

Facilitator's Manual for Psychosocial Support Activities

in Child Friendly Spaces,
Communities and Schools



unicef 
for every child

**FOR CHILDREN, ADOLESCENTS
AND SCHOOL CHILDREN AGED
6-10, 11-14 & 15-17 AND THEIR
CAREGIVERS**





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In developing the activities in this manual, material was adapted from a number of publications listed in the references section at the end of this document. UNICEF gratefully acknowledges the sharing of this information by its partners and other organisations for this Manual, which will benefit the children of South Sudan and their families and teachers.



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Instructions for facilitators





How to use the handbook

Psychosocial support with children and adolescents


This manual is mainly for facilitators to use when they conduct psychosocial activities in child friendly spaces (CFS) or in other community areas. It is also designed to be used by teachers in schools. The teachers can conduct any of the activities for children or adolescents and there are also some specific activities to do in schools. The manual is divided into different coloured sections. The first part gives some instructions for facilitators. The next sections contain activities for facilitators and teachers to use with different groups:

- ★ Children aged 6-10
- ★ Children/adolescents aged 11-14
- ★ Adolescents aged 15-17
- ★ Children of all ages
- ★ Parent and other caregivers
- ★ School children

At the end of the Facilitator's Manual are monitoring and evaluation tools to be used in the CFS or other community centre and a checklist to use in schools, CFSs and community centres.

Planning Activities for children

Play, Learn and Wellbeing Activities

	PLAY	'Play' activities are recreational activities such as football, chess and traditional games. They are important for children's wellbeing but should not be the only type of activity in the child friendly space. There must also be more structured wellbeing activities.
	LEARN	For younger children who are out of school, it may also be important to teach them basic educational activities such as letters of the alphabet, counting and naming body parts, basic hygiene such as handwashing and simple nutrition advice. There should only be a few of these types of activities in the child friendly space.
	WELL- BEING	Most of the activities in the child friendly space should be well being activities. These are more structured activities which help children to overcome psychological distress, improve their social skills, and build resilience.









For each activity you should look at the symbol on the page (like the symbols above) to see if it is a play, learn or wellbeing activity. Every day you should include a play activity and a wellbeing activity. Sometimes you may want to include a learn activity.



Planning activities

When planning your timetable you should create a mix of different types of activities. The majority of activities should be wellbeing activities with some play activities and a few learning activities.

Below is an example timetable, for one age group where a few activities have been added.

Age 11-14	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (if no school)	 Football  Resolving conflict  Safety: Risk mapping  ABC Hygiene				
Afternoon	 Drawing  Bullying  Peer Pressure  ABC Alphabet				





Managing groups of children

Positive discipline

Managing groups:

- ★ If you have a big group of 50 children of the same age divide them into two groups of 25 each.
- ★ Work with a volunteer who can do play activities with one group, such as football, whilst you do wellbeing activities.
- ★ Wellbeing activities should not be conducted with more than 25 children.

Positive discipline:

- ★ Create rules for the child friendly space and involve children in developing them.
- ★ Discuss with the children what will happen if they do not respect the rules.
- ★ Write the rules on a big piece of paper and attach it to the wall.
- ★ If they break the rules discuss it with them.
- ★ Do not punish children physically or emotionally by embarrassing them in front of other students, laughing at them or shouting.

Remember! Do not hit children for any reason.




Code of conduct

All volunteers and staff working in the child friendly space, school or community centre should understand and agree upon the rules and regulations below.

- ★ Do encourage children to take part in activities and express themselves.
- ★ Do make sure the centre is safe for children (see Activity 5 in the Monitoring and Evaluation section)
- ★ Do be enthusiastic and motivated
- ★ Do be patient with children and listen to them
- ★ Do look for signs of distress which might indicate vulnerable children
- ★ Do not ask for or accept personal favours or money in exchange for services or materials supplied by the project.
- ★ Do not have sexual contact with anyone under the age of 18 years.
- ★ Do not sexually or physically harass other staff, volunteers and/or partners.
- ★ Do not inappropriately touch someone of the opposite sex, either staff or children and adolescents.



- 
- ★ Do not beat, hit or slap or use any other form of physical punishment with children and adolescents.
 - ★ Do not shout at, make jokes about, or be rude or abusive to children, adolescents, parents and caregivers or staff.
 - ★ Do not ask children and adolescents to do work for you outside of the centre.
 - ★ Do not use programme supplies or materials for personal benefit outside of regularly planned activities.
 - ★ Do not prevent access to programme activities or supplies because of your own personal opinions about someone. There should be no discrimination.
 - ★ Do not use race, ethnicity, religion or family relations as criteria for inclusion or exclusion in activities.

I, _____, understand and will follow all of the rules stated above.

Signature _____

Date _____




Protection from Sexual exploitation and abuse

- ★ **Sexual exploitation** is any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another
- ★ **Sexual abuse** is actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions

Core Principles for Humanitarian Workers (Including facilitators)

- 1 Sexual exploitation and sexual abuse by humanitarian workers constitute acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal/termination of employment;
- 2 Sexual activity with children (below 18) is prohibited regardless of age of majority or age of consent locally;
- 3 Exchange of money, employment, goods or services for sex is prohibited
- 4 Sexual relationships between humanitarian workers and beneficiaries is strongly discouraged

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- 5 If you suspect or are concerned about sexual exploitation or abuse it is your duty to report it to your supervisor (either the centre manager or programme officer/manager). It should also be reported to SSD_PSEInfo@unicef.org or **0920 111 333 (English)** and **0920 111 888 (Arabic)** which receives reports from across the country.
 - 6 Remember that you must protect the confidentiality of anybody who you suspect may be being sexually abused or exploited. You should tell only your supervisor and not discuss the issue with the person concerned in front of other people or your colleagues.
 - 7 Humanitarian workers are mandated to maintain an environment that prevents sexual exploitation and abuse and promotes the core principles.

These standards apply to all UN and NGO staff at all times, on or off duty.



Assisting children in distress

Positive discipline Signs of distress and what to do

Signs of children in distress:

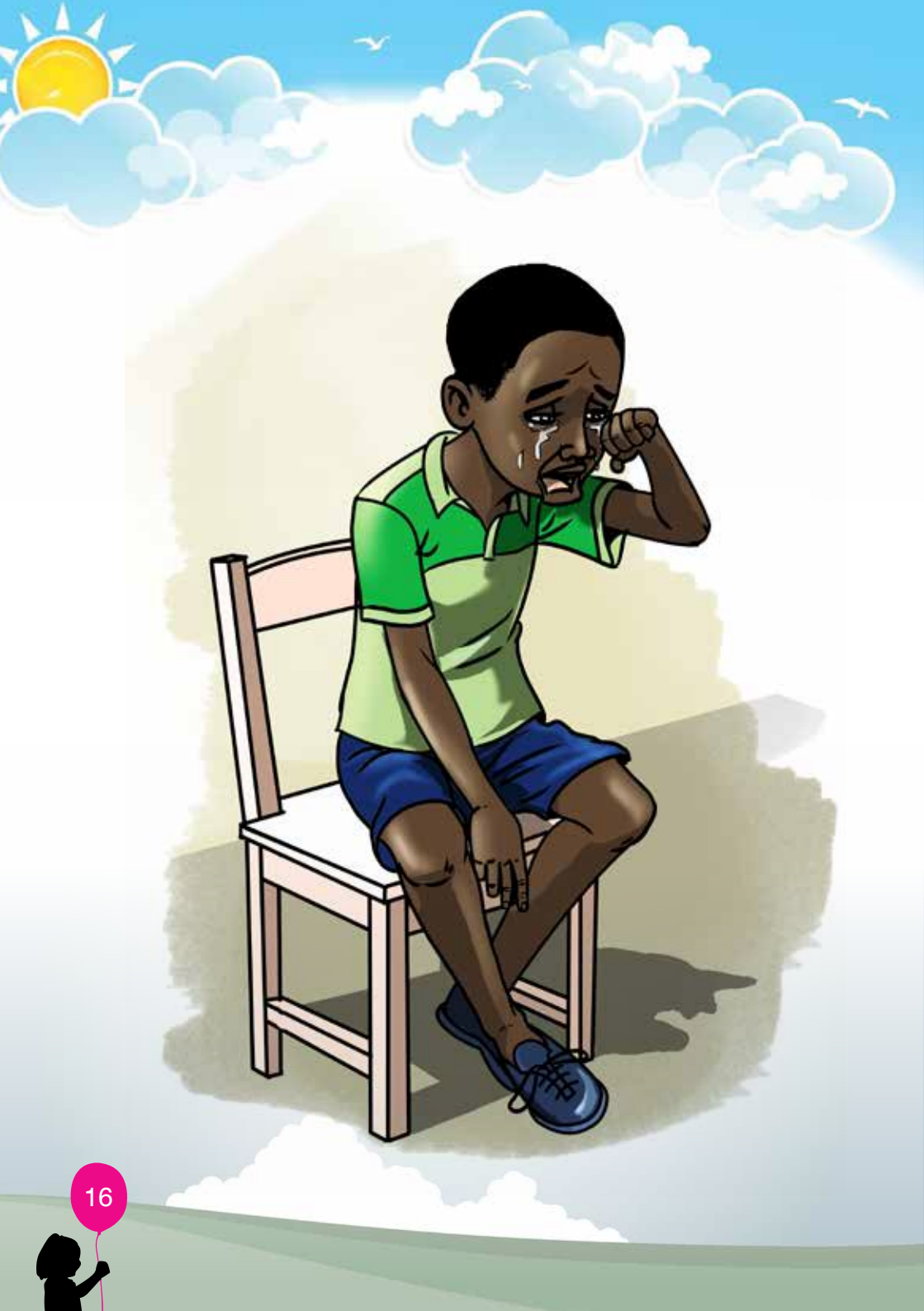
- ★ Crying a lot
- ★ Lacking energy or always tired
- ★ Aggressive and fight with other children
- ★ Stay alone and don't play with the other children
- ★ Are very attached to facilitators and physically touch them a lot or inappropriately
- ★ Hug themselves a lot or sit in a curled up position
- ★ Show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





If a child becomes upset during the activities:

- ★ Speak in a calm voice.
- ★ Bend down so that you are at the eye level of the child.
- ★ Reassure the child that you will stay with them until they feel better.
- ★ Ask the child to tell you what is making them so upset.
- ★ If the child is in physical danger at home or is being sexually abused, tell the child that you will try to help them.
- ★ If you need to, refer the child to your manager or organizations or government services that provide counselling or protection.





Identifying and referring priority children

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

Look out for children who may be:

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

Referring children

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

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

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



**Activities for
Children
Ages 6-10**





Children 6-10: Activity 1

Starter game: Animals

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

- ★ You can do this activity with a group of 20-30 children.
- ★ Tell the children to sit in a circle and be silent. Tell them that you will whisper the name of an animal in their ear and they should not tell anyone else what it is.
- ★ Then go around the circle whispering the name of an animal in the ear of each child. You should use bird, rabbit, snake and cow.
- ★ The first child you say bird, the next child rabbit, then snake, then cow and keep going around the circle.
- ★ Then the children must move around the room acting like that animal and find the same animal as themselves without speaking. Together they will form a group.
- ★ Once they have all found each other you ask which animal they are and see if they were all correct.

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





Children 6-10: Activity 2

My strengths

- ★ **Aim:** To help children build resilience and recognize their strengths and understand that others can support them.
- ★ **Ask:** the children to talk about the difference between the two boys.
- ★ **Ask:** them why the boy on the left is weak.
- ★ **Ask:** what children need to be strong like the boy on the right?

