



WE THRIVE

INTEGRATED GROUP ACTIVITIES FOR CHILDREN AND ADOLESCENTS IN ACUTE CRISES:

7-11 SESSION PLANS



OVERVIEW

We Thrive integrated group activities for children and adolescents in acute crises is an integrated approach that brings together perspectives from child protection, education in emergencies, and mental health and psychosocial support.

The programme promotes the wellbeing of participating children and adolescents by enabling them to:

- Feel safe
- Know what to expect
- Have fun
- Connect with their peers
- Cope with past and current experiences
- Learn new skills
- Access other services through referrals

Save the Children (SC), and/or SC-supported partners, can implement this programme in acute crisis situations.

The purpose of these session plans is to provide SC staff and its partners responding to acute emergencies with a resource of integrated, interactive, play-based sessions to support children's and adolescents' protection, learning, and wellbeing. For more information about how these were developed, please refer to the implementation guide.

SC Child Protection (CP), Education in Emergencies (EiE), and Mental Health and Psychosocial Support (MHPSS) staff can use these session plans which includes learning activities within the following topics:



Free Play/Free Time to allow children and adolescents to express agency and connect with each other in a safe space with trusted adults monitoring, but not leading, activities.



Self-Awareness and Empowerment to identify and manage emotions and provide foundational life skills for children to protect themselves. Children and adolescents recognise their own abilities and strengths and identify ways they can support themselves and their community.



Positive Social Skills to listen to, communicate with, and take others' perspectives. When children and adolescents apply these skills they can develop positive relationships, offer support, solve problems through teamwork, and resolve conflicts constructively.



Literacy skills to support a sense of normalcy and practice skills to support reading and writing. *Note, this programme is not intended to support children learning to read and write if they have no previous experience.*



Numeracy skills to support a sense of normalcy and practice maths and geometry concepts and skills.



Life Saving Learning to recognise risks and know what to do in case of an emergency.



Sexual and Reproductive Health and Rights (SRHR) to support adolescents' body awareness, set boundaries, and make safe life choices to protect themselves.

WHAT IS A SESSION?

Routines, having fun, learning, and socialising with peers support children's and adolescents' wellbeing. All sessions intend to promote and protect children's and adolescents' wellbeing through a combination of interactive activities.

Each session supports children and adolescents to learn one topic from the activity categories. While each session focuses on one topic, the topics are complementary and not mutually exclusive. The session outline is as follows:

1. **Opening** to welcome children and adolescents and take attendance (if appropriate).
2. **Energizers** to bring children and adolescents together in a fun, interactive way.
3. **Learning activity(s)** to allow children and adolescents to learn about or discuss a topic and/or apply a skill.
4. **Mindfulness activity** to calm children's and adolescents' bodies and minds before the end of the session and practise coping strategies which can be applied outside of the sessions. Regularly practicing calming activities can help reduce stress and anxiety. (Mindfulness activities require you to be aware of yourself in a heightened manner, join the children in this activity to make it more realistic for participants.)
5. **Closing** to recognise children's and adolescents' participation and allow for them to provide any feedback for the next session.

A FLEXIBLE APPROACH

The order of the sessions is flexible. SC staff and partners should adapt the programme to meet the needs of the children and adolescents. Staff can:

- **Choose the order of the sessions** based on the needs of the children and adolescents.
- **Swap different activities from the Activities Bank.** There are more than 175 learning activities, over 50 games and energizers, and more than 15 mindfulness activities.
- **Reduce or extend the sessions**, by removing or adding more activities. Note, it is not recommended to have children and adolescents to learn about or discuss more than one topic per session.
- **Add more sessions** using the other activities in the Activities Bank as well as others from the contexts that are in alignment with the purpose of the programme.

- **Schedule break times as needed.** These have not been scripted as you will know best when children need time to relax, chat, or play between activities. Remember to keep an eye on the group to make sure children are safe and to support anyone who needs a bit of extra help.

Implementing staff can find more information on adapting the activities in the Implementation Guide.

Contextualisation: Throughout the session plans, **yellow highlighted text** indicates requirements for the COs implementing We Thrive to further contextualise the content during the translation process.

CONSIDERATIONS FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES

It is important to **engage all children and adolescents with disabilities as participants of activities rather than just observers**. Emergencies can provide an opportunity to include children in safe spaces who were not previously accessing school or other services outside their home. Play fosters inclusion by enabling interactions with peers. Everyone has the capacity to play and learn, and children with disabilities have the same desire to play as any other children. Play is essential for development, wellbeing, and social interaction. We Thrive activities need to be accessible to every child, no matter their capacities, to the greatest possible extent. Children with disabilities face many barriers to play, and adaptation needs to take place. Consider that:

- children with physical or sensory conditions need environmental adaptations to promote their physical access to and navigate between different play elements.
- children with cognitive difficulties may need extra visual supports within the environment to help orient within the space
- children with social-emotional difficulties can benefit from quiet spaces for down time away from social play.

