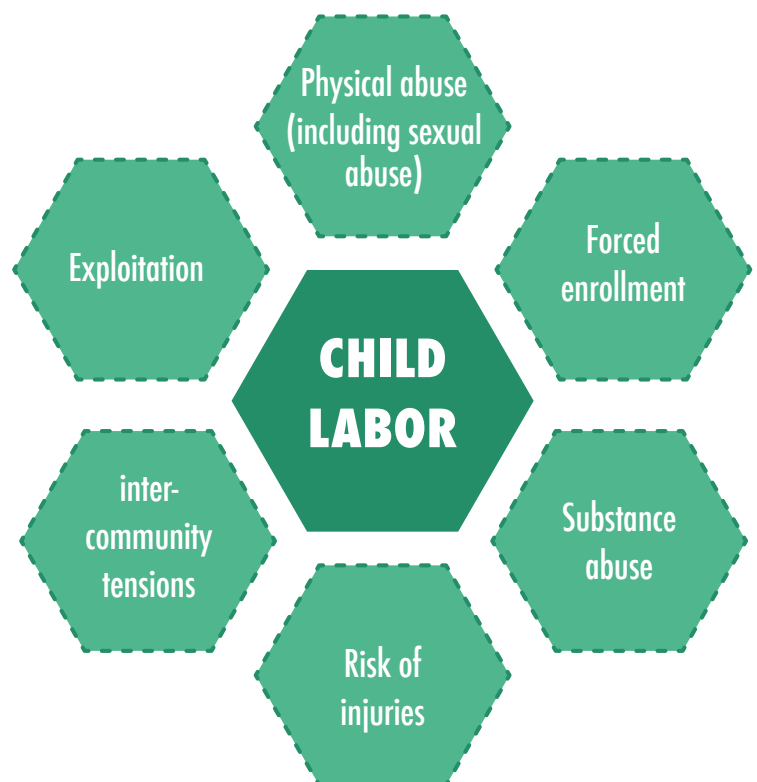
While facing adversity, it is now recognized that family and community structure are the number one factor of resilience for children. In the Syrian crisis context, we are talking about million people displaced and shattered communities. Relocating in a different country presents many cultural and identity challenges that can no longer be absorbed by the social fabric. Consequences such as difficulty in social integration (daily exposure to humiliation and rejection, inter-community tensions), domestic violence, increasing of early marriage (as an unrealistic attempt to offer a safe and stable environment for girls) and diminished parenting skills<sup>6</sup> are then very common.

## Consequences of poverty on childhood

Financial preoccupations seem to be one of the main concerns of refugee children: the uncertainty of their daily life, inability to work legally for the parents, limited legal status preventing them to access basic needs such as food, health care and education. Finding a house and paying rent is a constant challenge, imprinting deeply children.

Under the protection program, IRC started tackling the difficult issue of child labor, an increasing concern in Lebanon. Left in extreme precarious conditions, many children have to work in order to contribute financially. Depending on the region in Lebanon, children are involved in different type of child labor, among which what constitute worst forms of child labor: street work, agriculture, construction (including work in quarries) and mechanics. Children are then exposed to number of risks and dangers that impact their safety and hamper their chance to develop harmoniously physically and psychologically: severe forms of exploitations (underpaid, debt bondage, night work, and extended work hours), strenuous or dangerous tasks (heavy loads, exposure to chemicals, no protection gear), days and nights far from family or home (making them easy targets for enrollments in armed forces, verbal and physical –including sexual – abuse)... Those children are then evolving in a difficult and violent environment where they learn how to survive, creating their own codes and sense of safety. Relationships with parents can then become difficult: the notions of respect and authority are challenged by those children who have to live adult-like lives.

Figure 1 - Consequences of child labor



6. 85% of adults say that poor parenting is a major and increasing problem for children and communities, according to the study conducted by Save the Children (*Invisible wounds*)

## Shattered education

Approximately 200,000 refugee children in Lebanon do not attend school. Those who do make it back into the classroom often need extra support because of years of lost education. The result is a generation of uneducated children, isolated children denied the opportunity to learn and socialize, having a direct and significant negative impact on their well-being. Inside or outside Syria, the lack of qualified professionals able to handle difficult cases is also a big challenge in the healing process of these children. It does not only impact their general well-being on a daily basis, but it also raises concerns about the adults they will become. It is known that school and education don't only provide necessary knowledge and skills to the students, but represent also a vital source of safety, stability and routine that contributes to build resilience and enable children to develop social and communication skills, problem-solving abilities and increases self-esteem.

## 3. From needs to interventions

### Responding to the needs: different level of interventions

Many refugee children have experienced extreme adversity (which we know leads to MHPSS concerns) and in order to build protective factors, emotional support is necessary.

Since the beginning of the war, experience has shown that providing even basic but consistent emotional support such as psychosocial support can alleviate the burden carried by those children and help them getting back to a more or less normal functioning. Such programs contribute to increase feeling of safety and enable emotional regulation. But it is also likely to expect that some children are going to need also more focused support in order to mitigate the effects of extreme adversity and abuse. In order to do so, professionals have to be trained to deal with difficult children and handle challenging situations and also regularly supervised by senior and experienced professionals.

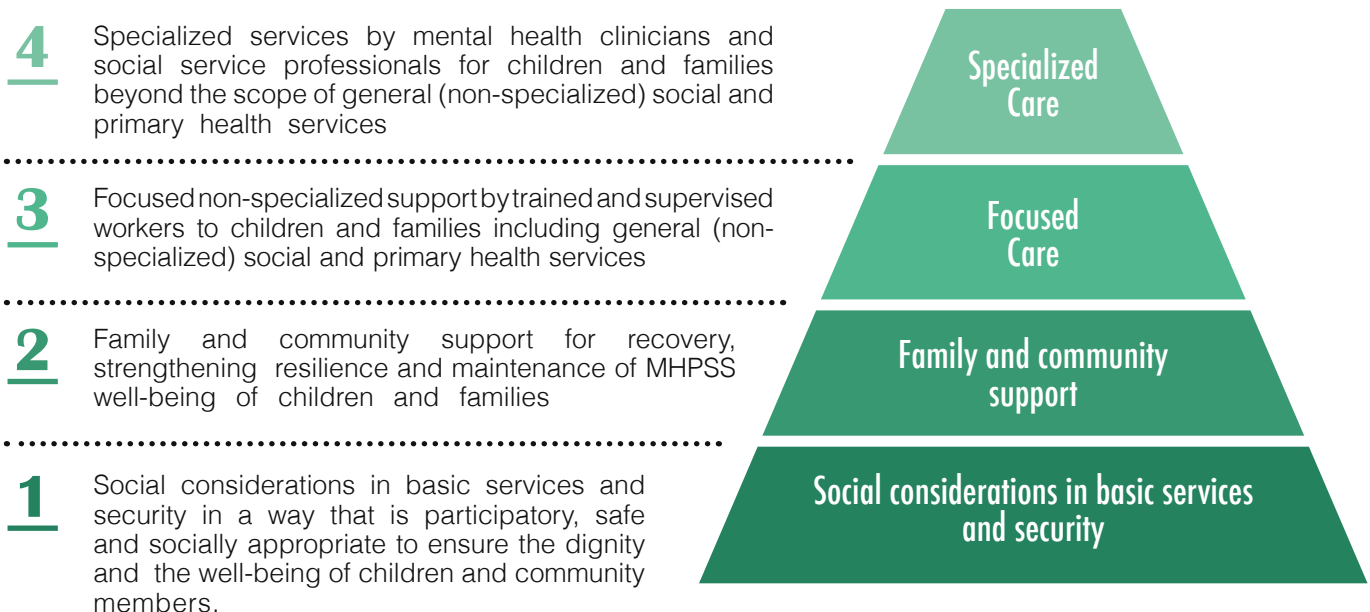


Figure 2 – Inter-Agency Standing Committee (IASC) pyramid of intervention

## Going beyond recreational activities: the 3 pillars of MHPSS interventions

However, there are a lot of misconceptions about psychosocial support resulting in a lack of depth in the response and lack of understanding of the objectives. Unfortunately, a lot of the PSS activities implemented are more what we could call recreational or occupational activities...

Psychosocial support is a process of facilitating resilience within individuals, families and communities; enabling families to bounce back from the impact of crises and helping them to deal with such events in the future. By respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion and infrastructure.

### In practice

How does that work in practice? How do we achieve those results? The activities we implement are obviously important, but what really makes the difference is somewhere else! If conscious and active efforts and energy are put in the three following aspects (attitude of the facilitator, observations skills and institutional framework), our psychosocial intervention is then strengthened, more coherence and more efficient.

#### What PSS is not

- Activities to keep children busy/pass time
- Activities to prevent children thinking about their problems
- Activities to isolate children from dysfunctional families
- Extra scholar activities
- Activities exclusively entertaining kids
- A psychiatric care for children suffering from post-traumatic disorders or crazy kids
- Activities exclusively targeting difficult or marginal children

#### What PSS should be

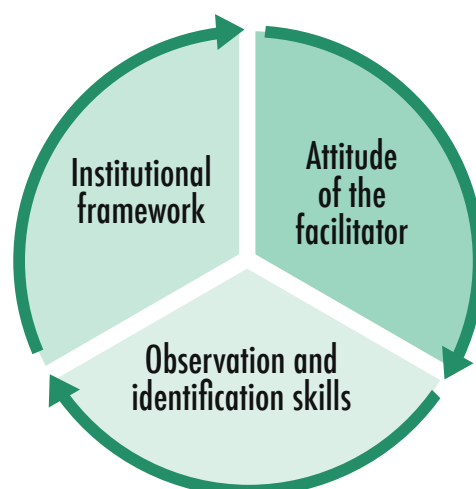
- ✓ Activities preventing or mitigating psychological and social distress
- ✓ Activities promoting self-esteem and self-confidence
- ✓ Activities providing knowledge and tools to help children protecting themselves
- ✓ Activities promoting physical activities
- ✓ Activities helping restoring learning process and intellectual stimulation
- ✓ Activities helping children to understand life situations and giving them meaning

Figure 3 - What PSS should and should not be

Psychosocial intervention relies therefore on individual skills as a facilitator (our attitude, knowledge and skills), but also on an institutional framework allowing teams to process together and providing a frame to think and act. Without institutional support, psychosocial interventions loose in depth and impact.

In the second part of this manual, we will go more into details about those 3 pillars of psychosocial intervention. Applied either through focused and structured curriculum or through non-focused interventions, those principles will help you improving the quality and impact of the activities.

Figure 4 - the 3 pillars of psychosocial intervention →



## 4. Who are we targeting in this curriculum?

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### Children targeted in this curriculum

The children we are targeting in this curriculum have been through a lot of difficulties and potentially traumatic issues, and they are evolving daily in an environment full of stressors and aggression. As a result, they might exhibit a range of behaviors and emotions that impact their life and their way to connect and interact with others. For instance, in most cases, aggressiveness and violence are not only trivialized but also used as a defense mechanism (a way of surviving emotionally).

It seems therefore important to lead those children to transform this emotional and intellectual thought process into a more nurturing and constructive pattern. It makes indeed any type of interventions with them more challenging, but also much needed and relevant.

### *Children targeted through this curriculum*

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- \* Children exhibiting signs of emotional distress affecting their ability to function,
- \* Experienced extreme neglect and exploitation;
- \* Children and adolescents who are not accustomed to attending scheduled sessions of play and/or school and who may therefore find it challenging to focus their attention during a PSS session;
- \* May find it challenging to accept figures of authority;
- \* May have refused to be referred to a specialized mental health professional, or accept being accompanied to relevant mental health services and/or may not be receiving support from caregivers;
- \* May display aggressive behavior;
- \* May be hard to reach within their communities and attend activities sporadically;
- \* May not have the ongoing support of caregivers to access relevant services and support.

### Objectives of this curriculum

#### ► Individual and group resilience

In a nutshell, what we are trying to achieve through this curriculum is to develop resilience at individual level. It's a matter of equipping them with to become stronger, not "tougher". The objective is to lead them to become:

- more self-reflective to identify and understand their emotions and modalities of communications
- more mindful to learn how to channel and use emotions and feelings in a constructive way
- more self-confident, believing in their strengths rather than focusing on their wounds
- more empathic, compassionate and tolerant human beings able to function and belong within a collective system

Developing individual resilience is a parallel and simultaneous process with collective and group resilience: the group (community, family, peers), once being perceived and used as a leverage for resilience can become empowering and not only as an external stressor from which we need to protect ourselves. Working with very distressed children is not only about fixing what is damaged, but also working with what works and what exists. In the Syrian culture, collectiveness is an important part of education and identity, but the war, exile and trauma have somehow shattered the communities and weakened the healing power of the group. It seems critical to consider community and collective dynamic as an essential tool for resilience.

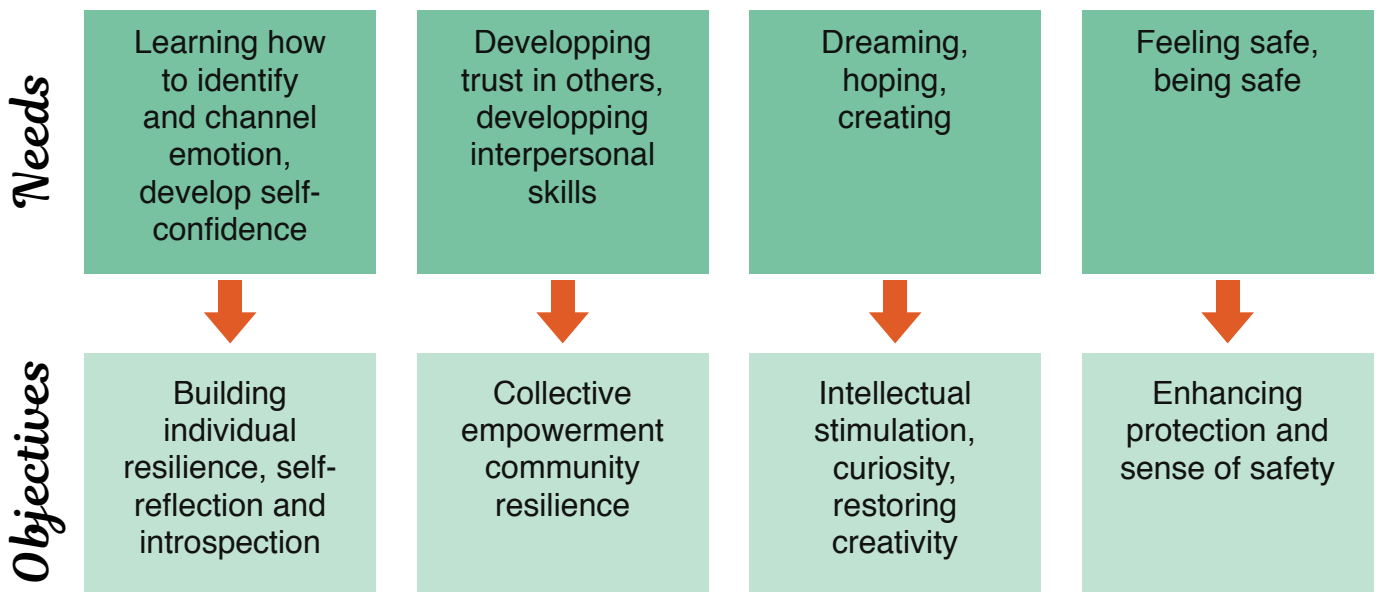


Figure 5 - Needs of the children and objectives of the curriculum

### ► Restoring symbolization and learning capacities

One common aspect of trauma (and especially complex trauma in children recurrently exposed to stressors and violence) is the loss of the **capacity of symbolization**. It shows very obviously in them (in) ability to play (to be a child, to imagine, to dream), because of an adult-like way of life: they are asked to behave and have similar responsibilities than adults (taking care financially of the family or taking care emotionally of younger siblings, working, not “wasting time” on playing). At the same time, they are not recognized or respected as grown-ups. They might not feel listened or understood, they are sent to do more degrading jobs, more easily humiliated. As a result, children stop symbolizing, stop dreaming and projecting them in the future. And this is a tragic loss, because it is precisely this ability to symbolize that makes us sensitive and attuned human beings. One objective of this curriculum is therefore to restore the capacity to create, to dream (in a word, to think symbolically) in order to BE. This new impulse can allow also the rebirth of curiosity and the will and energy to learn again (and we are talking about children who have been lacking intellectual stimulation for years and are out of school).

### ► Enhance the sense of safety and learn how to protect themselves

And the last important objective of this curriculum is to help those children to learn how to protect themselves from real threats and multiple dangers they are exposed to, but also find a sense of inner safety. If children must gain knowledge and acquire some self-preservation reflexes (identifying the risky situations, know who to contact, who to talk to, where to go, differentiating appropriate and non-appropriate behaviors), some techniques such as stress management, anger management can also provide a sense of inner safety. Linked with self-confidence, children can learn how to trust them and to trust their bodies in order to find a smooth balance.

## *Part 11*

# **THE ROLE OF THE FACILITATOR & THE CO-FACILITATOR**



# RIGHT DISTANCE AND ATTITUDE OF THE FACILITATOR & THE CO-FACILITATOR

## *Right distance and attitude*

Understanding who you're talking to: childish be not too much

Finding the right professional distance: being friendly and warm enough to build trust but not being a parental substitute

Being empathic, patient, self-aware and self-reflective in order to be a role model

Professional growth: learning and educating yourself to become a better professional

## *1. Understanding who you're talking to*

The children you are working with are still children. They need a space where they can act as such, dream, be silly and playful, vent, discharge. The PSS approach can provide this space because it is safe, because you're creating this dynamic and you're containing their affects in a non-judgmental way. However, their life experiences made them more mature and made them believe that they can't be considered as children. Their developmental stages are disharmonious. It is critical, if you want to be heard by them that you find the right tone with them: a subtle balance between maturity and playfulness. Don't assume that they can't understand abstract concepts because they are deprived from intellectual stimulations. Children are extremely intuitive and need to be cognitively challenged in order to grow.

**\* Find a balance between playfulness and emotional depth**

## *2. Finding the right distance*

Intervening as a professional is complicated: it challenges and plays with your affects. Those children can be heartbreakingly touching and moving, and it can be very tempting to try to counter-balance the failures they experienced. Even if their environment is malfunctioning, deficient, mistreating, always remember that you are not a friend and more importantly not a parental substitute. Being aware of your natural tendency to help people suffering is very important in order to protect yourself as a professional, but also to protect children from harmful types of attachment (eventually they will go back to their lives and so will you). Between the savior complex and being emotionally detached and cold, there is a necessary compromise to find and it comes with introspection and self-reflection.

**\* Be aware of your own feelings and the way children invest your presence in order to find the right balance**

### 3. Children see, children do: Being a role model

Children learn from observation and imitations. What children see, children do. If they have been facing the worst of human kind, your intervention should then be exemplary: show them that adult can be empathic, kind, patient, respectful, attentive and compassionate with them. Know that all your words and behaviors will be attentively observed with magnifiers. Use it a way to be even more impactful and give depth to your intervention. Making them understand non-violent communication, respect, or empathy starts with yourself. Do also believe that children will challenge you, because you'll be seen as an alien object that they don't quite understand! They will search and push your limits, to see if they are solid enough! Set clear limits and boundaries but hang in there! Those moments are exactly where you can make a difference!

**\* Be a role model. Be consistent.**

### 4. Professional growth

As a professional intervene in psychosocial sector, you understood how complicated and complex impacting people's well-being could be. In addition of the initial training you received, it is critical to keep learning and educating yourself about the latest studies, work or about the population you are working with. Years of experience or diplomas are not necessarily making good professionals. However curiosity and self-reflection do. If you show interest in your field of intervention, you will keep questioning your role, your place, your impact and your ideas

**\* Learn. Think. Link.**

#### *The attitude of the facilitator & co-facilitator*

**ACTIVE LISTENING SKILLS**

you can hear not only what is said, but also read what is shown and what you feel

**PARTICIPANT OBSERVER**

You're engaged and involved, while having a professional and critical attention

**INTER-PERSONAL SKILLS**

Patience, calm and mindfulness in all circumstances: you're a role model, you have to show that it is possible to channel and control emotions

**EMOTIONALLY AVAILABLE**

Even in silence, you're present, empathic and containing

**LAW OF ORDER**

you establish rules, set boundaries and demand mutual respect and tolerance

**PROFESSIONAL GROWTH**

You're curious and willing to learn more by educating yourself

Figure 1 - The attitude of the facilitator



# OBSERVATION AND IDENTIFICATION SKILLS

## *Observation and identification skills*

Why do we observe:  
importance of observation in order to adapt and respond

How do we observe: learning active listening, participant observation, intuition, using observation tools

What do we observe: group dynamic, interactions, behaviors, identifying distress, basic MH screening

What to do with observations: connecting with knowledge, sharin, intervening

### 1. *Why we observe:*

#### The importance of observation in order to adapt and respond

What will give perspective, impact and depth to your intervention starts with your observations. Even if the curriculum is a structured intervention (a set plan of activities, responding to specific objectives), sometimes you will have to adjust or adapt because of what is happening during the session or within the group. You can only adapt and respond appropriately if you know how and what to observe. Based on your observations, you will be able to improve the quality of the intervention, because you are able to:

- **Identify psychosocial or psychological distress:** thanks to the knowledge and skilled you gain, you are able to screen and detect even subtle signs of discomfort, distress, pain or anxiety.
- **Make decisions and intervene:** you can react to specific situations, children's moods or behaviors. You know how to contain children's feelings and emotions and help them channeling them.
- **Potentially adjust the objectives:** some children might not be responsive to certain activities, some might get defensive because it triggered some anxiety or fear, some notions might be too complex for them to grasp). You might then want to record your observations and share them in order to adjust the objectives or the activities of the curriculum.
- **Plan ahead:** because you can debrief and share with colleagues (who attended the sessions or not) or supervisors, you can discuss specific recurring situations, specific cases and decide the best way to adapt/react.
- **Refer, link, and orient:** psychosocial interventions are complex because they are overlapping with many different areas of interventions. We can't talk about psychosocial well-being or well-being in general without mentioning health, livelihood, education, basics needs, etc. Your observations will help you expanding the spectrum of intervention when you will be deciding to report, refer or orient a child and/or his family to further aid mechanisms.

## 2. How we observe:

### Difference between “seeing” and watching, “listening” and hearing

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Observation is not a passive process. It implies and involved all your senses, personality and knowledge, and starts with a will of understanding and connecting. In order to observe, one must then start by making the difference between seeing and watching, and listening and hearing (watching and hearing being passive, seeing and listening being active processes). There are many different types of observations (planned observation, silent observation, participative observation), but all requires:

#### **EFFECTIVE LISTENING**

Listening effectively requires being cognitively and emotionally present and being engaged (verbally and/or non-verbally) with the interlocutors. It can be totally silent interaction but however meaningful and rich. Empathy, patience, calm and the ability to “let go” (not controlling or leading the interaction) are necessary. Children are very good at transmitting the messages they want us to hear. It’s just a matter of learning the right codes.

#### **PARTICIPANT OBSERVATION**

Participant observation was the main method used by anthropologists during their field work. It consists basically in blending and fitting with the individuals or groups we observe. As a participant observer, you basically *become* one of the participants, but because you are equipped with your specific knowledge and understanding of the situation, you can to *give sense* to a situation. You are a necessary mirror.

#### **ATTENTION TO INTUITIONS AND “VIBES”**

We are not only listening and seeing what is out there. A major tool that we have to constantly use is what we *feel*. Listening to our gut feelings, intuitions and sensations is critical to create authentic and real interpretations. Be attentive to the “vibe” of the group (is there tension, is the level of excitement joyful or anxious...?) or to your feelings when you observe a child (is this smile sincere or pleaser...?). You are then more subtle and nuanced.

### **TIP: Use of observation tools**

In order to help you develop your observation skills, you might want to use some observation tools. Designate an observer for a set session. He or she will only be observing the session and can use one of the observation tools available in the last part of this manual<sup>7</sup>, either to observe the group (group dynamic observation grid) or one single child that you might have detected (individual observation grid). Share observations at the end of the session, during a post-group. You might be surprised to see all the details that the facilitator has not seen.

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7. See “Monitoring and evaluation”

### 3. *What do we observe?*

#### Identification of psychosocial and psychological distress

Unconsciously, we are recording tons of information, but our brain can only process a certain number of data, and if we are not doing an active effort and if we are not fully aware of what we should be observing, we might miss essential aspects. That's why observation skills have to be developed and improved. While you're observing and facilitating the sessions, there are different aspects that you might want to focus on and that can be precious indicators of the emotional state of a child.

#### Emotions always find their way out

Children can have hard time expressing their emotions verbally, like adults do. Children's psychological and cognitive abilities are simply not mature enough, and sometimes they can have hard time simply identifying or naming an emotion. When an adult processes their feelings, good or bad experiences, or emotions (because he has experienced it several times, knows his patterns, etc.), he might be able to verbalize: "I had a bad day, I'm tired, and therefore I'm less patient and getting frustrated. That's why I'm getting annoyed at my kids". Children are not fully equipped or experienced enough to process information that way (unless they are taught to). That's why, most of the time, they will show and act out their distress, fear, anxiety or anger through other channels. Even without words, emotions always find their way out; they will be either heard, or seen, or felt, and children will always make sure that you receive the message. It is your duty to learn how to decrypt the message!

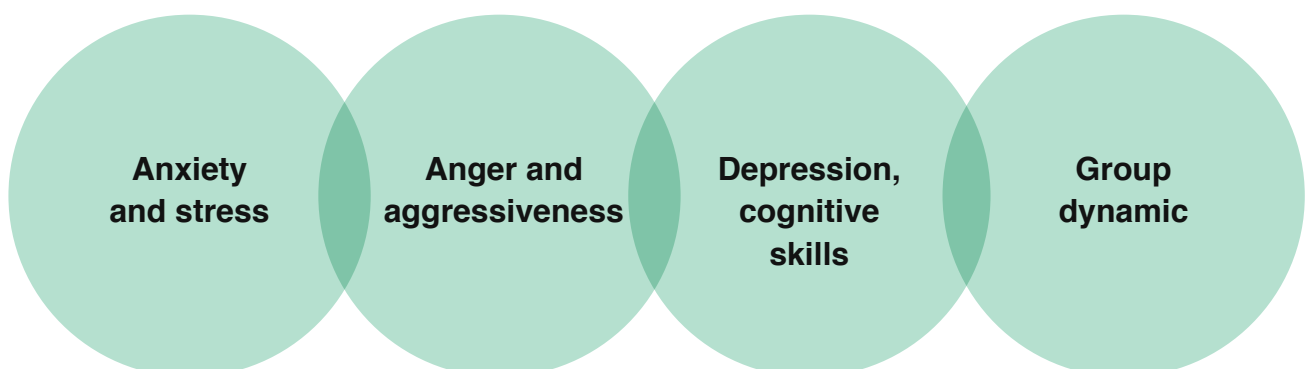
#### Paying attention to the occurrence and patterns:

##### When and how do they appear?

- Out of the norm mood swings
- All the time
- Appear suddenly, drastic change in a short period
- Appears when the child talks about something or someone specifically

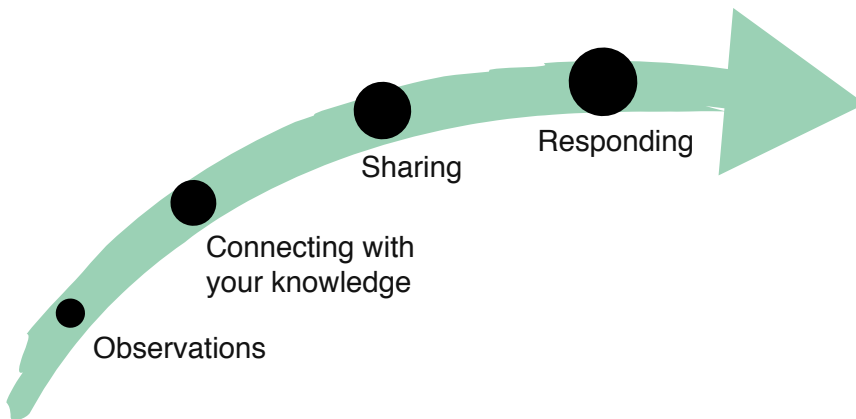
#### Understanding the different signs of distress

The four following indicators summarize how psychological and psychosocial distress can surface and be seen in a child. Paying attention to them can help you detect psychological suffering and distress during the activities. All of them are an attempt to deliver you a message. Learn how to decrypt those messages in order to be more accurate in your intervention. Be attentive to all of them, they are precious indicator. They will be explained in a guideline in the third part of this manual.



## 4. What to do with our observations

Now that we understood why, how and what to observe, let's see what we shall do with all the precious material you collected!



### a. Connect with your knowledge

In the first part of this section, we emphasized on the importance of gaining new knowledge and keeping building your personal professional toolbox. Bridging your observations with your knowledge and know-how's (techniques and skills) is a necessary gymnastic that must be used and practiced. This is how you build your experience. This ability to link theory and practice is critical for becoming a strong professional. Building professional experience is not only an accumulation of observations. No relevant intervention can occur without a strong and solid knowledge and without abilities to link and question theory.

Your toolbox is like a big library. You have different shelves, different sections. It is organized, complementary and structured. You know where to look in order to find the appropriate information. Your library is an on-going construction site: it never ends and it's never frozen. It's a dynamic process.

#### ★ TIP: Read. Learn.

Keep educating yourself. Then you can connect what you see with the relevant knowledge and know how to respond.

#### Type of knowledge you might want to improve:

- Child development
- Effect of war and trauma
- Learning/teaching techniques
- Self-reflection, self-development
- Theory of attachment
- Psychological needs of vulnerable populations
- Geopolitical facts and news

## b. Being self-reflective and sharing (importance of post-group and supervision)

Our ability to question our interventions and attitude is one of, if not the most effective and powerful tool in order to become a better professional. It's called being self-reflective. No significant improvement can occur without doubts and questioning. Our worst enemies as a professional are certainties, arrogance and rigidity. Starting with the humbleness that we can't and don't know everything (starting by our own emotions and reactions – some of them are very difficult to identify and embrace, especially negative feelings toward some beneficiaries) allows us to share and ask for the help and knowledge of the group. Our team (colleagues, senior staff) or supervisors provide a necessary mirror for our thoughts, ideas, knowledge and emotions.

### What is self-reflection?

- The ability to question our decisions
- Humbleness (I can learn from others)
- Being aware of our own emotions and knowing how to mitigate, use or channel them
- The curiosity pushing us to learn more
- The reflex of sharing and processing collectively

### ► How can we share in the most effective way? Importance of post-group and supervision

- **Set-up systematic post-groups** after each sessions/activity with co-workers or regular supervisions. It can be with colleagues who were present during the activities (co-facilitators, volunteers) or with an external supervisor, senior technical staff. Both can have interesting insight and inputs to add to your observations.
  - **Post-group with co-facilitators:** you will soon realize that, even if they were present with you in the same room, co-facilitators might have observed or noticed very different things than you. Crosscutting those observations is very rich.
  - **External supervision:** External supervisors bring another type of feedback, more neutral because they were not present, which is as powerful and fruitful. They might also be more experienced or have specific expertise, which put your observations into perspective and raise new types of questioning.

## *Why sharing? Importance of post-groups and supervisions*

It is a specific time where you all can share your observations, exchange your point of views, your opinions, your feelings

This is where you elaborate your thoughts and go deeper in your understanding and comprehension of your work

It is a way to defuse your concerns and take actions

It is also a way to monitor the evolution of a group or of a specific kid

*Table 4 - Why sharing? Importance of post-groups and supervisions*

- **Gaining the support of your organization:** advocate for the absolute need of those reflective times and spaces to your organizations. It has to be institutionally supported in order to make it regular and consistent. It is very hard, even with a lot of motivation, to mobilize collective efforts to make those gatherings happen. If your organization supports the idea, provides adequate resources (HR, material, space) and structures it as part of the intervention, it makes the whole process stronger and less crumbly.

► **In Practice**

10-30min debriefing after a session for a post-group with the co-faciliator and colleagues

1 or 2 hours supervision session with external supervisor or senior technical staff, on a regular basis

Informal exchanges among colleagues



**TIP:**

***Learning how to give and receive feedback: constructive criticism***

Embracing doubts, questioning our decisions and receiving feedback from others is not an easy process. Pride sometime gets in the way. In general, we give the best of us in order to be professionals, so hearing somebody else criticizing us can be rough. Always keep in mind why we are giving and receiving feedback (to improve responses) and be aware of power dynamic and passive-aggressive behaviors or comments that can happen in a team.

**Do's**

**Don'ts**

**Giving feedback**

- Explain what you noticed/observed
- Try to understand the other's point of view by asking questions
- Put both into perspective
- Explain questions, concerns, ideas in a non-judgmental way
- Encourage and motivate

- Finger pointing, blaming
- Incriminating tone
- "You" statements ("you did" "you should", "you didn't")
- Humiliating, sarcastic or diminishing comments
- Passive-aggressive comments

**Receiving feedback**

- Listen, be patient and humble
- Accept comments, say that you heard your colleague
- Start processing with them about causes what could be changed, improved. Collective thought process is much more powerful!

- Don't be defensive or hurt. We are here to improve
- Don't take things personal
- Don't be arrogant: you still have things to learn
- Don't try to justify your decisions or actions, it's not a trial!

### c. Adjust response: setting new individual/collective goals

That is your ultimate goal after this whole process: adjust your response in order to be as accurate and efficient as possible. Once you observe and analyze your observations, you can:

#### ► Intervene immediately during the session

(intervention to a specific situation during a session, leading to making a decision and taking action). It can be offering a relaxing exercise because you sensed anxiety in the group, offering conflict mediation after an argument or a fight during the group, taking a child aside because he's overwhelmed by the group, etc.

#### DURING A SESSION

*Observing* ► *Making decisions on spot* ► *Taking actions*

#### ► Implement further adjustments later on,

after having recorded specific difficulties and taking notes based on your observations. It is then a long-run process aiming to improve the overall quality of the intervention/curriculum (you notice that certain activities are not suitable for the type of beneficiaries, therefore not reaching their objectives, or that certain activities are difficult to implement, etc.). This can be done through a collect reflection and decisions. It can also be about a specific child, for whom specific actions might be set (specific attention, specific needs, specific exercises, etc.)

#### ON THE LONG-RUN

*Observing* ► *Sharing/  
processing  
with colleagues* ► *Adjust  
objectives* ► *Implement*

# CREATING A FRAMEWORK

## Creating a framework

Ethical considerations and Code of conduct

Type of environment we can or should provide

The institutional system, working procedures in place

## 1. Principles of care

In every intervention involving a relation between two persons (such as a professional and a beneficiary), certain core-principles apply. The World Health Organization describes the general principles of care<sup>8</sup> in its mhGAP intervention guide as following<sup>9</sup>:

*“Health-care providers should follow good clinical practices in their interactions with all people seeking care. They should respect the privacy of people seeking care for mental, neurological and substance use disorders, foster good relationships with them and their care-takers, and respond to those seeking care in a non-judgmental, non-stigmatizing and supportive manner”.*

### What is ethic?

As professionals working in the humanitarian field, we are bonded to certain ethical considerations. It means that we respect a set of moral (and sometimes legal) principles aiming to preserve human dignity, privacy and rights. Ethics codes provide standards of conducts and can be applicable in both our relationships to the beneficiaries but also among the team and organization. Ethic should never be taken lightly and should be established and agreed upon at organization level.

### About privacy and confidentiality

Trust is an essential component while working directly with service users, especially when social pressure, social expectations and stigmatization are very present in the community. In order to build a trustful relationship, confidentiality rules must be clear for you and recalled the beneficiaries: what they tell you is not divulgated in the community. You are not allowed to use their image, story, names without their consent for research purposes.

### Ethics and code of conducts' common principles:

- No discrimination based on gender, religion, country of origin or social background
- Respect of opinions, neutrality and non-judgmental approach
- Do No Harm
- Confidentiality and privacy

8. See also figure “General principles of care” next page

9. “mhGAP Intervention guide for mental, neurological and substance use disorders in non-specialized health setting”, version 2.0 by the World Health Organization

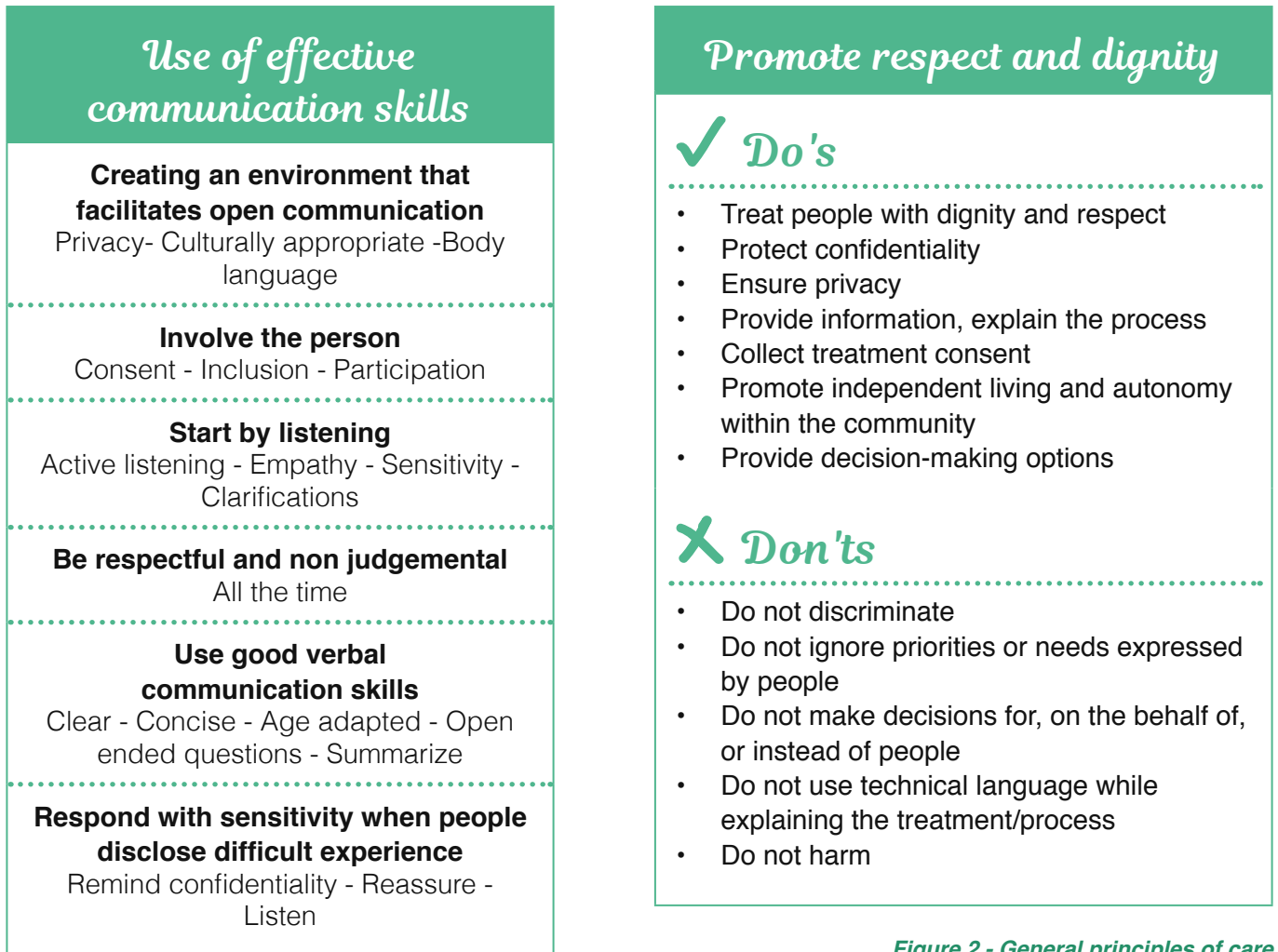


Figure 2 - General principles of care

## The expectations board for children

As said previously, you are a role model. So the principles and expectations that you apply for children should apply for you and vice-versa. Especially important considering what children have experienced or are experiencing (lawless environment, chaos, gross human rights violations), the code of conduct and ethical principle must be taught and recall. The intervention you are proposing and/or the place you're working with is safe (or experienced as safe) *because* it is subject to clear expectations. It can be even more relevant to create the expectation-board (the code of conduct applicable to you and the children) by involving the children. It is a good way to discuss with them the notions of good and bad, of respect, of tolerance, etc...

### A few examples of rules to set and teach the children:

- It's forbidden to hurt each other
- Stealing is not permitted
- We must respect each other when we are speaking, respect opinions...

## 2. Institutional system and working procedures

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The institutional system and the working procedures are other important components showing the professionalism of your work but also increasing the efficiency and the quality of your work. You can be the best facilitator, best officer or best manager, if the system around you is not clear, your work quality will be negatively impacted. It is therefore important for you to know what exists and also to question whether it is efficient, suitable or applicable. If it's not, how can you share your feedback and contribute to improve the system. In the table below, you will find four different organizational aspects that you should pay attention to:

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### *Institutional organization Capacity building*

- Do I have a place to think with my team, with my managers (supervisions, post-groups)? Do I know how to reach the managerial team in order to share my concerns? Do I understand the purpose of all the institutional meetings (accessibility of ToRs)?
- What skills/knowledge do I need to strengthen? Is there any professional growth plan for me/for my team (training, workshops)?
- Do I have all the material I need to work properly?

---

### *Working procedures Monitoring and evaluation*

- Are the service user's pathway clear and/or efficient (intake forms, data collection system, evaluation forms, monitoring tools)?
- Do I know where to refer inside and outside the organization (referral path and system, communication with other departments of the organization -SNF, livelihood, etc.-)?
- Do I know and master the emergency protocols in case of incidents?

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### *Human resources*

- Is my job description accurate and updated? Do I understand what are the roles and tasks of my colleagues?
- Do we have enough staff in order to fulfil our tasks?
- Within the activities, are the dispatch of roles and division of tasks among my colleagues clear (who is doing what before, during and after the sessions? Could we clarify or modify certain tasks in order to be more impactful (designate an observer, a leader, a co-facilitator, specific roles of volunteers)?

### 3. Type of environment we can or should provide

An important part of your framework is the environment and the space where you will be conducting the activities. If the real material aspects are obviously important, it is however not the most essential aspect. Of course, being able to conduct activities in a large, clean, bright and equipped center, ensuring privacy is the absolute ideal (see figure below: “the ideal scenario”). But sometimes, we don't have such places to work. Does it mean that our intervention becomes bad? Absolutely not. Community psychology had very interesting inputs about what makes an intervention efficient and why the place, in the end, is not the most important (in comparison with psychoanalysts who put the room/the space as an essential and necessary component in order to conduct a successful therapy). Community psychology claims that the symbolic framework held by the professional is the key to a successful intervention: you are the framework, you hold it wherever you are. That's why an intervention, if conducted in the proper way, can be perfectly efficient in a park, in a car or in the street.

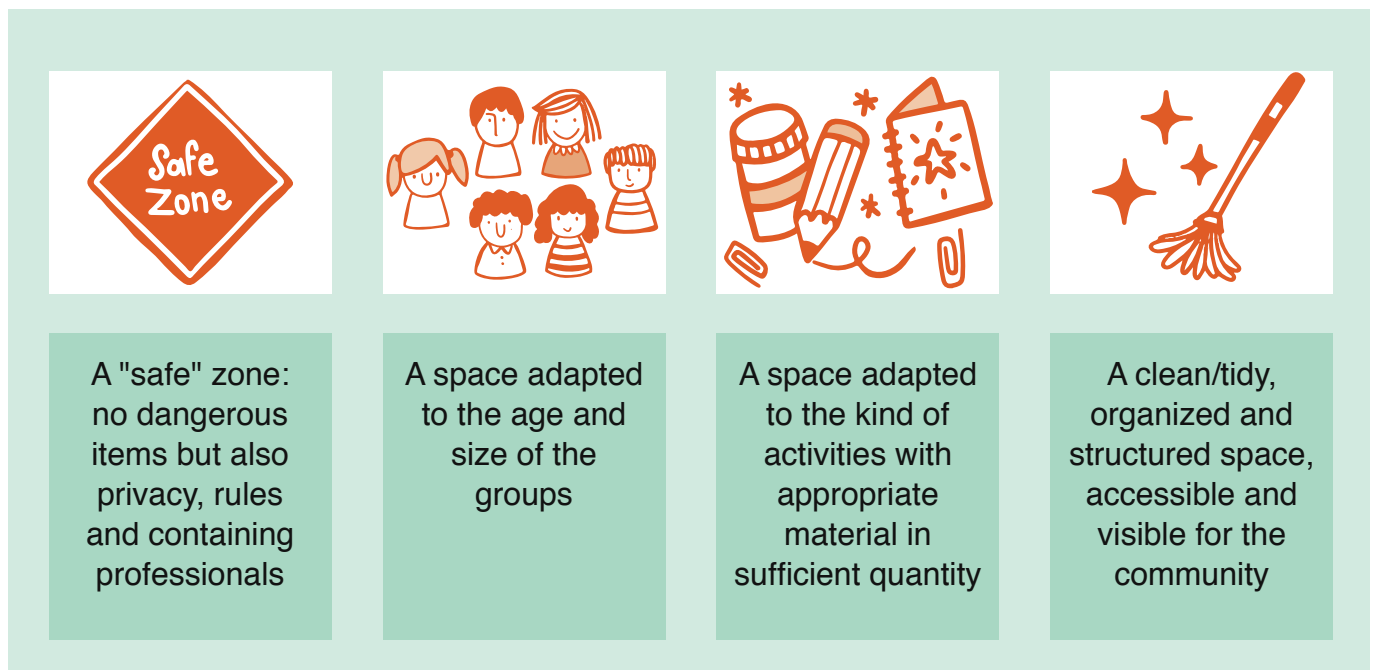


Figure 3 - The ideal scenario: the child-friendly space

In an ideal scenario, you have the 4 components above available *de facto* when you have a community center or an activity center. But are you necessarily deprived from all of the above when you conduct your activities; let's say, in the street?



# THE ROLE OF ADULTS IN HANDLING EMOTIONS

## 1. *What is a “difficult child” and how some naturally tend to respond*

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Dealing with children is a complex task for all adults (parents, teachers, professionals). They constantly challenge us in order to understand the world around them, and let's be honest, it can leave us in a state of limbo... If most of the times we manage to adapt and respond more or less appropriately, what we qualify as “difficult children” can give us real hard time and leave us pretty hopeless or helpless.

The loudest, the most aggressive, the ones challenging limits and boundaries, the most hyperactive, are usually the ones we struggle the most with. Yes, you know, the ones we call “trouble-makers”. They are loud intruders in a bubble that we wished to be peaceful and quiet and hamper the stability of the rest of the group (the “good” kids). Unfortunately, most of the “trouble-makers” have experienced at least one of the following responses from adults (including professionals and teachers):

- Adults being verbally or physically aggressive back
- Behavior suppression techniques
- Punishments, exclusion
- Blaming parents for not being good-enough educators
- Negative thoughts about those children (“obnoxious”, “annoying”...)

And let's face reality: it doesn't work very well. On the contrary, it even reinforces the negative behaviors and our negative feelings toward them. It's a vicious circle.

So what about changing our lenses and redefine what “difficult children” are? Difficult children are the ones exhibiting so much pain that we feel totally unable or unequipped to help. They are a projection of our own failure to contain them, and this is unbearable. Therefore, talking about “difficult cases” doesn't include only the “loudest”, it also includes the ones we obscure (the “less visible”): the depressed ones, the anxious ones, the ones whose body is suffering instead, the ones who try to diminish the pain with substances, etc. In this section, we will then review the different signs of psychological distress, how to identify them and how we can handle them efficiently.

be established and agreed upon at organization level.

### **Typically labeled as “difficult cases”**

- Refusing to participate in an activity (oppositional)
- “Lazy”
- Not engaging with adults or others children (passive)
- Rebellious or protesting kids
- Hyperactive and/or making it difficult to conduct the activity (loudness, challenging rules, creating mess)
- Verbally or physically aggressive behaviors toward adults or other children

## 2. Functions of moods, behaviors and emotions exhibited by children

Moods, behaviors and others signs exhibited by “difficult children” all have two things in common:

- They are an attempt (even if vain sometimes) to reduce the anxiety and the psychological suffering or at least not to make it worst: they are **defense mechanisms**.
- They are an attempt to connect and build a relationship (even if sometimes it has a counter-effect or is not very efficient). **They are messages and they all mean something.**

Don't assume that children are difficult to bother you or because this is their “natural” temperament (“He's aggressive”, “he's mean”, or “he lacks empathy” ... as definitive statements). Those behaviors are either reactional (we occur in response to specific stressors in order to protect themselves) or taught (experienced recurrently and trivialized in their environment, then reproduced). Moods and behaviors are then a mirror of the child's internal world, showing his vulnerability, his wounds, his fears and trauma, his story. When decrypted appropriately, they are precious indicators to identify and handle their distress. **They are our intervention compass.**

## 3. Role of adults and caregivers in handling emotions

Emotions are just like water: they can be like a calm and peaceful stream or they can be like a furious overflowed river, overwhelming and destructive. Either way, they can't be stopped, they have to flow. If children try (or are taught) to repress their emotions, they will eventually overflow, making damages. The child is then “drowning”. Adults can help children *containing* the flow: they can teach them how to channel and embrace emotions so they can flow peacefully.

### *Containing-holding: definitions*

Winnicott (1953) was among the first to highlight the way a loving mother (or significant caregiver) holds her baby and how this could be applied to psychotherapy. Since his early work, the idea of having a ‘holding environment’ has been seen as a crucial part of therapy. In all significant relationships (for example the one you will be developing with the children during the activities), we try to provide a safe/protective bond based on trust.

In the same way that the ‘good-enough’ mother knows how to listen and adapt to her baby, your ability to listen and adapt to the child's need will create this containing relationship. He will then feel safe enough to explore his feelings and emotions even when those are painful or destructive: he knows that you will be able to receive them (to hold them) and give them back in a more “acceptable” form.

## How to contain emotions?

- Listen and engage in order to create a trustful bond. Ask questions, but don't be intrusive, it's not an investigation (remember: listening is multisensory). Sometimes, your presence alone is sufficient. What the child needs at that moment is your emotional availability. If he/she refuses to talk or answer your questions, tell him/her that it's ok, he/she doesn't have to, that you have time, etc.
- Help the child identifying and understanding the situation by verbalizing (naming emotions, explaining what you see). You can say for example: "I have the feeling that you're worried right now" or "I can see that you're very upset right now". You can ask him/her is you're guessing right and maybe he can explain you more? By doing so, you are helping giving a meaning, a sense to the situation.
- Reassure the child by telling him that it happens and it is normal to be carried away or overwhelmed with our emotions sometimes, that it can be hard to control our emotions sometimes, but it happens to everybody. By doing so, you're helping him embracing his emotions VS fighting and repressing them. If he/she transgressed an expectation (hit somebody for example), recall and explain the expectations but avoid shaming (judging: "this is bad", etc...). Stick to the facts.
- Teach how to channel the flow of emotions VS being carried away (see. next section).

### *Containing physically?*

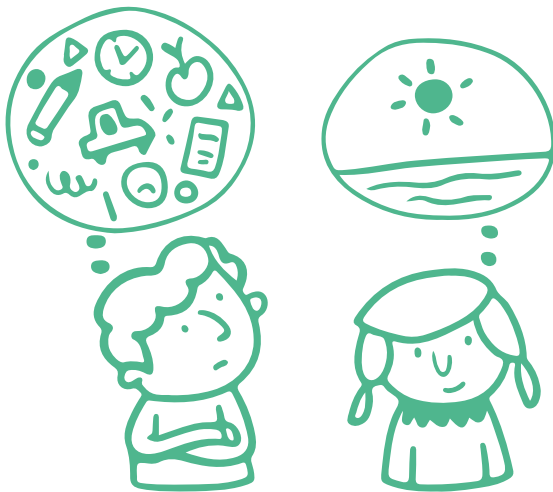
When a child is facing a highly distressful moment or when we think that he might be a threat for himself or others in the room, we as professionals face the difficult question of containing physically a child. It could be holding him physically when he or she is losing control, hugging or holding hands when he or she is extremely distressed, natural and spontaneous reactions that empathic beings can have. It obviously raises some ethical, cultural and moral concerns. In certain countries, very strict rules and protocols forbid any adults to have physical contact with children, or even to prevent any situations where an adult is alone with a child (to accompany him/her to the restrooms for example). Those protocols obviously intend to protect children from some forms of inappropriate behaviors from adults or physical abuse. So what is appropriate? What to do in crisis situations? Can we contain physically? Can we not?