Explain:

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



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

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

★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



Children 6-10: Activity 3

My helpers

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

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

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

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



★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



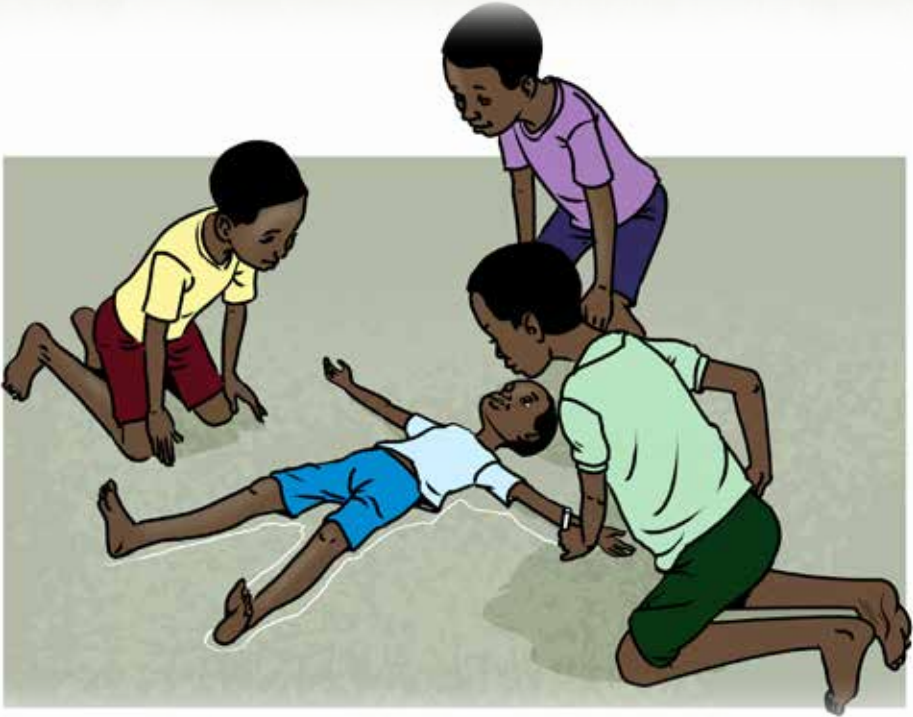
Children 6-10: Activity 4

Good touches and bad touches (Separate girls and boys)

- ★ **Aim:** To help children understand what good and bad touches are and that they have a right to control of their bodies and to protect themselves from bad touches.

Attention! This activity relates to a very sensitive issue, sexual abuse. Do this activity if you know or suspect that sexual abuse is occurring. Discuss this activity with parents/ caregivers and check if they accept it, before carrying out the activity. You should also invite a social worker or case worker when you do this activity in case any child is suffering from sexual abuse and becomes upset.

- ★ Ask: the children first to name parts of the body in Arabic, English or local languages, Then ask them to make an outline of a person using stones on the ground or draw the outline of a person on the ground using a stick. If you have paper each child could draw an outline of himself or herself.
- ★ Say: This shows the boundary of a person's body. Your body is yours. Sometimes we receive good touches but sometimes you need to protect yourself from bad touches. Good touches make you feel comfortable and happy. Bad touches make you feel uncomfortable or embarrassed.
- ★ Ask: the children to give an example of good and bad touches (e.g. hugs, hitting or touching your private parts).



- ★ Discuss: In pairs ask them to show on the outline of the body (on the ground or paper) where they think touch is good and where they think it is bad.
- ★ Say: Sometimes people touch us in ways we do not like. It is your body so if you receive a bad touch from someone you can do the following: SAY NO, RUN, SHOUT. You can also tell someone you trust such as your parents or the facilitator.

Conclusion: Today we learnt about good and bad touches, that we control our bodies and that we can tell people to stop if they give us bad touches.



Children 6-10: Activity 5

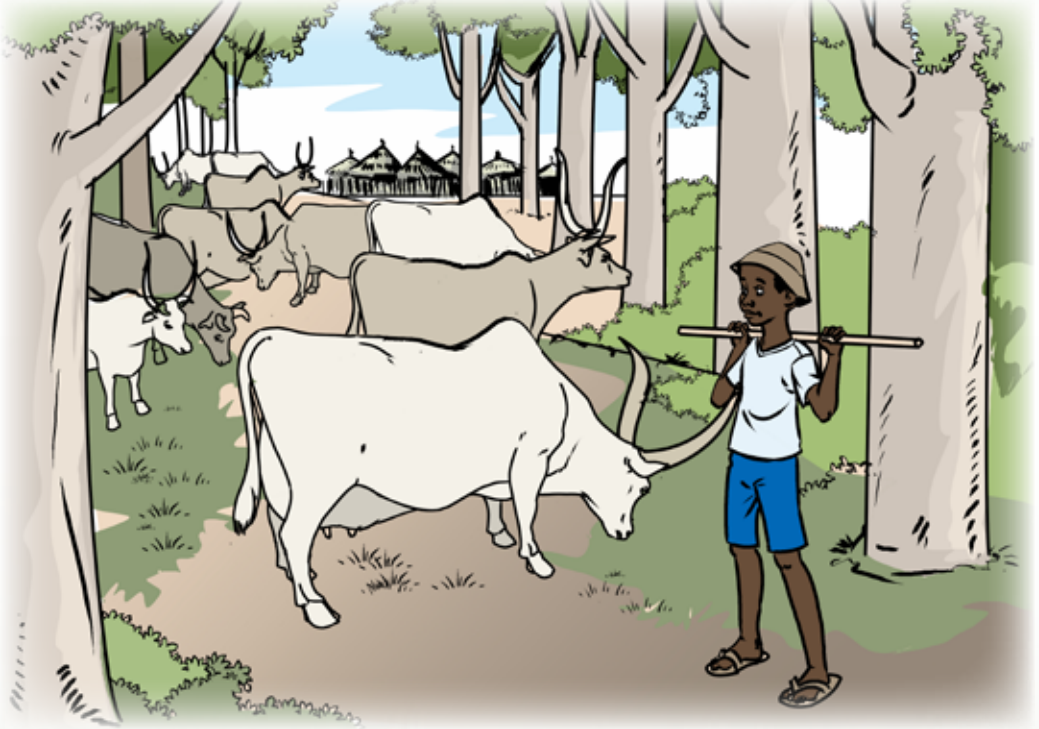
Abductions

This activity should be carried out in areas where abductions are taking place. Abductions are often linked to cattle raiding.

★ **Aim:** To help children understand the risks of abduction and to help them to feel safer

- ★ Ask the children if they know about a child who has been taken away from his/her village, perhaps whilst they were working at a cattle camp.
- ★ Ask the children to do a role play about abduction. Some of them can be cattle raiders, cows and children who are taken away
- ★ Ask the children who were being taken away how they felt
- ★ Ask the children what safety steps they could take to avoid being taken (avoiding certain places, not going out at night)
- ★ Ask who can protect them against being taken away
- ★ Talk to them about what they could do if they were taken away (e.g. they need to know the names of their parents and their village and their age, they could try to talk to someone from a national or international organization that helps children)

Conclusion: We have now learnt about ways to stay safe and who can help to protect us



★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



Children 6-10: Activity 6

Game: solving problems

- ★ **Aim:** This is a fun activity which helps children to learn to solve problems as a group.
- ★ You will need 8-10 participants. Other children can watch or form another group.
- ★ Ask: one person to step away from the group and close their eyes.
- ★ Ask: the rest of the group to make a circle, holding hands. Without letting go of each other's hands, the group should try to form a giant knot. They can do this by crossing over and under each other's arms.
- ★ Ask: the person on their own to open their eyes and try to untangle the arms to make a circle again. The group have to remain holding hands the whole time.
- ★ Ask and discuss:
 - ★ What did you do to untangle the knot?
 - ★ Can you compare this knot to solving problems in your life?
 - ★ How do you normally solve problems?

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





Children 6-10: Activity 7

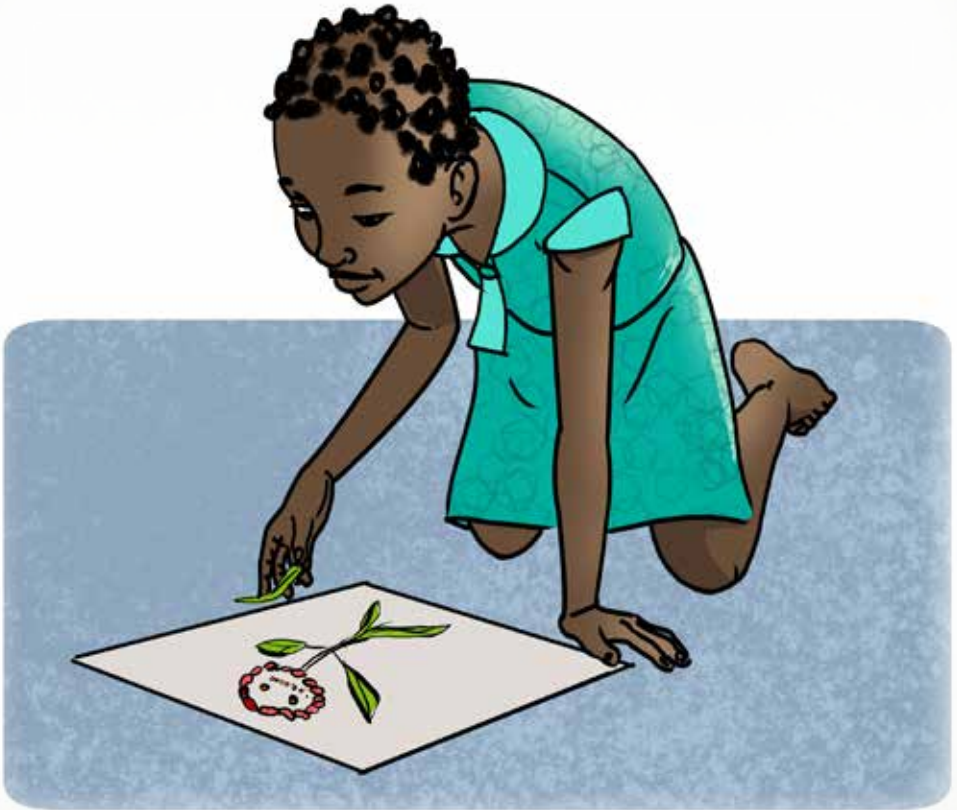
Pair work: Nature and art

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

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

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

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



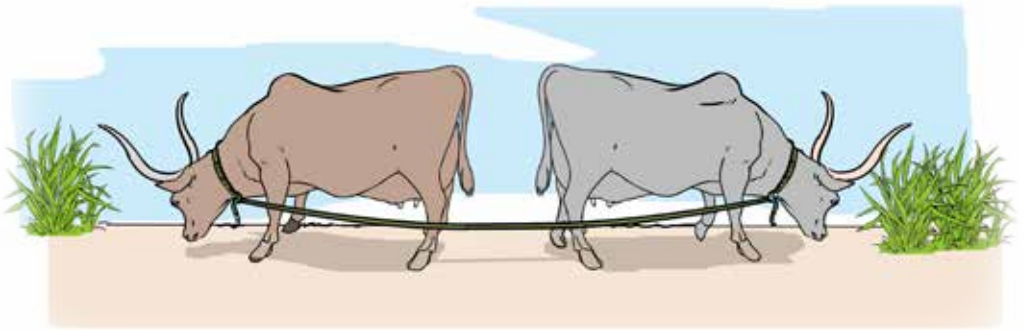
- ★ **Materials:** You will need natural objects such as leaves and sticks. You can use paper and glue. If you don't have paper and glue do the activity outside on the ground.



