

Community-based Mental Health and Psychosocial Support (MHPSS) and Child Friendly Spaces
Timor-Leste

Activities Guideline





















COMMUNITY-BASED MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS) AND CHILD FRIENDLY SPACES TIMOR-LESTE ACTIVITIES GUIDELINE

Author: Loyda Santolaria Navarro, UNICEF Consultant Design and Layout: Med Ramos, Beetlebugs Communications, Inc.

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INTRODUCTION

Emergencies disturb children's and family protective factors at the individual, community, and societal levels. They tend to exacerbate pre-existing issues such as violence against children, domestic violence, and poverty. They also cause disruption of social networks, community structures, resources, and services that impact the parents' ability to care for their children. Emergencies may greatly affect the psychosocial well-being of children.

While the COVID-19 pandemic was impacting the country, in April 2021, Timor-Leste had to face the Seroja Cyclone flooding emergency affecting more than 45.000 people. In response to the emergency, UNICEF and the Ministry of Social Solidarity and Inclusion (MSSI) developed a community-based Mental Health and Psychosocial Support (MHPSS) intervention. From April to May 2021, thirteen Child-Friendly Spaces (CFS) were implemented in the evacuation camps in collaboration with eight NGOs and three youth organizations, reaching more than 1.300 children affected by the flood.

After the flood emergency, the families and children slowly moved back to their communities. Hence the MHPSS activities needed to continue, helping to activate and restore natural support within the community and families, aimed to prevent and address domestic violence, child abuse and neglect.

UNICEF and the MSSI, in partnership with Ba Futuru, continued implementing the community-based MHPSS - CFS interventions and developed a toolbox to support children and families in vulnerable and emergency settings, accordioning to the Child and Family Welfare Policy, where the government's commitment to encouraging community-based programming aimed at preventing and addressing domestic violence, child abuse and neglect.

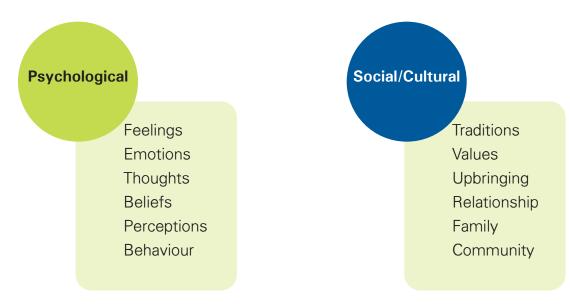
The community-based CFS provide children with opportunities to access structured play, recreation, and leisure in a way that strengthens their resilience and existing protective factors through various activities such as playing and learning art, theatre, games, storytelling, singing, and dancing.

This Activity Guideline for Community-Based Mental Health and Psycho-Social Support – Child-Friendly Spaces is the result of the work and coordination among specialized professionals, volunteers and the children, and aims to provide orientation to deliver psycho-social support activities for children and families to reduce and prevent violence, strengthen resilience to recover from adversity, and improve the care conditions that enable children and families to be protected, survive and thrive. This Guideline can be used by community volunteers, social workers, organizations working with children, shelter counsellors, child protection officers and social animators.

Gratitude to UNICEF and the Ministry of Solidarity and Social Inclusion (MSSI), who supported and contributed to the preparation of the present document from the content development stage to its finalization.

We can now use this activity guideline to support the children and families' well-being in Timor-Leste.

WHAT IS PSYCHOSOCIAL SUPPORT: Its objective



WHAT IS PSYCHOSOCIAL SUPPORT:

PSYCHO: experiences that affect the emotion, behaviour, thoughts, memories and the ability to learn.



SOCIAL: describes how an experience can alter families, friends, communities, cultures, trust, beliefs, rituals, traditions, nations and relationships.

1. OBJECTIVES: PSYCHOSOCIAL PLAY, CREATIVE ACTIVITIES WITH CHILDREN AND YOUTHS.

Psychosocial games, play, and art activities each have several purposes:



RESILIENCE is the ability to react or adapt positively to events or experiences that are difficult and challenging. **Protection factors** that decrease psychological effects when we are faced with challenges or suffering situation.

- Belong to the family or community that is attentive.
- Maintain tradition and cultures.
- Has a strong religious belief or political ideology.
- As a professional: to work for the things that they love and believe in.

RELAXATION

- Relief from inner tension.
- Share joy again.
- Opportunities to use body skills, to relax tensions and win confidence.

INCREASE SKILL AND UNDERSTANDING TO DEAL WITH THE NEW REALITY

- Share experiences and learn from others.
- Express and understand what happens to us.
- Gain control and confidence, especially hyper- vigilance, isolation and aggression.

INCREASE THE AWARENESS OF PERSONAL IDENTITY

- Increase self-understanding, self-awareness and self-regulation.
- Develop positive self-esteem.
- To feel capable, regain a sense of being able to face the new situation.

INCREASE COMMUNICATION SKILLS

- Increase tolerance of individual differences and equalities (we are the same and we are different).
- Express thoughts and feelings in a positive way.
- Develop good social communication skills, non-verbal and verbal language.

ENABLE ALL CHILDREN TO EXPERIENCE THE BENEFITS OF PLAY

As outlined in Article 31 of the as outlined in Article 31 of the UNCRC- Every child has the right to rest, relax, play, and take part in cultural and creative activities.

- UNCRC- Every child has the right to rest, relax, play, and take part in cultural and creative activities.
- Children with disabilities and of all diversities have the right to participate in psychosocial play and creative activities.
- It is the facilitators responsibility to provide all children with adequate opportunities for play.
- Psychosocial play and creative activities support children with disabilities and from all diversities to relax, increase awareness of their personal identity, increase their skill and understanding in dealing with the new reality and their communication skills.



2. BENEFITS OF INTERVENTION THROUGH PLAY AND ART ACTIVITIES

Expected Results

- Great number of children can be reached.
- The children can use and develop their own expression.
- The children get and grow emotional support.
- The children get a chance to feel part of an equal group.
- The children get help to regain and strengthen the sense of his or her identity and stability.
- The games are educational and support positive behavior.
- The child learns from the experiences of equality and respect of the others.
- The child learns better to understand the present, the past and the future.
- The child learns to express difficult emotions.
- The child learns better social skills and communication.
- This includes children with impairments that are physical, sensory, cognitive, psychosocial disabilities. (See Annex 11 for further information on these impairments).

3. PRINCIPLES

- There is no right or wrong in the way the children perform in the games and activities.
- Empower curiosity, love to learn, discovering and getting to know things. Developing resilience.
- The result is not important. The process, the activity is what matters.
- The child needs to be carefully and actively listened to and observed, and we need to show respect towards the child feelings and behavior.
- The children should be given the opportunity, but NOT forced, to share their experiences and knowledge.
- The individual differences are identified and honored; each experience must be valuable and being appreciated.
- The adult supports, encourages, and makes an atmosphere of trust.
- Volunteers motivate, empower children initiatives, do not order, or disempower children initiatives.
- The adult shows joy when the child, express, request, share and achieves something.
- The adult respects the negative as well as the positive feelings of the child.
- Volunteers: Helps the caregiver recognize signals and reactions through which children ask for help and refer when needed.





By adapting and creating games that are inclusive for children with disabilities and from all diversities, all children are provided with adequate opportunities to play and access support.



VIDEOS 8 and 9:

https://www.youtube.com/watch?v=I5vQ8UFV_vs&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=9

4. JUSTIFICATION: WHY CREATIVE, ART AND GAMES ACTIVITIES

Life threatening experiences and other difficult circumstances can make children and youth survivors:

- confused
- afraid
- sometimes numb



It is hard for them to use words to express what they are experiencing, and younger children have a harder time using words, even under normal circumstances. Sometimes, other methods of expression may be much easier to use such as:

- Silent story telling: Drawing pictures about the difficult event.
- Writing the story about the difficult event and then reading the story to the group.
- Sharing and reading stories or poems out loud to the group.
- Singing favorite songs out loud in a group.
- Playing games which let them really move all their big body muscles.
- Using movement, music and drama games to tell the story of the difficult event.
- Doing activities that challenge the survivor's physical ability: balance, attention, strength, calmness. Like breathing exercises, relaxing exercises, not competitive sports.
- Doing activities that challenge the survivor's mental ability to solve fun problems. Like sharing ideas, thoughts, worries, emotions and win perspective and respect from others.



VIDEO 10: ACTIVITY - Validation of Children:

 $https://www.youtube.com/watch?v=NOF_O49IIOE\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=10\\$

Many times, during and after difficult events, youth and children do not know exactly how they should react and do not know how their parents and other adults want them to react. And most kids still want to have fun, to engage in play; they still need to have fun to remain a kid So perhaps the most important thing is to give them the permission to play.

Allowing youth survivors to play:

• giving them the structured opportunity to play games

- be part of challenging creative activities
- let them regain a positive sense of themselves and their world,
- playing in peer groups,
- new sense of trust, understanding and calmness.

Many children and young people with disabilities are particularly vulnerable to life threatening experiences and difficult circumstances. See Annex 11 for more information on why. This can also make them feel confused, afraid, and sometimes numb. They will find it hard to use words to express what they are experiencing, they may not know how to react, and like most children and young people they still want to have fun and engage in play.

However, barriers can mean that children and young people with disabilities are often unable to access creative, art and games activities.

See Appendix / Box Annex 11 for more information on Barriers. It is important to ensure children and young people with disabilities have equal access to play opportunities, and that steps are taken to remove the barriers that may exist for them to engage in psychosocial play and creative activities.





VIDEO 11: ACTIVITY – Using appropriate language

https://www.youtube.com/watch?v=SilaWS0Bb6Y&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=11

5. STRESS: POSITIVE AND NEGATIVE STRESS, AND BREATHING

Stress can be a good thing. For example, if you are attacked, stress will make your muscle strength and blood flow so that you are able to run away or defend yourself, bringing yourself into safety.

Stress can generally lead to better performance, more satisfaction, and a greater sense of competence. When you take on a challenge, you can be proud of yourself: "Thanks to my efforts, I've achieved this goal. I've been hard working, and it



has paid off". Despite all these benefits, stress can become harmful when it is persistent and/or when

we have the impression of being powerless and/or when we don't reach any results in spite of great efforts.

There are several ways that you can help deal with stress, are all activities that can help to manage your stress:

- Setting yourself achievable goals
- Focusing your attention on what you can change
- Feeling gratitude for the things that go well
- Doing sports
- Listening to music or playing an instrument
- Passing time with friends
- Reading
- Spending time in nature



Some examples of long-term effects of stress are:

- During the day, persistent ruminative thoughts or worries prevent you from enjoying social contacts and activities. As a result, you can less easily forget happy memories and focus on the positive.
- You may have trouble concentrating and you are suffering from forgetfulness.
- At night, ruminative thoughts or worries prevent you from falling asleep peacefully and in good time. While dreams usually help to reduce difficult emotions or to process events spontaneously, your high levels of stress create agitated or anxious dreams.
- This results in you waking up several times a night or waking up early without being able to fall asleep again. You don't get deep, refreshing sleep anymore and after a while you get physically exhausted.
- There is a greater risk of ending up in a negative, downward spiral because the physical and emotional exhaustion tends to isolate you, which results in experiencing less social support and understanding.
- You get the feeling of even being more alone.
- Your body cannot relax anymore and the muscles of your chest, neck, shoulders, and jaw are constantly tense.
- You get headaches, back or stomach pains that will not pass easily.
- You have no energy left and you don't feel like yourself anymore. In the face of prolonged stress, your body no longer has the natural strength to recuperate and recover.
- Your defensive and immune systems are weakened, and you become sick more easily.

Science confirms the positive effects of a conscious breathing practice. By calmly breathing in and out, with great care and attention, our body reacts in ways that are opposite to the stress response: our heart rate decreases, muscle tension drops, etc.

Conscious breathing causes a change reaction in all systems and to bring about a relaxed body and a calm mind.

Deliberate, slow and deep breathing stimulates the relaxation response.

The more we master this practice, the more we will draw benefits from it. Especially in situations of prolonged stress it is useful and helpful to practice regularly and carefully.



We have collected breathing and relaxation exercises each day and you can use many more. See Annex 2.



VIDEOS 42, 43, 66, 67: ACTIVITY – Increase their creative ability and understanding to face a new reality, Annex 9 https://www.youtube.com/watch?v=Zls4sjDUo5U&list=PLAK ZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=43

VIDEOS 60, 61: ACTIVITY - Empowering Children page 21 https://www.youtube.com/watch?v=BP_7NZ_-lXg&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=54

6. CHILDREN'S REACTIONS TO A TRAUMATIC EVENT

Children can rely on reassuring habits: waking up in the morning as part of a family, getting ready for school or for customary work, meeting the same teacher, the same companions, etc.

Disaster and armed conflict bring in their wake consequences that upset this secure world:

- Family members or friends may have perished.
- Their own lives may have been put in danger.
- Their homes may have been destroyed.
- Temporary shelter may force them to live in an area that is not familiar to them.
- The family, occupied by its own fears, may be less effective in comforting children.



Sometimes, such situations, combined with the pressures and requirements of new living conditions, push the family to a point where dependent children are not considered. These sudden upsets in family habits, as well as the fears and anxieties related to their own experience of the traumatic event, may modify children's behavior.

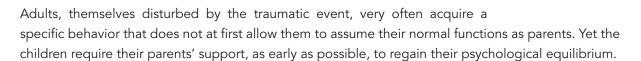
Confronted with a sudden and violent event, children experience intense emotions, including anguish and fear, which are normal reactions to danger. In addition, they are afraid of:

- Dying
- Being wounded
- Hurting
- Being separated from their family
- Finding themselves alone
- Seeing the event reproduced

These reactions, although normal and transitory, may overwhelm the adults with responsibility for these traumatized children. We observe that an event that may traumatize a child may not have the same effect on an adult and vice versa.

The symptoms previously described for adults (repetition, avoidance and emotional numbness, neuro-physiological arousal) also apply to children. Nonetheless, the symptoms turn out to differ according to the age group.

Children's reactions to a TRAUMA are strongly determined by the reactions of those around them, their parents.



It is therefore advisable to simultaneously implement psychosocial programs for both adults and children, addressing any barriers that may exist to prevent children with disabilities and their primary caregivers from attending.



VIDEO 12: ACTIVITY - TIPS FOR THE VOLUNTEERS

 $https://www.youtube.com/watch?v=k3YdSm4Cypk\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=12\\$

Emergency situations are likely to favor the emergence of sexual violence against children.

A traumatic event may have numerous repercussions on adolescents depending on the extent to which the family and the community are overwhelmed, and their functioning affected.



It may have the following effects:

- Arouse fear for the family.
- Increase adolescent anxieties about their physical being and their vulnerability.
- Reactivate fears connected with previous stages of their development.
- Compromise their emancipation from the family, thereby precipitating a premature entry into the adult world.

Adolescent reactions resemble those of adults. However, we observe some similarities, which, although they may also be found among adults, are exacerbated among adolescents, including:

- Feelings of anger and guilt
- Antisocial and criminal behavior
- Rebellious attitudes
- Showing off
- Self-destructive acts
- Addictive behavior (smoking, alcoholism, drug abuse)
- An affective discomfort (depression, sadness, weariness, solitude, suicidal ideas, confusion, feeling of uselessness, blocking out emotions)
- Modifications of cognitive development (difficulty in making decisions, lack of discernment, reduction in the ability to reason)
- Somatic troubles (headaches, stomach aches, etc.); Behavioral problems related to eating (anorexia, bulimia)
- Low estimate of personal worth and poor self-esteem
- Feelings about the future blocked off with an expressed wish never to marry or have children
- Difficulty in committing to a professional activity or to social life



VIDEOS 13, 14, 15, 16: ACTIVITY CHILD FRIENDLY SPACES https://www.youtube.com/watch?v=5Nhifr6PToA&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=13

7. CHILDREN WORRY AND FEAR (Referral Pathway: Annex 3)

An emergency not only affects the whole family and the community, but mainly girls and boys, who may lose their parents or relatives, their homes, access to health, food, education and other basic services. They negatively affect their affective and emotional development.

When the girl or boy feels physically ill, they become ill, and some signs appear such as:

- Fever
- Agitation
- Vomiting



- Diarrhea
- Weakness

When the child is upset emotionally with her feelings, the signs may be:

- Playing or concentrating with difficulty.
- Stay in silence, in solitude and without wanting to be with friends.
- Show delay or difficulties in speaking.
- Not sleeping well, having nightmares, being a sleepwalker, being afraid of the night.
- Have little or exaggerated appetite.
- Being afraid of drowning, animals, the house falling, losing someone you love.
- Being very attached to an adult or objects, such as an article of clothing or a toy and feeling discomfort when the object is removed
- Have a bad temper, deny, or get upset easily.
- Being too active or totally still.
- Be sad.

How does the emergency affect girls and boys?

- Being afraid or not trusting anyone.
- Insulting and hitting others, hurting himself and those around him.
- Being very destructive with their own things and belongings, or with those of others.
- Behaving like a younger girl or boy in relation to the one you have.
- Present symptoms of illness with no real apparent cause.

The main cause of these alterations, in the behavior of girls and boys, is FEAR, fear that the same thing will happen again, of death, that the family will separate or that there is the possibility of drastic changes and not like it.

For fear to reduce and disappear in children, it is very important to give them support and attention that makes them feel confident so that they can express themselves freely: cry, scream, let go of the negative emotions that are in them and that after that they can understand and value the real positive aspects and what to focus on, family unity, solidarity, the value of life, the value of each person.

We need to focus on is solidarity, life values, huan values and unity in the family.



VIDEO 24: ACTIVITY Present the referral pathways https://www.youtube.com/watch?v=Ow7BxidlzTg&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=24

8. FAMILY CHANGES

Adults, in emergencies, lose their home, goods (animals, crops, vehicles, etc.), they also feel fear, frustration or sadness, which in some cases causes them to act aggressively towards girls and boys.

The signs that show in this situation are given in the following ways:

- Punish, hit, insult girls and boys.
- Be very demanding or indifferent to them, ignore them.
- Do not leave children to learn to face new or difficult situations and overprotect them.
- Forcing them to do adult tasks that, although they can do it, do not correspond to them because of their age.
- Have frequent arguments and fights at home or separate children from parents.
- Not giving adequate care when girls and boys are sick or do not have emotional support and affection.
- Attempting to subdue girls and boys physically and / or sexually.
- Stop talking to children.
- Cry all the time and believe that there is no solution to their problems.

These behaviors only cause more tension in the family and does not help the girls and boys to overcome the situation. What we could do to support children?

- Encourage them to express their feelings, speak and listen to them.
- Allow them.
- Be warm with them and be genuinely interested in their lives, their hopes, feelings, and difficulties.
- Share enough time to have a trusting relationship.
- Find the right place and time to chat comfortably.
- Be trusting and let them know you love them and trust them.
- Do you want to communicate better with girls and boys?
- Be a good listener: Eyes open, ears awake
- Pay attention to non-verbal communication
- Use simple language.
- Ask questions that help them to talk.
- Explain that they are being cared for, that they are listened to and understood







METHODOLOGY: PARTICIPATORY AND ACTIVE LEARNING

PARTICIPATORY and ACTIVE LEARNING:

Participatory learning methods is a methodology, where **participants learn by doing**. The volunteer creates activities to facilitate children's voices and experiences to be relevant and useful. Children need to have the chance to share, express their voice, ideas, thoughts, and skills in a safe environment where they can learn from each other.

Tips to encourage participation:

- Equal value is placed on the life experience of girls and of boys.
- Sharing, expressing, drawing, talking, signings is vitally empowered and central to children acquiring new knowledge and skills.
- In participatory not competitive psychosocial activities, children get their own knowledge through active participation.
- Children are accepted as they are and feel psychologically safe to experiment and take risks.

Active participation could be implemented by:

- Learn and use children' names.
- Use <u>energizers (games)</u> to engage children.
- Limit lecture time. Rather, engage children in exchanging ideas and experience through dialogue.
- Acknowledge children' existing knowledge and natural helping abilities.
- Be encouraging and positive as children practice skills and new skills.
- Always give positive feedback in a sensitive way: first ask "what went well" and then "what could be better."
- Invite questions and allow time for clarification.
- Be open to feedback and to adjust as needed.



Tips to encourage inclusive participation

Children with disabilities have the right to engage in the same participatory learning methods as their peers. Some practical strategies that can be implemented by facilitators to support their access and inclusion include:

- Explicitly invite children with disabilities to the activities
- Look at the skills and capacities of children with disabilities, and ensure activities are functional, age and gender appropriate.
- Ask children with disabilities and their parents for advice on what support, if any, is needed to ensure their participation.
- Have multiple options for participation in activities different roles and responsibilities for people with different skills.
- Develop a range of communication activities that all children can access (see Annex 11 for examples of this- communication toolbox)
- Adapt policies and procedures to provide options for children with disabilities For example, children who need assistance with toileting can attend with a support person or caregiver.
- Consult with children with disabilities and their parents to get their advice on how to strengthen policies and procedures.



Adapted from Woman's Refugee Council and UNICEF, 2018, PSS Guidance on Disability Inclusion. See Annex 11 for more information on this



VIDEO 19: ACTIVITY- CHILD FRIENDLY SPACES

 $https://www.youtube.com/watch?v=3ApGwaShYsl\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=19$

VIDEO 36: ACTIVITY - Children feel safe

 $https://www.youtube.com/watch?v=Q7hA3Dsro6c\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=37\\$

Safety and stability – put in place safety and stability, presence, inclusion, equality, reflection and non competitive play and thinking about the current space and moment. (Annex 5)



VIDEO 37: ACTIVITY – POSITIVE COMMUNICATION

 $https://www.youtube.com/watch?v=bdcWd9MopKo\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=38$

Learn to use the children's name using games and to involve the children. Limit dictation and it is better to involve the children. (Annex 1)



VIDEO 38. 39, 40, 41 ACTIVITY - Non-competitive games https://www.youtube.com/watch?v=YJ23Z_eVEAE&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=39

10. IMPLEMENTING PSYCHOSOCIAL ACTIVITIES: HOW TO RUN THE MOST SUCCESSFUL PLAY GROUPS

Group size: adult to child ratio

- A ratio of 1 VOLUNTEER and 1 to 2 CAMP ASSISTANTS to every 20-25 children would be the safest and most comfortable for youth participating.
- The **VOLUNTEER functions as the group leader**, while the other ASISTANT functions as an active assistant to the leader.
- The volunteer is responsible for directing the activities and the group.
- The assistant group supports the group leader / volunteer, focuses on the youth who need individual attention, and hands out materials to the group members

Space Arrangements

- COVID-19 SAFETY: Use an OPEN SPACE, free of danger (cars, danger, streets. Etc.) and is accessible to children and parents with mobility difficulties which would feel safe for children and youth, and that is consistently available daily for at least 4 hours for each group you conduct.
- It is best to use the same space for the same group, so that group members get a sense of their "own place", and sense of consistency, of something dependable.
- Please children must use mask, access to water and hand sanitation facilities, for cleaning their hands.





VIDEO 50: ACTIVITY - Covid-19 prevention page 20

https://www.youtube.com/watch?v=WVQUOEaPyV4&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=51

Confidentiality:

- The group leader / VOLUNTEER and assistant group leader review the ground rules and present the confidentiality compromises at the beginning of the group.
- The group is told that whatever is said or done in the group stays in the group.
- However, the group is also told that there are two exceptions:
 - if a group member shares that he or she wants to hurt himself in some way; or
 - if the group member shares that he or she wants to hurt others in some way.

In these two exceptions, one of the adults will need to speak with the group member after the group, and possibly speak with someone else as well, in order to insure the group member's or others' safety.



VIDEOS 68, 69, 70: SELF CARE ACTIVITY

https://www.youtube.com/watch?v=a00KOe4KqBk&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=70

11. FACILITATION TIPS: VOLUNTEER ATTITUDES AND BEHAVIOURS: POSITIVE DISCIPLINE

Guidelines to support children participation:

- Children focus: Make Eye Contact. Meet the children at eye-level when talking to them.
- **Motivate:** Express acceptance and appreciation. Children need approval and acknowledgment of their achievements.
- **Be bigger, strongest, wiser, and kind:** It's important to realize that raising voices, or yelling, only teaches children to tune out. Instead, develop a serious tone, when you're discussing consequences of behavior, defining your role as a supporter and being accessible, will help children and youth to feel safe and trust you as role leader.
- **Limits:** Set Boundaries. At times, children make poor choices of behavior because they want to know where adults' boundaries are and how far they can push the adult before they get into trouble.
- Active listening: Give your full attention to the child and repeat the information given, to reassure them you have heard and understood the message.



Psychosocial Activities are:

- Fun
- Wonder
- Learning and
- Energy

The following guides help the CFSVs TO DO NO HARM in conducting the session:

- 1. Let the children feel safe upon entering the Child Friendly Space (CFS). Smile and greet them with a "good afternoon song" HELP THE CHILDREN to build connection with them by welcoming and feeling welcome.
- 2. **Facilitate a short prayer.** Encourage the children to pray for guidance in doing the session and allow them to develop their spirituality and faith. Let the children pray according to their religious and spiritual beliefs.
- 3. **Facilitate the heart contract.** Heart Contract is a psychosocial tool where all participants contribute to a heart/values agreement on managing each individual behavior, respecting each other, and creating harmonious relationship to build a safe environment amongst CFSVS and children.
- 4. **Please invite children to share ideas and to listen to their voices**, empowering to describe and role play what their suggestions means.
- 5. Begin with doing physical exercise, action song, brain gym exercise or games, which help them to use and bring energy to the session. Allow the children to laugh and be excited. This establishes a comfortable setting helping the children to feel friendly and safe with one another.
- 6. **Give the directions one at a time.** Let the children finish the first instruction before proceeding to the next one.
- 7. **Role playing the instructions help the children understand what to do.** Use simple language and appropriate words in explaining the activity. Speak slowly using a tone of voice that matches the excitement of the children.
- 8. **Let the children lead.** Empowering and trusting their ideas and thoughts. Ensure the use of collaborative and experiential approach in facilitating the activity.
- 9. **Children need time and space to think.** So BE PATIENT in asking for responses. Ask different ways a same question to help children understand your question. E.g., what does it feel like? What does it smell like? What does it sound like?



10. **Use open-ended questions** to facilitate the creative thinking that helps them imagine and reflect.

Example:

- Can you tell me an example?
- What do you think happen then?
- Let's think together.
- 11. Never leave the children and youth unattended.
- 12. **Avoid controlling the children** to achieve the goal of the session
- 13. **Maintain the high level of energy throughout the session.** Let children to use their energy to keep the session alive. It is important to recognize that children do need to laugh out loud, shout at the ceiling and let them use a joyful tone of voice. This helps children to reattach back to their bodies by recognizing their emotions.
- 14. **Monitoring and evaluating each session:** Summarize the activity at the end of the session. Guide the children in reviewing what they have learned and the fun of doing it. Emphasize the main points and invite them to share their experiences with their friends and families, re-telling the activities at home.
- 15. CLAP after every child, share emotions, opinions and makes interventions.



VIDEOS 31, 32, 33: ACTIVITY – FRIDAY, PARENTS DAY, page 28 https://www.youtube.com/watch?v=7r6i5ONPg5k&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=31

The guideline give attention to the volunteers' attitude and behaviors when working with children with disabilities.

- 16. If the child has a disability, do not make assumptions about their situation, or needs.
 - Do not assume that their impairment is the most important issue to them
 - Do not assume you can tell their impairment by looking at them
 - Do not assume they cannot make their own decisions
 - Do not assume the level of support they may or may not need to participate
 - Do not assume their vulnerability to harm by participating in activities.





12. SAFETY AND STABILITY: ESTABLISHING SAFETY, STABILITY, PRESENCE, INCLUSIVITY, AND EQUALITY, NOT COMPETITIVENESS, AND REFLECTION.

- Playing and sharing in the Present Living in the present moment, for that moment, gives the child the experience of being part of a greater reality, and of being connected with life.
 - Play can serve as a natural and powerful promoter of learning and growth, self-worth and the development of basic competencies. Play is especially important for young people affected by stress situations and necessary for assisting children to master emotional balance.
- **Inclusivity, equality and not competitiveness:** everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.
 - Inclusive: Games and activities pursue high energy cooperative games, high energy, cooperative games, that are accessible for all children, and are designed to bring joy and energy to the group, that are designed to bring joy and energy to the group, empower communication among children, and create an environment within the group of trust and empathy.
 - Group Leaders/volunteers should respect these choices, provided they do not threaten individual or group safety.
 - No competitive: Games are not competitive; all activities are Win/Win. Nobody can
 lose. Simply participating and having fun ensures success. This should be made clear
 to each participant before each game thus freeing them from the pressures of having
 to perform and achieve.
 - Equality. Activities are designed and empowered so that success is achieved through group effort, requiring mutual support and cooperation. Children become aware of the equal needs of others and gain practical experience in responding equally to those needs to achieve a shared goal. In turn, they feel equal, less isolated and develop a positive sense of themselves and their peers. As a result, feelings of control, ability to master the environment, and enhanced self-esteem emerge.
 - Please boys and girls are equal, and activities must be for both equally presented and chosen.
 - Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



VIDEO 35: ACTIVITY - BEING FREE WITH THE CHILDREN

 $https://www.youtube.com/watch?v=xoxSta7GKAc\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=36\\$

Examples of games that can be adapted for children with disabilities can be found here

- https://www.sensorytrust.org.uk/resources/guidance/ inclusive-play
- https://raisingchildren.net.au/disability/school-play-work/ play-friends/play-friendship-disabilityAnnexe 11playing-withothers-making-it-easier-for-children-with-disability-nav-title
- https://www.unicef.org/parenting/child-care/10-playfuleducational-activities-children-disabilities



Reflection: Journal Entry: writing, drawing, and sharing. (Ending activity)

Consider the communication toolbox listed in Annex 11 for other examples of providing activities in different modalities that children with disabilities can use to reflect upon what they have learnt. The purpose of this exercise is to help the children recognize what they have learned through adversity.