Some parameters have to be considered: gender, age, cultural background, level of trust from the child (doesn't he know you well or not), etc. Discuss this issue with your team and your managers, this must be clarified and agreed upon in the code of conduct (general rule, exception, etc.).

## 4. Teaching Mindfulness

### What is Mindfulness and how it helps dealing with anxiety and anger?

Mindfulness is a simple self-care tool which can help you and the children to channel and deal with overwhelming emotions. It can be defined as followed: *it is the ability to be aware of your thoughts, emotions, physical sensations, and actions in the present moment, without judging or criticizing yourself or your experience.* It teaches us how not be carried away by our impulsive and spontaneous emotional responses to certain situations (like getting angry or aggressive when we're upset, not being able to think clearly when we are stressed or anxious). It is an active process with which we slowly allow the unfolding of experience moment-by-moment. It is a pause in the middle of the constant influx of feelings, sensations, emotions and thoughts. In some ways, it brings space and a bit of peace in our cluttered life.



*Mind Full, or Mindful?*

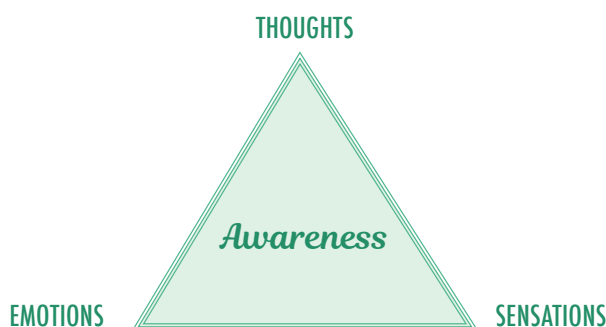
### For a history of Mindfulness

Mindfulness is not a revolutionary 21st century discovery! In many ways, it is similar to meditation, a valuable skill that has been taught for thousands of years in many cultures and religions, including Islam, Christianity, Judaism and Buddhism (Inayat Khan, 2000). In the 80s, JonKabat-Zinn began using nonreligious mindfulness skills to help hospital patients cope with chronic pain problems. More recently, similar mindfulness techniques were also integrated into other forms of psychotherapy, including dialectical behavior therapy (Linehan, 1993a).

### How does it work?

#### ► Awareness and focusing on the moment

It is an active process, but it is not about shutting down our emotions or repressing them. It is more about being able to acknowledge what is happening in our head (our thoughts), our heart (our emotions) and our body (our sensations) at a precise moment: becoming more aware VS reacting. You'll also be able to dissociate and identify more what belongs to your body (and that are often reflexes, not controllable), or to your emotional or rational mind (emotions, that you can learn to channel; and thoughts). By being more mindful, you prevent your thoughts to race and carry you deep in the past or further in the future: you are here and now.

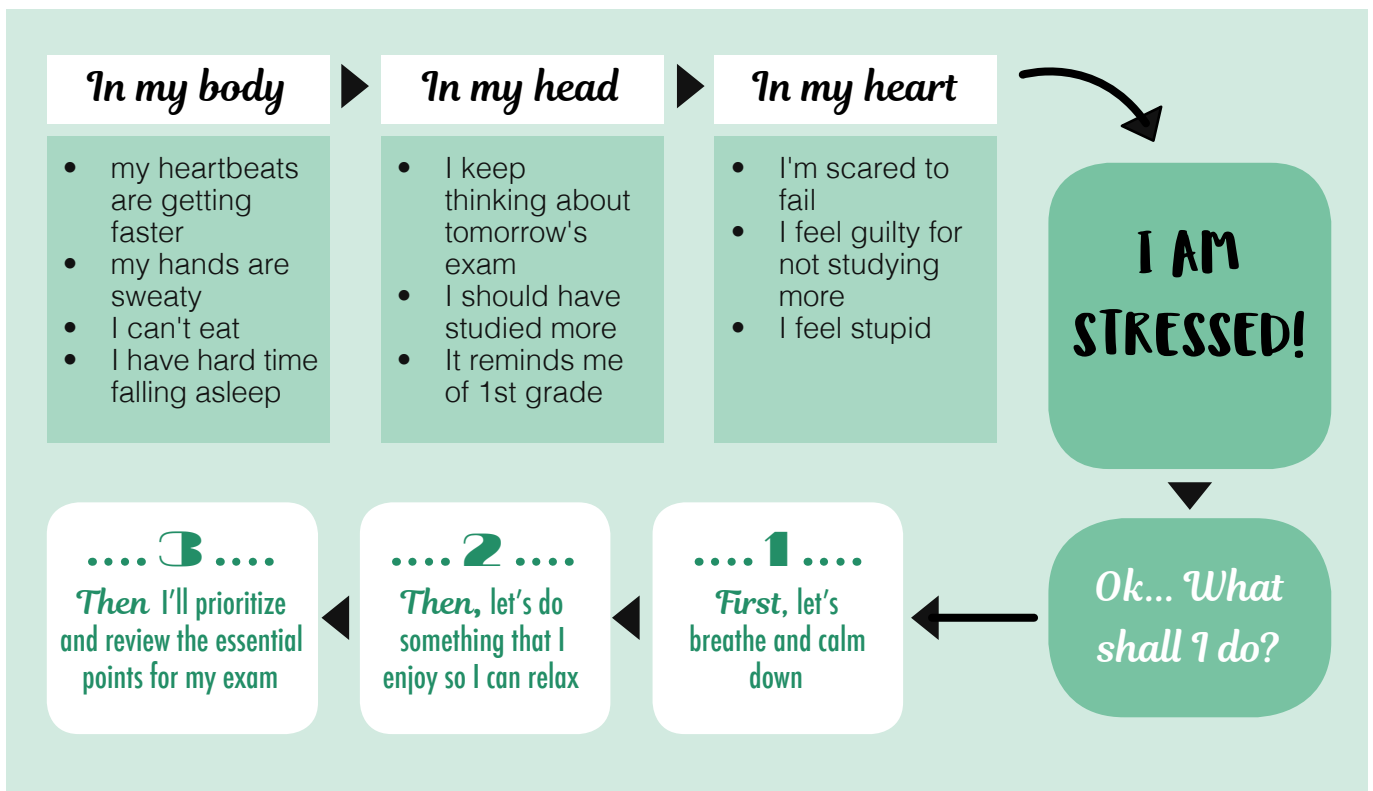


### ► Switching off the “automatic pilot”

Think about all those things that you do automatically on a daily basis without thinking about it (eating in front of the TV without knowing what's in your plate, reading a book and not remembering a word of the 2 last paragraphs, mind wandering...). When you practice mindfulness, you simply acknowledge more the moment, you are, you experience more, and you feel more. It allows you to reconnect with your body and makes you appreciate what you like and mitigate what you don't.

### An example of a mindful moment

Look at the example below. It's typically what happens when we feel stressed. But instead of panicking and being so preoccupied that you forget everything during your exam, mindfulness can preventively help you identify the signs of anxiety and to act appropriately. By doing so, you can anticipate the dangerous zone where your emotions are getting loose and out of control and take appropriate actions.



### Becoming more mindful will enable you to...

- Decrease stress level
- Regulate emotional and physiological responses
- Increase body awareness
- Decrease judgmental statements
- Increase empathy and compassion
- Increase patience
- Develop the capacity to make wise decisions and act with clarity (VS impulsivity)
- Being more present in the moment, enjoy the present moment, enjoy small pleasures

## Some mindfulness exercises

### Body scanning/breathing exercise

- Sit or lie down in a comfortable position
- Close your eyes
- Take deep breath: inhale and exhale deeply. Focus only on the breathing (5 to 10 times)
- Now you will travel into your body. You will visualize all the different parts of your body starting by the feet, then the legs, then the pelvic, the belly, the back, etc. Up until the head and face.
- Simply visualize the positions and record the sensations (tickling, numb, hot/cold). Don't try to change or modify anything, you're simply acknowledging.
- If your mind is wandering, it's ok. Gently bring it back on the body sensations.
- Then finish on your breathing again. It's your anchor, a safe place. Notice that your heartbeats slowed down.

**\* The objectives are relaxation and focusing on the here and now**

### Transforming judgments into "I" statements

When we feel angry or resentful toward somebody else or yourself, we tend to be judgmental. It fuels the anger and makes it harder to calm down or forgive. No major positive changes can occur with anger and resentment and can only lead to disappointment.

- Think about the person you're angry at and list the judgments, critic or feelings you have ("you're a liar", "you're selfish", "you drive me mad").
- Now try to transform those judgments into statements starting by "I": "I felt so hurt", "I feel scared when you act like that", "I think you don't like me", "I thought you were going to leave"

**\* "I" statements are based on mindful awareness of how you feel. They are more accurate than labels you put on others. They are non-judgmental and evoke greater empathy.**

### Mindful appreciation

Notice 5 things in your day that usually go unseen or unappreciated or that you feel thankful for. These things can be objects or people – it's up to you. Use a notepad to check off 5 by the end of the day.

- I feel thankful for being with my family/ for having good friends
- I feel thankful for the nice smell of the grass after the rain of this morning
- I feel thankful the good diner my sister cooked for me
- I feel thankful for the lady who smiled at me this afternoon. Etc.

**\* The point of this exercise is to simply give thanks and appreciate the seemingly insignificant things in life; the things that support our existence but rarely get a second thought amidst our desire for bigger and better things.**

### The beginner's mind

Take an object or food from your daily life. You're familiar with it and think it doesn't deserve much attention. For example: a dry raisin. But this time, before shoveling it into your mouth with even noticing it, you will pay attention to your 5 senses:

- Look at it; look at the shape, the color
- Touch it, feel the texture under your fingers
- Smell it, let the flavor go up your nose
- Squeeze it close to your ear and listen to the noise it makes
- Put it in your mouth and explore it with your tongue, start shewing and let the flavors explode, take your time. Then swallow.

**\* You just mindfully ate! You re-discovered something familiar under a new light! It might have brought back some memories or sensations. If you can do it with a raisin, can you do it with (positive or negative) life experiences?**

## 5. Teaching positive resonance and positive affirmations

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### The dreadful consequences of a poor self-esteem

Low self-esteem and lack of self-confidence are common in children who suffered from traumatic experiences or are exposed to precariousness, poverty and unstable life-conditions. In sociology and psychology, *self-esteem* reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the *self*. Degrading life-styles coming with poverty, recurrence of humiliations, verbal or physical violence, as well as the fragility of parents who have been themselves dealing with rough experiences that potentially impact negatively the parenting abilities have dreadful consequences on a child's self-esteem. In our field of intervention, we deal daily with children feeling that they are nothing.

As a result, children lacking self-esteem and self-confidence gradually lose hope and devote less energy in building worthy relationships (friendship, families) and in engaging in constructive and relevant activities (like school or projects for the future). Common comorbid disorders (signs that can come along) are: depressive affects or, on the contrary deviant behaviors such as delinquency, substance abuse or becoming a bully (it is then a self-sabotage aiming to prove or justify that they worth nothing or are not good persons. It is also an attempt to mask the pain).

“ I have had classes that were so low, so academically deficient, that I cried. I wondered, "How am I going to take this group, in nine months, from where they are to where they need to be? And it was difficult, it was awfully hard. How do I raise the self-esteem of a child and his academic achievement at the same time?

[...] One year I came up with a bright idea. I told all my students, "You were chosen to be in my class because I am the best teacher and you are the best students!! They put us all together so we could show everybody else how to do it." And I gave them a saying to say: "I am somebody! I was somebody when I came. I'll be a better somebody when I leave. I am powerful, and I am strong! I deserve the education that I get here. I have things to do, people to impress, and places to go." If you say it long enough, it starts to be a part of you.

[...] Will you like all your children? Of course not!! And you know your toughest kids are never absent. Never. You won't like them all, and the tough ones show up for a reason. It's the connection. It's the relationships. So teachers become great actors and great actresses, and we come to work when we don't feel like it, and we're listening to policy that doesn't make sense, and we teach anyway. We teach anyway, because that's what we do. Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion? Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be”

**Rita Pierson,**

Passionate and devoted teacher and educator in difficult schools

## “Every child needs a champion”

One of the roles of PSS facilitators will then be to heal the damaged narcissistic fabric and restore confidence and self-esteem. Children with poor self-esteem need to be around adults who believe in them and won't fail them. They need an adult who would, unconditionally and without prejudices, see their true self and empower them by telling them: “I believe in you, you can do it. You're a good person”. And children are, genuinely and inherently good! When they appear “not good”, it is usually the result of taught behaviors or the consequences of a perverted and toxic environment. But deep inside, all children hide compassion, power and beauty! Allow them to see that and to exhibit it proudly! In the box on the right side, there is a quote from Rita Pierson, a passionate and devoted teacher and educator who has taught kids in the most difficult schools in America<sup>10</sup>.

## Positive resonance and positive affirmations as self-empowerment

### ► Rebooting the system

Negative emotions tend to scream out loud, while positive ones whisper. It's sometimes easy not to hear them. This is actually how human brain is designed, this is how human beings survived, very primitively by becoming more attuned to danger, by hearing it out loud. Just consider how dreadful breaking news and catastrophe are catchy, how people are slowing down to see a car collision scene on the road... Negativity tends to attract us, but as a result can blind us and prevent to see positive emotions. Because of those thousands of years of conditioning, positive emotions can sometimes be experienced as “just neutral”, or not be seen at all. The state of well-being is then diminished as “when-troubles-are-resting”.

So in order to be more attuned to positivity, we need to reset our whole mindset and to reboot the system. We need to learn how to counteract negativity by becoming simply more familiar and aware with the range of positive emotions. And it's not about just “being happy”. Positivity is an embodied feeling. And it is a matter of training and habits. And it starts with what we think about ourselves.

### ► Positive resonance

We are also very much influenced by people around us. Emotions are not only about us. Like a mirror or a sponge, we introject and reflect everything about us. We are social beings, naturally in contact with other people. Do you have example of how negative emotions had impacted somebody else? Or how somebody else emotions changed yours? Pay attention to the “dark clouds”, the negative persons in our lives, the pessimistic, sarcastic ones, who devaluate and bring us down. They can seriously impact your well-being.

Now, the mechanism works for positive emotions.

Have you noticed how an energetic and positive person can radically change the mood, the vibe in a room? It's called positivity resonance. It's the core of Love. Take the example of smiling. How does it make you feel when you see somebody randomly smiling at you, without specific purpose?

### Example of positive affirmations

- I am strong!
- I am beautiful!
- I learn from my mistakes!
- When I fall down, I stand up again!
- I never give up!
- I am smart!
- I believe in myself!
- I can do it!
- I enjoy life to the fullest!
- I can make a difference in people's life
- I can make my dreams come true!
- I'm open-minded and tolerant!
- I am patient and compassionate!
- I am a good person!
- I bring light in people's life!
- I live in the moment!
- I accept my true self!
- I am funny!
- I am free to be who I am!

10. Find her talk: [http://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion?language=en](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en)

Teaching those knowledge, but most importantly those skills to the children you are working with can make a real difference in their level of self-esteem. Be their champions; believe in them and in the adults they will become.

## Positive affirmations exercise<sup>11</sup>

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### Positive affirmations – for parents to their kids

**Say:** *“Transforming harsh feelings into positive thinking is a powerful tool in supporting ourselves or our beloved ones. Every child needs to feel that adults are caring and loving them. And sometimes, even if it’s obvious for you, they need to hear it from you. And if they hear it long enough, it starts to become a part of them”.*

Ask the parents to stand up in circle and to hold each other’s hands.

**Say:** *“Now, we are all going to shout, one after another, one positive thing that you want your child to hear from you. I can be “I love you”, it can be “you’re a beautiful person”, it can be “I believe in you”, it can be “thank you for being in my life”. Shout it from the bottom of your heart!”*

Let the parents shout their positive thoughts one after the other. Once the circle is done, clap all together and ask them to thank each other for this empowering moment.

### Positive affirmations – for children

**Say:** *“We spend a lot of time (too much time) doubting or devaluing ourselves. But I know and deep inside you know too, that you’re a good person. Sometimes, it is just a matter of believing in it or hearing it”.*

Ask the children to stand up in circle and to hold each other’s hands.

**Say:** *“Now, we are all going to shout, one after another, positive things about ourselves! I am going to say something to you and you’re going to repeat it, loud and convinced! Don’t be shy, don’t be ashamed. Make it become a part of you!”*

Stand in front of each child, one after the other, shout a positive affirmation and let them repeat after you, until the whole circle is done. Once the circle is done, clap all together and ask them to thank each other for this empowering moment.

11. Watch: <https://www.youtube.com/watch?v=pC4WTc3CT5w> (A father doing positive affirmations to his daughter before school)

## 6. Involving parents

### About the difficulty of involving parents

Sometimes, it is useful, or essential to be able to talk with the parents about a problem you identified with their child, in order to gather more information or understand what is going on. And we know that it is not an easy task... They might be:

- Hard to reach
- Defensive (because of their own guilt of not being able to provide for material or emotional needs, or because they are suspicious about outsiders)
- Not responsive, passive, dismissing, trivializing and minimizing the issues
- Have a poor understanding of the situation

### Being aware of the savior complex and becoming parents substitute

Being unable to work along with parents can leave us in very hopeless and helpless situations.

Witnessing the psychological suffering of a child at the same time as the passivity or opposition of parents can create a mix of strange and difficult emotions for professionals. We can easily fall into savior complex (thinking that we only can help those children, that nobody sees their pain or is qualified enough to help them) or we can be tempted to become parental substitutes (the parents are failing in the roles, but I won't. I love those children like mine, they love me more than their own parents. This might be a very tangential and tricky path to take.



It is very important to acknowledge those feelings and to process them in order to **find an appropriate and professional distance** with the children. It will protect the child as well as you from further disappointments and ruptures. Then, it is essential to realize and embrace the fact that despite of their vulnerability or failures, **parents are and remain the number one attachment figure and source of resilience for a child.** Independently from how good or qualified you are as a professional, you cannot and should not attempt to replace a child's parents.

### Making parents become allies and involving them

Instead of considering them as obstacles, try to understand where the resistances are coming from (identify the main barriers) and see them as potential and essential allies in your work. Creating this relationship with parents will not only ease your work, but it will also ensure its sustainability. At the end, the child is still living among his family.

## **X Don'ts**

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- Don't judge
- Don't blame
- Don't shame
- Don't make them your enemies

You need their collaboration or at least their approbation. Judging will only push them away.

## **✓ Do's**

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- Try to understand their situation with empathy before making any statements or interpretation
- Be respectful and polite
- Be calm and patient
- Ask clear questions in order to assess the situation

This way you will be able to know their needs and provide appropriate responses (see. providing psycho-education)

# 7. Providing psycho-education

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## **To whom? What for?**

Psycho-education tips are useful knowledge or know-hows that you want to transmit to parents or children, because you think that they can contribute to their well-being and are complementary to your work. Sometimes they are even essential: your intervention has its limitations and if no actions are taken beside the time spent with the child, the positive outcomes gained through your work might be compromised. In order to create coherence and continuity in your work and ensure its sustainability (make the effects last), you can provide psycho-education tips directly to the child or, even better, directly to the parents. Maybe another department of your organization can ensure the family follow-up while you work with the child? By doing so, you're building a comprehensive and holistic model of intervention. Psycho-education can also be a way to put parents back into charge, diminish shame or guilt that adversity might have instilled and also normalize responses.

## **Assessing the needs**

In order to fully understand the difficulties exhibited by a child, you might want to understand his daily routine and the quality of relationships among his family. Those are precious indicators that will help you identify the risk factors and protective factors surrounding the child's life. By doing so, you will also define what the family needs to learn or have in order to help their child becoming more resilient:

- The family routine (composition of the family, who is doing what?)
- The amount of time they spend together: time of interaction, games, and support for homework... not only the time spent in the same room. Question the quality of interactions.
- Ambiance at home and nature of the relationships among family members (do you suspect domestic violence, is there a specific positive attachment with some of the siblings or relatives?)
- Any traumatic event that the child might have faced in the past or recently
- The sleeping habits (hours and quality of sleep) and eating habits (intakes of sugar, appetite...) and the number of hours the child spends on screens

### ► Physiological needs of children

Children and especially children who are working (intense life rhythm and hardship) have great physiological needs in order to grow and develop. They need regular and healthy food intakes every day, as well as long hours of sleep (10 to 12 hours before the age of 10), doubling their size within a couple of years!

### ► Impact of sleep and nutrition on moods and development

If they don't receive enough (food or sleep), children's growth rate is hampered and their cognitive abilities are negatively impacted. But what scientists recently discovered is that nutrition and sleep have a huge impact on our emotions.

- When a child is not getting enough sleep, his brain can't develop properly (a lot of hormones are delivered during sleep and information is mainly processed by the brain during sleep). If he's too tired, the child can't function intellectually or emotionally. He has harder time to focus and memorize. Sleep deprivation makes us more irritable and we are more prone to mood swings.
- More and more scientific studies show more and more that what and how we eat is also much linked to our emotions and well-being. Scientists call our digestive system "the 2nd brain", because we actually have more neurons (transporting neurological messages and hormones, all linked to emotions) in our intestines than in our brain. It should even be called the 1st brain! If a poor alimentation impacts us negatively (more negative emotions, tendency to get depressed, self-depreciative or anxious, etc.), eating well has a reverse positive effect!

## Guideline for a better sleep

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**Say >** *"Sleep is a very important factor in child's development. It's determinant for well-being and intellectual functioning. Children having to work can get extremely tired because of heavy work load. Therefore, an important thing you can do to support them, is to make sure they sleep enough and that the sleep quality is good".*

**Discuss >** the sleeping habits and pattern of the child (how many hours, bed time, rituals and habits before bed, sleeping environment – how many persons in the same room, noise, light, etc.

**Explain >** *"Children, especially young ones need to sleep a lot! When a child is not getting enough sleep, his brain can't develop properly (a lot of hormones are delivered during sleep and information is mainly processed by the brain during sleep). If he's too tired, the child can't function intellectually or emotionally"*

**Show >**

<i>Between 0-3</i>	<i>Between 3-8</i>	<i>Between 9-15</i>	<i>15 and above</i>
<b>12 to 15 hours of sleep per day</b>	<b>10 to 12h/day</b>	<b>9 to 10h/day</b>	<b>Minimum 7-8h/day</b>

### *Provide the following tips >*

- **Nutrition:** avoid coffee and tea before sleeping, don't go to bed hungry
- **Stay away from screens** (computer, phone, tablet, TV): more and more studies show the negative impact of "blue lights" (LED light composing your screens) on the quality of sleep: screen reading at night makes your production of sleep hormones decrease by 55% and you're having less deep sleep cycles. After a certain hour, encourage your child to turn off his device.
- **Read instead, or tell a story!** Your child will greatly appreciate having this special moment with you and it's a calm and intellectually stimulating activity. It's only beneficial all at level!
- **Have regular bed time routine:** try to go to bed and wake up at the same time every day, do relaxing things in the evening. Before sleeping, you can include a nice positive thinking exercise with your child by asking: "tell me 2 good things that happened today" or "tell me one thing you feel grateful for today"
- **Make the bedroom as nice as possible:** your child will sleep better if he likes and feels safe in this space. Work with him on decorating and getting the place cosy (can you get pillows? nice nightlight?). Keep it clean and tidy!

## Providing psycho-education about food to parents or children

*\* Recall that you are aware that their live-conditions and that you are not here to judge or blame them. You just want to help them making adjustments.*

**Say >** *We just saw how resting enough positively impacts your child's well-being. Now, I wanted to add that scientific studies show more and more that what and how we eat has an impact on our emotions and well-being. Scientists call our digestive system "the 2nd brain". Certain types of food are good for us, while others are bad or even harmful"*

**Discuss >** the food habits of the family. What are they usually eating?

**Explain >** *"In everything we eat, there are some nutritional elements. On the principle, we need them all to have a balance diet: fat, sugar, protein, calcium, vitamins, fibers.... A balance diet help us to grow, to be and remain healthy (immune system), to think (our brain needs to eat too to function) and also to stay in a good mood!"*

**Provide >** essential facts about nutrition



**Fruits, vegetable, fresh fruit juice, and salad:** "they are essential to our diet. They are full of vitamins (to fuel our immune system so we don't get sick) and fibers (help digest). We should eat at least 5 of them every day".



**Fish, chicken, meat cards:** "Those are important to get what we call Proteins. Proteins help building our body (muscles, organs). There are also a lot of proteins in eggs, and peas/beans. When you can't buy meat, chicken or fish, you can always compensate with eggs and beans.



**Milk, yogurt, cheese cards:** Dairy products (products created out of milk) are very important for children because they are rich in Calcium. Calcium helps building bones and teeth and is important for breastfeeding women. If you can't get cheese or yogurt, know that some vegetables are also very rich in calcium like spinach and cabbage.



**Rice, pasta, bulgur, bread:** contain what we call carbohydrates. It's basically sugar. Those types of sugar are good and necessary: they give us the energy that we need to function every day.



**Water.** An adult need to drink on average 1.5l of water daily. Know that soda or fruit juice doesn't hydrate us as good as water, in addition of being full of sugar.

### \*Note for facilitators

Be sensitive about the reality of those parents' lives. Most of them might have very limited budget to dedicate to food. An important message to give is that one doesn't necessarily need a lot of money to eat well and balanced. Emphasize on the fact that processed food and industrial food cost actually more money than buying natural food that they can cook.



### *Beware with sugar!! Soda, candy bars, candies, chips...?*

Those aliments are part of our every day-food but know that they are full of sugar and bad fat. They don't contain many vitamins and, if they make us feel full, they actually don't feed us properly. We say that they are not very nutrient: it means that they don't cover our nutritional needs, they don't bring enough energy to our body, causing fatigue and fragile immune system. In addition of not being very nutrient, scientific studies show that too much sugar in our diet impacts negatively our moods: it increases the risk of depressive feelings, mood swings and hyperactivity. **TRY TO LIMIT THEM!**

### **Promoting quality time and parent-child bond**

In difficult periods or life-conditions, adults are preoccupied with their own duties, their own problems and prioritize their tasks. Providing basic needs and ensuring the survival of the family usually comes first and they might not be sufficiently emotionally present and supportive with their children. Very often, they confound living under the same roof and being connected with their children.

But children do need connections and emotional support. They need to feel they exist and have a place in the family, they need to feel loved and that their parents care for them.

#### *Encouraging parents to bond with their children and spend quality time*

- Explain the difference between being in the same room and being connected
- Explain the emotional needs of children (need to feel loved, need to be reassured, need to play, need to interact, need to feel that they belong and are included)
- Encourage parents to play or read with their children and that laughing is very important. Explain that there is nothing shameful about playing with a child. Suggest fun games.
- Suggest and encourage parents to talk more with their children. A child feels valued and important when an adult is asking things about his life, his emotions, what he did, who he was with, in addition of being important to gather information for the child's safety.
- Suggest and encourage parents to be emotionally demonstrative with their children. Tell them that it is extremely positive to show affection and say "I care for you, I love you"
- Encourage them to involve children in their daily activities (going outside, cooking). Children need to feel included.
- Encourage them to tell their kids about them, about the history of the family, about their own childhood. It helps the child feeling that he belongs and understands his roots.

*Part 111*

**GUIDELINE FOR  
“DIFFICULT CASES”**



# EFFECTS OF EXTREME ADVERSITY

## 1. Understanding extreme adversity and its consequences

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Human mind is like a crystal, a whole solid bloc. But experiencing extreme adversity or constant stressful situations can occur and leaves traces. Those “marks” can hurt and, sometimes damage temporarily or permanently the crystal. In rare cases, the crystal breaks (we then talk about “decompensations”) but in most cases, it will remain only scratches: human mind can heal.

### Extreme adversity can include:

- Being wounded (mutilations, severe wounds)
- Threatened with death
- Abduction, confinement and isolation (incarceration)
- Being unable to evacuate quickly, trapped or delayed evacuation
- Separation, significant loss of people (including missing people) or loss of belongings and property
- Confrontation with actual fighting (crossfire, bombardment)
- Physical abuse, violence, torture, sexual violence (abuse, rape), killing (of strangers or loved ones)
- Humiliations, verbal abuse, emotional abuse (manipulation)
- Segregation, injustice, racism
- Witnessing and being victim of natural disasters
- Exile

### *Trauma: definition*

Trauma is originally a medical term coming from the Greek word meaning “wound, injury”... By extension, talking about psychological trauma, the traumatic event is defined as a life-threatening experience or one that endangers people’s physical or psychical integrity and is lived with intense fear, helplessness or shock. It provokes an acute disruption to the framework of people's lives (basic beliefs). During a traumatic event, the direct victims have been confronted with chaos and a feeling of imminent death or of horror.

### Complex trauma

Complex trauma results from an accumulation of traumatic experiences over time. It is actually an additional risk factor complicating the recovery process. For instance, an individual who has already suffered from traumatic situations in his/her childhood like abuse, separation or loss of caregivers is more likely to struggle recovering from a difficult or trauma experienced in adulthood. The accumulation of trauma becomes a risk factor in the healing process and limits our resilience abilities.

## Vicarious trauma

Not only direct victims or witness of traumatic event can be affected. It is now proven that being recurrently exposed to stories of traumatic experiences or suffering of others can also have a tremendous emotional impact that we can also call trauma. In that case, it's called vicarious trauma, or secondary trauma. It is very common in aid workers or people involved in different forms of emotional support, like psychologists, translators working with victims, social workers, nurses, etc. The impact of such stories, especially when they are constant can be very similar to direct victims of trauma. It is important not to diminish or trivialize their pain. More and more organizations (including NGOs) are sensitive to those issues and offer psychological support and staff well-being (duty of care) programs for humanitarian workers, very conscious that providing emotional support for others requires to feel strong and stable enough.

## 2. How does our body respond to stress, cumulative stress and trauma?

### Normal response to high level of stress

While experiencing stressful situations, every human being will have physical, behavioral, emotional and/or cognitive reactions. It is totally normal: it is part of our biological makeup, our survival instinct. Stress is first of all a signal that will alert our brain that we need to protect ourselves from a danger. It enables us to react and adapt in order to survive. It is called the "Threat system": it gets the body ready to fight or run away. Once a threat is detected, our body responds automatically. All the changes that you can see on the picture happen for a good reason (preservation), but when stressful situations happen too frequently, it can really impact our daily functioning.

Exposure to stressful situations will force us to adapt, not only biologically but also in our cognitive and emotional functioning. Those adaptations can be positive or negative for us. Normally, symptoms disappear after a couple of weeks or when the situation is back to normal.

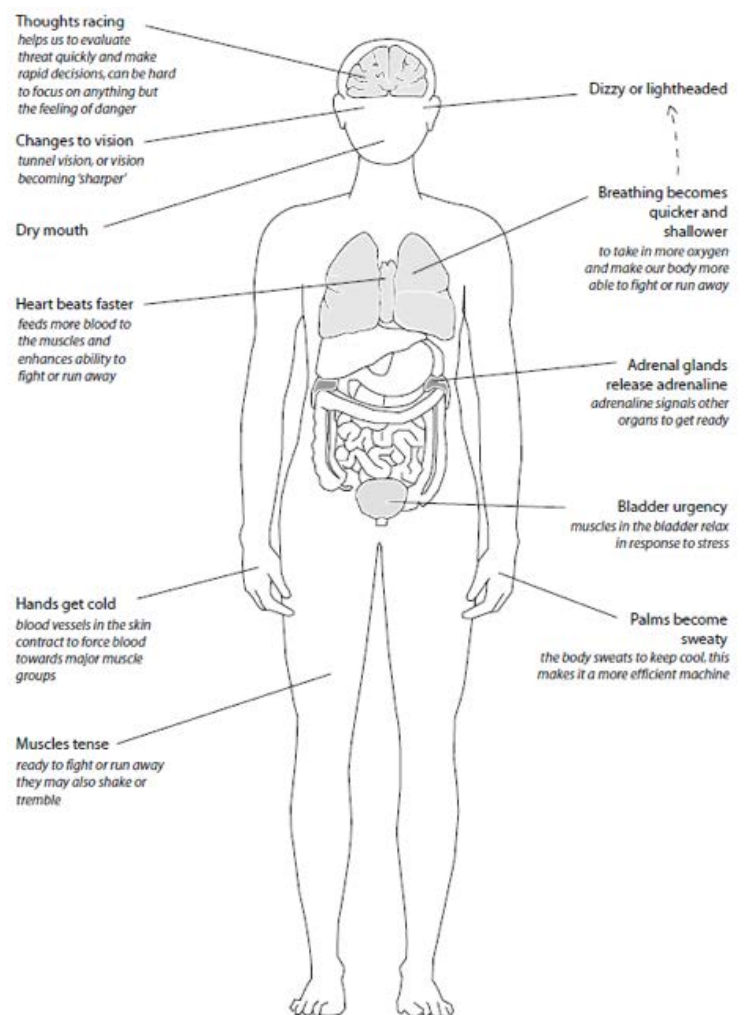


Figure 6: Fight or flight: the Threat system

<i>Type of response</i>	<i>Negative response</i>	<i>Positive response</i>
<b><i>Cognitive</i></b>	Confusion, disorientation, poor memory, loss of concentration, intrusive thoughts or images	Hyper-focused, sense of clarity, sharper perceptions
<b><i>Emotional psychological</i></b>	Sadness, fear, anger, self-blame, guilt/shame, shock, grief, irritability, numb, worry	Determination, resolved, feeling involved, feeling alive, faith, optimism
<b><i>Behavioral/ social</i></b>	Social withdrawal/isolation, aggressiveness, substance abuse, medication/drugs	Pro-active, altruist, helping behaviors, involved/engaged
<b><i>Physiological</i></b>	Fatigue, headache, stomach/muscle pain, startled, loss/gain appetite, increased or reduced sleep. In case of long exposure, the hormonal and immune systems are affected (more vulnerable to infections, viruses...)	Alert, readiness to response, increased energy

### 3. Resilience, risk and protective factors

#### The mystery of resilience

Resilience is commonly defined as the ability to resist and cope with stress and trauma. The more resilient you are, the better you're able to cope and move on (restore a balanced well-being state) while facing difficult situations. But people have different "resistance" to stress and trauma. Facing the same things, two persons can have different reactions, and the reasons are still unclear. One can deal well and quickly, while somebody else will struggle for months handling it. And depending on the person, a minor event can have dreadful consequences on someone while a dramatic event will be handled in an amazingly resilient way by somebody else.

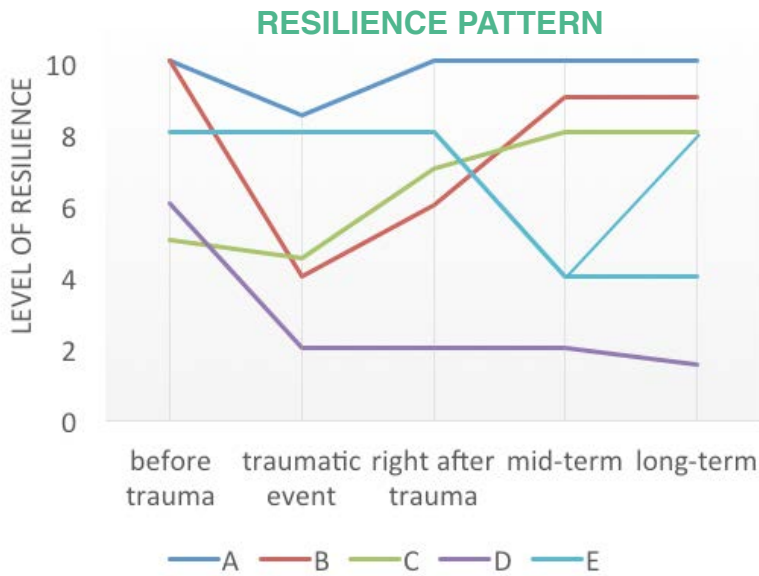


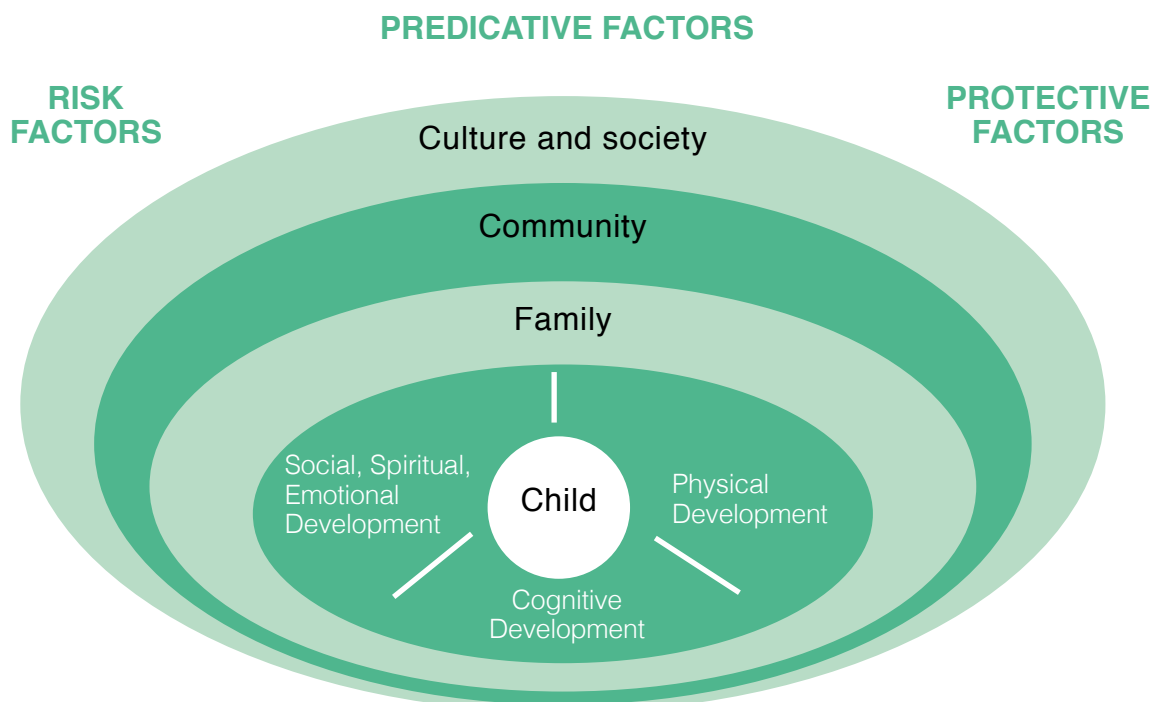
Figure 8- Different type of responses to trauma

#### Different types of response to adversity

- A:** Stress resistance pattern (doing well all the way - low symptoms)
- B:** Catastrophe and recovery pattern (breakdown, but recover)
- C:** Post-traumatic growth (shows improvement right after catastrophe)
- D:** Breakdown without recovery
- E:** Delayed breakdown with or without recovery

### What influences resilience?

For a long time, scientists wondered if resilience was genetic (innate) or resulting from external factors. It seems that it is slightly more complex than that. Numerous factors are influencing the level of resilience: they are called "moderators" or "resilience predictors". Genetic heritage might be one of the moderators, but there are a lot of other factors that might determine the level of resilience and influence positively or negatively our response to adversity. Negative moderators are commonly referred as risk factors and positive moderators as protective factors. Those predicative factors come at different level of an individual's life: from family, community and also from cultural inheritance and society.



“The ability to overcome adversity and positively adapt after difficult experiences – relates not only to their innate strengths and capacities for coping, but also to the pattern of risk and protective factors in their social and cultural environments. These may include personal factors (personality, genetic makeup, presence or absence of physical or developmental disabilities); social factors (positive or negative family environments, supportive teachers, positive friendships); and environmental factors (access to essential services and protection, safety of their environment, inclusion and belonging in society). Children's vulnerabilities increase with exposure to multiple risks at home and in their community – and when they lack key protective factors in their lives, such as good problem-solving skills, living with a caring parent and access to basic services and security. Effective CB-MHPSS intervention strategies therefore work to reduce risks and strengthen protective factors for child wellbeing. This includes strengthening the coping capacity of children directly, as well as the social supports and services within their care environments.”

**Dr. Michael Ungar**, in Hague Symposium Report (2015)<sup>12</sup>

In the table below, you will find examples of risk and protective factors. However, keep in mind that they counter-balance and moderate each other. Resilience is a complex notion. Try to avoid jumping into interpretations and conclusions. Risk and protective factors can help you understanding a situation but never forget that the combination of those factors can give many different adaptation skills.

	<i>Risks factors</i>	<i>Protective factors</i>
<b><i>Genetic and biological factors</i></b>	Fragile health, diseases, history of MH, disorders in family, malnutrition, gender	Good nutrition, opportunity to exercise
<b><i>Personality</i></b>	Introvert, shy, irritable, pessimist, passive, anxious, depressed	Out-going, positive, optimistic, cooperative, sociable, pro-active
<b><i>Cognitive</i></b>	Low IQ , illeteracy, no access to education, lack of stimulation	High IQ – educated, rational, logical
<b><i>Family routine</i></b>	Unstable family life, lack of basic needs, extremist/rigid education, isolation, early responsibilities	Emotional stability, community inclusion, self-care practice, family cohesion, caring and supportive family
<b><i>Early childhood</i></b>	Early trauma, neglect, abuse, separation attachment disorders	Nurturing attachment, resilient parents, stable emotional environment
<b><i>Social policies/ political context/ culture</i></b>	War zone, no social protection, violation of human rights, scorned or not applied laws , discrimination, harmful traditions	State welfare, access to health, education, justice, political stability, tolerance

**Table 3- Risk and protective factors**

12. Hague Symposium Report (2015) Tol W.A., Jordans M.J.D., Reis R. & de Jong J.T.V.M. (2009). Ecological resilience: working with child-related psychosocial resources in war-affected communities. In D. Brom, R. Pat-Horenczyk & J. Ford (Eds.). Treating Traumatized Children: Risk, Resilience, and Recovery. London: Routledge.

## Risk factors and risk gradient

- **Risks factors** are predictable factors of undesirable outcomes such as poverty and socio-economical precariousness, individual negative life-events (child abuse, kidnapping, death of parents, disasters).
- **Dose gradients** correspond to the level of exposure: the closer you are to the event, the greater the impact is (for instance, somebody witnessing violence on TV is less likely to be affected psychologically than a direct victim of violence).
- **Risk gradients** means that an accumulation of risk factors puts us at greater risk and diminishes resilience and our chances of recovery.

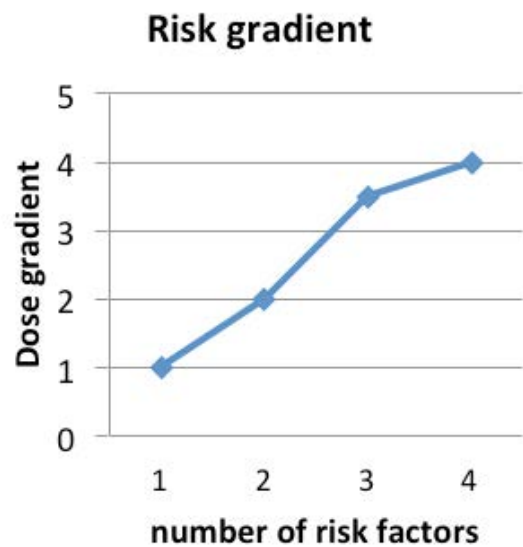


Figure 9 - Risk gradient and cumulative trauma

## The strongest protector: attachment and nurturing affective and social interactions

Indisputably, the strongest resilience predictor is the quality of attachment. A strong and secure attachment will greatly and positively impact both the initial level of resilience and our ability to cope with adversity, as at the same time, a child who didn't benefit from nurturing early interactions will be more at risk. Attachment is mainly determined by early emotional interactions (often with parents or caregivers). Early childhood is the most important stage in building the child's personality and skills for the future. Children need structured stimulation and developmentally appropriate learning opportunities to progress in their development. Although child development follows roughly the same steps, there are individual differences in the growth process that are moderated by the quality of interactions with our parents or caregivers. So does it mean that a child who doesn't benefit from a secure attachment in his early childhood (because of emotionally unavailable parents, abuse or domestic violence), necessarily has diminished resilience abilities? Well, yes and no. Attachment figures are not exclusively the parents and can also be built later on in life. It means that, even if a child experiences early trauma or grew up in a dysfunctional family, he can very well find a secure attachment in a relative, a mentor, a teacher, a good friend, even years after wards. Early interactions set a solid psychological "block" that could predicate their resilience, but human beings are also incredibly adaptable and can find and learn from strong adults or peers all their life long.

### *Ainsworth (1973) and Bowlby (1969) "Theory of attachment"*

A mother, by being emotionally present and by providing appropriate and timely affective responses, as well as the way she holds and handles her baby contributes to build a secure attachment. It enables:

- Internal safety (the baby feels secure even when alone)
- Self-awareness (the baby identified emotions in himself and in his mother, discovers and explores his body through maternal care)
- Feeling understood (the mother cares and is attuned to her baby's feelings, enabling to develop empathy)
- Trust and self-confidence

## *Dreadful consequences of separation and attachment disorders*

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### *Spitz & the Hospitalism (1945)<sup>13</sup>*

Rene Spitz, a Hungarian psychiatrist and psychoanalyst was the first professional who showed the consequences of emotional deprivation on child development. After the 2nd world war, thousands of babies were left separated from caregivers because of war and, after months living in orphanages being provided only basic needs like food but being totally deprived from human interactions, they were exhibiting dreadful signs of severe retardation (physical, intellectual and emotional irreversible delays): those young children deprived of nurturing human touch and human interaction would wither or die (30%) despite good food, safe housing, proper hygiene, and adequate medical care. He called this syndrome "Hospitalism" and proved scientifically that without emotional interactions, babies cannot develop harmoniously and actually decay.

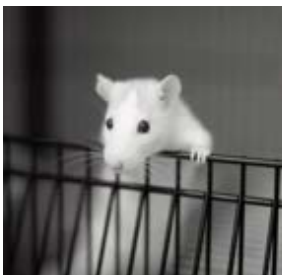
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### *Harlow & the monkeys (1950)<sup>14</sup>*

America psychologist Harlow separated infant monkeys from their mothers a few hours after birth, then arranged for the young animals to be "raised" by two kinds of surrogate monkey mother machines, both equipped to dispense milk. One mother was made out of bare wire mesh. The other was a wire mother covered with soft terry cloth. Harlow's first observation was that monkeys who had a choice of mothers spent far more time clinging to the terry cloth surrogates, even when their physical nourishment came from bottles mounted on the bare wire mothers. This suggested that infant love was no simple response to the satisfaction of physiological needs. Attachment was not primarily about hunger or thirst. It could not be reduced to nursing.

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### *Alexander & the rat park (1970)<sup>15</sup>*

Psychology professor Bruce Alexander conducted experiments in the 70's on rats to learn more about drug addictions. One rat was placed in a cage with two water bottles. One contained just water and the other had water laced with heroin or cocaine. The rat eventually found itself obsessed with the drugged water, frequently returning to this bottle until it died from an overdose (100% of the rats). Because the rats were placed alone in the cage, Alexander thought, drug addiction could potentially be perceived as a response to isolation. Alexander reproduced the experiment, but placing rats in a "rat park" with other rats: none of them used the drugged water compulsively or hardly at all for that matter. There were no deaths. Alexander concluded that addiction results mainly from social or emotional deprived environments or lack of nurturing interactions.

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13. To learn more about Spitz:

14. To learn more about Harlow experiment: <http://pages.uoregon.edu/adoption/studies/HarlowMLE.htm>

15. To learn more about the Rat Park experiment: <http://all-that-is-interesting.com/what-causes-an-addiction>



# HANDLING STRESS AND ANXIETY

## 1. Understanding stress mechanisms and anxiety

While experiencing difficulties or special life-events, we can feel stressed and some physical, emotional or cognitive changes can appear at different intensities (more or less invading your daily life, more or less painful) and lengths. It is completely normal to have such reactions. Stress is first of all a warning signal to signify that we should make some adjustments. Stress is the first biological mechanism leading us to self-preservation and adaption. Stress is to emotions what physical pain is to the body: a signal that we must change something in order to reduce it: if you put your hand on the stove, the pain will indicate you to remove immediately your hand. Without pain, we would be very badly burnt. It is the same with stress: it is a signal that something is wrong.

The problem is that long exposure to stressful factors (like unstable environment, poverty, war, exile) or exposure to very intense stressors (like traumatic experiences) can lead to chronic anxiety or abnormal reactions to stress. It is still an attempt to adapt and protect but it can become a very invading symptoms and does have a negative impact on our well-being.

### *Effects of prolonged stress and anxiety*

- Physical (your whole hormonal system is affected, affecting itself your immune system, impacting possibly your level of fatigue and resistance)
- Cognitive (concentration, memory, thought process)
- Behavioral (stress can generate some unusual or excessive behaviors, such substance abuse or apathy)
- Emotional (depressive feeling, hyperactivity, aggressiveness, irritability)

## 2. How to detect and identify anxiety?

### **Anxiety VS Anxiety disorders**

Anxiety is an emotion, not only a disorder. It is a very common experience for everyone. Everybody can potentially face anxiety, while confronting something challenging or new. It's a fairly normal and common response to novelty or stress.

### *Facts*

- Anxiety is the most common mental health problem
- Many people with depression also face anxiety
- At least 20% of people will experience anxiety disorders at one point in their life
- Stressful environments (politically violent or oppressive, impoverish climates) and history of trauma, increase the risk of anxiety

### When is anxiety considered as a problem?

There are different levels of anxiety, from totally normal response to a stressful situation to chronic, severe and invalidating disorders. Basically, anxiety becomes problematic when:

- It occurs frequently (everyday, all the time)
- It impacts quality of life and interferes with daily functioning
- Intensity is important compared to the situation faced
- Debilitating actions/strategies are put into place to get rid of those fears

### A polymorph mood: how does anxiety show?

In the figure on the next page<sup>16</sup>, you will see the degrees and different signs of anxiety. As you can see, Anxiety is a polymorph mood: it means that it can take many forms and shapes, and that sometimes, it can even be very difficult to identify it as such.

It's the case for ADHD and motor agitation, (as mentioned also in the Depression section), psychosomatic symptoms (such as skin problems like eczema and psoriasis, tightly linked to the level of stress and anxiety) or introversion and social withdrawal. Don't miss or misinterpret those signs. When you manage to approach them as signs of anxiety, your response will be different, more containing and more efficient. For example: an agitated child might easily be labeled as an annoying trouble-maker, but if you look at him through the spectrum of anxiety, you might approach him in a total different way.