Children 6-10: Activity 8

Resolving conflict

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



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

★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



Children 6-10: Activity 9

Peace building - storytelling

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

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



★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



Children 6-10: Activity 10

Free Play activities

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

- ★ Ludo, dominoes
- ★ Skipping, football
- ★ Dancing
- ★ Singing
- ★ Music
- ★ Clay modelling
- ★ Making cars out of plastic bottles
- ★ Traditional games
- ★ Storytelling





Children 6-10: Activity 11

Traditional games

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

Yar Ajak (boys and girls)

- ★ Children form a circle holding one another's hands. The soloist sings and the others copy, in chorus. The participants disengage from the others' hands and pass under the armpit of the other and continue rotating until tired.

Dany (girls only)

- ★ Children make a circle, and a soloist goes round the circle as they sing. In the middle of the group are two competitors who jump to the song. The one who stops first is the loser.

Kuurmuong (boys only)

- ★ One boy is selected to represent a "hyena" to attack the animals (other boys) and another boy is selected as the owner of the animals. The hyena attacks and the owner protects the animals.



Fill a bottle (girls only)

- ★ Fill a bottle in the middle of a circle with sand as quickly as possible while the others try and hit it with a ball to knock it over. If they manage you lose, if the bottle stays upright you keep filling it with sand and throw the ball away as fast as possible so it takes a long time for them to retrieve it.



Children 6-10: Activity 12

Game: Building a tower

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

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

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



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



Children 6-10: Activity 13

Learning activities

★ **Aim:** To help children, who may not be in school, to learn basic skills.

- ★ Counting (using a chart or songs)
- ★ Letters of the alphabet (using a chart or songs)
- ★ Naming parts of the body in English, Arabic or any local language spoken by the children.



**Activities for
Children
Ages 11-14**





Children 11-14: Activity 1

Friendship

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

- ★ Discuss: the following questions, in small groups:
- ★ What is a friend?
- ★ Why do we have friends?
- ★ How is someone a good friend to others?
- ★ How can a friend help?
- ★ How does a friendship start?
- ★ Is it difficult to make new friends?
- ★ What happens if you do something that upsets a friend?
- ★ Why do some friendships end and some continue?
- ★ Can you still be friends with someone even if you do not agree on everything?
- ★ What do you like to do with friends?

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





Children 11-14: Activity 2

Bullying

- ★ **Aim:** To understand what bullying is, how to try to stop it and how to help others who are being bullied.
- ★ Discuss: the following questions, in small groups:
- ★ What does bullying mean?
- ★ What are examples of bullying behavior? (hitting, calling names)
- ★ Why do children bully each other?
- ★ Who are normally bullies?
- ★ Who is normally bullied?
- ★ What does it feel like to be bullied?
- ★ How does bullying affect someone?
- ★ How can we try to stop people being bullied? (report it to a teacher or parent, challenge the bully and say 'stop!', avoid being alone with the bully, call for help)
- ★ Ask: the children to do a role play about bullying with a happy ending. Show them the picture and talk about it.

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

- ★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children





Children 11-14: Activity 3

Game: Resolving Conflict (Separate girls and boys)

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

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

- ★ Ask: four children to form a circle facing outwards (back-to-back). They should link arms.
- ★ Now put a stone in each corner of the room or space. The children should be in the middle.
- ★ The children should try to pick up all of the stones without letting go of the others and without speaking.
- ★ Ask:
 - ★ How long did it take the team members to get their objects?
 - ★ Did they start working as a team or individually?
 - ★ Was there a conflict and did they solve it?
- ★ Explain: Conflict is a natural part of life and it is very difficult to always prevent it. Most people have a very negative view of conflict. They feel it provokes anger and causes fights. It doesn't have to be negative; it depends on how people manage and solve it. You can learn a lot from a conflict situation. Sometimes conflict is even needed to move forward. Ask the children what they think.



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



Children 11-14: Activity 4

Role Play: Resolving Conflict

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

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

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



★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



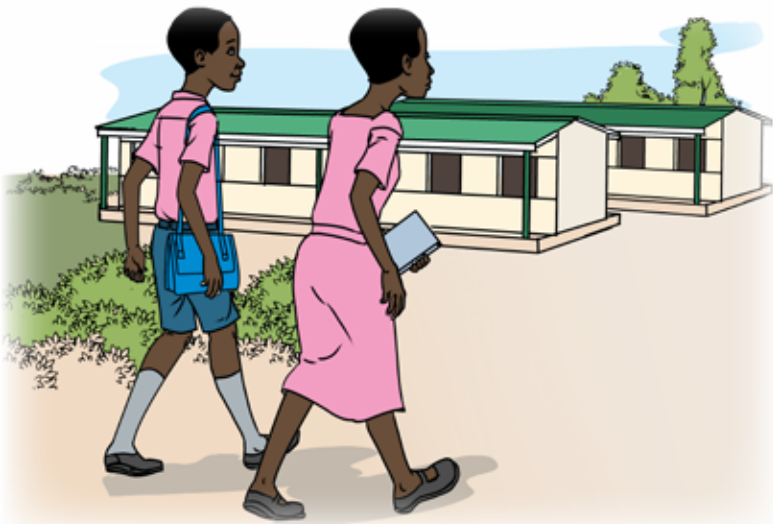
Children 11-14: Activity 5

Children Used by armed forces or groups

Attention! Be careful not to do harm to children who may have worked with armed forces amongst your group.

★ **Aim:** To help children think about the issues and dangers of getting involved with armed forces or groups.

- ★ Ask: the children if they have heard about children who have worked with armed forces or groups. Show them the picture and discuss it.
- ★ Ask: the children why a child might think it was a good idea to get involved in these activities
- ★ Ask: the children what are the alternatives to this life (completing school, farmer etc.)
- ★ Ask: who can protect them against getting involved in activities with armed forces or groups
- ★ Ask: the children to do a role play about the life of children who work for armed forces or groups. It might include boys involved in fighting or delivering messages and girls recruited as wives and cooks.
- ★ Ask: the children who were being recruited how they felt.
- ★ Discuss: what they could do if they became involved with army activities and wanted to escape (e.g. they need to know the names of their parents and their village and their age, they could try to talk to a national or international organization that supports children's rights and well being)



Conclusion: Today we have talked about a difficult subject but I think we have had a good discussion and learnt a lot.

★ **Materials:** Use the picture for this activity from the set of pictures and show it to the children



Children 11-14: Activity 6

Safety: Risk Mapping

Attention! For the visit there should be no more than 25 children in the group.

- ★ **Aim:** To help children understand the dangers and hazards in their community and to feel safer.
- ★ **Ask:** all the children to think of places in their neighborhood, town, or camp which are not safe and ask them why they are not safe. This may include drains and rubbish dumps (as children often play in polluted water and rubbish), a river, places where soldiers are based or where there are dangerous, damaged buildings etc.
- ★ **Help:** the children to draw a big map (on paper) of these places with pictures. Then make a sign out of wood for each place which warns people about the danger.
- ★ **Visit:** With one facilitator and two volunteers go with the children to visit these places and put up the signs. At each place explain to the children why it is not good to go there or play in that space.

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





Children 11-14: Activity 7

Gender roles and role models (Separate girls and boys)

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

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



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

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



Children 11-14: Activity 8

Peace building creating a song or a poem

- ★ **Aim:** To be creative and make songs or poems which enable children to express their feelings about different issues.
- ★ Ask: children to create a song based on one of these topics:
 - ★ cultural traditions (although not promoting harmful ones),
 - ★ peace
 - ★ friendship
 - ★ their environment e.g. the village where they live/ used to live
- ★ They can use clapping to add to the rhythm

Conclusion: We have created some beautiful songs and poems which we can read to or sing with our friends and in our communities.





Children 11-14: Activity 9

Story telling

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

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





Children 11-14: Activity 10

Free Play activities (girls and boys for all activities)

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

- ★ Ludo, dominoes
- ★ Skipping, football
- ★ Dancing
- ★ Singing
- ★ Music
- ★ Clay modelling
- ★ Making cars out of plastic bottles
- ★ Traditional games (make sure that these are safe to play)
- ★ Storytelling




Learning activities

- ★ **Aim:** To offer children activities which are vocational and therapeutic.

Below are some suggestions for vocational or therapeutic activities. Children can also suggest their own activities.

- ★ Beadmaking
- ★ Making fishing nets
- ★ Sewing clothes
- ★ Creating a garden
- ★ Soap making



The background features a vibrant, abstract geometric design. It consists of several overlapping triangles and stripes in various colors including purple, pink, yellow, red, green, blue, and orange. The stripes are parallel and run diagonally across the composition. The overall style is modern and energetic.

Activities for
Adolescents
Ages 15-17



Adolescents 15-17: Activity 1A

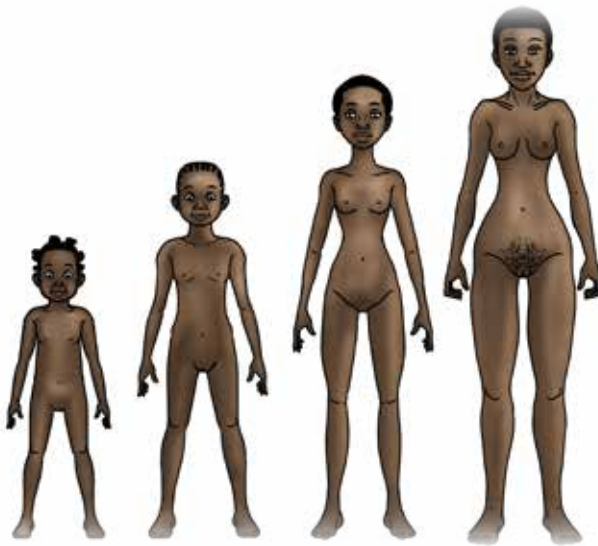
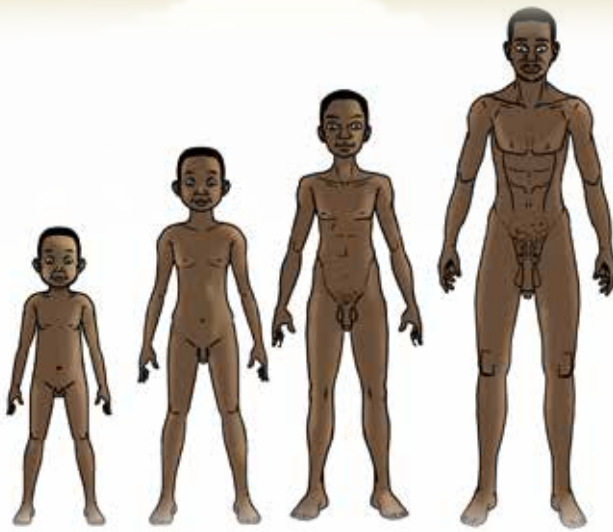
Mind and body (girls only)

- ♣ **Aim:** to help adolescents understand the changes that they are experiencing, to know that they are normal and to help them find ways to deal with them

Today we will talk about our minds and bodies. Our bodies and feelings change as we grow older. Understanding how we change helps us control our feelings. Changes to your mind and body are normal.