The volunteers can ask the children to think about the following questions and to answer them by writing in their journals:

- Is there anything new or different that you learned about yourself, today?
- What do you know now that can help you in the future?
- What are the things you are worried about today about? And what are the things you can do and choose to help the worries?
- Is there any worry you need help from someone else to support you? What are the things and to whom you need to request help to?
- What are the 3 things you are grateful about today?
- Is there anyone you want to say thanks today?
 Who and what you want to say.

After ten to twenty minutes of writing and drawing in the journal, it is time to share with the group. The children can be invited to sit in a circle and read and share the drawings to each other what they have express.





VIDEO 34: ACTIVITY - FRIDAY IS FAMILY DAY EXAMPLE IN DRAMA, page 28

ttps://www.youtube.com/watch?v=7vyUYDsvwvA&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=35

VIDEOS 44, 45, 49: ACTIVITY – GROUNDING, page 26-27

https://www.youtube.com/watch?v=BsqbbfCFMa4&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=45

VIDEOS 46, 47, 48: ACTIVITY - Give positive comments https://www.youtube.com/watch?v=P7aYPVAPsgY&list=PLAKZpR_6tz5-

GbwPkQymJdAtw1RPiQH1D&index=47

VIDEOS 51, 52: SING.

 $https://www.youtube.com/watch?v=_aXEWY-45ds\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=52\\$

Singing activity is to encourage children to participate and actively learn. (Annex 1)



VIDEOS 53, 54, 55, 56, 57, 58, 59: ACTIVITY – Present about safety and stability with children, page 23

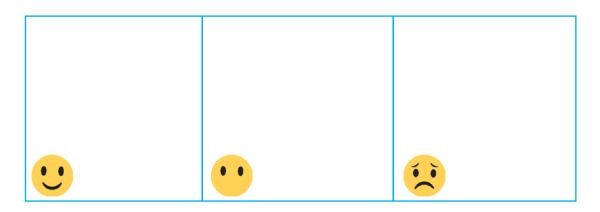
 $https://www.youtube.com/watch?v=BP_7NZ_-lXg\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=54\\$

13. MONITORING AND EVALUATION:PARTICIPATIVE CHILD FRIENDLY SPACES STRATEGY

Report feedback from child friendly space report sheet:

The OBJECTIVE is applying meaningful safe children's' participation each day and week. Children participation is a principle of rights-base programming, with the objective to response appropriate emergency responses, efficiently and effectively, safely, and securely for the most vulnerable and their families.

CHILD PARTICIPATION CHART: Happy –Neutral-Sad Faces (don't like): tool



This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity.

STEP 1:

Ask children to consider the pss activity of the day and how they felt, and what they learn. how they feel? Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively. Consider including different options in these activities: such as having ready-made drawings of faces with emotions for children to point/motion toward (in case they can't draw). Drawings that have tactile guides to the faces/emotions (i.e., raised lines) for children to feel and select.

STEP 2:

Count the faces and keep resolution in the evaluation paper in a safe place, thank you.

14. GENERAL STRUCTURE OF PLAY SESSIONS

The structure of each Play or Creative Activity Group is important to plan so that youth and children feel that the Group Leader/volunteer is full control. Planning a beginning, middle and end, and following your plan carefully will give and offer a sense of confidence and



safety to children (they know what is going to happen and what they are going to do).

Part One: Beginning Circle & Warm up (20-30 Minutes)

Wash hands first. Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do. It is usually a good idea to then have the children participate in some sort of movement and music activity to establish safety and calmness and warm up their bodies and get them ready to play.

Part Two: Play games (1 hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (Annex 1).

Part Three: Creative activity (1 hour)

Wash hands first. Creative art games are art exercises aimed at expressing emotions for recovery from stress, such as powerlessness, emotional fear or numbing, isolation, and disconnection.

Creative, art games can be very useful in helping the natural recovery processes and supporting playful activities after difficult circumstances.

We encourage youth and children to become the directors of their fate, to use their imagination, expression of their personal emotions and experiences to gain understanding and control over.

This will usually allow them to begin developing their own personal rules to help them recognize, make sense of, and control their emotional responses to external events. Art and creative activities and games allow youth to experience their feelings without being overwhelmed by those feelings, to make sense of those feelings, and to continue to act with a sense of power and control even when they have very strong feelings.

Part Four: Ending circle & warm down (10-15 Minutes)

Wash hands first. A repeating format like the beginning circle, the children and youth form a circle to do warm down activity using variations on beginning circle activities (breathing exercises, grounding exercises Annex 2) The ending circle or activity should calm and sooth group participants after the intensity of playing.

Reflection:

- Journal Entry: writing, drawing, and sharing aloud the children and youth to reflect in their diary
- Children Feedback, children evaluation.
 Volunteer must take note for sharing in mentoring session. Please request children to:
 - Clap 1 if they enjoy a bit the activity
 - Clap 2 if they enjoy enough the activity
 - Clap 6 times if they enjoy and have lots of fun.



Assembly:

- Please request feedback for the next day. Volunteer must take note for sharing in mentoring session.
 - What could be done different
 - What games rules, activities could be done different
- Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.
- Always end your class with some positive words. Do not let the class "run out the door" when the bell rings.
- Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow.
- Wish them a good continuation of their day.
- For young children, you could also close each class with a short song or movement



Reminders:

- Please each child uses the hand washing facilities.
- Every Friday:
 - Assistants call parents and leaders to share the activity and to include them
 - Assistants share the referral path and they share the creative, joy and supportive way to play with their children.
 - The full community is welcome to share child friendly joy, positive support and lean how to grow safely and happy.

Please Present Each Week A Subject:

- Covid-19 awareness,
- Positive parenting
- Stress
- Fear
- Referral awareness
- Flood awareness
- Health education,
- Problem-solving skills, communication skills





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WEEK 1: Activity 1, 2, 3, 4, 5



Activity 1: WEEK 1



VIDEO 17: ACTIVITY – CHILD FRIENDLY SPACES WEEK 1 https://www.youtube.com/watch?v=Q19Abe2XZgQ&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=17



- 1. Present yourself to the camp leader, name and as UNICEF volunteer: please respect and empower COVID-19 preventions.
- 2. Request phone number, number of children (boys, girls, and ages), write an assessment in your notebook.
- 3. Request their needs and challenges: write down, so we can refer them to other clusters.
- 4. Avoid raising expectations. Be honest and clear, do not make promises.

- 5. Present the activities.
- 6. Request space and times when activities could be implemented, choose safe, open and accessible space, with enough free space to play and covid-19 safety. Consider the timing and location. Times that are suitable to children. Children must feel able to do noise and move.
- 7. Please map if the camp has accessible water and sanitation facilities to implement child friendly spaces. Please take notes to share detections and refer needs.
- 8. Present the TOR for camp volunteers; Request their views about selecting camp volunteers within 4 to 6 people (equal gender).
- 9. Meet a group of volunteers and select 4 to 6 of them by doing an activity: game. Example each of them has to present and make the others to play a game.
- 10. Request the new assistants to help you to call the children: covid 19 safety awareness.



Part 2: Play Games Meeting Children



- 1. Call all the children.
- Fung
- 2. Wash hands.



3. Sign a song which children like and know. Be appreciative and positive, encouraging the children.



- 4. Assembly: present the child friendly activities
- 5. Present how and when we can play:
 - volunteer and assistant names
 - times and days
 - methodology

Inclusivity, Equality and Not Competitiveness: Everyone Is Welcome

- Inclusive: cooperative games that are designed to bring joy and energy to the group, empower
 communication among children, and create an environment within the group of trust and
 empathy. Activities have to be inclusive and not discriminatory for gender, believes, capacity or
 abilities
- **Non-competitive:** games are not competitive; all activities are win/win. Nobody can lose. Simply participating and having fun ensures success.
- Activities are designed and empowered so that success is achieved through group effort, requiring mutual support and cooperation.
 - o Please boys and girls are equal, and activities have to be for both equally presented and chosen.
 - o Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.
- 6. Activity Heart Contract: Create in a Participatory Manner the Ground Rules with The Children
 - Please draw a heart in a paper, and request to the children what are the most important things they want to share when playing together... (love, respect, support, fun) Write them inside the heart.
 - Please ask them: what are the things they do not want to share or receive when playing in the child friendly spaces.
 - Please in the same paper where children choose their values (things there are important to share with others) and outside the heart, write the things they do not want to share.
 - Keep the heart paper for the next day



Part 3: Make List of Children

- 1. One person can ask the name of children while others can do the presentation of the activity.
- 2. Please do a list with names, gender and age, do it in your notebook.

NAME AND SURNAME	GENDER	AGE



Part 4: Ending Circle Activity

1. Reflection:



- Sign a song which we can dance and move our body.
- QP
- Ask the children what games and activities they wish to play and what they would like to do in the child friendly spaces.



Take the time to say bye. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



- Wash hands.
- 2. Volunteers Ending Activity and Conclusions: Volunteers, please revise and take notes of:



- Children feedbacks, children's evaluations, detections.
- Good 3
- Positive things learned by everyone and yourself



- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 2: WEEK 1



Part 1: Beginning Circle and Warming Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and assistant provide a SAFE and SUPPORTIVE environment for expression
 - Provision of healthy alternative: inclusion, structure/common rules, respect, equality, safety, covid-19 prevention.
- 4. Sport And Conflict / Peace:

Offer children sense of normalcy and security, support process of dispute and confidence-building. Build tolerance.

5. Sport And Psychosocial:

Enhances child's learning skills and achievement, develop compromise and teamwork. Providing a confidence environment to feel less vulnerable.

Inclusive:

Cooperative games that are designed to bring joy and energy to the group, empower communication among children, and create an environment within the group of trust and empathy.

Non - Competitive:

Games are not competitive; all activities are Win/Win. Nobody can lose. Simply participating and having fun ensures success.

Equality:

- Please boys and girls are equal, and activities have to be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Understanding Emotions & Grief (Day 2, 1 Hour)

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (Annex 2):



123 breathe in

12345 keep the air

12345678 breathe out, slowly, (exhale).

Please repeat 10 times.

2. Grounding exercise: (Annex 2)

5 senses:



5 things I can see

4 things I can hear

3 things I can touch

2 things I can smell

1 thing I can say

3. Drawing creative exercise: when something terrible happens, children learn to cope with grief.



- Give a paper to each child: please tell them: "Sometimes the world is very wonderful place, where nice things happen. Do you remember a happy time? Draw a picture of it. Please share the drawings." (Take notes)
- Give a paper to each child: please tell them: "Things can change suddenly! Sometimes a terrible thing happens. If something terrible happens in nature, it's called natural disaster. These things do not happen very often. Please draw a picture of something terrible happened in your life. Please share the drawings". (Take notes)
- Give a paper to each child: "My life has changed. Some things are different: please draw what is different in your life now. Please share drawings. Thank you. (Take notes)
- 4. Breathing exercise (Annex 2):

123 breathe in



12345 keep the air

12345678 breathe out, slowly, (exhale).

Please repeat 10 times.

5. Grounding exercise: (Annex 2)

5 senses:



5 things I can see

4 things I can hear

3 things I can touch

2 things I can smell

1 thing I can say



Part 4: Ending Circle and Cooling Down (10-15 minutes) wash hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart:

Happy -Neutral- Sad Faces (Don't Like) Tool

This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity



4. Ask the children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



- 6. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.
- 7. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 3: WEEK 1



Part 1: Beginning Circle and Warming Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and assistant provide a SAFE and SUPPORTIVE environment for expression
 - Provision of healthy alternative: inclusion, structure/common rules, respect, equality, safety, covid-19 prevention.
- 4. Sport And Conflict / Peace:

Offer children sense of normalcy and security, support process of dispute and confidence-building. Build tolerance.

5. Sport And Psychosocial:

Enhances child's learning skills and achievement, develop compromise and teamwork. Providing a confidence environment to feel less vulnerable.

Inclusive:

Cooperative games that are designed to bring joy and energy to the group, empower communication among children, and create an environment within the group of trust and empathy.

Non - Competitive:

Games are not competitive; all activities are Win/Win. Nobody can lose. Simply participating and having fun ensures success.

Equality:

- Please boys and girls are equal, and activities have to be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Understanding Emotions & Grief (Day 3, 1 Hour)

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2):

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Grounding exercise: (annex 2)



- Label your own feelings for children: they can use their face (Theater)
- Help children label how they're feeling. (Name it)

• Support children want, share the feeling and the willing. (What they do when they feel like that, to feel better)

Repeat some of the emotions and strategies the children have shared with appreciation

3. Creative Drawing Exercise: See advice re the communication toolkit for providing this activity in different modalities (Annex 11)



- Give to the children a paper. Request them to draw: Sources of joy, to draw something
 which they feel joy doing, or seeing. What they feel with good mood, like laughing and
 being happy.
- Please share the first joyful drawing. (Take notes)
- Give them another paper; request them to draw something they feel upset about, when they feel angry. When I feel angry....
- Please share. (Please take notes)
- Gratitude letter, drawing, please draw
- 4. Breathing exercise (Annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

5. Grounding exercise: (Annex 2)

5 senses:



5 things I can see

4 things I can hear

3 things I can touch

2 things I can smell

1 thing I can say



Part 4: Ending Circle and Cooling Down (10-15 minutes) wash hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool)

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4. Ask the children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



6. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



7. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 4: WEEK 1



Part 1: Beginning Circle and Warming Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

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- 2. Methodology:
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- 4. Sport And Conflict / Peace:

Offer children sense of normalcy and security, support process of dispute and confidence-building. Build tolerance.

5. Sport And Psychosocial:

Enhances child's learning skills and achievement, develop compromise and teamwork. Providing a confidence environment to feel less vulnerable.

Inclusive:

Cooperative games that are designed to bring joy and energy to the group, empower communication among children, and create an environment within the group of trust and empathy.

Non - Competitive:

Games are not competitive; all activities are Win/Win. Nobody can lose. Simply participating and having fun ensures success.

Equality:

- Please boys and girls are equal, and activities have to be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Understanding Emotions & Grief (Day 2, 1 Hour)

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2):



123 breathe in

12345 keep the air

12345678 breathe out, slowly, (exhale).

Please repeat 10 times.

2. Grounding exercise: (annex 2)

5 senses:



5 things I can see

4 things I can hear

3 things I can touch

2 things I can smell

1 thing I can say

3. Drawing creative exercise: when something terrible happens, children learn to cope with grief.



- Give to the children a paper. Request them to draw: Sources of joy, to draw something
 which they feel joy doing, or seeing. What they feel with good mood, like laughing and
 being happy. Please share the first joyful drawing (Take notes)
- Give them another paper; request them to draw something they feel upset about, when they feel angry. When I feel angry.... Please share. (Please take notes)
- Giving a paper to the children, draw or write Gratitude letter, drawing, please draw things you are grateful about, Please share, (take notes)
- 4. We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

5. Grounding exercise: (annex 2)



- Label your own feelings for children: they can use their face (Theater)
- Help children label how they're feeling. (Name it)
- Support children want, share the feeling and the willing. (What they do when they feel like that, to feel better)
- Repeat some of the emotions and strategies the children have shared with appreciation.

Part 4: Ending Circle and Cooling Down (10-15 minutes) wash hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool
This activity is implemented by CFSV twice a week and it is part of the evaluation process
and aims to gather youth and children's views on the positive and negative aspects of the
Child Friendly Space. It uses simple visuals and active methods which are appealing to
younger children. The activity should be undertaken at the end of every activity



4. Ask the Children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



6. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



7. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 5: WEEK 1 PARENTS DAY, PARENTS GET INVOLVED IN THE ACTIVITIES



Part 1: Beginning Circle and Warming Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and assistant provide a SAFE and SUPPORTIVE environment for expression
 - Provision of healthy alternative: inclusion, structure/common rules, respect, equality, safety, covid-19 prevention.

4. Sport And Conflict / Peace:

Offer children sense of normalcy and security, support process of dispute and confidence-building. Build tolerance.

5. Sport And Psychosocial:

Enhances child's learning skills and achievement, develop compromise and teamwork. Providing a confidence environment to feel less vulnerable.

Inclusive:

Cooperative games that are designed to bring joy and energy to the group, empower communication among children, and create an environment within the group of trust and empathy.

Non - Competitive:

Games are not competitive; all activities are Win/Win. Nobody can lose. Simply participating and having fun ensures success.

Equality:

- Please boys and girls are equal, and activities have to be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Understanding Emotions & Grief (Day 3, 1 Hour)

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale guietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4-5

Out-2-3-4-5-6-7

Pause-2-3-4

2. Grounding exercise: (annex 2)

5 senses



5 things I can see

- 4 things I can hear
- 3 things I can touch
- 2 things I can smell
- 1 thing I can say

3. Creative, drawing exercise:



- Give to the children a paper. Request them to draw: a place where they feel safe, this can be real (church, school, village.) or pretend place (moon, a boat, a tree).
- Please share the first joyful drawing. (Take notes)
- Give them another paper; request them to draw the people they care about; the people are important to them.
- Please share. (Please take notes)
- Giving a paper to the children, draw or write Accomplishments, things they have learned, things that they feel proud of their selves.
- Please share, (take notes)
- Giving a paper to the children, draw or write Accomplishments, things they have learned, things that they feel proud of their selves.
- Please share, (take notes)

4. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale guietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4-5

Out-2-3-4-5-6-7

Pause-2-3-4

5. Grounding exercise: (annex 2)



- Label your own feelings for children: they can use their face (Theater)
- Help children label how they're feeling. (Name it)
- Support children want, share the feeling and the willing. (What they do when they feel like that, to feel better)
- Repeat some of the emotions and strategies the children have shared with appreciation.



Parents activity: assistants share the referral path, and they share the creative, joy and supportive way to play with their children.



Each Friday the full community is welcome to share child friendly joy, positive support and lean how to grow safely and happy. Please present referral path.



Part 4: Ending Circle and Cooling Down (10-15 minutes) wash hands



 Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



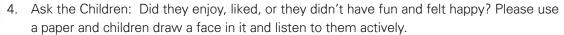
2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.

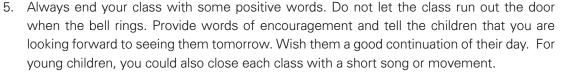


3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity











6. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



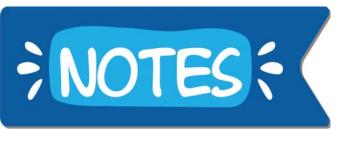
7. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.



WEEK 2: Activity 6, 7, 8, 9, 10



Activity 6: WEEK 2



Part 1: Beginning Circle and Warming Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Happy
 - Curiosity
 - Learning and
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express.
 - Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.
- 4. Sport And Conflict / Peace:

Bring the spirit of normality and security, support the dispute processes, and build self-confidence. Build tolerance.

5. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and teamwork. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Regulating Emotions: Self-Regulation.

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

This exercise aims for children to let out their emotion so they can quickly recover and have self-awareness.

1. Breathing exercise (annex 2):



123 breathe in,

12345 keep the air,

12345678 breathe out, slowly, (exhale).

Please repeat 10 times.

2. Grounding Exercise: Standing Strong (Standing Breathing Exercise)



- Go stand and observe how you stand. Please feel your feed really heave and like they had
 roots into the ground, like you are strong, powerful, and rooted three.
- Make sure you're standing solid.
- Put your hands on your belly.
- Low down your knees

- Breathing in, bring your hands up at an angle, while you simultaneously stretch your legs.
- Breathing out, bring your hands back to your belly button and relax your knees.
- Repeat this movement at a quiet pace five times.
- 3. Regulating our emotions: understanding and communicating our emotion.
 - Please ask the children the emotions may they felt last weekend, please, if possible, each child share 3 emotions: example; joy, loneliness, curiosity.
 - Now we are going to represent and express with our body and faces emotions. THEATER GAME: please how you saw with your face and your body when you are happy, please stand up and make a happy face and saw happiness (empower them to jump, to laugh, to move...). Now, how is your face and how your body moves when you feel:



• other

Calm

4. Drawing emotions: We want to understand how we think about our emotions so that we can understand, control them, and change them:



- Please give a paper and ask the children to draw an easy and a difficult emotion, example, sad may is difficult to feel, angry too, and happy and peace, may are easy... let children color their drawing. Please share, every child share.
- When the 2 emotions are done, please give another paper to the children and ask them
 to draw and write what that emotion wants. What the difficult emotions needs (a hug, , to
 sleep, to go home...) what the easy emotions needs and want (to play, to enjoy, to relax..)
 Please share, every child share.
- When the activity of listening emotions is done, please give a new paper and offer to the children to create a plan, to support the emotions, to achieve what they want. Example, if

the difficult emotions of sad, needs a hug, who can give me a hug, if my difficult emotions of loneliness what I can do to feel better, if my easy emotions of happy wants to play how I can play every day. LET'S learn to care about ourselves and do the best to feel best. Everyone can share.

5. Breathing exercise (annex 2):



123 breathe in

12345 keep the air

12345678 breathe out, slowly, (exhale).

Please repeat 10 times.

6. Grounding exercise: (annex 2)

5 senses



5 things I can see

- 4 things I can hear
- 3 things I can touch
- 2 things I can smell
- 1 thing I can say



Part 4: Ending Circle and Warm Down (10-15 minutes) wash hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool
This activity is implemented by CFSV twice a week and it is part of the evaluation process
and aims to gather youth and children's views on the positive and negative aspects of the
Child Friendly Space. It uses simple visuals and active methods which are appealing to
younger children. The activity should be undertaken at the end of every activity



4. Ask the Children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 7-WEEK 2



Part 1: Beginning Circle and Warming Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express.
 - Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.
- 4. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes, and build self-confidence. Build tolerance.

5. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and teamwork. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Regulating Emotions: Self-Regulation.

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Grounding Exercise: Standing Strong (And Empowering Our Heart)



- Go stand and observe how you stand. Please feel your feed really heave and like they had roots into the ground, like you are strong, powerful, and rooted tree.
- Make sure you're standing solid.

- Put your hands on your HEART.
- Breathe deep 3 times and in the last exhale:
- Lift your left arm to the side as you inhale.
- Breath 3 times deeply and in your last exhale:
 - Lift your right arm to the side while exhaling and place your left hand on your heart center. Repeat this movement at a quiet pace five times. 1-2-3-4-5
- 3. Creative, Drawing Exercise: Attending and Caring What Is In My Heart, Today.



- Give to the children a paper. Request them to draw WHAT IS IT, IN THEIR HEART TODAY.
 Empower them to take a sit on the floor, put her hand on their hearts and breath 5 times, slow. Then draw what they felt in their heart. Please everyone can share.
- Now please share with the children that you have seeds, seed to plant in each heart so they
 can grow and make their heart strongest. The seeds that make strong hearts are seeds of:



 Please asked the children to take as many seeds as they want to make their heart strong, soft and brig. Each child shares the seed, they want to plant in their hearts.



- Please give a paper to each child and ask them to draw what they can do to make theses seeds, to grow: example, love (loving my family, by listening and trusting them) confidence (by doing what i can and asking god support and blessings), faith (by praying each day and trust god) trust (by playing and being friendly with my friends).... Everyone shares.
- 4. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

5. Grounding exercise: (annex 2)

5 senses



5 things I can see

- 4 things I can hear
- 3 things I can touch
- 2 things I can smell
- 1 thing I can say



Part 4: Ending Circle and Warm Down (10-15 minutes) wash hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool
This activity is implemented by CFSV twice a week and it is part of the evaluation process
and aims to gather youth and children's views on the positive and negative aspects of the
Child Friendly Space. It uses simple visuals and active methods which are appealing to
younger children. The activity should be undertaken at the end of every activity



4. Ask the Children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

ACTIVITY 8-WEEK 2



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express.
 - Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.
- 4. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes, and build self-confidence. Build tolerance.

5. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and teamwork. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Regulating Our Emotions: Self-Regulation.

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Grounding Exercise: Standing Like a Strong, Loving Tree.



- Go stand and observe how you stand. Please feel your feet heavy and like they have roots into the ground, like you are strong, powerful, and rooted tree.
- Make sure you're standing solid.
- Let your arms relaxing on both sides.
- Breathe deep 3 times and in the last exhale:
 - Please connect you right leg and feet with your left leg in a triangle.
 - Try to stand strong like a tree only standing in your left leg and feet, breath deep 3 times, and focus.
 - Bring your right leg and feet down and breathe 3 times deep. Exhaling slowly through the mouth.
- Now breath 3 times (Please connect you left leg and feet with your right leg in a triangle
 - Try to stand strong like a tree only standing in your right leg and feet, breath deep 3 times, and focus.
 - Bring your left leg and feed down and breathe 3 times deep. Exhaling slowly through the mouth
- Now breath 3 times.

3. Creative, drawing exercise:



- Give to the children a paper. Request them to draw: a big strong, happy, confident, healthy, and beautiful tree. Everyone shares.
- Please imitate with your body how this strong, healthy, happy, confident, and beautiful tree is. Ask them to stand and saw, represent that tree.
- Please now ask them to please, tell
- Giving a paper to the children, draw or write someone they like a lot, someone who is confident, loving, caring, kind, loyal, and please share.
- Gratitude letter, drawing, please draw things you are grateful about, please share, (take notes)

4. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

5. Grounding exercise: (annex 2)

5 Senses



5 things that you see. example: a plastic bottle with a red cap on it.



4 things you hear. for example, the sound of a bird.

3 things you feel in or touch for example, some pressure on my feet from the shoes I'm wearing.

2 things you can smell: I can smell the fire, The sea...

1 thing you can say with your mouth.

6. Parents activity: All the parents are welcome to share and learn with children this Friday. Groups discussion about children and family fears and children needs.



Please ask the parents: please check family and children stress, how to support children page: 12, 13, 14, and 15.

Please share children and family fears (page 12, 13, 14, 15) and help parents to understand their children.

- What are the children needs now? How do your children feel?
- What we can do, to help them?
- What can we avoid?



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity



4. Ask the Children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

ACTIVITY 9-WEEK 2



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1). Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present the ground rules with the children: Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
- 3. Sport And Child Protections:
 - Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express.
 - Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.
- 4. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes and build self-confidence. Build tolerance.

5. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and teamwork. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: Grounding Self - Regulating

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Grounding Exercise: (Annex 2) Standing Strong (And Empowering Our Heart)



Go stand and observe how you stand. Please feel your feet heavy and like they have roots into the ground, like you are strong, powerful, and rooted tree.

Make sure you're standing solid.

- Put your hands on your HEART.
- Breathe deep 3 times and in the last exhale:
 - Lift your left arm to the side as you inhale.
- Breath 3 times deeply and in your last exhale:
 - Lift your right arm to the side while exhaling and place your left hand on your heart center.
- Repeat this movement at a quiet pace five times. 1-2-3-4-5
- 3. Creative, drawing and dancing exercise:



- Please, request the children to be in a circle, and to sing a song together which they can also dance.
- Please we are going today to be sharing best wishes for us, and everyone.
- Give to the children a paper and request them to draw the best wishes they feel, the best
 dream for their selves and their families, everything the wish, please. Example, I wish
 peace, I wish healthiness, I hope my family can build a new home, I wish my family can be
 safe Please share the first joyful drawing. (Take notes)
- Please ask them to be in a circle and sign another sign they can move and dance.
- Give the children a paper and ask them everything they love of today, what they like most of today, all they are grateful of today. Please share
- 4. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

5. Grounding exercise: (annex 2)

5 Senses



5 things that you see. example: a plastic bottle with a red cap on it.



4 things you hear. for example, the sound of a bird.

3 things you feel in or touch for example, some pressure on my feet from the shoes I'm wearing.

2 things you can smell: I can smell the fire, the sea...

1 thing you can say with your mouth.

Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool
This activity is implemented by CFSV twice a week and it is part of the evaluation process
and aims to gather youth and children's views on the positive and negative aspects of the
Child Friendly Space. It uses simple visuals and active methods which are appealing to
younger children. The activity should be undertaken at the end of every activity



4. Ask the Children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



7. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 10: WEEK 2 PARTICIPATIVE DAY, FAMILY DAY:



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Participatory Day: The participatory days are an open space where children share and are held between families to strengthen the ties between parents and children, their integration and the search for a common achievement.

The important thing about this day is that the community is organized by families, the boys and girls participate as much as the adolescents and adults, the CFS is shared with adults for recreation and healthy fun is fostered.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- Talent sharing (singing, dancing, acting, etc.)
- Traditional contests (traditional games etc.)
- Sports GAMES GIRLS AND BOYS PLAY TOGETHER (soccer, volleyball, etc.)



Part 3: Creative Activity: Grounding Self - Regulation

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4-5

Out-2-3-4-5-6-7

Pause-2-3-4

2. Exhibition for Families and Leaders, Community Day:



Children prepare an exhibition for the parents, leaders, and community: sharing the experiences, knowledge related to the CFS activities, sharing the drawings and the emotions learned.