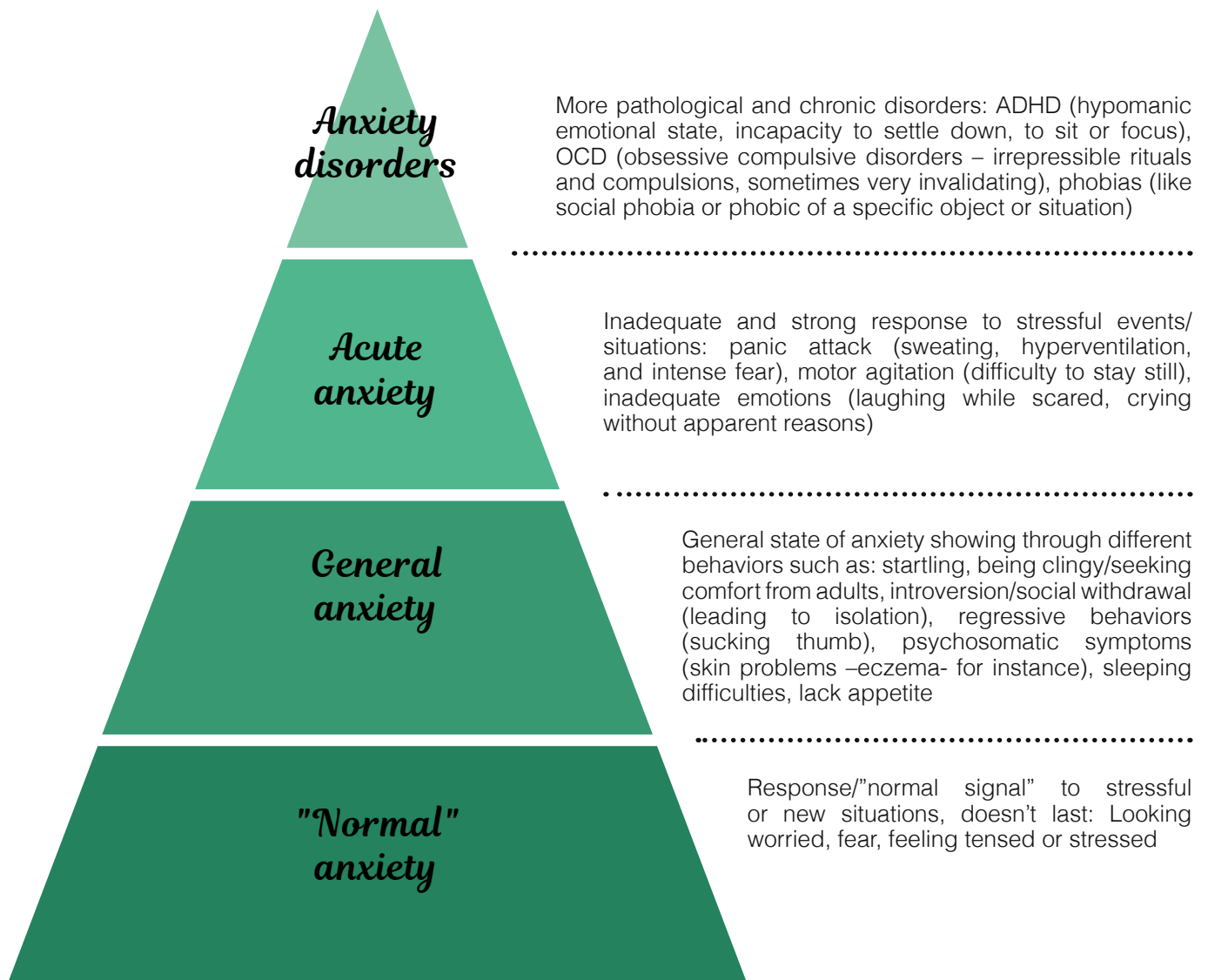
### *Social withdrawal: depression or anxiety? Both?*

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As you can see social withdrawal, meaning the difficult to connect and interact with others, and the tendency to isolate, appears both as sign of depression and anxiety. If it results in the same behavior, the causes and roots might be different. In depression, isolation can be caused by the loss of interest in life or people, as in anxiety, it can be the feeling of guilt or shame; the fear of not belonging, the fear of being different or because the group energy is overwhelming and threatening. But it's not necessarily one or the other: depressed people often feel anxious and vice versa.

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16. See. Fig. 6 – the pyramid of Anxiety



*Fig. 6 – the pyramid of anxiety*

## 3. Behaviors that are signs of anxiety

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### Seeking comfort

Children seeking reassurance with adults or peers are often insecure or anxious. It is totally normal in babies and toddlers, but in the normal child development those behaviors should diminish as the child is becoming more independent: he is individuating and developing friendships with peers and has a solid enough attachment to his parents.

**Signs:** clinginess (refusing to be physically distant from the adult), constant need for adult attention (need for exclusiveness, hard time being in the group), self-comforting (sucking thumbs, curling in fetal position...)

#### **X Don'ts**

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- **Don't push the child away**
- **Don't shame/blame him**
- **Don't ignore him**
- **Don't force him to detach and participate**

#### **✓ Do's**

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- **Be empathic**
- **Reassure the child (he's in a safe place)**
- **Show him that you're noticing him and put words on his anxiety (explain that you understand how groups can be a bit overwhelming sometimes)**
- **Be present if he needs you while encouraging him to bond with other children in the group, use small group work with calm children**

### Social withdrawing

While feeling insecure, children can have real hard time connecting with peers. Shyness and introversion are natural personality traits (you can't expect all children to be extrovert and sociable). However, when interactions with peers become a massive source of stress and anxiety or when being in a collective setting is overwhelming, it gets harder for the child and leads to isolation and loneliness.

**Potential causes:** low self-esteem and self-confidence, fear to be judged, fear of not belonging, difficulty to regulate emotions.

**Signs:** refuses to participate in activities, don't engage with other kids or adults (don't initiate contact or refuses to talk or answer questions, no friends), easily overwhelmed by noise and agitation of the group, need to isolate from the group.

**What to do:** Restoring gradually social connections in positive circumstances will allow the shift from threat to strength – “we are stronger together” so the group or peers can become a source of empowerment. Create situations where the group is supportive and helps feeling included. Go gradually: first pair-up then small groups, then large groups. Be reassuring at all time, praise and encourage.

## Motor instability and agitation

Hyperactivity is typically a misunderstood and misdiagnosed sign. Children exhibiting motor instability (difficulty to settle down, moving around) or loudness are unfortunately very easily labeled ADHD (Attention Deficit and hyperactivity Disorder) and medicated (the use of Ritalin has reached an alarming level). Epidemiologic studies show however how rare those disorders are in reality (less than 3% worldwide). ADHD is factually a serious condition creating severe concentration difficulties but it remains rare.

For many mental health specialists nowadays, **motor instability and agitation are mainly signs of anxiety and depression**. It is a way for the anxious or depressed child not to collapse emotionally: "as long as I move, I am alive". It is a struggle against the fear of annihilation. Those children are usually pretty sociable; they connect easily with others and can even look very cheerful. That's why people have hard time considering them as depressed or anxious. The problem is that adults or professionals around them tend to try suppressing the agitation, tend to put more severe limits and boundaries (because it can be very hard to deal with in collective setting). And it is tragic because it is a direct attack to their defense mechanisms against depression and anxiety and can induce important oppositional behaviors from the child.

**What to do:** when you identify those signs, your main objective will be first to work on decreasing the anxiety level and to accompany the child in regulating his affects in order to find and experience a sense of safety and peace. In order to do that:

- **Teach mindfulness**
- **Provide relaxation and guided-meditations<sup>17</sup>**
- **Create a stable and coherent framework with clear expectations.**

You can and have to put some limits and expectations in order for the whole group to function, but do it in a non-threatening and empathic way for child: limits help creating sense, order and safety (while the inner world of the child is very chaotic) but because you're not punishing and repressive, the oppositional behaviors will diminish. Explain the expectations and limits to the child (give a meaning: "this is not permitted because...", "I need your help in keeping this room quiet, can you do that with me?") and be supportive ("I know it is not easy, but you're doing a great job", "I know you can do it", "I am right here, everything is ok"...).

### *Signs and consequences of agitation and motor instability*

- Incapacity to settle down, sit still, need to move constantly
- Verbal lability
- Potential oppositional behaviors
- Difficulty to focus and short attention span
- High sociability
- Incapacity to regulate emotions

17. See. "5) Handling stress and anxiety: Stress management techniques and relaxation" and "Teaching mindfulness" in Role of adults in handling emotions section.

## Somatic and psychosomatic symptoms

Psychosomatic signs are especially common in young children, as their verbal abilities are limited, making it more complicated to express their emotions. Their psyche is yet too immature to process hard or traumatic experiences and one way for Stress to find its way out is to show physical symptoms. It is a way for them to tell their family that something is not going right and express it through their bodies. We then say talk about **somatization (a physical “translation” of psychological pain)**. It is very common in our specific situation working with children victims of war and displacements.

It is also a way to receive the attention they are seeking; though it is an unconscious process (the child is not developing physical symptoms on purpose). It's called **secondary benefits** (the parents will then show more attention, spend time taking care of them).

### *What is the difference between somatic symptoms and psychosomatic symptoms?*

- Somatic symptoms have real biological and physiological causes. They are however to be linked with anxiety, because stress impacts negatively our immune system. We are more fragile and vulnerable to any type of bacterial or viral affections. If you witness a child who is constantly sick (catching cold all the time for example), you might want to assess chronic stress/ anxiety.
- Psychosomatic symptoms don't have any organic causes. We don't really know why they suddenly appear or what triggered them. It is the case for some skin afflictions or some respiratory problems.

### *What can I do? I am not a doctor...*

Well, you might have understood by now, as we are talking about anxiety that working on decreasing the stress level and teaching stress management can make a real difference in somatic and psychosomatic disorders. The physiological response will be lessened at the same time as the emotional regulation skills will be strengthened.



### **Skin and stress**

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Recent scientific studies suggest that the regulations of stress and skin disorders are tightly linked. Experts call this new field “psycho-dermatology”. A lot of nerve-endings are connected to the skin: stress and skin regulation follow more or less the same neurological paths. It is then not a surprise that when we are stressed, our skin gets affected: eczema, rashes, hives, fever-blisters, acne, psoriasis, and rosacea. You name it.

## Substance use and abuse

Use and abuse of substances is of course a recurrent issue for children working in the street or living in precarious conditions. It is often **used as a coping mechanism and a way to cope with stressful environments. It has to do most of the time social anxiety, low self-esteem and negative peer influences**: smoking cigarettes for example can be used to "fit in the group", to do like others (especially older ones) or to impress. The substance is then used to mask vulnerability and insecurity. It is also concomitant with rebellious attitude toward social standards and feeling of rejection (being already marginalized by cultural norms). The life-conditions can expose vulnerable children or teenagers to negative influences from peers or adults.

### *What substances?*

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- Cigarettes, tobacco
- Hashish, marijuana
- Alcohol
- Glue, solvent (sniffing)
- Hard drugs (ecstasy, MDMA, heroine, crystal meth, crack, amphetamines)

### *What are the consequences of substance use and the risks?*

On the mid-term, substance use has actually a counter-productive effect: if immediately the user feels better, stronger, more relaxed, short afterwards, he might feel (more than before) guilty, ashamed, and self-depreciative. Long-term physiological effects can also occur if the consumption is regular or high.

One the main risks is to drift gradually toward more **addictive consumptions** (some substances are extremely addictive –tobacco, heroine, meth, crack) or induce chemically a state of false relaxation (glue will finally make them sleep without nightmares for example). Once they tried it, they might want to reproduce and recreate this needed state of mind where they can disconnect from their problems. If they need to find money to access the substance, it is not uncommon to also get involve in some delinquent behaviors (theft, robbery with violence...) or **forms of exploitation** (sexual exploitation, prostitution).

### *How to deal with it?*

- **Awareness**: educating about the effects and the risks has preventive and dissuasive effects.
- **Restore and develop self-esteem**: positive self-empowerment, restoring hope and confidence. Through an encouraging and supportive attitude during the activities and specific exercises such as positive affirmations, you can help the child believing in himself and have a better image of him.
- **Fight peer influence, learning how to say "No"**: standing against the group while being vulnerable is not an easy task. At the same time as developing self-esteem, teach the child how to protect himself and say "No!" Those are valuable skills to fight against all forms of abuse (violence, sexual abuse)
- **Stress management**: teaching how to self-regulate emotions and stress is very empowering. Children will slowly realize that they have all the keys toward recovery (no substance needed).

## 4. Handling stress and anxiety: stress management techniques and relaxation

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### Visualization exercise: "The safe place"

**Objective:** Stress management, muscle relaxation, self-empowerment

**Time required:** 10-15 minutes

**When to use:** In acute moment of stress or for stress management teaching purposes

**Say >** *"Sometimes when we feel scared or worried, or when we feel that everything around us is going wrong, we think that we can't do anything but waiting it to pass. Well, our brain is strangely design and we can influence our emotions. You have an incredible strength, hidden inside: the one to control your fears. We will now make a short exercise together."*

**Ask >** the children to sit or lie down comfortably, to close their eyes and to follow your voice. Speak in a calm and soft voice.

#### Steps

*"Find a quiet place where you won't be disturbed. Get into a seated position, with your back against your chair, your feet firmly planted on the floor, and your hands resting in your lap. You are safe in this space, and you will be safe during this exercise."*

*Close your eyes, and start taking deeper and deeper breaths.*

*Inhale for 1...2...3. Exhale for 1...2...3.*

*Feel yourself letting go of all your tensions.*

*Inhale for 1...2...3...4. Exhale for 1...2...3...4.*

*All of the stresses of your day are slowly falling away.*

*Inhale for 1...2...3...4...5. Exhale for 1...2...3...4...5.*

*You begin to relax as you create a quiet space around you.*

*Inhale for 1...2...3...4...5...6. Exhale for 1...2...3...4...5...6.*

*Continue breathing deeply as you start to visualize your safe space.*

*You are outside in a beautiful forest. Look around you, and visualize your surroundings. The sky is a beautiful cloudless blue—or maybe it has the soft multi-colored hues of sunrise or sunset. Notice the colors of the trees or the grass.*

*Maybe there's a creek running through your forest, and you can hear the gentle splashing of water as it tumbles over well-worn rocks. Birds are chirping in the distance, telling you that your forest is safe. You continue to breathe deeply. Perhaps the sharp scent of pine stimulates your senses, or maybe you get the sweeter tones of meadow grass and wildflowers. Breathe in the gentle aromas that surround you in your safe space. You begin to wander, noticing the features of your landscape.*

*Build every detail in your mind. Copses of trees, groups of boulders, maybe even a cottage in the distance or a simple hammock where you can rest. Grow your safe space until it encompasses you and all of your fears and anxieties. Walk around your safe space until you have explored as much of it as you want to.*

*Continue walking until you find your perfect place—the place that makes you feel most at peace. Visualize yourself sitting here, in this place, and begin to breathe.*

*Inhale for 1...2...3. Exhale for 1...2...3.*

*Surround yourself with feelings of peace and safety.*

*Inhale for 1...2...3...4. Exhale for 1...2...3...4.*

*Know that you can come to this place whenever you're feeling overwhelmed and anxious.*

*Inhale for 1...2...3...4...5. Exhale for 1...2...3...4...5.*

*Your safe space will be there for you whenever you need it. You just need to know its there and take a moment to visit.*

*Inhale for 1...2...3...4...5...6. Exhale for 1...2...3...4...5...6.*

*When you're ready to leave your safe space, slowly open your eyes and come back into the room. Hold onto those feelings of peace and safety, and know that you can revisit them whenever you need to.*

**Ask >** "How do you feel? Can you share with the rest of the group?"

**Explain >** "Each time you feel scared or when you feel anxious, remember that this safe place exists in your heart and that you can go back to it whenever you need it".

## Relaxation: Belly breathing<sup>18</sup>

**Objective:** To foster calming - To teach easy and transportable stress management techniques

**Time required:** 30 minutes

**When to use:** In acute moment of stress or for stress management teaching purposes

**Recommended practice:** On a regular basis. Requires practice

### Steps

Often when we are stressed our breathing becomes shallow, high in our chests, and we forget to breathe deeply into our bellies. Breathing is an unconscious action that we can consciously control. Abdominal breathing is very calming and centering, and helps us to draw nurturing oxygen deep into our lungs.

The key to deep breathing is to breathe from the abdomen, so as to get as much fresh air as possible into the lungs. More oxygen is inhaled when taking deep breaths from the abdomen than taking shallow breaths from the upper chest. The more oxygen one gets, the less tense, short of breath, and anxious one feels.

Participants should sit comfortably with straight backs, one hand on their chests and one on their stomachs. Ask participants to breathe in through their nose. When breathing through their nose, their hand on their stomach should rise, while the other hand on their chest should move very little. Now ask them to breathe out through their mouth. Participants should push out as much air as possible, and at the same time pull in their stomach muscles. This time, their hand on their stomach should move in while the hand on the chest moves very little. Repeat this exercise with participants counting slowly on every exhale.



18. See also "body scan" in Role of adults in handling emotions, teaching mindfulness – page 31

**Process** (the facilitator guides the exercises using calm and soothing voice)

- *Bring your hands to your lower belly with your 2 middle fingers touching*
- *Relax your shoulders*
- *Take a long, deep, gentle inhale, sending the breath all the way down to your belly, so your stomach expands (keep your shoulders relaxed). You should find that your middle fingers naturally part slightly as the belly expands with the breath.*
- *Exhale slowly, feeling how the belly naturally draws inwards as the breath exits the body and the middle fingers slide to touch again.*
- *Do this abdominal breathing a minimum of ten times (Inhale/Exhale).*
- *With children you can explain that when they inhale they are blowing up their tummy softly like a balloon, and when they exhale, the air is going slowly out of the balloon again*

### **Debriefing**

After the breathing exercise, ask the participants how they feel, try to encourage them expressing their physical sensations and emotional feeling:

- How does that feel to listen to your heartbeats/breathing?
- Did you have a lot of thoughts coming into your head? If yes, did you manage to refocus on your breathing?
- Do you feel more relaxed?

Emphasize on the possibility to do this exercise at home or whenever they feel stressed

### **Suggested themes for discussion:** .....

- **The ability to focus**
- **Relaxation**
- **Body-awareness**
- **Concentration**
- **Self-confidence**

### **Safety**

- Silence and a certain degree of privacy are important.
- The facilitator guides the exercises with calm and soothing voice.
- Those types of exercises can sometimes be a bit overwhelming for traumatized persons. No one should be pressured to do the exercises if they don't feel comfortable.
- Signs of distress include: having difficulties gaining control, crying all the time, shaking or otherwise having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If the facilitator notices any of these signs, the activity should be stopped or changed. It helps to sit up to regain control.

## Exercise and stretching: the Tree pose exercise

**Objective:** Reduce stress - Body awareness - Increase ability to focus

**Time required:** 15 minutes

**When to use:** Self-care, at home - for stress management teaching purposes

**Recommended practice:** On a regular basis. Requires practice

### Steps

Point the metaphor of the tree: the importance of the roots, the fact that it bends in the wind but does not break. Explain that we are going to be like the strong tree, deeply rooted and perfectly balanced. Find a space to stand in where you have enough space to stretch your arms out without touching anything/anybody. If working with a group of children, you may like to ask them to form a circle (so they create a circle of trees).

### Process

- Bring your feet hip distance apart, with your toes pointing forwards.
- Rock slightly forwards and slightly backwards, and then find your center point, standing tall. Relax your shoulders.
- Close your eyes.
- Think about your feet. Relax your toes, spread them wide.
- Imagine there are roots growing out from your feet into the earth, spreading wide, just like the roots of a tree.
- Imagine how strong those roots are. Just like a tree, those roots help you to be strong, and steady, and grow up tall from the earth.
- Imagine those roots are helping you to draw in good things, just like tree roots. They help you to draw in nourishment; they help you to grow stronger and taller.
- Feel how that goodness can travel all the way up through your body, through your legs, to your belly, up to your heart, growing tall like a tree, and up to the top of your head.
- Relax your shoulders.
- Now, keeping very quiet, open your eyes.
- You are still standing tall and strong, rooted like a tree.
- Lift your right foot, and place it at the inside of your right ankle, or higher at the side of your lower leg (not on your knee).
- Find your balance. Keep rooting through your left foot. You are steady and strong and balanced.
- Bring your hands to your heart in prayer position.
- If you want to grow your tree, breathe in and reach your hands up towards the sky, like you are growing your branches up towards the sunshine.



- Keep your focus, keep standing tall and balanced.
- If you want to, you can open your branches: breathe out and open the hands to shoulder width.
- Imagine your hands are like beautiful flowers. Circle your wrists, as if those lowers were just moving in the breeze.
- Keep your focus, but see what is around you as you balance.
- Breathe in, grow a bit taller, and reach higher to the sun.
- Breathe out; bring your hands back to your heart, balanced and steady.
- Release your right leg down.
- Repeat on the left hand side.
- When you've done both sides stand with the feet hip-distance apart again.
- Close your eyes. Connect to your roots, find your center. Breathe in deeply, breathe out deeply, breathe in deeply, and breathe out deeply.
- Open your eyes.

### *Debriefing*

Ask the participants how they feel, try to encourage them expressing their physical sensations and emotional feeling:

- What did you feel in your body? In your mind?
- What was difficult?
- Did you have a lot of thoughts coming into your head?
- Do you feel more relaxed?

Emphasize on the possibility to do this exercise at home or whenever they feel stressed.

### *Suggested themes for discussion:*

.....

- **Deep relaxation**
- **Balance between body and mind**
- **Feeling grounded – having roots**
- **Channeling energy**

### *Safety*

- Silence and a certain degree of privacy are important.
- The facilitator guides the exercises with calm and soothing voice.
- Those types of exercises can sometimes be a bit overwhelming for traumatized persons. No one should be pressured to do the exercises if they don't feel comfortable.
- Signs of distress include: having difficulties gaining control, crying all the time, shaking or otherwise having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If the facilitator notices any of these signs, the activity should be stopped or changed. It helps to sit up to regain control.

# HANDLING ANGER AND AGGRESSIVENESS

## 1. *Understanding the roots and the function of anger and aggressiveness*

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### Understanding the roots of aggressiveness

Aggression is a normal and highly frequent behavior among children and it is actually an important and necessary component of their development. It has structuring values: it helps learning social assertiveness, competition, limits... Genetically, we are designed to be attuned to danger and threats, as well as being able to respond to it (babies as young as 3 months old can recognize facial expressions of anger). We are programmed to be potentially aggressive, as part of our survival instinct. That's why we, human beings, survived in hostile environments.

Growing up though, children learn that certain behaviors are not socially acceptable and that there are ways to channel your own feelings of anger and aggressiveness. They learn the notion of good and bad, they get a more precise idea of pain and inflicting pain. With their developing sense of self and individuation, they slowly acquire mechanisms enabling to regulate and control their emotions, including anger and aggressiveness.

### Function of aggressiveness and impact on the well-being

Anger is a very present affect in children who have been living in violent and instable environment. One of the main reasons is that aggressiveness is both **trivialized** (witnessing horrors, suffering from gross human rights violations – as a normal part of a lawless environment, commonality of domestic violence, recurrence of physical and verbal abuse and humiliation of street and working children) and **used as a defense mechanism** (“law of the strongest”: only the toughest survive, prevalence of bullying and physical violence). As the time goes for those children, aggressiveness becomes more and more a normal way of communicating, a code that is easily understandable, where empathy have less space.

Anger can never really be suppressed and shouldn't actually be suppressed or shut down, as it can be a powerful leverage for action. However, we can easily be carried away by intense emotions and instead of being a constructive driving force, anger can become very destructive and counter-productive: it impacts dramatically the children's well-being and their social skills, and as a result, their resilience abilities. That's why we need to learn how to control it in order not to hurt ourselves and transform it into constructive actions.

## From being a victim to becoming a perpetrator

It is not uncommon to see that abusers or violent adults had been themselves victims of violence (victims of domestic abuse, sexual abuse, verbal abuse or humiliations). It happens in almost 40% of the cases. As we mentioned before, children learn by observing adults and caregivers, so if it is the only models that witnessed as a child, the risk to repeat those behaviors is increased. It becomes an embodied normal response and educative model, even if they suffered tremendously from it in the past.

### *Aggressiveness and cruelty: differences*

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Aggressiveness is highly tainted by anger and impulsivity. It is a failure to regulate high emotions. Anger takes control and can blind our understanding or vision of the consequences of our acts. At the opposite, cruelty is an emotionless behavior: it is a premeditated and conscious action aiming to make others suffer, without empathy and even sometimes a sense of pleasure in inflicting pain. In some ways, cruel children are way harder to deal with and treat, because they show a total rupture with their affects and emotional life. Children are not born cruel. It might take time for them to understand the nothing of pain, but children who are recurrently exposed to gross human rights violations can gradually disconnect from their emotions in order to protect themselves.

## 2. Identifying aggressiveness and evaluating risks

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Anxiety is an emotion, not only a disorder. It is a very common experience for everyone. Everybody can potentially face anxiety, while confronting something challenging or new. It's a fairly normal and common response to novelty or stress.

### *Light*

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- Lack of emotional control
- Access of anger (meanness, irritation, verbal insults)
- Lack of knowledge of social codes (notion of politeness, respect, etc.)
- Refusing authority, search for boundaries

### *Mild*

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- Aggressive behaviors (bullying, physical violence, fights)
- Oppositional and rebellious behaviors
- Trespassing established boundaries
- Humiliations

### *Severe*

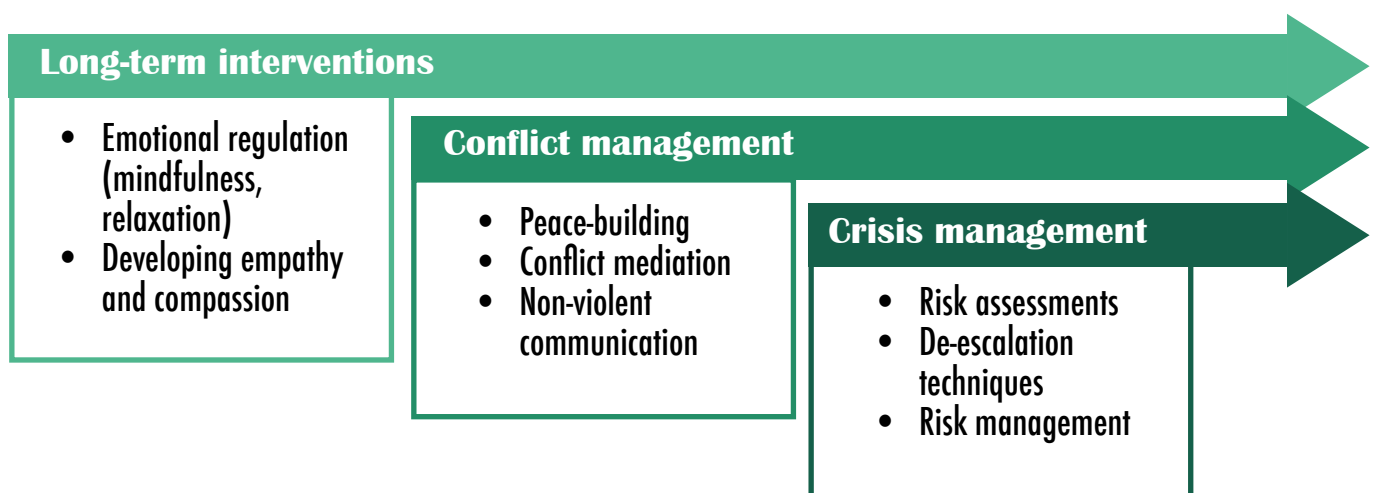
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- Delinquency (thief, thief with violence, organized robbery, trafficking)
- Substance abuse (as part of rebellious behaviors, desire to look more adult, but also as a way to defuse and control anger)
- Cruelty/sadism (enjoying making other beings (animals or humans) suffering)
- Dissociative emotional states (absence or loss of emotions and empathy, sociopath),
- Total loss of emotional control resulting in massive clashes/crisis putting self and others in danger

### 3. Handling anger and aggressiveness

#### Different levels of interventions

In any case (light, mild or severe cases), long-term interventions teaching emotional regulation can be relevant: it is the base of any steps toward more balanced responses to adversity and aggression. However, as a facilitator, you should be ready to handle any type of situations underlined by aggressiveness, such as fights, conflicts or children getting out of control and putting them at risk. That's why we distinguish 3 level of intervention:



#### Role of adults in dealing with aggressiveness

Professionals dealing with children exhibiting violent behaviors have a "buffer" role: the framework that you created and the attitude that you adopt enable and allow children to express, act out and process aggressive behaviors. This is not about trying to suppress or deny those emotions, but more about showing that you are ready and equipped to receive them and restate them to the children in a way they can handle.

As you saw, there are different levels of gravity that will determine your response. But generally speaking your main goal will be prevent children to drift into emotionless and dissociative states (the ultimate stage of self-preservation: children "cut" themselves from painful emotions, they don't feel anymore). It is critical to allow emotions to resurface, even if it means letting the anger flow before teaching them how to channel it.

As adults dealing with vulnerable and lost children, it is critical to also teach the children how to "choose their battles": teaching children how to spare their energy for worthy battles. Most of the time, we spend a lot of energy on irrelevant conflicts and futile details. It is often a way to deflect and avoid dealing with important issues. Meanwhile important issues such as self-protection and building meaningful relationships that could become protective factors and help recovering are dismissed. Never forget that anger and frustration can be a powerful leverage for action, a necessary step toward recognizing and embracing pain, in order to channel it and master it (for example: using the anger coming from feeling of injustice of a conflict, in order to heal, forgive, move on, forget, etc.).

## Learning how to channel anger and through mindfulness and relaxation<sup>19,20</sup>

As we already mentioned it, handling and dealing with emotions requires first to be able to identify them in order to learn how to control and channel them. This works also with anger and aggressiveness. Refer to the precedent chapters “Teaching Mindfulness” and “Stress management and relaxation techniques” in order learn how to teach those skills to children. Mindfulness and relaxation are the most effective long-term solution in dealing with anger and aggressiveness. It increases self-control and awareness and naturally leads to more compassionate and empathic reasoning.

### ***Success story: school replaced detention by mindfulness and the results are mind-blowing!***

.....  
Aggressiveness is highly tainted by anger and impulsivity. It is a failure to regulate high emotions. Anger takes control and can blind our understanding or vision of the consequences of our acts. At the opposite, cruelty is an emotionless behavior: it is a premeditated and conscious action aiming to make others suffer, without empathy and even sometimes a sense of pleasure in inflicting pain. In some ways, cruel children are way harder to deal with and treat, because they show a total rupture with their affects and emotional life. Children are not born cruel. It might take time for them to understand the nothing of pain, but children who are recurrently exposed to gross human rights violations can gradually disconnect from their emotions in order to protect themselves.

## Developing empathy and compassion through guided meditation

Empathy and compassion can occur when the calm is back and the *others* are finally seen. Emphasizing on the value of the group as a supportive component and restoring a sense of belonging can be helped through developing empathy. The two following guided meditations can be used and developed in order to do so.

### ***Letting go of anger through compassion and empathy: a guided meditation***

1. Find a quiet place to sit. Relax for two minutes, breathing in and out naturally. During each exhale, focus on the word “one.” Keep your arms, legs, and body still.
2. Identify a time in the past when your child hurt or offended you. Remember the episode.
3. Now think of your child’s bad behaviors and how it annoyed you. But now, try to figure out if he/she had reasons to be angry, frustrated, tired, just the way you had your reasons sometimes to lose patience. Try to about those reasons, the difficulties that your child may face every day.
4. Now try to genuinely wish that your child’s experiences are positive or healing. Even though it may be hard, focus your thoughts and feelings on giving a gift of mercy or compassion. Imagine that each time you feel angry or frustrated; you can replace this feeling by compassion and empathy, by feeling your child’s feeling and giving him love and attention instead.

19. See also: “teaching Mindfulness” page ... and “Stress management and relaxation” page...

20. To learn more about the Baltimore school “Mindful Moment Room” : <http://edition.cnn.com/2016/11/04/health/meditation-in-schools-baltimore/>

## Loving-kindness meditation

**Step 1** > "Take a deep breath and release. For a few moments, just focus on your breath and clear your mind of worries. Notice when you are breathing in and breathing out. Let yourself experience and be aware of the sensations of breathing. (*Let them deeply breathe for a little while*)

**Step 2** > "Now, picture someone who is close to you, someone toward whom you feel a great amount of love. Notice how this love feels in your heart. Perhaps you feel a sensation of warmth, openness, and tenderness".

**Step 3** > "Continue breathing, and focus on these feelings as you visualize your loved one. As you breathe out, imagine that you are extending a golden light that holds your warm feelings from the center of your heart. Imagine that the golden light reaches out to your loved one, bringing him or her peace and happiness.

**Step 4** > "Now, repeat after me these phrases:

- May you have happiness (*let them repeat*)
- May you be free from suffering (*let them repeat*)
- May you experience joy and ease (*let them repeat*)
- May you have happiness (*let them repeat*)
- May you be free from suffering (*let them repeat*)
- May you experience joy and ease (*let them repeat*)"

**Step 5** > Refocus on your breathing and this warm light. Remember that you are always caring this love and kindness with you."

## Transforming anger and opposition into constructive and positive behaviors: becoming a leader

Children exhibiting oppositional and rebellious behaviors or bullies are often re-enacting roles that they've been assigned (by society or families mainly). It is a way to repeat and confirm that they think about themselves or what they've heard about themselves: "you're a bad person", "you're a bad influence", "you're worthless", or "you will never succeed". Those behaviors are often coming from low-self-esteem and low self-confidence, as well as feelings of failure. Besides that, they are often natural leaders: they can use and manipulate the group to achieve their mischiefs, compensating their narcissistic failures and depression.

Instead of repressing their behaviors or punishing them (which would be one more validation that they are bad persons), it is really interesting to use what they know how to do well (being a leader) in a virtuous purpose. It is a way to show them that they can achieve good things and have a positive impact on people's lives. Simple interactions and initiatives putting them in a position of peer leader or assigning them responsibilities for the group are usually highly efficient and impactful.

## Simple tasks, mentoring or peer-to-peer support

Allowing this shift (from being a misfit to being a model) can be done through simple steps. It can be:

- Giving them small responsibilities or a role of co-facilitator during activities (being the time-keeper, distributing material for instance)
- All children are somehow gifted at something; it's your role to find out what! Identify specific skills that they may have and ask them to transmit their knowledge to others. They could be able to read or write while others are not, or being good at drawing, or know how to play an instrument. Being a mentor (having the task to teach someone else) is extremely rewarding for children with low self-esteem.
- Involve them in peer-to-peer support activities or as leader in a project. See beside an example of successful peer-to-peer project.

### *An example of successful peer-to-peer support: ex-detainees in Palestine*

.....  
Medecins du Monde Switzerland implemented a peer-to-peer support project for ex-detainee children in Palestine. They provide emotional and psychosocial support to children who were jailed in Israeli prisons and struggled to find their place in their community after being released. After identifying peer leaders, they train and support them to implement relevant actions for newly ex-detainees such as support groups where they can make others benefit from their own experience. Ex-detainees are way more receptive to messages delivered by people "like them" and feel less stigmatized, and peer leaders take an empowering and rewarding role giving sense to their experience and a constructive and positive role in society.

## Peace building

Peace-building activities can be extremely impactful because they allow children to get involved in concrete civic or social actions and get to see the results of their work. It is a rewarding and gratifying process teaching many relevant lessons.

The messages:

- Teaching the importance of values such as respect, cooperation, tolerance
- Emphasize on the importance of the group, and humbleness
- Creating a space to reflect on the roots and causes of conflicts and consequences of violence.
- Give them the opportunity to experience it through concrete actions

Peace-building activities can be used in order to solve communication and misbehaviors in a defined group of people, but can also be initiated to tackle broader issues, especially while working with marginalized children who struggle to get socially included.

“ Anger is the enemy of non-violence and pride is a monster that swallows it up ”

### *Mahatma Gandhi*

Gandhi is one of the greatest exemplars of non-violence the world has ever known. Mohandas Gandhi's message of peace permeated everything he did in his life, from the spiritual to the political realm, from family and communal life to the national and global realms. Indeed, it is still reverberating today and will continue to influence and inspire future generations. The doctrine of ahimsa, or non-violence, was one of Gandhi's core principles, and ultimately involved active, ceaseless love for all life.

Gandhi's message of nonviolence is highly relevant today. If we wish to be nonviolent and work for peace within ourselves and in the world, there are numerous avenues of self-examination and exploration that would bear fruit, if we are courageous and patient enough to follow through. Gandhi stands as an exemplar of truth and non-violence who continues to deeply inspire those who seek peace.

## Conflict resolution and mediation

If conflicts appear as being highly disruptive and make the sessions harder to run, they are also important material that you can seize in order to provide messages. You obviously want to decrease the risks of seeing such situation occurring too frequently (see below: "conflict management tips"), but know that conflicts also occur for specific reasons: children might seize the opportunity for you (a safe and containing adult) to see and help?

As said previously, your role is to receive and contain difficult emotions and to restate them in a way that is understandable and easier to process. That is what you do by providing conflict mediation: offer a suitable framework to enable children to reflect on what happened and find constructive solutions.

### ★ *Conflict management Tips*

- Anticipate conflicts while preparing the activity: what could trigger a conflict? Can it be avoided?
- Don't ignore bad feelings within the group, and take time to talk about it with the group
- Set group expectations together with the participants
- Conflicts happen all the time, it's not your fault, focus on solving the problem, no fault finding.
- Do not make fun of your participants' comments
- If a conflict occurs, consider switching the game you initially planned for a game to reduce tension and build group harmony or offer a mediation for older participants
- Avoid putting participants having recurring conflicts in the same group
- If a child disrupts the session recurrently, talk to him alone about the problem after the session

## Conducting a conflict mediation

### Purpose – goal

- To create an opportunity for participants to create representations of their communities to reflect on and to share their insights with other group members.
- To give group members a chance to have conversation about the things they appreciate and challenges they see in their communities.
- To present group member with a chance to look at what their role is in their community and their relationship to the change.

### Tips for facilitators

- The mediator should use reflective listening skills to reflect the content and the feeling of what is being said.
- The mediator should not say or do anything to undermine either person's trust in them.
- If the person identifies potential solutions the mediator should be very attentive to these.
- It is important to attend to the values of the person, and what it is that really matters to them in the conflict.
- Express confidence in the mediation process as a way to really talk about problems and find solutions that work well for everybody.

## *Step One: Preparation*

Meet with the parties to the dispute individually and confidentially. The mediator should listen in full to each person's 'side of the story,' allowing them to speak without interruption and to feel that they are fully heard. Do not give any details regarding what you have heard from other parties about the issue; simply ask to hear from the person you are meeting with. If necessary remind them that you will not share what they say with anybody else, and that you are doing the same thing for the other party.

Ask them if they would like someone to come and support at the mediation session (either personal or professional) and if so meet with those people in advance and explain that they will have to treat the mediation confidentially. Inform the other party who will be attending so that they are not surprised.

Ask both parties to sign an "Agreement to Mediate" form which states that they agree to mediation and that if they reach an agreement in mediation they will honor it, before the commencement of the mediation session.

In cases where both parties are not literate to sign an agreement, they are to invite a respectable individual within their community to serve as witness to their verbal consent that they agree to mediation and that if they reach an agreement in mediation they will honor it, before the commencement of the mediation session.

The mediator will also establish that there is no conflict of interest in them mediating for you (that there isn't an ongoing court case on the issue for example).

Answer any questions they may have.

Agree a time and date that the person will attend for mediation as well as the medium of communication and who/number of persons to serve as witness

## *Step two: The mediation Session*

1. Introductions and setting framework, ensuring that each person attending know who else is in the session, an outline of the process is revised, and any preliminary questions can be answered.
2. Statements and Summaries, when each party briefly outlines the situation as it is for them.
3. List / Agenda, when you and the other party together compile a list of topics for discussion.
4. Exploration, in which both parties discuss these topics in the order they choose such that each party has a chance to communicate how it is for them and what it means to them, and has the experience that they have been heard and understood by the other party.
5. Private Meetings, which can be taken at any time during the process should either or both parties want a brief, confidential conversation with the mediator or their support people.
6. Option generation, Selection and Details, in which the parties work together to devise a list of possible options for action, and then select and design together what course of action they agree take.
7. Agreement making, in which both parties together write their specific agreement.
8. Closure, in which the mediation session completes.

## *Step three: Follow up*

Two weeks after the mediation session, the mediator will meet with both parties to see if they have begun to implement their mediation agreement. If no progress has been made, there may be a need for another session of mediation.

## *Crisis management: de-escalation techniques*

All the steps described previously are necessary in order to teach long-term coping mechanisms and ways to channel aggressiveness or anger. However, some clashes or extreme crisis moments might occur during the sessions. Never forget that you are dealing with very vulnerable children, damaged by years of conflict. Serious melt-down or explosive tempers can happen from a child despite of you being a great professional! It is then important to know some de-escalation techniques in order to contain and defuse such situations and in order to keep the rest of the group calm enough.

Remember one of the principles of humanitarian intervention: the "DO NO HARM"? Here are 3 golden rules about crisis management:



### *Step One: Control yourself*

- **Appear calm**, centered and self-assured even though you don't feel it. Your anxiety can make the child feel anxious and unsafe and that can escalate aggression.
- **Use a modulated, low monotonous tone of voice** (our normal tendency is to have a high pitched tight voice when scared).
- **Know where your colleagues or co-facilitators are in case you need their help.**
- **Do not be defensive**; even if the comments or insults are directed at you, they are not about you. Do not defend yourself from insults or curse.
- **Do not argue** or try to convince, **don't be judgmental**
- **Give choices**, let the child know that he has options

### *Step two: The physical stance*

- **Don't turn your back**
- **Be at the same eye level.** Encourage the child to be seated, but if he/she needs to stand, you stand up also.
- **Be aware of personal space:** not too far, not too close. Allow extra physical space between you. But being too far can be offended or reinforcing the feeling that you are scared.
- **Be aware of your own body language.** Some gestures or postures can be perceived as threatening, like pointing or shaking your finger, standing with your fists on your hips, the way you look at him/her

### *Step three: De-escalation discussion*

- **Be empathic and respectful:** agitated individuals are very sensitive to feeling shamed and disrespected. We want him/her to know that it is not necessary to show us that they must be respected. We automatically treat them with dignity and respect
- **Don't be parental,** don't give advice, don't give your opinion
- **Do not get loud** or try to yell over a screaming person. Wait until he/she takes a breath; then talk. Speak calmly at an average volume.
- Respond selectively; answer all informational questions no matter how rudely asked, (e.g. "Why do I have to do this f\*\*\*\*g thing?" This is a real information-seeking question). However, DO NOT answer abusive questions (e.g. "Why are all social workers \_\_\_?") This question should get no response what so ever.
- **Explain limits and rules** in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones (e.g. "Would you like to continue our meeting calmly or would you prefer to stop now and come back tomorrow when things can be more relaxed?")
- **Do not argue or try to convince.**
- Wherever possible, tap into the client's cognitive mode: DO NOT ask "Tell me how you feel". But: "Help me to understand what you are saying to me" People are not attacking you while they are teaching you what they want you to know.
- **Suggest alternative behaviors** where appropriate e.g. "Would you like to take a break and have a cup of coffee (tepid and in a paper cup) or some water"?
- **Give the consequences** of inappropriate behavior without threats or anger.
- **Represent external controls** as institutional rather than personal.
- **Trust your instincts.** If you assess or feel that de-escalation is not working, STOP! You will know within 2 or 3 minutes if it's beginning to work. Tell the person to leave, escort him/her to the door, and call for help or leave.



# IDENTIFYING AND DEALING WITH OTHER FORMS OF DISTRESS

## 1. Depression and depressive affects

It is first important to make the difference between depression and depressive affects. We can all experience moments in our lives where we feel a bit down, a bit negative or less energetic, especially when we go through difficult periods. It is totally normal and it normally goes away after a little while (a few days to a couple of weeks) thanks to effective coping mechanisms and/or support in our social environment (family, friends, social activities). However the intensity and the length of depressive affects can turn it into a chronic disorder. We talk then about clinical depression. It can be reactional to specific traumatic or difficult events, or can be deeply rooted in our past (more likely to happen in persons who experienced neglect, abuse, poor attachment).

### *When can we talk about Depression?*

We can talk about clinical depression when the several of the following symptoms are present for several weeks or longer and interfere with our daily activities or social life:

- Looking and feeling unhappy, tearful, crying
- Dark thoughts, ruminating about difficult periods or losses, negativity
- Hopelessness and helplessness
- Self-depreciation, worthlessness, emptiness
- Not enjoying things we used to enjoy, loss of motivation or interest in life
- Loss of social activities, diminished will to connect with other people, isolation (social withdrawal)
- Loss of energy, tiredness, difficulty to concentrate and focus, moment of "absence"
- Loss or gain of appetite, sleeping difficulties

### Hidden depression and other forms of depressive affects

But depressive affects can show through different types of behaviors, meaning that some behaviors are actually masking depressive affects. We also talk about "hidden depression". Typically and especially in children, **hyperactivity and agitation** can be a sign of depression (and/or anxiety). Unconsciously, the idea of collapsing is so unbearable that the child will do everything he can to "keep moving" (psychologically, but it then results in motor instability and children who have hard time slowing down and rest). It is unfortunately easily diagnosed and labeled as ADHD (attention deficit and hyperactivity disorders), and then treated with medication (Ritalin). If the medication can help the child to stabilize and calm down, it certainly doesn't help with depressive affects.

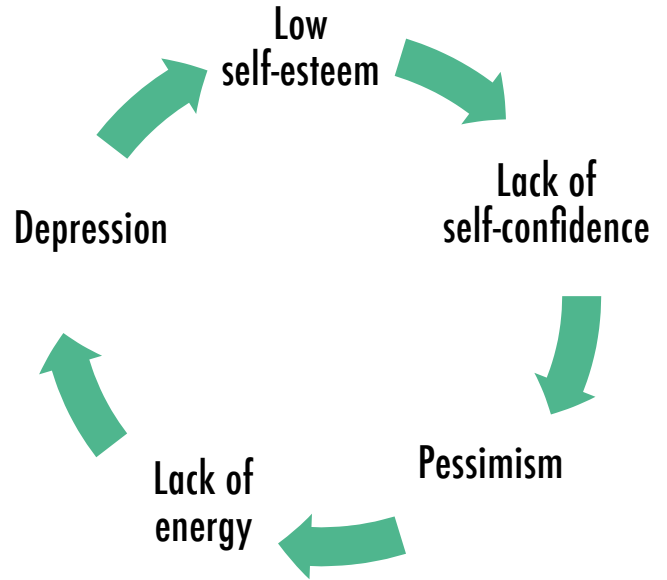
**Hyper-maturity** can happen with children who live in unstable political situations or households. In an attempt to understand and control the situation, or to protect younger siblings or dependent parents, some children (usually with good or excellent cognitive abilities) can appear more mature than they are. They talk and act like adults, exhibit very responsible attitudes, take initiatives and are problem-solvers. If it's not per se a negative thing, it's important to remember that those children might be deprived from their childhood and might be repressing a natural desire to play like other children. It is not rare to discover, while working closely with those children, important psychological suffering (depressive affects) as well as fear to fail, fear to displease and psychological exhaustion.

## 2. Dealing with depressive affects

### Restoring hope and optimism

As mentioned before, depressive affects can take many forms but they are all underlined by a low self-esteem and low-self-confidence. It obviously impacts the general well-being and overall mood but also jeopardizes the ability to project in the future and take initiatives. Dealing with depressive affects has a lot to do with working on self-esteem, body image, confidence and optimism. It can be long and tedious, as depression is a vicious circle.

Figure 11 - the vicious circle of depressive affects →



### Transform vicious into virtuous circle

The challenge is then to break the vicious cycle and insufflate a new life impulse and recreate situations that are positive and rewarding. During activities, the attitude of the facilitator can be determinant, as he represents optimism, energy and strength: be encouraging, and supportive in any situation.

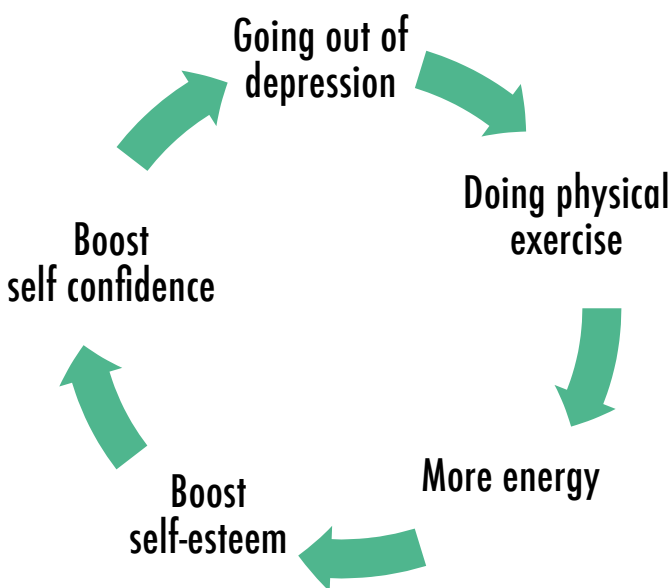


Figure 12 - breaking the cycle of depression

### Being grateful every day

Before going to bed, ask your child to name 5 things that he feels grateful for. It's simple powerful reminder! It can be simple things like: "I feel thankful for having a roof above my head, I am grateful for having my mother by my side, etc."

### Morning empowerment

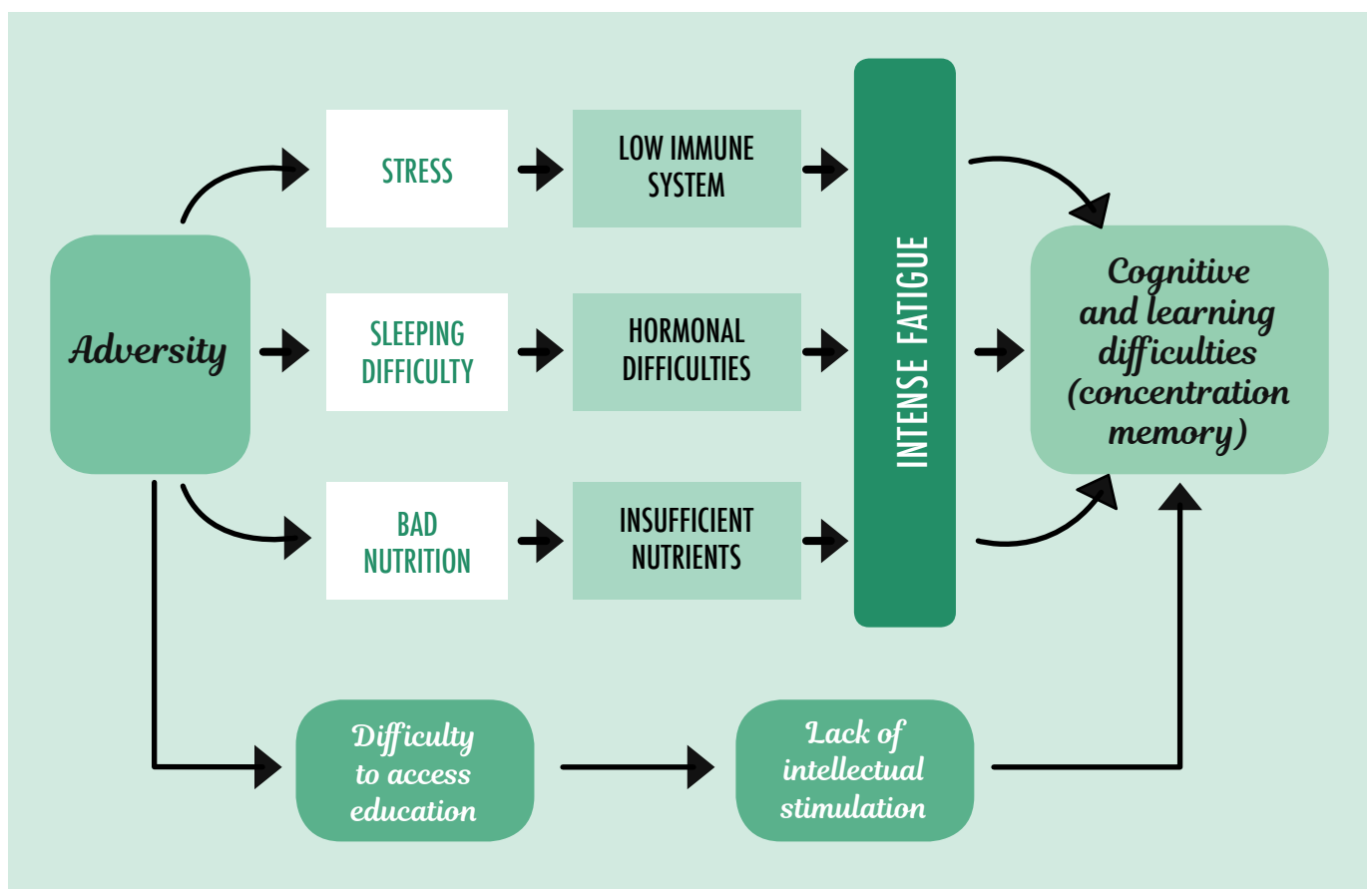
In front of the mirror, ask your child to say positive things about himself out loud. You can help him or her by saying what you find beautiful in him/her and ask him to repeat: "I am beautiful. I am smart. I am kind. I am a good person, etc..."