- 😊 Ask:
 - 😊 What do you see in this picture?
 - 😊 How are these young men/women different/similar?
 - 😊 Which of these young men and women is a child and which is an adolescent?
- 😊 Explain: Puberty is the first step in becoming an adult and is when our bodies become capable of making a baby. The ages between 10-19 years are called “adolescence”. During adolescence we change from being children to being adults. Our bodies and thoughts change.
- 😊 Discuss:
 - 😊 Have you noticed any changes in your bodies and the way you think and behave, your attitude, what you do in your free time?
 - 😊 How do you deal with these changes, who do you talk to, what support do you have, how has it affected your life? (good and bad).





Conclusion: Today we have learnt about the changes that happen during adolescence and how we can be better prepared to deal with them.

♣ **Materials:** Use the picture for this activity from the set of pictures and show it to the adolescents



Adolescents 15-17: Activity 18

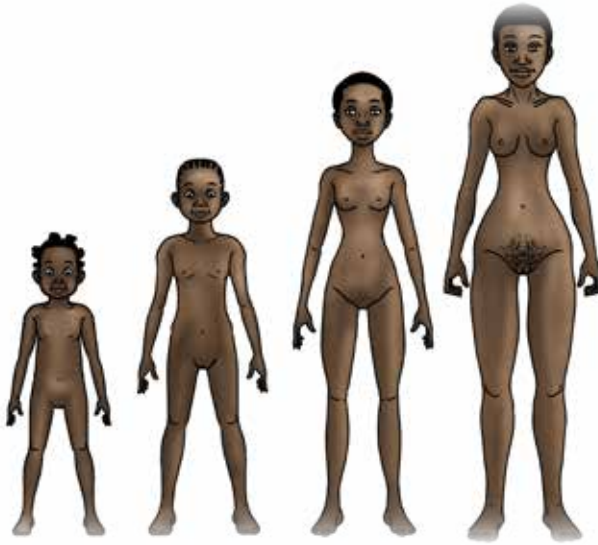
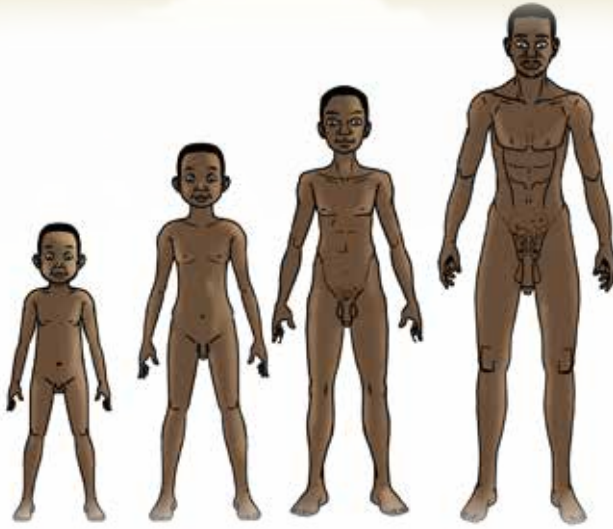
Mind and body (Boys only)

- ♣ **Aim:** to help adolescents understand the changes that they are experiencing, to know that they are normal and to help them find ways to deal with them

Today we will talk about our minds and bodies. Our bodies and feelings change as we grow older. Understanding how we change helps us control our feelings. Changes to your mind and body are normal.

- 😊 Ask:
 - 😊 What do you see in this picture?
 - 😊 How are these young men/women different/similar?
 - 😊 Which of these young men and women is a child and which is an adolescent?
- 😊 Explain: Puberty is the first step in becoming an adult and is when our bodies become capable of making a baby. The ages between 10-19 years are called “adolescence”. During adolescence we change from being children to being adults. Our bodies and thoughts change.
- 😊 Discuss:
 - 😊 Have you noticed any changes in your bodies and the way you think and behave, your attitude, what you do in your free time?
 - 😊 How do you deal with these changes, who do you talk to, what support do you have, how has it affected your life? (good and bad).





Conclusion: Today we have learnt about the changes that happen during adolescence and how we can be better prepared to deal with them..

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



Adolescents 15-17: Activity 2

Adolescence: The story of Mary (Girls only)

- ♣ **Aim:** to help adolescent girls understand the changes that they are experiencing, to know that they are normal and to help them find ways to deal with them.

Mary is growing up and her body is like a young woman's. She likes to look at herself in a mirror. She likes to wear her best clothes and make her hair beautiful. She takes a long time bathing. Some younger girls come to play, but she refuses. Mary feels like an adult. Sometimes Mary is sad and wants to be alone. Sometimes she is happy and meets with new friends. Mary wants to make her own decisions. Sometimes she sees that boys are looking at her or they give her compliments. She does not want her parents to tell her what to do. She feels confused and is often tired. Her mother notices these changes in Mary and asks, "What is wrong?" Mary runs away and cries. Mary is experiencing changes because she is growing up.

😊 Discuss:

- 😊 How is Mary changing?
- 😊 Are these changes the same for young men and women?
- 😊 Do you and your friends feel and behave like Mary?
- 😊 How do you feel about the changes that are happening in your body?





- 😊 Who do you think is in control of your body? Does anyone else have a right to control your body? Does anyone put you under pressure to do things with your body that you are not sure that you want to do?

Conclusion: Today we have learnt about the changes that happen during adolescence. These changes are normal and we should not feel ashamed. Remember, you are in control of your body and other people should respect that too.

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



Adolescents 15-17: Activity 3

Adolescence: The story of Ibrahim (Boys only)

- ♣ **Aim:** to help adolescent girls understand the changes that they are experiencing, to know that they are normal and to help them find ways to deal with them.

Ibrahim is growing up and his body is like a young man's body. He likes to wear his best clothes and style his hair. He takes a long time bathing. Some younger boys come to play, but he refuses. Ibrahim feels like an adult. Sometimes he gets angry, feels offended easily or has arguments or fights with people. Sometimes he is happy and he spends a lot of time with his male friends as a group. He wants to make his own decisions. He likes to look at beautiful girls and give them compliments. He does not want his parents to tell him what to do. He feels confused and is often tired. He doesn't like to talk about his problems with his family. He is experiencing changes because he is growing up.

😊 Discuss:

- 😊 How is Ibrahim changing?
- 😊 Are these changes the same for young men and women?
- 😊 Do you and your friends feel and behave like Ibrahim?
- 😊 How do you feel about the changes that are happening in your body?
- 😊 What kind of situations make you feel angry and aggressive? What do you do when this happens? Do you think this is a useful response or not? What could you do instead?



- 😊 If you like a girl and have feelings for her how do you show it?
- 😊 If you like a girl but she is not sure if she wants to have a relationship with you, what would you do?
- 😊 Do you think it is ever right to force a girl to let you touch her or for her to touch you?

Conclusion: Today we have learnt about the changes that happen during adolescence. These changes are normal and we should not feel ashamed. You should also never use force or put pressure on a girl to have a relationship with you. Remember, respect your own body and respect other people's bodies too.

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



Adolescents 15-17: Activity 4

Managing anger

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

- 😊 Activity 1: How anger feels
 - 😊 Ask: the adolescents to stand in a circle. Each person should think about something that makes them angry, e.g. remembering a violent event. Ask them to think about what they think and feel in their body when they remember this incident. e.g. headache or wanting to hit something. Ask them to describe this feeling to their neighbor.
 - 😊 Draw: Now ask them to draw something that shows their thoughts and feelings when they become angry. They should then show the picture to their neighbor and describe it.
- 😊 Activity 2: Releasing anger (be careful that nobody is hit or gets hurt in this activity)
 - 😊 Ask: the adolescents to stand in a circle. Demonstrate some forceful body movements, such as cutting trees or wood and punching or kicking the air. Now add some shouts or a song to these movements.
 - 😊 Explain: that these movements can help to release anger and relieve stress.





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

Conclusion: Today we have learnt about ways to manage anger and not upset other people.





Adolescents 15-17: Activity 5

Game: resolving conflict

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

- 😊 You should have a group of around 15 adolescents, then split them into 3 groups.
- 😊 Put 10 balls or stones in different parts of the room.
- 😊 Give each group one of the three instructions, below. Do not let the other groups hear:
 - 😊 Put all the balls or stones in a circle in the middle of the room
 - 😊 Put all the balls or stones close to the door
 - 😊 Put all the balls or stones close to one corner
- 😊 Now ask all the adolescents to follow the instruction that they heard, without speaking to each other.
- 😊 Let the game continue for a few minutes then stop it.
- 😊 Explain the instructions and why the game was difficult.
- 😊 Tell the adolescents that conflicts can arise when we don't know what other people are thinking and when we want different things. We need to try to understand a problem from all points of view rather than getting angry. Ask them to think of examples in their own lives where this kind of conflict has occurred and discuss it in small groups. Try to think of solutions for those problems.



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





Adolescents 15-17: Activity 6

Gender roles

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

- 😊 Split the adolescents into two groups, boys and girls. The two groups should sit next to each other.
- 😊 Ask: each group the following questions:
 - 😊 What do you do very early in the morning before the sun comes up?
 - 😊 What are you doing just after the sun comes up?
 - 😊 What do you do for the rest of the morning?
 - 😊 What do you do at lunchtime?
 - 😊 What do you do in the afternoon?
 - 😊 What do you do in the evening before you go to sleep
- 😊 Discuss: “Gender” means the idea of “being a man” or “being a woman”. Communities give males and females different responsibilities at home and in work. These are called “gender roles”. What were the differences between the days for girls and women and boys and men? What do you think about this? Would you like to change any of these roles?.

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





Adolescents 15-17: Activity 7A

Early marriage: The story of aguet

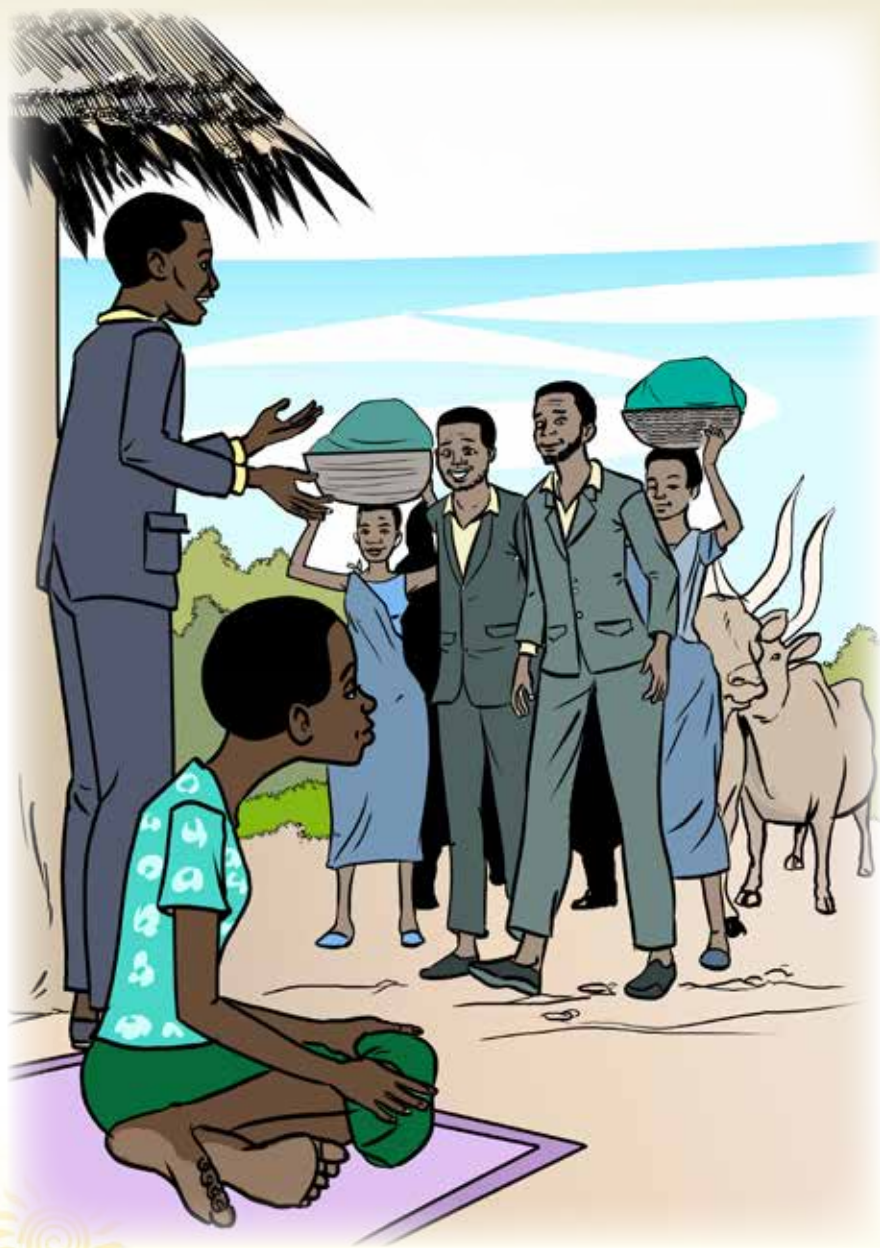
Aim: To tell the story of Aguet and introduce the topic of early marriage.

