Children Voices for Peaceful Future and Protective Environment
Children Voices For Peaceful Future And Protective Environment
© 2016
All rights reserved.
This publication may be reproduced, as a whole or in part, provided that acknowledgement of the sources is made. Notification of such would be appreciated.

Published by:
UNICEF Ghana and the National Commission for Civic Education
June 2016

Design and Layout:
Art Excel Limited

Photography by:
Nyani Quarmyne
Adenike Ademuyiwa
Madeleine Logan
Innocent Kafembe

For further information contact:
4-8 Rangoon Close, Cantonments
P.O. Box AN 5051, Accra-North
GHANA
Telephone: +233 302 7725 24
ACKNOWLEDGEMENTS

It is with great pleasure that we acknowledge the invaluable support and contributions from the following who participated in the review and finalization of the “Children's Voices for a Peaceful and Protective Environment” manual.

The Chief of Child Protection Section, UNICEF Ghana Johanna Eriksson Takyo and her team as well as Clara Dube, Chief of the Field Office, UNICEF Tamale for their technical support and inputs.

The Regional Director of NCCE – Upper East Mr. Pontius Pilate Apaabeng, Mr. Abdul Razak Saani, NCCE Northern Regional Director and Mr. H.S. Haruna, NCCE Regional Director for Upper West and their respective staff for piloting and promoting the use of the manual in the three northern regions of Ghana. Mr Issah Nasagri, Regional Director for Brong Ahafo Region for mobilizing participants for the pre-testing of the manual.

The staff of the programme department at the NCCE Head Office in Accra and all the Regional Directors of NCCE who participated in the validation workshop are also commended for their valuable inputs.

Finally, all children, individuals, and partners and who contributed in diverse ways to make this manual a reality are deeply appreciated for their efforts.
## LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBO</td>
<td>Community Based Organisations</td>
</tr>
<tr>
<td>CPTs</td>
<td>Community Child Protection Team(s)</td>
</tr>
<tr>
<td>FAO</td>
<td>Food and Agriculture Organisation of the United Nations</td>
</tr>
<tr>
<td>FBO</td>
<td>Faith Based Organisation</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>NCCE</td>
<td>National Commission for Civic Education</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organisations</td>
</tr>
<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents, Teachers Associations</td>
</tr>
<tr>
<td>PWDs</td>
<td>Persons with Disabilities</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNIDO</td>
<td>United Nations Industrial Development Organisation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNU</td>
<td>United Nations University</td>
</tr>
<tr>
<td>WFP</td>
<td>World Food Programme</td>
</tr>
</tbody>
</table>
## CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODEL 1 – Facilitators’ Guide</strong></td>
<td>9</td>
</tr>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Workshop Guiding Principles</td>
<td>11</td>
</tr>
<tr>
<td>Facilitator/s’ Role</td>
<td>12</td>
</tr>
<tr>
<td><strong>MODEL 2 – Building Confidence And Trust</strong></td>
<td>19</td>
</tr>
<tr>
<td>Session 1 – Getting To Know Each Other I – Throwing A Ball (S) A</td>
<td>20</td>
</tr>
<tr>
<td>Session 2 – Ground Rules – Heart Contract (S&amp;C)</td>
<td>22</td>
</tr>
<tr>
<td>Session 3 – Getting To Know Each Other II – Sharing And Listening (S&amp;C)</td>
<td>24</td>
</tr>
<tr>
<td><strong>MODEL 3 – Conflict Resolution Skills I – Communication Skills</strong></td>
<td>27</td>
</tr>
<tr>
<td>Session 4 – Active Listening I – 18 Being Present (S&amp;C)</td>
<td>28</td>
</tr>
<tr>
<td>Session 5 – Active Listening II – “Blind Design” (S&amp;C)</td>
<td>31</td>
</tr>
<tr>
<td>Session 6 – Communication Style – You Or I Statements (S&amp;C)</td>
<td>32</td>
</tr>
<tr>
<td><strong>MODEL 4 – Conflict Resolution Skills II – Problem Solving Skills</strong></td>
<td>35</td>
</tr>
<tr>
<td>Session 7 – 7 Steps Of Problem Solving</td>
<td>36</td>
</tr>
<tr>
<td>Session 8 – Problem Solving – The Human Knot</td>
<td>38</td>
</tr>
<tr>
<td><strong>MODEL 5 – Protective Environment For Children Through Peaceful Coexistance</strong></td>
<td>39</td>
</tr>
<tr>
<td>Session 9 – Exploring Circle Of Peace (S&amp;C)</td>
<td>40</td>
</tr>
<tr>
<td>Session 10 – Exploring Circle Of Conflict (S&amp;C)</td>
<td>43</td>
</tr>
<tr>
<td>Session 11 – The Conflict Tree (S&amp;C)</td>
<td>46</td>
</tr>
<tr>
<td>Session 12 – Making A Peace Tree (S&amp;C)</td>
<td>48</td>
</tr>
<tr>
<td><strong>MODEL 6 – Valuing Diversity</strong></td>
<td>49</td>
</tr>
<tr>
<td>Session 13 – Valuing Diversity Among Ourselves (S&amp;C)</td>
<td>50</td>
</tr>
<tr>
<td>Session 14 – Exploring Other Cultures – Culture Island (S)</td>
<td>52</td>
</tr>
<tr>
<td>Session 15 – Other People Perspectives (S&amp;C)</td>
<td>54</td>
</tr>
<tr>
<td><strong>MODEL 7 – Psycho Social Activity – Rise Above Prejudice And Discrimination</strong></td>
<td>57</td>
</tr>
<tr>
<td>Session 16 – Rise Above Prejudice And Discrimination I – “The Way You Make Me Feel” (S&amp;C)</td>
<td>58</td>
</tr>
<tr>
<td>Session 17 – Rise Above Prejudice And Discrimination II – “What We Have In Common” (S&amp;C)</td>
<td>60</td>
</tr>
<tr>
<td><strong>MODEL 8 – Psycho Social Support Activity – Self Awareness And Confidence Building</strong></td>
<td>63</td>
</tr>
<tr>
<td>Session 18 – Emotional Intelligence – Identify Your Emotions (S)</td>
<td>64</td>
</tr>
<tr>
<td>Session</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>The Power Of Motions – The Magic Scarf (S&amp;C)</td>
</tr>
<tr>
<td>21</td>
<td>Recognise Children Emotions When In Difficulties (S&amp;C)</td>
</tr>
<tr>
<td>22</td>
<td>Active Listening For Adults Caring For Children (C And Pts In S Setting)</td>
</tr>
<tr>
<td>23</td>
<td>Circle Of Protection (C)</td>
</tr>
<tr>
<td>24</td>
<td>Exploring Strengths – Traditional And Contemporary Solutions To Protect Children (C)</td>
</tr>
<tr>
<td>25</td>
<td>No To Violence And Conflict That Harms Children – (C)</td>
</tr>
<tr>
<td>26</td>
<td>Stop Bullying In Schools (S)</td>
</tr>
<tr>
<td>27</td>
<td>Respecting Others – (C)</td>
</tr>
<tr>
<td>28</td>
<td>Being A Caring Person/Peacemaker (C)</td>
</tr>
<tr>
<td>29</td>
<td>The Peace Dance</td>
</tr>
<tr>
<td>30</td>
<td>Close And Far</td>
</tr>
<tr>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

**MODEL 9 – Continuity Of Building Protective Environment For Children**

**MODEL 10 – Strengthening Moral Acts**

**MODEL 11 – Peace Dance Activity – Connecting Through Dance**
FROM THE DEPUTY CHAIRMAN, OPERATIONS

The National Commission on Civic Education has a constitutional mandate to formulate, implement and oversee programmes intended to inculcate in the citizens awareness on civic responsibilities and an appreciation of their rights and obligations.

It is in this context that the NCCE is partnered with UNICEF and other UN agencies in the implementation of the project titled “Enhancing Human Security through Developing Local Capacity for Holistic Community-based Conflict Prevention in Northern Ghana” since 2009. NCCE had the opportunity to pre-test the use of the manual in the Upper East Region and the Northern Region, where chieftaincy, political and ethnic conflicts between communities are present.

Long after the end of the project, NCCE with the support of UNICEF has continued to use the manual to engage Civic Clubs in schools in the Upper East and Northern regions. Over 200 schools have benefitted from the “Peace and Protection education programme” facilitated by NCCE and nearly 1,000 teachers have been engaged. The reproduction of the manual in this user friendly format will facilitate the expansion of the usage of the manual. Consequently, NCCE is looking forward to the scaling-up of the use of the manual in other regions beyond the 3 Northern regions.

NCCE is very happy to be involved in this initiative to build capacity of children and youth as key actors in building a peaceful and protective environment. The manual is a complementary resource for working with children and youth as well as the entire community.
INTRODUCTION

One of the major achievements of the Sustainable Development Goals (SDGs) which has replaced the Millennium Development Goals (MDGs) is the introduction of violence and protection to the international development agenda. It constitutes a potentially powerful violence prevention agenda and makes initiatives that promote a protective environment for children or prevent violence against children, very relevant. Goals #5 and 16 have direct targets for ending violence against children while a significant number of the rest of the SDGs have targets that address risk factors.

One of the Child Protection aspirations of the SDGs is that “All children live a life free from all forms of violence, are protected in conflicts and disasters and thrive in a safe family environment.”

The manual, “Children Voices for Peaceful Future and Protective Environment” was initially developed as a part of the Human Security interagency project by six UN agencies (UNDP, UNICEF, WFP, FAO, UNIDO and UNU) in 2009. The project aimed at enhancing human security through developing local capacity for holistic community-based conflict prevention in Northern Ghana. Although the project ended in 2013, the National Commission for Civic Education in the three Northern regions have continued to use the manual due to its relevance.

The Manual was developed for the purpose of promoting and providing safe environment and peaceful co-existence for children in conflict prone areas, as well as providing opportunity for children to undertake peace building/non-violence initiatives within and between their communities. It is designed with the particular focus on child participation and ensures that children’s voices are listened to and gives them an opportunity to express their reality of living in conflict zones. The manual emphasizes that children should actively participate or have an input into discussions that relate to their lives. It further aims to build a protective environment for children through discussions on peace and conflict.

The manual builds on existing peace-building manuals/initiatives from Ghana and other countries and is fit for the Ghana context. The modules developed are also planned to be integrated and complement the recent child protection community facilitation manual and toolkits.

The audience for this manual are all individuals who have influence on children’s lives and children themselves. Most sessions can be used both in community settings and in school settings. The modules in the manual are relevant for training community and children’s club facilitators to equip them with knowledge, skills, attitudes and values needed to bring about behavioural change that will enable children, youth and adults to prevent conflict and violence, and create the conditions conducive for their protection, and with the facilitation skills of carrying out the sessions with children in schools and the community.

The emphasis of this training manual is on the practical actions children can take in building a peaceful and protective environments with the support of adults.

The manual is therefore recommended for community-based child focussed organisations including government, NGOs, CBOs, FBOs and particularly facilitators of children and youth groups, to enrich and complement their repertoire of skills to create opportunities for children to be active participants in creating a peaceful and protective world for themselves and generations to come.
The main purpose of the Manual is to:

1) Strengthen the protective environment for children and youth both in the school environment, within the community and between communities.

2) Provide children in schools the opportunity to have open discussions, share experiences and state their opinions about the concepts of Peace and Conflict as they take place around them e.g. in school and in their community.

3) Enhance children’s wellbeing and protection through life skills e.g. building trust, developing communication skills, learning about active listening, developing tolerance for diversity, and learning strategies to prevent bullying.

4) Enhance conflict resolution skills among children and enable them to communicate effectively to build trust and promote peaceful coexistence within the community and between conflicted communities.

5) Provide participants with communication skills e.g. value-diversity and listen to other people’s perspectives.

6) Increase community awareness of the impact of conflict on children’s wellbeing and the benefits of building peaceful and protective environments for all.

The activities in the manual offer participants the opportunity to contribute by expressing their knowledge, experience, opinions and needs for the overall purpose of building a protective environment for children and promoting a peaceful coexistence.