Overall, the environment and adaptations should promote as much as possible for children with disabilities more independent access to play. (Nguy Jodie, 2020) Keep always in mind that every child and adolescent is different, and the level and type of support they need can vary.

The following are actions that can **increase their ability to participate in group activities**:

Before the sessions:

Check on accessibility: ensure that the site is not on the side of a hill or ground that is difficult to walk on.

Identify children and adolescents with disabilities within the community and ensure they and their caregivers are aware that We Thrive Sessions are being offered.

Ask the children with disabilities first if they need any support before implying / assuming they need help **and about their play preference**:

- What do you like to play?
- What play activities do you wish to do more?
- What are the barriers to play in your community?
- What safety concerns do you have when playing?
- What type of support do expect from your peer?

Ask caregivers and children:

- What are the space requirements, large or small space, level of noise, lightning?
- The level of flexibility and possible trigger on the child

For younger children, play often requires staying in a comfortable and functional position, moving around, manipulating objects.

Ask parents of younger children, communicating if there are any:

- differences in the child's level of development – persistence, attention, coordination, mobility, communication, wellbeing, enjoyment with different kinds of toys, play partners, play context?
- parts of the We Thrive space that do not work so well (e.g sand or uneven floor) and how can participation be enabled with adaptation to the environment, or by providing physical help when relevant

Note for younger children, that caregivers should be encouraged to attend We Thrive with their children with disabilities, promoting a space where caregivers can socialize and at the same time facilitate play. Having adults feel comfortable in We thrive adds benefit of promoting a safe and family friendly environment.

For each session, ensure you:

- **Review and modify games and play activities** to ensure all children can participate, using assistive devices where necessary, prior to every session based on children and caregivers' feedback.
- **Clear the pathway** to access to sanitation (toilet, sink / bucket to wash hands)
- **Remove hazards for safety and accessibility** to ensure all children and adolescents can participate safely.
- **Adjust seating arrangements** to support all children and adolescents. For example, seat children and adolescents with visual impairments closer to the front of the room and closer to the facilitator.
- **Create visual aids** for the space and for activities.
- **Use at least two forms of communication** (visual& verbal or nonverbal in certain instance) to ensure clarity on the different activities. (for instance: explain and show large font poster)

During the session, you should:

- **Observe** to understand children's internal emotional states: facial expressions (smiling, eyes widening, eye gazing), vocalizations (laughing, giggling), body movements (jumping, doing vivacious hand gestures such as hands clapping or hands waving). Even in presence of severe physical impairments, it is possible to observe enjoyment and engagement in play.
- **Make extra time** for children with disabilities to transition from one activity to the other without feeling pressured.
- **Develop with the support of the child with disabilities** in all playmates the **necessary communication skills** so interaction can happen without adult intervention.
- Always **be kind and empathetic** respecting children's rhythms and use patience.
- Whenever children start playing with each other, **retreat to the role of observer**, reducing interventions to the minimum possible.

Remember the 7 principles of inclusive We Thrive activities:

1. **Accessibility:** Easy to reach, free of obstacles, with clear signage.
2. **Safety:** Away from potential hazards (busy roads, flooding, etc.).
3. **Low Cost:** Use locally available materials to reduce expenses.
4. **Context and Gender Sensitivity:** Consider local norms and involve women in decision-making.
5. **Participatory Design:** Engage the community and children in planning and maintaining play spaces.
6. **Rich Play Experience:** Provide diverse sensory and play opportunities.
7. **Eco-Friendly and Simple:** Use sustainable, low-cost materials suitable for remote or displacement settings.

Facilitate activities and play for specific conditions

Type of conditions	
Children with intellectual disabilities	Provide emotional stability and structured support. Show concretely how to do things Use repetition Provide places for solitary play for a child who gets easily overwhelmed and need a short time away from others during play activity.
Children with hearing conditions	Position yourself appropriately to facilitate visual communication such as sitting face to face.

	Refrain from shouting, rather use visual and physical interaction cues Use two ways of communication
Children with visual conditions	Verbally describe play activities and the environment Use the analogy of a clock to provide direction (e.g. toilets at 9am, chair at 3pm) Facilitate interactions with other children if relevant
Children with communication disorders	Allow enough time for expression. Guide peers on how to communicate with the support of the child Use communication board when relevant
Children with severe physical conditions	Provide adaptive toys. Encourage peer interaction with appropriate accommodations.
Children on the autism spectrum	Establish a structured and familiar play environment. Introduce gradual changes to prevent frustration Provide places for solitary play for a child who gets easily overwhelmed and need a short time away from others during play activity.
Children with multiple disabilities	Use continuous verbalization and physical contact. Build on personal interests to encourage participation.