When Aguet was 15 years old, she married a much older man. Aguet says, “This man went to my uncle and paid a dowry of 80 cows. I resisted the marriage. They threatened me. My uncle said, ‘If you want your brothers and sisters to be taken care of, you will marry this man.’ I said, ‘He is too old for me.’ They said, ‘You will marry this old man whether you like it or not because he has given us gifts.’ My uncle and brothers beat me badly. They also beat my mother because she was against the marriage.

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

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







Adolescents 15-17: Activity 78

child marriage: The story of aguet

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

Discuss in small groups:

- 😊 Did Aguet want to get married?
- 😊 How can we prevent child marriage?
- 😊 What is the role of culture in child marriage?

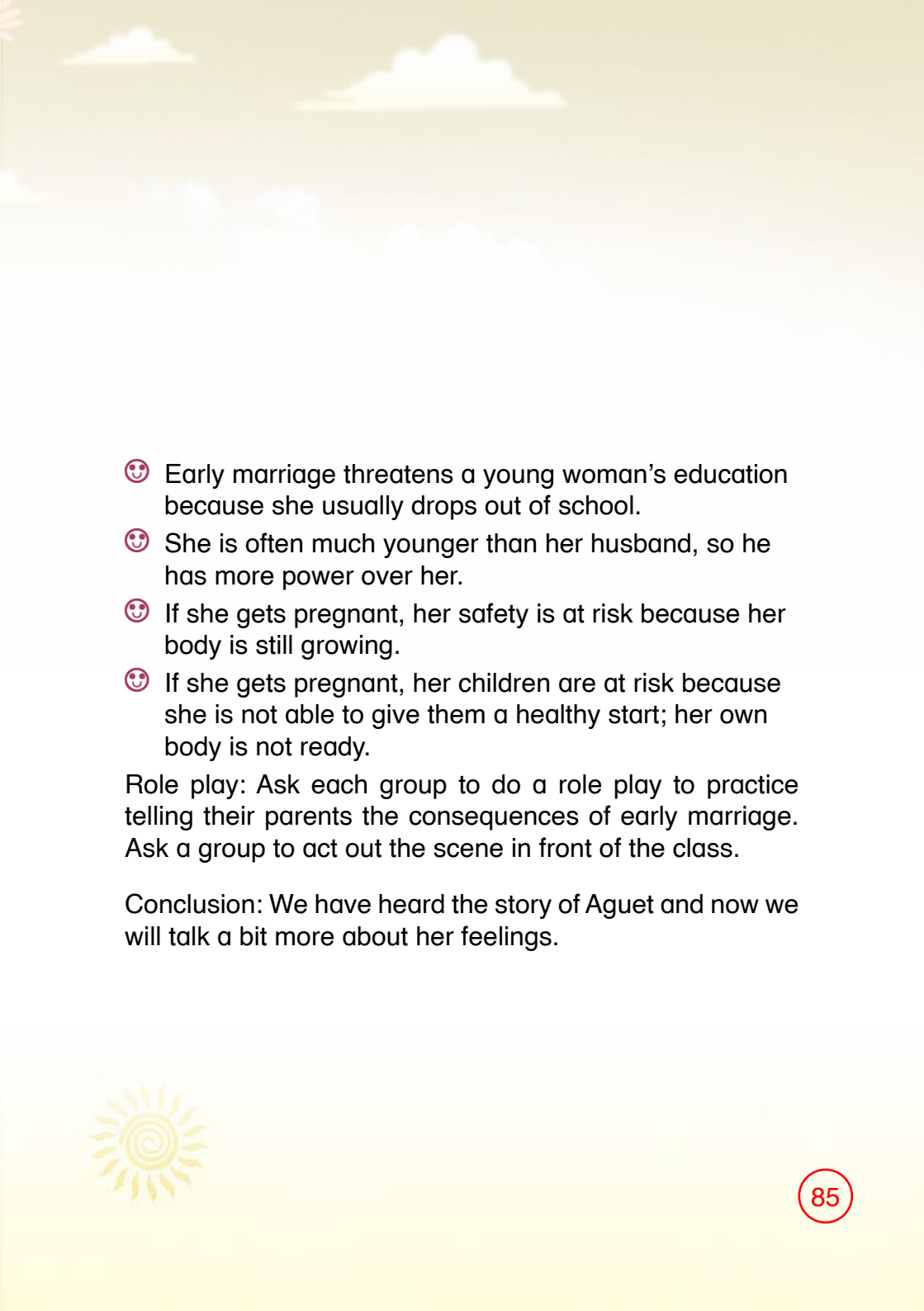
Say to all:

- 😊 Aguet and her mother did not want her to marry.
- 😊 Aguet married because her uncle and brothers beat her and her mother.
- 😊 This is an example of gender-based violence.
- 😊 Young men can decide to make different choices.
- 😊 Young men have an important role to play in changing the dangerous practice of child marriage.
- 😊 If men refuse to marry young women, it will protect young women from child marriage.

Key message: Get married after the age of 18.

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



- 
- ☺ Early marriage threatens a young woman's education because she usually drops out of school.
 - ☺ She is often much younger than her husband, so he has more power over her.
 - ☺ If she gets pregnant, her safety is at risk because her body is still growing.
 - ☺ If she gets pregnant, her children are at risk because she is not able to give them a healthy start; her own body is not ready.

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

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



Adolescents 15-17: Activity 8

Relationships between girls and boys

- ♣ **Aim:** To think about the different types of relationships between boys and girls.

Game: Agree or Disagree

Choose one corner of the room to be 'agree', another corner to be 'disagree' and another 'not sure'. Then read out each statement and ask the girls and boys to choose one corner. When they are in the corner ask one or two why they agreed or disagreed.

Statements:

- ☺ Boys and girls can be friends
- ☺ Boys and girls are able to do the same things.
- ☺ It is acceptable for a woman to have a job and earn money.
- ☺ It is acceptable for a man to stay home and take care of the children.
- ☺ Boys are the ones who make decisions. Girls follow.
- ☺ If you are a boy and a girl turns you down you will have to accept it.
- ☺ If you are a boy and a girl is friendly to you, it means that she wants to be more than friends.
- ☺ If a girl stays silent when you come and sit very close to her, it means that she is too shy to admit she likes you.





Discuss:

- ☺ Talk about the statements in small groups.
- ☺ Give an example of other similar practices from South Sudan and discuss them.

Conclusion: Today we have learnt a lot about the different relationships between boys and girls in our society.



Adolescents 15-17: Activity 9

Peer pressure (separate into groups of girls and boys)

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

Discuss:

- 😊 Explain what peer pressure is to the adolescents: it is when your friends pressure you into doing something you either don't want to do or are not sure you want to do.
- 😊 Tell the adolescents to think of three situations where they might feel peer pressure, for example talking badly about or bullying people, using violence to get revenge, taking drugs or drinking alcohol, telling people to lie to their parents, pushing people to have sexual relationships or to get married. Discuss these issues in small groups.

Role play:

- 😊 Ask the adolescents to divide into three groups: peer pressure, good advice committee and uncertain.
- 😊 Use the examples of peer pressure that you selected earlier to create a role play.
- 😊 The uncertain group should stand in the middle between the other two groups.
- 😊 The peer pressure group should try to convince the uncertain group





- ☺ If the uncertain group feel convinced they can move closer to the peer pressure group.
- ☺ Now the good advice committee try to influence the uncertain group, who can move closer to them if they are convinced.

Discuss:

- ☺ Have you been in these situations?
- ☺ Why is it so hard to resist peer pressure and what can you do?
- ☺ Who can give you good advice?

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



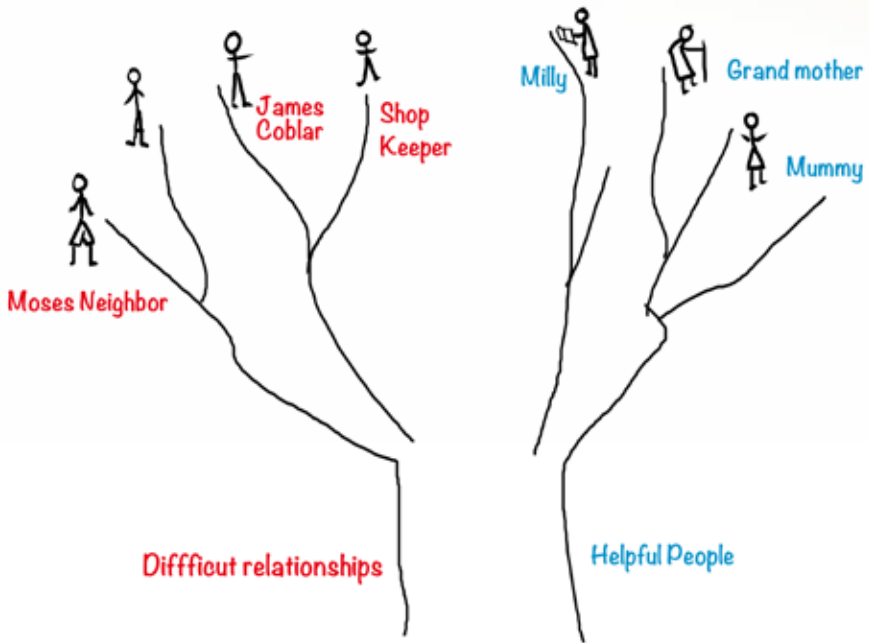
Adolescents 15-17: Activity 10

Relationship tree

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

- 😊 Explain: All of us are affected by the people in our lives. Some people are helpful to us, and others are unhelpful. Think of three people in your life who help you, and three people in your life with whom you have a difficult relationship
- 😊 Explain: Create a relationship tree that demonstrates the helpful and difficult relationships in your life. On your piece of paper, draw the trunk of the tree to represent yourself. Draw branches that represent positive or difficult relationships. For example, for my sister, I will draw her as a thick branch with fruit, because even when she is far away I feel that she is a strong person in my life and is protecting me.
- 😊 Each adolescent should then describe and explain one important positive or difficult relationship in their lives, and explain how they drew the branch for that person and what it means
- 😊 For the difficult relationships, can other members of the group, give suggestions and/or empathize (peer-to-peer support).