- Parents, leaders, and community share their views and lessons learned.
- 3. Creative, Drawing Exercise: Parents and Children, Together



- Give to the children a paper. Request them to draw: a place where they feel really safe, this
 can be real (church, school, village.) or pretend place (moon, a boat, a tree). Please share
 the first joyful drawing. (Take notes)
- Give them another paper; request them to draw ALL THEIR FAVOURITE THINGS, everything is important to them. Please share. (Please take notes)
- Giving a paper to the children, draw or write Accomplishments, things they have learned, things that they feel proud of their selves. Please share, (take notes)
- 4. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale guietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool
This activity is implemented by CFSV twice a week and it is part of the evaluation process
and aims to gather youth and children's views on the positive and negative aspects of the
Child Friendly Space. It uses simple visuals and active methods which are appealing to
younger children. The activity should be undertaken at the end of every activity



4. Ask the children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

WEEK 3 – Activity: 11, 12, 13, 14, 15 VALUING WHO I AM

Referral path: Annex 3 to be presented to the leaders and parents.



Activity 11-Week 3: Valuing Who I Am



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- Present The Ground Rules with The Children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 3: Creative Activity: VALUING WHO I AM

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2):



123 breathe in, 12345 keep the air

12345678 breathe out, slowly, (exhale)

Please repeat 10 times.

2. Drawing myself:



- Please give a paper and ask the children to draw their best, doing and feeling their very best: Please ask them to share and empower them to clap and value each other sharing.
- Please now one child takes a sit in the middle of the circle and each child say what they
 value more of this child. Please this activity must be safe, so please, explain to the children
 about: RESPECT, USE OF POSITIVE WORDS AND PEERS SUPPORT. With this exercise
 we want to support each other by valuing and expressing what we like of the other example
 I like your humor, I like your kindness, I value your friendship, I like when you play ball with
 me.

Please clap and value each of the children voice. Be grateful please.

3. Breathing exercise (annex 2):



123 breathe in, 12345 keep the air

12345678 breathe out, slowly, (exhale)

Please repeat 10 times.



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity



4. Ask the children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 12 - WEEK 3



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Depending on the age of your kids, what they say they want to do today, select one to three activities to play with them from the Games Menu (annex 1. Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- Present The Ground Rules with The Children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Learning
 - Energy



NOTE TO VOLUNTEERS:

Sport And Child Protections:

- Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express.
- Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.

2. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes and build self-confidence. Build tolerance.

3. Sport and Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and teamwork. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: VALUING WHO I AM

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



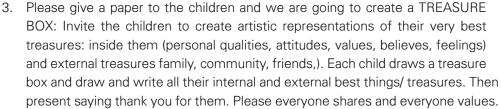
In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Please give a paper to each child and ask them to draw what they want to be and do when they are older, do they want to be doctors, teachers, presidents, farmers, graphic designer... Everyone shares their drawings, and they do a theater, imitating their professions example, the doctor imitate what the doctor does, the mechanic imitate how he repairs a car...., everyone presents.







4. Grounding Exercise: Standing Strong (And Empowering Our Heart)



- Go stand and observe how you stand. Please feel your feed really
 heave and like they had roots into the ground, like you are strong, powerful, and rooted
 three.
- Make sure you're standing solid.
- Put your hands on your HEART.
- Breathe deep 3 times and in the last exhale:
- Lift your left arm to the side as you inhale.
- Breath 3 times deeply and in your last exhale:
- Lift your right arm to the side while exhaling and place your left hand on your heart center. Repeat this movement at a quiet pace five times. 1-2-3-4-5
- 5. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity



4. Ask the children: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 13 -WEEK 3



VIDEOS 20, 21, 22, 23: ACTIVITY – CHILD FRIENDLY SPACE WEEK 3 https://www.youtube.com/watch?v=sCfcvo0IV0s&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=20



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

Present The Ground Rules with The Children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.

2. Methodology:

- Fun
- Learning
- Energy
- Sport and Child Protection

Sport And Child Protections:

Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express. Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.

2. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes and build self-confidence. Build tolerance.

3. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and teamwork. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity: VALUING WHO I AM

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Grounding Exercise: Calming Body Exercise



- Standing, Close your eyes. Relax.
- Slowly move your shoulders up and down.

- Slowly move your neck around in circles. (Anyone with a neck problem should do this very slowly). Rotate in one direction. Rotate in the other direction.
- Move your shoulders again this time, from front to back. Move slowly. Up and down, front to back.
- Begin the neck rotation again, very slowly.
- Slowly move your trunk (middle body) to one side and then to the other. Don't strain your body. Move gently and slowly. Make sure that your back is straight, but comfortable.
- 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. And take a sit. Repeat the slow and deep breathing 10 times. Breathe in through your nose and out through your mouth. Sit up straight.
- 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. How do you feel?
- 3. Giving a paper to the children, draw:



- A big circle in the middle of the page.
- Then ask the children to draw inside the circle all the things they want, and they want to take with them in the future (example their school, their families, their friends, their love...)
- Then they draw out of the circle all the things they do not want to take with them, example, floods, fear, big storms, upset-ness, bitterness, sadness....
- Please every child shares their drawings so everyone learn from each child sharing, thank you. Please clap and value each child expression, motivating them.
- 4. Story telling:

Please request each child to tell a story which their grandmom and grandfather had told them when they want to feel confident and please collect some of the stories. Each child tells a story and shares it.

5. Children draw their story after it and share the drawing, please keep some of the drawings and stories.



6. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale guietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity



4. STEP 1: Did they enjoy, liked, or they didn't have fun and felt happy? Please use a paper and children draw a face in it and listen to them actively.



5. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 14-WEEK 3: I Feel Grateful



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- Present The Ground Rules with The Children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Learning
 - Energy
 - Sport and Child Protection



Part 3: Creative Activity: VALUING WHO I AM

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

- 2. Gratitude drawing and letter, drawing and writing, please draw things you are grateful to your parents, please share, (take notes) and please ask then the children to share these drawings and give them as a present to their parents telling thank you for their love. Everybody shares and presents their drawing to everyone. Please use each paper like a post car: take the paper and do like a book: half on the top of the other half.
- 3. Free activity: they can choose, to prepare a song, to free drawing, free theater, and then they present to each other.



- Talent sharing (singing, dancing, acting, etc.)
- Traditional contests (traditional games etc.)
- GAMES GIRLS AND BOYS PLAY TOGETHER
- 4. Grounding Exercise: Calming Body Exercise



- Standing, Close your eyes. Relax.
- Slowly move your shoulders up and down.
 - Slowly move your neck around in circles. (Anyone with a neck problem should do this very slowly). Rotate in one direction. Rotate in the other direction.
- Move your shoulders again this time, from front to back. Move slowly. Up and down, front to back.
- Begin the neck rotation again, very slowly.
- Slowly move your trunk (middle body) to one side and then to the other. Don't strain your body. Move gently and slowly. Make sure that your back is straight, but comfortable.
- 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. And take a sit. Repeat the slow and deep breathing 10 times.
 Breathe in through your nose and out through your mouth. Sit up straight.
- 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. How do you feel?
- 5. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



 Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool
This activity is implemented by CFSV twice a week and it is part of the evaluation process
and aims to gather youth and children's views on the positive and negative aspects of the
Child Friendly Space. It uses simple visuals and active methods which are appealing to
younger children. The activity should be undertaken at the end of every activity



4. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 15-WEEK 3: I am grateful



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games: Family Play Too (1 Hour)

- 1. Reflection: Journal Entry: writing, drawing, and sharing aloud the children and youth to reflect in their diary
- 2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session
- Present The Ground Rules with The Children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 4. Methodology:
 - Fun
 - Learning
 - Energy
 - Sport and Child Protection



Part 3: Creative Activity: VALUING WHO I AM

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale guietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

2. Creative, Drawing Exercise: Parents and Children, Together



- Give to the children a paper. Request them to draw: a place where they feel really safe, this can be real (church, school, village.) or pretend place (moon, a boat, a tree). Please share the first joyful drawing. (Take notes)
- Giving a paper to the children, draw or write Accomplishments, things they have learned, things that they feel proud of their selves. Please share, (Take notes)
- 3. Grounding Exercise: Calming Body Exercise:



- Standing, Close your eyes. Relax.
- Slowly move your shoulders up and down.
- Slowly move your neck around in circles. (Anyone with a neck problem should do this very slowly). Rotate in one direction. Rotate in the other direction.
- Move your shoulders again this time, from front to back. Move slowly. Up and down, front to back.
- Begin the neck rotation again, very slowly.
- Slowly move your trunk (middle body) to one side and then to the other. Don't strain your body. Move gently and slowly. Make sure that your back is straight, but comfortable.

- 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. And take a sit. Repeat the slow and deep breathing 10 times. Breathe in through your nose and out through your mouth. Sit up straight.
- 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. How do you feel?
- 4. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



PARENTS DAY: family changes

Please share this day with parents and everyone is welcome to play.

Call the parents to share ideas, needs and detections, please share with parents how best we can support children to learn and to be happy, please share and ask what the changes in their children are.

ASK THFM:

- What are the biggest changes in the family and in the community?
- What are the challenges?
- What do you do with these challenges?
- Please share the principles of child friendly space: relax, communicate, joy and sharing.
- Share methodology page 18 and 19, how important is for children to play and to relax to recover and win confidence.

- Share with parents their views and their needs and please help them to support positively their children needs: please share psychosocial principles page: 17, 18, 19.
- Page 18 and 19, are the ones they must present to parents in the FRIDAY parents meeting, so they use the guidelines information: methodology: to explain which methodology CFS uses and how they could implement it at home.



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



I. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Child Participation Chart: Happy –Neutral- Sad Faces (Don't Like) Tool This activity is implemented by CFSV twice a week and it is part of the evaluation process and aims to gather youth and children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. The activity should be undertaken at the end of every activity



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

WEEK 4 – Activity: 16, 17, 18, 19, 20 VALUING WHAT I CAN DO EACH DAY



Activity 16 WEEK 4: VALUING EVERYONE



VIDEO 18 ATIVIDADE SENTRU AMIGAVEL BA LABARIK SEMANA 4 https://www.youtube.com/watch?v=_ZFdzNTZqTE&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=18



Part 1 BEGINNING CIRCLE (20-30 Minute)

Methodology:



Always ask participants to seat in the welcome circle and say 'hiiiii...! And give them time to talk about how they feel today or anything they want to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games (1 Hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. PRESENT THE GROUND RULES WITH THE CHILDREN: ACTIVITY HEART CONTRACT, Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
- Part 3: Creative Activity Valuing Who I Am (1 Hour).



Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise



123 breathe in, 12345 keep the air

12345678 breathe out, slowly, (exhale)

Please repeat 10 times.

2. Drawing my FRIENDS:



- Please give a paper and ask the children to draw their family and friends
- Please now one child takes a sit in the middle of the circle and each child say what they value more of this child. Please this activity must be safe, so please, explain to the children about: respect, use of positive words and peer's support. With this exercise we want to support each other by valuing and expressing what we like of the others' example I like your humor, I like your kindness, I value your friendship, I like when you play ball with me.
- Please clap and value each of the children voice. Be grateful please.

3. Breathing exercise (annex 2):



123 breathe in

12345 keep the air

12345678 breathe out, slowly, (exhale).

Please repeat 10 times.



Part 4: ENDING CIRCLE & WARM DOWN (30 Minutes) WASH HANDS



1. Reflection: Journal Entry: writing, drawing and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note and sharing/talk in the mentoring session. Please take notes and share with team leaders, and so as the coordinators may also do this activity.



Always close activity with positive messages, do not just leave the participants without a
closing message. Give them encouragements messages, tell them to continue their day
nicely. For adolescents we can close the activity with singing a song or with any closing
activity.



. Please each child uses the hand washing facilities.



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 17: WEEK 4: VALUING EVERYONE



VIDEO 18: ACTIVITY – CHILD FRIENDLY SPACE WEEK 4 https://www.youtube.com/watch?v=_ZFdzNTZqTE&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=18



Part 1: Beginning Circle & Warm Up (20-30 Minutes)



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

boxes, balls, paper, colors, erases, notebooks. UNICEF BOXES



Part 2: Play Games (1 Hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- Present The Ground Rules with The Children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 3: Creative Activity: VALUING WHO I AM

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2):



123 breathe in, 12345 keep the air

12345678 breathe out, slowly, (exhale)

Please repeat 10 times.

2. Drawing myself:



- Please give a paper and ask the children to draw their best, doing and feeling their very best: Please ask them to share and empower them to clap and value each other sharing.
- Please now one child takes a sit in the middle of the circle and each child say what they
 value more of this child. Please this activity must be safe, so please, explain to the children
 about: RESPECT, USE OF POSITIVE WORDS AND PEERS SUPPORT. With this exercise
 we want to support each other by valuing and expressing what we like of the other example
 I like your humor, I like your kindness, I value your friendship, I like when you play ball with
 me.
- Please clap and value each of the children voice. Be grateful please.
- 3. Breathing exercise (annex 2):



123 breathe in, 12345 keep the air

12345678 breathe out, slowly, (exhale)

Please repeat 10 times.



Part 4: Ending Circle & Warm Down (10-15 Minutes) Wash Hands



1. Reflection: Journal Entry: Writing, drawing, and sharing aloud the children and youth to reflect in their diary



2. Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



3. Always end your class with some positive words. Do not let the class run out the door when the bell rings. Provide words of encouragement and tell the children that you are looking forward to seeing them tomorrow. Wish them a good continuation of their day. For young children, you could also close each class with a short song or movement.



4. Allow the participants to say goodbye to each other and ask any final questions of the Group Leader/volunteers.



5. Please each child uses the hand washing facilities



NOTE FOR VOLUNTEERS

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 18-WEEK 4: IVALUE MY LIFE





Methodology:

Always ask participants to seat in the welcome circle and say 'hiiiii...! And give them time to talk about how they feel today or anything they want to do.



Materials:

Boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: PLAY GAMES (1 hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

1. Present The Ground Rules with The Children: Activity Heart Contract. Present The Heart Contract and Ask Children To Share Their Heart Values And Do Good Choices.

2. Methodology:

- Fun
- Wonder
- Learning
- Energy
- Sport And Child Protections
- 3. Sport And Child Protections:

Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express. Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.

4. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes and build self-confidence. Build tolerance.

5. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and team work. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: CREATIVE ACTIVITY (1 hour)

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

- 2. Please give a paper to each child and ask them to draw 3 things they want to LEARN this week: they can choose to learn to jump faster, to laugh more, to speak slower, to feel brave, to feel positive, to value others, to value myself, to find beauty, to care about others, to care about myself.
- 3. Please give a paper to each child and ask them to draw 3 things they want to CHANGE about themselves this week: they can choose to learn to jump faster, to laugh more, to speak slower, to feel brave, to feel positive, to value others, to value myself, to find beauty, to care about others, to care about myself.

4. Grounding Exercise: Standing Strong (And Empowering Our Heart)



- Go stand and observe how you stand. Please feel your feed really heave and like they had roots into the ground, like you are strong, powerful, and rooted three.
- Make sure you're standing solid.
- Put your hands on your HEART.
- Breathe deep 3 times and in the last exhale:
 - Lift your left arm to the side as you inhale.
- Breath 3 times deeply and in your last exhale:
 - Lift your right arm to the side while exhaling and place your left hand on your heart center. Repeat this movement at a quiet pace five times. 1-2-3-4-5
- 5. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



Part 4: Ending circle (10 – 15 minutes) WASH HANDS



 Reflection: Journal Entry: writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 19 -WEEK 4: VALUING EVERYTHING AND EVERYONE





Methodology:

Always ask participants to seat in the welcome circle and say 'hiiiii...! And give them time to talk about how they feel today or anything they want to do.



Materials:

Boxes, balls, paper, colors, erases, notebooks. UNICEF BOXES



Part 2 PLAY GAMES (1 hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen.

- 1. Present The Ground Rules with The Children: Activity Heart Contract. Present The Heart Contract and Ask Children To Share Their Heart Values And Do Good Choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 3 CREATIVE ACTIVITY: I CAN VALUE EVERYONE

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self- awareness

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.



We now do it together:

In-1-2-3-4

Hold1-2-3-4

Out-1-2-3-4

Pause-1-2-3-4

2. Grounding exercise: CALMING BODY EXERCISE:



- Standing, Close your eyes. Relax.
- Slowly move your shoulders up and down.
 - Slowly move your neck around in circles. (Anyone with a neck problem should do this very slowly). Rotate in one direction. Rotate in the other direction.
- Move your shoulders again this time, from front to back. Move slowly. Up and down, front to back.
- Begin the neck rotation again, very slowly.
- Slowly move your trunk (middle body) to one side and then to the other. Don't strain your body. Move gently and slowly. Make sure that your back is straight, but comfortable.
- 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. And take a sit. Repeat the slow and deep breathing 10 times. Breathe in through your nose and out through your mouth. Sit up straight.
- 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. How do you feel?
- 3. Please give 3 papers to each child and they will draw 3 drawings:



- First paper, draw the best things of loving your family: this will be a present for your family
- Second paper, please draw the best thing to be in this evacuation camp: you will these drawings to the camp leaders and supporters

- Third paper: please draw the very best feelings and things you like about to play with your friends: these drawings will be shared and given to friends, please each child must receive a drawing from another child, be sure each child receives one, so please do it in a way where children can enjoy giving and receiving drawings.
- 6. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale guietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4



Part 4: Ending circle (10-15 minutes) WASH HANDS



1. Reflection: Journal Entry: writing, drawing, and sharing aloud the children and youth to reflect in their diary



Assembly: Please request feedback about the Child Friendly Spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.



B. Please each child uses the hand washing facilities.



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

Activity 20-WEEK 4: I VALUE EVERYONE.



Part 1: Beginning Circle and Warm Up



Methodology:

Always allow the participants to sit in a welcome circle and say hello and perhaps give them each a moment to talk about how they are doing today or what they would like to do.



Materials:

Boxes, balls, paper, colors, erases, notebooks. UNICEF boxes



Part 2: Play Games

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen

- 1. Present the ground rules with the children: activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 3: Creative Activity (1 Hour) Valuing Myself

Creative art games are art exercises aimed at expressing emotions for recovery from stress and creating self-understanding.

1. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4-5

Out-2-3-4-5-6-7

Pause-2-3-4

2. Free activity: they can choose, to prepare a song, to free drawing, free theater, and then they present to each other. This activity will be repeated the next day to the parents, so this could be a training for the parent's day, next day!



- Talent sharing (singing, dancing, acting, etc.)
- Traditional contests (traditional games etc.)
- Games girls and boys play together
- Story telling: please request each child to tell a story which their grandmom and grandfather had told them when they want to feel confident and please collect some of the stories. Each child tells a story and shares it.
- 4. Children draw their story after it and share the drawing, please keep some of the drawings and stories.



5. Grounding Exercise: Calming Body Exercise:



- Standing, Close your eyes. Relax.
- Slowly move your shoulders up and down.
- Slowly move your neck around in circles. (Anyone with a neck problem should do this very slowly). Rotate in one direction. Rotate in the other direction.

- Move your shoulders again this time, from front to back. Move slowly. Up and down, front to back.
- Begin the neck rotation again, very slowly.
- Slowly move your trunk (middle body) to one side and then to the other. Don't strain your body. Move gently and slowly. Make sure that your back is straight, but comfortable.
- 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. And take a sit. Repeat the slow and deep breathing 10 times. Breathe in through your nose and out through your mouth. Sit up straight.
- 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. How do you feel?
- 6. Breathing exercise (annex 2): Sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-2-3-4

Hold-2-3-4

Out-2-3-4

Pause-2-3-4

Parents Day: Positive Discipline, pages 21, 22, 23

Please share this day with parents and everyone is welcome to play.

Call the parents to share ideas, needs and detections, please share with parents who best we can support children to learn and to be happy, please share and ask what the changes in their children are.

Ask them:

- what is the way we want our children to grow
- what are the children needs and our family needs
- how best we can help our children
- please share the principles of positive discipline: page 21, 22, 23.

Share with parents their views and their needs and please help them to support positively their children needs: please share positive discipline parenting and volunteers' tips: page 21, 22, 23



NOTE FOR VOLUNTEERS

Volunteers Ending Activity: Volunteers, please revise and take notes of:

- Children feedbacks, children's evaluations, detections.
- Positive things learned by everyone and yourself
- Things you wish to improve tomorrow.
- How you feel and what do you need, and who could help you.

WEEK 5 PSYCHOSOCIAL ACTIVITIES



Creative: Drawing & Conversation Time

Our feelings, expressing our voice:

- Draw what I am feeling, express my own emotions: please explain, you're your voice!!! When you feel like this?
- What you can do to feel like this?
- Please always do a breathing, grounding exercise before and after.



Drawing & Conversation Time

Our best, the things are not easy:

- Draw the best things you like, you love to do and to share, your favorite things.
- Please explain! Use your voice
- Please always do a breathing, grounding exercise before and after.



Drawing & Conversation Time

My family, things I love, things:

- Drawing the most important people in your life, who are they, how you feel with them
- What you love to do with them, please explain please?
- Please always do a breathing, grounding exercise before and after.



Drawing & Conversation Time

What is important, what is not important, my beliefs:

- The most important values, beliefs, you stand by: Loyalty, peace, respect, love, faith.
- Draw the most important values and believes you have and feel in your life.
- Please express, them, how they make you feel?
- Please always do a breathing, grounding exercise before and after.



Parents Day!!! Call All the Parents and Share

Drawing & Conversation time

- What is in my heart: please put your hand in your heart, please, listen, what is in your heart? What do you feel in your heart? Please draw it.
- Parents day: please create games and activities to all parents feel included and learning about how best support positively to their children.
- Parents activity and group discussion: please present referral path and how to best to support them.

WEEK 6 PSYCHOSOCIAL ACTIVITIES



Dance/ Sing/ Story Telling. Conversation Time

- Traditional, cultural rituals, role plays, inner experiences, story how to cope, express what happen and what we had learned from it, our lives, our past, our future, our history, bible stories, traditional stories,
- Please always do a breathing, grounding exercise before and after.



2

Theatre / Drama / Conversation Time

- Traditional Dance, cultural rituals, role plays, inner experiences, story how to cope, express what happen and what we had learned from it, our lives, our past, our future, our history, bible stories, traditional stories,
- Please always do a breathing, grounding exercise before and after.



Music / Singing / Story Telling / Conversation Time

- Traditional, cultural rituals, role plays, inner experiences, story how to cope, express what happen and what we had learned from it, our lives, our past, our future, our history, bible stories, traditional stories,
- Please always do a breathing, grounding exercise before and after.



Posters / Conversation Time

- Making posters: who I am, who I am not, what is important, what is not important, my believes, what is in my heart, our feelings, expressing our voices, our best, the things are not easy, the things I am learning, myself, my family, things I love, things I don't like, my world, my favorite things, my safe place
- Please always do a breathing, grounding exercise before and after.



Parents Day / Exhibition / Presentation Of The Week Activities / **Conversation Time**

- Exhibition: dancing, signing, storytelling: present to parents.
- Parents day: please present grounding and breathing exercises for parents to learn how to calm down, also please help them to understand emotions and how best we can manage stress.

- Parents pers support activity:
 - 1. how we can support each other to support our children: to be supportive to each other
 - 2. how we could learn from each other and help each other to develop the best children capacities
 - 3. please present peer support and stress management exercises annex 6.
- Please always do a breathing, grounding exercise before and after.

WEEK 7 PSYCHOSOCIAL ACTIVITIES



Painting / Conversation Time

- 1
- What I am learning with my friends, today. What i like about today?
- What was difficult today and what I learned from today
- Please always do a breathing, grounding exercise before and after.



Storytelling / Dance / Theater

- Choose a storytelling of a magic and powerful, positive animal, drawing and then share it,
- Please always do a breathing, grounding exercise before and after.



Painting

3

- Your favorites things of Timor, the best parts, rituals, the things you like most to do and to go to.
- Please always do a breathing, grounding exercise before and after.



Painting Posters



- What we can do to be happy, what can help us to be better friends, daughters and sons, and better students, what can help us to be joyful, forgiving, full of love person, things we can do and say, and share and create to help us to be each day better and best of ourselves.
- Please always do a breathing, grounding exercise before and after.



Parents day Exhibition / Presentation of the Week Activities / Conversation Time

- Exhibition: present the drawings and posters, prepare dancing, signing to share with parents.
- Parents day: positive discipline.
- Friday parenting sharing, the volunteers will present the POSITIVE PRINCIPLES, in the
 guidelines page 21 to 23 to parent, explaining, this are the principles for CFs and sharing
 how they implement or would like to implement at home.
- Please always do a breathing, grounding exercise before and after.



WEEK 8: CREATE YOUR OWN PSYCHOSOCIAL ACTIVITIES AND SHARE WITH THE COORDINATORS.

Please always do the breathing exercise and grounding exercise when starting and ending the activities

Please have a look at page 6 and 7



VIDEO 24: ACTIVITY - CHILD FRIENDLY SPACE WEEK 8 https://www.youtube.com/watch?v=u6VMxwhe2c8&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=25

PLEASE CHECK PAGE 6, AND 7 - Volunteers please read page 6 and 7, which they explain step by step all the psychosocial activities to be used and how to programme them



1

Day 1 Our feelings, expressing our voices

- Draw what I am feeling, express my own emotions: Please explain, you're your voice!!! When you feel like this? What you can do to feel like this?
- Please always do a breathing, grounding exercise before and after.



2

Our best, the things are not easy

- Draw the best things you like, you love to do and to share, your favorites things. Please explain! Use you voice
- Please always do a breathing, grounding exercise before and after



3

My family, things I love, things

- Drawing the most important people in your life, who are they, how you feel with them, what you love to do with them, please explain please?
- Please always do a breathing, grounding exercise before and after.



What is important, what is not important, my believes: the most important values, believes, you stand by: loyalty, peace, respect, love, faith

- Draw the most important values and believes you have and feel in your life. Please express, them, how they make you feel?
- Please always do a breathing, grounding exercise before and after.



Parents day

- What is in my heart: please put your hand in your heart, please, listen, what is in your heart? What do you feel in your heart? Please draw it.
- Parents day: Please create games and activities to all parents feel included and learning about how best support positively to their children.
- Parents activity and group discussion: please present referral path and how to best to support them.
- Please always do a breathing, grounding exercise before and after.

WEEK 9: CREATE YOUR OWN PSYCHOSOCIAL ACTIVITIES AND SHARE WITH THE COORDINATORS.

PLEASE CHECK PAGE 6, AND 7 - Volunteers please read page 6 and 7, which they explain step by step all the psychosocial activities to be used and how to program them



- Traditional, cultural rituals, role plays, inner experiences, story how to cope, express what happen and what we had learned from it, our lives, our past, our future, our history, bible stories, traditional stories,
- Please always do a breathing, grounding exercise before and after.



- Traditional, cultural rituals, role plays, inner experiences, story how to cope, express what happen and what we had learned from it, our lives, our past, our future, our history, bible stories, traditional stories
- Please always do a breathing, grounding exercise before and after.



- Traditional, cultural rituals, role plays, inner experiences, story how to cope, express what happen and what we had learned from it, our lives, our past, our future, our history, bible stories, traditional stories
- Please always do a breathing, grounding exercise before and after.



Making posters

- who I am, who I am not, what is important, what is not important, my believes, what is in my heart, our feelings, expressing our voices, our best, the things are not easy, the things I am learning, myself, my family, things I love, things I don't like, my world, my favorite things, my safe place
- Please always do a breathing, grounding exercise before and after.



Parents day

- Exhibition: dancing, signing, storytelling: present to parents.
 - 1. Parents day: please present grounding and breathing exercises for parents to learn how to calm down, also please help them to understand emotions and how best we can manage stress.
 - 2. Parents present support activity: How we can support each other to support our children: to be supportive to each other
 - 3. How we could learn from each other and help each other to develop the best children capacities
 - 4. Please present peer support and stress management exercises annex 6.
- Please always do a breathing, grounding exercise before and after.



WEEK 10 ENDING-THANK YOU AND CLOSURE:

REFERRAL PATH: ANNEX 3 TO BE PRESENTED TO THE LEADERS AND PARENTS.

Activity 1: Day 1 of the Closure Week: Ending I am and I can.



Part 1: Beginning Circle & Warm Up



Methodology:

Always ask participants to seat in the welcome circle and say 'hiiiii...! And give them time to talk about how do they feel today or anything they want to do.



Materials:

Boxes, balls, paper, colors, erases, note books. UNICEF boxes



Part 2: Play Games - Morning (1 hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen

- Present the ground rules with the children:
 Activity heart contract. Present the heart contract and ask children to share their heart values and do good choices
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 3: Creative activity (1 hour).

This activity is intended for children to be able to express their emotions so that they can recover and have self-awareness.

1. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.



- In-1-2-3-4
- Hold1-2-3-4
- Out-1-2-3-4
- Pause-1-2-3-4
- Please repeat for 10 times
- 2. "I am": draw a big hand with 5 fingers in a paper



- Write inside each finger one of your best capacities I am...: example, Lovable, Proud
 of myself, Responsible, hopeful, trustful, capable, good student, great person, humble,
 amazing friend
- Color it.
- 3. "I can": draw a big hand with 5 fingers in a paper
 - Write inside each finger one thing you can do, I can ...: example, communicate, solve problems with my friends, play, be happy, manage my feelings, look for help, sign, jump, understand others, love, learn, respect, support, listen speak my voice
 - Color it.
- 4. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.





In-1-2-3-4

Hold1-2-3-4

Out-1-2-3-4

Pause-1-2-3-4

Please repeat for 10 times



Part 4: Free playing Afternoon (1 hour)

Sports and Games, Free playing

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen

- 1. Present the ground rules with the children: activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy





1. Reflection: journal entry: writing, drawing and sharing: authorize children to reflect on their daily activities.



2. Assembly: please request feedback about the child friendly spaces for the next day, what they like and what could be done different, change... and please volunteer take note and sharing/talk in the mentoring session. Please take notes and share with team leaders, and so as the coordinators may also do thid activity.