Facilitate with accessible play tools

Facilitators should ensure that toys and games are accessible and adaptable to all children's needs. Inclusive, locally made or sourced toys should promote play exchanges between children with different disabilities and foster a sense of belonging. We Thrive is designed to be a low-resource package, meaning that extensive use of expensive or difficult to supply toys are not required for successful and inclusive implementation. Resources available in the community to create play tools should be the starting point, here are some tips for thinking about tools for play in an inclusive way: Toys should have simple activation mechanisms requiring minimal steps to begin play.

- Match toys to children's abilities, considering motor, cognitive, and sensory needs.
- Adjust children's posture and positioning to enable comfortable engagement with toys.
- Organize by toy categories, such as sensory-motor toys, pretend play, construction games, and rule-based games.
- Keep the toys and game at the same place
- Ensure toys and games are displayed clearly to avoid confusion and promote independent play.

By implementing these strategies, you can create inclusive play environments that encourage participation, independence, and enjoyment for all children.



7-11 SESSION PLANS OVERVIEW


The 7-11 session plans include the following topics and sessions. Choose the order of the sessions based on the needs of the children and adolescents.

Category	Topic	Session Name
Free Play	Exercise your right to play and choose what you want to do	Free play
Self Awareness And Empowerment	Understanding Child Protection and how to seek help	Safe and Unsafe
	Identify your emotions	Feelings charades*
		Painting colour mixing pattern
	Manage your emotions, including coping skills	Taking care of myself
	Recognising your abilities and strengths	This is me, that is you, this is us
	Reflect on your role to promote personal, family, and community wellbeing	A welcome place
Positive Social Skills And Relationships	Take others' perspectives; show concern for the feelings of others	From where you stand
	Actively listen and communicate effectively	Our best defence*
		Telling a group story
	Develop positive relationships; seek or offer support and help when needed	Being a good friend

Category	Topic	Session Name
	Solve problems, including through teamwork	Our community*
		Storytelling for problem solving
	Resolve conflicts constructively	Agree on a solution
Literacy	Oral Language: Speaking	Go round the circle
	Oral Language: Listening	Listening to sounds
	Oral Language: Vocabulary	Describing an object
	Reading: Phonological awareness	Alphabet sauce
	Reading: Letter knowledge	I spy with my little eye
	Writing: Print awareness	Alphabet bingo
	Writing: Writing fluency	Writing a letter
Numeracy	Number sense	Multiplication clap/snap
	Operations	Number card game
	Measurement	Measuring our hands
	Geometry	Finding shapes
Life Saving Learning	Know who to speak to in case of an emergency	Emergency Contact*

Category	Topic	Session Name
	Protect yourself from risks	Evacuation Drills *
		Handwashing
		Fire Preparedness *
		Roadside Safety
		Airstrikes/Bombings Preparedness *
		Mpox Safety *
		Cholera Safety *
		Cold Wave Preparedness *
		Heat Wave Preparedness *
		Flood Preparedness *
		Thunder And Lightning Storm Preparedness *
		Cyclone Preparedness *
		Landslide/Mudslide Preparedness *
		Earthquake Preparedness *

Category	Topic	Session Name
Sexual and Reproductive Health and Rights	Have body awareness and set body boundaries	Puberty - Girls only*
		Puberty - Boys only*

 *The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

FREE PLAY



FREE PLAY

75 MIN

TOPICS:	<ul style="list-style-type: none"> Exercise your right to play and choose what you want to do. 	Session # 1.1
MATERIALS:	<ul style="list-style-type: none"> All the materials that are available for play. 	
PREPARATION:	<ul style="list-style-type: none"> Review the Free Play Facilitator's Notes and pick a focus for observing. 	

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, you get to decide what you want to do. Most of our time will be free play.

Free Play

60 MIN

- Say:
 - You will now exercise your right to play!*
 - You will have the opportunity to do what you want here in this safe space for the next 60 minutes.*
 - Free Play has three rules:*

Free Play Rules

- Respect the group rules.** Even though we have free play, you have to follow the rules we established for this group. Please be kind and respect each other. If necessary, I will help you remember the rules.
- Choose what you want to do.** It is your time. Do what you want to do. You can have quiet time by yourself (reading, drawing, etc.), play a game with someone else, or do an activity with a group activity. Use your imagination!
- Have fun!**

- I will be here to support you, but remember it's your time.*
- Provide any additional constraints to free play/free time, which could include:
 - Where they are allowed to be.
 - Which materials they can use or not use.
 - Let the children know when there is 10 minutes left for free play. Remind them to clean up what they used before the time ends.

FACILITATOR'S NOTES:

There are three key actions for facilitators during free play session once per week:

1. **Engage with children** as appropriate.

- **Manage the children's behaviour:** Remind children of the group rules and expectations if they are not following them for their own safety and out of respect to the other children. Play the role of a mediator if need be.
- **Allow children to 'fail' or make mistakes and figure out ways of 'succeeding':** Free Play is about the process and is how children develop problem-solving skills and determination.
- **Show interest:** Ask questions, even join in if children welcome it, but do not take charge and/or crowd children. They need to know they have freedom.