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

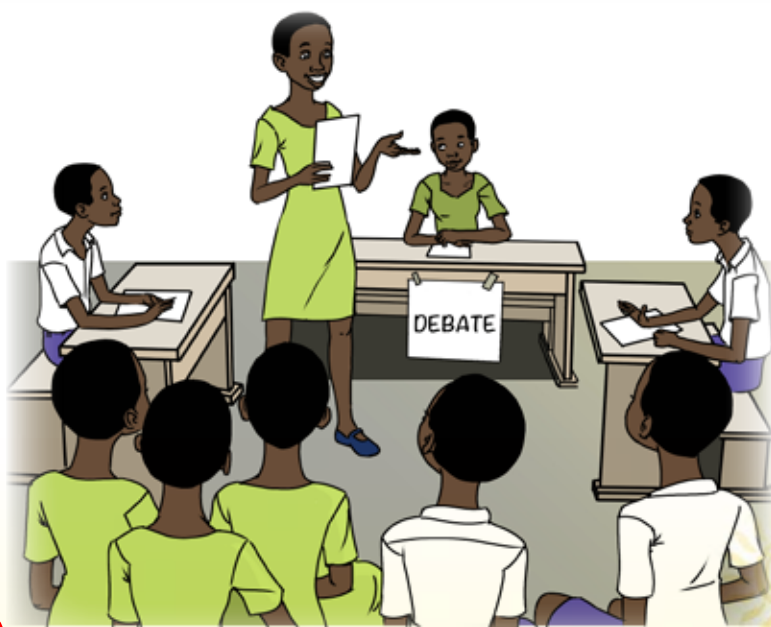




Adolescents 15-17: Activity 11

Adolescents create their own activities

- ♣ **Aim:** Adolescents should develop their own activities and this will help them to develop their self-esteem, confidence and leadership skills.
- ☺ Adolescents have the opportunity to develop their own activities. These should be structured, social support activities rather than recreational activities e.g. a debate about a subject they have chosen.
- ☺ Adolescents plan activities for younger children and help to co-facilitate them.





Adolescents 15-17: Activity 12

Free Play activities

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

- ☺ Football
- ☺ Dancing
- ☺ Singing
- ☺ Music





**Activities for
Children
ALL Ages**





Children/adolescents: Activity 1

Relaxation Exercise 1

Aim: To relax participants and reduce their stress levels.

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

Relaxation technique:

Make sure the environment is quiet and relaxing. Ask participants to sit on the floor. Feet should be placed on the ground; hands should be placed on the lap.

Read the following instructions out loud:

Close your eyes. Relax. Slowly move your shoulders up and down. Slowly move your neck around in circles. Rotate in one direction. Rotate in the other direction. Move your shoulders again, this time, from front to back. Begin the neck rotation again, very slowly. Slowly move your trunk (middle body) to one side and then to the other. Move your toes up and down. Lift one foot slightly and move the ankle up and down. Repeat with the other foot. Move your leg forward and stretch the leg. Repeat with the other leg. Move the hands in slow circles, one hand at a time.

Take a slow, deep breath. Repeat this 12 times. Breathe in through your nose and out through your mouth.



Move your shoulders once again in rotations; then move your neck; then shake the hands; then move your toes and legs. Open your eyes. Take two slow, deep breaths.

Conclusion: How do you feel now? Were you able to relax and forget about your worries for a few minutes?



Children/adolescents: Activity 2

Relaxation Exercise 2

Aim: To relax participants and reduce their stress levels.

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

Jump around: Ask the children to jump around and dance for 2 minutes.

Relaxation technique: Then ask participants to sit on the floor with their legs crossed or out in front of them; hands should be placed on the lap. Everyone must stay quiet.

Read the following instructions out loud:

Face – Scrunch up your noses and foreheads like you smell something bad, and then relax the face. Repeat 3 times.

Jaws – Clench your jaws together tightly like you are pressing a stick between your teeth. Then release the imaginary stick and let the jaw go completely loose. Repeat 3 times.

Arms and shoulders – Stretch your arms out in front, and then raise them above the head and stretch as high as you can. Then drop the arms and let them hang loose. Repeat 3 times.

Hands and arms – Imagine squeezing a soft ball as hard as you can with one hand, and then dropping it on the floor and letting the arm and hand go limp.



Repeat 3 times, and then switch to the other arm.

Stomach – Tighten your stomach muscles as hard as you can for just a moment, then release them and relax. Repeat 3 times.

Legs and feet – Wiggle your toes. Use the toe muscles to pull all 10 toes back in the direction of the face and hold to the count of 10, then relax your toes and hold to the count of 10. Repeat 3 times.”

Whole body –Relax and let the body loosen. Relax the whole body for 1 minute.

Conclusion: How do you feel now? Were you able to relax and forget about your worries for a few minutes?



Children/adolescents: Activity 3

My story

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

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

You will need to give each child or adolescent seven sheets of paper stapled together

Ask children and adolescents to do a collection of drawings which represent the story of their life. This activity can be conducted over two or three days

They should draw a picture of:

Themselves and their family

A picture of them with their friends at school or the CFS

Their home and village or town

A sad or distressing memory

A happy memory

A dream for the future

The children should then go into pairs, with someone they choose, and tell each other their stories. Their partner should listen and not interrupt but can also ask questions



Ask if any child or adolescent would like to tell their story to the rest of the group.

The children or adolescents should be reminded to respect and not make fun of anyone else in the group

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

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



Children/adolescents: Activity 4

Games: Expressing feelings

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

Game 1: Ask children to show an emotion on their face, for example 'show me happy'. Do this for different emotions: happy, sad, afraid, bored, angry, excited. Now ask the children to go into small groups. One person should act out an emotion and an action e.g. happy and washing and the others should try to guess the emotion and the action. Repeat with different children.

Game 2:

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

Then they stand in two lines, facing forwards.

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

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

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

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

Repeat with different emotions.

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



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



Children/adolescents: Activity 5

Role plays: Expressing feelings

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

Divide children into three groups. Ask them: Answer these statements and discuss it in their groups:

I am happiest when...

When I am happy, I ...

I am saddest when ...

When I am sad, I ...

I am most angry when ...

When I am angry, I ...

Tell the children:

Each group will be given one of the three emotions. In your group create a role play to show this emotion and the reaction to it. Show your role play to the other two groups.

Now tell the children to begin the role play again but when it comes to the reaction to the emotion ask different children to come into the role play and show what their reaction would be.

Ask the group:

Are these reactions positive and helpful?

Do you react like this?

How could people react differently to negative emotions?

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





Children/adolescents: Activity 6A

The story of Gatluak

Attention! This activity has three parts (6A, B, C) which should all be done together. It is particularly important for children who have been exposed to violent acts such as killings and to conflict. If possible this activity should be led by a social worker, case worker or psychologist. If you conduct it, a case worker must also be present to help any child who becomes distressed.

Aim: To explain to children who have been through traumatic experiences about the symptoms of trauma.

Tell the children the following story: Gatluak was about your age when the conflict started. One day as he was walking to school, a big truck appeared. Lots of soldiers with guns got out shouting. They went to the house of his neighbor and he saw them taking him away. The truck drove off fast. The neighbor did not come back. Gatluak was very frightened over the next few days. He didn't want to be far from his mother, or walk past his neighbor's house, so he stopped going to school and playing with his friends. He was afraid that he would be taken too.

He didn't like to think about what he had seen because it made him nervous and afraid and he started to cry. He didn't want to talk about it to anyone. He couldn't get rid of the memory. Whenever he saw a soldier in the street, he saw the picture, of the neighbor being taken away, in his mind. It was just like he was back there seeing his neighbor being taken. He got really frightened when this picture came into his mind and he felt as if he was going crazy. He started to have bad dreams about the disappearance. This lasted a few weeks. The pictures kept coming back, day and night. He



got more and more nervous, and jumped up whenever he heard a truck coming, or other loud noises.

Finally he talked to his mother about what had happened and he also joined a Child Friendly Space where he felt safe and could play with other children. He was able to do activities that helped him express his feelings, do a relaxation exercise and draw a picture of what happened and talk about it. After a couple of months he began to feel safer and less scared and the nightmares and images in his mind stopped.

Conclusion: We have heard the story of Gatluak and now we will talk a bit more about his feelings

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



Children/adolescents: Activity 68

Reactions to traumatic events

Aim: To explain to children who have been through traumatic experiences that their trauma symptoms are normal and experienced by many people.

Explain the following to the children: It's very normal for everyone to have problems like Gatluak. After you've lived through or seen something terrible, when things remind you of what happened, it can feel like it's happening all over again, even though you know it isn't. It's very frightening to feel like that, and many children try to avoid places that bring back the bad memories and feelings. They also try to avoid thinking and talking about what happened, even to their parents and caregivers. When you feel like this, it doesn't mean you're going crazy. It is normal for everyone to feel like this. Even though you might try to push the memory away, it still comes back, maybe in your dreams, or when you hear loud noises, or other things that remind you of it.

Now ask the children what sort of things they have experienced as a result of conflict e.g. nightmares, scared to be alone.

Tell the children to think about reminders of their experience. Examples are the noise of shooting, seeing guns, seeing soldiers. Explain to the children: Even though you may try to push the memories away, they tend to still come back, either when there are reminders around, or when you are asleep, or even during your



normal activities.

In the next activity you will learn a way of helping you to be the one in charge of your memories and help you to control them better. You won't be able to forget what happened to you, but you will be able to remember it only when you decide, not when your memory decides, and it won't be so scary to remember.

Conclusion: We have learnt that it is normal to feel afraid or



Children/adolescents: Activity 6C

Safe place

Aim: To help children create a safe place in their mind that they can think about when they feel scared or worried.

Ask the children to sit down with their eyes closed and be completely silent. Tell them that when you ask questions, they must just think about them in their head and not answer out loud. Read the words slowly and clearly.

Imagine somewhere where you feel calm, secure and happy. Take a few deep breaths. Close your eyes and carry on breathing normally. (Pause) Imagine that you are standing or sitting in that place. (Pause) Look at the details of where you are and see what is close to you. (Pause) See the different colors. (Pause) Now take a look further away. What can you see around you? This is your special place and you can imagine whatever you want to be there. When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? (Pause) What can you hear? (Pause) Maybe the gentle sounds of the wind, or birds. Can you feel the warm sun on your face? (Pause) What can you smell? (Pause) Maybe it's flowers, or your favorite food cooking? (Pause) You feel calm and happy. Now imagine that someone special is with you in your place who can help you, someone strong and kind. Imagine walking around and exploring your special place slowly with them. (Pause) You feel happy to be



with them. (Pause) Now get ready to open your eyes and leave your special place for now. (Pause) You can come back when you want. As you open your eyes, you feel more calm and happy.

Ask them what they imagined and how it made them feel. Tell them that they can imagine being there whenever they feel miserable or scared, and that it will make them feel better. Their special place will get easier to imagine the more they practice it.

Conclusion: Now we have created a safe place in our minds and we can go there any time when we feel scared or worried.



Children/adolescents: Activity 7

My future

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

Do this activity in small groups.

Discuss:

What do you feel are the challenges in your life at the moment?

Is there anything you can do to change them?

What are your hopes for the future?

What career do you hope for when you leave school?

Think of a goal for your future.

Draw a picture of yourself in the future after you have achieved that goal.