### 3. Cognitive and learning difficulties

#### Impact of emotional distress and adversity on cognitive abilities

We have discussed previously about how adversity or trauma have a direct impact on our stress level and how this latter is directly connected to the quality of sleep. In addition, unstable or conflict contexts often implying living conditions in which it is potentially difficult to access healthy food or access education. All those factors combined can create a domino effect: a negative down spiral significantly impacting cognitive abilities. As seen in the figure below, stress and sleep deprivation impact the immune and hormonal system; a poor nutrition doesn't fulfill our body's needs to function properly leading to a state of intense fatigue.

In those conditions, it becomes extremely challenging for a child to function intellectually, concentrate and register new information (short-term memory loss, short attention span). It sometimes even leads to speech difficulties (stuttering, logorrhea) or irrational thinking. For those reasons, it is unfortunately very common that children who experienced war or traumatic experiences struggle at school or in different learnings. It's tightly link to a psycho-physiological condition.



## Decreasing stress and anxiety to improve concentration and ability to focus

Very pragmatically, in order to improve concentration skills and ability to focus, we first need to work on decreasing the stress level and the fatigue level. All the stress management techniques that we reviewed, if applied and used on a regular basis, can make a real change in the way children focus and then learn.

## Link between trauma, imagination and will to learn

In a context of mass displacements and horrors of war, one must also question the impact of repeated attempts to exterminate collective memories. Displacing a massive portion of a population is also a gross violation of a cultural patrimony made out of common history and group imagination. Inflicting trauma is therefore also killing hopes, killing a common future and a collective identity. In that context, children's ability to project themselves in the future, imagine what tomorrow will be like is assassinating their sole ability to be creative and imaginative<sup>21</sup>. This is this precise function of symbolization that allows human being to heal trauma and to master it. It is called "sublimation".

To put simply: experiencing multiple and complex traumas jeopardize dreadfully the children's ability to dream. And without dreams, it becomes virtually impossible to create and articulate thoughts and ideas. It is therefore one more reasons for which children deprived from education and experiencing war face so many difficulties in getting back into learnings. In order to learn, we need to be able to symbolize. Otherwise, thoughts are like a broken record, only repetitive and raw traumatic images resurface and can't be elaborated, "digested" and overcome.

## Restoring hope and creativity in order to reignite learning impulse

Learning difficulties are then not only a cognitive issue. In order to heal and restore the symbolic capacity than will enable the learning impulse, it is essential to start by restoring hope, re-insufflate dreams and promote creativity. Art mediation, music, dance, expressive art are all good ways to improve both creativity and ability to focus.

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21. Read also: "The Plight of imagination: Imageless Palestine" by Dr. Khaleel Isa and Lauriane Pfeffer, 2014; about the effects of repeated wars in Gaza on children's imagination. [http://www.prc.org.uk/portal/images/PDF\\_files/JPRS-8-2015small.pdf](http://www.prc.org.uk/portal/images/PDF_files/JPRS-8-2015small.pdf)

*Part IV*  
**IMPLEMENTATION  
GUIDE**



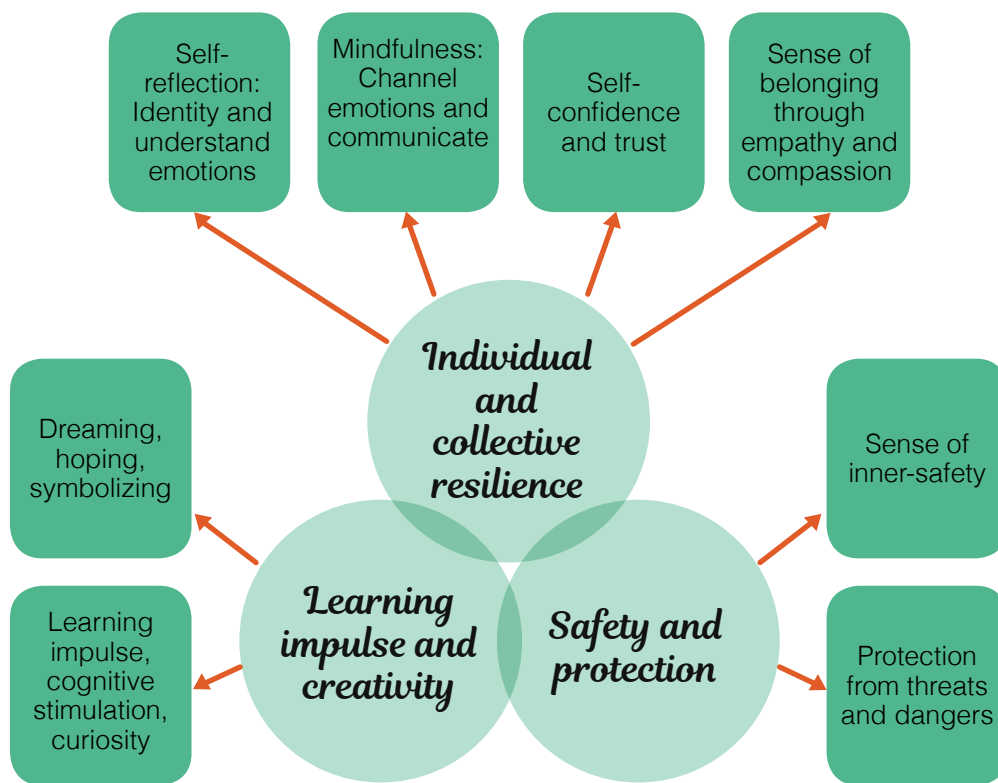


# BEFORE GETTING INTO THE FIELD WORK

## 1. Review and understand the curriculum

Before going into the field to run your activities, it is critical to be well-prepared. It will enable you to anticipate and be able to face unexpected situations during the sessions as well as being fully emotionally and intellectually available for the children.

In order to do so, read carefully the full curriculum and review this manual: it will give you the necessary understanding of what you are doing, why you're doing it and where you're heading to: it is your compass.



### Curriculum's outline

The curriculum is articulated around 3 parts: individual and collective resilience, learning impulse and safety/protection.

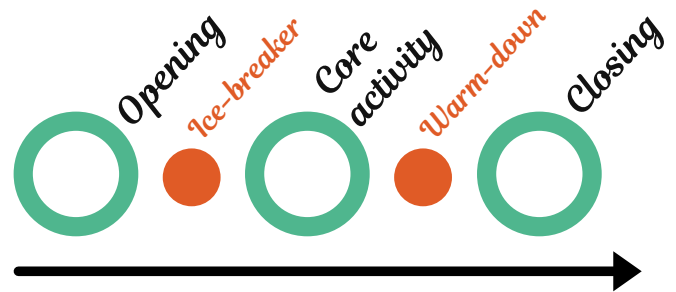
The first pillar, "individual and collective resilience", aims to teach children how to be more mindful so they can learn how to channel emotions, improve their communication skills and feel that they belong into the group and by extension in community. You want them to become more self-reflective (teach them how to reflect and elaborate on who they are, on their identity, place and role in the community, identify their emotions. The second one, "learning impulse and creativity", aims to give them new tools to imagine, symbolize and defuse their emotions. It will be a first necessary step in insuflating desire to move on and be in a new learning impulse. The third one, "safety and protection", as they are vulnerable groups evolving in sensitive and potentially threatening contexts, aims to teach them how to protect themselves from external dangers, but also to learn how to develop a sense of inner safety being building nurturing relationships and being confident.

## 2. Structuration of the sessions

The sessions are all build around 5 key-themes and will be 1 and a half hours -2 hours length on average.

### Leaving more space for facilitators to adapt to the group behaviors

In the curriculum, only the core-activities will appear. The facilitators will have a list of ice-breaker games, energizers, warm-down activities in a separate section in which they can pick and choose *according to the level of energy and mood of the group* (if the group is hyperactive and loud, facilitators will privilege activities promoting quietness and relaxation, if the group exhibit low energy, the facilitator can promote energizers). It will then enable the facilitators to be more flexible and autonomous and to develop their sense of observation: they can adapt to the attitude and energy of the group. The curriculum is therefore less rigid and less activity-centered.



### Number of activities per session

It is important not to charge the sessions with too many activities. If a lot of short activities are very energetic and not boring for kids, it also doesn't allow them to settle, engage and focus in the core activities. That's why a maximum of 5 activities, with one core-activity is suggested.

### Repartition of the topics

Topics such as identifying feelings, stress management, anger management, non-violent communication will not be sessions as such but will be included all along the curriculum and used appropriately as needed and as a response to groups behaviors. Those are core topics and are in a way present in all the activities. It is somehow more relevant to work with what children bring and adapt, rather than impose a pace and a message that might not be heard because it is decontextualized.

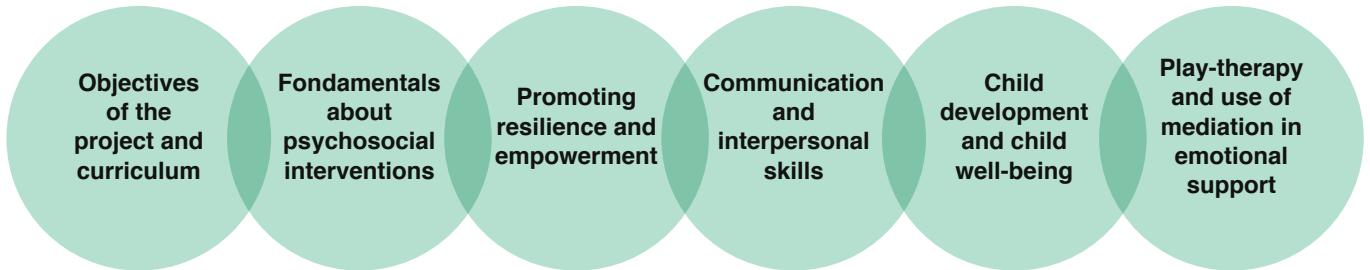
## 3. Selecting, training and working with volunteers

### Recruiting volunteers

During the sessions you might work along with volunteers. They are part of the community and are familiar with the context and issues. They can then be more than just "assistants", if they are trained well, they can become strong allies acting like real community and cultural mediators. While recruiting them, it might be more relevant to focus on their motivations more than on their background. Even with no specific education on psychosocial work, try to identify individual who have strong motivation and interest in the project as well as (and it might be the most important) solid interpersonal and communication skills. You want to privilege empathic, self-reflective and calm people who are willing to learn and question things with you. While recruiting them, you might want to design interview guidelines or use motivation scales.

## Training volunteers

When possible, try to provide basic training to your volunteers so you can be on the same page and equip them in dealing with certain situations. Below you will find the type of training topics that might be useful for them:



## Constituting your team and sharing roles

Once your volunteers are identified, recruited and trained, you can constitute your teams. Don't hesitate to do it according to affinities and connections: trust and easiness are important components while running sessions. The more you will be working together, the easier it will get. When you know well your team, it gets easier to “read” them and adjust, sometimes without even speaking to each other during the sessions.

Make sure everybody is clear on the role that is expected from them during the session: who is the facilitation leader? Who is co-facilitator? Will it be an observer? What are you expecting from them, how will you spread tasks in case of difficult situations or conflicts? Write down job descriptions for all the facilitators and volunteers. Those can always be adapted and discussed as the time goes, but it gives at least an initial framework and doesn't leave place for uncertainties. If you are confused during the sessions about who should be doing what, you can be sure that children will sense it and might take advantage of it by acting out (they will challenge the solidity of your framework).

# 4. Size of the group and group dynamic

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## Defining a maximal size and being ready to adjust

While working with groups, there is always an ideal size that you might not want to exceed: it is a sort of comfort zone. A too small group might be harder to energize or mobilize, as a too large group is difficult to contain and handle. Discuss beforehand with your team on the ideal size of the group and how to make sure not to end up in a situation where you can't manage all the children at the same time. Typically, 6 to 12 children is an average manageable group size. It happens though that more children show up (except in closed group), so be ready to split the group or to divide in sub-groups while conducting activities.

## Group dynamic

The size of the group also partly determines the dynamic: natural divisions might occur according to affinities, as well as natural repartitions between extrovert/introvert, passive/active and dominant/domineer children. Be prepared in identifying the alliances that might conduct to bullying or scape-goats in order to include everyone and dispatch kids accordingly. You can obviously discuss this with the co-facilitators, especially when you already know the children you will be working with.

## 5. *Material and preparation of the sessions*

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Another part of being-well prepared is to make sure you have all the material you need to run the session. Before each session, review what you need to bring or to print out. You don't want to have to deal with those issues right before the session starts. Also check the venue in advance or go explore the neighborhood for risk assessments if you conduct the sessions in the streets. Always have a plan B in case you don't have the appropriate material, as interrupting an activity because something is missing is really not a good option.

Again the more prepared you are, the more relaxed you will be during the session. Anticipation is the best way to master stress.

# RECRUITING HARD-TO-REACH CHILDREN AND PROVIDING A SAFE SPACE

## 1. Identifying and recruiting hard-to-reach children

This is your first step: identify and recruit the children you want to work with. Obviously, in this program the children who are the most in need are hard to reach, either because they work, or because they've been developing defense and protection mechanisms because of the hostile environment they are living in that created a lack a trust toward adults, difficulty to commit to scheduled activities or resistances from their families. This makes their recruit significantly more difficult. Take into consideration the following points in order to enroll children:

- 1 Select your area of intervention and your target group: who and where are the vulnerable children (the ones who are working, the ones who are out of school, the ones exposed to severe forms of exploitation or at risk for trafficking or armed force group enrollment) and where can you find them? You might not want to focus on only one community: think about children who are involved in specific working area: agriculture, construction, street work, domestic work, isolated children, etc.
- 2 Crosscut information from other IRC programs who would have worked in the same areas: is there any data that have been collected in this specific area, from case management, GBV, livelihood programs for example (a listing that could be use)? Have assessments/door-to-door outreach identification been done? Bring the point in working groups or clusters for data exchanges.
- 3 If not, you might know from your experience where to find mild to high risk children and, you might know where they work or their type of occupation. In addition of approaching the children themselves, you might need to approach their families<sup>22</sup> or community leaders, or employers and explain them what you are doing and why offering those activities is important, but most importantly not threatening for them. Be prepared, either by having a short explication note (if not for the people you're interacting with, for yourself) or leaflet demonstrating the approach and who you are (as IRC). Emphasize on the non-judgmental approach. Creating strong alliances with people who are closely part of the children's lives is important; they are the ones usually creating barriers in between you and the children you target.
- 4 Approaching children is also sensitive: they develop some suspiciousness and distrust toward adults in general. The process is eased if:
  - They saw you before in the area
  - They were present when you talked with their parents, employers, sibling
  - They identified you as a potential supportive figure
  - They understand what you do
  - You approach them in open public areas or when they are not alone. Privilege time when they are with a group
- 5 Explain the process: length of the curriculum, commitment, place and time. Choosing the place of meeting is critical: the place where you meet the children has to reach certain standards.

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22. See. Part 3 – Role of adults in handling emotions – section 6 “Involving parents”

## 2. Creating a safe space to conduct sessions wherever you are

You have identified and enroll your group of children and you asked them to meet you in a designated place. What is happening next? The first thing to keep in mind is that providing a safe space can be but is not limited to the real space you choose. As said previously, the notion of safety is eased when a closed and defined place is available (like a community center), but it doesn't mean that you can't create a safe space in the street. Safety comes most of all with the quality of interaction and the alliance you create with a child. The steps described below all go in that sense: they all contribute to make the child feel safe *around you*.

### Step 1 : Introduce yourself

#### **Explain > First contact**

- Who you are
- Why you are all here
- What you're intending to do
- What you expect from them

#### **Recall > self-preservation, trust and protection rules**

Ask them why they should or shouldn't trust you. Recall that they don't know you yet and shouldn't follow you blindly and trust you unconditionally. Recall that trust is process. Recall that the most important is to always ensure their safety and protect themselves from strangers, even if they look nice and kind, or promise them things.

### Step 2 : Choosing the right place and setting it up

#### **Standards of the place**

- Accessible (easy to reach)
- Private enough (to insure confidentiality so children can open up and be themselves)
- Not too isolated (those kids don't want to be cornered up, they need to feel that they can be seen or easily located and can leave if they want)
- Cleared and clean (no dangerous items around, big enough so they can move around)
- "Containing" or at least defined with clear boundaries

#### **Involving the children**

Ask children directly to look around and where they think would be a good place to have the session. Ask them where they feel safe and what feeling safe means to them. Explain the type of place we are looking for (see. standards of the place), while recalling safety principles (being able to be seen, etc...).

Explain that we can make it a safe place together: if the place is dirty or contains dangerous items, involve them in cleaning the place with you (have some plastic gloves and large trash bags ready maybe?): it will increase their sense of responsibility and commitment, and create a first social engagement with the group. Remove all dirty or dangerous items together (bottles, cigarette butts, etc.)

Define and limit the space for the session with them.

## Step 3 : Setting rules

### **Explain**

- Why we have rules
- That rules are codes and moral standards. Explain the idea of respect
- That the rules apply for all of us
- The importance of confidentiality

### **Involving the children**

Rules contribute to make the space safe: it is the anchor where they can go back to, through your guidance and benevolence. It is a form of order in their lawless environment, the safeguard of the group. Discuss with them the notion of respect and confidentiality and involve them in stating the rules. Ask them what rules would be important for them, write them down somewhere and don't hesitate to refer to it at any time all along the curriculum.

# FACILITATING SESSIONS

## 1. Running sessions

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### **Starting a session**

Before starting, greet the students and ask them about last session. Give them a space to express themselves and express their feelings. For example:

- *What did we learn in the last session/recap?*
- *What did you tell your family about?*
- *can you tell the class about it?*

While running regular sessions, it is important to have rituals: it reinforces the group bond and creates continuity and consistency. In this present curriculum, all the sessions start and close with a mindfulness exercise. They might slightly differ from one session to another, but they all contain the same idea: focus on the here and now, be aware of the triangle emotions-sensations-thoughts (the awareness triangle) and being able to arrive and leave in a calm state of mind. Children learn by repeating and they also might start seeing evolution and improvement throughout the curriculum.

### **During the session**

Follow the steps presented for each activity, while being present emotionally and physically for the participants. They require your attention and your energy. Answer questions, even if they've already asked in the past. It's sometimes a sign of anxiety and children often need to be reassured. They need to understand a situation in order to master it and reduce anxiety.

Observe the dynamic in the class, pay attention to every single participants and note for yourself and your co-facilitators who is the most involved, inhibited or shy, agitated. You will need to debrief it after the session.

### ★ Tips

- Don't ask them to do something that you are not able to do yourself!
- Speak slowly, be clear in your instructions (don't hesitate to repeat even several times)

### Key Words

- ★ Presence
- ★ Reassurment
- ★ Explanations
- ★ Observations

## Ending the session

The end of the session is a time of closure for the participants as well as a time for evaluation. Check what the class learned today and to share with the rest of the group. You can ask for example:

- *What are the 2 things you learned today?*
- *What did you like the most?*
- *What will you tell your family about it?*

Fill up the evaluation tool with them (See Monitoring and evaluation section). You can use one of the following tips to conduct the evaluation. It helps the children to put words on their feelings and experiences.

### Ball Toss

Children toss a ball from one to another. Each person who catches the ball states one thing she or he learned or can use from the activity.

### Collective Summary

Pose a summarizing question (e.g. "What will you especially remember from today's activity?" or an open-ended statement (e.g. "Try to think of a word or phrase that sums up your feelings at the end of today" or "I still wonder..."). Ask children to respond in turn.

### Group Bulletin Board

Each child in turn adds one word or picture to a group display and explains why it represents something important he or she is feeling or has learned.

Ending the session or transitioning might also raise some anxiety in some children. It is common as they are living in unsecure environments and instability. Their life has shown them that "tomorrow" is a blurry and uncertain concept and that is precisely what makes relationships so difficult to establish (why investing time and energy as we don't know if we'll ever meet again?). It is important to put words on this anxiety and recall that you will meet them again. Show them that you are a consistent figure in their life. Thank the participants and remind them that they can ask questions whenever they don't understand something.

## Post-group and debriefing<sup>23</sup>

Facilitators also need to reflect on the session. The post-group is a short time (5 to 10 minutes) where the facilitators present during the session gather in order to share their observations and feelings about the session. It will help you to make change and improve, but also find support from your co-coworkers. It's called self-reflection. Ask yourself and your colleagues:

- *What went well in the session and why?*
- *What would I do differently next time?*
- *Which part of the session did the learners seem most interested/less interested? Why?*
- *What did I observe in the group? About one specific child?*

23. See also: part 2, section 4 "what to do with your observations"

## 2. Facilitation tips

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### ★ *Important learning principles and practices*

- Know and use the participants' names
- Always encourage the participants to speak, share ideas, ask questions and be part of the discussion
- Listen and comment positively
- Praise for efforts, always
- Do not stop a child from speaking if he/she says a mistake. Allow him/her to continue and try to understand his/her reasoning
- Remember young children might not have experience with certain topics. Role plays and stories substitute real-life experiences
- Encourage humor and use games so that the sessions are participatory and fun

### ★ *Promoting participation*

- Praise learners for good ideas and participation into the conversation
- Help guide the wrong ideas by asking more questions, don't shut it down straight away, try to understand the reasoning behind it
- Try to keep order by asking them to raise their hands before asking a question and not to shout out
- Ask open questions that cannot be answered with a simple 'yes' or 'no' (e.g. not "Did you enjoy that activity?" but "How did you feel about that activity?").
- Establish ground rules for discussion (e.g. no interrupting but raising hands to speak).
- Draw out silent children, asking them to report or share experiences, but never put pressure on a child to participate.
- Create different roles for group work to ensure equal involvement (e.g. time keeper, materials man-ager, reporter, scribe).
- Emphasize that every child has something to contribute to the activity.
- Summarize regularly or ask children to do this.
- Explain an activity clearly before beginning so that children know what to expect.
- Connect present activity to previous and future activities.
- Be careful that an activity does not expose any child to ridicule, embarrassment or repercussions at home.
- When possible, seek the support of other facilitators, thus increasing the chance for children to connect with facilitators and be exposed to different teaching and learning styles.
- Acknowledge that no facilitator can control everything that happens or be aware of every child at every moment. Just be attentive without being over-concerned.



# MONITORING AND EVALUATION TOOLKIT

## 1. What is monitoring and evaluation?

Monitoring and Evaluation, is a key technical component of project design and implementation, where the overall project achievements, as well as the lessons learnt are gathered. The Monitoring and Evaluation Process is valid for whole project lifecycle, starting in the definition of project targets, aims, baselines and indicators. Starting from project proposal stage, with a view to accomplish the “SMART”<sup>24</sup> objectives for the project proposed, Monitoring and Evaluation ensures the committed project objectives are on track, by measuring the key milestones or indicators of the project at certain periods.

*Clear*

*Systematic*

*Easy to access*

*Easy to analyze*

M&E aims also to collect quantitative data that can be used in the future, like number of participants, length/frequency of the session and also qualitative data that will measure the impact and relevance of your intervention. It is also a good opportunity to reflect on your role, what you observed and what to improve. A good M&E system has to have realistic and relevant indicators and must also be clear, systematically used, easy to access and analyze. Ideally, you want to computerize your system for collection and analyze: it saves a tremendous amount of time.

**Figure 14 - Essential qualities of a good M&E system**

## 2. Difficulty of measuring well-being

Measuring qualitative PSS outcomes and impact is very complicated is probably one of the hardest things to achieve, as well-being is a transversal component, implying many different aspects of people lives, directly or indirectly. For a long time it has been done either with clinical psychology tools or with purely quantitative data collection tools, neither of them giving a complete depiction of well-being.

### Defining well-being in order to measure it

While defining well-being, we have to take the following three components into account:

- Emotional wellbeing – being happy and confident, not anxious or depressed.
- Psychological wellbeing – being autonomous, problem-solving, managing emotions, feeling empathy, being resilient and attentive.
- Social wellbeing – forming good relationships with others, behavioral problems are absent.

24. In general, objectives (and indicators) should be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound (with a clear beginning and end)

Then, when we talk about measuring the impact of an intervention, one must wonder if we want to measure individual psychosocial well-being, community well-being, focus on emotional well-being, social skills, skills gained? Yes, all of the above... But that the difficult part.

Globally different approaches can be relevant and complementary when it comes to measuring the activities outcomes:

- ▶ Straight qualitative approach through **focus groups or group observations** (pre-post) with specific emotional or social well-being criteria to observe (quality of interactions, communication/social skills, helping each other, tolerance etc.). This is can provide a deep analysis but you have to have qualified and experienced professionals to lead those evaluations.
- ▶ If the facilitators are following a very precise agenda and curriculum (an approach that I don't necessarily like a lot, as you know...) you might want to measure the **skills/knowledge gained**.
- ▶ Using **self-rated scales or questionnaires** (pre/post) requiring less technical skills from the assessors. Then you can choose specific scales measuring specific well-being aspects such as hope (like "Children's hope scale"), self-esteem ("Rosenberg self-esteem scale"), playfulness or trust, that supposedly show subjective aspects of well-being<sup>25</sup>.  
Quite often SDQ (Strengths and Difficulties Questionnaire) is used in order to measure well-being of children, as it is a standardized tool with high validity score for all its translations provided. One of the advantage is that it is conveniently allows caregivers to answer it for non-readers (young children). It's globally a solid and trustworthy tool. But it is still is imperfect and incomplete because it is a behavioral screening mainly focusing on objective mental health criteria. It does not capture children's *subjective* accounts of their own wellbeing. There is an increasing interest in this area in research, policy and practice, and increasingly subjective wellbeing is seen as an important outcome in its own right. On top of that, there are huge disparities in the way SDQ is analyzed and used.

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25. To see more assessment tools: "A Compendium of Tools for the Assessment of the Mental Health and Psychosocial Wellbeing of Children in the Context of Humanitarian Emergencies" by Columbia University: [http://www.cpcnetwork.org/wp-content/uploads/2014/06/Measuring-Child-MHPSS-in-Emergencies\\_CU\\_Compendium\\_March-2014-.pdf](http://www.cpcnetwork.org/wp-content/uploads/2014/06/Measuring-Child-MHPSS-in-Emergencies_CU_Compendium_March-2014-.pdf)

## 3. Qualitative data collection

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### Psychosocial checklist

#### ► What is the psychosocial checklist?

The checklist shows most of the common problems that young people in distress may have. Many of them are unable to talk about their feelings and sometimes we may mistake their pain and behaviors as disobedience. The checklist aims to identify any children suffering from psychosocial problems.

#### ► How to use the psychosocial checklist?

The checklist can be used after the first session, in the middle of the curriculum and at the end of the curriculum. By doing so, teachers will be able to see if there was any positive or negative evolution. If a child matches several criteria, you might consider talking about him/her with your supervisor, or colleagues. You might also ask questions to the family, in order to understand what is going on. You also might consider referring him/her, when external resources are available, for specific care.

- **Open a file according to needs and observation**
- **1 PS checklist per group participant**
- **Share the results with your colleagues and/or supervisor**
- **Compare the evolution**
- **Try to understand if there is any specific causes at home, at school, at work**
- **Communicate with the parents/legal guardians**
- **Refer if needed**

## *Psychosocial checklist*

### CHECKLIST TO IDENTIFY LEARNERS SUFFERING FROM PSYCHOSOCIAL SYMPTOMS

Name of the child: ..... Age: .....

Date of 1st observation	.../.../20..
Date 1st follow-up	.../.../20..
Date 2nd follow-up	.../.../20..

*\*Circle the intensity: 0 is not at all, 1 is a mild, 2 is moderate and 3 is severe\**

<i>Signs</i>	<i>Evolution</i>			
	1ST OBS. AFTER 1ST GROUP	2 OBS. AFTER 5TH GROUP	3RD OBS. AFTER 10TH GROUP	
<b>ATTENDANCE</b>				
Comes late to the group	<input type="checkbox"/>	Yes/ No	Yes/ No	Yes/ No
Missed groups	<input type="checkbox"/>	Yes/ No	Yes/ No	Yes/ No
<b>BIOLOGICAL FUNCTIONS - HEALTH CONDITIONS - HYGIENE</b>				
Is sleepy in group/constantly tired	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Recurring physical complaints	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Recurrently sick or ill	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Sudden loss or gain of appetite	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears not groomed, poor personal hygiene	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appear malnourished	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Has bruises, marks on his/her body	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
<b>BEHAVIORS</b>				
Clingy, seeking for comfort from adults or peers	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Suck his/her thumb	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Bites his/her fingernails	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Is very restless/agitated	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Fights often – is aggressive verbally or physically	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Is rebellious or disobedient	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears withdrawn from other kids	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Has reduced interactions with adults	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears Shy	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears uncooperative	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3

<b>MOODS AND EMOTIONS</b>				
Appears unhappy or depressed	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears anxious or preoccupied	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears fearful or startled	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Appears to be easily annoyed/irritable	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Has out of the norm mood swings	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
Showed a sudden change of attitude or mood	<input type="checkbox"/>	0 - 1 - 2 - 3	0 - 1 - 2 - 3	0 - 1 - 2 - 3
<b>TOTALS</b>		=	=	=
<b>PERSONAL NOTES</b>				
Notes about debrief with co-workers:		Notes about contact with parents:		
<b>REFERRAL (DATE: .... / ..... / 20..)</b>				
Decision to make a referral approved by:		Notes/justification of decision:		
<input type="checkbox"/> Case Manager/ PSS Officer <input type="checkbox"/> Co-workers <input type="checkbox"/> Head of school <input type="checkbox"/> Supervisor <input type="checkbox"/> Family				
Referred to: contact of the specialist		Follow-up:		

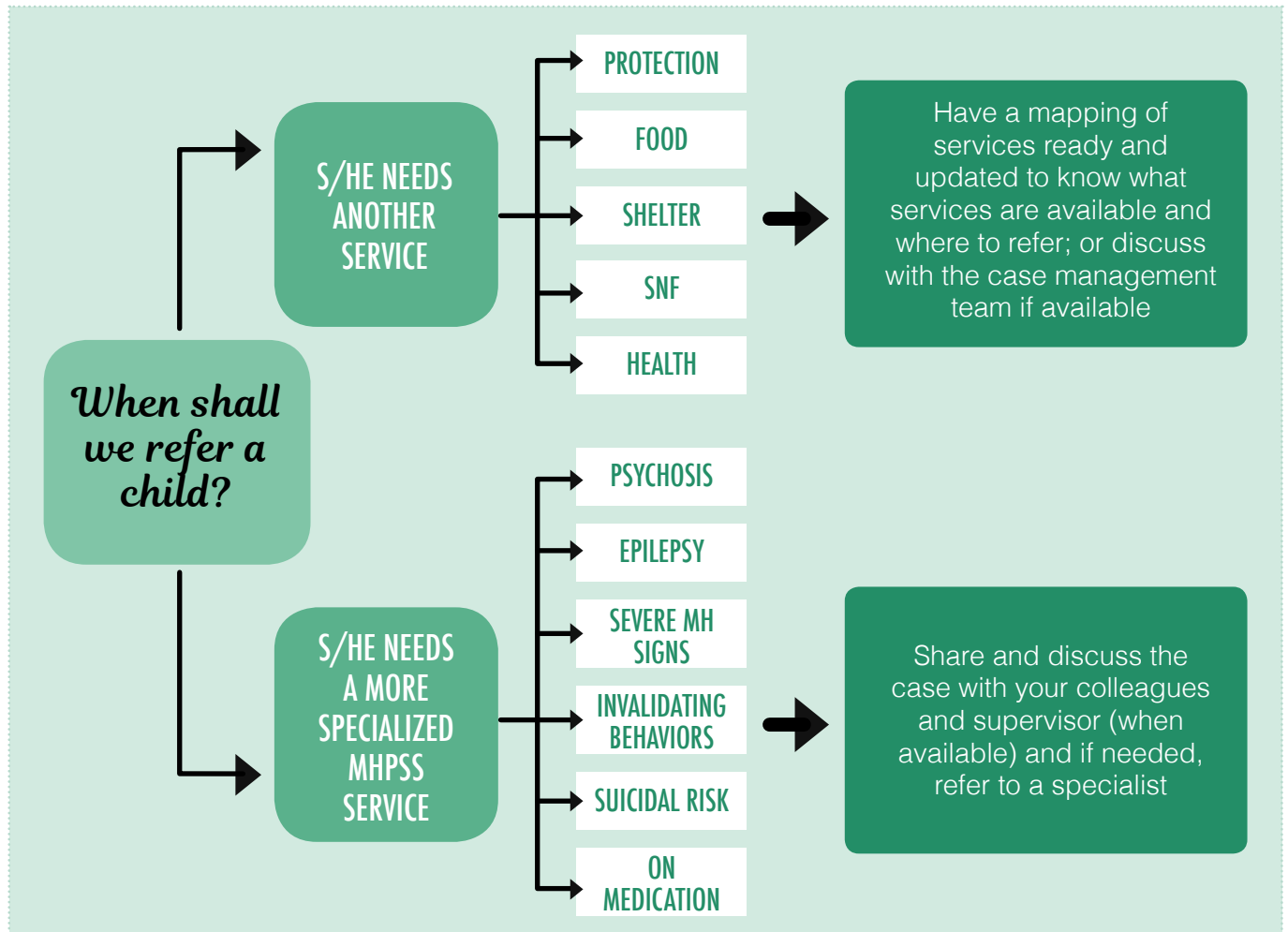
**\* The group observation form should be filled out by the facilitator and the co-facilitator to note any significant interactions between group members.**

<b>Criteria</b>	<b>Comments/notes/quality/description</b>
INTERACTIONS BOTH POSITIVE & NEGATIVE	
OVERALL DYNAMIC OF THE GROUP	
COOPERATION OF GROUP MEMBERS	
SHARING AMONGST GROUP MEMBERS	
DEALING WITH EXPETCTAIONS	
WERE ANY CHILDREN BULLIED	
CONFLICTS AMONG GROUP MEMBERS	
WAS LEADERSHIP SHOWN BY ANY OF THE PARTICIPANTS	

**Table 6 - group observation criteria list**

## 4. Referral pathway

### When to refer a child?



## Services

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<b>Protection</b>	Suspicion or evidence of mistreatment, physical violence, sexual abuse/rape, exploitation, neglect
<b>Food</b>	Signs of malnutrition, growth delay
<b>Shelter</b>	Homeless or severe precarious living conditions
<b>SNF</b>	Identification of a special need that could significantly change the child's life
<b>Health</b>	Medical concern or issues such as chronic disease, transmittable disease, wounds, injuries, severe dental issues

## Signs of MH issues

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<b>Signs of psychosis</b>	Delusion, hallucination, paranoid thoughts or behaviors
<b>Epilepsy</b>	Attested or known non-medicated epilepsy
<b>Severe MH disorders</b>	Severe forms of depression, PTSD, invalidating anxiety, severe developmental delays
<b>Invalidating behaviors</b>	Attested substance dependence, severe social withdrawal, phobia, obsessions
<b>Suicidal risks or risks of harming others</b>	Expressed suicidal thoughts or intention to harm others with risk to act it out
<b>Medication</b>	Were on medication in the past or are currently on medication but unfollowed

# TAKING CARE OF YOURSELF: HEAL THE HEALER

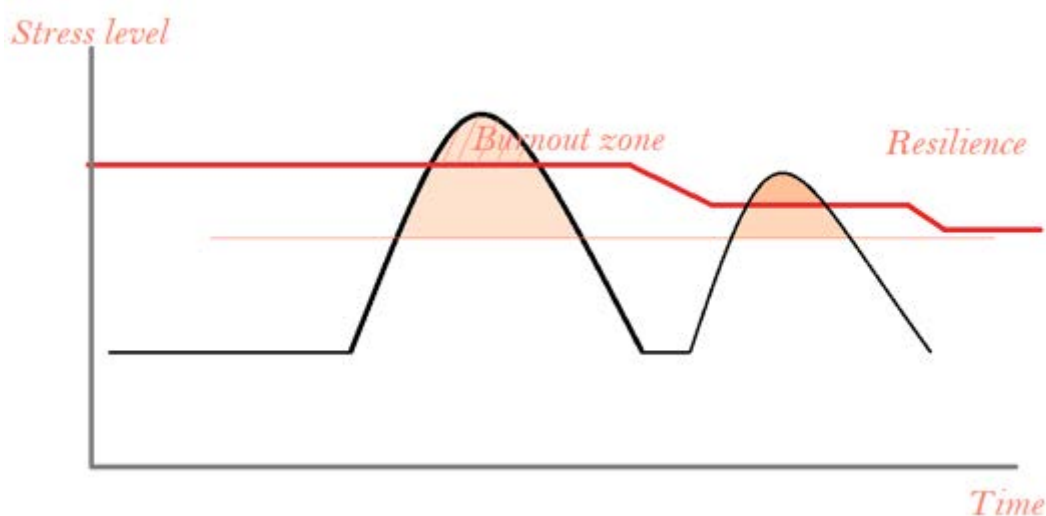
The needs of staff and volunteers are often similar to the needs of those they are supporting. Managers should monitor the wellbeing of all staff involved in the program and offer support in the form of supervision or mentoring<sup>26</sup>, for example, if needs arise. It is important to acknowledge the stress that can occur to prevent strong feelings and reactions from affecting the work negatively or leading to neglecting the staff's own safety and social and physical needs. A supportive environment is crucial to minimize stress. An environment where staff and volunteers are able to share and openly express themselves can relieve symptoms of stress. An environment where talking about emotional reactions and limitations is strongly encouraged, as this will ensure quality and effectiveness of activities and the wellbeing of staff and volunteers.

## Stress and burnout

Burnout is a state of psychological, emotional and physical exhaustion resulting from an accumulation of stress. It is a gradual process, often fairly insidious, often acknowledged when it is too late. While working in difficult contexts (such as emergency context, war and crisis contexts) or around heavy problematic like humanitarian workers do, it can happen to accumulate stress and reach point where we can't cope with it anymore. In a nutshell: working and living under pressure is the main cause of burnout. Furthermore, if you have already been weakened by some stressful or traumatic events yourself, your resilience to stress could be affected.

### *Stress factors leading to burnout*

- Excessive work
- Lack of recognition
- Psychological abuse, bullying
- Physical fatigue/tiredness
- Working under constant pressure
- Working in violent context
- Being victim of a trauma
- Vicarious trauma



26. See section about "the importance of post-group and supervision"



## *Signs of burnout*

---

- Excessive tiredness
- Loss of motivation
- Inability to concentrate/low concentration
- Somatic symptoms (headaches, nauseas...)
- Sleep difficulties
- Grandiose beliefs about your own importance (heroic but reckless behavior, super active to help others, neglecting your own balance and safety, pretending you don't need break or sleep)
- Cynicism, aggressiveness, negativity
- Inefficiency
- Mistrust of co-workers, communication problems
- Excessive use of alcohol, caffeine, smoking...



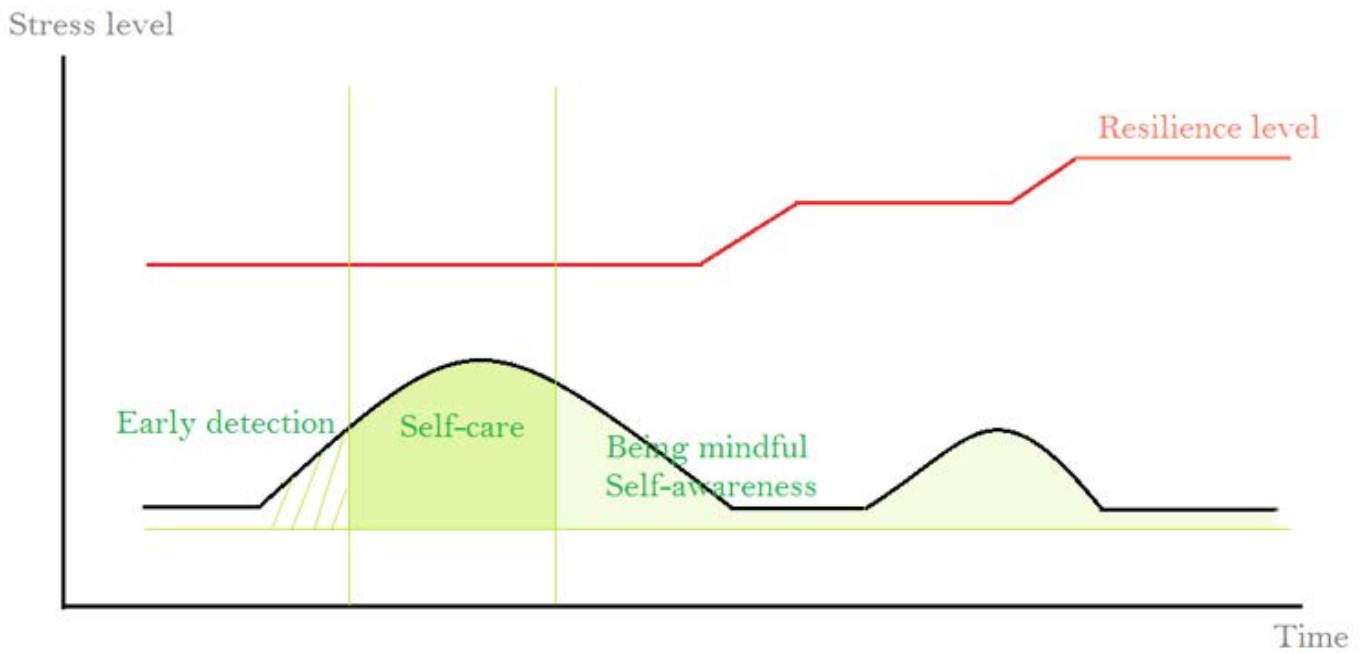
## *Prevention of burnout*

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Early detection is the key: burnout is often acknowledged way too late, when you've already reached a point of no-return. To avoid reaching the point of exhaustion (body shutting down or apparitions of invalidating symptoms), it is important to:

- Learn how to identify the signs of burnout: we are all different; we all have different coping mechanisms. Know how you function. It's called self-awareness.
- Try to understand as much as possible the situation that led you there: giving a meaning to what your body is telling you is half way to feeling better
- Share, communicate. You are probably not the only one experiencing such a thing
- Evaluate if you can have an impact on one or several of the causes that led you there
- Learn a couple of technics to decrease the stress level (relaxation, breathing exercises) and learn more about self-care (better nutrition, benefit of exercising, better sleeping). It will help you developing resilience and becoming more self-aware
- Learn how to know and set your own limits, learn how to delegate tasks to alleviate your workload
- Take breaks, slow down

Learning how to take good care of yourself and remaining balanced will help you becoming more resilient and more prepared to face new challenges or new stress-inducing situations.





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- 162 3. CORE-ACTIVITY : FEAR AND ANGER: TWO SIDES OF THE SAME COIN
  - 162 a. Acknowledging and responding to our fears
  - 163 b. Feeling threatened-by whom? How?
  - 165 c. Being a bully or becoming a bully
- 169 4. WARM-DOWN ACTIVITY: BACK TO BACK (If needed)
- 169 5. CLOSING - RELAXATION WITH MUSIC
- 171 6. RESOURCES

## 173 *Session 6: Self-esteem*

### 174 SESSION OVERVIEW

- 175 1. WELCOME, REVIEW AND OPENING
- 177 2. WARM-UP ACTIVITY (If needed)
- 177 3. CORE-ACTIVITY: MY STRENGTHS MAKE ME WHO I AM
  - 177 a. My strengths make me who I am
  - 181 b. The Umbrella : maintaining self-esteem
  - 181 c. Maintaining self-esteem
- 183 4. WARM-DOWN ACTIVITY: I AM BEAUTIFUL
- 184 5. CLOSING: Meditation strength
  - 184 a. Homework: create a pleasure list
  - 184 b. Self-esteem guided meditation
- 187 6. RESOURCES

## 193 *Session 7: Peer influence*

### 194 SESSION OVERVIEW

- 195 1. WELCOME, REVIEW AND OPENING
- 197 2. WARM-UP ACTIVITY (If needed)
- 197 3. CORE-ACTIVITY: FOLLOW THE LEADER... OR NOT?
  - 197 a. Follow the leader... or not?
  - 203 b. Prevention... About substance abuse
- 204 4. WARM-DOWN ACTIVITY (If needed)
- 206 5. CLOSING: BODY MOVEMENT
  - 206 a. Wrap-up on decision making
  - 207 b. Mindful decision, mindful position: The warrior pose
- 209 6. RESOURCES

## 212 *Session 8: Violence doesn't solve anything*

### 213 SESSION OVERVIEW

- 214 1. OPENING- BREATHING EXERCISE
- 216 2. WARM-UP ACTIVITY (If needed)
- 216 3. CORE-ACTIVITY : CONFLICT RESOLUTION
  - 216 a. In the storm: from anger to conflict
  - 219 b. Role-play: Conflict Management and Resolution
- 224 4. WARM-DOWN ACTIVITY (If needed)
- 224 5. CLOSING: LOVING-KINDNESS MEDITATION
- 226 6. RESOURCES

## 229 *Session 9: Healthy relationships*

### 230 SESSION OVERVIEW

- 231 1. WELCOME, REVIEW AND OPENING
- 233 2. WARM-UP ACTIVITY (If needed)
- 233 3. CORE-ACTIVITY : DO YOU COPY?
  - 233 a. Do you copy?
  - 239 b. Grandma
- 242 4. WARM-DOWN ACTIVITY (If needed)
- 242 5. CLOSING MEDITATION: I HAVE TWO WOLVES INSIDE MY HEART
- 244 6. RESOURCES

## 246 *Session 10: My dreams, my hopes and the better me*

### 247 SESSION OVERVIEW

- 248 1. WELCOME, REVIEW AND OPENING
- 249 2. WARM-UP ACTIVITY (If needed)
- 250 3. CORE-ACTIVITY : THE SHEILD
  - 250 a. The Shield
  - 252 b. Meet the better me: the photo booth
- 253 4. WARM-DOWN ACTIVITY (If needed)
- 253 5. CLOSING CELEBRATION - DABKEH
- 254 6. RESOURCES

## 255 *Icebreakers and Energizers*

# INTRODUCTION

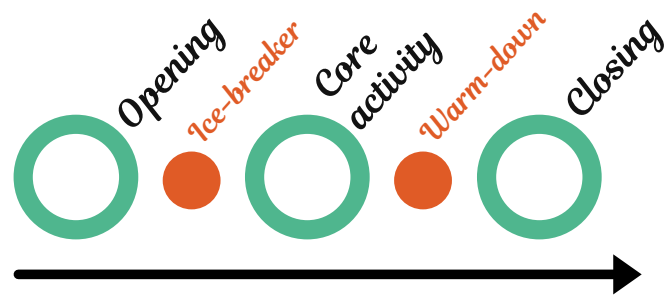
The Focused Psychosocial Support curriculum promotes two main characteristics: active participation of youth and children, and development of their basic life skills to support positive coping and resilience capacities of children. These sessions were adapted to age groups 6-9 years old, 10-13 years old and 14-17 years old and count 10 sessions each. We highly recommend having at least 2 facilitators to conduct the sessions. It can also be trained and supervised volunteers.

In addition of this curriculum, a facilitator's manual is available, including valuable information and tips about dealing with children that have been deemed as "difficult" and implementation tips.

## Structuration of the sessions

The sessions are all build around 5 key-times and will be 1 hour 30 to 2 hours length on average. Make sure you have enough time at the beginning of the session to prepare everything and keep time at the end of the session to debrief with the co-facilitators and volunteers.





**Leaving more space for facilitators to adapt to the group behaviors.**



In the curriculum, only the core-activities will appear. You will have a list of ice-breaker games, energizers, warm-down activities in a separate section in which you can pick and choose *according to the level of energy and mood of the group* (if the group is hyperactive and loud, facilitators will choose activities promoting quietness and relaxation, if the group exhibit low energy, the facilitator can promote energizers). It will then enable you to be more flexible and autonomous and to develop your sense of observation: you can adapt to the attitude and energy of the group. The curriculum is therefore less rigid and less activity-centered.


## Type of activities

Certain activities are used recurrently. You will recognize them thanks to icons on the left side.

 <b>Role-play</b>	 <b>Meditation Relaxation Stress management</b>	 <b>Alternative activity</b>	 <b>Core activity</b>
 <b>Story Telling</b>	 <b>Creative activity Art</b>	 <b>Discussion</b>	 <b>Video</b>

## Tips and notes for facilitators

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All along this curriculum, you will find some tips in order to ease the facilitations, or some notes to bring your attentions of specific problematic. They figure either on the left side of the page or in orange boxes in the text. It can be also some Safety tips. You will then find this icon: . It highlights specific concerns in order to ensure the emotional wellness of your participants.

## Resources

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While preparing your sessions, you might need to print out some material used during the sessions. You will find them at the end of each session of this curriculum. You might also need to download some videos. When video material is needed, make sure you have at least a smart phone, or better, a tablet with you with the video downloaded on it and make sure it is charged before starting.

# Session 1:

## WHO AM I

Session summary

Duration: 1h45 min



### *Objectives of the session*

- Getting to know each other
- Introducing the curriculum to the participants
- Setting ground rules for the group
- Introducing mindfulness activities
- Reflecting on “who we really are”



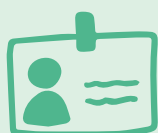
### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- Copies of the worksheet: Who am I?



### *Preparation required*

- Read through the session’s material prior to the session
- Read through all of the materials for this session and practice yourself meditations.
- Download: Dabkeh music for the closing
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don’t know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to know the group of children they will be working with for the duration of 10 sessions and will ask them to reflect on who they are, how others might perceive them and what they consider as strengths in their lives.

This session will also be the first opportunity to set ground rules for the group and to introduce the curriculum and mindfulness as a core activity for the whole curriculum.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Welcome, introduction	15 min
2. Warm-up activity	10 min
3. Core-activity: who am i	40 min
4. Warm-down	10 min
5. Closing: introduce mindfulness & practice belling breathing	20 min
6. Debrief	10 min
	<b><i>1h45 min</i></b>

## Steps to follow

# 1. WELCOME AND INTRODUCTION

Time: 15-20 minutes (depending on the place)

Arrangement: one group

## 1. MEETING YOUR GROUP

You have identified and enrolled a group of children and you asked them to meet you in a designated safe place. The first session will differ depending on where you conduct the session: in a closed and designated place, or in the street.

### FIRST LESSON OF THIS SESSION

*Recall that trust is process. Recall that the most important is to always ensure their safety and protect themselves from strangers, even if they look nice and kind, or promise them things.*

### *If you are conducting your sessions in the street*

1. Introduce yourself and IRC – explain why you are here
2. Ask them why they should or shouldn't trust you. Recall that they don't know you yet and shouldn't follow you blindly and trust you unconditionally.
3. Finding an appropriate place: Ask children directly to look around and where they think would be a good place to have the session. Ask them where they feel safe and what feeling safe means to them. Explain the type of place we are looking for (see. standards of the place), while recalling safety principles (being able to be seen, etc....). Explain that we can make it a safe place together: if the place is dirty or contains dangerous items, involve them in cleaning the place with you (have some plastic gloves and large trash bags ready maybe?): it will increase their sense of responsibility and commitment, and create a first social engagement with the group. Remove all dirty or dangerous items together (bottles, cigarette butts, etc.). Define and limit the space for the session with them.