ACTIVITY 2: HONORING MY EXPERIENCE



Part 1: Beginning circle & warm up (20-30 minutes)

- Making our own t-shirt: children, assistants t-shirt creation.
- Always give participants a chance to sit in a circle and greet them, give some minutes to share what they are doing, and what they would like to do.
- Materials: t-shirt for each child and assistant, ,balls, paper, paint colors, erases, note books. UNICEF boxes



Part 2: Morning Play Games (1 hour)

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen

- 1. Present the ground rules with the children: activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy
 - Sport and child protections:

Sport And Child Protections:

Volunteers and camp assistants provide SAFE and SUPPORTIVE environment to express. Health provision: inclusion, common structures, respect, equality, safe, COVID-19 prevention.

2. Non-Conflict Sport / Peace:

Bring the spirit of normality and security, support the dispute processes and build self-confidence. Build tolerance.

3. Sport And Psychosocial:

Strengthens children's ability to learn and achievement, develop commitment and team work. Create conditions that support self-confidence so that children do not feel vulnerable.

Inclusive:

Structured cooperative play to bring joy and energy to the group, strengthen communication between children and create a state of mutual trust and empathy.

Non - Competitive:

Non-competitive play: in this activity all are winners, No one is loser. Everybody just simply participates and rejoices in achieving common goal.

Equality:

- Please boys and girls are equal, and activities must be for both equally presented and chosen.
- Activities must be inclusive and not discriminatory for gender, believes, capacity or abilities.



Part 3: Creative Activity (1 hour).

This activity is intended for children to be able to express their emotions so that they can recover and have self-awareness.

1. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-1-2-3-4

Hold1-2-3-4

Out-1-2-3-4

Pause-1-2-3-4

2. "I am": Draw the big hand with 5 fingers in your t-shirt:



- In the front of the t-shirt you draw a hand with "I am"
- Write in your t-shirt inside each finger one of your best capacities
 I am: example, lovable, proud of myself, responsible, hopeful, trustful, capable, good student, great person, humble, amazing friend, ...



- Color it.
- 3. "I can": Draw the big hand with 5 fingers in a paper
 - In the back of your t-shirt please draw i can: write inside each finger one thing you can do,
 "I can": example, communicate, solve problems with my friends, play, be happy,
 manage my feelings, look for help, sign, jump, understand others, love, learn, respect,
 support, listen speak my voice...
 - Color it.
 - Use your own t-shirt, use the t-shirt colors, thank you
- 4. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-1-2-3-4

Hold1-2-3-4

Out-1-2-3-4

Pause-1-2-3-4



Part 4: Free playing, games and sports (1 hour) Afternoon

Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen

- 1. Present the ground rules with the children: activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 2. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 5: Ending circle & warm down (10-15 minutes). WASH HANDS



1. Reflection: journal entry: writing, drawing and sharing: aloud the children and youth to reflect in their diary



2. Assembly: please request feedback about the child friendly spaces for the next day, what they like and what could be done different, change... and please volunteer take note and sharing/talk in the mentoring session. Please take notes and share with team leaders, and so as the coordinators may also do thid activity.

Activity 3: Ending Session with Parents and Leaders, Exhibition of capacities.



VIDEO 67: ACTIVITY – CONCLUDE WEEK 10 ACTVITIES https://www.youtube.com/watch?v=QuBBQIjIzQQ&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=68



To prepare the exhibition of capacities to families and leaders: drawings, theater, singing, dancing, storytelling, games, sports



Part 2: Play games (1 hour)

- 1. Inclusivity, equality and not competitiveness: everyone is welcome; children should never be made to feel excluded, to feel unworthy of being chosen
- 2. Present the ground rules with the children: activity heart contract. Present the heart contract and ask children to share their heart values and do good choices.
- 3. Methodology:
 - Fun
 - Wonder
 - Learning
 - Energy



Part 3: Creative activity (1 hour).

1. Breathing exercise (annex 2): sit down comfortably. Let your eyes rest or close them if that feels right. Inhale deeply and exhale quietly and slowly a couple of times.

We now do it together:



In-1-2-3-4

Hold1-2-3-4

Out-1-2-3-4

Pause-1-2-3-4

- 2. Creative, free activity: they can choose, to prepare a song, to free drawing, free theater, and then they present to each other.
 - Talent sharing (singing, dancing, acting, etc.)
 - Traditional contests (traditional games etc.)
 - Games girls and boys play together
- 3. Drawing exercise: parents and children, together



- Parents draw and write things they are thankful to their children, please teacher do too, for the children who parents are not present.
- Children draw things they are thankful to their parents and teacher, and they offer the drawing and writing to them.
- Exhibition of drawings, and capacities.

Part 4: Ending circle & warm down (10-15 minutes). WASH HANDS



- Volunteers: ending activity
- Leaders ending activity
- Parents ending activity
- Journal entry: writing, drawing and sharing: aloud the children and youth to reflect in their diary
- Assembly: please request feedback about the child friendly spaces for the next day, what they like and what could be done different, change... and please volunteer take note for sharing in mentoring session.

Complementary Tools Annex

Annex 0: Coordination Tools

- Volunteer Attendance List
- Children Attendance List
- Child Protection Checklist
- Weekly Monitoring Tools for Coordinators
- Coordinator's initial assessment for the evacuation center and the community

Volunteer Attendance List

Volunteer Name:				Evacuation Center / Community:		
Week:				CFS Team Leader:		
Day	Date	Start time	End time	Short description of the activities	Signature	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Name and signature

Name and signature Coordinator

Team Leader

Children Attendance List

Name of the Evacuation Center/Community	Date:	
Team Leader CFS:	Time:	

	Name	Gender	Age	Observations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Child Protection Checklist

This Check list is related to child protection issues

General Issues

- 1. Do humanitarian agencies have access to the children's necessities? If not, why?
- 2. If there are any members of the community who do have access to humanitarian help, what have been done for them to have access?
- 3. Are there any non-food item that could be provided to women and children (for example: clothes, underwears, cooking utensils and sleeping materials)
- 4. How many children have died and been harmed in this disaster?
- 5. How many children are affected? (for example, damaged house, damaged school facilities, etc)
- 6. In which geographical area are the children affected? Which group of children are more vulnerable?
- 7. Is the support for the victims equal? If not, why? And what needs to be done to ensure that children receive equal support (for example: can the ones who provide support go directly to the affected area)?
- 8. Does the community have access to information about the risks of disasters including ways to respond to the disaster?
- 9. How to respond to disaster risks, particularly for the communities that are involved? Are there any opportunities to strengthen children and community participation to respond to the disaster risks?
- 10. What kind of common protection issues that the affected population face? (for example: lack of privacy for women, any weapons, risks of sexual violence, gender based violence, lack of rules and regulations) Who is most at risk?

Child Protection CheckList in an emergency situation

- a) General issues about Child Protection
 - Method of violence, kind of abuse and exploitation that the children face (violence, separation, gender based violence, psychosocial stressor, recruitment, forceful move, etc).
 Which group is more at risk? What are the changes that occur due to the crisis event?
 - 2. Who are the people involved in the incident? Where does it happen?

- 3. Who has picked up the information related to child protection? Unicef? Any national or international organization? What have they done with the information? How to strengthen the system?
- 4. What has been done to educate the key population about the issues of child protection?
- 5. Which existing media used to disseminate issues of child protection? Was it used effectively?
- 6. Are there any secure places for break, play, for children of different ages?
- 7. Which organization has been involved to provide protection for the children? Can the security or the police, community organizations provide protection for women and children (for example: there are laws to protect widows)? What more needs to be done to protect women and children?
- 8. Can women and children have access to the support that was provided? Or do they only distribute to men? Can widows receive the support with no discrimination?
- b) Gender based violence including sexual exploitation and sexual harrasment
 - 1. Are there any cases of sexual violence towards women and children (boys and girls) that were reported during the crisis event? Are the children at risk for sexual abuse and exploitation during the crisis event?
 - 2. Are there women and children who experience pressure to have sex or exchange sexual favors for food, or basic necessities? Or to have access to any support? What can be done to reduce the risk of this happening?
 - 3. Are there any cases that have been reported about children that were used for sexual exploitation during the crisis event? Are there any reason to believe that the children are at risk for sexual exploitation due to the crisis event (for example: no law, poverty, etc)?
 - 4. What have been done to reduce the risks of sexual abuse and sexual exploitation? Does the evacuation center install ways to protect women and children? Is the existing support divided equally to women and men?
 - 5. Are there any indications of domestic violence happening due to the result of this crisis? Are the organizations sensitive to domestic violence issues and can it be identified? (for example: health workers, religious organizations, social work, etc)
 - 6. If there are any issues such as domestic violence or sexual abuse and sexual exploitation, are there any assistance such as (health, counseling, legal) to support the victims?

- c) Unaccompanied Children or separated from their family
 - 1. Are there any orphaned children? Is there an estimated number of children who became orphaned? How is their current life situation?
 - 2. Are there any children who accidentally or intentionally separated from their family? (for example: economical reason, security)? How is their life situation (with their other family members, neighbors, or cousins)?
 - 3. Are there any unaccompanied children? If yes, how is their life situation?
 - 4. Are there any cousins who were separated from their parents and are being placed together in one place?
 - 5. What assistance could be provided for childrens who were in the orphanage and for the ones who separated from their parents?
 - 6. Alternative types of assistance that the orphanage and the children separated from parents can receive (for example: who can look after them)?
 - 7. Are there any registration systems? To reunite them? If yes, how to effectively simplify the system (to ensure that the institution does not duplicate the data)?
 - 8. Which institutions are in the affected area? What efforts have been made to minimize the institutionalization of the children that do not have people to look after, and how to promote the option to care for these children (for example: to ensure no new orphanages are opened)?
- d) Internal Refugee Children
 - 1. How many children and families are refugees?
 - 2. What condition made them refugees? Are there risks for refugees increased, particularly for violence and child protection?
 - 3. Are the refugee communities together? Are there social tension or discrimination happening among the community while they are still refugees?
 - 4. Are there any appropriate measures for the children's movement?
 - 5. Which organizations are involved in the process of refugees? Do they have any experience or specialty in child protection?
 - 6. Are there any efforts to minimize children and family refugees? Are there any immediate efforts to bring back the children and their family who become refugees?

- 7. IDP, do the children have access to food, health, place, clean water and sanitation, access to education including non-food items, and access to the evacuation center?
- 8. In IDP, are the children and family able to freely move around and are they protected from forceful behaviors, or forcing them to go back to an unsafe place?
- e) Psychosocial impact due to emergency
 - 1. What causes their psychological suffering or become a social stressor for the children (crisis, refugee, death, etc) which ones continued?
 - 2. What kind of stress and difficulty that parents think have affected their wellbeing, and have also affected their ways of caring for their children? what measures can be implemented to reduce these difficulties?
 - 3. What type of psychosocial problem that parents and children are currently showing (aggressiveness, withdrawal, difficulty sleeping, and increase in physical punishment)?
 - 4. What actions did the community and organizations take to help children and parents that face these stressors? What normal mechanisms have been done to provide assistance to the children who are experiencing difficulties? How was the mechanism set up and how to strengthen it?
 - 5. Did the children have access to psychosocial assistance? Is there anyone in the community that wants to offer regular activities to the children? Such as: non-formal education, playing and break time?
 - 6. What can be done to provide space for the family to live with worth, and provide assistance to protect the children? What else can be done?
 - 7. Are there any places that provide the parents the opportunity to discuss and look for support for the difficulties that are the stressors. How can they have access to it?
 - 8. Are there any opportunities that are culturally appropriate for the children to talk about their ideas or ask questions?
 - 9. Do the children have the opportunity to have access to a safe place to play?
 - 10. Do the children have access to playing activities that are culturally normal? What about the activities that were affected by the disaster?
 - 11. Are there any educational and other activities that the children can regularly have access to in order to develop themselves and rebuild their playing styles and routines?
 - 12. Do adolescents and children have access to social support that exists for them to be able express their difficulties?

- 13. Are there any systems to accompany the children that are suffering from psychosocial stress?
- 14. Did the support and training provided to the teachers, social services, health team, religious groups, youths, etc, give psychosocial assistance?
- 15. Are there any mental health professionals that you can refer the children to?
- f) Monitoring and reporting child protection issues
 - 1. Are there any mechanisms for women and children to report any violation of their rights (for example: to the police, manager of the evacuation center)? And are these mechanisms effective to respond to these reports? How to strengthen this?
 - 2. Does the media show interest in the children's situation and about their wellbeing? Does the media talk about their rights, and did they do it sensitively or in an appropriate manner?
 - 3. Did the organizations working towards children's rights monitor and have access to the children? Do provide space for reporting, freely and independently? If not, what needed to be done in order for the children to have access?

Weekly Monitoring Tools for the Coordinators

EVACUATION CENTER/ COMMUNITY:	
TFAM:	
1 27 (1 4) .	

THE OBJECTIVES OF THIS TOOL:

To monitor and guarantee attitude, value, security and to strengthen the children and volunteers when implementing the Child Friendly Spaces activities with a higher quality.

	QUESTIONS	DETECTION	ACTION
1	DETECTION AND COMMENTARIES FOR THE ACTIVITIES EACH DAY: THE CHILDREN'S COMMENTS FOR EACH DAY: Do periodic evaluation about the daily impact of the program, and present it every week		
2	COMMENTARIES FROM THE VOLUNTEERS ABOUT THE ACTIVITIES: Do periodic evaluation about the daily impact of the program, and present it every week		
3	COMMENTARIES FROM THE ASSISTANT ABOUT THE ACTIVITIES: Do periodic evaluation about the daily impact of the program, and present it every week		
4	DETECT ANY THING THAT CAN HELP IMPLEMENT IT WELL: ABILITY, ATTITUDE, SECURITY, ENERGY AND MOTIVATION: how does the children feel? systemize the lesson learned and describe the successful experiences		
5	DETECT THE PARENTS WHO DID WELL: ABILITY, ATTITUDE, SECURITY, ENERGY AND MOTIVATION: how do the parents feel? systemize the lesson learned and describe the successful experiences		

	QUESTIONS	DETECTION	ACTION
6	PERSONAL BARRIERS FROM THE TEAM: systemize the lesson learned and describe the successful experiences		
7	BARRIERS FOR THE ACTIVITIES: Do periodic evaluation about the impact of the program		
8	QUALITY OF ACTIVITY IMPLEMENTATION: WHAT HAVE BEEN DONE WELL AND WHAT NEEDED TO BE BETTER		
	Plan and determine the activities together with the volunteers and assistant volunteers		
9	SPACE FOR PREPARATION AND COORDINATING THE WEEKLY ACTIVITIES. HOW TO ORGANIZE THE ACTIVITY FOR EACH DAY: Plan and determine the activities together with the volunteers and assistant volunteers		
10	COMMUNICATION AND SUPPORT: WHAT CAN BE DONE TO BETTER THE SUPPORT		
11	OTHERS		

Coordinator's initial assessment for the evacuation center and the community

INITIAL EVALUATION FOR CHILD PROTECTION IN EMERGENCY (INTERVIEW/FGD)

This checklist can be used as a quick evaluation when visiting the base. Use it during the interview or group discussion (FGD). In general, when visiting the base we need to know the answers to the questions below:

- 1. How are the conditions of your current residence?
- 2. What do you need the most about protection and what are the causes?
- 3. Which group is heavily impacted and needs access to specific intervention?
- 4. What are the things needed to be done to respond to issues relevant with protection?
- 5. Who provides assistance in the evacuation center? NGOs or the Government?
- 6. What kind of psychosocial activities are provided by the evacuation center? How is the coordination: meetings in the morning or afternoon?
- 7. How is the referral system? Does the leader of the evacuation center knows the referral pathway or how to use the Hotline 12123?

INITIAL EVALUATION FOR CHILD PROTECTION IN EMERGENCY (INTERVIEW/FGD)

Distric	t	_. Municipality:		
Focus	Group discussion:	(3 – 5	5 people in the area)	
Type o	f Group: Male Femal	e		Age:
1.	An estimate of the total popula	ation of the evacuat	ion center?	
2.	When did these people come?	' Where did they co	me from? Did the nu	mber of people coming
	increase or decrease in the las	t period?		
3.	Are the families together or are	e they separated?		
	G	, ,		
4.	Is there anyone who is unable	to leave? If yes, w	hat was the reason fo	or the population group
	being unable to leave?			
5.	Are there any survey visits from	m some authorities	?	

6.	What was the reason the population left their place? Where do they move to after leaving their place?
7.	What are the family's views on the current situation of the place? Do they feel safe in the area? If not, why? What makes them afraid?
8.	Are there any places or areas that the population have gone to and feel more safe to be there?
9.	Have they received any aid? If yes, from who?
10.	Is the government committed to giving support? If there are any, what did the government authority say?
11.	What kind of special attention have been given to the children (example: violence, stress and separation from their family)?

12. Are there any children who are not together with their parents?		
13. Are there any children with disabilities? How do the people here behave towards them?		
14. What are the 3 priority needs of the children?		
15. How is the relationship of the community during this time?		
16. How was the behavior of the parents and family towards the children?		
17. Are there any systems or mechanisms set for reports to protect the children?		

Annex 1: Sports, games and breathing exercises

Small group activity: Inclusive, equal and non-competitive (everyone wins and there's nobody left behind or excluded) games:

- 1. Do a different dance or dance to know the tone of the music, Dance expo.
- 2. Singing expo, the children can sing their favorite songs.
 - a. Play "the name of the music." Someone starts playing the chorus of the music or says the contents of the music, then the others will guess the title of the music.
- 3. Play "hide and seek": must determine the place to play, ask that everyone are in the same place, pick one person to be the seeker and count so that the rest may hide, once the seeker is done counting the seeker must seek the ones who are hiding, and the member who gets caught first will be the next seeker, repeat the game.
- 4. Play "Simon says." One person is Simon and the rest will do what Simon says, when Simon does not say anything they will not move, if a member moves and does not follow what Simon says they will need to leave the circle. Play in a circle.
- 5. Play Eye spy: one child will look at something that is near that the other children may also see, and keep it a secret. For example: the child will say "try to look for something that is red and starts with the letter B" and the other children get to ask one question.
- 6. Play "look for the sound." Everyone sit and identify the different sounds
- 7. Play follows the leader: One child will become the leader, and the others will follow, and the one who is the leader should act like a leader.
- 8. Play Duck: put the children in a circle; the children who are out of the circle will become the duck and must try to catch the duckling who are inside the circle.
- 9. Play Characters individual or in a group: do some gestures in books, films or television. Just do the gestures and the others will try to guess. Make sure that they all know about the movie, book or television character that you choose to act as.
- 10. Play Status: a child will count till ten (10), and while the child is counting the others will walk to the child. When the child looks back, try to catch the child that walks forward.
- 11. Play Statue: a child will try to catch their friend. When their friend does not want to be caught then they should say "stop, freeze and mood." They may move again once their friends come and hold their hands or feet.
- 12. Play Hide and Seek

- 13. Play catch
- 14. Playing the alphabet game: a child will pick a category (e.g. animals) and the others will start naming the children in order of the alphabet. For example, the first person will start with the letter A, the second person with the letter B and so on... The group that wins will pick another category. For younger children, they just need to name it in order of the letters, they do not need to introduce the categories.
- 15. Playing Marbles: if there are no marbles, you may use pebbles/small rocks. Who can take out the marbles or pebbles/small rock from the circle using their own marbles and pebbles/small rock
- 16. Origami: create/fold the paper into planes, hats, boats, little dolls, etc.
- 17. Playing Tic-tac-toe: create a 3X3 square in a piece of paper. A person could be "X" and the other could be "O." Whoever is successful in putting their symbol in succession will win.
- 18. Play Word search: Create a box that has horizontal, vertical and diagonal words. When they find a word, assemble it into a circle.
- 19. Playing 5 questions: write down 5 questions: what is your favorite food? What is your favorite book? Each person needs to answer one question, when all of the five questions are answered, ask another child to come up with another question.
- 20. Play cards, play boardgames, or dominoes
- 21. Make art and creative projects: activities that are not meant to be done with people who are feeling sick because the games involve close contact between the players.
- 22. Guessing the person game: give a word to guess a family member or a friend. Ask the children to guess who it is. If they are wrong, give another word to describe the person. Continue until they guess the person.
- 23. Playing Pictionary: Create a list at the top of the paper. Divide the members into groups, Make gestures (mime) and do not use your voice. Give the other group a few minutes to guess, if the group makes a wrong guess, give the chance to another group to make their guess. Repeat it 6 times, the group that makes a lot of right guesses will win.
- 24. Assemble the puzzle
- 25. Walk
- 26. Meditation

INTEGRATE NON-COMPETITIVE SPORTS: Inclusive, non-competitive (everyone wins, does not exclude or no exclusion) in the game

- 1. Play football
- 2. Volleyball
- 3. Badminton
- 4. Basketball for children
- 5. Rugby for children
- 6. Racing for children
- 7. Pingpong for children
- 8. Throw and Catch the ball
- 9. Walk/run
- 10. Dodgeball

Breathing and Grounding exercise

Resilience in grounding and breathing exercises: Worksheet Annex 1

BREATHING EXERCISE

1. BREATHE IN CONCENTRATING ON THE STOMACH

Put one hand on your stomach and another on your chest, calmly breathe and and breathe out, breathe in slowly from your nose and breathe out slowly from your mouth, and observe our breathing.

If we want to be successful in breathing, it means that we are putting our hands on our stomach when breathing in our stomach rises, and when we breathe out our stomach goes down.

Breathe in slowly from our nose – our lungs feel completed with breath, from our stomach we hold our breath a little bit and breathe out with our mouth

Breathe in deeply and slowly breathe out, when relaxed because of the full breath, and breathe out slowly

Try to breathe out your breath a little bit longer than breathing in

We will do this for a few minutes

- Breathe in deeply
- Hold your breath a little bit
- Slowly and calmly breathe out
- Repeat this ten times (10x)

Very good, this is the breathing exercise for your stomach

BREATHING EXERCISE 4-4-4-4

Sit calmly, close your eyes, breathe in deeply and breathe out slowly. We use this to draw breathe to our stomach

The usual idea is to be aware of our breathing, hold our breath gradually, and are able to draw breath

Now let's do it together

- Breathe in 2-3-4
- Hold 2-3-4
- Breathe out 2-3-4
- Pause-2-3-4

We repeat this cycle ten times (10x)

Use this exercise for a few minutes twice a day, to receive the long term benefit.

3. BREATHE 4-7-8

First breathe out from your mouth

Now breathe in slowly from the nose, hold and count until 4, hold the breath and count till 7

Then breathe out from the mouth and count until eight (8), now let's do it together three times (3)

- 1. Breathe out all of the air from our stomach
- 2. Breathe in-2-3-4
- 3. Hold the breath-2-3-4-5-6-7

- 4. Breathe out-2-3-4-5-6-7-8
- 5. Repeat it ten times (10x)

How do you feel? Do you feel calm and relaxed? What about this calmness and where do you feel it?

GROUNDING EXERCISE

- 1. Exercise 5,4,3,2,1:
 - Carefully describe five things (5) that you see; for example: a bottle, plastic with a red line on the top of the bottle
 - Describe four things (4) that you hear; for example: "I hear the sound of wild birds"
 - Describe three things (3) that you feel; for example: "I feel that something is inside the shoes that I'm wearing."
 - Describe two things (2) that you smell: "I can smell fire... the sea..."
 - Describe one thing (1) that you can say with your mouth
 - Now you know why the exercise is called 54321!
- 2. STAND FIRMLY (BREATHING EXERCISE WHILE STANDING)
 - Stand firmly, plant your feet on the ground and feel as if it's a root of a tree, you feel strong as a tree.
 - Ensure that you are standing firmly and solid
 - Put your hand on top of your stomach
 - Lower your feet a little bit
 - Breathe in, slowly lift your hands and slowly lift your feet
 - Breathe out slowly and bring your hand to the top of your stomach, and relax your feet
 - Calmly repeat this movement five times (5)
- 3. STAND STRONG (Strengthening our hearts)
 - Stand and observe the way you stand. Feel the way your feet stands firmly like the root of a tree, and feel strong as a tree

- Ensure that you are standing firm and solid
- Put your hand to your chest
- Breathe in deeply three times and breathe out
- Lift your right hand to the side and breathe out, put your left hand on your heart. Repeat this movement slowly five times (5X), 1-2-3-4-5

4. Stand strong like a tree

- Stand well, plant your feet on the ground and feel as if it's a root of a tree, you feel strong as a tree
- Ensure that you are standing firmly and solid
- Let both of your hands relax
- Breathe in deeply three times and breathe out
- Make sure both your left and right feet are touching each other in the shape of triangle
- Stand strong as a tree and stand with only your left feet, and breathe in deeply three times (3X)
 and be focus
- Lower your right feet and breathe in deeply three times (3X) and breathe out from your mouth slowly
- Now breathe in three times (3X)
- Please link your left and right foot together forming a triangle
- Try to stand still as a tree, and stand with just your right feet, breathe in three times (3X) and be focus
- Lower your left feet and breathe in three times (3X0 deeply. Breathe out from your mouth slowly.
- Now breathe in three times (3X)

5. EXERCISE TO CALM YOUR BODY

- Stand with eyes closed and relax
- Move your shoulders slowly up and down

- Slowly move your head and turn (for the people experience issues with their head must do this slowly) turning it into one direction and then change it to another direction
- Move your shoulders once again now move it from the front to the back, and slowly up and down, from the front to the back
- Start to turn your head once again slowly
- Slowly move your body from one side to the other, do not force your body, move slowly, make your back straight and feel comfortable
- Move your toes up and down, lift your feet up and move it up and down, repeat with the other toe, and repeat it again.
- Move your hand slowly in a circular movement for a few minutes
- Breathe in slowly and deeply and sit. Repeat this ten times (10X), breathe in from your nose and breathe out from your mouth, sit properly
- Move your shoulders then move your head, shake your hands and move your feet, and open your eyes, breathe slowly and deeply. What do you feel?

REGULATE THE EMOTIONS

Ten ways (10) to support the identification

- 1. Inform and label your feeling to the children
- 2. Help the children on how to label their feelings
- 3. Support the children to share their feelings willingly
- 4. Use reflective and active listening when talking with the children about their experiences
- 5. Show interest and curiosity in the children's internal experience, ask them everyday how they feel?
- 6. Observe the children's behavior and help them to feel connected, safe and happy
- 7. Acknowledge emotions in the context of specific experiences (for example: "I notice that you are very happy when you were walking down here")
- 8. Normalize effective experience (for example: "I believe that all children are sand when something like this happens")

- 9. Help the children to know people's different emotional expression, compared to someone that you and the children know
- 10. Support the children to feel like doing detective work on themselves, and to others. For example: What makes you think Jimmy is angry?