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





Children/adolescents: Activity 8

Promoting peace

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

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

Group picture:

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

After they have given some ideas, tell them:

Peace is getting along well together

Peace is solving arguments without it becoming violent

Peace is respecting each other and each other's differences

Peace is being part of the same world without fighting

Peace is having room to grow and learn safely

Peace is being kind to others

Peace is in everyone's hands

Divide the children into small groups. Ask them to draw a picture together on a large piece of paper which represents peace. Afterwards put the picture on the wall.



Ask: 'How can you make your family, community or country more peaceful?'

Ask: each person to think of three things they will do to promote peace in their family and community.

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



Children/adolescents: Activity 9

Circle of support (for those aged over 10)

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

Aim: Think about how the community can better support children.

Participants stand in a circle and hold hands. One person represents a teenage girl and stands in the middle. Each person represents someone in the girl's family or community e.g. chief, aunt, teacher etc.

This girl has experienced conflict and has lost a parent. Sometimes she misbehaves and doesn't want to listen. She wants to leave the circle and get into trouble. The group must try to stop her leaving the circle.

Now the girl has got pregnant. Some members of the circle leave because they do not support her e.g. teacher thinks she is a bad influence.

The girl now tries to leave and it is very easy because of the gaps.

Discuss in the group about what problems this girl had and how she could have been better supported



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



Children/adolescents: Activity 11

Hygiene

Aim: To teach children about good hygiene practices.

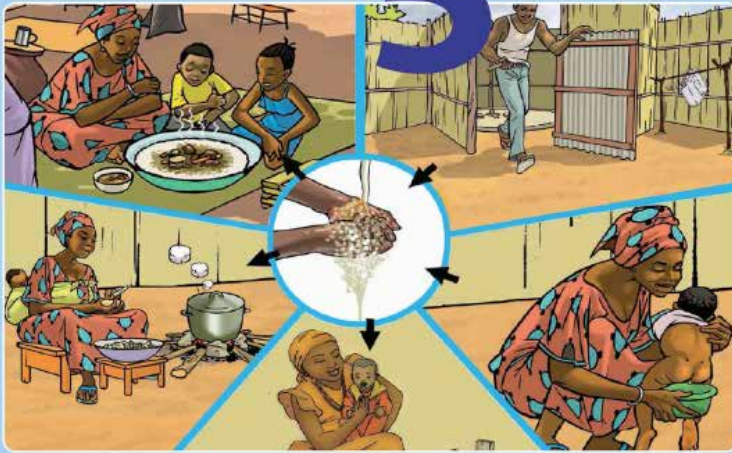
Teach children about washing their hands five critical times a day

Teach children about use of toilets and latrines

Tell them not to play in drains or sewage areas which might carry risks of diseases such as cholera.

Aim: Today we have learnt a lot about how to have good hygiene practices and stay healthy.

WASHING Hands During **5** critical times



Prevents
Diarrhoea and Cholera

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



Children/adolescents: Activity 12

Nutrition

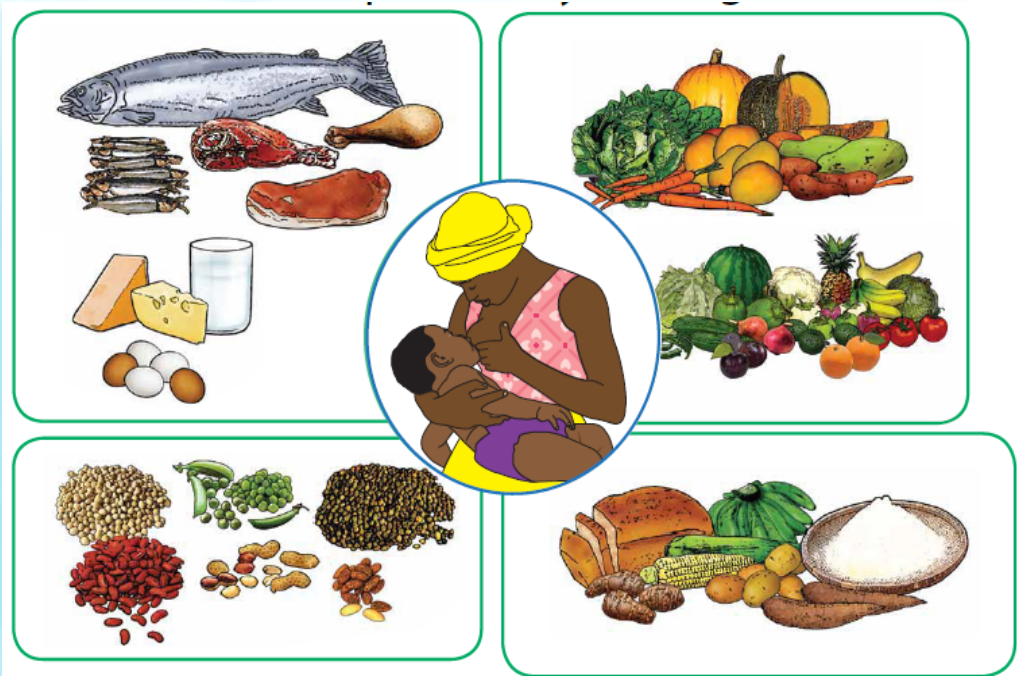
Aim: To teach children about good nutrition

Teach children names of different food items in English or Arabic and local languages

Talk to them about how good nutrition can help them to grow and study

Explain that every day they should eat at least one item from each of the four food groups (shown in the picture)

Aim: Today we have learnt a lot about how to have good nutrition practices and stay healthy and strong in body and mind.



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



Children/adolescents: Activity 13

Activity cards on child rights

Aim: To teach children about child rights

You will receive a pack of playing cards with this manual. There are 42 cards in the pack and each card shows one of the rights of the child.

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

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

Conclusion: Today we have learnt about different child rights. Children have many rights including the right to education, legal rights, and the right to play and live a healthy non-violent life. Use your rights everyday to help you have a strong future!

A



**You have the
right to education**



Materials: Use the pack of 42 playing cards

**parents/
Caregivers**



Parents/caregivers: Activity 1

My strengths

- ♣ **Aim:** to teach parents about children's needs and rights and the role of parents

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

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

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

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

- ★ Physical: Providing food, water, clothes, shelter, etc.
- ★ Emotional: Making them feel loved, heard, understood, accepted, valued, respected
- ★ Learning: Teaching them things they need to know and understand as they grow older. Right to education (girls and boys).
- ★ Social: Interacting with family members and friends. Play time and games.
- ★ Protection: Making them feel safe at all times



★ Participation: Children need to be involved and have a voice in decision making in issues that affect their lives

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



Parents/caregivers: Activity 2A

Children's personalities

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

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

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

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

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

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



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



Parents/caregivers: Activity 2A continued

Responding to different personalities

The active or inattentive child

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

The angry or impulsive child

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

The rebellious or independent child

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

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

The sensitive or shy child

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

The inactive or dreamy child

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



Parents/caregivers: Activity 3

Positive Discipline

♣ **Aim:** To teach parents about positive discipline.

- ★ Say: Positive discipline is about praising the good behavior, demonstrating good behavior and withholding privileges.
- ★ Say: Look at the statements below. How do you think we could solve these situations below using positive discipline? Discuss together.
- ★ Your 4-year-old son is hitting his younger sister because she doesn't want to give him a toy.
- ★ Your 16-year-old son came home late last night without permission.
- ★ Your 1-year-old daughter is having a tantrum because you placed her in her crib for a nap.
- ★ Your 14-year-old daughter speaks disrespectfully to you in front of your neighbour.
- ★ Your 2-year-old son is hitting a cup against the floor. It looks like he is going to break it.

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





Parents/caregivers: Activity 4

Children's Problems

♣ **Aim:** to help parents better understand children's problems

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

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



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



Parents/caregivers: Activity 5

Parents' Problems

- ♣ **Aim:** to help parents express the challenges they face bringing up children and how to handle them
- ★ Ask participants for examples of situations where they feel angry. Then ask for examples of where they have felt angry and shouted at or hit their children.
- ★ Ask the group to choose one of these examples and ask for two volunteers to role play the scene between the parent and child. Ask the parent and the child how they felt.
- ★ Act out the scene again but freeze it just before the violence or shouting. Then ask the participants what the parent could do instead.

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

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





Parents/caregivers: Activity 6

Circle of support

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

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

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



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



Parents/caregivers: Activity 7

Picture cards

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

♣ **Aim:** To use picture cards to help parents understand different ways they can support their children. You could split this activity into two or three sessions as some of the cards may generate a discussion for 30 minutes or an hour.

- ★ Discuss:
- ★ Use the set of 10 large banners and show each one to the participants.
- ★ For each banner, ask participants what they think is happening in the picture and what kind of support is being offered to children.
- ★ Use the card to generate a discussion with the participants.
 - ★ Do they offer this kind of support to their children?
 - ★ Could they offer it in future?
 - ★ What are the challenges they face? .

Conclusion: Today we have thought about a lot of different ways we can support children, especially when they have problems.



Be caring with your children, and repeat that you love them. It will make them feel better and safer.

Materials: Use the set of 10 large banners



Parents/caregivers: Activity 8

Supporting children in the community

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

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

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





Parents/caregivers: Activity 9

Activity cards on child rights

♣ **Aim:** To teach parents/caregivers about child rights

- ★ You will receive a pack of playing cards with this manual. There are 42 cards in the pack and each card shows one of the rights of the child.
- ★ You can use these cards in different ways. Be creative!
- ★ You could for example ask parents to work in groups to list as many rights of the child as they can based on their own ideas and then they check the cards to see how many they got right and which ones were missing.

Conclusion: Today we have learnt about different child rights. Children have many rights including the right to education, legal rights, and the right to play and live a healthy non-violent life. Ensure that you let your children enjoy their rights to help them have a strong future!

A



**You have the
right to education**



Materials: Use the pack of 42 playing cards

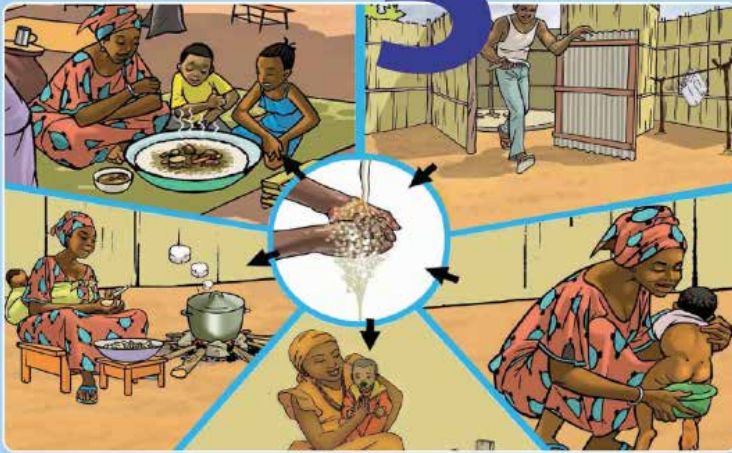


Parents/caregivers: Activity 10

Hygiene

- ♣ **Aim:** To teach parents/caregivers about good hygiene
 - ★ Teach parents/caregivers about washing their hands five critical times a day and telling their children to do the same
 - ★ Teach parents/caregivers about use of toilets and latrines and telling their children to use them too
 - ★ Ask them to tell their children not to play in drains or sewage areas which might carry risks of diseases such as cholera.
-
- ♣ **Aim:** Today we have learnt a lot about how to have good hygiene practices and how to protect our families so that we all stay healthy.