The Manual emphasises on various conflict resolution techniques e.g. communication skills, problem solving and active listening, psychosocial wellbeing and self empowerment, confidence and trust building.

WORKSHOP GUIDING PRINCIPLES

The workshops should be guided by:

- the principles of collaborative learning,
- Strengths based approach,
- consistency,
- confidentiality,
- equal opportunity for participation of men and women/boys and girls of different ages
- active participation of minority groups e.g. Persons With Disabilities (PWDs), Orphans and Vulnerable Children (OVC).

For a dynamic workshop that is meaningful and deepens participants’ understanding, facilitator/s need to create a safe, accepting environment for the children/community members to share their experiences, knowledge and thoughts.

Along with presenting the workshop, the facilitator’s role is to show care and respect for all, to encourage, guide and share ideas and experiences.

COLLABORATIVE LEARNING

This involves a group of learners interacting to solve problems, exchange knowledge, ideas and beliefs to complete a task. It promotes a learner’s sense of resiliency and sensitivity through group contributions and individual participation. Collaborative learning:

- Creates an environment of active, involved, exploratory learning. Promotes Facilitator and participant interaction and familiarity.
- Increases retention and builds self-esteem in participants.
• Promotes a positive attitude towards the subject matter.
• Develops oral communication and social interaction skills.
• Allow solutions to be developed in a safe environment.

STRENGTH BASED APPROACH
The STRENGTH BASED APPROACH aims at identifying the positive aspects within the individual/community. What are the existing strengths, available resources, knowledge or capacities? The challenge is to identify those strengths that will support finding solutions. The strength based approach:
• Focuses on trusting and workable relationships.
• Empowers people/communities/schools to take the lead in their own care process.
• Works in collaborative ways on mutually agreed goals.
• Draws on the personal resources of motivation and hope.
• Creates sustainable change through learning and experiential growth.

CONSISTENCY
By organising and running the workshop in a consistent way, participants will feel more comfortable with the process and more confident to contribute their ideas.

The structure of the workshop might, for example, begin and end every session with a similar activity e.g. each session might start with a short refresher and end with a familiar song.

All games, activities, movement exercises and role plays should be kept as simple as possible for the children and adults to master them. This mastery contributes to a growing sense of self-esteem.

CONFIDENTIALITY
The facilitator/s should review the ground rules agreed to in the Heart Contract. Confidentiality means that whatever is said or done in the group, stays in the group. However, the group is also told that there are two exceptions:
1) if a group member shares that he or she wants to hurt her/himself in some way;
2) if the group member shares that he or she wants to hurt others in some way.

In these two exceptions, one of the adults will need to speak with the group member after the group discussions, and possibly speak with someone else as well, in order to ensure everyone’s safety. It is important to tell participants about those exceptions and for them to understand the limitations and boundaries in place.

EQUAL ACCESS AND PARTICIPATION
The facilitator for the training in collaboration with school authorities and communities should ensure equal access to the workshop without discrimination based on sex, race, age or disability, or any other form of discrimination.

FACILITATOR/S ROLE
Preparing to facilitate
A great session starts with good preparation, Facilitators should take time to prepare well so that the sessions will run smoothly. They should
• Be familiar with the manual and all the activities in it.
• Know the backgrounds of participants (culture, language, age brackets etc)
• Prepare the venue, ensure adequate space for the number of participants attending. Also ensure sufficient comfort and safety for participants. Tables and chairs can be moved or flexibly arranged to allow for role play and
group work. The chairs can be organized in a U-shape/horse-shoe shape to make the seating arrangements as informal as possible. Avoid a ridged ‘lecture’ type set up. If the room is big enough, the seats could be arranged into smaller groups. This way, participants will be able to learn and share with each other more easily.

A suitable conducive venue to help the participants/children feel at home to help participate fully

- Organize the materials needed for the session and place them close at hand, stay within the suggested time frames. If written text on flip charts, photocopies or a projector is needed, this should be prepared before the training commences.

**CREATING RAPPORT**

- Always begin with introductions so participants can meet each other.
- Learn and use participants’ names
- Ask what participants expect of the session.
- Set ground rules at the start of the programme to maintain a productive and supportive atmosphere for everyone.
- Use energizers (games) to engage participants.

**CREATING A SAFE AND SUPPORTIVE ATMOSPHERE**

- To ensure that participants are treated as equals, Facilitators should create a framework and entry point that encourages all participants to express themselves openly bringing their ideas, suggestions, experiences and needs into the workshop.
- Be aware of fairness in calling people to speak e.g. do not favour certain individuals, either sex, particular age group or those in the front seats.
- Listen without judgment and help participants to feel calm.
- Give options for how they can participate comfortably in the sessions and activities.
- The Facilitator of the workshop needs to take into account whether participants are literate or not. Provide opportunities that suit both e.g. drawing pictures, role play and visual presentations.
- Be positive to feedback from participants even if their answer and comment is critical. For some participants it is a big step to speak up and share. Allow them to use their native language to make it easier for them.
- Encourage participants’ input and reinforce positive aspects through learning and reflecting. The aim is for participants to
understand they are important in this process and that their input is respected and adds value to the process/workshop.

• Moderate or stop any discussions that seem too distressing for the children.

• Ensure equal participation of different groups e.g. both sexes, minority groups, age groups

• Be aware of very quiet or shy participants, or those who dominate discussions. Try to ensure that everyone has the opportunity to actively participate. If there is a dominant group or members who use up more time than others, the facilitator’s role is to lead the conversation and make space for all to participate actively in the workshop. Be firm with the dominant ones, encouraging to the silent ones, praise both for their input and explain the importance of allowing all who want to share and express their opinions to do so.

• Ensure a manageable number of members for group work (4–6 participants) to allow for good dialogue and participation by everyone.

• Do not interfere too much with group discussions and group processes. This is participants’ time to shine.

• Throughout the workshop, give positive feedback to participants on good work done and their participation. This can be done by using the following phrases:
  “You did a dynamic job in facing the challenge and finding a solution”.
  “You (group) have really learned how to…”
  “You (group) must feel proud of yourselves for…”
  “Excellent idea for…”
  “You’ve done a wonderful job at…”
  “See how _______ has improved in…”
  “You have worked so hard…”
  “Look how well s/he did at…”
  “That’s a resourceful way of…”
  “WOW!! What a fabulous job you’ve done to…”
  “That’s a cool way to…”
  “I’m so appreciative that you…” “You put a lot of work in to make that picture the way you (group) wanted…”
  “You are a real problem solver for…”
  “Brilliant thinking for…”
  “Give me an EXTRA HUGE high five for…”
  “Tell me what you liked best about your contribution.”
  “Let’s all give a hip, hip hooray to _____ for _____”
  “Let’s give a clap to…”

**TIME MANAGEMENT**

Time management is an essential part of good facilitation.

• The facilitator should start sessions punctually.

• Facilitators may want to give extra time to certain topics for purposes of clarification. They should follow time limits but ensure some flexibility if the sessions seem to engage the participants. Note that times for sessions outlined in the manual are suggestions.

• Set specific timelines: start and end times for each session and activity.

**WORKSHOP STRUCTURE**

**Workshop duration**

The manual provides 30 sessions with activities. Duration of each session is from 30 minutes to 3 hours. Two days workshop is recommended to complete all the sessions in the manual. The session can also be completed within a
longer time frame where each time the focus is on a specific subject e.g. building trust and confidence, self awareness, conflict resolution skills e.g. active listening and problem solving, strengthening protective environment for children, strengthening moral acts. The manual also consists of peace dance activities that create peaceful connection between participants and are useful to place between challenging sessions for relaxation.

Workshop Evaluation
To ensure that the purpose of the workshop and participant expectations are met, it is important to evaluate the process regularly and provide an opportunity to make improvements.

Evaluation should be done for each session at the end of each day. An evaluation form should be designed for both literate and non-literate participants.

Questions to be asked or pictures should describe the following:
- How would you rate each session of the workshop (score scale: 1 not at all useful to 5 very useful)?
- What was the highlight of the workshop?
- What did you learn?
- What will you take back with you from this workshop?
- Did the session miss out something important in your view?
- Do you have any suggestions for improvements?
- How would you rate the overall module (score scale: 1 not at all useful to 5 very useful)?

Reflect/Wrap up sessions
At the end of each session, facilitators wrap up by briefly reviewing the learning outcomes to give participants clear focus for the final session.

Allow at least 10 minutes for reflection.
- Ask participants to tell one another briefly what they learned from the last session and how it is linked to the main learning outcome.
- Facilitator sums up the highlights and how they are linked to the learning outcome.
- Create ownership of the group findings by pointing out how important their ideas are to create meaning for this workshop.
- Allow participants to ask final questions before going onto the next session.
- Introduce the next session by creating a linkage to the previous learning session.

Reflect/wrap up session – end of day/ end of workshop

Allow 20 min for final wrap up.
At the end of each day, the facilitator does the same summary as for each session. Ask participants to summarise what they got out of the day; reflect on the main learning points and how the learning can be applied to their daily lives.
- What was the highlight of today’s workshop?
- What interested you the most and what did you learn?
- What will you take back with you from this workshop?

At the end of the day the facilitator should go through the expectations that participants wrote down at the beginning of the workshop and see if some expectations have been fulfilled.
Outcomes

It is important for facilitator to stress on the outcomes of each session/activity.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session marked S</td>
<td>The session is suitable for a school setting</td>
</tr>
<tr>
<td>Session marked C</td>
<td>The session is suitable for the community setting</td>
</tr>
<tr>
<td>Sessions marked S&amp;C</td>
<td>The session is suitable for both the school and community setting</td>
</tr>
</tbody>
</table>

- Learning Outcomes expected from the session
- Guidance or methodology for running the session
- Materials needed for session
- Time required to complete the session
<table>
<thead>
<tr>
<th>Hints for facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection after the sessions</td>
</tr>
<tr>
<td>Dialogue and discussions of key issues during session</td>
</tr>
<tr>
<td>Lecture to provide more information on topic</td>
</tr>
<tr>
<td>Activities, role plays and exercises to be carried out during the session</td>
</tr>
<tr>
<td>Note to the facilitator prompts the facilitator to emphasize an important point during the session.</td>
</tr>
</tbody>
</table>
BUILDING CONFIDENCE AND TRUST
MODULE 2

Children Voices For Peaceful Future And Protective Environment

BUILDING CONFIDENCE AND TRUST
SESSION 1 - GETTING TO KNOW EACH OTHER I – THROWING A BALL (S)

Main Theme/ Life Skills:
Getting to know each other through play/building self awareness and confidence through sharing, needs to fit participants' local and cultural context.

Learning Outcomes

Participants will:
• Develop skills for sharing
• Develop skills in presenting
• Provide focus for the workshop
• Learn to set personal goals
• Build trust through respect, commitment and active listening
• Strengthen self awareness and self confidence

Materials Needed

3 Balls (or other materials that can function as ball e.g. paper squashed into balls or large seed pods).

30 Minutes

Group discussion and sharing.

Guidance

Facilitator/s will need two or three balls (paper squashed into balls, large seed pods). Everyone stands in a circle.

• The facilitator starts with one ball. The ball is thrown round the circle randomly. Whoever catches the ball says his/her name. This should be kept going until everyone has had the opportunity to catch the ball and mentioned his/her name.

• In the next round of ball throwing, participants stop saying their own names as they catch but continue to say the name of the person to whom they are throwing. Everyone throws the ball just once.

• When the round is completed, repeat it in exactly the same sequence. Each person has to remember. Only the name they threw the ball to the last time.

• Half-way through the round, introduce another ball to be thrown in exactly the same sequence. You can continue adding another ball. The game can be further extended by having everyone move out of the circle and walk round the room. Participants must now be even more aware from whom they receive and to whom they throw, while continuing the same sequence.
Handy hints

If the workshop participants know each other already e.g. in same school, class or living in a close community, this introduction session can be contextualized by sharing of other information so the participants will get to know each other even better.

Other suggested versions would be the following:

1. Participants will sit in a circle and everyone introduces themselves one after the other, prefixing their name with an adjective which says something good about themselves. It can be as outrageously positive as they like – e.g. Superb Sabir, Fantastic Fatima, Cheerful Christine, Marvellous Mohammed, Clever Charles etc. The second person repeats the first person’s name and adjective and adds their own. The third person repeats the previous two, adding their own.