Annex 2:

Terms of Reference for the Supervisor, Coordinators, Team Leaders, Volunteers, and Assistants

Profile	Responsibility
Supervision from MSSI	 Supervise the daily activities in the Child Friendly Spaces Inform the volunteers about the work network Ensure that the volunteers know about the protection standards; know about the communication between the volunteers and team leaders, and the team leaders must know about the activities Coordinate with the child protection team members, support the regular activities every Friday Report the issues related to child protection to the child protection manager/officer Develop and ensure there is an effective working link in the camps or for other emergency support Work together with the community and the camp manager to take action on the issues relevant with child protection Ensure that the referral system (Health, education, psychosocial, security, food, etc) are appropriately identified; Advocate when necessary to ensure that the activities from international and local support are responsible by the camp manager to respond to the emergency conditions and are still related to the Child Friendly Spaces. Observe and do screening for the necessities and gaps in the Child Friendly Spaces
Coordinator	Responsibility
Become a professional in the social area and possibly in the psychological area as well, with the experience in the area of child protection, and managing groups that are working with children The coordinator represents the institutions that partnered with	 Prepare the evaluation for the children in the evacuation center. Annex 0 Plan and determine the activities for their volunteers and assistants Do weekly evaluation about the impact of the program Accompany the children that are affected by the crisis event and ensure that it is adequate Systemize the lessons learned, and describe the success stories through weekly presentations

Profile	Responsibility
the Child Friendly Spaces (CFS), including the institutions that provide child protection assistance	 Recruit and train volunteers, and coordinate with the responsible institutions Coordinators participate in weekly coordination meetings Visit the base and do review of the activities
Team Leader	Responsibility
A person who is committed to child protection and have the time to support the volunteers and assistants Important to have vocational training or have done a course at the university Become a leader in the community and a person who has an experience working in an institution as an initiative	 Coordinate with leader and manager of the evacuation center, including coordinating with NGOs or agencies that are in the evacuation center Organiza activities with the volunteers Systemize and update the information about the children proportionately to the volunteers Supervise the volunteers activities during the meeting about the informations Facilitate and organize the participation of the adolescent in the group Report to the coordinator about the information that was received from the volunteers
Volunteers	Responsibility
Committed to provide protection to children, give time to support the work that are in the Child Friendly Space (CFS) Important that they have the basic trainings or trainings from an academy (knows how to read, write, have communication skills) Is committed to child protection Volunteers role/task;	 Participate in trainings Socialize the program with the team leaders Do evaluation to the boys and girls Prepare and plan the weekly activities Prepare the report for each of the activities, verbally or written Informed the coordinator and team leader the examples from any situation Guide the girls and boys that experience difficulties Every week coordinate with the leader, parents and manager responsible in the evacuation center and in the community. Punctuality and responsible for achieving the quality of the activities in the CFS Organize CFS activities to support and help the assistants of the evacuation center Update the information about the boys and girls systematically

Profile	Responsibility
	 Volunteers collect the messages or words from the monitoring and evaluation with the children Facilitate and organize the adolescents' participation in the family and supporting the community groups Report the informations that they receive from the children and assistants in each of the evacuation center to the coordinator, verbally present or through narrative writing
Assistants	Responsibility
An individual who is from the age of 16 till 18, they come from the evacuation center, have completed their high school, and have the desire to help and support the children and adolescents that are affected by the crisis event	Tasks: Attend trainings when requested by the volunteers Support and implement the CFS activities every day by meeting with the volunteers in the morning Meet and listen to the parents, including inviting the children and making sure that both females and males are involved in the activities equally Attentive and diagnose the necessities of the girls and boys Plan the weekly activities Communicate and refer the situation first to the volunteers or to the leader of the evacuation center Guide the boys and girls that are experiencing difficulties

Annex 3:

Referral Pathway -12123 Hotline

• Worry	Please help calm them: deeply breathe in (relaxation technique) and do it with them, ensure that they are safe If the child worries every day and unable to think clearly, could not concentrate well, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
Confusions or uncertainty	After calming them down, offer them the information that you have and link them to the existing referral pathways.
Extreme Fear	Please help them by ensuring them (picking a safe place, remain with them, respond to their emotional needs, eye contact, give a hand, help warm them with clothes and help them to relax). • After calming them down, offer them the information that you have and link them to the existing referral pathways.
Anxiety: problems with breathing, struggle to breathe, very scared	Please calm them and help them by doing the breathing exercise with them, slowly breath in deeply and also use the relaxation technique If the child worries everyday, and unable to think clearly, unable to concentrate, difficulty in sleeping or uncomfortable, please do referral
Feel alone	Please respect their silence and help them feel safe to access to the support services If the child worries everyday, and unable to think clearly, unable to concentrate, difficulty in sleeping or uncomfortable, please do referral
Separation	Please help and ensure that they are safe, and we may help them whenever they need, if possible use the relaxation technique If the child worries everyday, and unable to think clearly, unable to concentrate, difficulty in sleeping or uncomfortable, please do referral
Difficulty Sleeping	Please help calm them so that they can share their struggles and feelings. Help them to feel safe and focus on the possible things, and ask for help. Pray for the things that we could not control, help them to think clearly. This is their self-care and self-acknowledgement, and it is very important. Sleeping is a basic

	<u> </u>
	necessity, which is why we need to learn how to calm ourselves (through breathing exercises, praying, singing, reading a book, relax and sleep) If the child worries everyday, and unable to think clearly, unable to concentrate, difficulty in sleeping or uncomfortable, please do referral
Trouble Concentrating	Please help them to focus on what they are doing. Help them create strategies on how to focus: together with them, create a list of what they do and what they remember in a paragraph from the bible. If the child worries every day and unable to think clearly, struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
Eating Problems (does not eat or eating too much, changes in their diet)	Please help regulate themselves and be aware. Remain with them when eating, and drink water when they are eating. Help them practice sports (such as walking, swimming, or playing ball), breathing before eating and after eating. Breathe in deeply. If the child worries every day and unable to think clearly, struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
Problems with being distress	Please help them to feel calm and ensure that they are safe, talk about their struggles and help them to focus on the things that they could do, and leave it to God the things that are out of their control. Help them rebuild their confidence and faith, and as the owner of their feelings. If the child worries every day and unable to think clearly, struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
• Fear	Help them to feel calm and ensure that they are safe to talk about their fears. Help them focus on the things that they can do and leave it to God the things that are out of their control. Help them rebuild their confidence and faith, and as the owner of their feelings. If the child worries every day and unable to think clearly, struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
Extreme Exhaustion	Please help them to feel calm and breathe to relax, rest, just do the easy things If the child worries every day and unable to think clearly,

	struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
Headaches	Please help them to calm down and drink water. Leave some minutes to breathe in deeply and relax, can practice it everyday If the child worries every day and unable to think clearly, struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral
Sadness	Please help them to express their feelings, let them cry, talk and do not remove them from the their emotional expression
	Please help them by respecting their emotions as a loving gesture. We are also sad because we love them. Be understanding and please respect their sadness
	Ensure that their emotions are normal and will reduce dramatically, slowly they will recuperate again
	Help them to look for coping strategies; such as praying, reading the bible, to recuperate from their lost hope and faith, empower them to care for themselves, and remain with the people that they love.
	Please do not force them to show their happiness because sadness is a process and needs time to overcome it.
	Please remember that it is not healthy to force someone to not cry. If the child worries every day and unable to think clearly, struggling to concentrate, trouble sleeping, and do not feel comfortable with their daily normal life, please do referral

REFERRAL PATHWAY - DILI:		
HOTLINE MoH Mental Health		
FREE, attention and refer, from Monday till Friday. Time 8:00AM -5:30 PM OTL		
PRADET: Mental Health & Victims of Violence.		
24 hours, everyday.	77254597	
FOKUPERS: Safe house for victims of violence 3321534/78472598		

Annex 4:

Strategies to Close the Activities

VIDEO 67 WEEK 10 ACTIVITY - Closing Activity
 https://www.youtube.com/watch?v=QuBBQIjlzQQ&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=68

CLOSING ACTIVITY if necessary it may be used at any moment:

Parents, leaders, and closing activities with the children. Everyone plays

Transitions questions and considerations

Related to the transition of the Child Friendly Spaces with a long term initiative, it is important to create a constant dialogue with the community about the plans for the child friendly spaces in the future. Discussions related to the transition or closing of the activities must start and need to consider the following things:

- 1. The child's expectations and hopes about the child friendly spaces: what makes this group of children really like the child friendly spaces, and do they want it to continue, change or stop, etc?
- 2. Community Ownership: would the community members support this long term initiative? Is this context valid?
- 3. Are there any Save the Children program/ agencies/ Government programs in that area that could continue to support the community after the emergency situation and/or after the recovery period?
- 4. Which group of children are beneficiaries from the resource club, meeting centers, or structural activities? Which group of children are more vulnerable and need structural activities as a response to their necessities?
- 5. Can the Child Friendly Spaces become an appropriate resource for the needs of the child, including other necessities outside of protection?

CLOSING ACTIVITIES WITH PARENTS AND LEADERS: EXHIBITION OF SKILLS				
PART	ACTIVITIES	METHODOLOGIES-MATERIALS		
Part one:	START	TO PREPARE FOR THE EXHIBITION/EXPO OF SKILLS TO THE FAMILY AND LEADERS: Draw, theater, sing, dance, storytelling, games and sports		
Part two:	PLAYING GAMES (1 Hour)	Inclusivity, equality and non-competitive: everyone can join; never make the children feel excluded, feel undeserving to be picked. PRESENTTHE RULESTOTHE CHILDREN: HEART CONTRACT ACTIVITY. Present the heart contract and ask the children to share their heart value and choose good behavior.		
Part three	CREATIVE ACTIVITIES	 METHODOLOGY: Joy; Curiosity, / ask about something; Learn and; Energy Breathing Exercise (Annex 2) sit comfortably, let your eyes rest or close your eyes, breathe in deeply and breathe out 		
	(1 hour).	calmly and slowly. Now lets do it together: Breathe in-2-3-4 Hold-2-3-4-5 Breathe out-2-3-4-5-6-7 Hold-2-3-4 Creative, free activity: they can choose the activity, prepare a song to sing, draw freely, free theater, and present it to each other Share their talents (sing, dance, and acting, etc) Traditional context (traditional games) Games involving both females and males. Creative, painting exercise: parents together with the children inan-aman:		
		 Parents paint and write their appreciation for their children, please involve the teachers so that they can give it to the children whose parents do not attend. 		

ACTIVITIES	METHODOLOGIES-MATERIALS
	The children paint the things that they appreciate and give it to their parents and teachers, they paint and write in their drawings and give it to their parents and teachers. Proving and Skills Exhibition/Expo
	Drawing and Skills Exhibition/Expo
Reflection (10-15 Minutes).	VOLUNTEERS: CLOSING ACTIVITIES, LEADERS CLOSETHE ACTIVITIES
WASH HANDS	Reflection: Journal entry - Write, paint and share/express: allow the children and adolescents to reflect in their journal.
	Assembly: Please ask for their opinions about the child friendly spaces in the following day, what do they like and what can be done differently, and the volunteers must take notes to share/ discuss in the mentoring session.
	Reflection (10-15 Minutes).

Annex 5:

Definition of Child Friendly Spaces¹

1. HEALTHY NON-COMPETITIVE SPORTS

Design sports program to support the children's confidence

Non-competitive sports, gender equality, safety, and positive empowerment, supportive relationships, between friends and adults. Experiences that are free, safe, equal, joyful and happy are able to end these questions.

Child Friendly Spaces offer non-competitive sports everyday or consecutively for 1 to 2
hours every day for 6 weeks. The assistants gave their time to support our volunteers
with games and at the end of the week with open activity and safety.

2. PLAY

Playing can become a natural promoter and a strength for learning and growth "that maneuver and facilitate the dominion, self-value, and developing the basic competency – including social competencies, restore hope and creativity." This can bring back the feeling of joy and all desires that are the foundations of psychosocial life.

• Child Friendly Spaces offer structured and open play consecutively for 4 hours everyday for 6 weeks. The assistants gave their time to support our volunteers with activities and at the end of the week with open activity and safety.

3. PSYCHOSOCIAL SUPPORT ACTIVITIES

Psychosocial support involves caring and many other interventions. This includes care and support from the caregivers, family members, friends, neighbors, teachers, doctors, and members of the community everyday. Why do we need psychosocial activities? Usually a crisis disturbs someone's life in many different ways. Psychosocial activities can support the children and their family's resilience: a person who is close and significant to us, controlling their own life and future, safety, hope and initiative, worth, infraestructura and social institution, and access to all assistance.

Child Friendly Spaces offer psychosocial activities consecutively for 1 hour everyday
for 6 weeks, with tools such as breathing exercises, grounding exercises (psychology
technique used to face the symptoms of trauma), and express it through art, dance,
music, feelings and how to face the difficult situations. Learn to appreciate, and to feel
safe, accept the emotion that happens. The assistants gave their time to support the
volunteers.

https://childfriendlycities.org/

4. REFERRAL PATHWAY

The time that we do our work with the young people is not enough, and they need to be bigger than what we have to offer. In these situations, it is critical for us to help them to receive the assistance that they need. One way to ensure that you know the children's necessity is to sort it early, then do a regular revision to the sorting results.

 A strong referral system was created this week with the support from UNICEF-MSSI and the Ministry of Health (Mental Health Department). The volunteers have presented the referral pathway to the leaders, assistants, families that are in the Child Friendly Spaces (CFS).

5. Trainings and continue support for the trainers

It is very important to know that the volunteers who are supporting the children also need support, and have a space for them to face their feelings. Working with the population in these circumstances can bring high stress, exhaustion, and generally heavy difficulties. Must give attention to the training necessities of the volunteers; provide the opportunity for developing their knowledge and skills.

 The volunteers receive 2 day training and are accompanied with 5 weekly training sessions. They will also receive more support to become the trainer for Child Friendly Space in a short time when possible. In the future the volunteers are prepared with their knowledge and skills to help the vulnerable community

6. Support for the activation of primary caregivers

Child Friendly Space in the appropriate place, creatively include the caregivers in the program. This allows the integration and support of the children through their families. The next step is to guide the families about the best way to support their child's mental health.

Every week the volunteers involve the members of the family and the leaders in the
activities to support and learn from the Child Friendly Spaces. The families have the
knowledge about the children's stress, and how to face it. Knowing about the referral
pathway and the importance of using play and being happy to help the children face the
natural disaster.

CHILD FRIENDLY SPACES SUPPORT FOR THE CHILDREN PROVIDES MAXIMUM SAFETY BASED ON THE COVID-19 PROTOCOL, AND THE VOLUNTEERS WORK TOGETHER BRAVELY AND ARE VERY SUPPORTIVE. IN DIFFICULT CIRCUMSTANCES, THEY CONTINUE TO GIVE SUPPORT TO THE VULNERABLE FAMILY IN DILI. WE ARE PROUD.

All of these steps are FIRST steps and it is THE MOST FUNDAMENTAL SUPPORT FOR CHILDREN AFTER EXPERIENCING TRAUMATIC EVENT, and to give support to this strategy, means giving support for the principles. DO NO HARM, INTER AGENCY GUIDE FROM COMMITTEE IASC

Annex 6:

Children's Rights: Book

VIDEO 62, 63, 64, 65: ANNEX 6 – CHILDREN'S RIGHTS
 https://www.youtube.com/watch?v=qJgNHjeGfEY&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=63

Annex 7:

Child Protection and GBV

1. The Perception of Younger Children²

30 Minutes

Materials: Flipchart, markers, tape, computer, projector, PowerPoint Page 3

Manual/handout: none

Preparation:

- Prepare three flipcharts with the following information:
 - 1. The children in the community are now:
 - In your community, what words do the adults use to describe the children (descriptive, positive no negative)?
 - 2. The celebration of the development of the children and adolescentes are:
 - In which developmental phase (stage) of the children and aodlescents that your community celebrates?
 - How is each phase (stage) celebrated?
 - 3. Transitions from children to adult:
 - When are children considered as grown? Based on Law? Based on culture?
 - Bainhira mak komunidade sira hein atu labarik sira iha atitude sai hanesan ema boot?
 - What ceremony is related to the changes of children into adults?
- Organize the room so that the participants may work together in three tables. Put the markers on the table for each person to use.
- Put up the computer and projector to show the PowerPoint Page 3.

Learning Results:

- 1. Participants may describe how their community view the children in the cultural context and the different celebrations and rituals for the children.
- 2. The participants may discuss in a small group about the differences and diverse practices in the culture of how children are raised.
- 3. The participants may clarify the community and their preconceptions and perceptions about the children in order to provide a better work for the children.

² Atividade adopta husi hamahan labarik seguru – formasaun kona-ba elementu protesaun labarik

Notes for the facilitators:

Introduce the exercise by explaining about the importance of social workers or caregivers to understand the cultural context from the children that live in the community in order to provide the service appropriately.

Explain that the culture affects our experiences, and how we respond or react to these experiences. The ways we respond to the problems that affect the children that are influenced by the different cultural norms that we experience. Remind the participants about the diversities that the children and their family have, such as religious belief, language, matrilineal and patrilineal culture. All of these things impact the children's behavior. The experiences of the children also differ between boys and girls, children who come from different economies and different status. This exercise is designed to dig deep into the cultural key issues that impacts the children's life

Group Discussion

Divide the participants into three groups and remind them to think about the children's diversity.

Give the group the flip chart that has been prepared (The children in the community now; The celebration of the development of the children and adolescents; Transitions from children to adult). These three or two groups will discuss for 10 minutes and list their answers below the title on the flipchart.

Ask each group to briefly present the contents in their flipchart, and ask if the other groups have more ideas that they want to add into their work.

Then after the groups presentation and short discussion, show the PowerPoint Page 3 and lead the discussion based on the following questions:

- Are these words below negative or positive?
- What are the suggestions about the community's belief in children?
- Do the children make decisions for themselves (or their life)?
- How were the different answers based on gender and religion?

Why is it important to consider the community's definition and celebration of the children in your role as a social worker?

Summarize the perceptions mentioned above, especially those that are negative, discriminatory towards children or from one group to another are called biases. Culture practices that we learn from time to time influence our perception about an issue, including children and the gender differences. Therefore, each of us always holds onto a wrong preconception. It is very important as a social worker to clarify our preconceptions, our perceptions of the children, about gender diversity, and other status to see the impact of the preconceptions in the children's life, and try to deviate ourselves from these preconceptions, in order to provide the appropriate and just services to the children based on their rights and needs.

2. Understanding child abuse and how to respond to any disclosure 1 Hour

Materials: Scissors, power point

Manual/handouts: Basic terms of child abuse and exploitation, and sexual abuse and its definition handout. Examples and signs of child abuse information handout

Preparation:

1.2.1. Key Terms

- 1. print out two copies of the basic terms of child abuse and exploitation, and sexual abuse and its definition handout for the two groups
 - Cut the key terms from the defintions
 - Put together the key terms into one packet and put together the definitions into one packet (each group will receive 2 packets one key terms and one definition packet that are all scrambled).
- 2. Print out the case study handout
- 3. Print out the examples and signs of child abuse information handout

Learning Results:

- Participants may define the key terms related to child abuse and exploitation and sexual abuse.
- · Participants will discuss and identify the signs of abuse as risks that children may face

Notes for the facilitators:

Explain to the participants that we have clarified our preconceptions. Now we will see the risks that may happen to the children due to the wrong preconceptions and influence the power that an individual or a group use against the children and vulnerable adults. The risks include different abuses to children and exploitations and sexual abuse to vulnerable people.

The objective of this activity is that the participants will be aware about the different risks that may happen to the children, therefore how can we prevent these behaviors that cause risks to the children, able to identify the children who are at risk and can respond when a child tells them about their risks.

Present the PowerPoint slide 7 the following definition of violence.

Violence means "with intention **using physical force or power, threats** against children from an individual or a group, this results in putting the children's life at a <u>high risk for health</u>, survival, dignity or development of the children."

"World Report on Health and Violence (2002).

NOTE: If there is enough time, you may finish both activities – the game of pairing the key terms and the case studies. If there is not enough time between the two activities to do.

2.1. Key Terms

Pairing the key terms with the definition game

15 Minutes

Divide the participants into two groups by counting 1 and 2, or using other methods of dividing the group into two.

- 1. Divide the key term and definition packets to ech group;
- 2. Ask both groups to read the key term of child abuse and exploitation and sexual abuse, and read the definition packet;
- 3. Pair the key terms with its definition

The group that finishes first will win and present. Both groups make sure that their answers are paired, if there are differences, discuss where the differences are (you may prepare a small gift to give to the participants who made all of the correct pairings).

Facilitator presents PowerPoint slide 9 -11 as a summary for these following definitions. If there is not enough time, just present slide 11. Slide 9-10 can be distributed as handouts.

- Violence: intentionally use force or physical power against the children which currently or potentially
 resulted in suffering. It may be physically, emotionally or sexually.
- Abuse: all forms of physical and/or emotional mistreatment, sexual abuse, negligence, abandonment, commercial or other exploitations that resulted in current and potential suffering to the children's health, survival, development or worth.
- Exploitation: using the children for the advantages of other people's gratification, or profit.
- **Negligence**: lack of attention or omission of the caregiver (the one responsible for the children) to provide to the development of a child. It may be physical or emotional negligence.
- Sexual Abuse: forcibly with sexual intention such as touching the body or touching a child or an
 individual's body, forcing a child or an individual to look at pornography, forced to exchange sexual
 intercourse with money or goods, trafficking for sexual purposes, ect.
- **Sexual Exploitation**: that the abuse of vulnerable position, different power or beliefs from an individual with a sexual intention, including but not limited to, gaining monetary profit, social and political profit from sexual exploitation."

• **Sexual Harrasment**: Sexual harrasment are proihibited behavior against another staff or in relation to work."

Differences between abuse and violence is that Abuse means inappropriate treatment to an entity such as a child or a vulnerable person. Often by getting some kind of benefit that is inappropriate; violence means using physical force with the intention to cause danger, possibly resulting in injuries or death.

Explain that child abuse and exploitgation and sexual abuse are complex terms:

- Some opinions are subjective an action may be considered as abuse to a person but to another it is not.
- Sometimes it challenges some of our belief, i.e. people who work in the church will not abuse children, paents do not commit sexual abuse, people working in charity organizations will not abuse children
- We use our own personal experience, values and attitudes when making decisions or talking about abusive behaviors.

Which is why, it is very important for children's social workers to understand and be aware (have one understanding and awareness) about the key terms of child abuse and exploitation and sexual abuse and its different types, theri signs and behaviors that should and should not do. In order to prevent themselves from committing behaviors that are characterized as abusive, and to identify the abuse in order to provide support.

Group Discussion Case Study

20 Minutes

The objective of this activity is for the participants to identify the types of abuse, recognize the signs from different abuses.

Participants will still be in the same group. Distribute the case study to both groups. Ask each group to spend 5 minutes reading the case study.

Case Study

Nina is a girl aged 9 in the Child Friendly Space. Recently their house has been affected by the flooding. She has 6 younger siblings and one is a newborn. Nina is a very smart child and likes Biology. She always has good scores in Biology compared to other subjects. Nina also has a big responsibility in her house. She helps her mother take care of her siblings, filling the water, cooking, and washing her newborn sibling's clothes. One day Nina woke up in the middle of the night to do her math homework. This subject is very hard for Nina, and she needs to spend a lot of time on it. In the morning Nina woke up late, she did not wash her baby sibling's clothes or make breakfast before leaving for school. Arriving at school, Nina received punishment by kneeling under the hot sun because she was late for school and some of her homework is wrong, and she received insults from her teacher saying that she is stupid. When she arrived at home, her father was very angry and called her a lazy girl, waking up late and not responsible.

In the child friendly space, Nina was not able to do some of the activities well because her knees are all purple and injured, and there was an old injury on her leg that seems to be untreated.

In another place, Nina's friend's Rita from the Child Friendly Space seems to change her behavior. Rita was a very active child, always contributing her ideas in different activities, and likes to write poetry. Rita was no longer active as usual, she looks unwell, does not talk much. Voluntariu A thought Rita was sad because Nina was not able to do some of the activities with her. Rita said that she is indeed sad, but she is also scared to go back home. She said that her uncle just recently came back from his school holiday abroad. Yesterday, her uncle showed images of people not wearing anything to her, and he played with Rita's younger brother's private area (penis). Rita had told her mother, but her mother does not believe her because her uncle is going to school to become a priest and maybe sometimes her uncle was just playing with her younger brother. Rita's uncle had also said that Rita is making up the story. After hearing the information Volunteer A was surprised because he also knows Rita's uncle. They are friends from school. Rita's uncle is also a volunteer, in the following days he will come to help the volunteers in the Child Friendly Space and to also do a small video about their activities.

Group 1:

- 1. Identify the strong points that Nina and Rita have?
- 2. What are the signs of each type of abuse?

Group 2

- 1. Discuss the impacts that may happen:
 - the child victim;
 - abuser/suspect of the abuse (if Rita's uncle is also the volunteer of the Child Friendly Spaces)
 - Organization

Group presents their discussion. Other groups may provide ideas.

Facilitator presents slide 12 – 16, summarizing types of abuse, examples and signs (briefly present to confirm the participant's answers). If there is not enough time, distribute the handout to the participants as homework for them to read.

2.2. Contributing factor to child abuse, exploitation and sexual abuse.

Ask the participants why this abuse happens to children and vulnerable people?

Because the root of child abuse and exploitation and sexual abuse comes from power without balance and discrimination against children and women in the society. This is an infleunce from preconceptions from traditional practices that are dangerous and discriminatory such as the exercise that we have done previously about the perception about children.

Preconceptions such as gender stereotypes, discriminative opinions, feelings of superiority, authoritative, and no transparency causes child abuse and exploitation and sexual abuse.

This question is to see how participants can link the first exercise about perceptions about children and understand how preconceptions and different discriminative opinions cause abuse and violence towards children and vulnerable people.

Show the powerpoint slide 18 and 19. Explain that the root of violence comes from the factors of wrong preconceptions, which discriminate against women and children, and when there is no power balance between women and men.

These factors are divided to:

- Gender Stereotypes: Preconceptions about characteristics or expectations of the society which divides, men should have these behaviors, and women should have these behaviors. Men can do this, and women can do that. Gender stereotypes are not negative or positive, but it becomes a problem when it violates an individual's human rights and limits a woman or a man to develop their ability, and achieve their life vision. i.e. a man has a talent in cookinf and he likes to cook, but society insults him and calling him gay, and he receives discrimination to even develop his talents; thinking that only women have the responsability to take care of children and cooking, therefore men think that they have the right to hit their wives when food was not prepared. (women do everything, men can sit and tell stories with their friends)I men think that they have the right to force their wives to have sexual intercourse when their wives does not want to, even though their wives are human like them.
- **Discriminative thoughts and opinions:** wrong preconceptions or opinions that some groups of people does not have the right as other human. Discriminations based on age, gender, race, religion, sexual orientation. Barriers to people who are small, big, women, men to enjoy all their human rights. I.e. Gender discrimination becomes a barried for a women and a men; adults thinking that children has no opinion, people who are in the minority group could not enjoy their right, such as to express their love to members of the LGBTQIA+ community, ect...
- The Feeling of Superiority: some people feel more important, or having more power. Such as adults to children, men to women, people in the majority group to the minority group, and that they are able to do anything to people that they see as small.
- Authoritarian: because one person has the power and authority, they may think that they can do
 anything that they want, they do not consider other people's feelings, worries or thoughts. I.e. They
 want one of their staff to accompany them to eat dinner at night or do a private work, the staff must
 follow, if not they will give a bad performance review.
- No Transparency: Lack of transparency and accountability, no seriousness in the organization's
 policies and implementation of the process to solve a case related to discriminative behaviors,
 violence and harrassments will contirbute to the growth of different abuses including sexual abuse.
- These thing causes adults, parents, teachers, volunteers to abuse the children, violence against children and women including sexual abuse.

Materials: Scissors

Manual/handouts: What SHOULD DO AND SHOULD NOT DO when talking with children handout

Preparation: What SHOULD DO AND SHOULD NOT DO when talking with children handout

Learning Results:

- Participants are able to define child protection and its differences with child abuse;
- Participants understand about the Child Safeguarding and Prevention and Sexual Exploitation and Child Abuse policy;
- Participants know how to prevent abusive behaviors from themselves and from others;
- Participants can respond to the disclosure of child abuse and vulnerable people

Notes for the facilitators

Explain that we have reflected on the perception of children from the community and ourselves, we know about the factors that are roots of the different abuses that can occur to children and vulnerable people; We can identify what are the abuses, the signs and its impact to the children, organization, witness and the abuser.

Now we will see how to prevent and protect children. Present slide 21 - 26.

Child Protection means **PREVENT AND RESPOND TO** violence, abuse, exploitation, negligence made towards childrens with or without intention.

Organizations and individual including volunteers, contractors have the role to prevent and respond to child abuse.

Prevent:

Organization can prevent through establishing *Child Safeguarding and Prevention of Abuse, Sexual Exploitation Policies (CS and PSEA)*. A policy based in the internal system, practices and measures that UNICEF have set *to limit the risks or dangers*, exploitations, mistreatments that affects the development of a child *by staff and associates* in their daily work (prevention), and respond adequately when danger, abuse, exploitation, mistreatment or health disability and development happens (response).

Following the policy, organizations ensure that everyone who comes into work in UNICEF's program does not have bad behavior and are free of past crimes. Therefore during the recruitments of staff and associates, Unicef will verify their good behavior and ask for information from a reference.

This policy comes with a code of conduct that guides people's behavior. In addition, the organization also provides training to all partners.

This policy has also established the report mechanism, investigation process and penalty/sanction.

- Comply with the Child Safeguarding Policy and PSEA
- Identify their bias/preconceptions that are discriminative towards gender, power, authoritative towards children and women, and change our preconceptions to be aware of the humans rights;
- Change the norms that accept gender based violence and violence against children.

 i.e. do not accept any kind of abuse, do not discipline with violence, give girls and boys time to access the same opportunity, appreciate men who want to do housework, appreciate women who want to be involved in activities that are for men.

Child Safeguarding Policy and PSEA has a difference:

These two policies have differences and similarities. Child Safeguarding ensures that UNICEF's employees, associates, programs and operations does not commit any kind of abuse towards children (physical abuse, emotional abuse, sexual abuse). Whereas PSEA, ensures that UNICEF's employees, associates, programs and operations are safe and does not commit abuse, exploitation and sexual harrassment to vulnerable adults. Child Safeguarding covers the all of the differents types of abuses, PSEA just covers abuse, exploitation and sexual harrassment to vulnerable adults.

The principles of this policies are:

- Zero tolerance: there are no reasons and justifications when committed, there are immediate consequences and do not look at the reason.
- Do not harm: behaviors and activities that does not cause risks; i.e. evaluate the activity to avoid getting risks, do not distribute/share the children's photo without consent, etc
- No discriminations: ensure that everyone does not view gender, race, belief, sexual orientation, and have the same opportunity.
- Centers in Protection: Focus on Protection
- Accountability for protection
- Confidentiality, safety
- The best interest of the children and vulnerable adults: all decisions that are made should be taken into account, consider listening to children and the vulnerable adults and consider their desires in every possible decision or making them understand when other decisions are taken.

Individual – employees and associates are prevented by:

- Complying with the Child Safeguarding Policy and PSEA
- Identify their bias/preconceptions that are discriminative towards gender, power, authoritative towards children and women, and change our preconceptions to be aware of the humans rights;
- Change the norms that accept gender based violence and violence against children.
- i.e. do not accept any kind of abuse, do not discipline with violence, give girls and boys time to access the same opportunity, appreciate men who want to do housework, and appreciate women who want to be involved in activities that are for men.

Group Discussion

Continue with the groups that have been previously formed. The objective of this activity is for the participants to reflect on what the survivors and witnesses of the actions can do to prevent child abuse and the abuse of vulnerable people.

Questions:

Group 1:

1. What can the survivors do when faced with inappropriate behaviors (sexual abuse or physical abuse or emotional abuse)

Group 2:

2. What can the witnesses do when they witness these actions happening in front of them?

Present slide 28 - 29.