WASHING Hands During **5** critical times



Prevents
Diarrhoea and Cholera

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



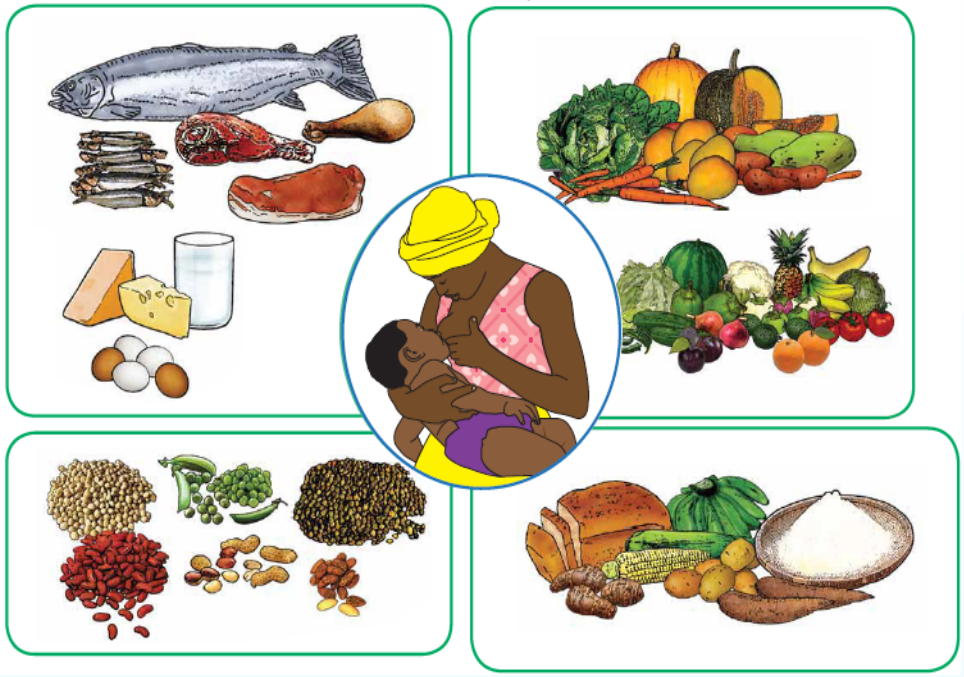
Parents/caregivers: Activity 11

Nutrition

♣ **Aim:** To teach parents/caregivers about good nutrition

- ★ Talk to them about how good nutrition can help their children to grow up strong and healthy and can help them to concentrate and study.
- ★ Explain that every day they should eat at least one item from each of the four food groups (shown in the picture)
- ★ Explain that certain food and drinks are not healthy for children such as biscuits, sweets and soda.

Aim: Today we have learnt a lot about how to have good nutrition practices and help our families to stay healthy and strong in body and mind.



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





**Activities for
SCHOOL
Children**

**To be conducted by
teachers**



School children: Activity 1A

Drawing – Past, Present and future

Attention! Teachers should be trained in psychosocial support and psychological first aid before conducting this activity so that they can support students who become distressed. They should make sure that a trained social worker or case worker is present during the activity. They should also know who to refer this person to if they need further help, e.g. doctor or counsellor and case management team.

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

Ask: your students to draw a picture about the past (when they were younger, their old village) and another picture about the most difficult situation in their lives.

Ask: After your students have finished drawing their pictures ask them to go into pairs and ask each other about the drawings using the following questions:

Tell me about your drawing.

What happened here?

Who is this in this drawing?

Where are you in this drawing?

How did you feel then?

How do you feel now?

The teacher should move around the room to listen to some of the students. They should also be aware if any child is getting upset and if so help them.



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

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



School children: Activity 18

Drawing – Past, Present and future

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

Ask: your students to draw a picture about the present and another picture about the future

Ask: After your students have finished drawing their pictures ask them to go into pairs and ask each other about the drawings using the following questions:

Tell me about your drawing.

What happened here?

Who is this in this drawing?

Where are you in this drawing?

How did you feel then?

How do you feel now?

The teacher should move around the room to listen to some of the students. They should also be aware if any child is getting upset and if so help them.

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

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





School children: Activity 2

Drama, Song and dance

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

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

Ask: your students, in small groups, to make up a drama, song or dance related to a specific theme, such as peace, family or friendship, which is related to their life. They should then perform it for the rest of the students.

Ask: the audience to ask questions to the performers about the drama, song or dance. Why did they choose that drama, song, or dance and why was that theme important to them?

Ask: your students to teach the songs and dances to the other children.

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





School children: Activity 3

Weekly class discussion

Aim: to help students talk about issues that are important to them and to resolve problems.

Ask: your students, to talk about a different topic each week. Below is an example:

“Today, I think it is important for us to talk about playing at break time. I have noticed that there is a lot of arguing and fighting. Would anyone like to talk about this”

Allow students to share their feelings and thoughts and then, when appropriate, ask for possible solutions.

Do not tell students what to do. Try to help them come up with their own solutions. This enables them to grow in independence and responsibility.

Conclusion: Thank you for your comments today. We talked about a lot of issues and I think we found some good solutions.





School children: Activity 4

School and Community Projects

Aim: By doing meaningful work and helping others in their community children feel more in control of their lives, safer and less helpless.

For this activity you should invite parents and community leaders to the school to plan the project with the children. At the end of the project you should invite them again to celebrate the achievement of the children.

Ask: children to think of a project to help their family, school, or community. This could include:

Cleaning up the community or the school

Helping old people to do daily tasks

Helping those who have been injured by conflict

Ask: the children to record their progress and make a final report (oral or written). They should also make a presentation to the community to celebrate their achievement.

Conclusion: You have done really well! Your hard work has made a lot of improvements in your community. Let us celebrate your achievement.





Monitoring and Evaluation



Monitoring and evaluation: Activity 1

Once a day

Attendance sheet – Children

You need to keep a record of the children who are coming to the centre or participating in psychosocial support activities at school. You should write their name and their age group (6-10, 11-14 or 15-17). You also need to record whether they are participating in play activities or social support activities. If a child does not come to the centre or school for three days in a row you should inform the social worker and ask them to visit their parents and see if there is a problem. You should give the completed forms to the project officer or manager at the end of each month.

Name	Age Group	Play or Social Support	Mon 15 Jan	Tue 16 Jan	Wed 17 Jan	Thu 18 Jan	Fri 19 Jan
Mary Ajak	6-10	Play	x	–	x	x	x
		Social Support	–	–	–	–	–
Moses	11-14	Play	–	–	–	–	–
		Social Support	x	x	–	–	–








Monitoring and evaluation: Activity 2

Once a day

Smiley Evaluation (Facilitator)

Once a day, after completing some of the activities in this Manual, the facilitator should do an evaluation. Take 5 pieces of paper/laminated cards and with the five different faces on them shown below, from very happy to very unhappy. Put the cards on the ground. Now ask the children how they felt after doing the activity. They should put a stone next to the picture which is closest to their feeling. You should write down the number of stones next to each picture and record it in a table like the one below. At the end of each week you should give the completed forms to the programme officer or manager.

Date: 19-23 February

Degree of happiness	Very happy 	Happy 	OK 	Unhappy 	Very Unhappy 	Blank	Total # of children
Monday	30	61	5	0	1	0	97
Tuesday	31	40	13	2	0	0	86
Wednesday	41	38	12	2	2	0	95
Thursday	42	32	10	4	1	0	89
Friday	36	24	13	4	1	0	78
Total:	310	274	93	17	5	0	



Monitoring and evaluation: Activity 3

once a month

Parents/Caregivers Meetings Evaluation form (Facilitator)

Once a month the facilitator should hold a meeting with parents to talk to them about their view of the child friendly space, any problems about the centre, how they feel about their child's participation and well being and whether they, as parents/caregivers, feel involved in the programme. At the end of this meeting parents should complete the evaluation form, below. If they cannot read and write you should read the questions to them and tell them what the boxes are so that they can circle the option which applies to them. You should give the completed forms to the programme officer or manager.

Date: Meeting number:	Please look at the questions below and put a circle around your opinion. Let us know if you have additional comments or suggestions: You are (please mark): A mother A father					
Questions	Your opinion				If other opinion, please specify	
Was the information from today's meeting relevant and interesting?	Not at all	A little	Somewhat	Very much		
Did the facilitator answer your questions?	Not at all	A little	Somewhat	Very much		
Did you get advice that you can use in the future?	Not at all	A little	Somewhat	Very much		
Do you think that meetings like these are useful?	Not at all	A little	Somewhat	Very much		



Monitoring and evaluation: Activity 4

once a month

Parents Meetings – Attendance sheet (Facilitator)

At the monthly meeting with parents the facilitator should complete an attendance sheet like this one. The completed sheets should be given to the project officer or manager.

	Name	Sex		Meeting 1	Meeting 2	Meeting 3	Meeting 4
		M	F				
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							



Monitoring and evaluation: Activity 5

Child friendly space monitoring & Check list (Team Leader/ Centre manager)

The Team Leader or Centre Manager and two members from the community's Child Protection Committee should jointly monitor the running of the child friendly space and complete the form below on a monthly basis. They should consider whether the services have been available throughout the month. They should circle the correct answer. Completed forms should be given to the project officer or manager.

Once a month

			Name of the Centre: Yar Lek	Month and Year: Jan 2018	
1) Does the CFS have recreational materials? Are they in good condition?	Available Condition	Yes Good	No Bad		
2) How many children attended the centre this month? (check attendance sheets)				
3) What was the ratio of facilitator's to children?	e.g. 1:50				
4) Are the following activities available?	Story telling	Dancing	Singing	Games	Art

5) Are the following psychosocial support services in place?	Recreational facilities	Individual PSS Support	Group PSS Support			
6) Are trained social workers or facilitators available for PSS at the centre?	Yes	No				
7) Are the following systems operating at the centre?	Weekly written activity plan	Registration system	Incident reporting system	Referral system	Different shifts in place for different age groups	Feedback mechanism for children and parents
8) Is there community-based PSS outreach to parents and other community members?	Yes	No				
9) Is there safe drinking water available at the CFS?	Yes	No				
10) Is a functioning latrine available? Is there a functioning lock on the door?	Yes	No				

11) Are there handwashing facilities with soap and water?	Yes	No				
12) Does the centre have a sign (with the name of the centre on it) that is in good condition?	Yes	No				
13) Does the centre have a perimeter fence or wall	Yes	No				
14) What is the condition of the structure of the centre? (walls, roof etc.)	Good	Ok	Poor			



References

- ★ Better Parenting – FHI 360, Yekokeb Berhan
- ★ Child Protection Minimum Standards – Global Child Protection Working Group
- ★ Child Safeguarding Policy - UNICEF
- ★ Guidelines for Child Friendly Spaces in Emergencies – UNICEF
- ★ Handbook for Teachers – AVSI
- ★ I Deal, Big Deal, Parents Deal, - War Child Holland
- ★ Life Skills for Youth – UNESCO, Ministry of Education, Government of South Sudan
- ★ Play for Peace – Plan International
- ★ Psychosocial Support for Children in Emergency Settings, Sudan – UNICEF, Ahfad University for Women
- ★ Safe Healing and Learning Spaces Toolkit – International Rescue Committee
- ★ Say and Play, Project Concern International, Dr. Jonathan Brakarsh
- ★ The Adolescent Toolkit - UNICEF
- ★ The Journey of Life - REPPSI
- ★ The Resilience Programme, Track 2 - Save the Children
- ★ The Resilience Programme, Monitoring and Evaluation Guidelines and Tools – Save the Children
- ★ Traditional Games and Games with Local Materials in South Sudan





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