2. After a short introduction, participants can introduce themselves by sharing their favourite game, food or music.

Note to the Facilitator:
The game can be adapted depending on the time available and number of participants.

Reflect

Ask participants if they think they know each other a little bit more by now and if they are ready to continue the workshop.
Children Voices For Peaceful Future And Protective Environment

SESSION 2 - GROUND RULES – HEART CONTRACT (S&C)

Before the actual workshop starts, facilitator guides a session creating GROUND RULES OR HEART CONTRACT where all participants agree on GROUND RULES that everyone is obliged to follow during the workshop.

Main Theme/Life skills:
Communal contract, HEART CONTRACT created for the workshop where all agree to keep the contract during the workshop to ensure a protective workshop environment for all.

Learning Outcomes

Participants will:
• Learn to make communal decisions based on agreement
• Strengthen co-operation and team work skills, fairness and integrity
• Building trust and protective workshop environment

Materials Needed

Flipchart, coloured markers, (coloured stickers) and tape.

Guidance

Facilitator explains that with a HEART CONTRACT, participants decide together ground rules to follow during the workshop. This is a contract where participants and facilitator decide how they will communicate during the workshop. What is decided should support good co-operation, team work, enhance fairness and integrity through building trust.

Draw a BIG HEART on a board, flipchart that will be displayed close to participants throughout the workshop for all to see. Rules agreed to by participants will be stated in the contract and written inside the HEART.

• Explain to the participants the importance of the Heart Contract based on the learning outcomes.
• Explain that the participants in the workshop represent a small community, and as in every other community, there has to be some rules to make our daily lives easier. Every game has its rules, every state, its laws. We are now a small state. We want everyone to feel comfortable and, therefore, there are some rules to be followed during the programme.
• Explain that the rationale and importance of having a Heart Contract is so that all agree on certain ways to communicate and feel safe during the workshop. This is for participants to decide on how they want to work together in the workshop.
• Brainstorm with the participants on what they want to do during the workshop and their expectations of the workshop as well as their
expectations towards others in the workshop including facilitator/s.

• Their answers or suggestions are written in the Heart (drawn on the board or paper).

• Once completed, all participants need to put their signatures or a sign around the HEART. This will indicate agreement to follow the group’s Heart Contract rules.

Handy hints

Following are suggested examples for the HEART CONTRACT:

• Show respect when others are talking by not interfering

• Raise your hand and get a signal from facilitator when it is your turn to talk

• Commit to be present and punctual during the workshop and turn off your mobile phone

• Personal information about other participants discussed during the workshop is confidential and should not be discussed outside the workshop

• Enjoy our time together

• Learn from each other

• Participate actively

• Contribute by sharing with others.

Open Contract

• The Heart Contract is an open contract that allows new commitments to be added or taken out if all participants agree.

• Between sessions, if necessary, remind participants about the Heart Contract and ask if they managed to keep the Contract during the session.

• The facilitator/s is also bound by the Contract so she/he needs to allow participants to point out if there is anything he/she needs to improve as well.

• For participants who cannot read nor write, ideas can be expressed through symbols and drawings.
SESSION 3 - GETTING TO KNOW EACH OTHER II - SHARING AND LISTENING (S&C)

Main Theme/Life Skills:
Participants get to know each other through sharing and active listening/sharing, building trust and self confidence.

Learning Outcomes
Participants will:
• Develops skills for sharing
• Develops skills in presenting
• Provides focus for the workshop
• Learns to set personal goals
• Builds trust through respect, commitment and active listening
• Strengthens self awareness and self confidence

Materials Needed
Stickers, pens, flipchart, coloured markers and tape

30 Minutes
Group discussion, sharing and presenting (in pairs)

Guidance
• Divide participants into pairs.
• Ask participants to interview their partner for approximately five minutes asking the following questions;
  • What do you most like to do with others? e.g. family friends
  • What are you good at? e.g. running, English Lanuage, Mathematics.
  • What do you expect to get out of the workshop?
  • Name two good things that happened to you in the past year that helped you and your family.
  • Name one or two things that have been challenging in your life.
  • Give participants 10 minutes to discuss those questions and write together on a sticker their names and expectations of the workshop.
• Ask participants to share with the group what they learned about their partner for a one minute.

Important hints
Facilitator should tell participants that they don’t have to share challenging experiences if they don’t feel comfortable. They choose what they want to share.
Reflect

The facilitator asks the following:

• Do you feel you are getting to know each other a little better?
• How does it feel to share with others your challenges?
• What have you learned by hearing from others?

Facilitator should help participants to be aware that many have similar things in common and sharing is important to get to know one another better.
MODULE 3

CONFLICT RESOLUTION SKILLS I - COMMUNICATION SKILLS
CHILDREN VOICES FOR PEACEFUL FUTURE AND PROTECTIVE ENVIRONMENT

SESSION 4 - ACTIVE LISTENING I – BEING PRESENT (S&C)

Main Theme/Life skills:
Practice active listening skills/building trust and respect, self awareness and be an active presence for others.

Learning Outcomes

Participants will:
• Strengthen Conflict Resolution skills
• Learn to be present during sharing of other people’s stories/ issues.
• Strengthen good verbal and non verbal communication skills e.g. active listening
• Build trust through respect, commitment and active presence for others

Materials Needed

• Flip chart, paper, pen and coloured markers
• Listener Instruction Cards I, II and III
• Clock or watch for time keeper

Methodology:
Group discussion, dialogue, group work and lecture

Dialogue

The facilitator asks participants what they would consider important skills for good communication. With a follow up question, 'Why is it important to have good communication skills?’ How can we be active listeners?
The facilitator writes down responses on the flip chart.

Lecture

Good communication is key in developing and maintaining good relationships between e.g. parents, teachers and children. This has an impact on good relations for the whole community. When we think of communication,
most of us think of only communicating through speaking/talking or the verbal side of communication. But speaking is only one part of communication. Listening is a very important part of communication, one that is equally important as speaking.

Everyone wants to be listened to by others. When others listen to you, it means that the listener wants to understand you and believes what you are saying is worthy of their notice. It is no different for children: they want to be understood, valued, respected and loved. But how can you as a child, friend, parent, teacher make others see that you are listening actively, not just “hearing” but also “understanding”?

**Guidance**

- Request 6 volunteers. Volunteers need to be willing to share some memories or story about themselves with the group.
- Pair participants. One person will be the speaker; the other will be the listener.
- The 3 listeners will be given an Instruction card I, II or III. They don’t have to share cards with anyone, either with the speaker or audience until after the game.

The speaker will be asked to talk about a challenge/difficulties that she/he has recently been going through (e.g. with peers, teacher, parents)

- The first pair with the Instruction card I begins and then II and III.
- Each pair has a session for 3 minutes.
- The remaining participants are observers and will provide feedback during reflection time.

**Reflect**

After the three separate sessions, the facilitator brings the whole group together for discussion and asks the following questions:

- To Speakers: how well did your partner listen? Did you feel you were being understood? Why or why not?
- To Audience: Can someone explain how they felt those 3 listeners managed? (Allow a few participants to express what they observed). Did you notice any differences in the way they communicated and what were the differences between groups (define them as I, II and III).
- To Listeners: Facilitator asks the listener to read and share their instructions.

- What does it feel like when you are talking about something meaningful and the other person isn’t giving you their attention or is being judgemental?
- What kind of experience is more common, group I, II or III?
- Ask participants to mention what skills a good listener needs to have (ensure that the ones with the Instruction Card III do not give all the answers).

- Allow participants to brainstorm and write down their ideas on the flipchart.

**Important hints for listening skills**

Facilitator should add other skills from the Listening Skills Checklist if not mentioned by participants.
- Tune into what the speaker has to say. Give speaker your full attention.
- Make direct eye contact. (Be mindful of cultural differences in which direct eye contact might be uncomfortable or considered disrespectful).
- Lean towards the speaker.
- Don’t interrupt, judge or criticize the speaker.
- Use non-verbal listening skills: Nod or shake your head; change your facial expression as appropriate (e.g., showing concern, excitement.)
- Use brief verbal responses that indicate you are listening, such as “yes,” “I see,” “go on,” etc.
- Ask questions to clarify what the person is saying and encourage the person to say more. For example, “So, what happened that got you so upset?” or “What did you think about that ......?”
- Show understanding or empathy if speaker shares a difficult experience by saying e.g. “Sorry to hear that, my friend.”

Are some of the suggestions mentioned not appropriate in your culture? if yes, can you share with us?

Is there any advice for good communication skills that is relevant to your culture missing that you want to share?

**Note to the Facilitator:**

*It is important to explain to the children that, the activity is a role play and they are not expected to hurt their partner physically in the process.*
SESSION 5 - ACTIVE LISTENING II - “BLIND DESIGN” (S&C)

Main Theme/Life Skill/s:
Practice communicating one-on-one through active listening/active presence and respect.

Learning Outcomes
Participants will:
• Practice communication as a mutual interaction
• Strengthen verbal and non verbal communications skills
• Build working relationships through respect and active presence

Guidance
• Ask each person to find a partner (not the same from last activity) and sit back-to-back.
• Have one player in each pair draw a simple picture and describe it to his or her partner without naming it.
• Have the partner draw the same picture without seeing the original.
• Let other players see both the original and revised designs.
• In another round, the pairs swap roles.

Materials Needed
Flipchart, pencil, eraser and A4 papers

30 Minutes
Group work (in pairs) and group discussion

Reflect
Facilitator asks the following questions:
• How would you describe your communication style?
• What did you learn about giving and receiving instructions?
• How might you become a better listener and follow instructions more accurately?
• Was any information distorted or misread or misunderstood by your partner?
SESSION 6 - COMMUNICATION STYLE – YOU OR I STATEMENTS (S&C)

Main Theme/Life skill/s:
Communication & Interpersonal Relationships and Self Awareness.

Learning Outcomes

Participants will:
• Learn techniques to effectively express difficult ideas, emotions
• Learn to make non-judgemental statements

Materials Needed
Flipchart, coloured markers, pens and papers

1 Hour
Role play, observation and group discussion

Guidance
• Divide participants into groups of three.
• Two in the group will role play and one will observe.
• In each group two participants prepare a 5-minute role play on a challenging situation a child is having in relation with others.

Suggestion for challenges are the following:
• A child is angry with his/her friend for not wanting to share his or her bicycle
• Teacher is dissatisfied with child's behaviour in class for not paying attention in class.
• Father is angry with son/daughter because s/he does not hand in homework on time and is often out with friends.
• Allow other suggestions from the group that reflect challenges children have in school or in the community.
• Facilitator discusses privately with observers their role. Their role may not be shared with participants doing the role play.

Observers’ role:
Observers should each observe to count the number of times the word YOU statement and I statement are mentioned in their group role play.

Reflect
• At the end of the role plays get the groups together and ask observers how many times ‘YOU’ statements were used in the conversation. Then ask how many ‘I’ statements were used in the role play they observed.
• After the role play, the facilitator explains the difference between YOU and I statements with the following lecture:
• Tell them that this was not a competition between groups since they have not learned what they are now about to learn.
• Using “I” statements shares how you feel without attacking or blaming anyone.

• “I” statements keep communication open and allow the discussion to move to a problem-solving stage. Here is an example of a “you” statement: “You could have at least called to let me know you couldn’t make it.”

• Now consider the message when it is rephrased using an “I” statement: “I was upset when you didn’t show up yesterday. In the future, I’d really like it if you would call me to let me know when you need to cancel the appointment.”

SIMPLE PROCESS TO CHANGE TO “I” STATEMENT

When you are hurt, upset, or angry, an “I” statement can help you talk things through without being misunderstood and cause confusion. “I” statements generally involve three basic parts:

• Name your feeling
  “I feel ____ (name your feeling)”
  Say how you feel, using a feeling word: “I feel disappointed.”

• Describe the action that precipitated your feelings
  “. . . when you ____ (describe the action)”
  Tell what the other person did or said that caused you to feel that way: “I feel disappointed when you cancel our plans at the last minute.”