When someone commits an inappropriate behavior or makes another person uncomfortable, there are different ways to stop it. Some of the ways are:

Survivors can:

- 1. Say what you feel in words when someone commits an inappropriate behavior.
 - i.e. I THINK this behavior IS NOT APPROPRIATE (when experiencing people saying bad words, touching our body and made us uncomfortable)

I FEEL	from this behavior and words	
I DON'T WANT TO	LWANT YOUTO	

Witness can:

- 1. DIRECT: if someone is telling offensive stories, the witness can directly say "this is not funny; it is not appropriate."
- 2. DISTRACTION (if the action is currently happening): make a sound that can divert people's concentration (tapping the Wall, making the pen fall, switching the light on and off; say "leave them alone, this behavior is not good"...)
- 3. DELEGATE: Inform the supervisor or human resources/ make an anonymous
- 4. AFTER: try to talk with the victim after, say that you have seen what happened and offer your help/support.

Important: DO NOT gossip or bring words about the victim to other people!!!!

How to respond?

Organizations:

- Have an established reporting mechanism or reporting of cases through mental health hotline 12123;
- List the oficial Child Protection number to receive support
- Have the list of referral numbers from partners to refer the victims to receive the appropriate assistance.
- Children and parents can also call to talk with the head of UNICEF's Mission or Unicef's program
 officer.
- Do an investigation and give a deep sanction to the abuser/perpetrator.
- Ensure that the survivors receive all of the appropriate support.

Employees and Associates

- Have an established reporting mechanism or reporting of cases through mental health hotline 12123:
- List the oficial Child Protection number to receive support
- Have the list of referral numbers from partners to refer the victims to receive the appropriate assistance.
- Children and parents can also call to talk with the head of UNICEF's Mission or Unicef's program
 officer.
- Do an investigation and give a deep sanction to the abuser/perpetrator.
- Ensure that the survivors receive all of the appropriate support.
- When knowing that a friend commits an abuse, immediately call it to attention to prevent it from happening.
- Report the misconduct of the abuser/perpetrator to the supervisor or to the head of UNICEF's Mission, UNICFE's program officer, Ba Futuru's Program officer.
- When reporting the abuser/perpetrator, provide the following information:
 - Volunteer/individual's full name
 - Place the activity was held at
 - The misconduct that was committed: to who, at what date.

Distribute the SHOULD DO and SHOULD NOT DO handout when receiving information about child abuse. If there is still time everyone can go through the handout together.

Simulation on how to speak with a child when the child sayd that they are abused:

Simulation on how to speak with a child that said they are abused:

- Group 1:
 - Simulation about how Volunteers talk to Nina who shares her concerns.
- Group 2:
 - Simulation about how Volunteers talk to Rita who shares her concerns?

Challenges and solutions related to reporting cases

Group Discussions:

Group A: what generally prevents colleagues from reporting what they see or suspect their friends of committing child abuse?

Group B: what prevents a child from speaking out that they have received abuse or violence from their social care workers or an employee?

Then the participants will share their answers, ask them to exchange their flipchart. The Group that did exercise A, now receives Group B's work. Each group will look for the solution to solve these barriers. So that the children and parents can be comfortable sharing their thoughts.

Finally, sign the Code of Conduct if not yet.

Kódigu Konduta Salvaguarda Labarik no Prevensaun Abuzu Seksuál, Esplorasaun no Asédiu Seksuál

Hanesan Asosiadu organizasaun ba UNICEF Timor-Leste, voluntáriu ka membru organizasaun

program UNICEF:

Ha'u sei:

- Conduct myself in a manner that is consistent with the values of UNICEF and the UN Convention on the Rights of the Child (CRC), the UN Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and all other UN Conventions and protocols.
 - Halo tuir maneira ne'ebé konsistente ho valores UNICEF nian no Konvensaun Nasoens Unidas nian kona-ba direitus labarik nian (CRC), Konvensaun Nasoens Unidas nian kona-ba eliminasaun kontra feto (CEDAW) no Nasoens Unidas nia Konvensaun sira seluk no protokolu sira.
- Treat all stakeholders (including children and vulnerable populations) with respect regardless of their race, colour, gender, language, religion, tribe, opinions, nationality, ethnicity, sosiál origin, property, disability or other status.
 - Trata parte interesadas hotu-hotu (inklui labarik sira no populasaun vulneravel sira) ho respeitu sira nia rasa, kór, jéneru, lian, relijiaun, tribu, opiniaun, nasionalidade, orijen sosiál, propriedade, defiiénsia no estatus sira seluk.
- Not use language or behaviour towards children or adults that is inappropriate, harassing, abusive, sexually provocative, humiliating, demeaning or culturally inappropriate. La uza linguajen ka komportamentu ne'ebé la serve hasoru labarik ka adultu sira, hanesan, ofensivu, abuzu, provoka seksuálmente, umildade ka kulturalmente la serve.
- Not act in a sexually provocative manner or engage children or adult beneficiaries in any form of sexual activity, including paying for sexual services or acts, regardless of perception of age or development of a child, or consent by an adult beneficiary (since the relation with an adult beneficiary is bazed on an inherently unequal power dynamics and may undermine the credibility and integrity of UNICEF's work). La halo asaun ho maneira provokativu seksuál ka envolve labarik ka adultu benefisiárius iha kualkér forma atividade seksuál, inklui selu ba seksuál ka halo asaun seksuál, indepedentemente presepsaun idade ka dezenvolvimentu ba labarik ida, ka konsentimentu adultu benefisiáriu ida (dezde relasaun ho benefisiáriu adultu ida bazea ba dinámika hosi poder deziguál bele estraga kredibilidade no integridade UNICEF ninia servisu
- Not visit alone the home of a child or adult beneficiary envolved or associated with UNICEF (or IP) work, or invite him/her into my home or accommodation, unless he/she is at immediate risk of injury or harm. La ba vizita mesak labarik nia uma ka envolve adultu benefisiáriu ka asosiadu ho servisu UNICEF (ka IP), ka konvida nia mai ha'u nia uma ka alojamentu, anaunsér nia iha risku imediata hosi kanek.

- Ensure, whenever possible, that another adult is present when working in proximity of a child or adult beneficiary, engaging with a child or adult beneficiary, or when finding myself un-expectantly alone with a child or a vulnerable adult in a community.
 - Asegura, bainhira de'it posivel, katak adultu seluk iha bainhira servisu besik ba labarik ida ka benefisiáriu adultu, envolve ho labarik ida ka adultu benefisiáriu, ka bainhira hetan ha'u nia an ho la espera ha'u mesak ho labarik ida ka adultu vulneravel ida iha komunidade.
- Not use sosiál media to contact or communicate with a child or adult beneficiary for purposes beyond
 my work duties, and when contacting/communicating with a child or adult beneficiary as part of my
 work duties, I will endeavour not to do so on a one-on-one or private basis. If circumstances do not
 make this possible, I will inform my supervisor of the interaction/communication and sharee the thread/
 text with him/her.
 - La usa media sosiál hodi kontaktu ka komunika ho labarik ida ka adultu benefisiáriu ba objetivu la'ós ho ha'u nia oras servisu, no bainhira kontaktu/komunika ho labaraik ida ka adultu benefisiáriu hanesan parte ho ha'u nia servisu, ha'u sei esforsu an la halo hanesan ne'e ida por ida baze individu ka privadu. Karik sirkunstánsia labele ha'u sei informa ba ha'u nia superior kona-ba interasaun/komunikasaun no fahe ameasa/testu ho nia.
- Not hold, kiss, cuddle, fondle or touch children or adult beneficiaries, in an inappropriate or culturally insensitive way.
 - La kaer, rei, kous, dudu ka book labarik sira ka adultu benefisiáriu, la adekuadu ka kulturalmente ho dalan insensitivu.
- Not physically punish or intentionally harm children in any manner.
 La kastigu fizikamente ka ho intensaun atu hakanek labarik sira ho kualkér maneira.
- Not abuse my position to withhold professional assistance or services, or give preferential treatment, gifts or payment of any kind to a child or adult beneficiary, in order to solicit or exchange any form of advantage or sexual favour.
 - La abuza ha'u nia pozisaun hodi mantein asisténsia profesionál ka servisu, ka fó tratamentu preferensiál, prezente ka pagamentu saida de'it ba labarik ida ka adultu benefisiáriu, hodi solisita ka troka kualkér forma vantajen ka Favor seksuál.
- Not provide gifts of any sort (including money or in-kind) to children, parents/caregivers, beneficiaries or any other individual associated to UNICEF's work or encountered during field visits or work.
 - La fó kualker tipu prezente (inklui osan ka sasan) ba labarik sira, inan-aman/kuidadu na'in, benefisiárius ka kualkér individu seluk asosiadu ho servisu UNICEF ka enkontradu durante vizita kampu ka servisu.
- Ensure children/young people and adult beneficiaries who are envolved in research, evaluations, data
 collection or consultations with UNICEF and partners participate in these activities voluntarily, are well
 informed of the process and have provided informed consent (in line with UNICEF's Procedures for
 Ethical Standards in Research, Evaluation, Data Collection and Analysis)
 - Garantia labarik sira/joven no adultu benefisiáriu ne'ebé envolve iha peskiza, avaliasaun, koleta data ka konsultasaun ho UNICEF no parseiru partisipa iha atividade ho voluntáriu ne'e, informa di'ak prosesu no fornese informa aprovadu (akordu ho UNICEF nia prosedimentus ba standarte étika iha peskiza, evaluasaun, koleta data no análize.

- Not consume alcohol or use any form of drugs or illegal substances when on the workplace or in any work-related context; or offer, procure, provide or encourage a child or a young person to use or consume any of these substances in any circumstance.
 - La konsumu alkol ka kualkér forma droga ka substànsia illegàl bainhira iha servisu fatin ka relevante ho kontestu servisu; ka oferese, hetan, fornese ka enkoraja labarik ka joven ida atu uza ka konsumu kualkér substánsia ne'e iha kualkér sirkunstánsia.
- Follow relevant local and national laws, customs and traditions of countries I work in or visit. In cases
 where the laws, customs or traditions contravene the CRC, CEDAW or other UN Conventions, the latter
 shall prevail.
 - Halo tuir lei lokál no nasionál, kostume no tradisaun nasaun nian ne'ebé ha'u vizita ka serbisu ba. Iha kazu ne'e iha ne'ebé lei, kostume ka kontravene tradisaun CRC, CEDAW ka Konvensaun seluk ONU nian, ikus sei manán.
- Report any suspicion, allegation or witness of child abuse or sexual abuse and exploitation of adults, any
 breaches of the global Child Safeguarding Policy or this Code of Conduct by staff, non-staff personnel
 or associates of UNICEF Timor-Leste, its partners or contractors/suppliers/vendors, in line with UNICEF
 Timor-Leste's Incident Reporting Procedures.
 - Relata kualkér suspeitu, alegasaun ka testemuña hosi abuzu labarik ka abuzu seksuál no esplorasaun seksuál adultu, kualkér violasaun polítika salvaguarda ba labarik global ka desde kódigo ne'e konduta hosi funsionáriu sira, la'ós funsionáriu ka asosiadus UNICEF Timor-Leste nian. Nia parseiru ka kontratadus/fornesedores, liña ho Prosedimentus Notifikasaun Insidente ho UNICEF Timor-Leste.
- Keep confidential all information that I am party to regarding child safeguarding or SEA cases, only
 disclosing or discussing information with those responsible for investigating incidents or other parties
 as designated by them and according to the Incident Reporting Procedures.
 - Mantein konfidensialidade informasaun hotu-hotu ne'ebé parte ho relasaun protesaun salvaguarda ba labarik ka SEA kazu, apenas divulga ka diskuti informasaun ho responsavel sira ba investigasaun insidente ka parte designada seluk hosi sira no tuir Prosedimentu Relatu Insidente.

When photographing or filming a child or adult beneficiary, or using their images, I must:

Bainhira hasai fotografia ka halo filmajen labarik ka adultu ida ka uza sira nia foto, ha'u tenki:

- Assess and endeavour to comply with local traditions or restrictions for reproducing prsonal images.
 Halo avaliasaun no hakaas an hodi kumpri ho tradisaun lokál ka restrisoens reprodusaun imajen pesoál.
- Obtain informed consent from the child and his/her guardian or parent, or from the beneficiary adult, before taking the photo or film, ensuring that they understand how the images will be used and possible repercussions (using UNICEF's Consent Form template).
 - Hetan konsentimentu informadu labarik no ninia salva guarda ka inan-aman, ka hosi adultu benefisiáriu, antes hasai foto ka halo filme, garantia katak sira komprende foto sira ne'e karik sei uza ba (uza ba modelu dokumentasaun konsentimentu UNICEF nian

- Ensure that images and associated information are honest representations of the context and facts, and are strictly relevant to the work of UNICEF.
 - Garantia katak foto sira ne'e asosiadu ho informasaun onestu representasaun hosi kontestu no faktu, no ho rigorozu levante servisu UNICEF nian.
- Ensure photographs, films, videos and DVDs present children and adult beneficiaries in a dignified and respectful manner and not in a vulnerable or submissive manner. Children and adult beneficiaries should be adequately clothed and not in poses that could be seen as sexually suggestive.
 - Garantia fotografia, filme, video no DVD apresenta labarik no adultu benefisiáriu sira dignifika no ho maneira respeitozu no la'ós maneira vulneravel. Labarik no adultu benefisiáriu sira tenki hatais ho ropa ho adekuadu no la'ós hatais hanesan konsidera seksuál sujestiva
- Ensure file labels, meta data or text descriptions do not reveal identifying information about a child when sending images electronically or publishing images in any form.
 - Garantia arsip, meta dadus ka deskrisaun testu la bele deskobre identifika informasaun kona-ba labarik ida bainhira haruka foto ho elektronikamente ka publika foto iha kualkér formatu.

l,	, acknowledge that I have read and
understand UNICEF Timor-Leste's Child Safeguarding its provisions at all times.	and PSEA Code of Conduct, and will comply with al
I understand that if I breach this Code of Conduct, the resulting in administrative or disciplinary measures, income	
Ha'u,	, rekoñese katak ha'u lee ona no
komprende UNICEF Timor-Leste nia Kódigu konduta	Salvaguarda Labarik no PSEA hodi hala'o, no sei halo
tuir ho nia abastesimentu hotu iha tempu hotu-hotu.	

Ha'u komprende katak karik ha'u kontra kódigu konduta ne'e, ne'e sei konsidera hanesan asaun hosi komportamentu ladi'ak, posivelmente rezultadu medida iha administrasaun ka dixiplinar, inklui demisaun no denunsia ba autoridade relevante sira

Annex 8:

Referral Number and Key messages for parents



COVID-19: MENSAJEN BA INAN-AMAN

Mantein kalma no jere estrese

Tau matan balita-nia an nunele Ita bele suporta ita-nia dan sira.

MANTEIN POZITIVO

- Uza latuan pozitivu na koʻalla mamor horita mia oant tamba hobitana umentanle/it itoma da-nis dan mameryozu
- Lebele uza violencia tamba bole estraga laborili nia dozenvelvimentu mental nofizikiu.
- Gabaita-nia dan bainnira niahatusu handiok dijak

HAHALOK LA-DI'AK

ida ne'e normal se taharik. hahalok la-di'ak

- Deskobre sedu ne daca itanic com no uterwaan has hana ek taxdisk ha hanatok ne est disk.
- So ita some hakarak hakilar, koko deda no speliko lata linis. Dejeoki hatan no kalma.
- Hanson ita nia oan responsabiliza bahana ok nelebe xoansio, toon disiptoa soa idaha eletet vulituduke ha illahka baku.

HAREE MÓS ITA-NIA AN

Ita la masak

Ema parak makyladaun ne'e sente. tauk ihanesan ta

Deskansa

Bailir a ita ma dan toba, haro buat ruma ne'abé halo ita-ria an kontente kakatma

Atividade minute 1 hodi ha Kalma an

- Luur no pozisaun nelebé halo ita komfortavol no taka ita nia matan.
- Suka hatene. Ago a na hanoimpozitica ka negat su? Ha sente nakvolok ka tae? Sente ha moras ka renza un uma lha tia-nia lsin?
- 3 Fekune rona cidilah ta dada no sesilis niaian ita tempu palun, rona lan sira ne'abéha da-ma kuent.
 - Denan balita-nia an, "Dilak hela, saida ce'it mak akontese, hau said liak lika".
 - Puks betere, sente the pilot ruma diferente husi at vidade ne e?
 - Estinbine the sende promou lokes itsen a materi.







COVID-19: MENSAJEN BA INAN-AMAN

Ko'alia kona-ba Moras COVID-19 ho ita-nia oan

Halo ita-nia an iha vontade atu ko'alia kona ba Moras Virus Corona (COVID-19) ho ita-nia uan.

RONA NO BUKA HATENE

Ita-nia dan hatene kona-baimoras COVID-19? Sira karik rona ora nusi fatin kalema ruma. Koko husu sira ne husik sira koja ia ho tyro.

HATAN PERGUNTA HO ONESTU

- Espika moras COVID-19 baltania dan sei kerik sita bele kemprende no sita hakarak tarene
- Dijak he alse italia hatene ma resposta. Uza oportur idade ida nele nodi aprende hamutuk hota nia dan.







SAI HEROI LA'ÓS DISKRIMINA. EMA

Konta istòria ba ita-nia can konaba oma sira ne ebè sorbisu ned hapara moras ida ne'e no fò Iaran hodi haree ema ne'ebè moras.

KRIA ATIVIDADE NE'EBÉ HALO KONTENTE BA PREVENSAUN MORAS NE'E

- Hale krananuk kar kanta kena-ba fase Iman
- Halojogu ladeje kajerdini
- Halojogu konaba distansia no'ebé seguru (metru 1.5 to'o 2)



MONITORIZA ITA-N A GAN. NIA SAÚDE

Sintoma husi moras COVID-13 inklui <u>isin-manas, me'ar, no susar</u> dada Is.

KONTAKTU NÚMERU IDA NE'E

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OBATUITA OBAS 21 LORON 7

- Hodi buka hatene informasaun kona-ba moras CCVID-19.
- 2.še kariki ta-nia membru familia ihali sintomas moras nele.









COVID-19: MENSAJEN BA INAN-AMAN

Pasa tempu kualidade ho ita-nia oan

Eskola taka hanesan tempu di'ak ida hodi halo relasaun di'ak liután hortania-con sira, inklui foin-sa'e.

KRIA RUTINA NE ENÈ ELEKSIVEL. MAIBÈ KONSISTENTE

Kria rutina bele aj ide tabadk sira cente segurci iumo a ra-nis haha okurda sei diak liu

 Kria rut ne holita-nie nan boldividade ne/občiha nie prăriu ne at vidade baitemou livre.





 In dui ezersis ui rutir altorer loron, daine'e se sijinta ne harmenus estres

FAHE TEMPU HO LABARIK. IDA-IDAK

Pasa tempu no labarik sira bele ha oliha tempu ne'ebé hanesan iha loron ida nunc'e labar kika ita inia dan toin sa'e bele netan tempu, ida ne'e.

HUSU BA ITA-NIA OAN. SAIDA MAK SIRA HAKARAK HALO

Hili maik saida mak sira hakaral-halo bele ajuda aumenta sira nianan an



Ideia ba atividade

HO BEBÉ

- Kopia na espresauni o nine ian
- Kanta ho na, halolian/m@ka nusi kanuru no sanan
- Taka subar (peek y boo) ka hatimar ho booksa
- Konta stória ee izitti ka haree tas

HO LABARIK KITIK

- Loc Ilvin, ka haree lasi
- La o halmar ba l'ur ne bes kluma
- Dansa no kanta.
- Halo serbisuluma hamutuk, halo jogus ba hamposiuma no te'in
- Ajuda sira hato trabaho para casa. (TPC)

HO FOIN-SA'E

- Koʻoʻla kona ba saldamak sira gosta; desportu, mūzika, artista, kolega
- Ezersisiu uza múzikal nejepä sira gosta

Ajuze ita me ann fein ne'n hadi dika tele kamunika nedalin he armin o kalega he diménsia nelebé segura.







LISTA NÚMERU REFERRAL IHA MUNISIPIU HOTU-HOTU NO NÚMERU IMPORTANTE SELUK



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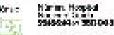




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Annex 9:

MHPSS Support for Children and Parents

Mental Health

A. What is Mental Health?

Mental Health is a condition that an individual can develop physically, mentally, spiritually and socially, in this way an individual is conscious of their own ability to deal with pressure, and are able to work productively to contribute to the community.

Taking care of our mental health is important so that we can control our feelings, using our potential to face challenges that are in our lives, in this way we are healthy, happy, creative, and has the desire to reach our dreams.

Let's find out how an adolescent can take care of their mental health? Ways to care for an adolescence's mental health is to increase their social creativity.

Examples of social creativity;

- Involved in a music group;
- Involved in a sports group;
- Involved in a painting group;
- Involved in an art group, etc.

Social Creativity consisted of conscience and empathy to the self

What is self conscience? Self conscience is the ability to know our strength and weakness, knowing what we want and what we don't want, our personality, our trust to accept our own self, in this way adolescents can know about themselves and give value to themselves.

The target for developing adolescents' psychosocial abilities are; explore and give value to ourselves, developing this competency in order to set independence and integrity.

What is empathy? Empathy is the ability to understand and set our feelings to understand someone else's problem and are able to develop their emotions.

With empathy we focus on the needs of others and our effort to help others in creating a calm environment, and give individual attention to create the feeling of friendliness.

Making Decisions and Problem Solving

Decision Making is the ability to dig deeper and develop options, understanding the feelings and values that are related to the decisions that we are about to make in order to set priority to choose the right path. The target of developing psychosocial competency is for the adolescents to make the right decision, to weigh on the impact and the consequences of the decisions that are made, and to prioritize choosing the right path for the dilemmatic intervention that happens in their everyday lives.

Problem solving is the ability to analyze the problems and relate it to issues that are relevant with the problema, then find the solution for it.

Develop plans to reach the goal through knowing the situation/problema, set the target, plan and coordinate the activity, and increase the intensity to reach the target, set a priority and utilize your potential.

Critical Thinking and Creative

To resolve problems and make decisions, one must think critically and creatively.

Critical thinking is the intellectual ability consisting of the way adolescents understand and organize the information, and understand their environment.

Critical thinking must also think creatively which includes coming up with new ideas through analyzing the information, and through experiences to create something new and different.

Effective communication and Interpersonal relationship

Effective communication is the ability to express ideas and accept another person's opinion well. This ability can be performed by practicing actively listening, and using communication strategies, carry out verbal communications and increasing persuasive skills.

Interpersonal relationships is the ability to build a quality relationship and being active in groups to reach mutual objectives. To form an interpersonal relations start by;

- Active with contacts
- Showing acceptance
- Give help or assistance
- Increase the quality of the group
- Show the desire to socialize with Friends.

Emotional control and managing stress

Emotional control is the ability to know our own emotions and other people's emotions, to be able to control our emotions well, and it is important to training ourselves to show positive emotions

Organizing stress is the ability to recognize the stressor (things that cause stress), its effects and the ways to control it. We have the ability to overcome the stress itself well.

Psychosocial Problems in Children due to a crisis event (Flooding, COVID-19, War, etc)

Children and families are more vulnerable not just due to the impact of any crisis event but also they are suffering from the stages of responding to the crisis event. Children are more vulnerable to experience problems in their different aspects of life due to the cause of any crisis event such as the flooding, COVID-19, or war.

The following are the problems that make the child vulnerable in a crisis event:

- Because children are still very dependent on the adults to do their daily activities in ensuring their life
- Children does not try to demand their rights because they do not know about it
- Their cognitive ability or their knowledge to access the information about their rights are still limited
- Their ability to analyze and communicate are not maximum so the children are less involved in actions to respond to the crisis event
- The information was given to the children but the way that it was informed to them is not in accordance with the child's understanding ability, and the impact is when in a crisis event children do not know how to save themselves or how to take the right action.

When any crisis event occurs, children can become a victim of manipulation because they have not yet understood their rights as children. They may eventually become a victim to irresponsible people for exploitation, illegal adoption, sexual abuse, early marriage, business object to gain profit, with the reason that they are saving these children.

It is important to involve the children as part of the ecological system so that the children may have the opportunity to get good support and help, and the children themselves can be actively included in the system in order to reduce vulnerability and strengthen their resilience.

The impacts of the crisis event to the children's development stage

According to Elisabeth B.Hurlock each stage of development has its risks that are linked with the development risks that are physical, psychological and environmental. When there are any crisis events such as flooding and war can interrupt the children's physical development aspects such as, falling ill, malnutrition. Environmental aspects as damages to the house, school, church and others. It also includes the children's psychological aspects such as fear, stress, frustration and trauma.

Problems that are linked with child protection

A crisis event such as flooding, COVID-19, and war may cause damages to the environment such as losing their homes, schools, damages including interrupting their learning activities, which may contribute to the cause of other problems that are related to the safety of children's wellbeing. The problems that may arise are children separaing from their families, violence against children, illegal adoption, harrasment and sexual abuse against children and women, and other problems. These problems can happen due to the crisis event which force the children and their families to evacuate to a evacuation center that may not be safe for them,

sometimes there are no appropriate bathroom and a sleeping space that are open, which may be a time for violence against women and children to happen from irresponsible people because the security system are not yet well established.

The children's wellbeing and resilience

Wellbeing is described as a person's positive condition to self-development, while looking at the children it is the result of physical, psychological aspects, cognitive, emotional, social and spiritual interactions. Which are influenced by the children's ability to learn, their development process, self-development with all their potentials.

In mental health and psychosocial support, children's wellbeing may happen through the understanding of the three domains:

- Personal Well Being: positive thinking, positive emotions, such their hopes, calmness, value themselves and self-confidence.
- **Interpersonal Wellbeing:** caring about their relationships, sense of ownership, and having the ability to approach other people.
- Skills & Knowledge: ability to learn, making positive decisions, respond to the difficulties in life
 effectively and able to express themselves.

Children's resilience is the ability to cope with the difficulties and their adaptability after experiencing any difficulties. The children's resilience in an emergency comes from their own power and their ability to intervene are from risk factors and protection that are set in their society and their cultural environment. This may include personal factors such as personality, genetics, and their physical conditions. In addition, their social factors such as the familiar environment that are positive or negative, their teacher's support, and their positive friendship. The environmental factors are access to work and essential protection, safe environment, inclusive and together with the society.

The children will become vulnerable when there are less security factors, such as: unsafe to solve problems, no one gives them attention, or no access to basic supports, including not guaranteeing their safety.

The strategy of interventions from Mental Health and Psychosocial Support is to reduce the risks and strengthen the protective factors. This includes building the children's ability to intervene and social support in their environment.

This involves making the children feel safe, stable and giving them the attention:

- **Safety:** children feel safe and free of fear. Their relationships and environments are physically and psychologically free of threats and dangers.
- Stable: levels of prediction and consistency in their society, emotions and their own environments
- **Attention:** parents caring and are ready to be attentive to their children and adolescents with sensibility and consistently.

B. Stress and Managing Stress

What is Stress?

Stress is a normal or natural reaction that occurs from time to time when an individual is faced with a situation that makes them feel pressured, threatened or experiencing changes. Stress occurs to us because the situation that we are facing is not well balanced with our ability to deal with the situation.

Stress reactions may also help us to be aware of any situation that threatens our existence, and it can also push us to get out of this situation.

Heavy or prolonged stress can cause emotional reactions such as: feeling sad, anger, fear, anxiety and depression.

Stress can also affect our behavior, reactions such as: lack of motivation, losing will/desire to do the activities, becoming violent and other things.

Stress can also affect our physical reaction, such as: headaches, body aches, easily exhausted, difficulty sleeping and eating, among other things.

Common cause of stress are:

- Feeling pressured
- Face with big changes such as: war, flooding, and others
- Worry about something
- Have no will or ability to act on something
- Receiving tasks or responsibilities for something big
- No work or activities
- Uncertain times, for example COVID-19
- Financial problema
- Extremely occupied
- Unrealistic expectations
- Emotional problems: sadness, feeling guilty, feeling worthless

How to categorize an individual who is stressed:

- Feeling very tired
- Difficulty concentrating
- Easily angered or randomly angry at other people
- Fear, anxiety and worry
- Difficulty sleeping
- Pessimist
- Always seeing everything as wrong
- No energy
- Feel worthless

When facing people who suffer from extreme stress

Signs of stress that have been mentioned are signs that normally occur, and there may also be changes happen in time and some people's reactions may stay long in them, and can be more intensive. That may happen because they feel a lot of pressure and it is a normal reaction because they are faced with extreme circumstances. However, these reactions may interrupt a person's psychological functioning, with these reactions we need to do referrals so that more specific intervention can be given; Signs of people experiencing extreme stress are below:

- Extreme sadness until they are unable to care for themselves or care for others
- Become more anxious and afraid
- Talking about their desire for self-harming and suicide
- Always crying
- Does not know their name, where they are from and what happened
- Screaming
- Shaking
- Confused and unrealistic
- Become angry and hurting other people
- Become more silent

What can we do when we meet or see a person who shows these extreme signs of stress? We must know these following steps to be able to apply and assist anyone whom we see showing these signs. The steps are:

- 1. **Ensure safety;** ensure that you and others are safe from any harm. If you feel unsafe then you should leave and look for help. If you think that the person can harm themselves, immediately look for help (ask a friend, do a referral immediately).
- 2. **Introduce yourself to them;** Clearly introduce yourself and show respect. Clearly tell them your name and your role, and say that you are here to help, and ask their name so that you may organize them.
- 3. Remain Calm; do not shout (speak loudly) at the person or physically detain them.
- 4. **Listen;** use our communication skills. Do not pressure them to talk, show patience and ensure that your presence is to listen and help them.
- 5. **Offer comfort and information**; if possible find a calm place to talk with them individually. Using comfortable gestures may help them feel calm. Ask them what they need, and do not show that you are the one who knows everything.
- 6. **Help them to regain their self-control;** if the person is extremely anxious, support them in breathing slowly. If they are not aware of their current reality then remind them by asking them where they are? Who are they? For a whole week ask them to write down what they see in their environment (e.g; things that they see and hear). Help them to use their good strategies to get support for their lives.