2. **Observe children.** Pick one of the following to focus on during each Free Play sessions:

- **Observe who children do and do not interact with and how they interact:** Observe who is playing with whom – and what role have they adopted (leader, follower, inventor?!), who is not playing, is left out, or prefers to be on their own? Remember, this may shift from session to session or even within a session.
- **Observe what children play with:** Are there specific games or materials that children like to use?
- **Observe children's emotions:** Are children happy, angry, sad, etc.? When do they express these emotions? Are there any that might need additional support?

During observations:

- **Consider differences in gender:** Are there differences between girls and boys, including who they play with, how they interact, and what they play with?
- **Consider differences in abilities:** Are there differences between children that you know have a disability, including who they play with, how they interact, and what they play with?

Your observations will inform future sessions. You can make suggestions for the programme and select sessions based on what different children seem to enjoy, what they struggle with, and how they interact.

3. **Fill out the Facilitator Observation Form** (time allowing).

If time allows, the children are playing together respectfully and safely, use part of the Free Play to fill out the Facilitator Observation Tool for this week (for this specific group).

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:

- Breathe in slowly through your nose as you smell the flower.
- Breathe out slowly through your mouth as you blow out the candle.
- Repeat a few times.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

SELF AWARENESS AND EMPOWERMENT



SAFE AND UNSAFE

60-70 MIN

TOPICS:	<ul style="list-style-type: none"> Identify safe and unsafe situations and what can you do in an unsafe environment. 	Session # 2.1
MATERIALS:	<ul style="list-style-type: none"> Flipchart A4 papers Markers and pens 	
PREPARATION:	<ul style="list-style-type: none"> Write down as a note for yourself the scenario you will play in the main part of the session, including the dangers and risks that you will face in the imaginary journey. 	

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Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

FACILITATOR'S NOTES:

- Discussing safety, risks and violence against children is a sensitive topic that must be approached with care. Talking about unsafe situations can be triggering for some children, especially if they have been victims or witness of violence. Before engaging on these topics, please be prepared to properly take action if a child shows signs of high level of stress or reports being victims or witness of violence to you or another child. Make sure you know the various reporting mechanisms and link to the local Child Protection system as required. When available, please connect with MHPSS teams for possible referrals and focused support.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play a game where we will explore what keeps children safe, what is unsafe and what to do if we feel scared, lost or hurt in any way.

Safe walls

5-10 MIN

- Explain to children that they are going to play a fast-paced game to spot what's safe and what's not.

- To set up the game, designate one wall/side/corner/tree as the “safe wall” and the opposite side as the “unsafe wall”. The space must allow children to be in the middle of the walls/side/corners/trees and move freely from one side to the other.
- Tell all children to line up in the middle between the walls. Everyone starts from the same line.
- Explain how to play the game:
 - a. *Say, I'll call different scenarios one by one. If you feel the scenario is safe, then run to the safe wall (point to the wall/corner/side/tree which is the “safe” one).*
 - b. *Say, if you feel the scenario is unsafe, then run to the unsafe wall (point to the wall/corner/side/tree which is the “unsafe” one).*
 - c. *Say, for example, this – where we are now – is a safe space because:*
 - *This space is safe because you are happy and comfortable here;*
 - *This space is safe because you can play here;*
 - *This space is safe because you can be with your friends here;*
 - *This space is safe because no one can hurt you here;*
 - *This space is safe because there is an adult who cares and is kind to everyone.*
- Now let's start the game:
 - *“Playing with your friends here.” (Run to safe wall)*
 - *Everyone return to the middle line.*
 - *“Someone you don't know asks you to follow them.” (Run to unsafe wall)*
 - *Everyone return to the middle line.*
 - *“Talking to a trusted adult when you feel sad or scared.” (Run to safe wall)*
 - *Everyone return to the middle line.*
 - *“Being alone at night in a place you don't know.” (Run to unsafe wall)*
 - *“Walking to school with a friend.” (Run to safe wall)*
 - *“Someone online asking you for personal information.” (Run to unsafe wall)*
- It may be that the children have different opinions about which scenario is safe and unsafe. After each scenario, ask children from different walls if they would like to share. Validate their responses, as we know some situations may be safe for some children and not others (ex. it may be safe for boys to walk to school with a friend, but not girls).

Going on a safe adventure

15-30MIN

1. Tell children that you are going to play a game where you will tell a story, and they will make decisions after you ask the prompt “What should we do?”. You can draw a scenario on the flipchart, use a puppet or other materials to help children imagine the scenario that you are going to play out.
2. Ask all children to stand up next to you at a starting point somewhere in the space (the entrance, the corner, or somewhere that allows you to walk with them in a “flow”). The second facilitator should stand as far as possible from your starting point.
 - a. *Say, we are all explorers who are very smart and trained on how to protect ourselves from danger. On this adventure, we will face different challenges, and our job is to keep ourselves and others safe. Are you ready?*
 - b. *Before we start on this adventure, you must know there is a Safe Tree (a facilitator), standing by the corner of the room. Whenever we feel unsafe or scared, we can run to the Safe Tree where*

there is a trusted adult. Point the Safe Tree space, where the second facilitator should be standing.