• Describe the impact of the action on you
  “. . . because ________ (describe the impact the action has on you).”

• Explain why you feel the way you do about what happened: “I feel disappointed when you cancel our plans at the last minute because I was looking forward to seeing you, and it’s too late to plan something else to do.”
Children Voices For Peaceful Future And Protective Environment

20 Minutes

Guidance

- Ask participants to repeat their previous role play and practice 'I' statements (roles should be switched).
- Ask the observer to count "I" statements and "you" statements

Reflect

- After the role play, ask participants about the outcome.
- Ask role players if they can find any differences between this role play and the other before getting instruction about "I" statements.
- If YOU statements continue to appear in the second role play, explain that long time habits can take time to change, but with practice it will change.
Children Voices For Peaceful Future And Protective Environment

CONFLICT RESOLUTION SKILLS II - PROBLEM SOLVING
SESSION 7 – 7 STEPS OF PROBLEM SOLVING

Main Theme/Life Skill/s:
Conflict resolution by moving from position to interest.

Learning Outcomes

Participants will:
• Apply problem solving skills in conflict situation
• Using “I” statements to move from position to interest/needs

Materials Needed

Flipchart, markers and tape

45 Minutes

Group discussion and role play

Dialogue

• Facilitator asks participants to describe what needs to take place in order to solve a problem.
• Facilitator writes down participants’ suggestions and recognizes good valid comments before providing them a short lecture on Problem Solving.

Lecture

• Facilitator introduces the 7 Steps of Problem Solving.

Writes down on the flipchart the 7 steps of Problem Solving
1. Clarify the Problem – What is the problem?
2. Name the feelings involved – How do those involved feel and how can they communicate their feelings by using ‘I’ statements rather than ‘you’ statements? (facilitator to explain the differences).
3. Brainstorming about possible solutions – What are some ways in which the problem can be solved?
4. Explore different perspectives and needs. How can all needs involved be met in the conflict e.g. child and a parent, boys, girls, different age groups, minorities – how can those in conflict, compromise?
5. Look at the outcome of each solution – Which solution would be best for all and what will be the consequences of that solution?
6. Choose a solution – Decide on the solution that all can agree on.
7. Act to solve it.

Guidance

Facilitator introduces the problem solving activity to participants by telling the following story:
Facilitator tells a story about Maria who is 12 years old and her brother, Ishmael who is 14. They live with their father, who is a widower. They are both in school. Maria is upset since she has the main responsibility for various household chores like laundry and gardening and has limited free time for herself. Ishmael helps his father to farm but it requires less time so he has more time for himself e.g. time to meet up with friends and doing things he likes. Maria has often complained to her father and has threatened to run away, if this doesn’t change. Maria and Ishmael’s father is poor and needs the children’s support with the household chores and farming. Maria does not mind helping her father but she can’t accept that she has to spend all her time and has no spare time while her brother has less work and more time to play and have fun with friends and hobbies.

Using I statements instead of YOU statements

• Facilitator divides participants into groups of five (5) people to take part in the role play of Maria story and use the 7 steps in problem solving and ‘I’ statements.

• Four (4) will take the role of the family and one (1) person will observe and take note of how the process goes and report later to the group.

• Allow 15-20 min for the activity.

• Facilitator asks observers for each group, one at a time, to give a brief description of how his/her group managed to resolve the problem.

Example of questions to ask participants:
- How did the group manage to resolve the situation according to defined steps in the problem solving model?
- Did you manage to find solutions that all persons agreed on? Was it difficult to solve the conflict?
- What was the most difficult to do?
- Did the role player use “I” or “You” statements?
- Was the group able to move out of position into interest?
- Are the roles of Maria and Ishmael fixed gender roles in the community or do boys solve problems differently from girls?
- If yes, how is it different and why?
- Does this story reflect the current situation girls and boys are facing?
- Are there some other examples of what is expected differently of boys and girls?
- Are those roles accepted by the younger generation or do they want to change them?
- How could that be done?
- At the end, facilitator can emphasise the importance of active listening, and the use of “I” statements, moving from position to interest/needs (e.g. stating what the persons need) when facing challenges such as those based on fixed gender roles where girls and boys’ position are taken for granted instead of looking at needs and interest of the person.

Reflect

• Facilitator asks each group doing the role play how they managed to solve the problem.
SESSION 8 – PROBLEM SOLVING: THE HUMAN KNOT

Main Theme/Life Skill/s:
Problem solving through unity.

Learning Outcomes

Participants will:
Learn to solve problems through appraisal, togetherness and unity

20 - 30 Minutes

Team work and group discussion

Guidance

• Groups of 8-10 people are asked to stand in a circle. The more people you have, the more difficult the activity. Stand in a line and hold hands with the person on either side. The lead person then weaves the group in and out, under the clasped hands so that a “knot” of people is formed.

• The purpose of the game is for participants to untangle the “Knot” of arms so that no arms are crossed, without letting go.

• Several groups can participate at a time where few knots are untied.

Reflect

• Ask participants how they came about untangling the knot. Was it challenging? What was challenging?

• What was required to enable the group to untie the knot?

• Explain to the group that unknotting the knot symbolizes the group’s commitment to working together in a patient and safe manner.
Children Voices For Peaceful Future And Protective Environment

PROTECTIVE ENVIRONMENT FOR CHILDREN THROUGH PEACEFUL CO-EXISTENCE
SESSION 9 – EXPLORING CIRCLE OF PEACE (S&C)

Main Theme/Life skills:
Explore and share PEACE from different perspectives and social structures for the overall purpose of building a protective environment for children.

Learning Outcomes
Participants will:
• Learn about different interpretations of the definition of PEACE.
• Identify and outline the different perspectives of peace according to gender, age and status.
• Define Peace for the purpose of restoring a broken friendship between two individuals, within community or between communities with the overall purpose of creating a protective environment for children.

Materials Needed
• Stickers and tape
• Pens and colourful markers
• Large paper (e.g. 4 flipchart papers taped together to create the CIRCLE OF PEACE)

Preparation: Create the CIRCLE OF PEACE on a big piece of paper

Dialogue
Guided group discussion through the following questions:
• What is the word for PEACE in your language?
• What does PEACE stand for in your culture and traditional society?
• What does PEACE stand for in contemporary/modern society?
• Draw a circle for each PEACE within and start with ourselves in the centre
  - peace within ourselves
  - peace within our family
  - peace between our peers
  - peace in the school
  - peace within an ethnic group
  - peace between ethnic groups
  - peace in the community
  - peace in metropolis
  - peace in all the regions in Ghana
  - peace in Ghana

Ask how many local languages do participants speak and ask about words or phrases in their languages that represent PEACE
• living together peacefully
• bring people together
• no fighting
• happiness
Important hints

Are there differences in how we define PEACE depending on age, sex or status? (e.g. do girls define peace differently from boys or does the definition change according to age or economic or political status?)

Explore with participants those differences and how interesting it can be that men, women or different cultures define PEACE differently or similarly.

Activity – Circle Of Peace

Explain that next activity will allow them to explore and express their experience relating to peace both for them as an individual, within a group e.g. class mates, within the community or between communities and as well as in other settings.

Guidance

- Participants should either be grouped together (4-5 participants). Ask participants to think about PEACE from a broad perspective where PEACE can represent e.g. happiness, respect and/or education for all, or food on the table for all.
- Facilitator draws the first circle in the middle of the paper representing PEACE within oneself and asks groups
- For each circle allow 2-3 min discussion before asking for their input on a sticker to be added into the circle.

Important hints

Drawn from input given, facilitator asks participants the following: Are children’s views being heard about what makes them feel protected and at peace e.g. in school and in the community? Are there some differences in how people in your community define peace? If yes, how do they see it differently? Do boys and girls define it differently? How and why do they see it differently?

Reflect

After drawing all circles ask the whole group what they thought were interesting learning points by doing this exercise? What can it teach us about peace?

Facilitator ends the session by emphasising:

- The differences in how we define peace (gender or age difference in how peace is defined?)
- What we have in common
- Ask why it is important to know other peoples’ views
- Explain how important it is to know other people’s points of view and differences in how PEACE can be defined e.g. girls and boys,
- Conflict can be avoided if people understand each other’s points of view and the differences in how they define PEACE
- What do we have in common that can help bring us closer together since we all have
the same interest, that is, to live peacefully together?

The circle of peace should be displayed in the classroom or community hall with the comments for participants to explore freely later during the workshop.

**Note to the Facilitator:**

*It is important to spend more time on the subject of peace*
SESSION 10 - EXPLORING CIRCLE OF CONFLICT (S&C)

Main Theme:
How does conflict affect Children/Youth? Define and share CONFLICT from different perspectives and social structures for the overall purpose of building a protective environment for children.

Learning Outcomes

Participants will:
- Identify and outline the different perspectives of peace according to gender, age and status.
- Define CONFLICT for the purpose of restoring a broken friendship between two individuals, within community or between communities with the overall purpose of creating a protective environment for children.

Materials Needed
- Stickers
- Pens and colourful markers
- Large paper (4 flipchart papers taped together to create the CIRCLE OF CONFLICT)
- Large papers to draw pictures for main findings for each circle of conflict
- Tape

1 Hour
- Brainstorming
- Guided group discussion (can be used in a focus group discussion form)
- Demonstrate by drawing pictures instead of writing (get 2-4 volunteers to help out/children)

Guidance

• Facilitator asks about the meaning of conflict and how CONFLICT affects participants and other children/youth in different settings.
• Facilitator draws the first circle, the smallest in the middle on a large paper /flipchart that represents Conflict within ourselves.
• Next circle will be around the first representing the family etc.

How does conflict affect ....
- you - and what does it look/feel like
- your family –’
- your peers - “
- elders
- the school and children’s relations in school”
- relationship of the whole ethnic group”
- relationships between ethnic groups “
- the whole community – what does conflict in community look/feel like?”
- your district”
- Northern, southern, western or eastern part of Ghana “
- the whole Ghana

Does conflict affect children differently based on how old they are? How does it affect them differently?
Children Voices For Peaceful Future And Protective Environment

• Does conflict affect boys and girls differently? How does it affect them differently and why do you think it affects them differently?

• Does conflict affect minority groups e.g. those with disabilities or OVC differently? How does it affect them differently and why do you think it affects them differently?

• Allow children/youth to explore other options and add it in the discussion if time allows.

Conflict as a natural part of life
What do we mean when we say that conflict is a natural part of life and why does it happen?
Because we all have different interests and needs, goals, perceptions, viewpoints, values and experiences. It is a way of life. It will always exist. There is nothing wrong with having different needs or opinions. It provides variety and colour to life.
We are different and that gives us the opportunity to learn from each other. Therefore, it is important to embrace diversity instead of going into a conflict. Conflict happens when we don’t know how to embrace and enjoy the fact that we are different and at the same time see that we have so many things in common. When we feel like we are in conflict with a person or group, we can say that we are fortunate because this gives us an opportunity to learn. We don’t have to be angry or sad. We can always learn. We should stop and ask ourselves, “What can I learn so this conflict can be resolved?” By understanding that we learn about other persons or groups, we learn to enjoy each other’s differences while living together.

Some kind of conflict will always exist between schoolmates, family members, teachers and colleagues. It is our choice to learn something new or, just learn about our little world or realize how many things we actually have in common. Which of these would you choose?
The way we solve conflicts or the outcomes of conflicts can be good or bad. We can’t stop all conflicts, but we should know how to embrace and learn each other’s points of view as we have been doing in this workshop. Understanding different needs and having constructive dialogues allows us to compromise and build tolerance for differences. Instead of deadly quarrels, we need to create constructive conflicts that provide opportunities for sharing and the opportunity to learn about each other.

Constructive conflicts have many positive outcomes.
People’s interest and curiosity are stimulated.

Destructive Conflicts are violent and have negative outcomes
People or groups go beyond seeking to achieve their goals peacefully and try to dominate and destroy each other. Destructive conflicts have a tendency to expand and escalate.