- 7. **Provide the right information;** provide clear and reliable information to help them understand the situation and the support that is available. Ensure that we use words that could help them to quickly understand (not complicated words). Give a clear message and make it clear by repeating or writing it down when neededm ask them if they understand and if they have any questions.
- 8. **Remain with them;** try to not leave them alone. If you could not always stay with them then you must look for another person (such as a friend) to stay with them until you are able to look for help or until they are calm.
- 9. **Refer to a specialist/professional;** do not continue with your limited knowledge. Let them go to a professional, such as: doctors, counselors, mental health professionals (psychiatrist, psychologist) to take measures. Refer them directly with support, or ensure that they have detailed contact information with instructions on how to receive more help.

Managing Stress

Give support to the people who are currently feeling stressed through our communication skills so that they can feel better.

Encourage them to think about something that they can do to make them feel better

There are things that people do to help themselves when in a stressful situation, give support to their knowledge of themselves and ask them what helped them in the past to feel better when they are experiencing stress, and what are they doing now to make them feel better? We can remind them if they are not able to think about it, and we can also suggest for them to apply the below suggestions to help them feel better;

- List the things that they are grateful for (can list from their thoughts or write it in a journal).
- Try to take some time to do the activities that they enjoy. For example: their hobbies, or things that give them value everyday.
- Do exercises, take a walk, or do some dances.
- Do something creative, such as drawing, singing, or writing.
- Listen to music or radio.
- Talk to friends or family members.
- Read books or listen to some audios.

Apply the Relaxation technique together

When some show anxiety and stress, the breathing technique may help them. Tell them that you have a technique that may help them to feel calm when they feel stressed, it is the breathing technique, this is good for us to try it together. When that person agrees then we can start doing the breathing technique together.

If they are not comfortable, immediately stop this initiative to do the breathing technique.

If they are comfortable and agrees to do it then we can start applying this technique;

Let's do it together, breathe in through your nose and accompanied by counting 1,2,3,4, breathing through the nose, shoulders relaxed and let your breath travel to your stomach, then slowly breathe out from your mouth accompanied by counting 1,2,3,4,5,6. Let's do this technique three (3) times.

Ways to manage stress

- 1. Deal with your stress;
 - a) Focus on dealing with the emotions: put effort in our emotions to reduce the effects of stress by negating the stressor.
 - b) Focus on dealing with the problem: modify or do something to reduce the effects of stress.
- 2. Give hope for self-efficiency:
 - Through identifying and listing our potentials so that we are conscious that we have a lot of potentials within ourselves. With these potentials we can use it with our creativity so that we may create more positive changes in our lives.
- 3. Show Optimism: trust and have courage in ourselves that things will happen and end in their own time. We continue to trust ourselves that we will overcome these situations.
- 4. Social Support: Recognize that there are individuals, volunteer groups, humanitarian organizations and our government are always there to support us in these crisis situations.
- 5. Give yourself time to rest (physically and mentally): in any situation we need to take some time and give ourselves space to relax well, so that we may recuperate our body and mind, so that we may have the energy and good thoughts to face or overcome any situation better and calmly.

C. Sadness

What is Sadness?

Sadness is an emotion that occurs which really hurts ourselves because of a death or losing something or someone that we really love.

Human feels really sad when they lose something, such as; separated from friends or families, losing the animal that we love, losing our home, lose or could not have access to a place that we are comfortable with such as school, workplace, church and others, and we also feel really sad when we feel unsafe, we lose hope, lose our faith and our future is uncertain.

In this part we will talk about how to understand and help the children from different age groups who experience losing the things that they love that cause them to be sad.

Do the children experience sadness?

Yes, but their sad reactions are based on their individual ages, and their past experiences. Based on their personalities, the way they view death or losing something based on their understanding from cultural customs.

Now let's take a look at the children's reaction to sadness based on their age groups;

Sadness shown by the children from ages 0-2

Separating from the people that the children love for a long period of time can cause a lot of sadness to the children, so the children will have the tendency to cry often, withdraw themselves or get angry often. They do not understand that separation such as death is something that is final. When separated for a long period of time they will continue to feel sad, which makes them insist often and get close to the people who care for them.

Sadness shown by the children from ages 3-5

The youngest children do not understand that separation such as death is a permanent thing. This will make them repeatedly ask questions whether the person that they love will come back again. They will start to understand the simple explanation such as; mother, father or your siblings could no longer speak and breathe or move. Sometimes they will have magical thoughts that separation such as death is because of their behaviors, for example; sometimes death happens because of their bad behaviors, and younger children do not want to separate from their caregivers who are still alive. Sometimes as an alternative they will urinate or defecate on themselves, and some children continue to feel as if nothing had happened, and do not worry.

Sadness shown by children from ages 6-11

The children are conscious that separation through death is a permanent thing, that the people we love will not come back, and death can happen to anyone. Sometimes they are worried that their families or friends that they love will die. The children showed curiosity about the cause and effect of death which made them repeatedly ask, and the reaction such as feeling pain, or body aches is also a reaction from anger that could be experienced. They will express this as an obstacle to their behavior. In some cultural contexts, boys will always hide their feelings.

Sadness shown by children from the 12 (adolescent)

Adolescents are conscious that death is not something that we can change, and can happen to everyone, including to themselves. They have the desire to understand why death happens, they show interest in knowing about abstract things such as justice and injustice, they also focus on inconsistencies from the information that was provided to them. In this age, they try to confront the conflicts of becoming themselves and build friendships with their friends, and have the desire to continue to be with the people that they love. Their friendship with their friendships with their friends become important to them and when separation occurs between them they will influence themselves a lot, their reaction appeared in variety, starting to not worry until their angry, and may experience severe grief, poor concentration, losing desires for their daily activities, and they also blame themselves because they have not done enough. Some adolescents felt responsible to take on the role of an adult in their family after their parents have died.

How the children shows a sad reaction;

There is no right way for children to show their sadness, and there are no clear sequences that indicate they are showing emotions through a behavior that they are sad. The children's reactions are shown in variety, it depends on their individual ages.

And we can see some of the changes that the children show to indicate that they are sad, as can be seen below:

- Feelings: sometimes they will show sadness, anger, losing sense, scared, feeling alone, guilt, nervous, uncertain, and yearning for the past. They can face two feelings at the same time, or show no emotions for a long period of time, and suddenly they are worried with many different emotions.
- **Behaviors:** the children may show apathy (lack of motivation to do anything), they may withdraw or isolate themselves, or sometimes they will continue with their usual activities and feel as if nothing had happened. They may be involved in fights: physical and verbal, showing bad behaviors, and they pretend to have a provocative attitude, or sometimes they will act like a much younger child; thumb sucking, defecating on themselves, and this demands us to always be with them, or they may be involved in repetitive playing about a sad experience.
- The condition of the body: the children show no desire to eat or eat too little and difficulty in sleeping or struggling to sleep, can have nightmares, and sometimes they may suffer pain that is difficult to explain.

These reactions occur in variety between each child, sometimes changes happen so suddenly within a day, to the point where the children only worry about their daily activities and in some moments the children start to cry or become angry, and this can be a common occurrence.

Sadness may occur within the children when there are challenges in their lives. These reactions are normal but for some children these reactions can be intensive and may obstruct the children's daily life. Sometimes the children may express their thoughs on suicide, or showing self-harming behaviours or harming others. In this case, do not hesitate to seek help from a health professional to help these children.

How to help children to cope with sadness?

- Approach them to talk to them and ask them about their condition
- Try to involve them to start their favorite activities
- Involve and bring them with us to do the activities that can defy their sadness
- Try to be patient and do not judge some of their behaviors
- Explain in an empathetic way or caring about their course of life.

Important action needed to do for the children to feel better, as seen below:

- Parents, friends or caregivers of the children show consistent love or care.
- Giving comfort to babies and children's age under 2 years of age through physical contact such as hugging them with care, holding them and comforting them with love.

- Maintain their routine well and set a good schedule and involve them in the creation of the scheduled routine.
- Respond to their aggressive behaviors not with bad words or punishing them.
- Tell their friends in the environment where they live, and let their teachers know about the children's situation so that they can always get support when they return.
- Give the children the opportunity to help us but don't force them to do the work of an adult or take on responsibilities that do not match the child's capacity.
- We also need to take care of our physical and mental health because it is very difficult when we do
 not take care of ourselves, then it is difficult to support the children. We need to take some time for
 ourselves (sleep well, eat well, give ourselves space and there is someone for us to talk to about
 our emotions) and try to avoid practices that could pose danger.

D. Anger and Anger Management

What is Anger?

Anger is not a permanent emotion, which includes our emotions and physiology of anger that are healthy which occurs when the intensity of the emotion is compatible with an incident. There are three components of anger: physical, cognitive and behavior

- 1. **Physical:** it is related to how we're physically prepared to face or avoid this situation (such as provoking our adrenaline to increase our heart rate)
- 2. **Cognitive:** how we perceive and think about what makes us angry (such as; thinking about injustice, something wrong, or undeserving), these thoughts can occur and increase our anger (such as betrayal)
- 3. **Behavior:** related to how we express our anger (such as slamming the door, raising our tone of voice, hitting someone else, showing frowning or scowling)

At this moment there is no diagnosis for the anger of children and adolescents. Children and adolescents showing anger may also be linked with mental problems.

How do we see anger?

- Squeezing their hand to punch
- Hands and feet are shaking
- Verbally screaming loudly
- Hatudu husi epresaun oin (oin-suar, oin-buis)
- Physical aggression (punch, slap, kick, push, pull, etc)

The intensity and frequency of anger can vary from one child to another, depending on what causes the feeling of anger to occur. Some children can be very angry, and these children may be intensely screaming, kicking, punching, or bitting, and this may occur within an hour. Some children may feel calm and cooperative, but some will continue to show their anger.

Signs of anger that the children may show which need our support are as follow:

- The children are unable to control their aggression and physically act, such as punching, or injuring other children, and this could continue until they are 5 years old.
- Constant screaming and scolding
- Always angry, like an overfilled tank that is ready to spill out all of their angers
- Children's ages 2 and above always show disobedience and are unable to solve problems constructively.
- Frequently losing friendships and causing conflicts. They are more worried about showing these behaviors again
- They show or do the act of self-harming
- Showing behaviors of destroying stuff
- Frequent hatred are shown to themselves and to their friends
- Punishing children that are younger than them or some animals.

What are the causes of anger in children and adolescents?

Anger may occur due to many causes, below are fundamental reasons that children and adolescents show their anger;

- Stressors (things that causes stress): this can include conflicts with friends, teachers, or abusive
 words, pressures from parents, failing in the academic world or emergency situations (such as
 flooding, war, COVID-19, etc)
- Parenting (from parents): parents that set very tough rules, parents that always use physical punishment which develops the child's low self-esteem, parents that show uncontrollable anger can develop a child's bad anger.
- Sadness: some children are confused (feel trapped) in the process of sadness itself.
- Lack of Social ability: the children that lack social ability find it difficult to form a friendship with another person, and this causes frustration and they may become irritable or easily angered.
- Learning Disability: frustrated because they could not study well which may cause anger.
- **Temperament:** temperament is determined more or less 50% from genetics, some children naturally have temperament which causes them to easily become frustrated and sensitive.
- **Dysfunction in their sensory integration:** children with sensory dysfunction will show exaggerated actions to any stimulation every day, and this can cause anger.
- Language processing problem: the children who are unable to express their feelings through words become angry.
- Problems with Mood: bipolar, anxiety and depression in children may cause anger.
- ADHD (Attention Deficit Hyperactivity Disorder): combination of impulsive behaviors and frustration that are frequent may cause a lot of anger.
- Abuse (Physical, Sexual & Emotional): children that experience abuse sometimes develops aggression and inappropriate behaviours.

Uncontrollable anger can have a negative impact on children's friendship and in school. We help the children to deal with their anger in an healthy which has a lot of benefits.

Short term benefits: can reduce the pressure on the children and their families.

Long term benefits: can help the children to solve their problems and deal with their emotions in a healthy way and through our support, the children are able to communicate their frustration accurately and with certainty. They are more likely to look for a solution and compromiso, and when they grow up they know how to quickly deal with their anger and are able to solve any conflict.

What can we do to deal with anger that is shown by children and adolescents?

- Provide the knowledge about problem solving skills that are related to anger, and statements of how to cope with their anger
- Increase their ability to regulate their behavior and manage their anger through setting an objective and skills to organize
- Take their perspectives and their ability to solve social problems, and also show them how to form friendships and negotiate with their peers.
- Do the breathing exercise by breathing in from the nose and count 1-2-3-4, 1-2-3-4-5 holding in your breathe in your stomach and 1-2-3-4 slowly breathe out from your
- Give positive comments to increase their knowledge on how to manage their frustration.

Some ways that the parents can do to help their children and adolescents to cope and manage their anger

- Do not judge them when they show their anger. Tell them that they are allowed to show these feelings, such as anger but they need to limit their actions (such as punching, kicking, pulling, throwing, yanking, etc)
- Our response to the children's anger can influence the children on how to show their anger. Show calmness when in an angry situation, and do not scream at the children or adolescents.
- Negotiate with the children and adolescents to find out what exactly cause their angry
- Notice when the children and adolescents start to show signs of anger, let them know softly as a sign that we are attentive to them. This is an opportunity to create a strategy to calm them.

E. Dangers that are related to alcohol and substance use

Conflicts and natural disasters create a situation where people may experience different problems that are related to alcohol and substance use. This happens because it is hard to have access to protection, psychosocial, mental health, access to health and social economic problems.

- Use of alcohol and other substances may increase, as a way to cope with their stress because the
 population are affected with an emergency situation, and this may damage themselves or become
 dependent towards it.
- The community finds it difficult to recuperate from the effects of the emergency when:
 - o Alcohol and substance abuse still is difficult for an individual and the community to cope with their problems.
 - o Sufficient resources in the family and the community are wasted for alcohol and substance abuse
 - Alcohol and substance abuse are always associated with violence, exploitation, child abandonment and threats to protection issues

Alcohol and substance abuse are always related with risks and behaviours such as unsafe sex when
drunk, and this will promote the transmission of HIV, sexually transmitted disease, exchanging
injections and may develop the transmission of virus through blood.

Facilitate the Intervention to reduce harm in the community

- Advocate to the responsible authorities and to community groups to reallocate the places that sell alcohol
- Share the information about the risks and its reduction to the targeted group (about drug injections, alcohol use and unsafe sex)
- Give sessions about the reduction of alcohol and substance use to females and males, local leaders and the community.

F. Psychoeducation for Parents, and Caregivers

When there is a crisis event such as flooding and gun conflicts, it will cause changes in the parents behavior, including their children. These behavioral changes are reactions that appear because of psychological pressure that happens within the parents and the children. Normally, psychological pressures will cause reactions that respond to the conditions that have happened, and these reactions are fight, flight and freeze. The conditions are expected to continue within themselves, even though they have overcome the crisis situation. When people in a crisis event such as natural disasters, may develop behaviors that are non-adaptive such as aggressive behaviors (easily angered, sensitive), depressive behaviors (withdraw, does not want to do anything, fear, and depend on others). Parents need to be conscious that these conditions are normal, and with the right intervention these non-adaptive behaviors can be developed back into their good behaviors. Need to do activities with the children in order to help them to go back to their normal conditions.

G. Children are an important basis for developing self-adaptation and social adaptation

Scientists put scientific attention to children as an important basis, as Sigmund Freud said that an individual's poor self-adaptation in their adolescence is due to their poor experience in their childhood.

Eric Erickson has also said that childhood is a mirror for a man to function as a human, and both good and bad things start to develop slowly but are certain that these behaviors will become real in the individuals' life.

Eric Erickson said that the ways that we use or treat the children will determine the child's vision about trusting or distrusting the world as a safe or an unsafe place.

White stated that children ages 0-2 are in critical times to set self-adaption models and social adaptation. To ensure the children's good thoughts, especially for children's ages 12 till 15, which is why there should be good examples shown in their social life.

With these thoughts, parents need to help their children return to an adaptive condition through these ways below:

Babies (ages 0-2)	 Care for them to remain safe Remove them from loud noises Hug them Feed them on time and ensure that they sleep on time Talk to them with gentle a voice and with kindness Present a good facial expression Avoid screaming at each other in front of the children
Children ages 2-12 (to puberty)	 Give them your maximum attention and time Always remind them that they are safe Explain to them that it is not their fault that the crisis happened. Do not separate the child from those whom the child loves, such as their parents, siblings or anyone that the child loves. Try to remain active in the child's routine Provide a simple response to any crisis event that occurs, and do not give information that will scare the children. Allow them to remain close with those who care for them when they feel afraid Give them space to play and be happy
Children ages 12-18 (to adolescent)	 Give them your full attention and time Help them to do their activities routinely Prepare the facts about the crisis event that occurs Listen to their thoughts and their fears without judgements Manage the regulations and speak clearly about hope, especially about the changes in the situation and conditions due to the cause of the crisis event; for example the flooding, and other things. Talk about the dangers that they face, give them support and discuss the best way to avoid it Encourage them and give them the opportunity to help others Remind them that the family will overcome this situation together Give them the opportunity to listen to their parents thoughts and feelings (sharing their feelings with each other)

Tips attending children that shows difficult behavior

Situational changes that are caused by any crisis event can impact the psychological conditions of the child, which can demonstrate behaviors that are considered mal-adaptive, and these behaviors are: easily angered and aggressive, scared and shy, cannot stay still.

Children that are easily angered or Aggressive

- The child finds it difficult to control their emotions. Minor things such as waiting in line can make them angry and screaming because they do not like to wait long, angry expressions are shown through aggressive behaviors such as hitting, throwing and others.
- The child does not yet know how to clearly express what they have gone through in the right way, the only way they know is by showing their stubborn and aggressive behaviors to get what they want.
- Angry children can also come from children who take on big responsibilities that are nota ge
 appropriate. They are not able to control the pressures that they face because they must cook, do
 laundry, ask to do many things and they do not have time to rest, caring for the elderly that are sick,
 taking care of their younger siblings.
- This could be the children whose wishes were always fulfilled by their parents and in some instances there were changes to that.
- The anger that they show will have a negative impact on themselves because they do not have the opportunity to develop their social competency.

The following are the Psychological means used to address the children that are angry or are easily angered:

- Separate them from other children until they are calm. This is not to punish or shame them but when they are calm, work with them to try to find the reason why and what makes them angry.
- Seek information about the child through their teachers, parents and friends.
- Teach the child to communicate without violence, such as writing down their feelings in a paper ("Im angry because I feel belittled or shamed)
- Teach the child to express their anger by drawing on a paper, or stand near the beach and shout all of their anger out.
- Teach the child to control their anger by listening to some instrumental music, draw or avoid situations that will make them angry until they feel calm and are able to communicate again.
- Give the child the opportunity to give their thoughts and suggestions
- Develop the friendship between the children
- Become an example for the children and show them to not be easily angered or harsh behaviors

Children who are afraid and shy

- Shy behavior makes the child not courageous to show their skills and abilities.
- It is difficult for them to express their thoughts, but have the tendency to follow what their friends think
- When asking questions, they will not answer and their response would often be scratching themselves, just staring and unable to fully express themselves.
- Some children find it difficult to answer their friends when they are being spoken to.

- Things that make them afraid or shy is because they have never received or rarely receive any appreciation for the small efforts that they have made, which makes them lose confidence in expressing themselves.
- Or if they have a different experiences that are different from usual and can be compared with their friends of the same age; for example: sexual abuse experiences, divorced family, etc..
- Feeling afraid and shy can make a person feel isolated and they will only have some specific friends, and it is hard for them to form friendships with other people. Sometimes they feel that they really want to have friends and they are willing to do the bad things that their friends did.
- When they dont have friends to talk to about their experiences and problems that they face, there's a possibility that they will use drugs or mix with the wrong people.

The following are the ways to attend to the children who are afraid and shy:

- Give them the opportunity to develop themselves
- To build their confidence, give them responsibilities that they can finish
- Appreciate their efforts
- Teach social skills on how to form friendships, and talk in front of their peers
- Give positive comments for their efforts
- Approach the child so that they feel comfortable to openly talk about themselves

A Child that does not stay still and is a troublemaker

- A child who is a troublemaker likes to seek attention by provoking his friends
- A child that likes to harass or trouble his other friends
- · A child with this behavior is caused by the lack of attention from parents and closed family
- There are no consistent regulations, and the child does not know what they should or should not do
- Lack of appreciation for their good behaviors, which resulted in the child feeling none of the things they did are good
- Lack of attention and involvement in any activities contributes to the increase of this behavior
- The child will increase this behavior when their friends support them with words by saying that they are strong

How to attend to a child with this behavior:

- Keep Calm
- Look at the child even if you are not saying anything
- Stand close to that child
- Give them attention and appreciation when they show the behavior that you want
- Continue to be patience and control your emotions when facing children with this behavior

Psychoeducation regarding healing the children and adolescent's trauma

What is Trauma?

Trauma is a response to some incident that causes sadness and interrupts an individual's ability, which causes the feeling of losing the ability to confront daily life.

Every person has a different way to respond to trauma, depending on factors such as: age, type of personality, life experiences, family support and the response of the community.

An individual who is traumatized experience a normal reaction such as:

- Fear
- · Difficulty sleeping
- Nightmares
- Panic
- Distress
- Nervous
- Feel cold
- Hyperarousal
- Confuse

The impact of traumatic experience are as follows;

- Drastic changes in an individual's life, especially about changes in an individual's perception about life and also changes in behaviors and emotions.
- Difficult to adapt and may develop mental problems, and when the trauma occurs for a month we may consider this as a stressful problem after trauma.

The symptoms of stressful problems after trauma are as follows;

Reexperiencing: showing signs of experiencing again the traumatic experience from the past. This condition usually occurs when sitting in dazed or witnessing an incident similar to their traumatic experiences in the past.

The individual who is suffering from this may show signs of;

- Shocked
- Suddenly screaming
- Crying
- Running with fear
- Fear of sleeping (Because when they are sleeping the traumatic experience may occur again) (for example: flooding, sexual violence, homicide)
- Hyperarousal: is a condition where the person is often shocked, scared, suspect (distrust), when something falls feels like a bomb was dropped, and always wakes up whenver tries to sleep.
- o **Avoidance:** this individual always deviates from a similar situation that reminds them of the traumatic event that they have experienced before.

Even if the children and adolescents suffer the same traumatic event as an adult, they still manifest a psychological problem that is different from an adult, because children have specific characteristics, which is why the attention and the type of intervention must also be specific. Different ages have different symptoms because the children's ability to express their feelings and thoughts are still limited.

Generally the symptoms of trauma that appears in the children are as follows:

- Fear of separation
- Fear of others
- Fear of some animals
- Children often find it difficult to sleep
- The child does not want to eat
- Repetition in their play that is similar to the flooding incident
- Return to thumb-sucking, urinating and defecating on themselves
- Crying constantly
- Likes to always scream
- Fear of anything similar to the flooding
- Become aggressive and naughty
- Become angry
- Become suspicious of others
- Sad and sometimes does not stay still
- Sometimes display physical pain such as headaches or stomaches
- Problems in school, does not want to go to school, difficult to concentrate and difficult in learning
- Prefers to be alone and does not want to play with their friends
- Become shy
- Losing the will to do the hobbies that they used to enjoy

These symptoms can happen after any crisis event, and these symptoms can start mildly until severe. Due to these symptoms the children need the right intervention urgently so that the children can go back to do their daily activities as they normally do.

To help the children not develop serious psychological problems due to the cause of the traumatic event is by receiving support, especially from their parents.

The following three steps are to help individuals who experienced a traumatic event. The 3 steps that are the basic foundations for helping the recovery of trauma are;

- 1. **Safety:** build a sense of security in their environment.
- 2. **Acknowledgment:** ensure them that the traumatic event is part of life and these challenges will happen and strengthen a new belief to get back up again (through detailed and deep story telling)
- 3. **Reconnection:** improve social relationships and rebuild trust, hope and understanding.

To recover from trauma, the ideal tool to use is our heart, the recovery of trauma is an interaction between hearts.

The following are ways to prevent children from suffering trauma:

- 1. Talk to the children
 - Invite the children to talk about their feelings without judgment
 - Give them the opportunity to cry and feel sad
 - Do not force the children to maintain strength to face the trauma that they experience
 - Parents must express their feelings to their children so that they may know that you feel
 the same way
 - Stimulate the children to express their feelings through painting, poetry, music, etc.
- 2. Give simple and clear information to the children
 - Prepare information about anything that has happened and will happen to the child
 - Use words that are simple and they may quickly understand
 - Deviate the children from false informations
 - Help the children when their knowledge about their trauma is wrong
- 3. Accompany the children
 - · Accompany the children so that they can believe that they are safe
 - Give the children a loving hug so that they feel secure
 - Arrange some time to accompany the children, especially during their naptime/bedtime
 - Some children feel calm when we massage their back and nape
- 4. Patiently accept the children's different reactions
 - Be accepting when the child shows behavior like when they were a baby, such as biting
 their fingers, wetting and soiling themselves. This shows that the child needs attendance
 and be animated until believe that they are safe
 - Do not shame the child in front of other people when they show changes in their behavior
 - Patience in improving the child's behavior because in order to do it you must follow the steps
- 5. Approach the child and do not separate them from their parents (especially during trauma of flooding)
 - Do not separate the children from their parents because children are sensitive to feelings of being left alone
 - Ensure the children, through evacuating the children who were separated from their parents to a safer place
- 6. Provide the children with activities
 - Routine and structural activities will help the children to deal with their feelings.
 - Maintain the family structure
 - After the conditions are normalized, quickly encourage the children to go to school, and try
 to help the children to be active in going to school

7. Give the children attention

- Recognize the signs of initial symptoms or psychological reactions shown by children caused by trauma, and immediately consult the experts.
- Anticipate the child's ideas about suicide, immediately do consultation
- Invite the children to do jokes together so they can laugh and be happy
- Accompany them to give feelings of safety, calm and provide care based don their needs

Parents are the people who are the most close with their children, and children spend most of their time with their parents. Thus, the best effort to make the most effective monitoring for the children are the parents. This may include the caregivers. After this, it is necessary to work with all parties that are in the same environment, such as the teachers, volunteers, and the organizations that look after the children, and their presence are very important.

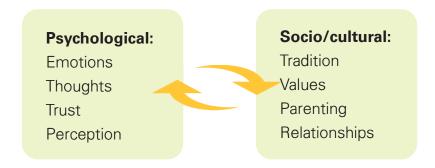
Self Care

A. What is Self Care

Self care is the action of physical, emotional and spiritual care that must be made and being conscious about, so that there is an emotional and social balance. This is needed because during your work with the children in the evacuation center and/or in the emergency situation, the teams that are working may experience stress because they have a lot of work, so there isn't a lot of time for them to rest. In turn the volunteers may feel emotionally tired, which is why they need self care.

B. What is psychosocial support and the importance of psychosocial support for the volunteers.

Psychosocial support refers to the action that responds to the social necessity and the psychology of an individual, family and community.



There are some consequences that can happen when we do not give our attention to provide psychosocial support to the volunteers and the assistant volunteers;

- Absent and the constant change of volunteers
- Lack of motivation and showing bad performance
- Rising conflict between the members of the volunteer groups
- Increasing health problems
- Increase in accidents and incidents in the report

There are risk for the volunteers and the assistant volunteers

1. Personal Risks

- Blaming themselves when the person that they have been supporting died.
- There must be someone to solve all of the problems faced by the people that the volunteers and assistants support.
- Blaming themselves about putting attention to themselves, especifically necessities such as rest and support
- Encounter dilemma in the moral and ethical aspects

2. Interpersonal Risks

- Feel like there are no support from peers or supervisor
- Working together with the team members who also suffer from stress

3. Risks related to working conditions

- Tasks that are physically hard, and sometimes there are risks and exhaustion. There are
 expectations (for themselves) to work for a long period of time, there are difficulties in some
 circumstances.
- Concerns with work, they leave their family and their lives
- Feel that they have no power to do their tasks or feel difficult to respond to the necessities of the people that they try to help
- Become a witness to traumatic events or listen to the victim's stories about experiencing trauma or loss.

4. Risks related to the organization

- Unclear terms of reference, and there are no work description or unclear tasks of the team members
- Lack of information sharing
- Preparation is not maximum including less orientation of their roles/tasks
- There are no limitations to their rest time and work time
- A work atmosphere that does value the volunteers and when they put effort in their work, they receive no appreciation nor acknowledgement.

How to receive comments (feedback)

When receiving comments (feedback) we need to consider the information below:

- Practice active listening: position your body language that shows acceptance and maintain eye contact, do not think about how to answer the feedback but try to just listen.
- Do not repeat ask for clarification when necessary: sometimes we want to ask for clarification, but we do not need to start a debate with the person who gives comments. We can say, for example; I can understand well when I do....do you experience the same thing...?