- c. *Say, we are in the middle of a beautiful forest, picking up fruits with our friends. Mimic having a good time, playing and eating fruits. Suddenly, we hear a lion coming, what should we do?* Run with them to the Safe Tree to meet the trusted adult.
- d. *Say, wow! Good job! Now let's go back to the forest, picking up fruits, waiving at a bird that is flying close by. Say, now I see this strange person we've never seen before. He is talking to us and making us uncomfortable, but he has also offered sweets and gifts. What should we do?*
- e. Run back to the Safe Tree. Explain children that we can't accept gift from strangers, even if the gift looks nice or the food looks tasty. . Explain that if someone makes you feel uncomfortable, go to a Safe Adult. You don't need a reason to explain why they make you feel uncomfortable.
- f. You can repeat this exercise and contextualise the risks based on what children might be exposed to.
- g. Tell children that their Safe Tree could be any adult they trust. Their teacher, their caregivers, and others.

Saying NO!

5-10MIN

1. As we just learned about safe and unsafe situations and what do when we feel that something is wrong, let's learn another way that can help you feel safe.
2. Ask children stand in a circle.
3. *Say, when I count to three, everyone will shout NO as loud as you can!* Count and let them shout. Repeat and ask them to make it louder, if possible.
4. *Now, ask them to say "NO" but in different ways, for example:*
 - *Now, shout NO like you're a superhero!*
 - *Now, shout NO like you're a lion!*
 - *Now, shout NO like you're a robot!*
5. Explain to children that, if you are feeling something is wrong and you are scared or being hurt in anyway, in addition to looking for a trusted adult, you can say NO! *Say, for example (in these scenarios you can read these examples and then have them shout NO!):*
 - a. If someone pushes you while playing...

"No! I don't like that!"
 - b. If someone tries to make you leave the safe space (school, community center)...

"No! I want to stay here!"
 - c. If an older child tries to scare you or say mean words...

"No! Stop it!"
 - d. If someone tries to grab your hand and take you somewhere you don't want to go...

"No! Let me go!"

- e. If someone tries to take your food or water...

"No! That's mine!"

- f. If someone tells you to keep a secret that makes you feel bad or scared...

"No! I will tell a trusted adult!"

- g. If someone tries to touch you in a way that makes you feel uncomfortable...

"No! Don't touch me!"

- h. If someone tells you to do something dangerous or something you don't want to do...

"No! I don't want to do that!"

- i. If someone tells you to leave your friends or group...

"No! I want to stay with my friends!"

6. After going through the "NO!" phrases, you can finalise the activity on a positive note by suggesting:

- a. *Congratulations, you know a lot of situations that you can say NO!. Now, let's play a situation where you can say YES! Do you want to go back to the safe space? OR do you want to go back to play? YES!*

Meditation exercise

5 MIN

1. Tell children to take 1 minute to sit quietly.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the class and group. Wiggle your fingers and toes. Make a small circle with your wrists. Stretch your arms up to the sky and then shake them.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.


3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



FEELINGS CHARADES

50-75 MIN

TOPICS:	<ul style="list-style-type: none"> Identify your emotions. 	Session # 2.2
MATERIALS:	<ul style="list-style-type: none"> Blackboard and chalk, whiteboard and markers, or large paper and markers. 	
PREPARATION:	<ul style="list-style-type: none"> None 	



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Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play a game, we will talk about emotions, and end with a mindfulness activity.

Mirror Mirror in the Room

5-10 MIN

- Stand opposite each other. Place your feet firmly on the floor.
- Reach out your hands. Don't touch each other.
- One person moves his or her hands.
- The other person copies the movement.
- Try not to talk.
- Swap roles.
- Ask:
 - Can you match the leader's movements?
 - Can you move at the same time without anyone taking the lead?



Feelings charades

30-50 MIN

Say: (2 minutes)

- *Today we are going to do an activity that will help us to learn more about emotions and how we can better understand each other's feelings.*
- *We will start to recognise what actions people may use that can reveal or show how they are feeling.*
- Ask the children if they can think of some feeling words or 'emotions.'