Reflect
• After drawing all circles ask the whole group to talk about what they thought were interesting learning points for them.
• What can it teach us about CONFLICT?
• Are there differences in how girls and boys define conflict? Does conflict have a different
impact on them and how does it have a different impact?

- Are both views being heard and taken into account in your school or your community?
- What do we have in common?
- Do you think it is difficult to share and learn about other people’s needs and different ways of living than you are used to in your family or community?
- If yes, why is it difficult and what can be done to make it easier?
- Conflict can be avoided when people make an effort to understand each other’s points of view and the differences in how they define CONFLICT.

**Conflict**

- What do we have in common that can help bring us closer together since we all have the same interest, that is, to live peacefully together?

*The circle of conflict should be displayed in the classroom or community hall with the comments for participants to explore freely later during the workshop.*

Now, we continue learning more about how we can increase our joy of living together and limit conflicts around us.
SESSION 11 – THE CONFLICT TREE (S&C)

Main Theme/Life Skill/s:
Analysing causes, problems and effects of conflict

Learning Outcomes

Participants will:
- Identify the causes and effects of a conflict
- Learn to identify and agree on the core challenges in conflict
- Understand how to determine priorities to address conflict issues.
- Learn to compromise on different points of view through dialogue, active listening and reasoning

Materials Needed

Flipchart, pens, colours, stickers

1 Hour

Group and guided discussion

Guidance

Before you start, divide participants into groups of 3-4 participants.

Ask a volunteer to draw a picture of a tree, including its roots, trunk and branches (on a flipchart).

Ask participants to brainstorm within their groups and write down what they consider as the key issues in the conflict. Give them small pieces of paper (or post-it notes) to write the key issues, and invite them to attach their notes to the conflict tree:
- At the roots, if they think it is a cause of the conflict.
- On the trunk, if they think it is the core problem.
- In the branches, if they think it is an effect.

Encourage participants to add new ideas as they think of more conflict issues.

Choose someone to facilitate a discussion around where the cards are placed. Use active listening skills and how to understand other people’s perspectives to come to an agreement on where the issues belong, especially when it comes to the core problem.

Once you reach a general agreement on what the causes, effects and core problems of the conflict are, the group can then discuss what else to add on the tree and where it should be placed.

Important hints

Participants can use outcome from previous session EXPLORING CIRCLE OF CONFLICT when creating the conflict tree.
Gather the participants around the conflict tree and discuss the activity with the following questions:

- What did you learn from this activity?
- Do you now understand conflict better by creating the conflict tree?
- Do girls and boys have different views and priorities on how to make a conflict tree (or different age groups or status of people)?
- How did it help you as a group?
- How did it help you as a person?
SESSION 12 – MAKING A PEACE TREE (S&C)

Main Theme/Life Skill/s:
Analysing root causes and effects of Peace.

Learning Outcomes

Participants will:
• Identify the causes and effects of PEACE
• Learn to identify and agree on the core issue that provides PEACEFUL co-existence
• Learn to compromise on different points of view through dialogue, active listening and reasoning

Materials Needed
Flipchart, pens, colours and stickers

1 Hour
Group work and guided discussion

Dialogue

Before you start divide participants into groups of 3-4 participants.

Ask for a volunteer to draw a picture of a tree, including its roots, trunk and branches (on a flipchart).

Ask participants to brainstorm within their groups and write down what they think peace or peaceful co-existence should look like when presented as a tree. Give them small pieces of paper (post it notes) where they can write the key issues to be placed on different parts of the tree. An example could be the following: (only to be provided to encourage group dialogue).

• The roots represent the origin of Peace e.g. love.
• The trunk could be thought of as the social structures e.g. relationships, friendship, parent teachers associations, (PTAs).
• The branches would represent the effect of being in a peaceful and protected environment e.g. happiness, wellbeing, laughter, dialogue and sharing.
• Do girls and boys have different points of view and priorities on how to make a PEACE tree?
Children Voices For Peaceful Future And Protective Environment
SESSION 13 – VALUING DIVERSITY AMONG OURSELVES (S&C)

Main Theme/Life skill:
Valuing diversity

Learning Outcomes

Participants will:
- Learn to value diversity of peoples’ values, opinions and beliefs
- Experience the joyfulness that diversity provides
- Gain tolerance for diversity of peoples’ backgrounds, beliefs and lifestyles

Materials Needed

Flipchart and colour markers

45 Minutes

Group activity and discussion

Guidance

- Before the activity starts make sure that there is enough clear space for participants to move around
- Explain to participants the purpose of the activity by stating the learning outcome above.

- Tell participants that they will be moving around the room and forming different groups according to facilitators’ instructions. Start the activity. The group will be formed by the following order:
  - Gender: Ask participants to group together according to gender
  - Age: Making a straight line where the youngest is first and oldest last, taking into consideration year, month and date if known by participants.
  - Shoe size: By making a straight line with smallest shoes size first and the largest last.
  - Religion: Group together according to religion.
  - Height: By making a straight line with shortest person first and the tallest last.
  - Ethnic group: Group together according to ethnic groups.
  - Number of siblings: Those with same number of siblings to form a group.
  - Preference for sweet or salty food: Those with same tastes group together.
  - Preference for Cassava or Yam: Those with same preference, group together.

After each round facilitator, with support from the participants will point out the main findings of the grouping e.g. count how many girls and how many boys. Regarding age, participants should go over participants’ ages so the first in line will start telling his age and date of birth and then next and continue to the last one.
What did this activity, on the whole, teach us?

- Facilitator should guide the conversation on how much people have in common and also how the views of others are equally important as our own point of view.

- How important it is to get each other to understand the views of others since they are equally important as our own.

- Facilitators ask participants: Can you say that your preference is the right one and the others preferences are the wrong ones? Why not? List comments on board.

- Facilitator should guide conversation by asking open questions about advantages and disadvantages of diversity and similarity e.g. point out how limited we would be if we lived in a world where everybody was the same. Wouldn’t we get bored? Why is diversity important?

- Diversity makes life interesting
- Diversity brings different experiences e.g. boys and girls, and points of view to solving challenges e.g. conflict
- Diversity brings more resources to communities
- Diversity is necessary to sustain life.
SESSION 14 – EXPLORING OTHER CULTURES: Culture Island (S)

Main Theme/Life Skill/s:
Conflict transformation, intercultural dialogue.

Learning Outcomes
Participants will:
Learn to develop communication skills based on non verbal communication, body language and by showing respect and tolerance for diversity.

Materials Needed
• Information about the culture as mentioned in the role play is written on paper - one for each group to use during the role play).
• Material for shelter e.g plastic, leaves, sticks
• Some clothes or scarves, hats for each cultural group to wear.

Guidance
2 Hours
Preparation: Write down on a piece of paper, information about the cultures and provide for the groups during the role play

Role Play
• In the activity, participants present three different cultures:
• Each culture represents one colour:
  1) yellow
  2) red
  3) blue.
• No one speaks each other’s language. The only way to communicate is through body language and a few words. Each culture has its own language/sign and cultural customs.

1) Culture Yellow: Language/sign:
To say ‘Yes’ – only use body language by shaking the head as if saying ‘No’ in English.
To say ‘No’ – jump up in the air once.
Culture: It is very disrespectful not to speak with a chief before the process starts. The chief needs to give his/her acceptance. The other culture groups need to realize that and approach the chief for his/her acceptance before they undertake their activity achieved before that takes place.

2) Culture Red: Language/verbal:
Yes=Clap Hands No= Hands up. Culture: Considered rude to look them in the eye while speaking. When that happens, they feel disrespected and refuse to respond.

3) Culture Blue: Language/body language/nonverbal:
To say Yes: Touch other person on the shoulder.
To say No: Push both hands forward, as if telling someone to stop in English.
Culture: To gain acceptance and co-operation, members must bow down to each member to show respect.

No language is allowed in this game except cultural language that participants are about to learn from each other during the game. The cultural group will not accept the building of a temporary shelter or a place to live until the people in each culture have realized to show respect to one another. To facilitate the process, the group needs to figure out what ‘yes’ and ‘no’ is in their culture.

Explain to participants that since building shelter is a matter of survival, all cultures must find ways to speak together and show respect.

The group will have the goal to build the shelter together with available material where shelter is to be shared with all groups.

- What kinds of skills are needed to be able to understand other cultures with different languages and values? (Write comments on flipchart)
- What skills were learned and how was it helpful?
- Facilitator points out that there are ways to communicate other than through language.
- Using body language and tone of voice can have much impact on how we communicate.
- Facilitator can add values such as tolerance for diversity, active listening, respecting others and other values if not mentioned by participants.

Reflect

- How did you manage to communicate in order to work together? Can you explain the process from the beginning to the end?
Main Theme/Life skill/s:
Understand other people’s perspectives through patience and active listening

Learning Outcomes
Participants will:
• Be open minded to other people’s perspectives
• Understand the views of others through patience and active listening

Materials Needed
Flipchart, colour markers, notebooks

1 Hour
Guided activity and group discussions

Guidance
• Explain to participants that they are going to explore their perspectives as well as other people’s perspectives
• Ask participants to think of a conflict that has troubled them (e.g. with sibling, parent, school, person from another ethnic or religious group) and consider that it could happen again.
• When participants have identified a conflict, explain that this activity may help overcome some of the challenges they face
• Ask participants to pair up in twos for the exercise and support each other while going through the explained steps. One person at a time should do the exercise.
• Ask participants to open up their note books so both sides are facing them and follow the instructions below:
  • How do you feel when you are in conflict with this person/group?
  • What will be the effect on this person?
  • How do you feel when this happens?
  • What do you need that you are not getting?

Is there anything else you need to say about this experience? On the left hand page, write down all the things that bother you about this conflict.

Now, consider what the other person’s experience may be like by asking yourself the following questions. Write the answers on the opposite page.
• How do you think they would describe this experience from their perspective?
• What do you think might make it hard for them?
• How do you think they feel when this happens?
• What might they need that they aren’t getting?
• Is there anything you think might be important to understanding their perspective?
Handy hints

• Provide participants enough time to reflect on this. It can take time to understand the mindset of the other person involved...

• For this exercise, facilitator could ask two participants to voluntarily tell their conflict and challenge and go through the exercise with the group by sharing each step of the process.

Facilitators ask participants the following after the activity:

• Did anything surprise you? If so, what?
• How might you approach this situation differently the next time it comes up?
MODULE 7

PSYCHO SOCIAL ACTIVITY – RISE ABOVE PREJUDICE AND DISCRIMINATION
SESSION 16 – RISE ABOVE PREJUDICE AND DISCRIMINATION I:  
"The way you make me feel" (S&C)

Main Theme/Life Skill:
Rise above prejudice and discrimination I.

Learning Outcomes
Participants will:
• Raise awareness of how our behaviour has an effect on others.
• Develop sensitivity and understanding about people with different characteristics.
• Deepen one’s understanding about the effects of stereotyping, prejudice and discrimination.

Guidance
• Explain that each participant will have a label placed on his/her forehead stating a role or characteristic.
• They will not be able to see what is written on their label and participants are not allowed to tell each other.
• Explain to the group the following: “You must treat each other according to the labels, without using the word on the label and without telling the other about it.”
• Groups must move around the room greeting each person according to the label they have on their foreheads without telling the label.
• Allow 10-15 minutes for people to go around and receive and provide feedback according to labels.
• All participants should, at least, receive one feedback from each participant and provide their feedback to all participants.

Materials Needed
Flipchart, stickers, tape and pens

1 Hour
Group activity and discussion

Preparation:
On each label, write a role or characteristic for example: cute, lazy, dishonest, domestic helper, stranger, noisy, politician, dictator, artist, banker, bully, poor person and etc...

Reflect
Facilitator asks for feedback from the participants.
Participants are not allowed to look at the labels yet.
Initiate a discussion by asking participants if they can guess what might be on their labels.
Ask the participants to take off the labels.
Facilitator asks the following questions:

- How did you feel during the activity?
- Was it difficult to treat people according to their labels?
- Did you notice people beginning to act according to how people were treating them?
- What sorts of labels do we put on people in real life? How does it affect them and how does it affect the way we think about them?
- Is it fair to give people labels?
- How can we change the way we behave to ease the burden of people instead of adding to their burden?