### *If you are conducting your sessions in a closed and designated space*

1. Introduce yourself and IRC
2. Explain



## 2. PRESENT THE OBJECTIVES OF THE CURRICULUM

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**Say >** *“We will spend 10 weeks together, so we can have fun and take a break from our daily life, but also talk about important things in your life”*

**Explain >** *“Sometimes in life, we face difficult periods and situations. And it can make our life challenging. During the time we will spend together, you will learn more about yourself and what makes you powerful and how to stay safe and protect yourself from harm and threats”*

**Explain >** Remind participants that their involvement in this activity is voluntary, but those who are interested should commit to attend each session for the duration of the course. Tell the adolescents what the topics of the course will be. The goal is that by the end of the course, you want adolescents to feel empowered enough to develop their own activities in their community/settlement, or support with the implementation of this activity.

**Explain >** Each meeting will include interactive activities of approximately two hours in length (including a break). Each meeting will address a different topic (e.g. communication, healthy relationships, safety). Meetings will be safe places for participants to discuss topics and questions and they should not feel embarrassed about anything that is discussed, any questions they may have, or any experiences they want to share, and it should remain confidential. The activities are participatory. Participants are asked and encouraged to talk, share, discuss and have fun at each session. At the end of the 10 sessions we hope that you are able to learn new skills to take care of yourself.

**Ask >** if they have any questions or need any clarifications.

## 3. DEFINING EXPECTATIONS

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**Say >** *“When we are together, there is also some rules that everyone shall respect so that everyone feels safe to share.”*

**Discuss >** Discuss with them the notion of respect and confidentiality and involve them in stating the expectations. Ask them what expectations would be important for them.

**Do >** Create a rule board with them by writing down the important expectations. You will keep this for all your sessions, and you will be able to use it each time a child is challenging limits and boundaries. Explain that the expectations apply for everyone, including you. Ask the children to sign their names or use ink to place their finger print on the list of expectations.

### TIPS >

*Allow time for the group to ask questions. Confirm with them, the time and length of the sessions and where they will be held and check that this is ok with the adolescents who are still interested in participating.*

### TIPS >

*Rules contribute to make the space safe: it is the anchor where they can go back to, through your guidance and benevolence. It is a form of order in their lawless environment, the safeguard of the group.*



### Examples of rules you might want to write down

- It's forbidden to hurt each other
- It's forbidden to make fun of other children
- Stealing is not permitted
- We must respect each other when we are speaking, respect opinions...
- Practice kindness

## 2. ICE BREAKER

Time: 15 minutes

Arrangement: one group

Start with a fun ice breaker activity. See activity below or for a list of warm-up activities, refer to the ice-breakers and energizes document.

**Do >** Musical Chairs: Arrange chairs in a close circle and ask children to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. "I am X and am left-handed," "I am X and I have a cat" or "I am X and I dislike eating \_\_\_"). Try to get a chair for your-self. The person left without a chair then makes a similar statement about herself or himself. Continue until most children have had a chance to introduce themselves in this way. If you don't have chairs you can use paper and place it on the ground.



## 3. CORE ACTIVITY: WHO AM I

Time: 40 minutes

Arrangement: small groups (2-3 children)

### THE AIM OF THIS EXERCISE:

*The objective of this activity is to make children reflect on prejudices and appearances. What others see or think about them is not necessarily true, accurate or enough to define them.*

### 1. INTRODUCING YOUR NEW FRIEND/ NEIGHBOR/ FAMILY MEMBER

#### Objectives of this activity

- To make children reflect on prejudices and appearances
- To develop empathy
- To learn how to observe and respect others

**Say >** "Now that you know me and learnt more about our program, it is time for us to get to know you!"

**Do >** pair the children up and provide them with pencils and paper if possible. Ask them to get to know their partner by asking them the questions below. They can draw or write their partners answers. If there are siblings or family members in the group, try and put them with someone they might not know as well. After everyone is finished, one child will introduce another: S/he will tell the rest of the group the name of another child and what s/he told her/him. Children can the questions below:

- ▶ Age
- ▶ What they like/ don't like to do
- ▶ Family composition
- ▶ Personality traits
- ▶ Favorite color
- ▶ Favorite book or cartoon

### TIP >

*If some participants cannot write, ask them to reflect or draw things about themselves instead.*

**Ask >** if any of the children learned something new about someone in the group or if they noticed that they share something in common with another child.



## ALTERNATIVE ACTIVITY FOR OLDER CHILDREN - WHO AM I?

### *Objectives of this activity*

- To enhance participants' understanding of their "self" and encourage reflection about who they are

**Ask >** "Who are you? In a few minutes, I am going to ask you to write or draw ten different sentences about yourself in response to this question. The sentences can describe skills, characteristics, interests, strengths, weaknesses, roles that you fulfil in your lives, etc."

**Distribute >** white sheets + pens and pencils

**Explain >** Present some of the following examples of sentences to help them describing themselves and give them 10 minutes to fulfil the assignment:

- I am a daughter
- I like to cook good food
- I have brown eyes
- I play football
- I am a good listener
- Sometimes I have a short temper
- I am helpful
- I have two brothers
- I go to school
- I have black hair

**Distribute >** Worksheet "Who am I?" + Pens and pencils<sup>1</sup>

1. Find the worksheet at the end of this sessions and print it out beforehand

**Ask >** the participants to look at what they have written about themselves and categorize their sentences according to the three categories on the worksheet:

- **Physical Me:** Sentences that describe your physical traits, like age, gender, appearance, are about your physical self. For example, "I am tall."
- **Social Me:** Sentences that you have written about your parents, brothers and sisters, relatives, school, community and country etc., are about your social self. For example, "I have friends in school."
- **Inner Me:** Sentences that describe qualities or talents that you possess reflect your inner self. For example, "I am a caring person" or "I love music."

**Ask >** if participants think anything is missing on their worksheet that they would like to add in order to describe who they are. Allow 5 minutes for them to add descriptions under the three categories.

**Ask >** When they have finished, ask participants to note down where they think their various qualities and characteristics have come from, e.g. small-sized feet (from my mother) or patience (from my father).

**Divide >** the groups into pairs and ask the participants to share with each other what they have written about themselves. They can choose whatever they want to share about themselves. It is important to stress that the sharing is voluntary. If some participants do not want to share what they wrote about themselves, encourage them to reflect on the elements that define a person (such as physical appearance, social belonging, skills and qualities).

## 2. ALL IN THE SAME BOAT... FROM "THEM" TO "US"

### *Objectives of this activity*

- Reflecting on what makes me who I am
- Emphasizing on our strengths
- Being proud of who we are

**Ask >** the children to form a circle and to hold their hands

**Say >** *"Can you now introduce yourself again? Let's see if you have new things to add, compared to the beginning of the session!"* Let each child introduce himself and encourage him/her to add new elements that s/he might have said during the activities.

**Say >** *"We are now all in the same boat, going toward a common goal! Are you ready for the journey?"* Ask children to shrink the circle by walking all together toward the center of the circle and to expand it again with a Hurrah!



## ALTERNATIVE ACTIVITY FOR OLDER CHILDREN: SIMILARITIES

### *Objectives of this activity*

- Heighten awareness of similarities between participants
- Strengthen self-awareness
- Build group cohesion

**Setting** > Let the participants walk around the available space. Explain to them that when you clap, they should form groups of 5 to 6 people as quickly as possible (make sure to choose a number so that no participant is left out, to safeguard the principle of inclusiveness).

**Explain** > When they are in the groups, they have a few seconds to find something they all have in common, for example, something they like; same neighborhood; same number of brothers; same favorite food or same hobby, etc.

**Ask** > the groups to raise their hands as soon as they have found a similarity they all have. Then they should wait for the other groups. When all groups have their hands raised, let each group call out what they have in common.

**Repeat** > Let the group members shake hands to say goodbye and then start walking around again. Repeat the process a few times – each time with different group compositions.

**Closure** > as a closing exercise, let the whole group come together and find something they all have in common. Say *“We are now all in the same boat, going toward a common goal! Are you ready for the journey?”* Ask children to shrink the circle by walking all together toward the center of the circle and to expand it again with a Hurrah!

## 4. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the “temperature” of the group. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 5. MINDFULNESS IS A SUPERPOWER

Time: 20 minutes

Arrangement: one group

### TIP >

Read "Teaching Mindfulness" in your facilitator manual and practice yourself regularly! If you feel the benefits yourself, it will be easier to teach it to the children. Mindfulness is most of all a practice and philosophy of life, not only knowledge.

### 1. MINDFULNESS IS A SUPERPOWER

#### Objectives of this activity

- Relaxation
- Focus
- Body awareness

**Say >** "Each time we meet we will have our little ritual together. I will be teaching you something special: a superpower! Do you want to learn that? Each time we meet and each time we leave this place, we will use this superpower, to help us control our emotions."

**Explain >** Explain what mindfulness is. You can use the definition, "mindfulness is the state of being aware and focused on the present moment; accepting the present while being open and curious about what is happening around and inside us" or a more simple definition, "mindfulness is when we slow down our bodies and minds to look and listen to what is happening in our bodies and minds, as well as around us. You can also explain that deep breathing is also called abdominal. It involves inhaling slowly and deeply through the nose, causing the lungs to fill with air as the belly expands. This type of breathing is associated with many health benefits, from reducing stress to lowering blood pressure.

### 2. PRACTICE WITH THEM

### TIP >

Use a calm and soothing voice. It is very important to create a safe and quite atmosphere

**Show >** show them how to take deep breaths by breathing from the belly and not only from the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it's blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** "Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself".

#### Follow the steps:

- a. "Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders" (show them how to do so by rolling your shoulders gently up and down).
- b. "Close your eyes if you feel comfortable by doing so. You are in a safe space."



- c. *“Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”*
- d. *“Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.*
- e. Do this at least 10 times.
- f. *“Now for the last breathing, lift your arms above you head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”*

**TIP >**

*At any time during the sessions, if you're losing the group's attention, remind them of their superpower! Tell them to breath with you and refocus*

**Ask >** Ask them how they feel: *“How does that feel to listen to your heartbeats/breathing? Did you have a lot of thoughts coming into your head? If yes, did you manage to refocus on your breathing? Do you feel more relaxed?”*

**Note about safety**

- Silence and a certain degree of privacy are important.
- These types of exercises can sometimes be a bit overwhelming for children and adolescents who have experienced adversity. No one should be pressured to do the exercises if they don't feel comfortable. For example, if a child prefers to watch the session at a distance, allow them to do so until they feel ready to join the session.
- Signs of distress include: having difficulties gaining control, crying all the time, shaking or otherwise having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If the facilitator notices any of these signs, offer the child to sit beside him (you or a volunteer), recall that everything is ok and safe here and tell him s/he is doing a great job! It helps to sit up to regain control.

**Explain >** *“Each time we meet we will practice and develop our superpower! Know that even at home or in your daily life, when you feel really upset by something, or angry, or sad, you can do this exercise!”*

## RESOURCES – WHO AM I?

### *Worksheet: Who am I?*

#### **Physical Me**

Sentences that describe your physical traits, like age, gender, appearance are about your physical self. For example, "I am tall."

#### **Social Me**

Sentences that you have written about your parents, brothers and sisters, relatives, school, community and country etc. are about your social self. For example "I have friends in school."

#### **Inner Me**

Sentences that describe qualities or talents that you possess that reflect your inner self. For example, "I am a caring person" or "I love music."

## Session 2:

# MY SAFE SPACE

Session summary

Duration: 1h55 min



### *Objectives of the session*

By the end of this session children will be able to:

- Understand the notions of consent, comfort zone and owning your own body
- Practice saying NO!
- Understand limits, boundaries, good touch/bad touch



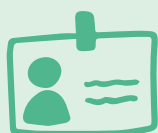
### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers (several colors)
- A smart phone or a tablet



### *Preparation required*

- Read through all of the materials for this session.
- Download the video **Salma** on your smart phone or on your computer
- Print out **Risk mitigation toolkit**
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to introduce the notions of safety and protection and to discuss with the participants the important notions of boundaries, self-protection, and consent. Children will learn and practice how to say NO and define their safe space.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: my body my temple	60 min
4. Warm-down	5 min
5. Closing: Visualizing my safe space	15 min
6. Debrief	10 min
	<b><i>1h55</i></b>

## Steps to follow

# 1. WELCOMING, REVIEWING AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

**Say >** "Today we are going to talk about safety". Ask what it means to them (feeling safe, a safe place, security, etc.) and explain that feeling safe can mean being protected from external threats but also feeling safe inside.



### 3. MINDFULNESS IS A SUPERPOWER

#### *Objectives of this activity*

- Relaxation
- Body awareness
- Ensure continuity and increase sense of safety

#### **TIP >**

*Use a clam and soothing voice. It is very important to create a safe and quite atmosphere*

**Say >** “Do you remember last time, about our superpower? Did any of you use it since last time we met?” Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn't come naturally and that is why we do it together here.

**Show >** as a reminder, show them one more time how to take deep breaths by breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it's blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** “Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.



#### **Follow the steps:**

- “Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders” (show them how to do so by rolling your shoulders gently up and down).
- “Close your eyes if you feel comfortable by doing so. You are in a safe space here, nothing bad can happen here. Try not to think about anything else than what is happening here and now” (stress on those two words)
- “Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”
- “Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.
- Do this at least 10 times. Try to keep them grounded in the here and now. Tell them that if their mind is roving around, they can always bring it back gently on the movement of their belly.
- “Now for the last breathing, lift your arms above your head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: MY SAFE SPACE

Time: 60 minutes

Arrangement: small groups (3-5 per group)



### 1. MY BODY MY TEMPLE

#### *Objectives of this activity*

- Understand body boundaries, good touches and bad touches
- Body awareness
- Sense of inner safety

**Distribute** > large pieces of paper (like flipchart sheets) and colored pens

**Ask** > the participants to draw the outline of their body on the large sheets. If large paper is not available, they can draw the outline of their body on a piece of printer paper.

**Explain** > *“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 and you have a responsibility to protect your body. One of the ways you can protect your body is by learning and deciding what good touches and bad touches are for you and by learning how to prevent bad touches which can harm you and hurt your feelings”.*

**Explain** > to the participants that now you are going to talk about what good touches and bad touches are. Explain that good touches make you feel comfortable and appreciated, whereas bad touches can hurt you or make you feel embarrassed or uncomfortable.

**Ask** > the participants to give some examples of good touches first and then bad touches. If they do not understand what you mean, give them examples of what you feel are good or bad touches.

#### **NOTE:**

*It may be culturally appropriate to separate the group into girls and boys. The topic of mapping out what constitutes good and bad touches can be sensitive. Also, be prepared that some participants may shy away from this activity. They may need some extra encouragements. Be a role model as facilitator: Stay calm and take the activity seriously.*



### *Some examples of good or bad touches:*

- Examples of good touches: Hugs from friends or family and you feel fine with it.
- Examples of bad touches: When someone hits you, or hurts you physically, or when someone touches private parts of your body without your agreement. A bad touch can also be if someone gives you a hug or holds your hand, if you do not feel comfortable with it.

**Ask >** the participants to return to their body drawings with their partners and to choose two colored pencils or markers, where one color will be used to show good touches and the other color will be used to show bad touches.

**Ask >** them to map out on their body maps where they think touch could be described as 'good' and to mark this with the color they have chosen for this type of touch. Once they are done, ask them to do the same with 'bad touches.'

**Explain >** *"Sometimes other people touch us in ways that we do not like. Since you are the owner of your body, it is your right to say no to things you do not feel comfortable with. You ALWAYS have the right to say "NO" to someone if they touch you in a way that you do not like and you never have to explain your no – your body is yours".*

**Explain >** that you will continue the workshop with an activity to better understand one's own and other's "comfort zones"

## 2. UNDERSTANDING SOMEONE'S COMFORT ZONE

### *Objectives of this activity*

- Understand and define their own and others' comfort zones
- Understand interpersonal differences
- Understand the notions of consent and limits
- Sense of inner safety, self-respect and self-empowerment

**Setting >** divide the group into pairs of the same sex, and name them A and B, and ask everyone to stand in rows opposite one another. All the A's should be in one row and all the B's in the other, each person opposite from their partner (with at least three meters between the rows).



### Follow the steps:

- a. All the A's to start walking slowly towards their partner B. Person A should stop walking as soon as person B says "Stop." Person B says stop when he or she does not feel comfortable with the distance between him/herself and A anymore. Even if person A would like to stop beforehand, he or she has to wait for the partner to say stop.
- b. Once all the A's have stopped: asked them to look around to see where the other A's are standing. They will probably see that they are all standing more or less at the same distance from their partner B, but that there is also a small variation between them. This is because everyone's comfort zone is individual.
- c. Take a couple of minutes to ask the following questions to the B's:
  - *How did you feel when A was approaching you?*
  - *Was your partner too fast or too slow?*
  - *Did your partner listen when you said "Stop"?*
- d. Now ask participants to swap the roles. It is now the B's turn to walk slowly towards their partners. It is the A's turn to say "Stop" when their comfort zone has been reached.
- e. When all the B's have stopped: ask them to see where they are standing in relation to other B's. Then, ask them the same questions as above.
- f. If there is enough time, repeat the exercise but with different partners. This helps participants to see that their comfort zone changes depending on who their partner is.

**Explain >** that in order to protect one or another person, it is important to be able to say no. Before wrapping up the workshop the participants will therefore engage in a funny activity to practice saying "Yes" or "No"



## ALTERNATIVE ACTIVITY FOR OLDER CHILDREN: STORYBOARD – RISK MITIGATION TOOLS

### *Objectives of this activity*

- Understand the dangers of working or spending time alone in the street
- Understand the notion of consent and your rights as a child
- Learn how to say NO and to protect our body

**Say >** *"Sometimes, because of adversity, we end up in risky situations: we might be working far away from home or in the street. We are away from our parents and it exposes us to many dangers. I wanted to talk now about very important dangers that exist here in Lebanon: the risk of sexual assault and the risk of physical violence. We will be discussing together about those situations and how we can react to protect ourselves."*



**Distribute** > the 3 cartoons (Hiba, Fayrouz and Sabah) to the three groups

**Ask** > the participants to look at the pictures and read the case they have. Then ask them to answer the following questions:

- Explain what is happening. Is it an ok situation? Is it not? Why?
- What are the risks and dangers of the situation? What could be the consequences?
- Why do you think he/she doesn't run away? Why can't she protect herself?
- How does he/she feel?
- What else could he/she have done?
- How could his/her parents help her?

**Ask** > the participants to present their case to the rest of group and debrief in plenary. Write down the main ideas on the flipchart.

**Explain** > *“Those examples are among the main risks that children can face in the streets. Working in the street or spending most of the day in the street is very tiring and you can also be injured by cars. But some people have real bad intentions, even if they don't look like it, like passersby, even sometimes your employers”*

**Ask** > *“If something similar happens to you: what shall you do?”*

### *Recall the good reflexes they should learn and keep:*

- The emergency numbers/hotline that they should know.
- Tell adults they can trust
- Remember that nobody is allowed to touch their body without their consent
- Learn how to say NO

## 3. YES OR NO!

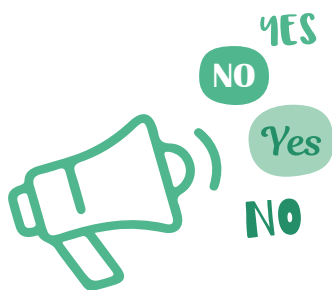
### *Objectives of this activity*

- Practice ways of saying Yes or no, according to the situation
- Learn how to use body language in different ways
- Learn how to say NO and to protect our body
- Sense of inner safety, self-respect and self-empowerment

**Setting** > Ask the participants to stand up and split into two groups. Both groups should form a line, and stand facing each other in the center of the training room.

**TIP >**

Use a statement that is relevant to the reality of the participants and something they care about. Take care not to use statements that provoke passions and interfere with the activity.



**Explain >** that many young people know when they feel uncomfortable but have trouble saying “NO” effectively – and even yes sometimes. This activity gives the young people an opportunity to practice protecting themselves by saying yes or no.

**Explain >** that one group is the YES group and the other is the NO group. Tell the groups that the YES group can only use the word ‘yes’ and the NO group can only use the word ‘no.’

**Say >** that you will read out a statement and they will have to convince the other group that the statement is true or false, but can use only one word; ‘yes’ or ‘no.’ An example of a statement is: “Young people should decide for themselves when they should move away from home.”

*Remind them that there are lots of different ways of saying ‘yes’ or ‘no.’ For example:*

- They can use different tones of voice – friendly, threatening, even singing!
- They can use different volumes – very loud, very quiet.
- They can use different facial expressions – angry, sad or very happy.
- They can also use different types of body language – with shoulders down and no eye contact, with arms folded in a defensive way or with open arms, etc

**Ask >** the groups to swap roles and read out another new statements. Finally, because it is the last activity of the workshop, use some fun or silly statements. For example: “Oranges are better than apples” or “the sky is green”.



## ALTERNATIVE ACTIVITY FOR OLDER CHILDREN: SAYING NO AND BEING PROUD<sup>1</sup>

### *Objectives of this activity*

- Practice saying NO in specific abusive situations
- Sense of inner safety, self-respect and self-empowerment

**Ask >** the participants to move around then to stop and stand anywhere in the space facing the walls.

**Explain >** “each time I say a sentence you have to imagine yourself in this situation and say NO or STOP in the appropriate way (level of voice, tone, intention).”

1. From “Life skills through Drama: Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence” IRC

**Say >** *Imagine that there is:*

- *Someone giving you a gift for no reason/opportunity*
- *A neighbor inviting you to come to his house while his family is away.*
- *Someone offering to give you a ride to where you are going*
- *Someone asking you to send him private photos on WhatsApp*
- *Someone coming closer to your physical space without your consent*
- *Someone commenting on your way of walking or dressing while you are walking in the street.*
- *Someone grabbing your hand to force you to stay while you are leaving.*
- *Your friend is trying to convince you to do something that makes you feel uncomfortable.*

**Ask >** *"How do you feel now?"*

### *Main Messages*

- Remember that it is your right to say NO, and to protect yourself and ask for support.
- Children, boys and girls, have many strengths; they can be powerful and stand for their rights.
- People who treat girls or boys poorly don't have to be our friends, if we stay away from them we will be protecting ourselves, and indirectly supporting each other.



## 4. SALMA

**Show >** on a smart phone or a tablet, show the video "Salma".

**Ask >** *"What do you think about this video?"*

**Debrief in plenary and discuss the following topics:**

- *What does consent mean?*
- *What does it mean when you feel uncomfortable doing something that doesn't seem appropriate?*
- *What shall you say when you don't feel comfortable or don't agree doing something?*



## ALTERNATIVE VIDEO FOR YOUNGER CHILDREN

For younger groups, use the video Consent for kids. It is less metaphorical and might be easier to understand. You can also use the video here that is in Arabic.

**Practice "saying NO" with the children one more time.**



## 4. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the “temperature” of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 5. CLOSING: VISUALIZING MY SAFE SPACE

Time: 10 minutes

Arrangement: one group

### *Objectives of this activity*

- Stress management
- Visualization of my safe space
- Evaluation and wrap-up of the session

**Do** > the wrap-up and evaluation of the session<sup>2</sup>

**Say** > *“we are now going to end with some nice deep breathing again! Think about all the things you learnt today, all the emotions that passed in your head today! You did a fantastic job!”*

**Say** > *“Sometimes when we feel scared or worried, or when we feel that everything around us is going wrong, we think that we can’t do anything but waiting it to pass. Well, our brain has the ability to influence our emotions. You have an incredible strength, hidden inside: the one to control your fears. We will now make a short exercise together.”*

**Ask** > the children to sit or lie down comfortably, to close their eyes and to follow your voice. Speak in a calm and soft voice.



### **Follow these steps:**

*“Find a quiet place where you won’t be disturbed. Get into a seated position, with your back against your chair, your feet firmly planted on the floor, and your hands resting in your lap. You are safe in this space, and you will be safe during this exercise.*

*Close your eyes, and start taking deeper and deeper breaths.*

*Inhale for 1...2...3. Exhale for 1...2...3.*

*Feel yourself letting go of all your tensions.*

2. See. Closing activities in the facilitator’s manual

*Inhale for 1...2...3...4. Exhale for 1...2...3...4.*

*All of the stresses of your day are slowly falling away.*

*Inhale for 1...2...3...4...5. Exhale for 1...2...3...4...5.*

*You begin to relax as you create a quiet space around you.*

*Inhale for 1...2...3...4...5...6. Exhale for 1...2...3...4...5...6.*

*Continue breathing deeply as you start to visualize your safe space.*

*You are outside in a beautiful forest. Look around you, and visualize your surroundings. The sky is a beautiful cloudless blue—or maybe it has the soft multi-colored hues of sunrise or sunset. Notice the colors of the trees or the grass.*

*Maybe there's a creek running through your forest, and you can hear the gentle splashing of water as it tumbles over well-worn rocks. Birds are chirping in the distance, telling you that your forest is safe. You continue to breathe deeply. Perhaps the sharp scent of pine stimulates your senses, or maybe you get the sweeter tones of meadow grass and wildflowers. Breathe in the gentle aromas that surround you in your safe space. You begin to wander, noticing the features of your landscape. Build every detail in your mind. Copses of trees, groups of boulders, maybe even a cottage in the distance or a simple hammock where you can rest. Grow your safe space until it encompasses you and all of your fears and anxieties. Walk around your safe space until you have explored as much of it as you want to.*

*Continue walking until you find your perfect place—the place that makes you feel most at peace. Visualize yourself sitting here, in this place, and begin to breathe.*

*Inhale for 1...2...3. Exhale for 1...2...3.*

*Surround yourself with feelings of peace and safety.*

*Inhale for 1...2...3...4. Exhale for 1...2...3...4.*

*Know that you can come to this place whenever you're feeling overwhelmed and anxious.*

*Inhale for 1...2...3...4...5. Exhale for 1...2...3...4...5.*

*Your safe space will be there for you whenever you need it. You just need to know it's there and take a moment to visit.*

*Inhale for 1...2...3...4...5...6. Exhale for 1...2...3...4...5...6.*

*When you're ready to leave your safe space, slowly open your eyes and come back into the room. Hold onto those feelings of peace and safety, and know that you can revisit them whenever you need to.*

**Ask >** *"How do you feel? Can you share with the rest of the group?"*



**Explain >** *"Each time you feel scared or when you feel anxious, remember that this safe place exists in your heart and that you can go back to it whenever you need it".*

# RISK MITIGATION RESOURCE

## Fayrouz

FAYROUZ IS 13 YEARS OLD AND LIVES AT HOME WITH HER MOTHER, THREE YOUNGER SISTERS, AND TWO BROTHERS AGED THREE AND TWO. HER MOTHER LOVES HER, BUT SHE IS UNDER A LOT OF STRESS. FAYROUZ OFTEN FEELS A LOT OF PRESSURE TO MAKE MONEY FOR HER FAMILY BY WORKING ON THE STREET. FAYROUZ'S MOTHER IS VERY ANXIOUS TODAY BECAUSE THE FAMILY HAVEN'T PAID THE RENT. HER MOTHER TELLS HER "YOUR BROTHERS AND SISTERS NEED TO EAT! WE HAVE TO PAY THE RENT, GO TO WORK".



1



WHAT ARE THE POSSIBLE RISKS FAYROUZ MIGHT FACE IF SHE ENTERS THE CAR?



HIBA IS TWELVE YEARS OLD AND HAS BEEN WORKING ON THE STREET FOR TWO YEARS. HIBA LIVES AT HOME WITH HER MOTHER, YOUNGER BROTHER AND EXTENDED FAMILY WHO CONSIST OF HER AUNT, UNCLES AND SEVEN COUSINS. HIBA GOES TO WORK EVERY DAY AT 11:00 PM IN THE EVENING EVERY DAY EXCEPT FOR SUNDAY. HIBA NORMALLY FINISHES WORK VERY LATE AND RETURNS HOME AFTER DARK, SOMETIMES HIBA ARRIVES HOME AT 02:00 AM IN THE MORNINGS WHEN EVERYONE IS ALREADY ASLEEP. ON SUNDAYS SHE STAYS AT HOME TO REST OR PLAYS IN FRONT OF HER HOUSE WITH HER COUSINS AND FRIENDS. HIBA TRIES TO BE CAREFUL ON THE STREET AND PROTECT HERSELF BUT SOMETIMES SHE FEELS SCARED OF STRANGE REQUESTS THAT ARE MADE TO HER AND IS UNSURE OF WHAT TO DO. SOMETIMES PEOPLE OFFER HER MONEY BUT ASK HER TO DO THINGS SHE'S NOT SURE WHETHER SHE SHOULD AGREE TO DO. WHAT IS ASKED AND EARN MORE MONEY OR WHETHER SHE SHOULD SAY NO. SHE FINDS IT HARD TO TALK TO HER MOTHER ABOUT THESE THINGS BECAUSE HER MOTHER TELLS HIBA TO PROTECT HERSELF AND BE CAREFUL BUT AT THE SAME TIME TELLS HIBA TO WORK HARD TO EARN MONEY TO SUPPORT HER FAMILY. HIBA DOESN'T WANT TO UPSET HER MOTHER.



# Hiba

ONE DAY WHEN HIBA IS ALONE, THE MAN WHO MAKES HER FEEL UNCOMFORTABLE AND UNSAFE APPROACHES HER. HE PUTS HIS HAND ON HER FACE AND TELLS HER... "YOU DON'T NEED TO BE SCARED OF ME. I WANT ONLY WHAT IS BEST FOR YOU. I SEE YOU WORKING HERE EVERY DAY AND KNOW THAT I CAN HELP YOU. IF YOU COME TO LIVE WITH ME AS MY WIFE, I CAN PUT A ROOF OVER YOUR HEAD, GIVE YOU FOOD, AND MAKE SURE YOU ARE VERY WELL TAKEN CARE OF"

ONE DAY WHEN HIBA IS ALONE ON THE STREET WORKING THE SAME MAN APPROACHES HER. HIBA FEELS UNCOMFORTABLE AND SCARED, SHE HAS NOTICED THE MAN SEVERAL TIMES ON THE STREET AND FEELS LIKE HE IS SOMETIMES FOLLOWING HER. HE TELLS HER...



# Sabah

SABAH IS 8 YEARS OLD AND LIVES WITH HER PARENTS. SHE DREAMS OF GOING TO SCHOOL AND PLAYING WITH FRIENDS, BUT WORKS 6 DAYS A WEEK, 11 HOURS A DAY TO SUPPORT HER FAMILY. SABAH DOESN'T LIKE WORKING ON THE STREET, SHE DOESN'T FEEL SAFE. SABAH HAS TRIED TO EXPLAIN THIS TO HER PARENTS BUT FEELS THAT THEY DON'T UNDERSTAND. WHEN SHE TALKS ABOUT THIS THEY TELL HER TO STOP COMPLAINING. ON SUNDAYS, SABAH PLAYS WITH HER FRIENDS OUTSIDE HER HOUSE, THEY JOKE AND LAUGH- SUNDAY IS HER FAVOURITE DAY OF THE WEEK.



IT'S TUESDAY AFTERNOON AND SABAH HAS FINISHED HAVING LUNCH WITH HER PARENTS. SABAH'S FATHER TELLS HER...

"YOU NEED TO EARN 20€ TODAY, WE NEED THE MONEY"

UPSET, SABAH LEAVES TO GO TO WORK AT 2:00PM



**Choice 1**

SABAH DECIDES TO FIND A CORNER ON THE STREET TO SLEEP A LITTLE UNTIL SHE HAS THE ENERGY TO CONTINUE WORKING.



SABAH CAN BE EXPOSED TO RUDIE SHOP OWNERS, ORDERING HER TO LEAVE THE AREA



SABAH COULD BE CAUGHT OFF GUARD AND APPROACHED BY AGGRESSIVE STRANGERS THAT MAY CAUSE HER HARM



SABAH CONTINUES WORKING ON THE STREET BUT FEELS SCARED. SHE WALKS DOWN MANY STREETS TO TRY TO FIND PEOPLE TO GIVE HER MONEY. SHE WALKS FOR AN HOUR DOWN SIDE STREETS AND AT SOME POINT REALIZES SHE IS LOST.



**Choice 3**

SABAH DECIDES TO GO HOME, BUT IS SCARED BECAUSE SHE DIDN'T EARN 20€



SABAH COULD BE SCARED THAT HER FATHER WILL BE ANGRY



SABAH COULD BE SCARED THAT SHE WILL DISAPPOINT HER PARENTS

## Session 3:

# SAFETY PLAN

Session summary

Duration: 2h



### *Objectives of the session*

By the end of this session children will be able to:

- Identify potential risks in personal environment and protective factors
- Building personal safety network and safety plan
- Increase sense of inner safety and self-empowerment



### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- Various materials like cardboard boxes, colored papers, large cello tape, large pieces of fabric, ribbons or yarn, color pencils, etc. Also, some material that would represent threats (like stones or trash cans) and material that could represent protective factors or persons (yarn, teddy bears, blankets)
- Case management brochure (mapping of actors, emergency numbers)



### *Preparation required*

- Read through the facilitator's manual prior to starting any new cycle with a group
- Read through all of the materials for this session.
- Print out **“Social network diagram”**
- Print out **mapping/protection brochure**
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to talk with children about the threats that they are exposed to in their daily life and will guide them to build their own safety network and safety. Children will then acquire the good habits and learn the do's and don'ts for their own safety.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	10 min
2. Warm-up activity	10 min
3. Core-activity: building my safe network	70 min
4. Warm-down	10 min
5. Closing: the egg – guided meditation	10 min
6. Debrief	10 min
	<b>2h</b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

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### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

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**Say >** "Today we will continue talking about safety. We will discuss together about the ways to help protect yourself and in your community".

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1. From: "My Safety, my well-being - Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence" IRC



### 3. MINDFULNESS IS A SUPERPOWER

#### *Objectives of this activity*

- Relaxation
- Body awareness
- Ensure continuity and increase sense of safety

**Say >** “Do you remember last time, about our superpower? Did any of you use it since last time we met?” Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn’t come naturally and that is why we do it together here.

**Show >** as a reminder, show them one more time how to take deep breaths by breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it’s blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** “Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.

#### **TIP >**

*Use a clam and soothing voice. It is very important to create a safe and quite atmosphere*



#### **Follow the steps:**

- “Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders” (show them how to do so by rolling your shoulders gently up and down).
- “Close your eyes if you feel comfortable by doing so. You are in a safe space here, nothing bad can happen here. Try not to think about anything else than what is happening **here** and **now**” (stress on those two words)
- “Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”
- “Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.
- Do this at least 10 times. Try to keep them grounded in the here and now. Tell them that if their mind is roving around, they can always bring it back gently on the movement of their belly.
- “Now for the last breathing, lift your arms above your head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: BUILDING MY SAFETY NETWORK

Time: 70 minutes

Arrangement: one group



### 1. SITUATIONS THAT MAY AFFECT YOUR SAFETY (FROM 10)<sup>1</sup>

#### *Objectives of this activity*

- Identify potential risks in personal environment
- Building personal safety network and safety plan
- Sense of inner safety and self-empowerment

#### **NOTE>**

*If possible, have a caseworker present during this session to explain what case management is and to support the children in developing their safety plans.*

**Say >** “Many children of your age can face difficult situations that can affect their safety. Today, we will think about the ways you can respond to these situations to help better protect themselves”.

**Setting >** Split the participants into groups of three; Distribute papers and pens.

**Ask >** them to draw a map of their surrounding environment. For example: their home, their school, the center, etc.

**Say >** “Imagine you are in a plane, seeing your environment from above: the places you visit regularly, the roads you take and the transportation you use to go to these places. Starting from your home and including all the places you visit during the day”.

**Ask >** them to identify the different types of risks they may face in their environment that could affect their safety. Ask them to mark on the map the places where they might face these risks (you can ask them to all put a **RED X** on them, or another symbol you agree on).



**Discuss >** Bring the participants back to the wider group when they finished and ask them to present their maps. Write down the main themes on the flipchart.

1. From: “My Safety, my well-being - Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence” IRC

### *Ask the following questions:*

- What did you learn about the different safety issues that exist for children where you live?
- What can a girls/ boys do to protect her/himself in these situations?
- Who can girls/ boys turn to if they experience an issue affecting their safety?

## 2. DO'S AND DON'TS FOR KEEPING SAFE

**Say >** *“Feeling safe is important to everyone, but especially for children. Sometimes our gender and age make us vulnerable to others who may want to hurt us or take advantage of us for their own benefit. However, even if you are young, you are strong! And you can learn how to help each other and how to keep yourself and those they care about, safe”.*





### **Follow these steps:**

- In their groups, ask them to choose one dangerous situation identified in the safety maps and ask them to think about how they can protect themselves against this type of situation.
- Ask each group to develop a list of do's and don'ts for each situation. Ask them to present back to the group and make sure that you clarify any misconceptions, dangerous strategies (keeping a knife, confrontation, kill him, kill myself, don't speak up, respond to his desires, change the way I dress).
- Also reinforce the good strategies (tell someone I trust, tell caseworker, call hotline number, scream, don't be alone on public transport, ask a friend/relative to come with me) that they suggest.

### *Remind the following important statements:*

- Your body is your temple: no one is entitled to tell you what to do with it. We respect our family members, our friends, and most importantly, ourselves.
- Girls, boys, women and men should be shown respect and treated as equals with decency and kindness.
- If you know men and boys who treat women and girls poorly, do not be friends with them, stay away from them.

Below you will find an example of a Do's and Don'ts list<sup>2</sup>:

 <b>DO's</b>	<b>DON'Ts</b> 
<ul style="list-style-type: none"><li>• Always let a trusted friend or family member know where you're going and what time you should be home.</li><li>• Walk in well-lit areas with lots of people. Avoid dark, isolated areas, this involves going to the toilet at night.</li><li>• Memorize or keep the number of the local police station/safe space hotline or a trusted person to call in an emergency.</li><li>• Be alert and aware of your surroundings.</li><li>• Do go to the nearest police station or crowded area if you are being harassed or followed.</li><li>• Do not accept gifts from people who might try to ask you for favors.</li><li>• Let someone you trust/caseworker know if anyone in your community makes you feel uncomfortable</li><li>• If you have to visit someone who makes you feel uncomfortable, ask your sister/ other trusted person to come with you</li><li>• Agree with your friends/sisters/etc to make a specific sound when you need help</li><li>• Move in to a room where you can escape or others can hear you.</li><li>• Remove or hide harmful tools that could be used</li></ul>	<ul style="list-style-type: none"><li>• Walk by yourself at night.</li><li>• Tell strangers personal details about yourself (e.g. where you live or work, your phone number).</li><li>• Don't let strangers or people you don't know well enter the house, especially when you are alone.</li><li>• Don't carry too much money or valuables with you.</li><li>• Don't accept rides from strangers. And only travel in a taxi with red number plates.</li><li>• Don't take shortcuts through isolated areas.</li><li>• Don't send private photos of yourself on applications such as What's App because these can be shared widely.</li><li>• Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea</li></ul>

2. Extract from "My Safety, my well-being - Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence" IRC

### 3. BUILDING MY SAFETY NETWORK AND MY SAFETY PLAN

**Say >** “Streets are not the ideal and safe environment for children. Children who work on the streets might face various risks and should know what to do in order to keep themselves safe and protected from harm. Now we are going to work individually on our safety network and plan, identifying those people and places we can turn to if we experience violence”.



**Distribute > the social network diagram<sup>3</sup>** (one per participant). If the participants don't know how to write remind them that they can draw in the circles to represent their social network.

**Explain >** “Each circle in your social network diagram will represent a person or place in your safety network - the people or places that you can go to for the issues and problems we talked about during last session and a description of what this person can do to keep you safe. For example:

- The safe space can offer you case management, referral to other service providers and emotional support.
- A doctor you know and trust
- An adult or a relative that you trust and can go to in case something happens

In the last row of circle, you can also include contact information such as telephone numbers/location. This is your private support network and that you can add to it any time you want”.

**Say >** “If you want to work more on your individual safety plan, or you would like to develop a specific plan for something that is happening to you or you are scared might happen to you, please talk to a caseworker at the end of the session or during your meeting with your case manager. Caseworkers are specialized in developing safety plans and will keep your plans confidential. Now we have discussed what to do to stay safe. Even though you take these precautions, you still might experience violence and abuse”.

#### **Share with the participants the tips below about what to do if this ever happens:**

- You can talk to a parent, trusted adult or friend.
- You can tell a caseworker or someone else you trust at a community center or safe space. Staff there should be trained on how to deal with violence can help you access help when you need and ask for it.
- A child who has experienced physical or sexual violence should tell someone s/he trusts to help her seek medical attention if it is required (3 days/72 hours) because this can help prevent health related consequences.
- You should never blame yourself for any violence/ abuse that you experience.

3. From: “My Safety, my well-being - Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence” IRC

**Ask >** a case worker to explain in detail the services offered at the safe space, especially case management, which will provide you with information and is a confidential service.



## ALTERNATIVE ACTIVITY FOR YOUNGER CHILDREN OR ADOLESCENTS AS WELL: BUILDING MY SAFE PLACE<sup>4</sup>

### *Objectives of this activity*

- Identifying our needs in terms of safety
- Sense of inner safety

**Ask >** the participants to move around then to stop and stand anywhere in the space facing the walls.

**Explain >** *“each time I say a sentence you have to imagine yourself in this situation and say NO or STOP in the appropriate way (level of voice, tone, intention).”*



### *Note for facilitators:*

This activity aims to help children build a symbolic safe place and to help them figure out who is allowed inside, and who is not (identify protective and risk factors), as well as learn the good reflex to seek for help and stay safe. It is a symbolic safety mapping.

### *Preparation >*

have various materials ready for this activity, like cardboard boxes, colored papers, large cello tape, large pieces of fabric, ribbons or yarn, color pencils, etc. Have also some material that would represent threats (like stones or trash canes) and material that could represent protective factors or persons (yarn, teddy bears, blankets).

4. Free adaptation from: Violet Oaklander, *Windows to our children. A gestalt therapy approach to children and adolescents.* The Real People Press, 1978



Sample of a safe space

## STEP 1: BUILDING MY SAFE PLACE

**Explain >** the children will build a safe space together. Give them 20 minutes to build their haven.

**Say >** *“We are going to build something together now. Sometimes some of us are afraid, isn't it? So, when we are afraid we can think of a place that makes us feel safe. You can take some of these materials and build a place where you feel safe and happy. It will be your safe place. It can be a place you already know or a place that you can invent now. Feel completely free of making it as you like.”*

**Observe but be present >** Let the children work freely and help them in finding the materials and follow them up discretely. Be aware that while the children work they are processing emotions, they are building self-protective boundaries and activating internal resources, so, do not interfere with the process.

**Ask >** after they finished building the safe place, ask the children to describe this safe place and what they felt building it. Ask why it is safe/ what makes it safe.

## STEP 2: WHO IS ALLOWED IN MY SAFE SPACE AND WHO IS NOT?

**Explain >** once they explained why and how this place is safe, ask them to place outside of their safe place what they think are threats (what are they protecting themselves from?). It can be symbolized by cardboards, boxes or stones, placed outside and around the safe space. Ask them to name them and write down the threats on papers that you will display on the objects they placed.

**Discuss >** Help them identifying the threats they might be facing in their life by suggesting examples of threats (if needed):

- People who can be physically or verbally aggressive
- Cars
- Employers who ask them to do difficult things or be abusive
- People who have inappropriate comments or gestures
- Strangers promising gifts in exchange of doing something for them.
- Older children or teenagers who can bully them

**Ask >** for each threat identified, ask the children what they could do in order to prevent bad things to happen.

### STEP 3: WHAT DO I NEED IN MY SAFE PLACE, SO IT REMAINS SAFE?

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**Say** > *“There are many threats out there in the streets that we need to protect ourselves from. But there are also good things and good people that we can trust and who can help us when something bad happens, right?”*

**Ask** > the children to place the items chosen to represent protective factors (places or people) closely around or inside their safe place. Help them name those protective factors, by suggesting the following examples (if needed)

- Parents
- Trustworthy adults (relatives, older friends)
- Professionals (name and present who can help them: community centers, safe spaces, case workers, etc.)
- Laws (explain about Children's international rights and protection rules)

Once identified and named, write down or draw the protective factors on separate papers and place them accordingly.

**Explain** > *“As you can see now, if we are exposed to many threats in our lives or in the streets, there are also many places or people who can help, protect and support us. It is important to keep in mind who is helping and who is not, so we can keep them outside of our safe place”.*

### STEP 4: WRAP-UP

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**Ask** > children to summarize with you the threats that they might face and things that can help them remain safe.

**Remind** > the strategies and security rules that you might have mentioned (or forget!) by doing a “Do's and Don'ts” table on the flipchart, following the model on the next page.



**Explain** > the children that the safe place can be a real place, but it is also something they feel inside. Ask then what feeling safe inside mean and give them explanations. Tell them that each time we meditate together, we are also reaching this inner safe space. It is something they carry and transport with them, wherever they go.



## DO's

- Always let a trusted friend or family member know where you're going and what time you should be home.
- Walk in well-lit areas with lots of people. Avoid dark, isolated areas, this involves going to the toilet at night.
- Memorize or keep the number of the local police station/safe space hotline or a trusted person to call in an emergency.
- Be alert and aware of your surroundings.
- Do go to the nearest police station or crowded area if you are being harassed or followed.
- Do not accept gifts from people who might try to ask you for favors.
- Let someone you trust/caseworker know if anyone in your community makes you feel uncomfortable
- If you have to visit someone who makes you feel uncomfortable, ask your sister/other trusted person to come with you
- Agree with your friends/sisters/etc to make a specific sound when you need help
- Move in to a room where you can escape or others can hear you.
- Remove or hide harmful tools that could be used

## DON'Ts

- Walk by yourself at night.
- Tell strangers personal details about yourself (e.g. where you live or work, your phone number).
- Don't let strangers or people you don't know well enter the house, especially when you are alone.
- Don't carry too much money or valuables with you.
- Don't accept rides from strangers. And only travel in a taxi with red number plates.
- Don't take shortcuts through isolated areas.
- Don't send private photos of yourself on applications such as What's App because these can be shared widely.
- Don't do things that make you feel uncomfortable, even if your friends try and convince you that it is a good idea



## 4. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the "temperature" of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 5 CLOSING

# THE EGG: GUIDED MEDITATION<sup>5</sup>

Time: 10 minutes

Arrangement: one group

### *Objectives of this activity*

- Stress management
- Feeling grounded with meditation
- Evaluation and wrap-up of the session

**Do** > the wrap-up and evaluation of the session<sup>6</sup>.

**Say** > *"we are now going to end with some nice deep breathing again! Think about all the things you learnt today, all the emotions that passed in your head today! You did a fantastic job!"*

**Say** > *"Sometimes when we feel scared or worried, or when we feel that everything around us is going wrong, we think that we can't do anything but waiting it to pass. Well, our brain is strangely design and we can influence our emotions. You have an incredible strength, hidden inside: the one to control your fears. We will now make a short exercise together that can help you feeling safe."*

**Ask** > them to roll on the ground if they want to feel how strong their shell is. Then ask them to go back to the sitting position.

### **Follow these steps:**



*"So, you are very small, in the eggshell; you are protected in there. It is very nice to be inside the egg, it is warm and you can breathe very well. You are there and there is the world outside, you can hear some sounds, but the shell softens them.*

*You are fine in your eggshell, but the sounds outside, make you curious of going out. You can hear the wind, and a music coming from far. How is it the world outside? What is happening there?*

*So, you start breathing a bit more, and then opening your arms, and gently pushing your feet. The shell starts breaking and you can slowly stretch your arms and your legs, until you are all outside of the eggshell.*

*You find yourself in a green garden, the grass is soft and you can smell it; the sun is warm and you can feel it on yourself; a sweet breeze is blowing and you can breathe it gently.*

*You can see that around the garden there is a fence, with a small gate, and you know that you can allow inside only the people you love and who loves you.*

5. From: "IRC focused psychosocial activities in humanitarian settings"

6. See. Closing activities in the facilitator's manual

*You sit, then stand and go to the gate; you open it and you look around.*

*You can see some family and friends doing things, they cannot see you. Then you slowly close the gate and go back to where you were. You can see the eggshell there on the grass; so, you lay beside it, on the soft grass. You can see and feel all your body, from the toes to the top of your head (give 15 seconds).*

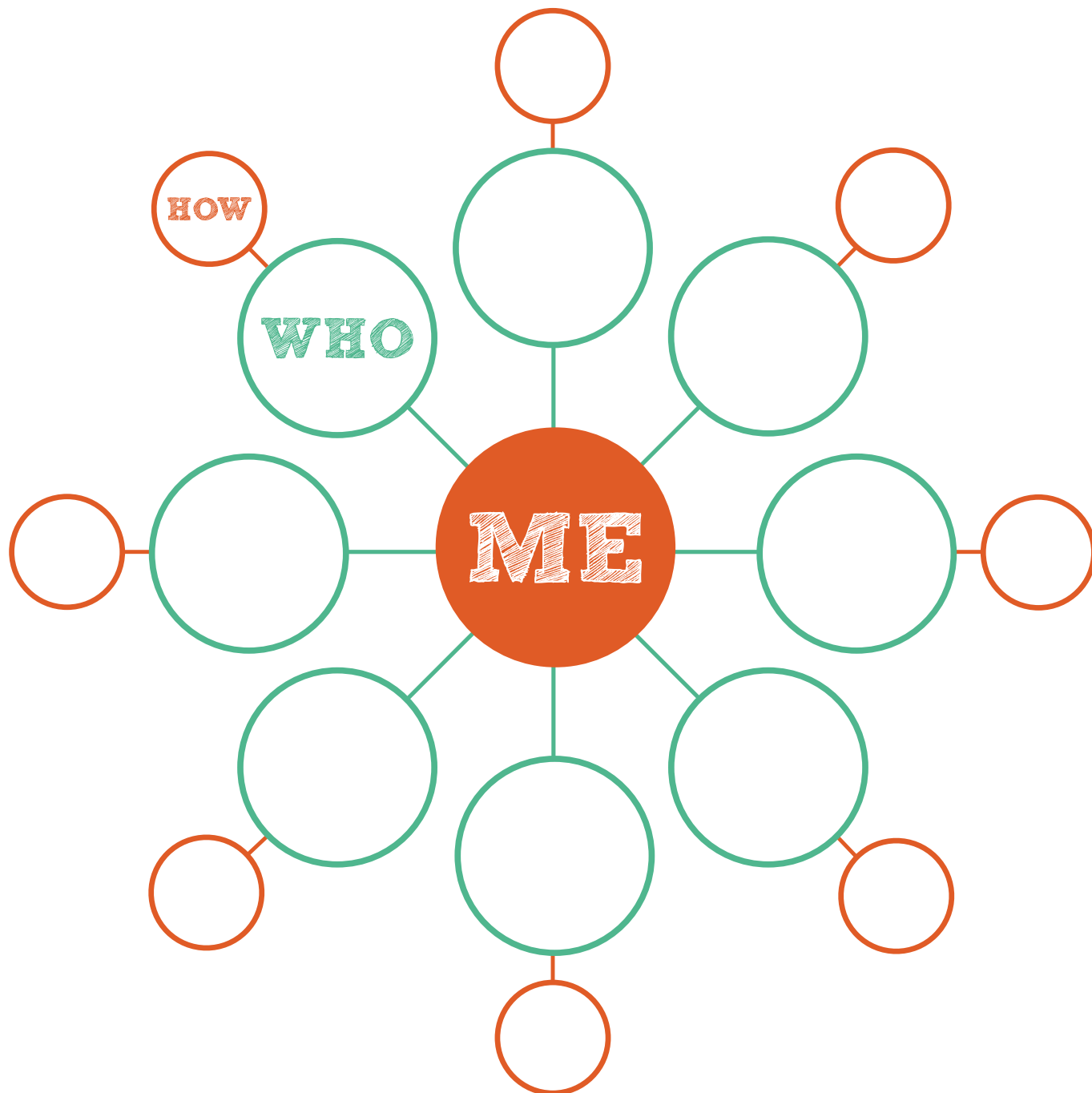
*You take few more breaths and then start moving your fingers, then your toes, your legs and your arms. Turn slowly on your right side, and feel your back; then... 1... 2... 3... you can open your eyes”.*

**Ask >** *“How do you feel? Can you share with the rest of the group?”*



**Explain >** *“Each time you feel scared or when you feel anxious, remember that this safe place exists in your heart and that you can go back to it whenever you need it”.*

## RESOURCES – SOCIAL NETWORK DIAGRAM



## Session 4:

# BUILDING TRUST

Session summary

Duration: 1h50 min



### *Objectives of the session*

By the end of this session children will be able to:

- Understand the concept of trust and friendship
- Practice mindful communication and mindful thoughts
- Make the difference between trusting friends and trusting strangers



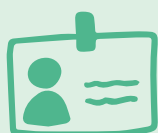
### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- Various items of different shapes, textures, materials (for optional exercise only “Blind exploration”)



### *Preparation required*

- Read through the facilitator's manual prior to starting any new cycle with a group
- Read through all of the materials for this session.
- For the **“Explore with all my senses”** activity: display and spread various items, objects in the room
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to discuss the idea of trust with the participants. Children who have faced adversity, war and exile commonly learn how to protect themselves by being systematically suspicious and doubtful: on one hand it can be a good reflex in order to avoid bad experiences with stranger, but it also makes their relationships with friends and relatives more complicated. This session aims to help them make the difference, build empathy and develop listening skills, as a requirement for trust. They will get to explore what trust is and what it implies in friendship.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: building trust	50 min
4. Warm-down	10 min
5. Closing: yoga –tree pose	15 min
6. Debrief	10 min
	<b><i>1h50 min</i></b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

**Say >** "Today we are going to talk about friendship and trust". Ask them if they know what trust mean and give them a brief definition.