Do: (20 minutes)

1. Draw some simple pictures that show the feelings the children are talking about if possible. You may use pre-prepared drawings to make this faster. Otherwise list these feelings on the board in writing. Do this until you have a list of 10 – 15 emotions or feelings up on the board.
2. Inform the children that you are all going to play an acting game together.
3. Demonstrate the 'feelings acting game' by doing the following:
 - Act out an emotion of your choice.
 - Ask children to guess what the emotion was.
 - Have all the children act out this same emotion (This should get a lot of good laughs!)
4. After demonstrating, ask for a volunteer to come to the front and:
 - Ask them to choose one of the emotions that are listed on the board that they are going to act out. They must whisper it before they start acting it out. Make sure that you have heard properly so you can confirm when someone has guessed the emotion correctly.
 - Ask the participant to act out the emotion.
 - Remind the participant not to say the name of the emotion, just to pretend by acting out the emotion.
5. Invite children to call out the emotions they think the child who is acting is trying to show. When a child guesses the emotion correctly...
 - Repeat and name the emotion clearly so all children have heard it.
 - Ask all the children to pretend they are feeling the same emotion – to act and use gestures and behaviours that show this emotion, all at the same time.

- You as the facilitator should act out the emotion along with the children to help the children feel comfortable with the game.
6. Clap for each child who is acting out the emotions and for each child who guesses the emotion correctly. Each time ask if the person who guessed the emotion correctly would like to come up next and act out another emotion. If they are too shy or awkward do not push them. Continue to cover as many emotions as possible in about 20 minutes.

Discuss: (10 minutes)

- Briefly mention some of the 'feelings words' and ask for children to say some examples of what it is that makes them 'feel this way.' For example, say, "I feel happy when I'm with my family". When do you feel happy?
Do not push children to share if they are not comfortable doing so.
- Ask if anyone in the group can think of a time when they could tell that a friend or family member was feeling happy. Ask the children, *without telling us all WHO had these feelings...*
 - What gave them a clue that a friend or family member was feeling happy?
 - What was the person doing or saying? (e.g. smiling)
- Ask if anyone in the group can think of a time when they could tell a friend or family member was feeling angry. Ask the children, *without telling us all WHO had these feelings...*
 - What gave them a clue that a friend or family member was feeling angry?
 - What was the person doing or saying? (e.g. scowling)
 - How did you feel when that person was angry?
 - Sometimes we want to help but we can't think of anything at the moment in time. Now that you are thinking about it, what do you think you can do when someone is feeling angry? (You can extend this question to the wider group). (e.g. offer to listen, offer a hug, offer to sit quietly)
- Time permitting, continue the discussion with other emotions or choose other emotions until time runs out.

Wrap up and summarise

- People may show their feelings in different ways. People may have different reactions and thus emotions in response to the same thing.
- When we notice a friend expressing some emotions, even if they are not talking about it, we can reach out to them and try to help them.
- Both boys and girls experience all types of emotions – fear, sadness, anger, excitement and express these in different ways.
- Often, simply listening when your friend tells you about something that has made them sad, angry, or frightened helps them.
- It is also good to be aware of how your behaviour affects other people's feelings.
- Mention some of the examples given by children in the discussion.

FACILITATOR'S NOTES:

- Prepare some example drawings that depict feelings the children may discuss in the activity. You can ask them what feelings they think each picture shows or they can suggest ways to draw the feelings you discuss together.

- Think on examples of gender assigned beliefs that exist within our communities and cultures . Do we sometimes tell boys or girls that it's not ok to show some types of emotions? E.g. boys – sadness, fear Girls – anger. What impact does this have on girls and boys seeking help?

Cooling down: Long, small and wide

5 MIN

1. Find a space in the room or stand in a circle. Make sure you have enough room.
2. Count to eight: make yourself very long. Like a giraffe.
3. Count to eight: make yourself very small. Like a mouse.
4. Count to eight: make yourself very wide. Like an elephant.
5. Ask:
 - *Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?*

FACILITATOR'S NOTES:

- Are there older children or teenagers playing? Have them make up a stretching movement.

ADAPTATIONS:

- What other animals can you imitate?

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



PAINTING COLOUR MIXING PATTERN

50-65 MIN

TOPICS:	<ul style="list-style-type: none"> Identify your emotions. Manage your emotions, including coping skills. 	Session # 2.3
MATERIALS:	<ul style="list-style-type: none"> 1 sheet of flip chart paper per child Paint (primary colours and black and white) Paint brushes Water for paint Paper towels Sponges Bowls of water for cleaning brushes Space requirement: Large space where all sheets of flip chart paper can lay flat on the ground in front of each child 	
PREPARATION:	<ul style="list-style-type: none"> The facilitator sets up an organised space where each child has a large (half a flip chart paper) piece of white paper, a paintbrush, water, tissues or a rag for drying the paintbrush between rinses, and a large paper plate or other blank space for mixing colours. Between the children are plates or bowls or cups of different coloured paints (primary colours: red, blue, yellow). There is also a bowl of white paint for children to share. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play a game, do an art activity to learn about expressing emotions, and end with a mindfulness activity.

Find someone wearing

5 MIN

- Ask participants to walk around loosely, shaking their limbs and generally relaxing.
- After a short while, the facilitator shouts out "Find someone..." and names an article of clothing.
- The participants have to rush to stand close to the person described.
- Repeat this exercise several times using different types of clothing.