Facilitator writes down participants’ suggestions on how to be non judgemental towards e.g. vulnerable people and those who are different from us.
SESSION 17- RISE ABOVE PREJUDICE AND DISCRIMINATION II – “What we have in common” (S&C)

Main Theme:
Rise above Prejudice and Discrimination II

Learning Outcomes
Participants will:
• Rise above prejudice and discrimination.
• Increase awareness about our common attitudes with people “different” to us.
• Learn to think outside the box.

Materials Needed
Coloured sticky dots or coloured stickers in three colours e.g. green, yellow and red. ONE WHITE DOT

30 Minutes
Group activity and discussion.

Guidance
• Explain to participants that this activity is non verbal. There is no talking allowed during the activity.
• Ask all participants to find their space in the room and close their eyes. Tell participants that you will be placing a sticker on their foreheads.
• Facilitator sticks one coloured dot on the forehead of each participant. ONE participant will have one white dot. All others will have one of the three coloured dots.
• Participants are not allowed to speak to anyone during the activity.
• Ask the participants to open their eyes.
• Facilitator explains that participants should group themselves according to the dots on their foreheads.
• Once participants are grouped, ask them to look around at the entire group.

Reflect
Facilitator asks the whole group the following questions:
• How did you group yourselves?
• How did you feel not knowing what you have on your forehead?
• Ask questions directed to the person with the white dot: How did you feel?
• Does this activity relate with reality? How? Give examples.

Facilitator explains to participants how the activity was organized and its purpose. They were to group themselves according to the dot, but it wasn’t said if it was according to colour. Facilitator explains that participants could have all formed one group, because they all had
a DOT on their foreheads – regardless of its colour.

• In reality, we often look at our differences more than our similarities. Sometimes, we let our own prejudices inform how we interact with the rest of society.
• Encourage participants to give real life examples that can be related to the game.
• Ask participants to also reflect on the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group?

Handy hints

Facilitator can link this activity with activity ‘The Way you Make me Feel’ in Session 16.

Note to the Facilitator:

The spirit of empathy needs to be demonstrated well. Also showcase the issue of prejudice as a bad one.
MODULE 8

PSYCHO SOCIAL SUPPORT ACTIVITY – SELF AWARENESS AND CONFIDENCE BUILDING
SESSION 18 – EMOTIONAL INTELLIGENCE: Identify your emotions (S)

Main Theme/Life Skill/s:
Self-Awareness and sharing

Learning Outcomes

Participants will:
• Participants are able to recognise their different emotions.
• Participants learn to link their emotions to their physical responses.

Materials Needed

• Flipchart
• Large papers for drawings of different emotions
• Coloured markers or Crayons
• Tape

1 Hour

Group discussion and sharing

Guidance

• Draw a frame divided into squares on the flip chart where the drawn emotions will be placed during the activity
• Participants introduce different emotions, one emotion after the other by drawing the emotions on the flipchart voluntarily, one by one.

• Facilitator will incorporate the following questions while discussing each emotion:
  - Do you remember when you felt happy, sad, angry, etc.?
  - Where do you feel this emotion in your body?
  - Can you show us how your body feels when you have this emotion?
  - Facilitator can demonstrate by showing physical reactions e.g. shaking of the hands and lips for scared feeling, twinkling eyes for being happy, touching the heart and smiling for happiness, teary eyes for being sad, etc.

Ask participants to role-play emotions with one of their sitting partners:
• I am Happy or I am Sad
• I am Mad or I am Scared
• I am Fighting or I am Sick

Reflect

• How did you feel sharing your emotion with others?
• How did it feel to act out your emotion?

After knowing the different kinds of emotions, the facilitator/s tells the children that these are emotions they might have felt today. Explain that that “these are normal emotions that are felt
by every child.” Let them know that it is normal to feel any of these emotions.

**Note to the Facilitator:**

*Take note of children who feel shy or are unable to share their emotions and have a follow up conversation with them individually.*
SESSION 19 – IDENTIFY AND SHARING EMOTIONS (S)

Main Theme/Life Skill/s:
Self-Awareness and sharing

Learning Outcomes

Participants will:
• Be able to share their emotions or feelings.
• Understand that emotions are normal and felt by all.

Materials Needed
• Flipchart (1 piece for each child)
• Coloured markers or Crayons

1 Hour

Group discussion and sharing

Guidance

Start by telling participants about the importance of respecting the Heart Contract since this activity is about sharing personal emotions.
• Give the following as an example: When I woke up today, I was a little bit tired and angry because the rooster was crowing (e.g. make a sound like a rooster) and I didn’t want to wake up. I was still sleepy.

• Each participant receives a piece of paper to fold twice and divide into four squares.
• Ask them to draw a face in each square of the paper showing four different emotions they felt today or yesterday.
• After drawing their emotions, ask them to find a partner.

Invite each child to tell their partner a story about the different emotions they have felt today as reflected in their drawing.
• After sharing with a partner, facilitator asks for two volunteers to share their drawings with the group. If time allows, others who want to share should be given the opportunity

Reflect

• Facilitator praises participants for being brave and strong to share their emotions with everyone.
• Facilitator explains that many feelings make up the amazing persons we all are. It is important to know your own feelings. Each of your feelings is pieced together to make up the whole you.
• It is important to express our emotions. Maybe it is not safe everywhere with everyone but it is important to find a good friend or talk to your parent or relatives or someone you trust about your feelings.

Participants are encouraged to share the activity when they get home and ask other family members to share their feelings.
Handy hints

- When a child shares negative feelings with the group, the following strategies may help:

- One facilitator attends directly to the child while the other continues the activity with the other participants.

- The facilitator attunes to the person by recognising the feeling “Oh, I can see that you are really upset.”

- Recognise the person’s emotion by asking what made him/her sad or angry. Do not force anyone to give information.

- At the end of the session, facilitator/s checks with the person to see if he/she is in need of an extra support or not.

- If no one partners with a child make sure that an assistant or older person partners with that child.

- For the children who are not ready to participate, assist them to sit somewhere safe in the room where they can see the activity and still feel part of the process. Inform them that they can approach and take part anytime when they feel they are ready. It is essential that the child feels comfortable and is not forced to participate.
SESSION 20 – THE POWER OF MOTIONS: The Magic Scarf (S&C)

Dance And Peace Activity To Wind Down After A Challenging Session

- A playful way to practice non-verbal communication and imagination after the group has gotten to know each other and feel comfortable together. The use of an object can support people to work in pairs and can be used as a warm-up activity or developed into a full class.

Main Theme:
- Regain trust in the environment, their peers and the adults
- Decrease the sense of isolation
- Give youth tools for developing self-control and calmness.

Learning Outcomes

Participants will:
- Be creative in solving problems and build nonverbal communication skills.
- Be able to learn more about another person through movement and expressive choices.
- Be able to build connections and empathy with others.

Materials Needed

Scarfes (light material) – one for each pair

15 Minutes - 1 Hour

(depending on time available)

Methodology: Movements

Music: Optional – traditional or contemporary

Guidance

- Participants are divided into pairs.
- Each pair is identified as partner A and B; One leads.
- Hand out one scarf to each pair.
- In each pair the leader A holds the scarf and moves it while B imagines herself or himself as the scarf and mirrors the scarf’s movements.
- This is a nonverbal communication exercise and is done without talking.
- Activity can be done with music.
- When selecting music, generally start with slower more lyrical music. This will help to build confidence and safety in the group. Using more upbeat music and rhythms is generally reflected in the actions of the group.
- After an initial exploration, change who is leading so that B is now the leader holding...
the scarf and A is following its movement.

- Repeat with each person in the pair having a chance to lead again.

**Reflect**

- Facilitator asks participants how they felt during the dance activities.
- What was interesting about the activity and why it was interesting?
- How did it feel to be in such a close contact with the one you were paired up with? (e.g. sense of belonging, sense of connectivity and flow of energy that you share, sensing the power of communicating through energy and body language where no words are needed).
SESSION 21 – RECOGNISE CHILDREN’S EMOTIONS WHEN IN DIFFICULTIES (S&C)

Main Theme/ Life skill:
Accepting, acting on and nurturing emotions.

Learning Outcome
Participants will:
Learn to provide care through active listening and recognizing, accepting emotions.

Materials Needed
One soft and small ball that fits in a palm and can be thrown to other people in a circle.

30 Minutes
Group discussion, group work and activity.

Guidance
• Ask participants, “Do you feel that people listen to you when you express feelings of sadness, anger or when you are facing a problem? How does it feel when people don’t listen or recognise your feelings? How does it feel when they listen and recognise your feelings?

• Facilitator allows participants to give examples to compare the differences. Ask participants to express differences regarding being heard and not being heard and what happens when you are listened to.

• Facilitator explains that Active Listening is an important every day skill when communicating as they practiced earlier in the workshop. It helps us in handling difficult situations related to stress, anger and conflicts in our lives. Active listening is an important skill for parents and everybody involved in the process of raising children e.g. teachers, religious leaders and opinion leaders and youth leaders.

• Facilitator asks participants to make a circle.

1st Step - Sharing and Recognizing feelings:
One person will share his or her own feeling. After that, he/she throws the soft ball to anybody in the group. The person who catches the ball will be the listener and give his or her reflection on the story as well as the feelings of the speaker.

This should be repeated several times till everyone understands and has developed the skill.

Facilitator starts with providing an example of a story to facilitate the sharing process.

“I feel ashamed when my school uniform has a big hole in it and I am angry that my parents seem not to care nor find time to help me fix it” OR “I feel angry and sad because I have to work all market days when I’m supposed to be in school” OR “I feel afraid of some older children in school and those holding the cane, because they sometimes hit me and shout at me”.

Facilitator explains the importance of feedback based on active listening.

“I can hear that you feel ashamed that your school uniform has a hole in it and that you
are sad and angry that your parents, school or someone is not helping you to find a solution" OR “I can hear that you are angry that you have to work all market days and not able to attend school" OR “I can hear that you feel afraid OR you feel afraid when someone is shouting and hitting you”.

When facilitators sense that participants have understood and are able to give partner feedback, the group moves to the 2nd step.

The 1st exercise showed that many participants express similar situations and feelings.

2nd Step - Validating the feeling: In the 2nd step the facilitator explains the importance of validating the feeling. The listener would practice to do so by providing comfort to the speaker by saying e.g.: “Many people in your situation also have a similar experience and feeling and you are not alone.”

3rd Step – Encouragement: After validating the feeling, comes encouragement. The listener should find some positive points in the speaker’s feelings and actions in order to give him or her encouragement. The listener could say, “It is good that you talk about your needs and your desires such as the need to get help to fix the school uniform so as not to miss out of school OR that you express your discomfort and that you are afraid of those beating and shouting at you for no reason.”

This should be repeated by giving encouragement to all that express their difficult situation and feeling in the 1st step of the exercise. This should be repeated several times till everyone understands and has developed the skill. Make sure that those who express their feeling are also the ones giving encouragement.

4th Step – Finding solution: After participants are good at encouragement, move to Step 4, helping speakers (that should be majority of the participants) to find solutions. In the example above, the listener could say, “What can you or others do to help you have the uniform fixed, what could be the first step? OR

Could you ask your principal to talk to your parents about not missing out on so much from school? OR could you and other children who are beaten and shouted at for no reason talk to someone you trust, a grown up e.g. school principal, a teacher, or someone in the Parent Teacher Association (PTA) to help you find ways to stop this abusive behaviour?.

Reflect

The facilitator thanks everyone for sharing and being positive and active in this challenging exercise. It is not always easy to share difficulties with others but as you could hear, many of you have similar experiences and feelings in common. That makes it much easier to know that you are not alone.

The facilitator summarises the four steps of active listening to support children in difficulties and asks participants to share the main learning points for them and how it will be useful for them in helping children in difficulties.

Facilitator asks participants the following:
• How do you feel after this exercise?
• Was this exercise helpful for solving difficult situations and feelings faced? If yes, how was it helpful?

Will it be helpful for future challenges? Will you promise to practice it so you can easily use it when difficult challenges occur?
Handy hints

Facilitator reminds participants about the Heart Contract, the confidentiality, that all agreed on at the beginning of the workshop where everything expressed within the workshop walls should not be shared with others outside the workshop.