### 3. MINDFULNESS IS A SUPERPOWER

#### Objectives of this activity

- Relaxation
- Body awareness
- Ensure continuity and increase sense of safety

#### TIP >

Use a clam and soothing voice. It is very important to create a safe and quite atmosphere

**Say >** *“Do you remember last time, about our superpower? Did any of you use it since last time we met?”* Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn't come naturally and that is why we do it together here.

**Show >** as a reminder, show them one more time how to take deep breaths by breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it's blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** *“Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.*



#### Follow the steps:

- *“Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders”* (show them how to do so by rolling your shoulders gently up and down).
- *“Close your eyes if you feel comfortable by doing so. You are in a safe space here, nothing bad can happen here. Try not to think about anything else than what is happening **here** and **now**”* (stress on those two words)
- *“Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”*
- *“Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.*
- Do this at least 10 times. Try to keep them grounded in the here and now. Tell them that if their mind is roving around, they can always bring it back gently on the movement of their belly.
- *“Now for the last breathing, lift your arms above your head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”*

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: BUILDING TRUST

Time: 50 minutes

Arrangement: one group

### 1. TWO TRUTHS- ONE LIE

#### *Objectives of this activity*

- Introduce the idea of trust
- Understand the notion of prejudices and preconceived ideas

**Ask >** *“What is trust? What does it mean to trust somebody? Shall we trust anything friends or people we meet say? First, we will do an exercise together. Each one of you will tell the rest of the group 3 things: among those 3 things, 2 will be true, and one will be a lie. The rest of the group will have to guess what is true and what the lie is”.*

**Do >** Let the children go one by one with their 2 truths and one lie. Encourage them to be creative and surprising. Each child will have then to say what was true and what was not.

**Discuss >** Orient the discussion on:

- Prejudices (explain what prejudice is, how we sometimes have preconceived ideas about people)
- Trust (shall we trust anything people say; benefice of the doubt; why trust can be a good thing but also a risk; etc.).
- Remind the participants that they didn't trust you right away and that trust is earned over time.

**Ask >** “Can you explain why trust is important and how it can be necessary in order to find support around us?”

**TIP >**

*If you have children in the group who don't know how to write, try to split the groups so you have at least one writer per group. If you don't, you or a volunteer can assist them in the task. You can also prepare in advance some cards (with visuals) with the quality of the good friend and ask the children to stick them on the drawing with cello tape*



## 2. MY IDEAL FRIEND

### *Objectives of this activity*

- Understand the importance of trust in friendship
- Learn value of trust as a protective factor in emotional support

**Say >** *“We have spoken about trust and what it means to you. Now we will look at the qualities you look for in a friend that you can trust”.*

**Setting >** Split the participants in to 5 groups. And give them a flip chart paper per group and some colored pens and markers.

**Say >** *“As a group, I want you to think about the qualities you think are important to have in a friend. I want you to draw your friend and write down or draw the qualities you think are important for this friend to have. You will then present this back to the wider group”.*

**Discuss >** Pick out the key themes that are identified by the entire group on a flip chart paper. And once all of the participants have finished presenting, read back the key-words they have mentioned in order to define what they want from a friend.

**Ask >** *“Do you think you have friends like this? Do you think you are this type of friend to someone else?”*

## 3. TALKING TO MY FRIEND

### *Objectives of this activity*

- Practice communication skill
- Understand the notions of trust/mistrust/betrayal
- Practice mindful communication

**Say >** *“you did such a great job showing me and each other how well you can listen and share your ideas. Now imagine you wanted to tell your friend that they hurt your feelings. It can be very hard to share our hurt feelings”.*

**Ask >** the following questions:

- *How many of you have had your feelings hurt before by a friend?*
- *What did it feel like?*
- *What did you do?*
- *What are some of the things you can do to let your friend know that they have hurt your feelings? (the facilitator can write these downs on the flip chart)*

### *Give them these tricks they can use to communicate their feelings:*

- Repeat the message you heard (paraphrasing in order to make sure that you understood well what your friend wants to tell you).
- Use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments about the other person. These statements are about our own experience and not others. Which means you might say, “I feel sad because you told my secret to someone” instead of saying “you are a bad friend for telling my secret”
- Make sure to speak slowly and calmly so the other person can understand what you are saying. Remind them the lesson they learnt in mindfulness
- Be friendly

**Say >** *“I will now read a story about two friends out loud”.*

#### **TIP >**

*Remind them the lessons they learnt in mindfulness: importance of not being carried away by our emotions when we feel hurt, importance of reflecting and being mindful in order to remain calm and think with clarity*



### *Amira & Yasmin (Amir & Yassine) Story*

Amira & Yasmin (Amir & Yassine) are good friends. Amira (Amir) recently heard that Yasmin (Yassine) told other girls/boys in their community one of Amira’s (Amir’s) secrets. Amira (Amir) trusted Yasmin (Yassine) to keep her/his secret and was very upset that Yasmin (Yassine) broke this trust and told other people. Now Amira (Amir) is worried that people will gossip and will tell lies about her/him and this will reach her/his family.

**Say >** *“Now working in groups of five, think of some ways that Amira (Amir) could resolve this problem with Yasmin (Yassine). What could Amira (Amir) say to Yasmin (Yassine), or how else could (s)he express to Yasmin (Yassine) that (s)he is upset? Think about the tips discussed earlier. Come up with a role play (no more than 5 minutes each”.*



**Do >** Get the adolescents to present their role plays to the group and ask the wider group what they thought of the way the pair solved the problem. If the participants are not comfortable or shy, ask them to share their thoughts with the larger group how Amira (Amir) could solve this problem and what she might say to Yasmin (Yassine). You can pose the questions below.

**Discuss >** orient the discussion on the following questions:

- *Why was it important for Amira (Amir) to tell Yasmin (Yassine) how (s) he feels instead of telling Yasmin (Yassine) what (s)he did wrong?*
- *Can you share a time when you did not use a statement expressing how you feel to a friend but instead just told them what they did badly? What was the outcome?*



## ALTERNATIVE ACTIVITY FOR YOUNGER CHILDREN- EXPLORE WITH ALL MY SENSES

### NOTE >

*This alternative activity can be used as energizer and/or if the participants feel comfortable. Some children can feel highly uncomfortable being walking with their eyes closed, it can reactivate traumatic experiences that they might have experienced or witnessed.*

### NOTE >

*This alternative activity can be used as warm-down activity or at any point of this session, as it is related to our topic or building trust. Keep in mind that this activity involves close physical contact. Invite participants to work in pairs of the same sex, if this is more appropriate. If anyone feels uncomfortable with participating, invite them to observe instead.*

### *Objectives of this activity*

- Practice mindful exploration (using all senses)
- Understand the importance of instinct/gut feelings in trust
- Building cooperation/ group cohesion

**Setting >** Display and spread some items in the room or in the space you conduct your activity. Choose items that are interesting for their senses, with diverse textures, material, shapes: like soft yarn, balls with spikes, soft fabric, or material that are not easy to guess. Pair up participants: one will be the guide and one will have their eyes closed. The guide can lead his/her friend who has their eyes closed either by vocal instructions or by holding hands or putting the hand on his shoulder.

**Say >** *"We will play a game called explore with all my senses. This game is built on trust and the one who has their eyes closed will have to trust their guide to take them around the room. Your guide will lead you to find some interesting things all around the room and you will have to explore them and the room by trusting both your guide and your senses to help you determine what the items are that you are finding"*

**Do >** Let the pairs explore the room. They can talk, take the time to explore specific items, go back where they want. The guide will help avoiding obstacles. After 5 minutes, the person with their eyes closed opens their eyes and the roles are reversed.

**Discuss >** in plenary and ask the following questions:

- *How did you feel about having to trust someone in exploring unknown items?*
- *How did it feel to use your other senses to explore the space and trust somebody?*
- *Do you have new thoughts about what trust is?"*

**Explain >** that in real life, trust is actually a little bit the same: it is important not to rely only on what we see or hear from people: it is important to trust all our senses, especially what we call the "gut feelings" (our instinct, the visceral impressions we can have about people, how we "feel" people out). Trust often builds over time. It is ok not to trust people when you first meet them but similar to activity it took you some time to determine if the person guiding you around could be trustworthy.

## 4. WARM-DOWN ACTIVITY: BACK TO BACK (if needed)

Time: 10 minutes

Arrangement: one group

### *Objectives of this activity*

- Develop trust, cooperation and group cohesion
- Body awareness
- Concentration and calm

**Setting** > Invite participants to get into pairs. Make sure that the participants in each pair are approximately the same height and weight. Ask the participants to stand back-to-back with their partner, with their knees slightly bent and their backs fully resting against each other.

**Explain** > *“the goal of each pair is to squat down as far as possible, while still back-to-back and without losing their balance. This can be done by gently pushing backwards towards each other. Make sure not to push too hard, as that will make them lose your balance”.* Once the pair has squatted down, ask them to stand up again, still back-to-back (supporting each other by leaning on the other person’s back).

**Discuss** > to encourage reflection about this activity, ask the following questions:

- *How did you find this activity?*
- *What did you need to do to make this work?*
- *How does this relate to relationships between people?*

If no one mentions the word ‘trust,’ explain that this activity is about trusting one another and working together. You have to trust that your activity partner will communicate with you and listen to you when you are speaking.

## 5. CLOSING AND BEING MINDFUL: THE TREE-POSE

Time: 15 minutes

Arrangement: in pair

### 1. WRAP-UP AND CONCLUSION

**Ask** > *“What did you learn today about trust?”* Gather thoughts and opinions from the participants.

**TIP >**

*Remind the children of the first time you met. What made them decide that they could trust you?*

**Explain >** *“Trust is not a one-way process: it always works both ways, meaning that you can’t expect people to trust you, if you don’t trust them. Always keep in mind that what you want in others (kindness, patience, trust) is what you want to be able to give them as well. And in order to reach this point, you have to learn how to listen carefully, how to be empathic and patient: it is again **being mindful**”.*

**Do >** the evaluation of the session<sup>1</sup>

## 2. TIPS AND GOOD REFLEXES BEFORE TRUSTING A STRANGER

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**Say >** *“However, as we said last time, it is important to protect yourself as well. Trust is also something you gain, right? You can’t trust strangers or people you don’t know very well straight away. So, it is not about systematically pushing people away: it is about keeping in mind a few tips in order to know if you can trust someone or not, and to stay safe”.*

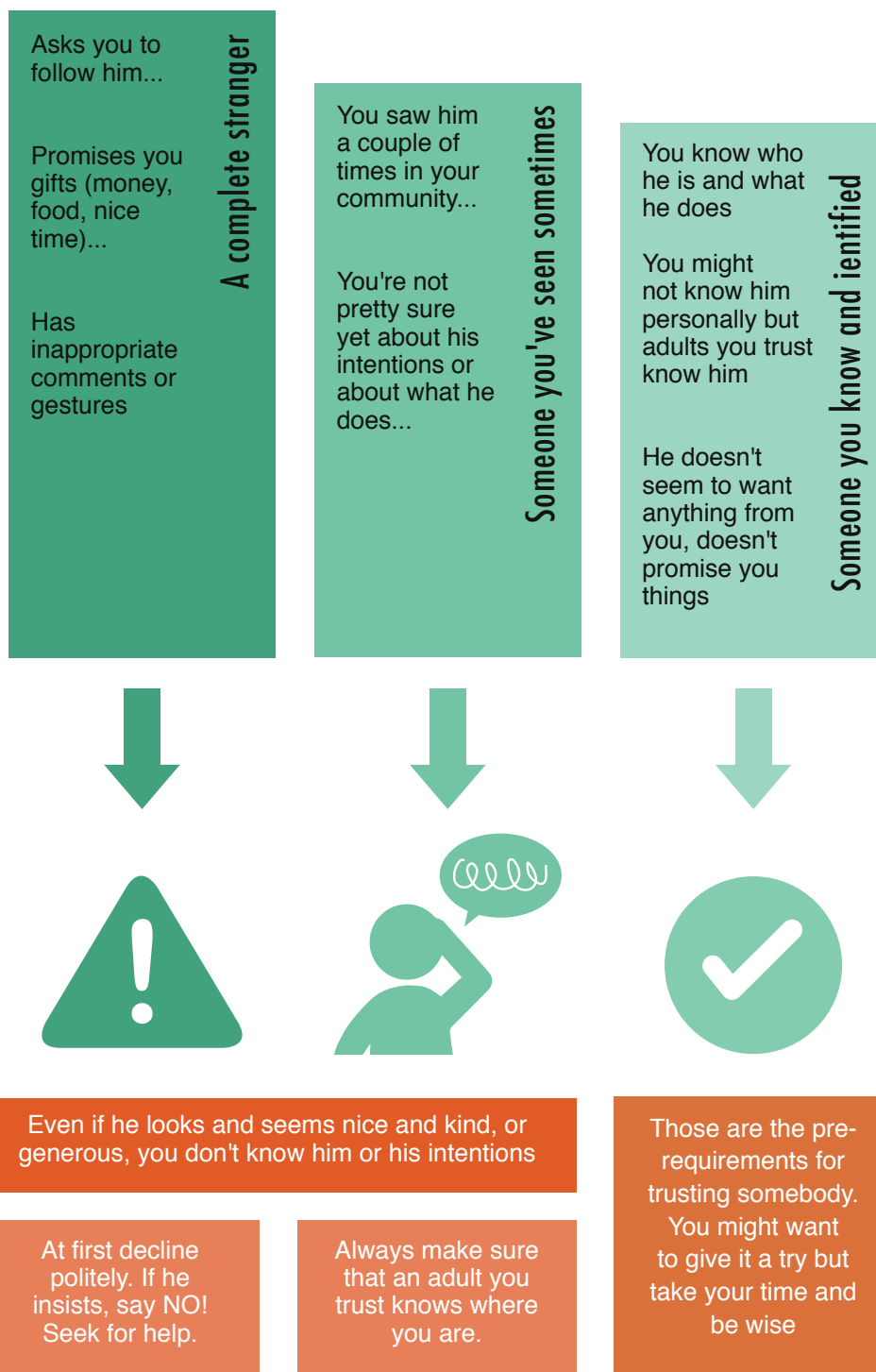
**Review >** the chart on the next page on the good reflexes to have before trusting someone. Remind the participants about the previous lessons about safety and self-preservation.

**Remind >** the difference between trusting beloved ones and friends and trusting strangers blindly.

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1. See. Closing activities in the facilitator’s manual

## Who can I trust? Decision-making process



*In any case, trust your feelings and listen to what your instinct is telling you!  
Open all your senses and don't act impulsively. Be mindful!!*



### 3. THE TREE-POSE: GROUNDING EXERCISE

#### **Objectives of this activity**

- Reduce stress and develop stress management skills
- Body awareness
- Increase ability to focus
- Group cohesion

**Say >** *“we are now going to end with some nice deep breathing again! Think about all the things you learnt today, all the emotions that passed in your head today! You did a fantastic job!”*

**Say >** *“Having good friends and feeling that we can trust and be trusted is very important in life. In order to finish our session, we will do one last exercise that will help us to relax and focus. We will try to ground ourselves in the ground like a big large tree with deep roots!”*

**Setting >** Find a space to stand in where you have enough space to stretch your arms out without touching anything/anybody. Ask the children to pair up and do the exercise facing each other and following the steps below.

#### **Steps – process**

*Bring your feet hip distance apart, with your toes pointing forwards.*

*Rock slightly forwards and slightly backwards, and then find your center point, standing tall. Relax your shoulders.*

*Close your eyes.*

*Think about your feet. Relax your toes, spread them wide.*

*Imagine there are roots growing out from your feet into the earth, spreading wide, just like the roots of a tree.*

*Imagine how strong those roots are. Just like a tree, those roots help you to be strong, and steady, and grow up tall from the earth.*

*Imagine those roots are helping you to draw in good things, just like tree roots. They help you to draw in nourishment; they help you to grow stronger and taller.*

*Feel how that goodness can travel all the way up through your body, through your legs, to your belly, up to your heart, growing tall like a tree, and up to the top of your head.*

*Relax your shoulders.*

*Now, keeping very quiet, open your eyes.*

*You are still standing tall and strong, rooted like a tree.*

*Lift your right foot and place it at the inside of your right ankle, or higher at the side of your lower leg (not on your knee).*

*Find your balance. Keep rooting through your left foot. You are steady and strong and balanced.*

#### **SAFETY TIP >**

*Silence and a certain degree of privacy are important.*

*Be aware that not all relaxation exercises are suitable for traumatized persons. No one should be pressured to do the exercises if they don't feel comfortable*

*Bring your hands to your heart in prayer position.*

*If you want to grow your tree, breathe in and reach your hands up towards the sky, like you are growing your branches up towards the sunshine.*

*Keep your focus, keep standing tall and balanced.*

*If you want to, you can open your branches: breathe out and open the hands to shoulder width.*

*Imagine your hands are like beautiful flowers. Circle your wrists, as if those lowers were just moving in the breeze.*

*Keep your focus, but see what is around you as you balance.*

*Breathe in, grow a bit taller, and reach higher to the sun.*

*Breathe out; bring your hands back to your heart, balanced and steady.*

*Release your right leg down.*

*Repeat on the left hand side.*

*When you've done both sides stand with the feet hip-distance apart again.*

*Close your eyes. Connect to your roots, find your center. Breathe in deeply, breathe out deeply, breathe in deeply, and breathe out deeply.*

*Open your eyes.*



### **Debriefing – evaluation**

**Ask >** the children how they feel and what they thought about this exercise. Ask for example: “*What did you feel in your body? In your mind? What was difficult? How do you feel now?*” Gather impressions and thoughts and discuss with about the following topics, if relevant:

- ▶ Deep relaxation
- ▶ Inner balance between body and mind
- ▶ The idea of feeling grounded/the idea of roots
- ▶ The mirror with another friend

## Session 5:

# THE HOUSE OF FEELINGS

Session summary

Duration: 1h50 min



### *Objectives of the session*

By the end of this session children will be able to:

- Identify and acknowledge their fear
- Understand how fear can make them react
- Reflect on bullying and find effective solutions against bullies



### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers, if available (if not, paper and pens)
- “Acknowledging my fear cards”
- A smart phone or a tablet + charged loud speakers with battery (no electricity required)



### *Preparation required*

- Read through the facilitator’s manual prior to starting any new cycle with a group
- Read through all of the materials for this session.
- Print out: “Acknowledging my fear cards”
- Download the music on your smart phone or tablet: Vivaldi – the four seasons and have loud speakers ready (ideally with battery so you don’t depend on electricity)
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don’t know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to guide children to understand fear and help them embracing these difficult emotions. By normalizing and explaining fear, they will help children identifying what or who scare them and understanding that fear can have many consequences. This session also aims to tackle the difficult topic of bullying (and to connect it with the topics of fear and anger). The facilitators will help children coming up with effective solutions and tips to fight bullying.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: Fear and anger: two sides of the same coin	70 min
4. Warm-down	10 min
5. Closing:relaxation with music	15 min
6. Debrief	10 min
	<b><i>1h50 min</i></b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

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### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

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**Say >** "Today we are going to talk about emotions"



### 3. VISUALIZATION EXERCISE: THE HOUSE OF FEELINGS<sup>1</sup>

#### Objectives of this activity

- Acknowledging, embracing and processing emotions
- Self-awareness and mindfulness

**Say >** *“Do you remember last time, about our superpower? Did any of you use it since last time we met?”* Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn't come naturally and that is why we do it together here.

**Say >** *“Today we are going to do a slightly different exercise, but it is still mindfulness. Try focus and stay calm. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.*

**Ask >** the group members to find a comfortable position, lying down, sitting on the ground or on a chair. Have them close their eyes or lower their gaze and focus in on their breathing. Then, give them the following instructions:



#### Follow the steps:

- *Imagine that all your feelings are living together in one house - the 'house of your feelings.'*
- *Imagine what it looks like. Is it big or small? Is there a garden?*
- *What color is it? Are there windows? Imagine that each of your feelings has its own room in this house. There is a room for your joy, a room for your sadness, a room for your happiness, a room for your fear, a room for your love, a room for your anger, a room for your pride, a room for your hope and so on. Each of these rooms has a door, which can be closed. And since it is your house of feelings, you are the master of this house and you can decide which of your feelings you would like to visit in its room. You can enter the room, meet the feeling, and when you think it is enough, you can say goodbye, go out and close the door”*
- *“When some feelings are bothering you and threaten to overwhelm you, imagine your house of feelings and tell the feeling that it should go into its own room, close the door and stop bothering you. Sometimes you might have to say this several times. Imagine the shape and color of the feeling and then let it go into its room and close the door.”*

1. Free adaptation of visualization exercises and relaxation techniques

**Discuss** > debrief in plenary. Ask the participants:

- ▶ What their house looks like
- ▶ What colors appeared in their house
- ▶ Ask them if it is possible to have different feeling rooms in their house



## POSSIBLE EXTENSION OF THE ACTIVITY

You can ask the participants to draw a picture to capture their experience of the House of Feelings.

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: FEAR AND ANGER: TWO SIDES OF THE SAME COIN

Time: 70 minutes

Arrangement: one group

### 1. ACKNOWLEDGING FEAR AND OUR RESPOND TO FEAR

#### NOTE >

*The idea is to make them reflect on how fear is perceived in society in general: suggest the idea of shame when we cry or when we are scared, idea of being weak, pride of showing that we are tough or emotionless*

**Explain** > *“There are many different fears, small ones, big ones, rational or irrational, and we all have different ways to respond to fears. We will now discuss how you respond to fear.”*

**Ask** > *“How do people usually react when they see someone who is scared or see someone crying?”*

#### *Suggest or orient on the following ideas:*

- ▶ Boys don't cry
- ▶ Showing emotions is a sign of weakness
- ▶ We are more respected if we show that we are tough
- ▶ Those who fight are strong
- ▶ If you're fleeing, you're a coward

**Explain >** “Actually, being scared doesn’t mean you’re weak or a coward. Being scared is a normal emotion that everyone feels. Our body experiences fear to protect us from danger. Fleeing from danger is very natural and common: it is very often the sign that you are wise and not reckless. Because of what people think about it, we sometimes force ourselves to show that we are tough. We might even sometimes become aggressive ourselves, or we might feel angry, which is also a normal reaction because of what happened to make us scared”. Ask them if they can relate to that.

## 2. FEAR: FEELING THREATENED – BY WHOM? HOW?



### SAFETY TIP >

Remembering scary situations can be painful or overwhelming for some children. Reassure them; remind them that they are in a safe place and that nobody will judge them here. Tell them that fear is a feeling that can be mastered and controlled and that is what you all intend to do here. However, don’t force any child to share events if they are not willing to.

**Say >** “Sometimes, some situations or some people are very scary. Fear is part of the strong emotions we can have and it’s neither a shame nor unusual to be scared. It doesn’t mean we are weak! But it is important to acknowledge and identify what or who scares us and how we naturally tend to react when we are scared, because it can make us react quite strongly sometimes, or do stupid things...”

**Ask >** “Can you act out how someone might react when they face a scary situation like an animal chasing you or a bad storm?”

**Discuss >** If the participants have a difficult time acting this out, the facilitators can help. Debrief in plenary and write key-words on the flipchart. Encourage the children to name how someone might act when they are scared and what they might feel.

**Ask >** the children to give a depiction of people or situations that might be fearful. According to the age and/or capacity of the children, you can ask them to either draw, or make role plays or both.



### Scary role-plays (for older children)

**Setting >** according to what children told you about fears, divide participants in small groups to make short role-plays of situations that scare them.

**Observe and mediate >** Observe carefully what children act (choice of characters, situations, ways to handle situations, coping mechanisms).



### Drawing my fears

**Distribute >** white sheets and color pens

**Ask >** children to draw a typical situation that could be scary to them or persons that scare them

**Summarize** > once the drawings and/or role-plays are done, summarize ideas in a table on the flipchart. Find some example below:

<i>Who or what scares people</i>	<i>How fear makes people react</i>
<ul style="list-style-type: none"> <li>• My dad, my mom, older siblings</li> <li>• Creepy stranger, aggressive passersby</li> <li>• Dark places</li> <li>• Cars</li> <li>• Experiences of war or exile</li> <li>• Insecurity due to lack of money, living in the street</li> <li>• Employers, teachers</li> <li>• Dogs, animals, insects</li> <li>• Bullies</li> </ul>	<ul style="list-style-type: none"> <li>• Freeze</li> <li>• Run away</li> <li>• Cry</li> <li>• Pray</li> <li>• Yell or become aggressive or violent</li> <li>• Isolate or shut down emotions</li> <li>• Laugh and mock</li> <li>• Shiver</li> <li>• Swear</li> <li>• Think about catastrophic scenarios, bad things that could happen</li> </ul>

► **Categorize the type of reactions through: physical reactions, emotional reaction or behavioral changes.**



### *Role-plays: acknowledging your fear*

**Setting** > split the group in two sub groups

**Distribute** > “Acknowledging my fear cards” – the red cards to the first group; the green cards to the second group<sup>2</sup>



**Explain** > each group will have to create 2 or 3 role-play scenarios (depending on the size of the group), inspired by 2 or 3 cards of their choice: the first group will work with the red cards and the second group will work with the green cards. They will read the titles and choose the ones that inspire them the most. They will have 15 minutes to create their own role-play.

- **The red cards** mainly talk about prejudices or common social representations related to experiencing fear or to being tough and disconnected from our emotions. They can choose cards that they feel comfortable acting out.
- **The green cards** represent positive reactions or thoughts about being mindful and self-aware and talk about the strengths of embracing emotions and being non-violent.

2. Find the cards to print at the end of this module

**Discuss >** after each role-play, debrief with the whole group about what they saw, thought and learnt about those situations. Emphasize about the following learnings and find a key-message for each role-play (one “lesson learnt”):

- ▶ Fear often leads to aggressiveness or anger
- ▶ Society promotes emotional disconnection and aggressive behaviors
- ▶ Society expects boys to be tough and violent
- ▶ Embracing, owning and expressing our emotions is a real strength
- ▶ Acknowledging our fears is the first step toward becoming stronger and more resilient, because only the one who knows his fear can master them
- ▶ Violence, bullying, aggressiveness are signs that fear is dominating you and not processed. As hard as it is to believe, a bully is someone who is also experiencing fear.



### *Alternative activity for younger children*

Instead of asking them do role-plays, you can ask them to make collective drawings in small groups, inspired by the cards. Make them share a key-message in their drawing and discuss the same “lesson learnt” as shown above.

**Conclude >** wrap-up and articulate the notions of fear vs. anger. Explain that when we feel threatened, we can flee but common reaction is also anger (it’s called the fight or flight reaction). It is important to keep in mind that aggressive people like bullies might also be scared people.

## 3. BEING BULLIED OR BECOMING A BULLY

**Ask >** “Do you know what bullying is?”

**Say >** *“Bullying is a very common problem that happens to many people, young and even grown-ups. Bullying is when people hurt or upset you by being cruel, threatening you, calling you names, spreading rumors about you, making you look silly or even ignoring you. Bullies would keep bullying someone even if they know it is wrong. Bullies also pick on one victim until either they are bored of them, or their victim doesn’t respond, or their victim works out a way to deal with the bully, they then will turn onto another victim. Dealing with bullying sometimes seems hard. There are no easy or right answers, but they are ways to deal with these kinds of situations”*

**Setting >** separate the participants into 3 groups. Ask them to think about bullying situations. And ask them to present back to the group. Alternatively, you can ask the entire group to think about bullying situations.

**Discuss** > capture the themes across the groups and write down the key thoughts on the flip chart. Orient the debate around the following questions:

- ▶ How can someone deal with bullying?
- ▶ How can you manage a situation where someone is being bullied?
- ▶ Who are the bullies? Can adults be bullies (teachers, employers)? Is it different to deal with peers or adults?



### *Role-play about bullying<sup>3</sup>*

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**Setting** > divide participants into three groups.

**Ask** > each sub-group to develop a role-play based on the situations and examples they gave you previously. Ideally, encourage them to pick and choose different types of setting (bullying from a group of peers, bullying from one single individual, bullying from an adult). If they can't come up with ideas, you can propose one of the scenarios below



**Alternative activity** > If role plays are not appropriate or participants don't want to role play, split the participants into small groups and read the scenarios to them. Ask the group to think of possible responses to the scenarios and then have them present them to the larger group. Have a discussion instead of doing the role plays. The facilitators can also act out the scenarios below or ask if anyone would like to volunteer to role play with the facilitator.

#### *Role-play Scenario 1*

You were on the street while three bigger children came to you and said "hey shorty, give us the money you have, or we will beat you up" what should you do in this situation.

#### *Role-play Scenario 2*

Your employer (or a teacher) is recurrently humiliating you or asking you to do useless tasks. S/he is exclusively targeting you and telling you that you are so stupid and that you worth nothing in front of the group. S/he is mocking you all the time.

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3. Inspired and adapted from "IRC Lebanon Life skills curriculum"

### Role-play Scenario 3

An older child/teenager has been bullying you for several. He is taking you aside, always away from other people and asks you to go and steal things in the shops and to bring it back to him. He is threatening you to harm you or your younger sibling if you refuse or if you talk about this situation to adults. He scares you a lot because he is stronger and older than you.

**Say >** “you will now act the situation in front of the rest of the group with your own solution to the problem (what is your way to deal with the bully(ies)?”.

**Discuss >** after each role-play, reflect on the situation with the whole group. You can ask the following questions:

- ▶ Why do you think this situation is bullying? (why/why not? Come up with a definition of bullying).
- ▶ How does this situation/person make you feel (angry, scared, humiliated, anxious...)? Encourage them to name some emotions.
- ▶ What other solutions/alternative to the situation could you have done? For each situation, propose and discuss the following solutions:
  1. Should you give up and do what they ask you to?
  2. Should/can you run away/escape?
  3. Should/can you stand up to them, confront them, defend yourself?
  4. Should/can you ignore them?

**Discuss >** the different solutions (pros and cons, risks and benefices). The table below can help you structuring their reflection:

#### Solution 1 : give up and do what they ask you to

*Giving the bullies what they want always gets you out of trouble and avoids you hurt for a little while. However, it will encourage them to think you are weak and easy to target for more bullying. So giving in means that bullying will keep going but remember this is not your fault. One way to stop bullying after giving in is to tell some grown up about it in order for the bullying not to go on and get worse.*

#### Solution 2 : running away

*Running away will get you out of trouble; but just like giving in it will make the bullies think that they have won and that they are strong and tough. So running away will never stop bullying from happening again however it will keep you out of trouble. It is very recommended that even if you decided to ran away to tell some grown up about what happened. after giving in is to tell some grown up about it in order for the bullying not to go on and get worse.*

### Solution 3 : confront them

*Some bullies will give up as soon as you stand up for them. However, some others will take you on to see how strong you are and this can be too dangerous as you may get hurt. So be extremely cautious, and think about protecting yourself first, even if you feel humiliated.*

### Solution 4 : ignore

*Completely ignoring bullying is the best way to deal with it. Bullies hate it when they are being ignored because it makes them unimportant. Ignoring is always what makes bullies stop (in some cases, ignoring the bullies can be dangerous as bullies might want to go harder to upset you; therefore if the bully gets really serious do not ignore it. Telling a grown up is always recommended; though admitting to bullying might be a bit embarrassing but telling a trusted adult like your mom, dad, neighbor, shop venders is usually the best way to stop this type of bullying.*

**Ask >** "What do you think you learnt from this last exercise? Shall we try to create a poster with useful tips in order to deal with bullies?"

**Discuss >** on the flipchart, collect all the tips and effective solutions in order to handle bullying that children might come up with. Organize and structure their answers with them on a new flipchart paper all together, in order to make a colorful and nice poster. Explain that this is their work and that they can spread those messages to other children. Below, you will find some examples of tips, if the children have hard time coming up with their own.



#### Tips to handle bullying

- ▶ Don't believe what bullies tell you. You are neither weak nor not important even if being bullied makes you feel like that.
- ▶ Remember being bullied is not your fault and how you react to it can make it stop and not happen again.
- ▶ Avoid bullies and avoid being in places alone with just the bullies; if you have to meet them make sure other people are around to see what happens.
- ▶ Try not to show to bullies that they upset or scared you; as this is hard to do you might need to practice it with your friends.
- ▶ If it is just name calling, joking, or little things try to ignore the bullies or think of some way to quickly stop the situation (changing topic of conversation, or leaving the group for example). If this does not work tell your parent or any trusted adult.
- ▶ If the bullying is about being ignored or made to feel small, find other friends and try to have fun with other people.
- ▶ If the bullying threatens to physical violence, it can be dangerous to stand up to them, running away can keep you safe; however, you will need to inform some trusted grown up.

#### NOTE >

*Bullying leads to lose of self-confidence and self-depreciation. Emphasize on positive reinforcement and messages reinforcing their self-esteem*

## 4. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the “temperature” of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document..



## 5. CLOSING: RELAXATION WITH MUSIC

Time: 15 minutes

Arrangement: one group

### 1. EVALUATION AND CLOSING

**Do** > the evaluation of the session<sup>4</sup>

**Say** > *“We discussed a lot today about fear and how difficult it can be to handle bullies. It can really make us feel bad and down. So next time we will talk about self-esteem and confidence!”*

### 2. CLOSING WITH RELAXATION

#### *Objectives of this activity*

- Relaxation and stress management
- Visualization skills
- Identification of emotions

**Say** > *“we are now going to end with some nice deep breathing again! Think about all the things you learnt today, all the emotions that passed in your head today! You did a fantastic job! We are now going to listen to some music. But when I say listen, I say “Really listen”: meaning mindful listening! While lying down, you can record in your head the feelings and memories that the music brings and the sensations in your body. We will be able to talk about it and share after the music is done.”*

4. See. Closing activities in the facilitator’s manual

**Setting** > ask the participants to lie down or sit in a comfortable position and to close their eyes. Ask them to remain silent while you play the music.

**Play** > a song that is calming and one that the participants know and enjoy

**Say** > when the music is done, ask the children to open their eyes and get back with the group slowly. There is no rush, give them a bit of time to get back to reality.

**Explain** > *"What you just did was a mindful listening: it means that you connected your sense, connecting what you heard with your emotions, thoughts, memories and body sensations"*. What you did with this piece of music can be done anytime you experience an emotion: instead of letting this emotion controlling you, you can embrace it, let it sink in your body and your mind and finally control it.

## RESOURCES – ACKNOWLEDGE MY FEAR CARDS



**Boys don't cry**



**I'll be respected  
only if I am tough**



**If you're scared,  
shame on you**



**Showing emotions is  
a sign of weakness**



**Being able to fight  
shows you're strong**



**Kindness is  
for the weak**



**You can defend yourself without being violent**



**Bullies are nothing else than fearful people with a mask of anger**



**It is ok to flee or run away when we are scared: it's self-preservation**



**Fear is necessary to make wise decisions**



**Recklessness does not make you look smarter or stronger**



**Admitting your fear is vanquishing your fear**

## Session 6:

# SELF-ESTEEM

Session summary

Duration: 1h50 min



### *Objectives of the session*

By the end of this session children will be able to:

- Identify strengths, assets and skills
- Focus strength rather than weakness
- Develop and maintain self-esteem



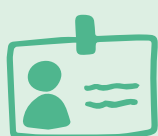
### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers
- Paper roll (sufficiently long for drawing the life-size body outline of all participants), wax crayons or oil pastel, water-based colors, collage materials (magazines, colored crepe paper, colored cardboard, fabrics, etc.), masking tape, glue, scissors, various decoration items (glitter, beads, colored ribbons, wool, etc.).



### *Preparation required*

- Read through the facilitator's manual prior to starting any new cycle with a group
- Print out **Cardboard models of a tree** (at the end of this exercise)
- Print out **The Umbrella cards** (1 full set)
- Print out **My pleasure list** (1 per participants)
- Read through all of the materials for this session.
- Read the **factsheet about self-esteem** at the end this session
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

Vulnerable children who are at medium to high risk are facing daily stressors and harsh situations in their daily life. Parts of the signs of stress they are exhibiting are coming from a poor self-esteem. In this session, the facilitators will talk about self-esteem and help the participants to identify what can impact positively and negatively our self-esteem. They will help the children identifying their strengths and assets as well as making them practice exercise in order to keep and maintain a good level of self-esteem.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: my strengths make me who i am	60 min
4. Warm-down	10 min
5. Closing: meditation strength	15 min
6. Debrief	10 min
	<b><i>1h50 min</i></b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

**Say >** "Today we will continue talking about **Self-esteem**. It is a very important topic: it means how we get to see ourselves in a positive way. We will see how we can improve and keep a good self-esteem in order to feel strong and positive".



### 3. MINDFULNESS IS A SUPERPOWER

#### *Objectives of this activity*

- Relaxation
- Body awareness
- Ensure continuity and increase sense of safety

#### **TIP >**

*Use a calm and soothing voice. It is very important to create a safe and quite atmosphere*

**Say >** “Do you remember last time, about our superpower? Did any of you use it since last time we met?” Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn't come naturally and that is why we do it together here.

**Show >** as a reminder, show them one more time how to take deep breaths by breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it's blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** “Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.

#### **Follow the steps:**



- “Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders” (show them how to do so by rolling your shoulders gently up and down).
- “Close your eyes if you feel comfortable by doing so. You are in a safe space here, nothing bad can happen here. Try not to think about anything else than what is happening **here** and **now**” (stress on those two words)
- “Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”
- “Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.
- Do this at least 10 times. Try to keep them grounded in the here and now. Tell them that if their mind is roving around, they can always bring it back gently on the movement of their belly.
- “Now for the last breathing, lift your arms above your head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: MY STRENGTHS MAKE ME WHO I AM

Time: 60 minutes

Arrangement: one group

### 1. MY STRENGTHS MAKE ME WHO I AM<sup>1</sup>

#### *Objectives of this activity*

- Strengthen self-esteem and confidence
- Share personal information with others to strengthen group cohesiveness and respect.
- Identify one's own strengths, skills and assets that contribute to forge identity

**Explain >** that self-esteem often is built by getting recognition from others for who we are and what we can do. Tell the participants that they will engage in an activity to better get to know each other's positive skills and qualities before discussing the meaning of self-esteem.



#### **Steps to follow**

1. Ask the participants to form two circles – an inner circle and an outer circle with the same number of participants in each. (If there is an uneven number, the facilitator can join a circle.) Explain that the participants from the two circles should face each other.
2. Ask each participant to take turns in telling the person in front of them something that this person may not know about him or her. It should be a positive quality or skill. Give an example: "Nobody knows that I can make my own clothes."
3. Once each participant has shared one thing with his or her partner, clap or make another sound to indicate it is time to move. The inner circle should now stand still, whilst the outer circle moves one person to the right. Repeat the exercise with each participant explaining to the partner a personal quality or skill that he or she thinks that the partner may not know.

1. Adapted from "Youth Empowering Parents" psychosocial curriculum, IRC "Life skills through drama" and Save the children "Youth and Children resilience"

4. Keep doing this until everyone in the inner circle has talked with everyone in the outer circle. For each move, participants should try to mention a new quality or skill, but if it is difficult to come up with a lot of different ones, they may repeat some of the qualities or skills they have already mentioned.
5. Now ask the participants to sit down in one big circle and ask the participants to share one thing they learnt about someone else. No repetitions are allowed, and every participant should be mentioned.
6. When everyone has been mentioned, follow up with the questions below:
  - ▶ How was it to talk about a personal quality or skill?
  - ▶ Were you surprised about some of the skills presented to you? Why?
  - ▶ Were there some new qualities or skills that you heard about that you would like to learn?

### TIP >

*Creative activities boost self-esteem as participants end up with a concrete and gratifying work done by their own hands. Encourage their expressivity and creativity, especially for this exercise where the collages represent them.*

**Say >** *"Now that we know more about our skills and strengths, we will create nice and beautiful pieces of art representing ourselves! You will have various materials at your disposal: you can draw or make collage from magazines. In your self-portrait, you will include:*

- The qualities you are proud of or like about yourself (what you like about your physical appearance, or traits of your personality that you think are positive and beautiful)
- Special skills or talents or strengths you have (see previous activity)
- It can be also what you want to become in life



**Distribute >** Paper roll sufficiently long for drawing the life-size body outline of all participants, wax crayons or oil pastel, water-based colors, collage materials (magazines, colored crepe paper, colored cardboard, fabrics, etc.), masking tape, glue, scissors, various decoration items (glitter, beads, colored ribbons, wool, etc.).



### Steps to follow

1. Pair up the participants. Give each participant a roll of paper that equals her size approximately, if a roll of paper is not available you can use printer paper.
2. Ask one to lie down on his/her piece of paper on the floor and while one colleague to help her/him and draw the outline of her/his body on the paper in the color s/he chooses. Then ask them to reverse the roles.
3. After every pair completes helping each other, ask the participants to take their body outlines and write their name on it, then to take whatever materials they want and make the hair, details of the face, clothes, and decorate their drawing as they like (coloring, painting, or collage or a blend of all techniques).
4. After completing this step, say: *"if you want to introduce yourself through this artwork what else than your physical appearance would you like people to know about you?"*

Ask them to add other things they like and that reflect/express their personal identity, such as drawing accessories (handbag, football, book, etc.) or a background (landscape, abstract expressions, etc.), and write words or draw symbols that express their hobbies, talents, things they like about themselves, and people who love them, if they wish.

5. Then add: *“now remember when people say something positive about you what would they say usually?”* and ask them to write or draw symbols about positive things people say about them to describe them.
6. When done, ask all participants to hang their papers on the wall and invite them to walk around and look at each other’s artwork. You can also ask kids to guess who the collages belong to! Then sit in a circle and ask each participant in turn:
  - ▶ How do you feel now?
  - ▶ What do you like in your drawing?
  - ▶ What did you like about what others drew about themselves?



### Key messages

- ▶ We express in different ways who we are, and we call this expression “our identity”.
- ▶ Our identity is made up of our thoughts (values, beliefs), feelings, things that we do, and things that we prefer, our sex and gender, the way we look at ourselves or our abilities.
- ▶ Remember that there are many things that make us unique, including the way we look. It is important that we appreciate all positive things in our life in abilities, opportunities, and supportive persons, and keep them and develop them.



## ALTERNATIVE ACTIVITY FOR YOUNGER CHILDREN: WHAT I LIKE ABOUT MYSELF

### *Objectives of this activity*

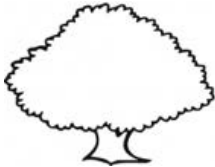
- Strengthen self-esteem and confidence
- Enhance self-awareness
- Focus on positive aspects

**Say >** *“Each and every one of you is unique and has some skills or qualities that are valuable. This exercise is about recognizing some of your own strengths and about valuing yourself. Even though there may be some things that you want to change about yourselves, it is important to also recognize things that you like about yourself, that others value in you and that you would not want to change”*

**Explain** > that in this activity participants will be thinking about themselves and some of the qualities they are proud of or like about them. These can be qualities or skills that they know others appreciate in them.

- *These can be physical qualities, such as*  
I like my hair  
I like my eyes
- *It can be abilities or skills*  
I like the fact that I can dance  
I have a nice voice when I sing
- *These can inner or social qualities, such as*  
I like that I am loyal to my friends  
I like that I try to work hard in school  
I like that I seek to treat people with respect

**Ask** > participants to work individually and write or draw ten qualities they possess on a sheet of paper. Give them 10 minutes to do this. If participants can't write, ask them to draw qualities. The facilitators can also prepare cards that represent the skills written above.



**Distribute** > When they have finished writing, distribute the outlines of tree<sup>2</sup>, scissors, cardboard, colored paper, glue, pens/pencils and crayons, and other craft supplies.

**Explain** > that they will each be making a tree out of cardboard with ten leaves stuck on it. Each leaf on the tree will represent a quality they like about themselves. Demonstrate how to make the tree and the leaves (using colored paper) and explain that the leaves can be whatever shape participants want them to be. Give the participants time to make their tree and the leaves. The exercise is easier if they write their qualities on the leaves before they stick them onto the tree.

**Discuss** > when they have finished, invite the participants to share the qualities they like about themselves with the group, if they feel comfortable with that. You can also turn this step into a gallery walk, where all the trees are displayed. Place the "What I like about myself trees" around the room and encourage participants to take them home after the workshop.

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2. Find the outline at the end of this session



## 2. THE UMBRELLA

### Objectives of this activity

- Maintain self-esteem and feeling confidence
- Daily practice of self-empowerment
- Dealing with ups and downs

**Say >** “ask yourself where does low self-esteem come from? What can make you feel bad about yourself, or think you are not good enough? Think about common situations or people”.

**Discuss >** with the whole group and write key-words on the flipchart

**Explain >** “some factors may lead to low self-esteem, such as being criticized constantly, being ignored, being compared to other people and or expected to be perfect all time, experiencing challenging changes in childhood or adolescence without having appropriate support, social discrimination, lack of self-awareness, lack of encouragement, etc. It is important to know and appreciate our strengths and acknowledge our weaknesses so that we can develop appropriate skills to address them. It’s essential to remind ourselves of all the positive things that make each one of us a special and unique person, and not to let the negative factors affect us”.

## 3. MAINTAINING SELF-ESTEEM

Teacher says: “Only somebody as stupid as you could fall at this man!”	“Friend” says: “Yeah... you’re kind of cute, but still, you’re far from looking like women in the magazine!”	A group of girls at school is looking at you differently, giggling and saying “Stupid behind your back. They are probably mocking you.”
Your mother says: “Look at your brother, he succeeds in everything he does. He’s so smart and so handsome. Could you be a bit more like him?”	Passerby in the street is looking at you with dislike, and change side-walk when they see you. You think that your clothes and your appearance are repelling.	You are the youngest of your siblings and they call you “the dumb!”
All school, all the students have clean and nice uniforms and good school gear. You only have second-hand stuff and feel really poor looking compared to them.	Your classmates are constantly making fun of you. Slightly each time they pass by you, they all pinch their nose and pretend you stink.	You dream about having fancy cloth and being more handsome. You think you’re too small, and don’t find your hair that pretty.

### TIP >

Encourage the kids to embody self-confidence, by standing proud! Speak loud! Smile! Self-confidence is also an attitude!

**Say >** “Having a good self-esteem does not mean that you never get upset or angry with yourself or at people. Everyone gets frustrated at times. But someone with high self-esteem can accept his or her mistakes or doesn’t feel so much impacted by people’s comments and they feel confident. It’s easier to move on. Now we will think about how we can maintain our self-esteem when we find ourselves in situations that make us feel bad.”

**Distribute >** “The Umbrella” cards<sup>3</sup> to the participants after you split them into small groups of 2 or 3. Depending on the number of groups you end up with, groups can have 2 or 3 cards.

**Say >** “On these cards, you will find some situations or comments that can be hard to take and that might make you feel down. You have 5 minutes to think about what you would like to say to this person or what you could do to feel better about yourself. Remember all the positive things about yourself that we talked about earlier today!” They can write their answers on the other side of the card if they want to.

3. Find the cards to print out at the end of this session

**Debrief** > ask participants to stand up and to read what was on the card and what they could respond to that.

**Explain** > *"Being confident is a mindset! Many of the comments you hear or things that you think about yourself can be counterbalanced. If you repeat good things about yourself long enough, it starts becoming a part of you! See it as a battle inside you and always try to make the good win!"*

**Ask** > *"Now can we think about ways to make the good feelings stay longer? What could we do build your confidence? What shall we prioritize? What shall we avoid?"*

**Discuss** > debrief in plenary and write tips to boost self-esteem on the flipchart. You have examples below.



### *Tips to boost self-esteem & confidence*

- ▶ Spend time with people who like you and care about you.
- ▶ Ignore (and stay away from) people who put you down or treat you badly.
- ▶ Do things that you enjoy or that make you feel good.
- ▶ Do things you are good at.
- ▶ Reward yourself for your successes.
- ▶ Develop your talents
- ▶ Make good choices for yourself, and don't let others make your choices for you.
- ▶ Take responsibility for yourself, your choices, and your actions.
- ▶ Always do what you believe is right.
- ▶ Be true to yourself and your values.
- ▶ Respect other people and treat them right.
- ▶ Set goals and work to achieve them.
- ▶ Be your own best friend - treat yourself well and do things that are good for you.

## 4. WARM-DOWN ACTIVITY: I AM BEAUTIFUL

Time: 10 minutes

Arrangement: one group

### *Objectives of this activity*

- Strengthen self-esteem and confidence
- Build individual resilience
- Develop positive resonance

**Say >** *“We spend a lot of time (too much time) doubting or devaluing ourselves. But I know and deep inside you know too, that you’re a good person. Sometimes, it is just a matter of believing in it or hearing it”.* Ask the children to stand up in circle and to hold each other’s hands.

**Say >** *“Now, we are all going to shout, one after another, positive things about ourselves! I am going to say something to you and you’re going to repeat it, loud and convinced! Don’t be shy, don’t be ashamed. Make it become a part of you!”*

**Do >** Stand in front of each child, one after the other, shout a positive affirmation and let them repeat after you, until the whole circle is done. Once the circle is done, clap all together and ask them to thank each other for this empowering moment.

### *Example of positive affirmations*

- *I am strong!*
- *I am beautiful!*
- *I learn from my mistakes!*
- *When I fall down, I stand up again!*
- *I never give up!*
- *I am smart!*
- *I believe in myself!*
- *I can do it!*
- *I enjoy life to the fullest!*
- *I can make a difference in people’s life*
- *I can make my dreams come true!*
- *I’m open-minded and tolerant!*
- *I am patient and compassionate!*
- *I am a good person!*
- *I bring light in people’s life!*
- *I live in the moment!*
- *I accept my true self!*
- *I am funny!*
- *I am free to be who I am!*

### *Positive characteristics examples*

- *Adventurous, brave*
- *Bright, calm*
- *Careful, communicative*
- *Loving, loyal, modest*
- *Neat, optimistic*
- *Sociable, sympathetic*
- *Compassionate, conscientious*
- *Considerate, courteous*
- *Creative, determined*
- *Diligent, easygoing*
- *Patient, polite*
- *Reliable, sensible*
- *Sincere, enthusiastic*
- *Faithful, friendly*
- *Funny, generous*
- *Gentle, hard-working*
- *Helpful, honest*
- *Kind, thoughtful*
- *warmhearted*

## 5. CLOSING – MEDITATION STRENGTH

Time: 15 minutes

Arrangement: one group

**Say >** *“Our session is almost over for today. I hope you are all filled up with positive thoughts and that you learnt useful things. Always believe in yourself because you are strong and beautiful! We all can see that! I would like to ask you to do something before we meet next time. Like a little homework: you will create a Pleasure list”.*



### 1. HOMEWORK Create a Pleasure List

**Say >** *“A Pleasure List is a kind of worksheet where you have to list the things, like places, activities and people whose thought makes you feel good. So, whenever you feel low or sad, just take out the list and read it. This will divert your mind and make you feel happy. This is also a worksheet to identify the things that make you feel good and hence, helps in building your confidence. This activity creates a way for the brain to think about oneself, and strengthens the confidence. Whenever you feel low, read this sheet to get personal power”.*

**Distribute > My pleasure list** (one per participant)<sup>4</sup> and ask them to complete it at home.

1. People who make me feel happy.
2. Places I love visiting the most, or places that I would like to visit.
3. Things that I love doing.
4. Things that make me feel good.
5. I like ... in myself.
6. I am excellent at ...
7. Things that makes me feel happy are ...
8. My friends like ... in me.