Painting colour mixing pattern activity

30-45 MIN

- Invite everyone to stand up and hold their paint brush in their hand. Practice making large lines, circles, and other movements controlling your paintbrush with your hand and arm. Move on to

smaller movements controlled with your fingers and wrist. Invite everyone to sit in front of their paper.

2. Invite everyone to dip their paint brush into the water and rub the bristles with their fingers to soften it. Once it is soft, then can dab it dry on the paper towel.
3. Invite everyone to choose any colour they want and paint lines anywhere on the paper (any length you want in any location on the paper). Lines can be horizontal or vertical, big or small, in the middle, on the side, anywhere you want. If you run out of paint, take some more and continue making lines with this colour.
4. After the children have made quite a few lines, invite them to change to another colour by washing their paint brush and selecting a new colour and then to continue with making more lines. The lines can be anything they like. Straight, circular, big, small, anywhere they want.
5. Remind the children that the instructions are guidance that they can interpret however they like.
6. Invite the children to make a new colour by selecting two paint colours and mixing them together on the paper plate to create a new colour. Once they have their new colour, they can use it to make more lines however they want anywhere on their paper.
7. Once the facilitator sees that most papers have filled with lines and colour to about 75%, he/she can invite the children to continue in any way they want by doing more lines or adding anything else they want to finish their painting (new colours, line, shapes, etc.). They have as much time as they need.
8. Once the paintings are finished, invite each child to look at his/her painting and think about what it reminds him/her of or how it makes them feel. After a few moments, ask each child to turn the paper and look at it from a new angle (rotate 4 times so that they look at it from each of the 4 sides). Ask them to think about how the image changes for them as they look from different angles.
9. Invite the children to lay their painting so that they are looking at it from the angle they like best.
10. Children are invited to share their art and/or their feelings about their art.
11. Children are invited to have a silent gallery walk to appreciate the paintings. Anyone who does not want his/her painting in the silent gallery can set it aside.
12. Facilitate a discussion:
 - *Tell us about your picture. What do you see?*
 - *How did you feel while you were drawing? (You can use images of emotions and ask children to point to the ones that they were feeling)*
 - *What do you like the best about your drawing?*

FACILITATOR'S NOTES:

- Two even rows of children facing each other with the flip chart paper in front of each person. The tray with paint can be shared by 2-4 children and set in between children or at the centre of every grouping of four facing each other.

ADAPTATIONS:

- The facilitator asks each child to paint various patterns with a continuous line on their paper until the paper is almost full.
- They can use any colour they like but when one paint stroke runs out of paint they should pick up where they left off to make it a continuous line.

- After the painting is done, the facilitator asks the children to look at their painting patterns from the angle the paper is facing them. Then they rotate the paper clockwise and look at it from another angle. Then they rotate it again and then again so that they look at it from all 4 angles.
- The facilitator asks the children to find an image or a picture of something within the colour patterns. Once they see it, they use black paint to “connect the image” over the colours (or they can leave it as it is). The facilitator then invites the children to share their image/painting.

Seeing colours

5 MIN

1. Ask children to sit with their backs straight but in a comfortable position. The children can look at the top of the teacher/facilitator’s head and let their eyes rest.
2. Ask children to think of their favourite colour but not say it out loud.
3. Ask children to take a deep breath and as they breathe in tell them that they are breathing in their favourite colour. Can they imagine the colour going up their nose and into their lungs? Can they see the colour in their chest? In their heart? Is the colour small or large? Is it moving or is it resting inside of them?
4. Ask them to imagine the colour inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.
5. Ask them to be their favourite colour for one, two, three, four, five, six, seven, eight, nine, ten.
6. Take another deep breath and hold for one, two, three. Tell the children to name their colour quietly when they exhale.

Closing

5 MIN

5. Thank the group for their time and presence.
6. Review the session topic and check whether children understood.
7. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
8. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



TAKING CARE OF MYSELF

45-65 MIN

TOPICS:	<ul style="list-style-type: none"> Managing your emotions, including coping skills. 	Session # 2.4
MATERIALS:	<ul style="list-style-type: none"> Paper, crayons, pastels or other drawing materials Chairs (optional) 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, learn about taking care of ourselves, and end with a mindfulness activity.

Keep your cool

5-10 MIN

- Split into pairs.
- Stand opposite each other.
- Person one tries to make person two laugh. You are not allowed to touch one another.
- Person two tries not to laugh. Keep your eyes open.
- Swap roles.
- Discuss what works and what doesn't.

**FACILITATOR'S NOTES:**

- Agree how close person one is allowed to get to person two. If person one gets too close, person two can say 'Stop!' at any time.

Discussion question:

- *Can you concentrate on your breathing so you don't have to laugh? Or can you keep your cool using your body another way?*

ADAPTATIONS:

- Groups of four. Three people try to make one person laugh.
- Form a circle. One person stands in the centre of the circle. This person tries to make the others laugh. Did you laugh? If so, you also have to stand in the circle.