It is important that the facilitator will ensure that students expressing serious problems will work with patrons and the school principal/government agency to follow up on finding solution for the child.
SESSION 22 – ACTIVE LISTENING FOR ADULTS CARING FOR CHILDREN (C and PTS in S setting)

Main Theme/Life Skill:
Development of good communication skills with children.

Learning Outcome
Quality communication skills developed between children and parents and/or children and teachers

Materials Needed
Flipchart and markers

45 Minutes
Group discussion and group work

Lecture

Facilitator gives the following example:
A child comes back home and says, “I dislike Abdul. He does not let me play with him or share the toys”.

How should you react?
Some parents might say: “What’s the problem? You can play with your other friends!”
In this case, the parents have ignored or dismissed their child’s feelings. Their response implies that, “There is nothing wrong; I know what you need to do.”

On the other hand, parents could say, “Do you feel angry with Abdul because he did not allow you to play with him?” This response shows that you are following an active listening approach. Through this reflected response, you have encouraged the child and maybe he will tell you more. For example, “Yes, yesterday he allowed me to play with him but today I did not bring my own toys”. This in turn allows you to continue to explore the child’s feeling and thoughts. “So Abdul wants you to bring something that both of you can play together with?” “Yes, I think so.”

This is a more effective method for getting to the root of the problem.

Open Questions: Open questions, such as “Why are you sad?” “If you were in your friend’s situation, how would you feel?” “What would you do?” “Are there any other ways to address this problem?” can be a very useful technique as it encourages children to extend their thinking and look at the matter from a different point of view, allowing them to explore various solutions to the problem.

Reflecting: Reflecting on what children want to share is also very important in enabling them to speak out clearly and to make sure that the
listener understands the matter thoroughly. Reflection includes questions such as: “Do you mean that...?” “Did you say that...?” Or “I heard you mention ...”.

Active listening is a good way for all e.g. parents and teachers to understand each other as well as children and pupils. It fosters respect and care for one another and strengthens relationships in schools and families. Active listening also helps to prevent and solve problems arising in schools and families, particularly within the challenging context of parent-child or teacher-pupil relationships. Active listening can help all e.g. parents and teachers to identify and address children’s difficulties and concerns in a timely manner, which is more effective and does not require punishment.
CONTINUITY OF BUILDING A PROTECTIVE ENVIRONMENT FOR CHILDREN
SESSION 23 – CIRCLE OF PROTECTION (C)

Main Theme/Life Skill:
Strengthen Protection for Children.

Learning Outcomes
Participants will:
• Be able to identify the gaps in protecting children in their environment e.g. school, the community and within the social structure.
• Be able to complete a Circle of Protection to identify resource and capacity within each layer of the society to protect the children.

Materials Needed
• Stickers
• Pens and colourful markers
• Large paper (4 flipchart papers taped together to create the CIRCLE OF PROTECTION)
• Large papers to draw pictures for main findings for circle of protection
• Sticky tape

1 Hour 30 Minutes
• Brainstorming
• Guided group discussion
• Dialogue in a focus groups
• Demonstrate by drawing pictures instead of writing (get 2-4 volunteers to help drawout pictures)

Dialogue
• Facilitators open up discussions about PROTECTION of Children.
• Facilitator draws a picture of the child and then draws many circles around it. The exercise is done in a similar manner to explore CONFLICT or PEACE but now with focus on the concept of exploring PROTECTION for Children.

Guidance
Facilitator divides participants into groups of 4-5 participants to discuss how different actors can contribute to protect children.
• how families can protect their children/youth
• how peers can provide support and protect each other
• how elders can protect children
• how chiefs can protect children
• how Child Protection Teams (CPT) can protect them (if in the community)
• how schools can protect children
• how the community can protect children (different groups)
• how Government (social workers) and District Assemblies can protect children
• how children/youth can protect themselves

Each group is required to come with suggestions for one layer of the society e.g. elders or government can provide protection. Each group
Children Voices For Peaceful Future And Protective Environment

should discuss and write down suggestions on a sticker on how each actor can protect children (these suggestions should be included in the circle of protection as above.

**Handy hints**

- *Do boys and girls need different types of protection? Why and how can/should they be protected differently?*

- *Do younger children need different types of protection from older children? Why and how should they be protected differently?*

- *Allow participants to explore other options and add it to the discussion if time allows.*

**Reflect**

- After drawing up all circles, the whole group talks about interesting learning points for them by doing this exercise.

- Facilitator ends session by wrapping up and pointing out the main outcomes or by asking participants to summarise.

For this activity it is important to clearly **document** outcomes so they can be used as guidance for future work in building a protective environment for children.
SESSION 24 – EXPLORING STRENGTHS: TRADITIONAL AND CONTEMPORARY SOLUTIONS

Main Theme/Life Skill:
Strengthening care system and protective environment for children.

Learning Outcomes

Participants will:
• Identify traditional child protection practices in the past and present.
• Maximize community capacity and resources when the modern/government capacity is not available.
• Strengthen Community Based Care through active participation of community.

Materials Needed
Flipchart and coloured markers, roles for the role play written on a small piece of paper, folded and put in a hat.

1 Hour Methodology
Role play and group discussion.

Scenario
Samuel (9 years) and Fatima (13 years) have lost both parents during conflict. They don’t have relatives who are able to support them. Their relatives’ house is not big enough to accommodate two new members. The children have been provided with shelter not far from their relatives’ house and they receive food from them each day, but it’s not enough, so sometimes they go hungry. They have no adult supervision. During the day, the siblings roam around the village collecting plastic waste and begging for food. Their clothes are dirty and they show signs of malnourishment. Fatima has been sexually harassed by a neighbour who lives close to their shelter. Both children have dropped out of school since they don’t have school uniforms or school fees. Samuel has some health problems and needs medicine. Fatima has been encouraged by her relatives to go down south to get a job to support her brother. They promised they would take care of her brother while she is away.

Before giving the scenario for the role play the facilitator writes different roles on pieces of paper and puts them in a hat. Participants should pick one piece of paper and take on the given role as presented in the story.

The Child Protection Team (CPT) is having a meeting to find ways to protect the children. They have been able to contact the district officer to also attend the meeting. Members of
the CPT are the following: the Chief, an elder, a women’s representative, a youth representative, a religious leader, a teacher or PTA member from the school and a health volunteer. Two of the children’s relatives will attend the meeting. The children will also be present to talk about their main concerns and needs.

Following are suggestions for discussion during the role play:

- How can the community protect Fatima and Samuel?
- What are the main protection issues of concern?
- Who would be able to support the children for each of the concerns?
- What is the family members’ responsibility?
- What is the government’s responsibility?
- What is the community’s responsibility and what solutions could they offer?
- What action needs to take place in order to protect and provide care for the siblings?
- Who should ensure that those actions are implemented and who will ensure that the children will receive the support needed?
- How can all responsible ensure that children are protected now and in the future?

- For each role there can be two participants if there are many participants in the workshop. This could be a good way for each role to be explored more effectively.
- During the role play, the facilitator should stop the play to allow input from facilitator/s or the audience, to support the process.

**Reflect**

- How was it to be in your role as.....
- What was challenging in finding solutions for Fatima and Samuel?
- Did the group manage to find ways to protect Fatima and Samuel? If yes, how and if no, why not and what needs to be done?
- What were the lessons learned?
- What is important in the process to ensure that Fatima and Samuel will be protected and receive care?

**Important hints**

- Remind participants that the children should be able to have a voice and express their needs and concerns.
SESSION 25 – NO TO VIOLENCE AND CONFLICT THAT HARMS CHILDREN (C)

Main Theme/Life skill/s:
Self-empowerment comes from articulating, embracing, and fighting for what matters the most, such as peaceful co-existence and child protection.

Learning Outcome
Participants are able to clarify and explain what motivates them to take action to ensure peaceful co-existence and protection of children through:
• Ideas and statements aimed at improving the protection of children.

Materials Needed
Flipchart, coloured markers, stickers and a tape

30 Minutes
Group discussion and sharing

Dialogue
Facilitator asks participants the following questions:
• What social change do you want to see that will increase protection of children?

• Why is this issue important to you?
• Participants are split into groups of 3-4 to discuss and work together.
• Each participant makes a list of the “NO TO VIOLENCE” that they do not wish to see again in their lives.
• Each participant selects the most important campaign statement “NO TO VIOLENCE” and writes it on a large sticker note.
• Each participant then writes on the same large sticker note underneath their “NO TO VIOLENCE” what they personally will do to make sure it never happens again.
• Participants, individually, read out their thoughts.

Reflect
• Ask the groups why their campaign statement “NO TO VIOLENCE” is so important to them
• Collect stickers and place on wall during a break (put label - “NO TO VIOLENCE” - over the cards).
SESSION 26 – STOP BULLYING IN SCHOOLS (S)

Main Theme/Life skill/s:
Protecting children from harmful acts of bullying.

Learning Outcome

Participants will:
• Be able to describe dynamics of bullying
• Have zero tolerance for bullying
• Demonstrate skills to prevent bullying
• Be able to create anti-bullying strategies to be used in school.

Materials Needed
Large flipchart papers, coloured markers, pens, crayons, rulers and erasers

2 - 3 Hours
Team work and group discussion

Lecture

A bully is a person who purposely tries to hurt others by:
• Making them feel uncomfortable.
• Hurting them by kicking, hitting, pushing, tripping, etc.

Those who bully can hurt others over and over again if not stopped.
The person being bullied feels that he or she can do nothing to stop it.
• He or she might feel smaller or weaker than the bully.
• He or she might feel outnumbered by the bully and the bully’s friends.
• He or she might feel there is no help or
• No one to talk to about the bullying or
• No one is standing up for him or her or
• He or she often feels very sad, but does not know how to change the situation.

Bullies can be BOYS or GIRLS!!

Who do bullies pick on?
• Often, bullies are bigger kids, so they pick on:
• Kids they feel are smaller.
• Kids they think won’t stand up to them.
• Kids that have few friends to stand up for them.

Why do bullies do what they do?
• Sometimes they think that they will win or get what they want.
• Sometimes they want to impress or entertain their friends.
• Sometimes they enjoy feeling power over someone because sometimes they are being bullied by someone else!
• Sometimes they do not even realise that they are hurting the other person.
**Most Important:** Bullies Are Often Vulnerable And Need Help - They have not got the support they need and have often been mistreated by others.

Those who bully feel uncomfortable and are acting out ill feelings that have nothing to do with the person that he/she victimises.

Those who bully need to seek support to ensure that their difficult feelings or discomfort is not carried out by harming others. They need support to displace their feelings elsewhere.

Those who bully need to find their real strength since their discomfort will not disappear by picking on others. On the contrary, it may cause greater discomfort and dissatisfaction knowing the harm they caused to others.

**What to do if someone is bullying you?**
- Never keep being bullied a secret! Confront the person who is bullying if you feel safe doing so.
- Seek support from a friend. Tell someone you trust about it. (People you might want to tell are: parents, teachers, the principal, prefects, or older friends).
- Do not confront or threaten the bully by threatening him/her.
- Speak out
- If the person you told cannot help you or does not do anything, find someone else! Try not to let the bully see you are upset. Those who bully seek signs of vulnerability so that they feel powerful and stronger.
- Avoid areas where the bully feels comfortable picking on people,- such as corners of the playground or lonely corridors.

Try to surround yourself with friends and people who will stand up for you.

---

**Note to the Facilitator:**

**PTAs and school authorities can also lend their support by defining what disciplinary measures they can put in place as deterrents for bullies.**

**What to do if you see someone who is being bullied?**
- Get friends together and TALK to the one who is bullying. Let him/her know that bullying is not accepted at your school.
- Don’t cheer the one that is bullying or stand around to watch. (The bully might like the attention, and pick on the kid even more).
- If you see someone being bullied, find someone to help stop it. (Get another friend, a teacher, a prefect, a principal).
- Be nice to, include, and get to know the people who are being bullied: You may find they are similar to you!!
- Try to make friends with the one who is bullying too- show them other ways to interact with others. (They don’t need to bully others to be accepted as ‘cool’).