### 2. SELF-ESTEEM GUIDED MEDITATION

#### *Objectives of this activity*

- Stress management
- Building self-esteem

**Say >** *“we are now going to end with some nice deep breathing again! Think about all the things you learnt today, all the emotions that passed in your head today! You did a fantastic job!”*

**Ask >** the participants to sit in circle or to lie down if you have enough space. Ask them to close their eyes and to listen to your voice.

4. Find [My pleasure list](#) at the end of this session



### Follow these steps

*“Find a comfortable position sitting or lying down. Notice how you are feeling right now...physically and mentally.*

*Take a deep breath in through your nose, and release the breath through your mouth. Take another breath, and allow your breathing to relax you as you exhale fully.*

*Breathe in gently... and as you breathe out, let the air carry the tension out of your body.*

*Continue to breathe slowly and gently as you begin to focus on relaxing your body.*

*Now begin to create a picture in your mind. Imagine a place where you feel completely at ease. This might be a favorite place you have been, or somewhere you have seen, or it might be completely imaginary. It's up to you. Picture this place where you feel happy and calm.*

*Create the details about this place in your mind. Visualize the sights... sounds... and smells... of your place. Imagine how you feel physically. You are comfortable, enjoying the pleasant temperature... enjoying being still and relaxing or doing whatever enjoyable activities you participate in here...*

*Enjoy the way you feel in this safe place.*

*You feel calm and safe here. At peace with yourself.*

*Remain in your peaceful place while you meditate calmly and build your self-esteem.*

*Imagine that all of the following affirmations are true for you, right now in this moment, and enjoy the self-esteem relaxation you experience. Repeat each affirmation in your mind, or out loud, with conviction. Use your imagination to fully believe each self-esteem relaxation affirmation.*

*I am at peace with myself.*

*I appreciate who I am.*

*I value myself as a person.*

*All people have value, and I am a valuable human being.*

*I deserve to relax.*

*I deserve to be happy.*

*I embrace my happy feelings, and enjoy being content.*

*I imagine and believe that all of these affirmations are true for me, right now in this moment, and enjoy the self-esteem relaxation I am experiencing. When my mood is low, I accept my emotions and recognize that the low mood will pass, and I will be happy again. I look forward to the good times.*

*My future is bright and positive.*

*I look forward to the future, and I enjoy the present.*

*I look fondly upon many memories from my past.*

*I forgive myself for my mistakes. All people make mistakes. I used to feel regret about some of my mistakes because I am a good person and want to do the best that I can, and now, I am still a good person and I release the feelings of regret because I have learned and moved on. I forgive myself for errors I have made, because I have felt bad about them long enough. I have suffered enough, and now it is time to be free. By freeing myself from past mistakes, I can move on and do good things. I forgive myself.*

*I imagine and believe that all of these affirmations are true for me, right now in this moment, and enjoy the self-esteem relaxation I am experiencing.*

*I feel good about who I am today.*

*I do not have to be perfect to be okay as a person.*

*I enjoy being who I am, and love myself as I am.*

*I feel secure in who I am, and do not need to compare myself to others.*

*All of the strengths I have ever had are present in me today. I still have the same positive character, even if not all of my strengths are shown right now. I have all of those strengths of character, and will use those strengths again.*

*I accept myself.*

*I am perfectly alright just the way I am.*

*I accept myself.*

*I am a valuable human being.*

*I accept myself.*

*I feel confident.*

*I accept myself.*

*I feel secure.*

*I accept myself.*

*In a moment I will count to 3.*

*One... take a deep, cleansing breath in... and exhale slowly.*

*Two... take another deep breath... and exhale...*

*Three... you are feeling calm, confident, and refreshed.*



## RESOURCES – FACTSHEET ABOUT SELF-ESTEEM

### TIP >

*Read this factsheet before the session. It contains useful information that you might need in order to run this session with the group.*

### What is self-esteem?

There are many definitions of self-esteem, the simplest being "respect, confidence, satisfaction with yourself, and the ability to accept your own faults."

Self-esteem is not an innate part of our personalities, but it is acquired through experience, interactions, and relationships from birth, through early childhood, into adolescence and beyond. However, the impact of our very first relationships with our parents or caregivers cannot be underestimated and can set the pattern for our future ideas about all aspects of ourselves and our self-worth - how attractive we are to other people – physically and personality, and our abilities, capacities and personal resources. Positive feedback, love and encouragement from key people in our lives will foster high self-esteem which will enable us to learn from our mistakes, enjoy our successes, and take responsibility for our actions and choices. Although we know we can't all be the best at everything having positive self-esteem helps us to accept this and to avoid constant unfavorable comparisons with others. Everybody is unique and has something special to contribute to those around them. Based on our perceptions of our failures and success, we develop an image and set of beliefs about ourselves and what we believe we are our skills, talents, and value.

### Why does the group think self-esteem may be important?

Having positive self-esteem is essential, because:

- It helps you feel good about yourself and everything you do.
- It translates into belief in yourself, giving you the confidence to try new things.
- It allows you to respect and be true to yourself, even when you make mistakes. And when you respect yourself, others will respect you too.
- When you have positive self-esteem, you will know that you're smart enough to make your own decisions.
- When you respect yourself, you will be much more likely to make wise choices and decisions that will benefit your physical and psychological well-being.
- You will value your safety, your feelings and health. Therefore, you will choose to make healthier eating choices, exercising, or taking time off to do something you like (without feeling guilty about not doing something for somebody else)
- Healthy self-esteem makes it much more likely that your relationships with others will be healthy and happy too!

It needs to be pointed out here that having high self-esteem does not mean that you discount the feelings, needs and wishes of others. Rather it means that you value yourself enough to ensure that your feelings or needs are equally valued and considered.

## How does self-esteem affect your life and relationships?

When we are growing up it is essential that we develop healthy levels of self-esteem. Healthy self-esteem is dependent on having a positive self-image and can have lasting impacts on personality development, resilience, relationships and ultimately our mental health and behaviors. This can include confidence and willingness to try new things, ability to make good decisions, face challenges, problem solve, and develop and maintain healthy relationships.

During development support and positive feedback from a parent or close family member is a major requirement for kids to build a positive self-image and healthy self-esteem. As children get older friends, peers, teachers and other key figures in their lives also become increasingly important for continuing to develop self-esteem. This is crucial for optimal functioning for, promoting resilience, stable mental health and a positive mindset

Issues that contribute to either positive or negative self-esteem:

1. Appearance
2. Skills & Talents – art, football, sports, music, mathematics, being smart, poetry, social skills, being funny, popular, a good friend, kind
3. Social status – economic, job or position, orphan, being a young mother, being the child of an unmarried mother, widow, divorced etc.
4. Being marginalized or discriminated against due to a perceived 'difference' this can be an individual characteristic (having a disability, or a certain hair color, or perhaps a different way of speaking – an accent, or stammer, or lisp) or about belonging to a particular group, religion, ethnicity, clan, etc.

Within the family it's important for children to feel that their opinions are considered of value; they receive encouragement from parents and unfavorable comparisons with siblings are avoided!

Lots of positive attributes and characteristics attained through positive feedback from birth and early childhood = self-confidence and high self-esteem. Lots of negatives = low self esteem

Low self-esteem can lead to:

- increased risk of mental health problems including depression;
- an inability to achieve or fulfil one's potential;
- low self- confidence;
- low self-respect;
- poor relationships;
- feeling worthless;
- fear of trying new things;
- self-destructive behaviors including self-harm and eating disorders;
- anxiety, social anxiety and phobias;
- an inability to take responsibility for one's actions and choices.

## RESOURCES – WHAT I LIKE ABOUT MYSELF



## RESOURCES – THE UMBRELLA

**Your employer says:  
“You did it all wrong!! This kid is so stupid...”**

**A man in his car to whom you're trying to sell something:  
“Move out of the way, you little rat!”**

**A woman in the street yells:  
“Go back to your country!! You're not welcome here!!”**

**A shop owner grabs your arm and says: “Get the hell out of here! I'm sure you're stealing from me!”**

**Your father looks at you sadly, shakes slowly his head and sighs... You might have disappointed him for some reasons... How could you make him proud?**

**You are trying to talk to someone in the street. He totally ignores you and pretends he doesn't see you. Almost as if you were transparent...**

**You're talking to a man in the street. He interrupts you and says: “I am not interested in hearing your lies. People like you are all liars”**

**The landowner where you live threatens to expel you. You heard him tell your parents: “I don't want filthy people like you at my place”**

**A group of kid is making fun of you and your family. They laugh and say: “the whole family is retarded. Look at him and his father!”**

**Someone says:  
“Only somebody  
as stupid as you  
could fail at this  
task”**

**“Friend” says:  
“Yeah... You’re  
kind of cute, but  
still, you’re far  
from looking like  
women in the  
magazines”**

**A group of girls at  
is looking at you  
discreetly, giggling  
and saying things  
behind your back.  
They are probably  
mocking you**

**Your mother says:  
“Look at your  
brother, he  
succeeds in  
everything he does.  
He’s so smart and  
so handsome. Could  
you be a bit more  
like him?”**

**Passersby in the  
street are looking  
at you with despise,  
and change side-  
walks when they see  
you. You think that  
your clothes and  
your appearance are  
repelling.**

**You are the  
youngest of your  
siblings and  
they call you  
“the dwarf”**

**In your community,  
all the kids have  
clean and nice  
clothes. You only  
have second hand  
stuff and feel  
really poor looking  
compared to them**

**Your peers are  
constantly making  
fun of you. Lately,  
each time they  
pass by you, they  
all pinch their nose  
and pretend you  
stink**

**You dream about  
having fancy cloth  
and being more  
handsome. You  
think you’re too  
small, and don’t  
find your face that  
pretty**

## RESOURCES – MY PLEASURE LIST

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*People who make me feel happy*

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*Places I love visiting the most, or places that I would like to visit*

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*Things that I love doing*

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*Things that make me feel good*

---

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*I like ... in myself*

---

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*I am excellent at ...*

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---

*Things that makes me feel happy are ...*

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*My friends like ... in me*

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# Session 7:

## PEER INFLUENCE

Session summary

Duration: 2h10 min



### *Objectives of the session*

By the end of this session children will be able to:

- Understand how peers can influence negatively our judgment or decisions or can lead you to be involved in risky behaviors, including using substances.
- Understand how making decisions that are different from the rest of the group makes you stronger and doesn't mean you lose your real friends
- Know about the effects and dangers of substance abuse



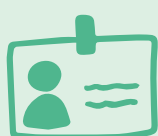
### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers (several colors)
- A smart phone or a tablet (for the nugget video)



### *Preparation required*

- Read through the facilitator's manual prior to starting any new cycle with a group
- Read through all of the materials for this session.
- Print out the picture **Say no to cigarettes**
- Print out copies of **Body outline**
- Download on your smart phone or tablet the video **The nugget** (drug addiction prevention spot)
- Practice the Warrior position so that you feel at ease and don't need to read your notes
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

Vulnerable children who are at medium to high risk are facing daily stressors and harsh situations in their daily life. Parts of the signs of stress they are exhibiting are coming from a poor self-esteem. In this session, the facilitators will talk about self-esteem and help the participants to identify what can impact positively and negatively our self-esteem. They will help the children identifying their strengths and assets as well as making them practice exercise in order to keep and maintain a good level of self-esteem.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: Follow the leader... or not!	70 min
4. Warm-down	10 min
5. Closing: Body movement	15 min
6. Debrief	10 min
	<b><i>2h10 min</i></b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 15 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

**Say >** "Today we are going to talk about Peer influence". Ask what it means to them (being influenced by others...) and explain that we will learn today how to make our own decisions and to fight peer influence.



### 3. MINDFULNESS IS A SUPERPOWER

#### Objectives of this activity

- Relaxation
- Body awareness
- Ensure continuity and increase sense of safety

#### TIP >

*Use a clam and soothing voice. It is very important to create a safe and quite atmosphere*

**Say >** “Do you remember last time, about our superpower? Did any of you use it since last time we met?” Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn't come naturally and that is why we do it together here.

**Show >** as a reminder, show them one more time how to take deep breaths by breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it's blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** “Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.

#### Follow the steps:



- “Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders” (show them how to do so by rolling your shoulders gently up and down).
- “Close your eyes if you feel comfortable by doing so. You are in a safe space here, nothing bad can happen here. Try not to think about anything else than what is happening **here** and **now**” (stress on those two words)
- “Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”
- “Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.
- Do *this* at least 10 times. Try to keep them grounded in the here and now. Tell them that if their mind is roving around, they can always bring it back gently on the movement of their belly.
- “Now for the last breathing, lift your arms above your head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: FOLLOW THE LEADER...OR NOT?

Time: 70 minutes

Arrangement: one group

### 1. FOLLOW THE LEADER... OR NOT?

#### *Objectives of this activity*

- Self-empowerment
- Understanding peer-influence
- Reflect on the notions of good or bad

**Say** > “in this session we are going to look at peer group pressure. I’m sure we’ve all been there – times when our ‘friends’ have encouraged us to engage in behaviors or activities that we may not want to or know are detrimental to our health or well-being, dangerous to ourselves or others, or maybe illegal”.

**Ask** > “so what makes us susceptible to peer group pressure? Why do we accept doing things we disagree with or think are bad, just because the group asks us to do so?”

*If the participants have hard time answering, suggests the following:*

- ▶ Possible risk of rejection by our friends?
- ▶ Wanting to appear cool or unafraid?
- ▶ Not wanting to challenge the behavior of our friends as it may lead to conflict with them which we want to avoid?



## Role-play: Freeze Frame!!

**Setting** > Split the large group into 2 or 3 small groups of 5 or 6 people.

**Ask** > each group to develop a role play a scenario portraying a situation about peer pressure selected from one of the options below. Alternatively, they can create one based on their own experience. Ensure that groups chose different options to examine different situations.



**Alternative activity** > If role plays are not appropriate or participants don't want to role play, split the participants into small groups and read the scenarios to them. Ask the group to think of possible responses to the scenarios and then have them present them to the larger group. Have a discussion instead of doing the role plays. The facilitators can also act out the scenarios below or ask if anyone would like to volunteer to role play with the facilitator.

### NOTE >

*These scenarios are just examples but please feel free to either amend these or use alternatives based on real experiences from the group, your own experience, or create some of your own ahead of the session.*

### Role-play Scenario 1

A group of friends are smoking cigarettes – a new kid, Ahmed, has recently come to the camp and has started to hang out with these guys who he met playing football. After a game of football, the group enjoys some sodas and offer round cigarettes. They offer Ahmed a cigarette and he politely refuses. They all light up their cigarettes begin to tease Ahmed for not joining in. Ahmed doesn't want to smoke but he also really wants to fit in with his new friends.

### Role-play Scenario 2

Samira is sitting with her friends. A girl that they used to be friends with and two of the friends Samira is sitting with begin to make unkind comments about her appearance. Samira feels uncomfortable however the friends making the comments encourage her to join in.

### Role-play Scenario 3

Hamid is on his way to a shop and on the way bumps into a group of boys hanging out. He recognizes them but doesn't know them well. They call to him and start up a friendly conversation. Hamid likes being included in the group – the boys are funny, and Hamid is enjoying their company. When Hamid checks his watch and sees he needs to leave the conversation to avoid being late, the group tell him not to go. They invite him to hang out with them and go to where they know they pick fruit from a local farmers' field without permission. Hamid is very tempted.....

### Role-play Scenario 4

Mustapha is hanging out with his friends near the WASH block in the camp. The boys are bored. Some girls pass by on the way to use the facilities. One of Mustapha's friends shouts a very inappropriate comment to the girls. The girls look worried. They bow their heads and speed up their pace focusing on the ground they try to quickly pass the group of boys. The other boys laugh and also begin to shout comments to the girls, laughing and nudging each other and encouraging each other to join in. Mustapha knows that this is clearly upsetting the girls and is not right but he doesn't want to challenge his friends' behavior.

### Role-play Scenario 5

Reem has been invited to go to the community center with her friends on Thursday, even though her mother doesn't allow her to go. Her friends tell her to lie to her mother and say she is going to one of her friends' house to revise for an exam. Although Reem really wants to go to out with her friends she says she doesn't want to lie to her mother. Her friends start to tease her and tell her she's going to miss out on some really good fun activities.

#### TIP >

*Make sure that participants come up with solutions that are realistic. Also, make participants realize they can only change their own behavior and not that of others. This means that their solutions should be limited to changes in behavior of the youth involved.*

**Explain >** After allowing no more than 15 minutes for each group to prepare their role plays, invite the groups to perform the scenarios. As one group performs the other group acts as the audience. The facilitator meanwhile will 'freeze the frame' at various points in the role play performance, indicated by a loud hand clap. Explain to the group how you will direct the scene.

- When you clap, they can start acting out the roles of their characters. When you clap again or shout 'Freeze' during the scene, they have to freeze in the position they are in, i.e. make a still image.
- When you have stopped the scene (with a clap or 'Freeze!'), ask the audience what they see, what they think or feel about the scene and if they can relate to it. Ask the audience how they would want to continue the scene. With another clap you can then start the scene again.

**Ask >** Stop the scene at a decision point. Ask the actors and the audience to come up with different solutions/alternatives to deal with the problem portrayed. What could be done to solve this issue and improve the situation? Ask the group to act out the suggested alternatives.

**Ask >** at the sound of the clap the performing group will stop where they are whilst the facilitator can highlight some key issues for discussion before continuing with the performance. Questions or issues may include:

- ▶ *What do you see?*
- ▶ *What's being portrayed by this group?*
- ▶ *Do you recognize it? (Did it ever happen to you or someone you know?)*
- ▶ *How do you think the different people in the image feel?*
- ▶ *How do you think this situation could happen? What has caused it?*



### Resisting peer pressure

**Say >** "so what might be effective ways to resist peer group pressure – while maximizing the chances of keeping your friends, keeping your cool, and most importantly keeping your integrity?" This time, the whole group will do another type of role play. In this role play there will be three different types of roles.



**Alternative activity >** If role plays are not appropriate or participants don't want to role play, split the participants into small groups and read the scenarios to them. Ask the group to think of possible responses to the scenarios and then have them present them to the larger group. Have a discussion instead of doing the role plays. The facilitators can also act out the scenarios below or ask if anyone would like to volunteer to role play with the facilitator.

- The 'Main Characters' (2/3 people)
- The 'Peer Pressure Group' (5 people)
- The 'Good Advice Committee' (5 people)

**Explain >** Firstly you will need to assign the different roles amongst the group - make sure that everybody clearly understands the purpose of their role. Have the group to select a scenario from the previous options that hasn't yet been chosen.

1. Then arrange the group with the main characters in the middle, and the Peer Pressure Group on place on their left and the Good Advice Committee on their right. In this activity participants are only allocated their roles and given the scenario – there is no preparation time.
2. When you give the signal to start, the Peer Pressure Group has to start verbally influencing or pressuring the main characters towards the negative behavior in the scenario - smoking, skipping school, verbally harassing women and girls in the camp, bullying another child etc.
3. The Peer Pressure Group should place as much pressure on the main characters as they can, using all sorts of reasons and ways they can think of. If the main characters feel indeed persuaded by what they hear from the Peer Pressure group, they will move closer to the Peer Pressure Group.

**TIP >**

*Encourage the Peer Pressure Group and the Good Advice Committee to compete with one another in convincing the main characters to listen to their reasons and follow their advice. The groups can be lively and creative in their ways to convince the main characters!*

4. Now ask the Good Advice Committee to give the main characters good advice about why they should not give in to the peer pressure. If the main characters are persuaded by the Good Advice Committee, they can move closer to the Good Advice Committee.

**Discuss >** Conduct a group discussion – ask the group:

- ▶ What did you see happening during this exercise?
- ▶ Was the main character more susceptible for the peer pressure or the good advice given? Why do you think that is?
- ▶ How does this work in reality, in our daily lives?
- ▶ Why is it so hard to resist peer pressure? What can help you to resist it?
- ▶ Is good advice always available to help you resist peer pressure? Who gives good advice?
- ▶ Do we always listen to good advice?



## ALTERNATIVE ACTIVITY FOR YOUNGER CHILDREN: I AM RESPONSIBLE FOR MY CHOICES<sup>1</sup>

### *Objectives of this activity*

- Self-empowerment
- Understanding peer-influence
- Reflect on the notions of good or bad

**Say >** *“Peer pressure is when someone else wants us to do something that we do not want to do. We can always choose to do something or not to do something. We are responsible for our choices”.*

**Ask >** *“Can you think of any examples of peer pressure?”* If the children have hard time coming up with answers, help them by suggesting: stealing, smoking cigarettes, drinking alcohol, being cruel with other persons or animals, participating to humiliating scenes (recall bullying mechanisms from previous sessions), even having sex.

**Show >** the picture [Say no to cigarettes](#) (see. resources)

**Ask >** *“What can you see in this picture? What are they doing? How do you think they are feeling?”*

**Explain >** that we all face peer pressure and we can all be vulnerable. Peer pressure can be very strong. It can change our feelings and our decisions. Peer pressure can lead to risky behaviors. Risky



1. Stories Inspired from “Skills for Life for children – Life skills and psychosocial support for children in emergencies” UNESCO, USAID and Government of South Sudan

## Story telling: Saying or not saying...



### NOTE >

*If a participant shares a personal story where s/he made a bad decision because of peer influence, and appears guilty or ashamed, first praise for sharing because it requires a lot of courage to admit mistakes and reassure by saying that it is hard to fight peer pressure. Recall that it doesn't make him/her a bad person. It can happen to all of us to make poor decisions but the most important is to learn from our mistakes.*

**Read >** the story "They can not say no"

### They cannot say No...

These are 2 friends, Abdi and Asif. Asif likes to play football and read. Abdi also likes to play football. He is good at football. He also likes sweets. One day after school, the boys pass a shop. Some sweets are at the front. The shopkeeper is busy at the back of the shop

Abdi wants some sweets. He tells Asif to go and take some sweets. The shopkeeper would not see. The sweets would taste delicious. Asif hesitates. Abdi says that Asif cannot be his friend unless he takes the sweets. Asif takes the sweets.

**Ask >** the participants what they learnt from the story.

**Ask >** more questions about:

- What pressure did Dem face?
- Was he happy with his choice?
- What risk did Dem take?
- What might happen next?

**Read >** the story "Abiha says No"



### Abiha says No

Abiha walks home after school with 2 other friends. Every day, they pass a small shop. Every day the shopkeeper, Mr. Maker, looks at Abiha and says she looks beautiful.

One day, Mr. Maker is outside the shop. He tells Abiha she is beautiful. He says he wants her to come inside so he can give her a gift. Abiha's friends tell her she shouldn't refuse the gift. It might be a beautiful gift. Abiha thinks carefully. She will be on her own with Mr. Maker and he keeps looking at her body. He may try to touch her.

Abiha looks directly at Mr. Maker. In a strong voice she says, "No, I don't want to come inside." Mr. Maker comes closer and tries to touch Abiha. Abiha is calm. She says, "Mr. Maker I do not want to come inside. I do not like the way you look at me and I want you to stop."

Mr. Maker is surprised. He is a rich man and many girls come inside the shop. Abiha walks home. She feels proud that she said no to Mr. Maker and tells her friends that they always should think twice before doing such things. Abiha's friends are both impressed and happy to have such a strong friend.

**Ask >** them what they learnt from the story. Ask them what helped Abiha to say No?

**Explain >**

- She thought about the consequences her choice and thought before speaking
- She used a strong voice and looked directly at the person
- She was calm and serious

**Optional: role-play – “I can say NO”**

Make the students create their own story about saying No! Divide them into groups of maximum 6 and give them time to create the scenario. Then they will perform in front of others. If they prefer not to perform in front of others, they can tell the larger group the story that they created.

**“Agree-disagree” exercise**

Draw two columns on the flipchart: one “Agree” and one “Disagree”. Ask different students where they would place the following sentences, in Agree or Disagree column and make them explain why:

- *Conflict is a disagreement between people. (Agree)*
- *It is ok to disagree with your friend (Agree)*
- *Peer pressure can make us do risky things. (Agree)*
- *Learn to say no and make your own choices. (Agree)*
- *Choose your friends carefully. (Agree)*
- *It is better to steal than lose your friend. (Disagree)*
- *A true friend will respect your choices. (Agree)*
- *It is hard to say no to powerful people. (Agree)*
- *It is important to make your own choices. (Agree)*

**2. PREVENTION... ABOUT SUBSTANCE ABUSE*****Objectives of this activity***

- Understand the risks and dangers of substance abuses
- Understand that peer influence can lead to substance abuse
- Self-empowerment

**Say >** *“Many youths have become hooked on using drugs, alcohol, and tobacco due to pressure from their friends (peer pressure), depression or frustration over life situations. The drugs or alcohol take over their lives, becoming so important, that they spend their time thinking of ways to get more drugs. If they continue using drugs, their bodies become weaker and the drugs can even destroy their minds. The good feeling that drugs can bring is only temporary. In the long run, people that get hooked on using drugs and alcohol become more and more unhappy”.*



**TIP >**

You can find this video on Youtube, but as much as possible, try to work offline: download the video prior to the session and have it saved on your phone/tablet

**Show >** video **The Nugget** on your smart phone or tablet

**Ask >** "What do you think about this video? What do you think it explains?"

**Explain >** "This video show exactly what happens when you start misusing substances. It can be alcohol, cigarettes or more dangerous drugs such as glue, cocaine, crystal meth, heroin, opium. At the beginning, it makes you feel good and you want to have more, but in the end, it affects your mind and your body. It's like you are carrying a heavy bag of stones on your back. Could you play football or the things you usually enjoy doing with a heavy bag of stones on your back?"

**Setting >** separate the participants into 3 groups and let them brainstorm about why do they think people use / drink / smoke / chew and abuse drugs / alcohol (liquor) / tobacco?

*Answers might include the following:*

- ▶ To feel and think differently or change their personality
- ▶ To feel more intelligent, fashionable or courageous
- ▶ To try to reduce stress, trauma, bad feelings, depression, frustration with life, hopelessness, boredom
- ▶ To try to forget bad experiences and run away from a difficult reality/ situation
- ▶ To be part of a particular group or to identify with friends (link with what you discussed previously about peer influence).

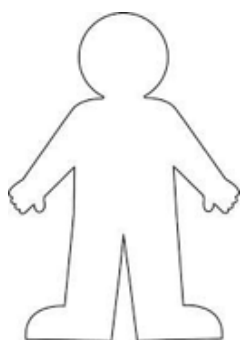
**Distribute >** copy of Body outline (1 per subgroup)<sup>2</sup>

**Ask >** the participants to place on the body outline the effects of substances on the body (how drugs, tobacco, alcohol might affect their body)? And ask them to present back to the group.

**Discuss >** debrief in plenary and capture the themes across the groups by writing down the key-words on the flip chart. Develop the debate by asking further questions such as: "Is it safe to use these items? Why? What happens when someone uses them often?"

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2. Find the body outline at the end of this session, in the resources



### *Answers might include the following:*

- ▶ Difficulty to sleep or concentrate when users try to stop
- ▶ Causes cancer of the tongue, throat, lungs, large intestine or colon
- ▶ Damage blood vessels and the lungs which can lead to hypertension (high blood pressure), stroke, heart disease or lung infections.
- ▶ When drunk, a person does not speak clearly
- ▶ May become bad-tempered, violent
- ▶ Loss of sleep and appetite
- ▶ Long-term mental disturbance
- ▶ Unusually high body temperature
- ▶ Anxiety, aggression and paranoia which is a condition that causes people to be very suspicious of others.
- ▶ Loss of memory



### *What would you like to say “No” to?*

**Setting** > divide the students into small groups (3 to 5)

**Ask** > the participants to choose something they would like to say No to (you can help them by suggesting some topics. Depending on the age of your group, you can suggest: cigarettes, drugs, child abuse, stealing, bullying...”

**Explain** > each group will create a big banner, as if they were going to a demonstration, where they will write: “SAY NO TO .....” (with the topic of their choice). Let them think about which arguments they can say and why this is important to them.

Let them present their work to the rest of the class.

## **4. WARM-DOWN ACTIVITY (if needed)**

**Time:** 10 minutes

**Arrangement:** one group

Take the “temperature” of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.

## 5. CLOSING WITH BODY MOVEMENT

Time: 15 minutes

Arrangement: one group

### 1. WRAP-UP: MAKING DECISION

**Say** > *"Wow! We talked about a lot of things today! A lot of important things... Can anyone summarize the important points of our session?"*

#### **Summary should include:**

- ▶ How our "friends" or groups of peers can influence negatively our judgment or decisions
- ▶ How making decisions that are different from the rest of the group makes you stronger and doesn't mean you lose your real friends
- ▶ How peers can lead you to be involved in risky behaviors, including using substances.
- ▶ Learnings about the effects and dangers of substance abuse
- ▶ Saying NO!

**Explain** > *"An important lesson is: I am not the group! Even if you want to feel that you're part of the group, you always have the power to make your own decisions. And you always have choices! Always think twice before following blindly somebody's advice, because your actions always have consequences. Always wonder: is it safe? Is it right? What are the consequences of my actions?"*

**Make them repeat after you:** *"When I have to make a decision:*

1. *I ask myself: What are my options? There are always some!*
2. *I ask myself: what will be the results/consequences of my actions? Is there any risks or benefits? (I measure the pros and cons)*
3. *If I have hard time choosing: I ask for advice to wise and trustworthy persons! (Remember the "good advice committee"!)*
4. *If it's about any substances (drugs, alcohol, cigarettes): the answer is NO! It is not going to make you more cool or smatter! You don't need to belong to a group like this one!*

## 2. MINDFUL DECISION, MINDFUL POSITION: THE WARRIOR POSE

### *Objectives of this activity*

- Stress management
- Body awareness and self-awareness
- Self-empowerment and self-determination

**Say >** “We are now going to finish this session with some awesome movements. This is called the warrior pose and it suits this session very well because fighting peer pressure and making your own decisions can be difficult and requires a lot of inner strength. While doing those movements, think of yourself as a warrior who has so much strength to fight other and say NO!”

**If body movement is not appropriate or there isn't space, lead the participants through a few standing exercises.**

### Follow the steps



1. Stand up and join your hands at heart level. Close your eyes and feel this energy coming from both your palms. Take a long inhalation while lifting your arms above you head as if you wanted to touch the sky and bend your back slightly backwards. Then exhale slowly while folding inward. You might not be able to touch the ground with your hands but that's ok. Just let you head drag you inward and relax your back muscles.



2. Put your 2 hands on the ground in front of you and stretch your shoulder by bringing all your weight backward. Both your arms and your legs are stretched. This pose is called “Downward dog”.



3. In a long and wide front split, bring your right leg in between your hand. Your back leg is stretched.



4. Go back to downward dog position while exhaling



5. Inhale and go to plank position: your legs, back and neck are forming a straight. Your hands and shoulders are aligned vertically



6. Exhale and reach the ground slowly by bending your arms, as if you were doing push-ups.



7. Lift your torso from the ground while inhaling deeply. Your hips are still touching the floor. Don't force it too much: if you experience pain in your back, bring your shoulders back closer to the ground again.

8. Exhale while going back to downward dog. Stretch your shoulder and back muscles.

9. In a long and wide front split, bring your left leg in between your hand. Your back leg is stretched.

10. Stretch both legs (they are still split wide apart)  
Your left hand is on your front foot.  
Your right hand is up, your arm perfectly vertical: pull your arm up as if you wanted to touch the sky. You're looking at your right hand.

11. Rise again while inhaling.  
Your left leg is still forward, but now bended.  
Your back leg is straight, but your foot is sideways for more balance.  
Pull both your arms over your head. Look at your hands.  
Find a perfect balance: You are strong and steady

12. Split your arms while exhaling: they now form a horizontal line.  
You are still perfectly balanced, your eyes are following the line of your arms: you know where you are going with determination and strength: Nothing can change your path.

13. Bring your arms over your head one more time, back to warrior Look up to the sky and stretch gently.

14. Join your to legs by taking one step and deeply bend forward while exhaling. Go as slow and deep as possible. Stretch all your back muscles. Let your head drag you down.

15. Take a deep inhalation while unfolding and raise your arms up and back over your head.

16. Take a last exhalation and join both your hands on your heart.

Namaste!

## RESOURCES

### RESOURCE SHEET (11-13 and 14-18) DECISION MAKING

#### ● What is decision making and why is it important?

Decision making is the process of choosing between two or more possible options in order to solve a problem or set a goal. Making smart decisions allows girls to feel empowered, reach their goals and live a healthy life. While girls aged 15-12 may show problem solving abilities that are comparable to adults, their brains are still not as developed in the areas of regulating impulses, or thinking before they act. This can make it more difficult for this age group to make smart decisions especially during times of high stress. Following simple steps will help girls this age make smart decisions.

#### ● What are the steps in making a smart decision?

1. Define the problem/decision to be made
2. Brainstorm options
3. Evaluate the options
4. Make a plan of action
5. Evaluate results and make modifications as necessary

In order to explain decision-making to the girls you mentor, you can simplify these steps into 3 simple steps.

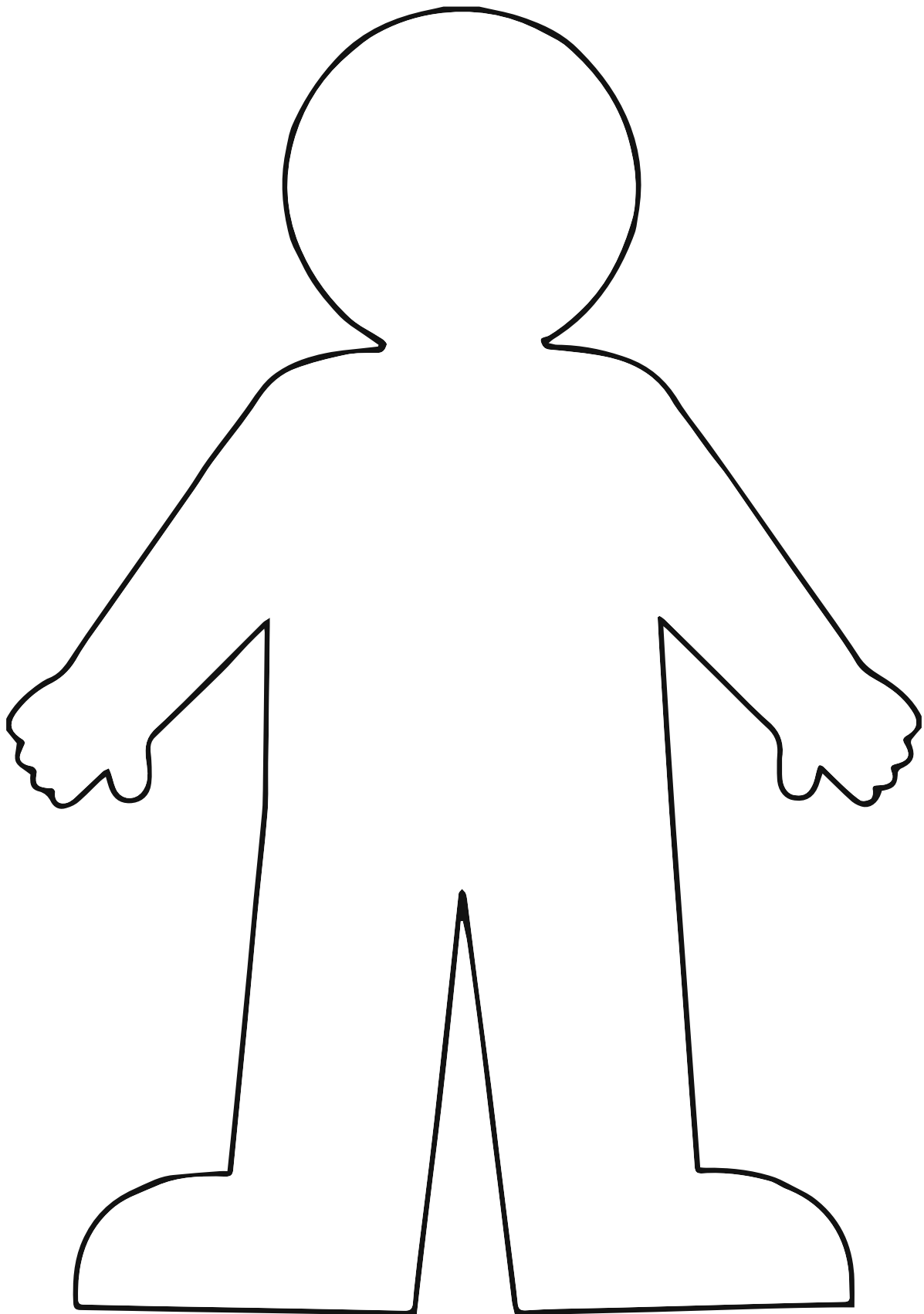
#### ● 3 Steps to Making a Smart Decision:

- 1. List my options**
- 2. Ask others for advice**
- 3. Think about the "Pro's and Con's"**

- First, list all the possible options. This may include brainstorming options you have not thought of before.
- Second, ask others for advice. This can include teachers, mentors, and other adults that you trust. It can also include friends, siblings, and other peers.
- Third, think about the Pro's and Con's of each decision. "Pro" means good things and "Con" means bad things. Thinking about the Pro's and Con's means considering what good things and what bad things could happen for each option.

After following these 3 steps, choose the decision that has the most "Pro's" or good things and the least "Cons" or bad things.

## THE BODY OUTLINE



## SAY NO TO CIGARETTES



## Session 8:

# VIOLENCE DOESN'T SOLVE ANYTHING

Session summary

Duration: 2h10 min



### *Objectives of the session*

By the end of this session children will be able to:

- Identify signs of anger and understand its link with conflict
- Learn and practice anger management
- Learn and practice conflict resolution
- Understand the principles of non-violent communication



### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers (several colors)
- A pot or bucket
- One stone per participant (for young groups)



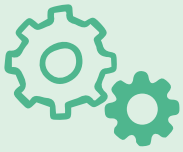
### *Preparation required*

- Read through all of the materials for this session.
- Read the factsheets about **anger management** and **handling emotions** at the end of this session
- Print out **The anger barometer** (one large copy)
- Print out a paper with the words “Anger management pot” and stick it on the pot or bucket.
- Practice yourself the guided-meditation
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to discuss and practice the core principles of conflict management and resolution with the children, by first understanding and identifying the signs of anger. Facilitators will give key-messages about non-violent communication and the importance of empathy and compassion in conflict management. One more time, the participants will get to practice mindfulness and to relax thanks to guided-meditations.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: conflict resolution	70 min
4. Warm-down	10 min
5. Closing: loving kindness meditation	15 min
6. Debrief	10 min
	<b><i>2h10 min</i></b>

## Steps to follow

# 1. OPENING - BREATHING EXERCISE

Time: 15 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

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### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

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**Say >** *"Today we are going to talk about those harsh feelings that we sometimes have, like anger and aggressiveness. Anger tends to lead to conflicts and problems, doesn't it? Well, today we are going to see together how to manage and resolve conflict. We are going to see that there are non-violent ways to deal with it"*



### 3. LETTING GO OF ANGER THROUGH COMPASSION AND EMPATHY: A GUIDED MEDITATION<sup>1</sup>

#### **Objectives of this activity**

- Relaxation
- Body awareness
- Developing empathy and compassion

**Say >** *“Do you remember last time, about our superpower? Did any of you use it since last time we met?”* Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn’t come naturally and that is why we do it together here.

**Explain >** *“Today, we are still going to do a little guided meditation and use deep breathing but today, we are going to think about how we can maybe change our point of view over people who we’d like to forgive. It is called compassion. Instead of being angry at somebody, we will try to be compassionate: meaning try to understand that people might have their own problems and understanding why they are acting that way”.*

**Say >** *“Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.*

#### **TIP >**

*Use a clam and soothing voice. It is very important to create a safe and quite atmosphere*



#### **Follow the steps:**

- Let’s start as we know now: by taking deep and relaxing breathing: deeply inhale and deeply exhale, find this peaceful place that you now know, of calm and quietness. During each exhale, focus on the word “one.” Keep your arms, legs, and body still [allow a couple of minutes for people to relax].*
- Identify someone that you’d like to forgive.*
- Now think of this person and what they did annoyed you. But now, try to figure out if he/she had reasons to be angry, frustrated, tired, just the way you had your reasons sometimes to lose patience. Try to think about those reasons, the difficulties that this person may face every day.*
- Now try to genuinely wish that this person’s experiences are positive or healing. Even though it may be hard, focus your thoughts and feelings on giving a gift of mercy or compassion. Imagine that each time you feel angry or frustrated; you can replace this feeling by compassion and empathy, by feeling the other person’s feeling and giving him love and attention instead.*
- Let’s breathe in and out a couple of times and let’s get back with the group...*

1. Inspired from: “The Greater Good in Action: science-based practices for a meaningful life” UC Berkeley Lab

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.

## 3. CORE ACTIVITY: CONFLICT RESOLUTION



Time: 70 minutes

Arrangement: one group

### 1. IN THE STORM: FROM ANGER TO CONFLICT<sup>2</sup>

#### Objectives of this activity

- Identifying anger and understand how it leads to conflict
- Learning tips for anger management
- Self-awareness

**Say >** "Just like the weather gets hot in summer and cold during the winter, we also get "heated" when we are angry and "cooler" when we are not angry or upset. We feel calm when we are "cooled off". Our anger can go up in temperature and go down. Our body warns us by sending signs!"

**Show >** The anger barometer

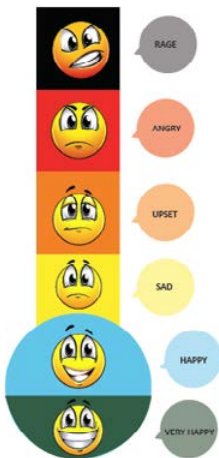
**Say >** "A barometer helps tell the weather and measures how hot and cold it is outside. Well, our Anger Barometers and how it can help us identify how we feel! And this is, my friends, the first step into managing conflicts! If we manage to identify anger right before it happens, we can actually:

- ▶ ... take a step back...
- ▶ ... breathe... (the way we do in our relaxation)
- ▶ ... and ask ourselves: "Hey! Hold on! Is there any other ways

**Explain >** "Conflict is when we fight because we do not agree. Conflict can be with people, communities or countries. We can also be in conflict with ourselves when we are not at peace about something we have done or said. It is hard to be at peace with others if we are not at peace with ourselves. Solving conflict begins with ourselves".

**Say >** "Very often, we get into conflict with people because we are angry, right? Anger is a completely normal emotion, but when it gets out of control and turns destructive, it can lead to problems".

2. From "Life skills through Drama: Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence" IRC



**Ask >** participants to describe how they feel in their body when they get really angry. What are the signs showing that they get really angry?

**Discuss >** with the group examples of body changes can include:

- ▶ *our heart might start to beat faster*
- ▶ *our face may get warm*
- ▶ *start to sweat or shake*
- ▶ *body feels tense, our muscles might tighten*
- ▶ *Sometimes wants to cry or yell or hit something, etc.*

## *1 can deal with that situation?*

**Say >** *"This is our superpower! Remember? Do you want to try with me?"*

**Ask >** the whole group to reflect on ways to manage anger/defuse anger. *"According to you what can help you not to reach the top of the barometer (to get really angry)? Can you list the things that you could do to regulate your emotions?"*

**Setting >** divide the group into small groups of 3 or 4 persons and distribute papers and pens to the participants. Place the **Anger management pot/bucket** in the middle of the room

**Ask >** *"Write down or draw 3 things that make you feel calmer when you feel angry. Once you're done, come and put it in the anger management pot".*

### **TIP >**

*Prior to the session, print out the words "The anger management pot" on a sheet and stick it on a pot or a bucket*



### *Alternative options for younger groups or non-writer children*

Assist non-writer children if needed by writing their tips on a paper or print in advance some tips on papers. You can also design some "Anger management cards" that they can pick and choose. Choose among the anger management tips below

**Discuss >** Once everybody is done, read the tips out loud and discuss with the whole group about their tips. Prize the tips that are promoting mindful ways to cope with anger and recall the mindfulness approach. If they don't figure among the children's propositions, suggest tips from the following list.



## Anger management tips

- ▶ **Exercise.** Go for a walk/run, work out, or go play. Exercise is a great way to improve your mood and decrease negative feelings.
- ▶ **Listen to music.** Music has also been shown to change a person's mood pretty quickly. And if you dance, then you're exercising and it's a two-for-one.
- ▶ **Draw.** Scribbling, doodling, or sketching your thoughts or feelings might help too.
- ▶ **Write:** writing about our feelings make the problem much smaller, and easy to deal with as we see it on paper and are able to see it now more clearly and therefore may be able to deal with it. It is a great way for expressing ourselves and seeing clearer
- ▶ **Meditate or practice deep breathing.** This one works best if you do it regularly, as it's more of an overall stress management technique that can help you use self-control when you're mad. If you do this regularly, you'll find that anger is less likely to build up. Example of meditation exercise (please refer to PS manual where there is a section on relaxation techniques)
- ▶ **Talk about your feelings with someone you trust.** Lots of times there are other emotions, such as fear or sadness, beneath anger. Talking about them can help to discover the root cause of your feelings. It helps you as well discharge the negative energy that you are holding inside of you
- ▶ **Distract yourself.** If you find yourself stewing about something and just can't seem to let go, it can help to do something that will get your mind past what's bugging you — watch TV, read, or go to the activities.

**Say >** *“Think of all the above as alternatives to taking an action you'll regret, such as yelling at someone, hitting, or screaming or saying hurtful, mean, disrespectful things, throwing things, kicking or punching walls, breaking stuff, hurting yourself, etc.”*

**Say >** *“Despite of all our efforts, sometimes anger leads to conflicts. It happens, also because other people might be less mindful than you are. We will now make a cool play about way to manage and solve conflict”*



## 2. ROLE-PLAY: CONFLICT MANAGEMENT AND RESOLUTION

### *Objectives of this activity*

- Learn and practice conflict management and resolution
- Practice mindful decision making
- Develop creativity
- Cooperation and collective work
- Self-empowerment

**Say >** *“When a conflict occurs, as we mentioned previously today but also in our past sessions, it is easy to be carried away and to respond emotionally. It then becomes harder to cool down, reflect and give sensitive response to solve the conflict. We are going to do a giant role-play, where each one of you will have role. We are going to create our own story and to conduct an effective conflict resolution. We will learn how we can somehow choose dialogue and be compassionate, instead of being aggressive. It is called non-violent communication”.*



**Alternative activity >** If role plays are not appropriate or participants don't want to role play, split the participants into small groups and read the scenarios to them. Ask the group to think of possible responses to the scenarios and then have them present them to the larger group. Have a discussion instead of doing the role plays. The facilitators can also act out the scenarios below or ask if anyone would like to volunteer to role play with the facilitator.

### **NOTE >**

*Recall that if this conflict happened in the real life, our goal here is to solve it. Make them reflect on a bad ending and a good ending –the resolution)*

### **Follow the steps**

#### **Step 1 – Develop the scenario (10 minutes)**

Brainstorm with the children about a possible scenario. Encourage them to use a story coming from their own experience. Take notes on the flipchart. Develop as much as you can with them. You can help them by asking:

- ▶ What is the origin of the conflict (the dispute)?
- ▶ Who are the protagonists (persons involved)?
- ▶ What is happening?
- ▶ What is the expected ending of the conflict?

#### **Step 2– Casting: who plays who? Divide tasks and roles (5 minutes)**

**Explain >** *“In our role play, we will have two antagonist groups: meaning two groups in conflict. But we will have a third group who will mediate the conflict: they will help the two fighting groups into taking distance and finding effective solutions. I will be part of the mediator group”.*

**Divide >** the group into 3 groups: the two groups who dispute and one mediator group who will include you. Define clearly everybody's roles. Designate a person from the mediator group who will facilitate the discussion, keep time and allow people to speak during the mediation.

### *Recall the role of the mediator*

- ▶ The mediator should use reflective listening skills to reflect the content and the feeling of what is being said.
- ▶ The mediator should not say or do anything to undermine either person's trust in them.
- ▶ If the person identifies potential solutions the mediator should be very attentive to these.
- ▶ It is important to attend to the values of the person, and what it is that really matters to them in the conflict.
- ▶ Express confidence in the mediation process as a way to really talk about problems and find solutions that work well for everybody.

### **Step 3 – Defining the conflict resolution steps (20 minutes)**

**Say >** *“Now, this is the most important step: we will now reflect together on how we can solve effectively the conflict”.*

**Discuss >** brainstorm with the whole group about possible solutions and the steps to solve the conflict. Help them by suggesting the following steps:

1. Separate the belligerents: the mediator group meets with the parties to the dispute individually and confidentially. The mediator should listen in full to each person's 'side of the story', allowing them to speak without interruption and to feel that they are fully heard. Do not give any details regarding what you have heard from other parties about the issue; simply ask to hear from the person you are meeting with. If necessary remind them that you will not share what they say with anybody else, and that you are doing the same thing for the other party.
2. Ask both parties to sign an “Agreement to Mediate” form which states that they agree to mediation and that if they reach an agreement in mediation they will honor it, before the commencement of the mediation session. Set rules.
3. Agree a time and date that the person will attend for mediation as well as the medium of communication and who/number of persons to serve as witness.
4. Gather the 2 groups in conflict for mediation: explain the agenda of the mediation session. The mediator group will summarize what they understood from the 2 groups in conflict about the problem.
5. Allow the groups to add anything or ask questions
6. Debrief collectively about potential solutions: list options, select solutions and propose a plan for actions.
7. Make an agreement with both parties. Write it down if needed
8. Closure, in which the mediation session completes



### Conflict management tips

- ▶ Always wonder: what could trigger a conflict? Can it be avoided?
- ▶ Don't ignore bad feelings within the group, and take time to talk about it with the group
- ▶ Set group rules together with the participants
- ▶ Conflicts happen all the time, it's not your fault, focus on solving the problem, no fault finding.
- ▶ Do not make fun of your participants' comments
- ▶ If a conflict occurs, consider switching the game you initially planned for a game to reduce tension and build group harmony or offer a mediation for older participants
- ▶ Avoid putting participants having recurring conflicts in the same group
- ▶ If a child disrupts the session recurrently, talk to him alone about the problem after the session

#### Step 4 – Play! (15 minutes)

**Say** > “Now we are ready to play!” Ask if everybody understood the scenario, their roles and the steps to follow.

#### Step 5 – Debrief and discuss – lesson learnt (15 minutes)

**Ask** > “What do you think about what happened? What have you learnt about ways to solve a conflict?”

**Discuss** > summarize and write down the key-notions of conflict resolutions. Recall the importance of being empathic and compassionate in order to solve or avoid conflicts.

**Recall** > why conflict resolution is important:

- Conflict resolution creates an opportunity for participants to reflect on their attitudes, emotions and to share their insights with other group members.
- Conflict resolution gives the group members a chance to have conversation about the values and attitudes they appreciate and challenges they see in their communities.
- Conflict resolution gives a chance to look at what their role is in their community and their role into changes.



## ALTERNATIVE ACTIVITY FOR YOUNGER CHILDREN: THE COW AND THE DONKEY<sup>3</sup>

### *Objectives of this activity*

- Learn and practice conflict resolution
- Practice mindful decision making
- Cooperation and collective work, developing friendship



### *Picture discussion*

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**Show** > the picture "Conflict management"

**Ask** > "What can you see in this picture? Where are they? What is happening? How are they feeling (happy, sad, safe, loved)?"