How to give comments (feedback)

To give comments (feedback) we need to consider the information below;

- Let them know what went well. For example, say "this is really good when you..." "you did a good job," is a way to get the group's attention, "the ways that you took are really good"
- Let them know what needs to be done better, for example say: "the work that you do looks good" continue to do this...
- Be specific and clear, deviate from general comments such as: "that is really good" "this is good when you... because it shows that you have prepared well"

C. Exercise for self-care

- Time to do reflection
- Applying the breathing exercise
- Taking notes
- Breathe normal
- Reflect on the feelings that I am currently feeling: write down
- Breathe in to the best of your ability and breathe out through your mouth; two (2) minutes
- How do I feel after breathing in; Can write it down
- Let's breathe to reflect on the stress; to relieve your shoulders
- Instrumental Music

D. Understanding of Resilience

Resilience is the ability to show reaction and adapt to difficulties and challenges with positivity.

This is known as the ability to "get back up" when there's difficulties that happen or when faced with all challenges with positivity.

To build resilience, must know about the protective factors in order to reduce the psychological effects when faced with challenges and other sufferings. The protective factors are;

- · Become a part of the family and community care;
- Maintain tradition and culture;
- Having a strong spiritual belief and political ideology are also part protection.

For The volunteers, other protective factors included are:

- Give motivation to help each other;
- Have a good social support before leaving work;

- Can take some time for rest;
- Have the ability to give and receive support from the team members.

Become supportive to the volunteers and assistant volunteers to ensure that themselves and their wellbeing are:

- A way to increase resilience for the volunteers and the team's response will ensure that everyone understands:
 - o What will they face
 - o How will this affect them psychologically
- To divert from boredom, everyone involved in the work must:
 - o Respect the individual and their practical limitations
 - o Take on the responsibility to treat each other with respect.
- Everyone carries out their tasks to put in place their team and for them to be healthy and function well together.

Exercise

- What about me is still the same from 3 months ago? Please try to write it down; 10 minutes. You're
 your feelings.
- Please write notes for yourself and say thank you
- Paper, pencil, book
- Music
- How are your feelings? What did you learn from this exercise: Drawing?

E. Ways for self-care are as follows:

- When feeling worried with the workload, try to focus on the simple work and let your supervisor know about your feelings;
- Being aware of some of the reactions that can appear, this is normal because we work in a this type of situation;
- · Take care of ourselves, especially caring for our minds;
- Take some time for rest and sleep well;
- Limit the consumption of alcohol and tobacco;
- If you are experiencing difficulty in sleeping, you need to stop drinking caffeine and do some relaxing techniques accompanied by some instrumental music before sleeping.
- Do exercises to reduce tension, consume nutritious food, and eat on time;
- Always try to connect and keep in contact with the people that you love;
- Talk or share your feelings with your Friends or to someone that you trust;
- Ask and listen to the experiences of your work colleagues and the ways that they use to cope with their emotional tension such as stress.
- Express your feelings through art, singing or listening to music;
- Give some minute to pray to God as a way to strengthen your belief.

F. Peer Support

- It means to provide assistance to someone with the position as a supporter;
- This is a good strategy that are used to manage the situation and deal with stress;
- Create and use well the resources that are in the organization and among the volunteers;
- As an active process that requires the peers to be involved and support each other, give time and space to talk together about their reaction, feelings and mechanisms to deal with stress.

Advantages of peer support

- Can be implemented quickly when the system is appropriate;
- Normally peer support prevents the stressed volunteers to not develop another problema;
- · Sharing the difficulties among the peers, will reduce misunderstandings and any misconducts, etc
- The volunteers can learn about the ways to cope with stress from each other, and they can also develop their own ability to cope with stress.
- Meetings with the group can reduce fear and stigma about the expression of emotion and look for assistance.

Install the peer support system

- There are different ways to provide peer support, including:
- Friendship system
- Group Meeting with peer support
- Trained peer support

Develop the support system

The following are 3 good questions to show how to develop psychosocial support strategies for the volunteers:

- What- What kind of support that we could offer?
- Who- Who will provide the support? Who is eligible to receive the support?
- When- in what circumstance do we need to always provide support?

Tips for Peer Support

- Always apply
- Allocate the resources and manage the situation
- Provide information
- Assist the person that you have provided the support to establish personal control
- Give encouragements
- Maintain confidentiality
- Provide follow up

Coordinator's role as a support to it's team members

Working together during an emergency situation, one needs to consider that they are not able to go back to their usual life, which is why the coordinator needs to organize a team meeting and an individual meeting with the members of the team.

- To do group reflection and individual reflection;
- Give appreciation to the volunteers or the team;
- For the team to receive and give support to each other;
- To motivate and encourage them to take time to rest and reconnect with the people that they love, so that they can slowly change back to their routine.
- Some team need time to process their experience, in this way they are able to share and reveal what
 they have learned through reflection, especially about moral, ethics dilemmas and the sufferings
 that they have witnessed;
- Support the team or volunteers to understand and accept their experience that they have found in the emergency through reflection.
- During the meeting, let them share their feelings and give appreciative comments about their work and what the work that they have done;
- Give time to listen and appreciate their ideas, and these are lessons learned which could be used for future improvements.
- For the ones who are affected particularly by the traumatic event, sometimes need additional support to recuperate in order to reconcile with their experience.
- The help of professional personnels that are available are added to the referral pathway as an extra support for when the team needs it.

Psychological First Aid for the volunteers

Psychological FIrst Aid (PFA) is the attention offered and supported to the volunteers that are facing events with different pressures. This involves showing empathy and listening to them, including making them feel safe and helping them to face the problema, and practicing the different necessities.

Psychological Exercises

- A word that you like
- Something that you want to be thankful for
- Something that you want to say

Supportive Communication

- Including showing empathy, care and conscience; listening well and not judging; and maintaining confidentiality.
- An ability that requires special consent for the words and body language, and so as the attitude and attention to a person who experienced pressure.

Four (4) key elements through Psychological First Aid

- Continue to approach
- · Listen attentively
- Accepting the feeling
- Practice support and provide assistance

G. How and when to do referral

Volunteers that feel pressure sometimes need to be referred to a professional to receive specific care. If they:

- Suffer severe pressure which prevents them from functioning properly in their daily lives.
- They are at risk to hurt themselves.
- They have become a danger to other people.

Annex 10:

Pre-test CFS Training

Organization:_		
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		Yes, Agree	No, Disagree	Don't Know
1	Psychosocial support as a regulation to make the children feel safe			
2	Children must play regularly to cope with their stress and develop their resilience			
3	Most of the affected population will regain their ability to function when their family and community are stable again			
4	Children with stress need to be at home and are not allowed to play with their friends			
5	All children have the right to play equally and have the right to have access to the Child Friendly Spaces			
6	Psychosocial activities such as CFS may have a positive impact on the psychosocial of the children and their families			
7	Families and community leaders may make important regulations to provide psychosocial support			
8	Vulnerable children who are at risk have the resources that can be used for psychosocial support			
9	Vulnerable children needs to be referred to receive individual counseling			
10	Competitive games are only for boys and girls does not have competitive games			

Thank You

Post-test CFS Training

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		Yes, Agree	No, Disagree	Don't Know
1	Psychosocial support as a regulation to make the children feel safe			
2	Children must play regularly to cope with their stress and develop their resilience			
3	Most of the affected population will regain their ability to function when their family and community are stable again			
4	Children with stress need to be at home and are not allowed to play with their friends			
5	All children have the right to play equally and have the right to have access to the Child Friendly Spaces			
6	Psychosocial activities such as CFS may have a positive impact on the psychosocial of the children and their families			
7	Families and community leaders may make important regulations to provide psychosocial support			
8	Vulnerable children who are at risk have the resources that can be used for psychosocial support			
9	Vulnerable children needs to be referred to receive individual counseling			
10	Competitive games are only for boys and girls does not have competitive games			

Please describe a little bit about what you have learned in this CFS training				

Thank You

Annex 11:

Disability Inclusion

Defining Disability

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) defines disability as:

'... an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others'.

Put simply disability can be defined as the relationship between a person's impairment and their environment, or in terms of an equation:

Impairment + barrier equals disability or better:

Impairment + accessible environment equals inclusion

An impairment on its own would not lead to disability should there be a completely inclusive and comprehensively accessible environment.

It is important to be able to clearly differentiate between what is impairment and what is disability. A good way to do this can be by reflecting on what are the root causes of impairment and disability. For impairment some of the causes can be attributed to accidents, war, natural disasters, congenital, during child birth, or medical negligence etc. Whilst for disability root causes can be related to poverty, lack of an accessible environment, poor educational and health opportunities and discriminatory practice amongst others.

In short impairments are mostly irreversible, lifelong and can be supported by rehabilitation and habilitation; whereas causes of disability are reversible and can be addressed by identifying and removing barriers to participation be they attitudinal, social, political or economic.¹

More on Impairments

These may be physical, intellectual, psychosocial and sensory.

Physical Impairments: This includes individuals who have difficulty moving. Some individuals with
physical disabilities will use assistive devices, such as a wheelchair or crutches, to conduct daily
living activities.

¹ CBM Disability Inclusive Toolkit, 2017. https://www.cbm.org/article/downloads/54741/CBM-DID-TOOLKIT-accessible.pdf

- **Sensory Impairments:** This includes individuals who are deaf or have difficulty hearing, as well as individuals who are blind or have low vision (finding it hard to see even when wearing glasses).
- Cognitive (or Intellectual Impairments): This includes individuals who have difficulty understanding, learning and remembering new things. For example, people with cognitive or developmental disabilities.
- Psychosocial Disabilities: This includes individuals who experience mental health difficulties
 which, in interaction with discrimination and other societal barriers, prevent their participation in
 community on an equal basis with others.

Assessing for Impairments

The UNICEF/Washington Group Module on Child Functioning (CFM) assesses difficulties in various domains of functioning and covers children and adolescents between 2 and 17 years of age.

The key areas covered in the CFM for children aged 2-4 are:2

UNICEF/Washington Group Module on Child Functioning Children aged 2 to 4 years







² UNICEF (2021) Seen, Counted, Included, p.13 https://data.unicef.org/resources/children-with-disabilities-report-2021/

The key areas covered in the CFM for children aged 5 to 17 years are:3



More on Barriers

Disability is not just a health problem or impairment. Societal attitudes and a person's environment have a huge impact on their experience of disability and their access to our activities.

- Attitudinal Barriers: Negative stereotyping, social stigma, and discrimination by staff, families and community members all affect a person with disabilities access and inclusion in society.
- Communication Barriers: Information may be presented in formats that are not accessible for persons with disabilities, including those with visual, hearing and intellectual/ psychosocial disabilities.

UNICEF (2021) Seen, Counted, Included. p.13. https://data.unicef.org/resources/children-with-disabilities-report-2021/

- Environmental or Physical Barriers: Buildings, roads and transport may not be accessible for persons with disabilities.
- **Policy & Administrative Barriers:** Rules, polices, systems and other norms may disadvantage persons with disabilities, particularly women and girls.

Improving access and inclusion for people with disabilities requires interventions to remove these different types of barriers in our MHPSS activities.

Models of Disability

There are different ways in which society may view or interact with persons with disabilities that can result in their exclusion or inclusion in our society. There are four different approaches or "models" that describe how members of society view or interact with persons with disabilities:

The human rights approach as reflected in the CRPD supersedes

- charity/welfare approach (focused on helping people with disabilities because they are 'weak and vulnerable', that they need to be "Cared for", "Protected"; the focus is on the charitable nature of the giver not the person with disabilities) and
- medical approach (focused on 'fixing' or 'curing' the impairment not fixing society) approaches to disability

And improves on the

• social approach – which is about how society functions, removing barriers etc (but these actions are not enshrined in the law- just based on policies which can easily change).

The human rights approach enshrines the fundamental rights in law – so that social actions are more permanently embedded in society, and not subject to random policy changes. More can be found on this at this site: https://www.ohchr.org/Documents/Issues/Disability/CRPDTool/Module1_WhatDisability.pptx

Rights of Children with Disabilities

Both the Convention on the Rights of Persons with Disabilities (CRPD) and the Convention on the Rights of the Child (CRC) highlight the active participation of children with disabilities in the community. Children with disabilities should have access to services that are "age-, gender- and disability-sensitive." Exclusion of children with disabilities from existing programs and activities, whether inadvertent or purposeful, is therefore a form of discrimination. MHPSS program staff must recognize the diversity of the populations they serve, including the different risks faced by girls and boys with different types of disabilities at different life stages, and by those living in households with persons with disabilities. The inclusion of children and youth with disabilities and those affected by disability in MHPSS activities is critical to reducing their protection

risks and supporting their mental health and psychosocial well-being. Inclusion of children with disabilities in MHPSS programming is a core dimension of programming – not something "special" or separate.⁴

Children with Disabilities vulnerable to life threatening experiences and difficult circumstances

Studies demonstrate that children with disabilities are at a greater risk of experiencing physical and sexual violence than children without disabilities.⁵ They may be hidden in communities due to stigma and discrimination and excluded from school and other educational opportunities. Adolescent girls and boys with disabilities, particularly those with intellectual disabilities, may be excluded from activities that increase their knowledge about violence, sex and healthy relationships, as well as from peer networks that might protect them from violence.⁶

Recognizing skills, capacities, and contributions of persons with disabilities

Children and adolescents with disabilities are not a homogenous group; they have different capacities and needs, and contribute in different ways to their families, households and communities. In keeping with a rights-based approach, it is critical to profile the skills, capacities and contributions of persons with disabilities in MHPSS programming.

Organisations of persons with disabilities (OPDs or DPOS) are composed of individuals with a range of skills and expertise that can be drawn on in community awareness raising and disability inclusion in MHPSS programming. In Timor Leste Ra'es Hadomi Rimor Oan (RHTO) https://dpo-rhto.wixsite.com/timor is the national disabled person's organisation for people with disability in Timor-Leste, which has a constituency of over 600 members, comprising people of many different types of disabilities. RHTO work across 13 municipalities in Timor-Leste Is to advocate effectively for the rights of people with disability and to facilitate the inclusion of all people with disability in society.

At an **individual level**, it is also important that facilitators look for skills and capacities, especially among children with more profound physical and communication disabilities. Participation will look different for every individual, and vary according to their personal preferences, the type of activity and how familiar they are with program staff and peers. Program staff should take the time to watch, listen, talk and interact with individuals to learn more about them, what their preferences are, and their skills and capacities. It is also important to avoid setting rigid standards for "participation." Everyone has something to contribute – this may be a picture, a gesture or a detailed discussion – all of which should be valued and recognized in efforts to engage meaningfully with children and youth with disabilities. Identifying how someone communicates, what they like and dislike, and what they can and can't do, can help you to identify strategies for their inclusion in MHPSS activities.⁷

⁴ Adapted from Womens Refugee Council and UNICEF (2017) PSS Guidance on Disability Inclusion, 2017, p. 8

⁵ UNICEF (2021) Seen, Counted, Included. https://data.unicef.org/resources/children-with-disabilities-report-2021/

⁶ UNICEF (2013) State of the World's Children: Children with Disabilities. https://www.unicef.org.uk/publications/sowc-report-2013-children-with-disabilities/

Womens Refugee Council and UNICEF (2017) PSS Guidance on Disability Inclusion, 2017, p. 11

Tools for Inclusive Programming

The PSS Guidance on Disability Inclusion (2017) co-authored by Womens Refugee Council and UNICEF provides comprehensive chapters on Strategies for including children with disabilities in MHPSS activities.

Topics include:

- Identifying and addressing barriers to our PSS activities
- Communication Strategies
- Identifying skills and capacities of children with disabilities
- Fostering a "safe" environment for children with disabilities

The most pertinent to this MHPSS Activity Guide is the Communication Toolbox that can be found on p 24. A "Communication Toolbox" can include:

Drawing and artwork – Groups can make a poster using pens, paper and other materials. Include stickers of different shapes and textures, and / or tactile paint, so that children with vision impairments can recognize different parts of the poster.

A picture library – Images and photographs can be used to facilitate discussion. They can also be sorted into different groups under signs that you place on the wall. These signs can include symbols and facial expressions representing places they like / don't like or feel safe / unsafe.

Sound library – A collection of short audio recordings of local sounds and interactions between people. Children can listen to these recordings and pick ones which they would like to use for discussion.

Photography – Children can borrow a camera and take photos that will help them to share the concerns of girls and boys with disabilities. They can take pictures of places they like / don't like or feel safe / unsafe. They can also take pictures of people and places that they trust and know that they can go to for help; things that make them feel happy and sad; and ways in which they deal with difficult emotions.

A guided tour – Children with disabilities can also take you and others around the community, documenting the places that they like / don't like or feel safe / unsafe. They can take their own photos as they move around the community to help explain this.

Story in a bag – Give the children a bag with familiar objects in it that they can use to tell a story. These should be everyday objects, like a drinking cup, a toy or ball, or a pen and a book. These objects can represent different places and / or activities that children like or don't like in the community and can help them to communicate about the topic. Children can also add their own objects to the bag.⁸

Womens Refugee Council and UNICEF (2017) PSS Guidance on Disability Inclusion, 2017, p. 24

Annex 12:

VIDEO https://www.youtube.com/playlist?list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D

VIDEO 1.2.3.4.5.6.7:

https://www.youtube.com/watch?v=ECabmchgnuA&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=1

INTRODUCTION MHPSS INTERVENTION: MHPSS Covid-19 response to natural disasters on April 4th. What is MHPSS? MHPSS Partners.

VIDEO 8 and 9:

https://www.youtube.com/watch?v=I5vQ8UFV_vs&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=9

ACTIVITY participatory and actively learning. Participatory method and actove learning. Tips for partisipation, values, sharing, volunteer creating activities to facilitate children's voices and their experiences. Page 19.

VIDEO 10 ACTIVITY VALUE CHILDREN:

https://www.youtube.com/watch?v=NOF_O49IIOE&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=10

Value children, motivate, expresssing acceptance and appreciation, children need to be recognized of what they have achieved. Page 21.

VIDEO 11 ACTIVITY using appropriate language

 $https://www.youtube.com/watch?v=SilaWS0Bb6Y\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=11\\$

Volunteers, using appropriate languages, strength, likes to greet people, and has a good heart: it is important when raising voices or screams will make the children to not listen or be attentive. To develop a good tone of voice. Page 21.

VIDEO 12 ACTIVITY TIPS FOR VOLUNTEERS

 $https://www.youtube.com/watch?v=k3YdSm4Cypk\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=12\\$

Facilitation tips, attitudes and volounteers behaviors, positive discipline. What is psychosocial activities. Page 21 and 22.

VIDEO 13, 14, 15, 16: CHILD FRIENDLY SPACE ACTIVITIES

https://www.youtube.com/watch?v=5Nhifr6PToA&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=13

In psychosocial we play creative activites with the childrena and adolescents. The games in the psychosocial activities has its own objectives: relaxatin, increasing the ability and creativity, and understanding in order to face a new reality.

VIDEO 17 ACTIVITY CHILD FRIENDLY SPACE 1

https://www.youtube.com/watch?v=Q19Abe2XZgQ&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=17

Week 1, Activity 1, 2, 3, 4, 5: methodologies, psychosocial, understand emotions, daily reflection, evaluation, wahing hands. Day 5, participatory day, family day. Page 29-43

VIDEO 18 ACTIVITY CHILD FRIENDLY SPACE WEEK 4

https://www.youtube.com/watch?v=_ZFdzNTZqTE&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=18

Week 4, Aactivity 16, 17, 18, 19, 20: methodologies, psychosocial, understand emotions, daily reflection, evaluation, wahing hands. Day 5, participatory day, family day Page 81-88

VIDEO 19 ACTIVITY CHILD FRIENDLY SPACE

 $https://www.youtube.com/watch?v=3ApGwaShYsl\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=19$

Principles, does not give right or wrong value to the children's presentatin or achievements during the activities and games. Page 9

VIDEO 20, 21, 22, 23 ACTIVITY CHILD FRIENDLY SPACE WEEK 3

 $https://www.youtube.com/watch?v=sCfcvo0IV0s\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=20\\$

Week 3, Activity 11, 12, 13, 14, 15: methodologies, psychosocial, understand emotions, daily reflection, evaluation, wahing hands. Day 5, participatory day, family day Page 65-81

• VIDEO 24 ACTIVITY Presenting referral pathway

https://www.youtube.com/watch?v=Ow7BxidIzTg&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=24

Annex 3 referrak pathway- 12123, hotline. Stress due to traumatic event that are long may make us feel different and unsafe. Children may show their difficulties by being aggressive and forcible. Please see annex 3 – referral pathway.

VIDEO 24 ACTIVITY CHILD FRIENDLY SPACE WEEK 8

https://www.youtube.com/watch?v=u6VMxwhe2c8&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=25

Week 8: methodologies, psychosocial, understand emotions, daily reflection, evaluation, wahing hands. Day 5, participatory day, family day Page 94-95

VIDEO 25, 26, 27, 28, 29: ACTIVITY FRIDAY- FAMILY DAY

https://www.youtube.com/watch?v=7JLnfCXf9EQ&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=26

Every Friday the assistants and volunteers invite the parents and local leaders to join the activities. Every Friday assistants and volunteers share the referral pathway and share their creativity with solidarity through playing with children. The community and families. Welcome and make the children happy. Page 28.

VIDEO 31, 32, 33, ACTIVITY – FRIDAY FAMILY DAY - DRAMA, Page 28

https://www.youtube.com/watch?v=7r6i5ONPg5k&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=31

VIDEO 34 FRIDAY FAMILY DAY – EXAMPLE DRAMA, Page 28

https://www.youtube.com/watch?v=7vyUYDsvwvA&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=35

VIDEO 35 FREE ACTIVITY WITH CHILDREN

https://www.youtube.com/watch?v=xoxSta7GKAc&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=36

Games. 1 hour. Depending on the child's age, what they want to do today? Pick an activity from the list of activities to play with them. Annex 1.

VIDEO 36 ACTIVITY the children feeling safe

 $https://www.youtube.com/watch?v=Q7hA3Dsro6c\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=37\\$

Secure and stable, set ssafety and stability, presence, inclusion, equality, reflection and non-competitive, play and looking at the living condition in that momento, Page 23, 24

VIDEO 37 ACTIVITY – POSITIVE COMMUNICATION

 $https://www.youtube.com/watch?v=bdcWd9MopKo\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=38$

Learn and use the children's name. Use games to involve the children. Limit telling them what to do and it is better to involve the children. Page 19

VIDEO 38. 39, 40, 41 ACTIVITY – NON-COMPETITIVE GAMES

https://www.youtube.com/watch?v=YJ23Z_eVEAE&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=39

Methodologies, participatory and active learning, tips to encourage participation. Page 19.

VIDEO 42, 43, 66, 67 ACTIVITY Increase the ability and creativity and understanding facing a new reality, Annex 9

https://www.youtube.com/watch?v=ZIs4sjDUo5U&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=43

MHPSS Support to children and parents. Social creativity, consisted of self-awareness and empathy. Page 140

VIDEO 44. 45, 49 ACTIVITY – GROUNDING EXERCISE page 26-27

https://www.youtube.com/watch?v=BsqbbfCFMa4&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=45

Breathing exercise, grounding exercise.

VIDEO 46, 47, 48 ACTIVITY give positive comments

 $https://www.youtube.com/watch?v=P7aYPVAPsgY\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=47\\$

This guide will help CFS to not harm any children during the session. Page 22, 23

VIDEO 50 ACTIVITY prevention of Covid-19 prevensaun page 20

 $https://www.youtube.com/watch?v=WVQUOEaPyV4\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=51\\$

Preparing safe place from Covid-19

VIDEO 51, 52, SING

https://www.youtube.com/watch?v=_aXEWY-45ds&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=52

Activity encouraging children. Participatory and active learning. Page 19

VIDEO 53, 54, 55, 56, 57, 58, 59 ACTIVITY – presenting safety and stability with children. Page 23

https://www.youtube.com/watch?v=BP_7NZ_-IXg&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=54

VIDEO 60, 61 ACTIVITY – Empowering children page 21

 $https://www.youtube.com/watch?v=BP_7NZ_-lXg\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=54$

Listen actively, give your maximun attentiont to the children and repeat the information that you give.

VIDEO 62, 63, 64, 65 ANNEX 6 CHILD RIGHTS

https://www.youtube.com/watch?v=qJgNHjeGfEY&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D&index=63

Annex 6 Child Rights, presentation examples.

VIDEO 67 ACTIVITY WEEK 10, CLOSING ACTIVITIES

 $https://www.youtube.com/watch?v=QuBBQIjlzQQ\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=68$

Annex 4: Strategies of closing activities is necessary use in any momento, parents, leaders, and closing activities with the children. Everyone plays.

VIDEO 68, 69, 70 SELF CARE ACTIVITY

 $https://www.youtube.com/watch?v=a00KOe4KqBk\&list=PLAKZpR_6tz5-GbwPkQymJdAtw1RPiQH1D\&index=70\\$

Voluntary self-care, code of conduct.

Annex 13:

Back Pack Materials

No.	Back Pack (Total 150 Back Pack)	Each Toolbox	Unit	lmage
1	Big one- 50 to 60 cm high) 30- 35 Iters, 2 external pockets, 1 lateral pocket, 2 inside division	1	Unit	
2	Scissor (Square tip) medium size	5	Unit	Description of the second of t
3	Packing tape	2	Unit	
4	Flip charts	50	Sheet	
5	Dozens of thick markers (blue, green, red, black)	1	Dozen	防水不褪色 鲜艳 持久 耐磨 第二件半价 第二件半价 第一盒拍下仅需 4.9 元

No.	Back Pack (Total 150 Back Pack)	Each Toolbox	Unit	lmage
6	Masking tape 2 cm	1	Unit	
7	Dozens of colored pencil	3	Dozen	
8	Sharpeners (big size)	2	Unit	
9	A pack of 500 sheets of letter sized bond paper	1	Pack	HABP
10	Dozens of crayons (different colors)	3	Dozen	COLORS CRAYONS

No.	Back Pack (Total 150 Back Pack)	Each Toolbox	Unit	lmage
11	Set of 4 painting brushes	1	Pack	
12	Story books for children (3-6 years)	2	Unit	
13	Story books for children (6-8 years)	2	Unit	Ask strong Ed.
14	Story books for children (8-12 years)	2	Unit	Sundy Oan ho Nia Brian Stra
15	Rubber stamps with figurines (happy face, star, sun, moon and flower	5	Unit	

No.	Back Pack (Total 150 Back Pack)	Each Toolbox	Unit	lmage
16	Meta Plain Paper / Cardboard (14 x 8 cm)	100	Unit	33 Colors
17	Niki Clay / Dozens of clay (different colors)	3	Dozen	
18	Kids tickness Rubber sheets (red, yellow, green, blue, white, lilac, orange and pink)	10	Sheet	
19	Scissor with design (wavy, zig-zag)	2	Unit	
20	UHU glue tubes	2	Unit	UHU'stic

No.	Back Pack (Total 150 Back Pack)	Each Toolbox	Unit	Image
21	Dozen watercolors /washable finger paint with 6 different colors	1	Unit	
22	Finger paint boxes	1	Unit	
23	Face mask for kids	4	Each	
24	Miniak Telon	1	Each	BABY BABY B
25	Water bottles	1	Each	

List of Toys and Crafts for Psychosocial

No.	Description	Specification	Packing Quantity
1	Reuseable Mask for Children aged 12 and below non- disposeable	For children aged 12 and below; consist of 4 each per pack/box. • 2 layers • Material: cotton 100% • Strings made elastics	4
2	Hand Sanitizer	Gel, bottle of 210 ml with pump	
3	Crayon or oil pastel (dozen)	Small, box of 12 colors - pack	1
4	Reusable masks for adults	Pack of 6 – • 2 layers • Material: cotton 100% • Strings made elastics	1
5	Coloring book for children 3 – 8 years old, Unisex	Each with 20 - 30 pages	1
6	Coloring book for children aged 9 - 14 years old, unisex	Each 20 – 30 pages	1
7	Drawing book	Each 20 – 50 pages	1
8	Refill Pencil	Pack of 12 pencils	1
9	Stress ball / soft ball	Each	1
10	Play-doh kit	Pack of 6 colors	1
11	Assorted colour paper origami	Multi collours, 15x15cm	1
12	UHU Glue stick	Stick 10 – 12g	1
13	Glitter glue	Pack of 5 or 6 collours	1
14	Jigsaw Puzzle for todler	A4 paper size	1

List of Toys and Crafts for Psychosocial

No.	Description	Specification	Packing Quantity
15	Jigsaw puzzle for children up to 14 years old	A4 paper size	1
16	Rubic cube	3 x 3 puzzle 2.2 x 2.2. x 2.2 inches	1
17	Small paper scissor	Scissor for children with safety	1
18	Simple backpack	Small size	1
19	MSSI Logo	Medium size	1
20	UNICEF Logo	Medium size	1

List of Packed Items in the Duffel Bag

No.	Description	Quantity	Unit	Image
1	Soccer ball (size 4 or 5,63-66 cm or 68-71 diameter	1	Unit	
2	Soft color ball (63-66 cm diameter)	1	Unit	
3	Jump rope	4	Unit	
4	Ball inflator	1	Unit	
5	25 meters 5 ml rope	1	Unit	

No.	Description	Quantity	Unit	Image
6	3x6 meters waterproof canvas with 6 rings	2	Unit	
7	White or yellow security tape	1	Unit	
8	Ula Ula	2	Unit	
9	Toy trumpet (resistant Material)	1	Unit	
10	Wooden hut / Rallye wooden spring top	1	Unit	

No.	Description	Quantity	Unit	lmage
11	Soft Small ball (6-10 cm)	2	Unit	
12	Pata Pata / Ankle skip ball	2	Unit	
13	Large size ballons (different colors)	15	Unit	
14	Duffel Bag	1	Unit	

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Community-based Mental Health and Psychosocial Support (MHPSS) and Child Friendly Spaces
Timor-Leste

Activities Guideline