---

**Dialogue**

At the end of the session, the facilitator asks all participants what they can do to prevent bullying in their school. What would you do?
- Allow children to come with their ideas and document them on a flip chart.
- Later utilize those ideas to feed into building a bully prevention strategy for the school through cartoon making in collaboration with
teachers/ Parent Teachers Association and school authorities.

- Facilitators divide the group into 3-4 person groups
- Each group is given the task of making a cartoon or a picture of a bully scenario and how a solution is found based on ideas expressed in the dialogue.
- The picture or cartoon should demonstrate clearly how to prevent bullying by providing some text to explain each picture

**Reflect**

- Outcome of all the pictures/cartoons with following text should make up the bully prevention strategy.

- Each group presents their pictures/cartoons for the strategy.
- The outcome can be displayed in the school and to parents and community members. A public launch of the bully prevention strategy could include parents and the community.

**Important hints**

If need be it is recommended to provide children more time to finalize their drawings/cartoons after the workshop. It could be ideal to continue the stop bullying strategy formally with the following drawings/cartoons in e.g. Civil Education Clubs or within the community with support from Child Protection Teams.
MODULE 10
STRENGTHENING MORAL ACTS
SESSION 27 - RESPECTING OTHERS - (C)

Main Theme/Life skills/:
Strengthening moral acts

Learning Outcomes

Participants will:
• Be able to identify how respect is demonstrated to other individuals e.g. to father, mother, village elders, widows, children, youth, chiefs, Queens mothers, religious leaders, teachers disabled, police and politicians etc.
• Be able to identify what causes the loss of respect.
• Be able to explore ways that respect can be restored.

Guidance

Group discussion
• The facilitator opens the discussion by asking participants together to define what RESPECT means and takes notice of the language differences that might exist
• How do people show respect to each other
• Why is respect important in families, school, communities and everywhere we communicate?

Dialogue

Divide participants into groups of 4-5 people to discuss RESPECT for each other according to table below. Each group will concentrate on one group within the society.

Materials Needed

• Flipchart, board, coloured markers, stickers
• Timer to notify time
• Table: RESPECT EACH OTHER

Methodology:
Brainstorming, group discussion, dialogue and group work
### Important hints

The facilitator asks the following questions to open up for group discussion:

- **What have been the consequences for the loss of respect?**
- **What is the role of self discipline and self control in showing respect?**
- **What can individuals leaders, communities and the state do to ensure respect for all?**
- Facilitators ask participants “what can you do for your family/group you belong to to ensure their respect and wellbeing—each participant

### Group 1 – Fathers and Mothers

**Group 2 – Widows, OVCs, persons with disability and other minority groups**

**Group 3 – Religious Leaders**

**Group 4 – Chiefs/elders**

**Group 5 – Teachers**

**Group 6 – Neighbouring Community in conflict with**

**Group 7 – Authorities e.g. police, school principle, assembly men**

- Ask the groups to have a dialogue and fill in the table RESPECT EACH OTHER
  1. How we show respect to the group,
  2. Reason for not showing or loss of respect and
  3. How we could change our behaviour to show respect and how we can restore it.

---

<table>
<thead>
<tr>
<th>Who</th>
<th>Showing Respect</th>
<th>Possible reason for loss or lack of respect</th>
<th>How to gain respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father, mother, auntie, uncle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Widows, OVC, disabled and other minority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and other minority groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief/elders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Give groups 20 min to discuss among themselves, write down their thoughts and fill in the table RESPECT EACH OTHER
must write his answer on a sticker and put it on a board.

Reflect

After the groups have presented, the facilitator asks for participants’ support to summarize the main findings.

How can we bring our ideas into action? Facilitator asks participants for their suggestions and how they could formally bring forward their ideas of how to RESPECT EACH OTHER so they can be useful and help increase wellbeing through peaceful co-existence.

Note to the Facilitator:

Discuss; “who should show respect to who”? what happens when respect is not shown or received. Give examples.
Emphasize the need for respect.
SESSION 28 – BEING A CARING PERSON/PEACEMAKER (C)

Main Theme:
Where building a peaceful co-existence depends on acting our good morality.

Learning Outcome
Participants will:
Learn to recognize the power of moral acts within individuals and groups in their effort to build a peaceful co-existence.

Materials Needed
Coloured markers, flipchart and tape

30 Minutes
Presentation and guided group discussions

Dialogue
Facilitator asks participants the following questions:
- How do we describe a person who contributes to a peaceful co-existence?
- What is the difference between someone who wants to live peacefully and those who are causing disturbance and conflict?
- How can you tell the differences in behaviour and action of those individuals or groups?
- Participants should be split into groups of 3-4 persons to discuss those questions for 10-15 minutes.
- Facilitator asked participants to give their input for how we identify caring persons/protectors/peacemakers.

All comments from participants should be written down on a flipchart

Lecture
- Creating peace is not simply about carrying out a set of actions that lead to peaceful co-existence.
- Being a Peacemaker requires an attitude of respect for yourself and for others. It should not be about personal gain but rather about collective action and gain for all.
- The one who is acting in the name of peace is committed to making peace from inside out.

A peacemaker can be identified by her/his attitude, conviction, and presence.
- We can identify caring persons/protectors or peacemakers through their actions.
- Peacemakers are peacemakers everyday in their outlook and attitudes.
- Peacemakers share core of values, beliefs, attitudes, and behaviours.
- Peacemakers take actions according to this core set of values.
- Peacemakers work together as a team since the power of teamwork is much greater than individual effort.

Who are the people contributing to ensure a peaceful co-existence around us?
Dialogue

- Facilitator divides participants into groups of 4-5 persons to discuss the above questions and come up with ideas of how they and members of their communities can promote peaceful co-existence in their communities.
- How can you/ the family and community members be good peacemakers to enhance peaceful coexistence which will also improve children’s lives?
- Each group should come with at least 3 examples.
- Allow 30 minutes for discussion and preparation for a 10 minutes presentation by each group
- During the presentations facilitator/s should take notes of the main findings.

Important hints

- Facilitator should give an example of a peacemaker in the community to support active conversation among participants.
- Team of women in a market, determined to keep violence out, organise regular open meetings about building a peaceful market place. Disputes are resolved at the meeting. What is a peaceful market place? How can that be done in your community?
- Local business men buy back weapons to reduce the arms in circulation through annual fund raising events.
- The youth manage a radio station to transmit programmes that show different communities successfully living together. How could that be done in your community?
- A former military commander runs a public forum to turn people away from the pursuit of violence towards building peace.
- Teachers and community leaders develop and provide guidance to students on how to respect one another and build trust through sharing and good communication skills.
- A leader of one ethnic group helps communities of different ethnic groups to understand one another better through a joint community service programme.

Outcomes should be written down collectively for participants to take with them to share in their school or community.

Reflect

- Facilitator points out the main findings from the presentation.
- Facilitator explains that by sharing, exchanging ideas and working together we can make an even greater impact than by doing things individually.
- The facilitator encourages participants to share the activity with their family and community.
Note to the Facilitator:

Identify the peacemakers in the community/school.
Discuss what makes them peacemakers.
Demonstrate a school setting activity.
SESSION 29 – THE PEACE DANCE ACTIVITY

The Peace Dance - A peace dance activity should be placed between sessions when there is a need to relax after challenging sessions. The activity provides a playful way to practice nonverbal communication and imagination after the group members have gotten to know each other and feel comfortable together. The use of an object can support people to work in pairs. Can be used as a warm-up activity or developed into a full class.

Main Theme:
Builds empathy and embodied communication skills.

Learning Outcomes
Participants will:
• Learn to use non verbal skills and practice creative problem solving.
• Learn to build connections and empathy with one another through movements.

30 Minutes - 1 Hour

Music: Optional – music liked by children or traditional music.

Guidance
• Move into pairs.
• In each pair identify an A & B, or 1 & 2, or other way of distinguishing the leader and follower.

• Start sitting or standing, depending on the comfort level of the group.
• This is a silent, nonverbal activity.
• Ask participants to imagine a magic mirror between them.
• Partner 1 starts to move and partner 2 must follow as precisely as he or she can, as if looking in a mirror and behaving like a reflection.
• After a couple of minutes, switch so that B is the leader and A is following.
• May be done in silence or with instrumental music. Using music can influence the character and movement choices, sometimes altering the original ideas of the participants.
• Depending on cultural practices, if appropriate, you may chose to emphasise the importance of maintaining eye contact.

Important hints
It is important to be sensitive to group dynamics and informed about cultural and religious practices when pairing participants. For example, in some communities there are protocols about males and females working together, meeting or maintaining eye contact or having physical contact.

Other Variation
• Challenge partners to move throughout the space, maintaining the Mirror effect.
• Challenge the partners to be 5, 10 or 20 feet away from each other and mirror.
• Use facial expressions.
• Have the follower exaggerate the movement making it larger or minimise the movement making it very small.
• Share an observing experience. Make half of the pairs sit and observe while the other half shares their movement, and then switch so each group has a chance to dance and a chance to warm-up.

Facilitator asks participants how they felt during the dance activities. What was interesting about the activity and why was it interesting? How did it feel to be in such a close contact with each other? (e.g. sense of belonging, sense of connectivity and flow of energy that all share.

Note to the Facilitator:
You can intersperse the Peace Dance in-between activities to liven up the sessions.
SESSION 30 – CLOSE AND FAR

The close and far activity can be placed in between sessions when there is a need to relax after challenging sessions.

Main Theme:
Problem solving, team work and communication skills.

A more complex activity that emphasises creative problem solving, teamwork, communication skills, styles and the ways in which people start and move through communication.

Learning Outcome
Participants will:
• Learn creative non verbal communication styles to build relationship.

30 Minutes - 1 Hour

Guidance
• Ask participants to find partners for the next activity
• Create a meeting place where all of the partners come together for the Close and establish end points that they travel far away from each other.

For example: Depending on the space, all the partners could meet in the middle of the room and travel away from each other to the outside edges of the room. Or, the partners could meet at a designated object or marking in the ground and move close to it and far away from it.

• Direct participants to start far from each other and explore different pathways or lines of travel towards and away from each other, meeting in the middle without touching.

For example: Pathways include: straight, curvy, zig-zag and polka dot. Use different ways of moving such as walking in a straight line, running in a curvy line, skipping in a zig zag. Draw from local traditions and practices around movement and travel
• Practice modifying with level, tempo, size, emotional words

For example: Perform gigantic skips in a curvy line toward your partner, take tiny tiptoes away from your partner, do high jumps in a straight line, do fast shaking moves in a zig zag, heavy side walks in a curvy line.

• Challenge pairs to create a dance phrase together, starting far away from each other, moving close, then far away and ending (Far-close-far-end).
• Encourage participants to work collaboratively and respectfully with their partners.
• Pairs practice their dance phrase.
• Once it is created, use modifications to explore new perspectives

For example: Dance your phrase as fast as possible, in slow motion, with a very disappointed energy, like you are in water.
• Pairs share their dance with another pair or with the group.
• May be done in silence, with partners talking during the collaborative section when they are creating the dance, or with instrumental
music. When using music it can influence the character and movement choices, sometimes altering the original ideas of the participants.

Other Variations

• Have A hold a still shape with his or her body in the middle, meeting location- have B approach close and far, repeating movement cues used earlier, expand to use more emotion words: ‘Move close in an excited bouncing zig zag, move far away using a fast angry stomp, float close in a calm straight line, move close in a frustrated loud walk in a zig-zag.

• Switch so that B stands still and A moves close and far.

• In the middle, explore making interlocking shapes, like puzzle pieces. Connect without touching.

For example: linking partners’ arms in two circles.

Important hints

It is important to be sensitive to group dynamics, cultural and religious practices when pairing participants. For example, in some communities there are protocols about males and females working together, meeting or maintaining eye contact or having physical contact.

Facilitator asks participants how they felt during the dance activities. What was interesting about it and why? How did it feel to be in such close contact with each other? (e.g sense of belonging, sense of connectivity and flow of energy that all share.)
Children Voices For Peaceful Future And Protective Environment