**Discuss** > with the group about conflict, disagreement and how it can be difficult at times to find solution to a conflict. Explain that it is however always possible by controlling our anger and by talking and trying to understand each other. Explain that usually, fighting or being aggressive doesn't solve any problems and sometimes even makes it worst.

### *Read the key message*

**"We do not need to fight to solve a problem: we need to talk"**

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**Demonstrate** > Choose 4 children and ask them to stand in a circle, faces outwards with their backs to each other. Tell them to link arms at the elbows. Place a rock 1 meter in front of each learner.

**Ask** > the participants to pick up the rocks as quickly as possible, without letting go of the other learners' elbows and without speaking.

**Ask** > When all of the learners have picked up their rocks, ask:

- How long did it take everyone to get the rocks?
- Did you work as a team or individuals?
- Was there a conflict getting the rocks?
- How did you solve conflicts?
- What prevented a conflict?

**Explain** > each learner was trying to reach their own rock. But because their elbows were linked, nobody could move alone. This can lead to a conflict. But if we cooperate, they can solve the problem. We can solve problems by talking.

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3. Find the picture at the end this session in the resources and print it out



**Read >** the story of “the Cow and the Donkey”

### The cow and the donkey

The farmer has a cow and donkey. He ties a rope to both of them to stop them from walking away. The farmer puts some food on one side for the cow and some food on the other side for the donkey.

The cow and donkey are both hungry. They both pull hard on the rope to reach their food. But they cannot eat.

They talk to each other. “I am hungry,” says the cow. “I am hungry,” says the donkey. But they cannot eat at the same time.

A clever bird tells the cow and donkey, “If you take it in turns to eat, you can both have your food.”

The cow and donkey agree. First, the cow eats, then the donkey eats. By taking turns, both eat their food.

**Distribute >** white paper and colored pens

**Ask >** to illustrate what they learnt from the story. Once they are done, let them explain what they understood from the story through their drawings.

**Explain >** *“there are many ways to solve a problem, and that we can figure it out by listening, talking and be understanding and patient. We can also solve a problem by asking for help”.*

### Mini role-plays: “Work together”

Ask the students create their own story about conflict resolution! Divide them into groups of maximum 6 and give them time to create the scenario. Then they will perform in front of others.



**Alternative activity >** If role plays are not appropriate or participants don’t want to role play, spilt the participants into small groups and read the scenarios to them. Ask the group to think of possible responses to the scenarios and then have them present them to the larger group. Have a discussion instead of doing the role plays. The facilitators can also act out the scenarios below or ask if anyone would like to volunteer to role play with the facilitator.

### *“Agree-disagree”*

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**Ask >** Draw on the blackboard to columns: one “Agree” and one “Disagree”. Ask different students where they would place the following sentences, in Agree or Disagree column and make them explain why:

- ▶ Conflict is a disagreement between people. (Agree)
- ▶ Conflict always leads to a fight. (Disagree)
- ▶ Many people solve conflicts without fighting. (Agree)
- ▶ Sometimes another person can help solve your problem. (Agree)
- ▶ If you do not talk to each other, you can solve the disagreement. (Disagree)
- ▶ Talking with each other helps to solve the disagreement. (Agree)

*Make them repeat the key-message: “We do not need to fight to solve a problem: we need to talk”*

## 4. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the “temperature” of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.

## 5. CLOSING WITH A LOVING-KINDNESS MEDITATION

Time: 15 minutes

Arrangement: one group

### 1. WRAP-UP, SUMMARIZING AND EVALUATING

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**Say >** *“Wow! We talked about a lot of things today! A lot of important things... Can anyone summarize the important points of our session?”* Let children recall the important messages of the day.

#### *Summary should include:*

- ▶ Anger can be controlled
- ▶ Anger can lead to conflict
- ▶ Conflicts can be managed and solved thanks to talking and sharing in a non-aggressive way
- ▶ Being empathic and compassionate is essential to prevent and solve conflict
- ▶ Is it always possible to handle a conflict in a non-violent way



## 2. LOVING-KINDNESS MEDITATION<sup>4</sup>

### Objectives of this activity

- Stress management
- Body awareness and self-awareness
- Develop empathy and compassion

**Say** > *“It is time to say goodbye. But before that, we are going, as usual a nice meditation together. I know you are all good kids, with so much love to give and to receive. Let’s do a Loving-kindness meditation together”.*

**Ask** > the participant to sit down, close their eyes and to listen to your voice. Ask them to remain focused and not to talk during the meditation, because this is a very personal experience.

### Follow the steps

**Step 1** *“Take a deep breath and release. For a few moments, just focus on your breath and clear your mind of worries. Notice when you are breathing in and breathing out. Let yourself experience and be aware of the sensations of breathing”. [Let them deeply breathe for a little while]*

**Step 2** *“Now, picture someone who is close to you, someone toward whom you feel a great amount of love. Notice how this love feels in your heart. Perhaps you feel a sensation of warmth, openness, and tenderness”.*

**Step 3** *“Continue breathing, and focus on these feelings as you visualize your loved one. As you breathe out, imagine that you are extending a golden light that holds your warm feelings from the center of your heart. Imagine that the golden light reaches out to your loved one, bringing him or her peace and happiness.*

**Step 4** *“Now, repeat after me these phrases:  
May you have happiness (let them repeat)  
May you be free from suffering (let them repeat)  
May you experience joy and ease (let them repeat)  
May you have happiness (let them repeat)  
May you be free from suffering (let them repeat)  
May you experience joy and ease (let them repeat)*

**Step 5** *Refocus on your breathing and this warm light. Remember that you are always carrying this love and kindness with you.”*

4. Inspired from: “The Greater Good in Action: science-based practices for a meaningful life” UC Berkeley Lab.



## RESOURCE SHEET: MANAGING EMOTIONS

### What causes anger?

There are many different things that can make someone mad. Sometimes a certain person or situation may make someone mad. Sometimes it can be due to stress. People who are under a lot of pressure tend to get angry more easily. Teenagers may also experience mood swings which can make them feel irritable or moody and make them more likely to feel angry. No matter what pushes someone's buttons, one thing is certain: Everyone is sure to get angry sometimes. Anger is a normal emotion, and there's nothing wrong with feeling mad. What counts is how we handle it (and ourselves) when we are angry.

### How do you manage anger?

Because anger can be powerful, managing it is sometimes challenging. It takes plenty of self-awareness and self-control to manage angry feelings. And these skills take time to develop. Together, self-awareness and self-control allow you to have more choice about how to act when you are feeling an intense emotion like anger.

**Self-awareness** is the ability to notice what you are feeling and thinking, and why. When you get angry, take a moment to notice what you are feeling and thinking.

**Self-control** is all about thinking before you act. It means taking some time to cool down when you feel a strong emotion instead of acting right away. This could be taking a walk, listening to calming music, praying, taking deep breaths, talking to a friend, or simply counting to 10.

## 5 STEPS TO MANAGING ANGER

### 1. *Identify the problem (self-awareness)*

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- Start by noticing what you are angry about and why. Put into words what is making you upset so you can act rather than react.
- Ask yourself: What has got me angry? What am I feeling and why?

### 2. *Think of potential solutions before responding (self-control)*

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- This is where you stop for a minute to give yourself time to manage your anger. It's also where you start thinking of how you might react — but without reacting yet.
- Ask yourself: What can I do?

### 3. *Consider the consequences of each solution (think it through)*

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- This is where you think about what is likely to result from each of the different reactions you came up with.
- Ask yourself: What will happen for each one of these options?

### 4. *Make a decision (pick one of your options)*

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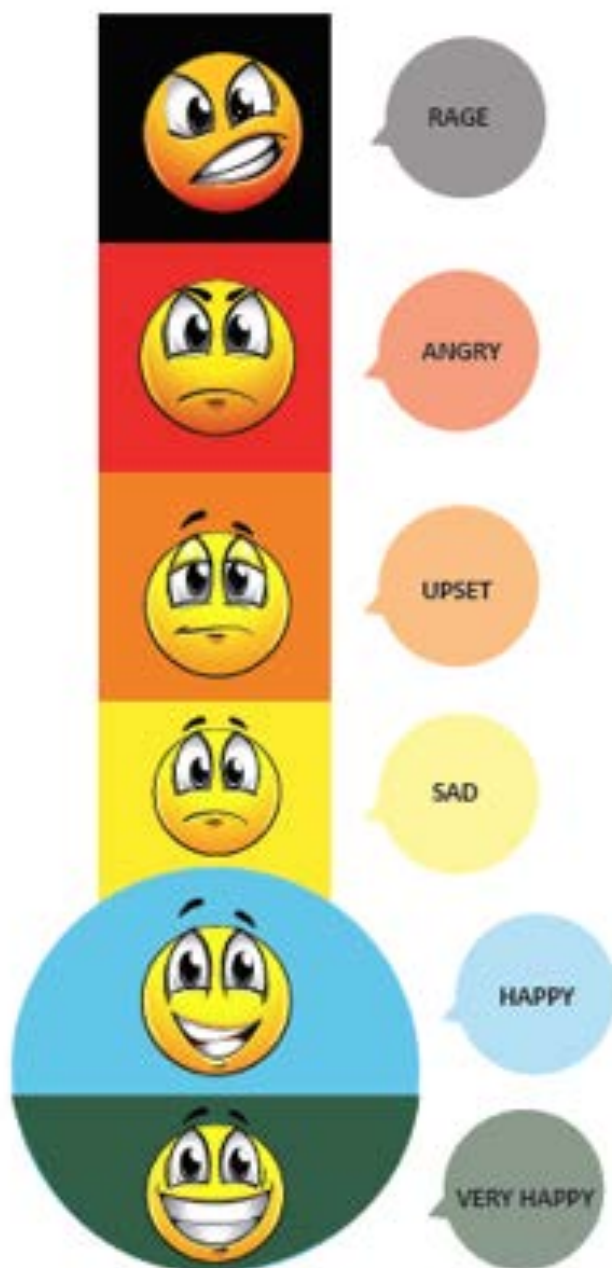
- This is where you take action by choosing one of the things you could do. Look at the list and pick the one that is likely to be most effective.
- Ask yourself: What is my best choice? Once you choose your solution, then it is time to act.

### 5. *Check your progress*

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- After you have acted and the situation is over, spend some time thinking about how it went. Taking some time to reflect on how things worked out after it is all over is a very important step. It helps you learn about yourself and it allows you to test which problem solving approaches work best in different situations.
- Ask yourself: How did I do? Did things work out as I expected? If not, why not? Am I satisfied with the choice I made?

## RESOURCE – THE ANGER BAROMETER



# Session 9:

## HEALTHY RELATIONSHIPS

Session summary

Duration: 2h10 min



### *Objectives of the session*

By the end of this session children will be able to:

- Understand and review the different types of communication
- Practice assertive message and behavior
- Reflect on and improve communication with their parents and especially handling disagreements



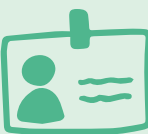
### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers (several colors)
- A3 colored paper and colored pens/markers, stickers



### *Preparation required*

- Watch for your own curiosity the social experiment: “Mots a dessin” (in French)
- Read through the **factsheet about effective communication** at the end of this session
- Print out: **Formulating an assertive message** (1 per participant)
- Prepare 5 flipchart sheets (one for each step on formulating an assertive message) divide in 4 columns (1. Step; 2. Description; 3. Words you want to say; 4. Message)
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators get to summarize and recall some important topics that have been tackled in previous sessions. Through the main topic of “healthy relationships”, the facilitators will articulate basic communication skills (such as formulating assertive messages) with the past sessions on anger, self-esteem/peer influence, or dealing with conflicts. Participants will also practice effective ways to communicate with their caregivers and to handle disagreements with them.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: do you copy?	70 min
4. Warm-down	10 min
5. Closing meditation: I have two wolves inside my heart	15 min
6. Debrief	10 min
	<b><i>2h10 min</i></b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

### NOTE >

*Make sure the rules that the group decided to adhere to are visible during the workshop.*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*

**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

**Say >** *"Today we are going to talk about the best ways to have healthy relationships with people and especially the ones we care for. We will also review some things that we said or practiced previously in order to be heard, understood and supported, but also to hear, understand and support others".*



### 3. MINDFULNESS IS A SUPERPOWER

#### *Objectives of this activity*

- Relaxation
- Body awareness
- Developing empathy and compassion

#### **TIP >**

*Use a calm and soothing voice. It is very important to create a safe and quite atmosphere*

**Say >** “Do you remember last time, about our superpower? Did any of you use it since last time we met?” Listen and praise the ones who did, ask further questions about why and how they used it. If nobody did, remind that mindfulness is hard and requires practice. It doesn't come naturally and that is why we do it together here.

**Show >** as a reminder, show them one more time how to take deep breaths by breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it's blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards). Ask them to try one time.

**Say >** “Now we will sit in circle and I will ask you to focus and relaxed. Please try not to speak or make jokes or stand up. Stay focused on my voice and enjoy this quiet moment with yourself”.

#### **Follow the steps:**

- “Sit down in a comfortable position, with your back straight and put one hand on your belly and one hand on your heart. Relax your shoulders” (show them how to do so by rolling your shoulders gently up and down).
- “Close your eyes if you feel comfortable by doing so. You are in a safe space here, nothing bad can happen here. Try not to think about anything else than what is happening **here** and **now**” (stress on those two words)
- “Start taking deep breathing: inhale through the nose and exhale through the mouth. As long as you can. Your belly is lifting when you inhale and drawing when you exhale.”
- “Focus only on the movements of your belly and the air coming inside from your nose and going outside from your mouth. It is like a nice and long wave”.
- Do this at least 10 times. Try to keep them grounded in the here and now. Tell them that if their mind is roving around, they can always bring it back gently on the movement of their belly.
- “Now for the last breathing, lift your arms above your head while inhaling: you are taking all the good things around you inside! The good energy, the happy thoughts! And let your arms down while exhaling: you are letting all the bad things out!”

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



## 3. CORE ACTIVITY: DO YOU COPY?

Time: 70 minutes

Arrangement: one group

### 1. DO YOU COPY?<sup>1</sup>

#### *Objectives of this activity*

- Understand the different types of communication
- Practice assertive messages
- Improve effective and mindful communication
- Reflect on past lessons

**Say** > *“Before I explain what we will be talking about, I would like to conduct a short experiment with you. Sometimes we understand better something when we actually do it than when we hear it. Are you ok with that?”*

**Distribute** > white sheet and colored pens.



**Explain** > *“I will now say one word. Only one word. And you will have 5 minutes to draw what this word inspires to you”.*

#### **TIP** >

At that point, say no more. The objective of this experiment is to make them understand that even when we all hear the same word, we can have many different ways to interpret it. Use general or abstract concept that are purposely vague, like “love, life, history...”

**Discuss** > once they are done with their drawings, ask them to volunteer to explain what they drew. They might have had many different ideas about this single word!

1. Inspired and adapted from a social experiment conducted by a teacher in a primary school in Marseilles (France). Watch and learn before the session: “Mots a dessin”, (in French).

**Explain >** *"Do you remember in our 4th session, we talked about friendship<sup>2</sup> and how we could improve communication with the persons we care for<sup>3</sup>. Today we will review this a little bit more in detail. We will see that there are many different ways to transmit and understand a same message, as you saw yourself with your drawings! But today we will learn a bit more about the different types of messages we send and which ones work best in order to be heard and understood".*



### *Different communication styles through role-playing*

**Say >** *"We've learnt plenty of new and useful things in the past sessions in order to be more mindful, kinder, more patient, less aggressive... Right? Now let's see what you recall!"*

**Setting >** divide the group into 4 subgroups. The facilitator will read a scenario and each group will have to play a specific type of response to the situation:

- **Group 1:** aggressive response
- **Group 2:** passive response
- **Group 3 :** passive-aggressive response
- **Group 4:** assertive response

**Important note >** Throughout the session, if it is not appropriate to talk about communication with their parents or family members, discuss communication styles in general and use a neutral example.



**Read >** "my grandmother and me, it's not always easy..."

#### *my grandmother and me, it's not always easy...*

We are in the house. The grandmother is tired and worried because of the daily difficulties that the family encounters (daily struggle of finding enough money to eat, paying the rent, the bills and dealing with administrative difficulties). The child is coming back from outside, a little bit hyperactive and loud, making too much noise, which annoys the parents. They don't have patience anymore or energy to deal with this. They ask him/her to be quiet and to help with the household chores. The child wants to go out again to play more with his/her friends.



**Explain >** *"Each group will have to respond to that situation in a different way. We will do one group at a time. In each group, choose participants to grandmother and the child (and siblings if needed)".*

2. See. Session 4 – "my ideal friend"

3. See. Session 4 – "Talking to my friend"



**Alternative activity >** If role plays are not appropriate or participants don't want to role play, split the participants into small groups and read the scenarios to them. Ask the group to think of possible responses to the scenarios and then have them present them to the larger group. Have a discussion instead of doing the role plays. The facilitators can also act out the scenarios below or ask if anyone would like to volunteer to role play with the facilitator.

## GROUP 1

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**Suggest the following response >** *"The child is not happy about this decision at all. He finds the situation unfair and says mean things to his grandmother: he blames her for being too harsh and not letting him enough time to play. The child is angry at her. He starts making more noise and/or teases his little brother to create more chaos. The grandmother gets angry and start yelling at him".*

### Let the children play the scene

**Ask >** *"What do you think of this response? How is the message he wants to give? Is it efficient? What would be the outcome of this situation?"*

**Explain >** *"Yes! It is an aggressive message! The child is mean and offensive. He doesn't take his grandmothers' feelings into consideration, and the situation is leading to a conflict. It is indeed making the situation worse, so it is not very efficient".*

## GROUP 2

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**Suggest the following response >** *"The child is not happy about this decision, but he knows that it is pointless to discuss grandmother. He feels so sad and finds the situation unfair as he is helping her a lot, all the time in the house! He feels that his grandmother might not love him to be so harsh on him? The child doesn't say anything, looks at his shoes, tearing up and comply to do anything he's asked to".*

### Let the children play the scene

**Ask >** *"What do you think of this response? How is the message he wants to give? Is it efficient? What is the consequence of acting like this? Do you think the child is happy?"*

**Explain >** *"No, you're right! Because what he did is a passive message! The child gives up on what he wants (going out) and what he needs (a bit of rest and consideration from his parents). As a result, he feels sad and depressed. He even thinks his grandmother doesn't love him. He doesn't give a chance to his grandmother to understand how he feels either, because he doesn't talk with them."*

### GROUP 3

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**Suggest the following response >** *"The child is not happy about this decision and feels very frustrated. He knows there are very few chances to get what he wants: in the end, he knows he will have to obey his grandmother. But he says a few ironic or sarcastic comments to his grandmother (like "oh yeah, it's true that I never help you in this house and I am only a lazy child..." or "this is so unfair..." But he purposely does his chores the wrong way because he knows it will annoy his parents more".*

**Let the children play the scene or discuss as a group**

**Ask >** *"What do you think of this response? How is the message he wants to give? Is it efficient? What is the consequence of acting like this? Does it make him or his grandmother happy?"*

**Explain >** *"Yes, you're right! This is what we call a passive-aggressive message! It means that, out of respect, the child is doing what he is told to, but he sends aggressive message and acts out by doing a poor job with his chores just out of revenge. As a result: he is unhappy and frustrated, his grandmother is unhappy and frustrated. This situation might just lead to further conflicts or the child feeling really sad".*

### GROUP 4

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**Suggest the following response >** *"The child is not happy about this decision, but he understands that the lack of patience and curtness of his grandmother comes from exhaustion and them being worried and in addition, yes, he was loud and exited when he arrived. On the other hand, he too is tired because he does help his family a lot all the time. So, he decides to speak up and to discuss nicely to his grandmother. He can say for example: "Listen, I know we are all tired and that we have a lot of preoccupations. I do get that. But grandma I am also tired. I have the feeling that you don't see that sometimes... Do you think we can find a compromise (not stay very long, do his things afterwards)?"*

**Let the children play the scene or discuss as a group**

**Ask >** *"What do you think of this response? How is the message he wants to give? Is it efficient? What is the consequence of acting like this? Does it make him or his grandmother happy?"*

**Explain >** *"Yes, you're right! This is exactly what we call an assertive message! The child shows empathy and compassion (he understands his grandmothers' feelings), he is mindful (he thinks about the situation instead of acting impulsively) and he speaks calmly and nicely, using "I" statements! It is then way easier to understand how he feels and to access his demand, don't you think?"*

#### TIP >

*Recall lesson learnt from Session 6 "Self-esteem" and Session 7 "peer influence"*

**TIP >**

Recall lesson learnt from Session 5 “The house of feelings” and 8 “Violence doesn’t solve everything”

**TIP >**

Recall lesson learnt from Session 4 “Building trust”

## Wrap-up (including lesson learnt from past sessions)

**Say >** “So, let’s summarize: there are 4 ways to deal with situations and to give messages:

- ▶ **Passive:** not sharing how we feel or what you think makes it impossible for others to help or understand you! It can lead to a poor self-esteem (you feel invisible, you end up doing things making you feel bad) and makes you more vulnerable to peer influence (you don’t dare to say that you disagree). But speaking up doesn’t mean that you are rude! There are many nice ways to tell people how you feel.
- ▶ **Aggressive:** we already saw in the past that frustration, anger or even fears often lead to aggressive ways to handle situations and to conflict. It’s usually not effective.
- ▶ **Passive-aggressive:** it is a double sabotage: you don’t obtain what you want and you irritate people! Passive-aggressive messages serve no one and contribute to make you and other people bad.
- ▶ **Assertive:** this is indeed what we want to become better at! You express how you feel, what you want or need (you stand up for yourself) while taking other’s feelings into consideration and not blaming them (no finger-pointing, you emphasize on how YOU feel). It is a very effective way to communicate because it allows everybody to dialogue. Nobody feels personally attacked”.

**Say >** “Let now make another exercise in order to practice assertive messages!”

## Practicing assertive messages

**Ask>** make sure the participants understood what an assertive message is. If necessary, explain again (you can use the information presented on the next page if needed).

**Explain >** to the participants that assertiveness is a very important life skill. An assertive person is an excellent communicator and uses self-respect and personal strength to create healthy relationships with other people. It is possible to learn assertiveness by learning certain skills. With practice, these skills become easier and feel more natural to use.

**Explain >** that you have summarized the skills, using five steps for making an assertive message. Put up the flipcharts you have prepared earlier (one flipchart per step to leave enough space for notes). Leave column 3 and 4 empty for now (they will be filled and practiced later on in this activity).

### *What is an assertive behavior or message?*

- ▶ Telling someone exactly what you want in a way that does not seem rude or threatening to them
- ▶ Standing up for your own rights without putting down the rights of others
- ▶ Respecting yourself as well as the other person
- ▶ Listening and talking
- ▶ Expressing positive and negative feelings in a “balanced” manner
- ▶ Being confident, but not “pushy”
- ▶ Staying balanced, focused and showing empathy
- ▶ Knowing what you want to say while listening to the other person
- ▶ Being specific
- ▶ Using “I” statements
- ▶ Talking face-to-face with the person
- ▶ No moaning or sarcasm
- ▶ Using body language that shows you are standing your ground, and staying centered.

**Discuss >** briefly each of the steps in creating an assertive message (as presented in the table formulating an assertive message):

1. Explain the problem and your feelings about it
2. Make your request
3. Ask the other person how s/he feels about your request
4. Let him/her answer
5. Agree and thank



### **Read out the scenario >**

Aaron and Frank are good friends. Aaron has a part-time job and he has lent money to Frank on several occasions. Lately Aaron has noticed that Frank is getting slower in paying the money back. Aaron decides to discuss this matter with Frank and to ask Frank to pay the money back sooner.

**Setting >** have prepared 5 flipchart sheets (1 for each step, divided in columns)

**Discuss** > beginning with step 1, involve participants in writing the words they might say as Aaron. Write down suggestions in the column 3 'Words you might say.' Complete all five steps with the group.

**Distribute** > Formulating an assertive message

**Ask** > the participants to read (if participants can't read, the facilitator can read aloud) the examples of actual messages in column 4 for each of the steps.



**Role-play** > invite some participants to be Aaron to act out the assertive messages in column four. Encourage them to think about their body language and their tone of voice, as well as what they are saying. Check with the group that they all agree that the messages are assertive and ask them to explain why they think they are assertive.



**Alternative activity** > If role plays are not appropriate or participants don't want to role play, have a discussion as a group. The facilitators can also act out the assertive messages or ask if anyone would like to volunteer to role play with the facilitator.

## 2. GRANDMA

### *Objectives of this activity*

- Communicating with parents
- Understand and deal with authority and discipline issues
- Handling disagreements

### *How to communicate with family members<sup>4</sup>*

**Important note** > Throughout the session, if it is not appropriate to talk about communication with their parents or family members, discuss communication styles in general and use a neutral example.

**Say** > *"There are specific skills that you can use to improve communication with parents/ guardians. These are called the 'convincing' skills".*

**Ask** > *"What are some of the techniques you already use to communicate with your grandmother or family members?"*

4. From "Life skills through Drama: Equipping adolescent girls with key-knowledge and skills to help them mitigating, preventing and responding to Gender Base Violence" IRC

**Discuss >** Write their ideas on the board and include the following:

- Be prepared: Know what you are asking for and think through the consequences of your request.
- Pick the right time: When the situation at home is relaxed.
- Be calm: Present your topic calmly and with facts.
- Listen to what your family members have to say: Consider their point of view and whether they might be right.
- Use 'I' statements

**Say >** *"Imagine that there is a child coming to the safe space who is having some disagreements with his/her grandmother. You are going to create a poster that this child will see when s/he comes to the safe space, giving him/her advice on what she can do to resolve some of the disagreements she is having. What would you like to tell her? What advice do you want to give him/her? Take in to consideration the convincing skills we discussed but also add your own techniques that have worked for you in the past".*

**Setting >** Split the participants into groups of four



**Distribute >** A3 colored paper and colored pens/markers, stickers. And ask them to do their posters.

**Discuss >** once they have finished ask them to come and present these back to the group.

**Explain >** *"Using convincing skills can help children communicating with adults so that they can better understand their point of view. Often they lead to outcomes, which are satisfactory for both the children and the adult but sometimes they don't. It depends on the situation and also on how open their grandmother is to negotiation".*

**Ask >** *"If convincing skills do not work with a child's grandmother, what other options does she have?"*

## How to handle disagreements

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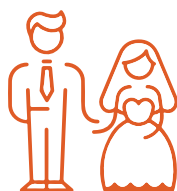
**Ask >** *"How do you usually communicate with your family members? How has the way you communicate with your family members changed over time (compared to when you were younger/ or how has the way you communicate with your family members changed since you moved to Lebanon)?"*

**Setting >** you still have your 3 groups of participant



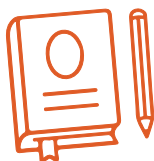
**Explain >** Give the groups one scenario each and ask them, in their group, to make a role-play about the solution the girl could come up with to resolve the disagreement. Ask them to think about the way they could reason with their grandmother to try and make their grandmother understand their perspective by using the convincing skills they just learnt about.

**Important note >** When running an all-boys group, use examples that are applicable to boys in the community.



### Scenario 1: Early Marriage

Samira is 13 years old. She left school last year and now her grandmother want her to get married. Samira doesn't want to get married and prefers to wait until she is older as she is not ready yet. She wants to spend time with her friends and wants to attend a language course. What can Samira do in this situation?



### Scenario 2: School

Samir is 12 years old and was going to school in Syria. Since moving to Lebanon, his family don't allow him to go to school because the school is mixed with girls. They are also really worried about his safety to and from school. Samir would really like to continue with his studies. What can Samir do in this situation?



### Scenario 3: Household Chores

Sana is 11 years old and doesn't have many friends. She would like to make new friends and attend the safe space but her family won't let her as they think that she should be spending her time doing things like household chores. Although Sana is happy to help with household chores, she wishes she had more free time to go to the safe space. What can Sana do in this situation?

**Discuss >** after each role play, ask the group some of the questions below:

- What helped the adult understand the child?
- What makes it harder for the adult to understand the child?
- What could the child and the adult do to understand each other better?

**Say >** *"We learnt and practiced convincing skills that girls and boys can use with their parents. It's important to learn good communication techniques that girls and boys can try to use with their family and others who make decisions on behalf of them".*

**Ask >** *"Sometimes, on some very serious issues like the ones we discussed in the first and second scenario, girls and boys might find that their family members are not willing to negotiate. In these situations, what could a girl or boy do and who could she/he turn to for advice".*

#### TIP >

*Make sure that they mention the safe space. Give them information on case management services available and give them the leaflet with information on what case management is.*

## 2. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the “temperature” of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.

## 5. CLOSING – MEDITATION: I HAVE TWO WOLVES IN MY HEART

Time: 10 minutes

Arrangement: one group

### 1. EVALUATION OF THE SESSION

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**Do >** the wrap-up and evaluation of the session<sup>5</sup>

### 2. MEDITATION: I HAVE TWO WOLVES INSIDE MY HEART<sup>6</sup>

#### *Objectives of this activity*

- Stress management
- Feeling grounded with meditation
- Evaluation and wrap-up of the session

**Say >** *“This time we are going to end the session with a nice story. It is a Native American legend. It is of course all related to the things we’ve been discussing for several weeks. I will ask you to sit quietly and to focus on my voice. You can close your eyes and listen to the story. Once we are done, you will tell me what you understood and thought about this story”.*

**Ask >** the participants to sit down or lie down if, to be respectful of other’s experience by keeping quiet. Ask them to close their eyes and to listen to your voice. Start by 5 long breathing with them (long inhalations, long exhalations) then start the story.

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5. See. Closing activities in the facilitator’s manual

6. Inspired by a Native American legend. Watch the animation on <https://www.youtube.com/watch?v=vzKryaN44ss>

**Read this story >**

An elder talking to a child says:  
“I have two wolves fighting in my heart.  
One wolf is fearful, vengeful, envious, resentful and deceitful.  
The other wolf is compassionate, loving, generous, truthful and peaceful”.

The child asks:  
“Which wolf will win the fight?”

The elder response:  
“The one I feed”

That doesn’t mean we try to deny, or hurt or kill the angry wolf. If we did that, we’d end up in a long battle, somehow making that wolf more powerful, because it feeds on our own anger and fear. Hating that wolf sucks the strength right out of us. Instead we calmly pay attention to the angry wolf and let of believing that they have the answers. If we can do that, they end up lying down next to us, no longer an enemy. We help strengthen the loving wolf, giving it nourishment and support so that they can lead us onwards, so that we can follow it. The peaceful wolf can become our steady companion and show us the way through all kind of different life experiences. Restful or chaotic, enjoyable or disappointing experiences may come and go. But we can have a guide with us through it all.

**Ask >** *“What do you think about this story? What did you understand from it?”*



**Discuss >** encourage the participants to reflect on the story’s morality.

## RESOURCES: FACTSHEET ABOUT EFFECTIVE COMMUNICATION

### RESOURCE SHEET MAKING AND KEEPING FRIENDS

#### ● Why is communication important?

Communicating well is an important part of making and keeping friends. It is also an important part of everyday life and can be used at work, school, with your family and others. There are three main kinds of communication styles: Assertive, Passive, and Aggressive. Assertive Communication is almost always the best way to communicate. Communicating assertively helps you keep friends and also get what you want and need.

#### ● What are the different communication styles?

- Assertive Communication is when you tell someone what you want and need in a direct and respectful way that does not hurt their feelings. This is usually the best response. Using assertive communication leaves everyone happy.
- Passive Communication is when we do not say anything about what we want or how we feel. In some situations, like when we are talking to an elder or an authority, we may need to use passive communication. However, usually this is not the best option when communicating with friends. It makes us feel bad and we do not get what we want or need.
- Aggressive Communication is when you say what you want in way that offends others and does not respect their feelings. This response is not the best way to respond because it can lead to conflict and can hurt your friend's feelings.

We want to avoid passive and aggressive communication and encourage the girls to practice and use assertive communication whenever possible. This may be challenging in the beginning for girls to do but with consistent positive reinforcement and opportunity to practice, they will begin to see the benefits of assertive communication as they become more comfortable with the practice.

#### ● Examples of communication styles:

##### Passive

- Giving in to wishes of others
- Hoping to get what you want without having to say it
- Leaving it to others to decide for you
- Talking quietly, giggling, looking down or away, sagging shoulders, hiding the face with hands
- Not saying your feelings to avoid disagreement

##### Assertive

- Telling someone exactly what you want in a way that is not , disrespectful, rude or scary
- Standing up for your rights without forgetting the rights of others
- Knowing what you need and want and sharing it
- Expressing yourself with "I" statements say "I feel" not "You should ..."
- Standing up for what you believe in

##### Aggressive

- Expressing your feelings or desires in a way that threatens, disrespects or punishes others
- Insisting on your rights while not worrying about the rights of others
- Shouting, demanding, not listening to others
- Judging someone for something they said or did
- Saying others are wrong
- Blaming, threatening, or fighting with others

## RESOURCES: FORMULATING AN ASSERTIVE MESSAGE

STEPS IN CREATING ASSERTIVE MESSAGES			
<i>Step</i>	<i>Description</i>	<i>Words you might say</i>	<i>Message(s)</i>
<b>1. Explain the problem and your feelings about it</b>	Describe the behavior or problem that undermines your rights or disturbs you and explain why. State how you feel about the behavior or problem, using "I" statements.		
<b>2. Make your request</b>	State clearly what you would like to have happen.		
<b>3. Ask how the other person feels about your request</b>	Invite the other person to express his or her feelings or thoughts about your request.		
<b>4. Answer</b>	The other person indicates his or her feelings or thoughts about your request. Make sure that you listen actively.		
<b>5. Accept with thanks</b>	If the other person agrees with your request, saying "thank you" is a good way to end a discussion.		

## Session 10:

# MY DREAMS, MY HOPES AND THE BETTER ME

Session summary

Duration: 2h



### *Objectives of the session*

By the end of this session children will be able to:

- Understand and review the different types of communication
- Practice assertive message and behavior
- Reflect on and improve communication with their parents and especially handling disagreements



### *Material required*

- Facilitator manual
- PSS focused curriculum
- Attendance form
- Flipchart and markers (several colors)
- A smartphone, or tablet – loudspeakers if possible
- Wax crayons or oil pastel, water based colors, colors felt-pens, collage materials (magazines, colored crepe paper, colored cardboard, fabrics, etc.), masking tape, glue, scissors, various decoration items (glitter, beads, colored ribbons, wool, etc.)



### *Preparation required*

- Read through the session's material prior to the session
- Read through all of the materials for this session and practice yourself meditations.
- Download: Dabkeh music for the closing
- Arrange for a space that is conducive to learning and free of interruptions. If you conduct sessions in the street, conduct a short field visit prior to the session for risk assessments



### *Attendance*

The date and place of the session must be written on the Attendance Form. Each participant must sign the attendance form with their name, age and sex. If some participants don't know how to write, explain that a simple squiggle on the sheet will suffice as a signature.



## ***Session Overview***

In this session, the facilitators will do an exercise, the tree of Life, aiming to wrap-up a lot of the notions tackled in the past sessions and make the participants reflect on their core-values and trajectories in life. In order to close the cycle, participants will be asked to introduce their “new self” to the rest of the group, trying to include the new things they learnt or discovered in themselves.

<b><i>Session activities</i></b>	<b><i>Time</i></b>
1. Opening: mindfulness	15 min
2. Warm-up activity	10 min
3. Core-activity: The shield	60 min
4. Warm-down	10 min
5. Closing celebration: Dabkeh	15 min
6. Debrief	10 min
	<b>2h</b>

## Steps to follow

# 1. WELCOME, REVIEW AND OPENING

Time: 10 minutes

Arrangement: one group

## 1. REVIEW FROM LAST SESSION

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**Welcome >** the participants to the workshop and thank them for coming. Ask participants to sit in a circle.

**Ask >** a volunteer to recap what you did together in the last workshop. If s/he does not remember all the activities, ask others to help until all the activities have been mentioned.

**Say >** Give brief feedback on the evaluations and use the opportunity to discuss any activities that were not well received by the participants. Note the discussion down in a monitoring book. Praise the participants and remind them how important it is that they give honest evaluations as it helps you to plan workshops that meet their needs but also improve the program in general.

**Ask >** if anyone has a hat or a basket that the group may borrow for questions that may arise as the workshop goes along. These questions will be addressed at the end of the workshop. If no one has a hat or basket, make sure to have a one yourself for the purpose.

**Ask >** for a volunteer to take the role of 'chaperone.' This is the person who makes sure that the ground expectations are followed in today's workshop.

## 2. INTRODUCE THE AIM OF TODAY'S WORKSHOP

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**Say >** *"Today is our last session together!! Wow, it has truly been an amazing journey for me and I hope you learnt plenty of new and useful things. But we have one last thing to do today. Do you remember our first session? I asked you to introduce yourself. Well today, we are going to do kind of the same thing, except that you are going to introduce "The new YOU".*

### TIP >

*Let the group help each other to remember and, as a facilitator, remember to help as necessary to ensure a fun, safe and inclusive environment.*



### 3. MINDFULNESS IS A SUPERPOWER

#### *Objectives of this activity*

- Relaxation
- Body awareness
- Developing empathy and compassion

**Say >** *“All along our sessions, we’ve practiced mindfulness: through breathing exercises, meditations, visualization exercises, sometimes with exercises! We’ve been doing great since the beginning and I can see that you have improved as well. Today, I wanted to ask if any of you would like to conduct the breathing exercise. Does anybody want to be the leader?”*

**Choose >** one volunteer

**Ask >** the volunteer if he remembers how to make deep-deep breathing from the belly and to show you before we start. (Help him/her if necessary by showing again or explaining: *“breathing from the belly and not only the lungs. Put one hand on your belly and show that when you take a deep inhalation through the nose, your tummy is lifting, it’s blowing like a balloon; and when you exhale deeply through the mouth, the air is going out of the balloon (your belly is drawing inwards)”*).

**Ask >** the volunteer to start the session. Provide the advice that you usually use yourself: using a soothing voice, encourage focusing, etc.

**Discuss >** Once s/he is done, ask how it was for him/her and for the other. Ask if anybody else want to give a try and repeat the exercise.

## 2. WARM-UP ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

For a list of warm-up activities, refer to the ice-breakers and energizes document.



### 3. CORE ACTIVITY: THE SHIELD

Time: 70 minutes

Arrangement: one group

#### 1. THE SHIELD

##### *Objectives of this activity*

- Self-Reflection on core-values and trajectories in life
- Cooperation and group cohesion
- Developing creativity

#### Your Shield exercise<sup>1</sup>



The shield represents your story. Your past, present and your future. Your hopes and your dreams. Your shield is all about what makes you who you are! Make this activity fun and positive!

**Say** > “We are going to do a nice and empowering exercise. The shield represents us and our story, the reality and the hopes, what we have learned from our past, the present and our future”.

**Setting** > divide the group into small subgroups of 3 or 4 participants or complete this exercise as a large group

**Distribute** > display large white sheets from the flipchart and the following materials in the center of the room:

- Wax crayons or oil pastel, water-based colors, colors felt-pens
- Collage materials (magazines, colored crepe paper, colored cardboard, fabrics, etc.)
- Masking tape, glue, scissors, various decoration items (glitter, beads, colored ribbons, wool, etc.)
- For younger kids, you can have printed art for them such as animals, symbols, etc.

**Explain** > “In order to share your story, you will now draw your Shield. On the large white sheets (you can create a bigger sheet if you want, by taping several flipchart papers together), the shield is for you!”

1. Exercise commonly used in personal development, coaching, mindfulness, etc. Here is a free adaptation

### Your Shield

First, separate the shield into four equal parts. Your shield represents you!

You can add a symbol or a picture that represents an important place to you in one section, a symbol or a picture that represents a hobby or an important activity or an animal that represents you in one section. Add your hopes and dreams for the future in one section. You can add something you learned during the group in one section. You can also add something that represents your protection in one section.

Use your favorite colors and make this your own!

At the bottom of your shield you can add a personal saying or quote that you like or represents you.

**Explain >** that it is also a collective work: encourage them to talk and share within their group, to find common points and differences. Even differences can appear on the tree. Show them all the material that they can use: they can draw, paint, write, cut and paste from journals/newspapers.

**Ask >** if everybody understood the assignment. Answer all the questions that children might have. Give them at least 35 to 45 minutes to complete their work.

**Discuss >** once they are all done, ask each group to present and explain their work to the rest of the participants if they feel comfortable. Ask questions to make them reflect on essential values or essential emotional needs they might have to grow.

#### TIP >

*All along encourage and prize their creativity. Help them making their work look beautiful. In the end, this tree will represent them.*

### Some of the ideas you might want to bring:

- **About identity:** Overall, what makes your shield so solid? You build your identity thanks to what your family/ community and your culture transmitted you. In difficult periods, or when you are far from home, a strong sense of identity and strengthen helps you to make decisions and to remember who you are and where you're from.
- **About resilience:** sometimes when you experience difficulties, it is hard to remember who you are, what makes you unique and what your strengths are. That is what resilience is about: it is about bouncing back after having experience adversity. Some people around you might help you in that. You are never alone.

## 2. MEET THE BETTER ME: THE PHOTO BOOTH

### *Objectives of this activity*

- Self-Reflection
- Self-empowerment

**Say** > *"Do you remember our first session together? You introduced yourself to the group. Well, after 10 weeks talking about deep and personal issues, sharing with me and with the group, learning and practicing new things, I guess you are kind of a new person, don't you think? That's why I would like you to introduce to the group (and maybe to yourself): "the NEW YOU".*

**Explain** > *"You are going to taking a little bit of time to reflect on some aspects of your personality or your story, that the past 9 sessions might have allowed you to see or to explore. Think about the important things that you know or value in you and that you want to tell other people".*

### *Suggest the following:*

- ▶ Who they are (physical characteristic, appearance: do they have a better image of themselves than before?)
- ▶ What makes them good persons (the important values, believes, convictions, positive aspects of their personality, qualities)
- ▶ What they learnt (about themselves –weak points, bad habits, but also about hidden inner beauty and strength-, about others, about their coping mechanisms...)
- ▶ What they would like to improve/keep improving (about themselves, what they want to become better at, what they want to transmit and share with their family...)

### *Once they are done*

**Setting** > install two chairs on one end of the room and ask the rest of the group to stand or sit facing the chairs. Sit on one of them with your smartphone or tablet.

**Ask** > the participants to come one by one and sit on the chair in front of you.

**Say** > *"I am going to take a picture of each one of you. This picture represents what you want to show or say to the world. How do you want to appear to others? Show the real you, then present your "new you" to the rest of the group"*

## 4. WARM-DOWN ACTIVITY (if needed)

Time: 10 minutes

Arrangement: one group

Take the “temperature” of the group. If you think that the previous topics were heavy and difficult, maybe you can offer a short funny activity. If they are agitated, hyperactive and loud, you can do directly to the closing and relaxation. For a list of warm-up activities, refer to the ice-breakers and energizes document.

## 5. CLOSING CELEBRATION–DABKEH

Time: 15 minutes

Arrangement: one group

### 1. CLOSING CELEBRATION AND EVALUATION

**Do >** the evaluation of the session and of the curriculum and prepare a closing ceremony for the group participants to celebrate all the great work they have done! You can get creative and celebrate all the amazing work they have done!

**Do >** print out certificates and even have refreshments and snacks to celebrate all the work that the group participants have done over the last 10 sessions.

### 2. CLOSING WITH DABKEH DANCE

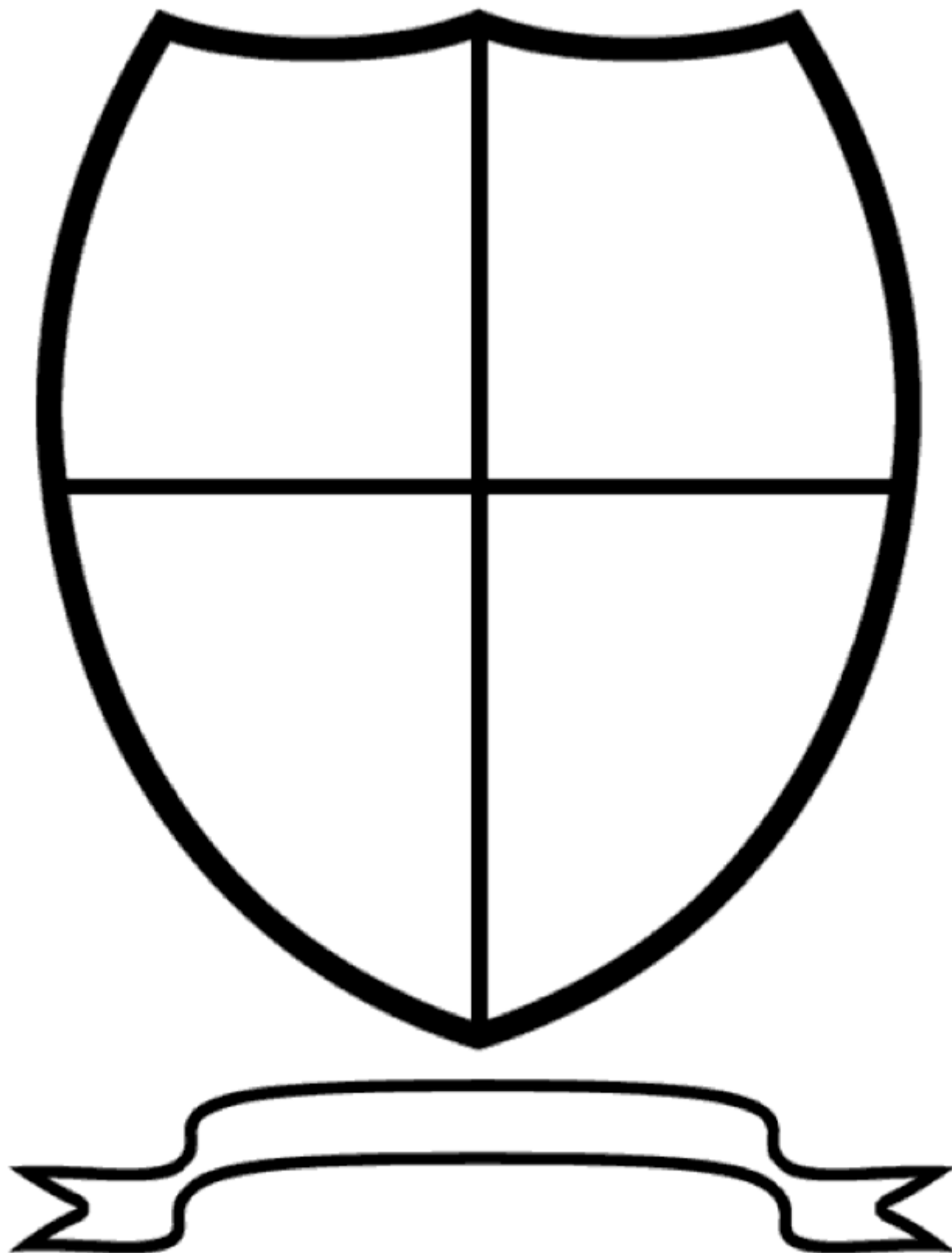
**Say >** *“After such a great work together, let’s finish with life and dance! I’ll put on some music and let’s all dance together! We started as a group, we finish as a group!!”*

#### Steps

- Clear the space to have enough room to dance
- Put on Dabkeh music (on your smartphone, tablet \_ loudspeakers)
- Encourage all the participants to join the dance and to be part of it. Let them let their energy out!

*Thank everybody one more time for this awesome journey together and prize them for what they shared and processed with you.*

## RESOURCES: THE SHIELD



# *Icebreakers & Energizers*



# ICEBREAKERS & ENERGIZERS

## Icebreakers / Warm-ups / Starters

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### **Group Still**

Ask children to bring an object from home that has special significance to them. Each child explains the object as it is added to a group display.

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### **Group Still Life**

Ask children to bring an object from home that has special significance to them. Each child explains the object as it is added to a group display.

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### **Me Too!**

Explain that children must locate others who share the same characteristic. Then call out some categories (e.g. birth month; number of siblings; kind of shoe fastening). Under the right circumstances, use more sensitive categories (e.g. religion, language spoken, skin colour).

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### **Musical Chairs**

Arrange chairs in a close circle and ask children to sit down. Stand in the middle of the circle and explain that you are going to state your name and make a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g. "I am X and am left-handed," "I am X and I have a cat" or "I am X and I dislike eating \_\_\_"). Try to get a chair for your-self. The person left without a chair then makes a similar statement about herself or himself. Continue until most children have had a chance to introduce themselves in this way.

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### **Portraits**

Divide children into pairs and give each plain paper and a pen. Explain that each person is to draw a quick sketch of the other and to ask some questions (e.g. name, hobby, a surprising fact) that will be incorporated into the portrait. Allow only a short time for this and encourage everyone to make their portraits and names as large as possible. Then ask each child to show his or her portrait and introduce the 'original' to the group. To facilitate learning names, hang the portraits where everyone can see.

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### **Teamwork**

Divide children into small teams and allow them time to discover the characteristics they have in common (e.g. culture, appearance, personal tastes, hobbies). Ask each team to give itself a name based on their shared qualities. Each group then introduces themselves to the others and explains their name.

## Energizers (for raising or refocusing the group's energy)

<b><i>The Chain</i></b>	Ask children to stand in a circle with their eyes closed. Move them around, attaching their hands to each other so that they make a knot. Then tell them to open their eyes and try to untangle themselves without letting go of their hands.
<b><i>Fireworks</i></b>	Assign small groups to make the sounds and gestures of different fireworks. Some are bombs that hiss and explode. Others are firecrackers imitated by handclaps. Some are "Catherine Wheels" that spin and so on. Call on each group to perform separately, and then the whole group makes a grand display.
<b><i>Group Sit</i></b>	Ask children to stand in a circle toe-to-toe. Then ask them to sit down without breaking the connection of their toes. If culturally appropriate, the children could also stand in a circle behind each other with their hands on the shoulders of the child in front. In this way, when they sit down, each one sits on the knees of the child behind them. Of course, neither version is suitable for groups in which any child has physical disabilities.
<b><i>The Rain Forest</i></b>	Stand in the centre of children and ask them to mimic you, making different sounds and gestures for aspects of the forest (e.g. birds, insects, leaves rustling, wind blowing, ani-mals calling) by snapping fingers, slapping sides, clapping hands, and imitating animals. The result sounds like a rain forest.
<b><i>Silent Calendar</i></b>	Ask the whole group to line up in order of the day and month they were born. How-ever, they cannot use words to accomplish this. You could do the same with shoe sizes, number of hours spent watching TV per week, or any other interesting personal data.
<b><i>The Storm</i></b>	Assign different sounds and gestures to small groups of children (e.g. wind, rain, lightning, thunder). Then narrate the soft beginnings of the storm, conducting the various sounds like an orches-tra (e.g. "And then the lightning flashes! And the thunder roars!") to the conclusion of the storm.
<b><i>Three Circles</i></b>	Ask the children to stand in a circle, and silently to choose one other child in their mind, without telling anyone whom they chose. Explain that when you say, "Go", they will have to run three times around the child they chose. The result will be a complete chaos, but very funny, as everyone is running after someone and being run after at the same time.
<b><i>To the Lifeboats!</i></b>	First demonstrate a 'lifeboat': two people hold hands to form the boat; passengers stand inside the circle formed by these two people. Then explain that everyone is going on a voy-age: "At first the sea is calm and everyone is enjoying the trip. Then, suddenly, the ship hits a rock. Everyone must get into a lifeboat in groups of three (or one, or four, etc.)." Children then scramble to form 'lifeboats' and take in the proper number of passages. Usually someone 'drowns.' Then tell children to get back on the ship and take up the narrative again. "Now the ship continues peacefully ... but suddenly a hurricane begins. The ship is sinking. Everyone to the lifeboats in groups of two." Continue like this through several 'shipwrecks'.



Funded by  
European Union  
Civil Protection and  
Humanitarian Aid

*The translation of this curriculum is partially funded by the European Union Humanitarian Aid (ECHO). The opinions, approach, and statements expressed in this document do not necessarily reflect the opinions of ECHO or the European Union*