Taking care of myself**15-30 MIN**

1. Provide children with paper and crayons or pastels.
2. Ask children to think about something they have done to support themselves, to make themselves happy, help themselves to relax. If children have difficulty understanding the request, ask them to think about something they like to do, something they enjoy.
3. Invite children to draw something that represents how they support themselves, care for themselves, make sure they do things they enjoy relaxing or have fun.
4. Invite children to share their art and/or what they have represented regarding their self-support, self-care.
5. When the sharing is over, invite children to have a silent circle gallery. Those who want to, can hold up their drawings, and the group can silently appreciate all of the art.

FACILITATOR'S NOTES:**Discussion questions:**

- *How did you feel while you were drawing?*
- *What did you like about doing this drawing?*

Guess the animal

10 MIN

1. Ask participants to divide into pairs and to form a circle. Put enough chairs in the circle so that all but one pair has seats. Each pair secretly decides what type of animal they are.
2. The two participants without chairs are the elephants. They walk around the circle calling the names of different animals. Whenever they guess correctly, the animals named have to stand up and walk behind the elephants, walking in mime.
3. This continues until the elephants can guess no more.
4. Then they call "Lions!" and all pairs run for seats. The pair left without chairs become the elephants for the next round.

ADAPTATIONS:

- If no chairs are available, you can do this by sitting on the floor and either drawing a large circle or spots for every child.

Mindful breathing

5 MIN

1. Get the children to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



THIS IS ME, THAT IS YOU, THIS IS US

55-75 MIN

TOPICS:	<ul style="list-style-type: none"> Recognising your abilities and strengths. 	Session # 2.5
MATERIALS:	<ul style="list-style-type: none"> Blank paper – at least one piece for each child in the class Magazines to cut up Sticky tape Crayons or coloured pencils Scissors Glue Adhesive putty 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, learn about our own strengths, and end with a mindfulness activity.

What we have in common

5 MIN

- The facilitator calls out a characteristic of people in the group, such as 'green shirt'. All those who have a green shirt children should move to one corner of the room.
- As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space.

FACILITATOR'S NOTES:

- This activity can be done with a large group.
- Call out characteristics that are easy for all to identify.

This is me, that is you, this is us

30-50 MIN

Say: (1 minute)

- Today we are going to learn what is unique about ourselves AND what we have in common with others in the classroom.

Do: (25 minutes)

- Say to the children:

- *Some people like to eat fruit.* Now we're going to pretend we're eating an imaginary fruit, you must all pretend to be eating your favourite fruit.
- (A note to facilitator: Fruit can be substituted for any other type of food most relevant to the context such as ice cream)
- *But other people don't like some fruit so much. Now let's pretend that we're eating a fruit or another food that we don't like, one that tastes really bad.*
 - *Can you think of other examples of things that make people different from everyone else?*
2. Hand out paper to each child or ask the children to open their workbooks, if they have books they keep all their work in, or pass out paper. Distribute pencils or coloured pens.
 3. Say to the children:
 - *Today you're going to draw a picture of yourself, trying to show what you look like (the shape of your face, the colour of your hair and eyes, the length of your hair, etc.). Make sure to keep the picture in the middle of the page as you will be adding some things around your picture.*
 4. When the children have each done a self portrait / a picture of themselves say to them:
 - *Now I would like you to think of and add some activities and things you like- what activities or sports do you like? What games do you like? Who do you like to play with? What is your favourite food? (for example, a soccer ball if you like to play soccer, a paint brush if you love painting, or books if you like reading). You can draw pictures or you can cut out and stick on pictures from the magazines and fliers I am handing out.*
 5. Distribute magazines, coloured paper, scissors, glue whatever materials you have for the children to make the pictures of themselves.
 6. While children are drawing and cutting things out of magazines, some of them may need assistance. It is important for the facilitator to walk around and make sure they understand the activity. If necessary, help them to identify specific characteristics that are easy for them to understand.
 7. Say to the children:
 - *Now I want you to think about other things that make you who you are. Things you are good at doing (singing, running, jumping, catching, etc.), the month you were born, what languages you speak, where you were born, where you come from, and where your parents come from.*

NOTE: In some settings discussing nationality, language group, and place of origin may cause tension, try to find points of discussion that discuss aspects of a child's identity that are not linked to the subjects of any conflict or displacement issues in the setting.
 8. Now ask all the children to hang their pictures up either on the wall or blackboard, so that everyone can see each other's artwork. Give them time to walk around looking at each other's work.
 - *As they are walking around, ask them to notice if anyone else has some of the same things as they have on their artwork.*
 - *Can you find one or lots of characteristics that you share with your classmates?*

Discuss: (10 minutes)

- Tell the children that you like each and every one of the pieces of artwork because they are each individual and different.
- Encourage the children to discuss their artwork using the following questions:
 - *How did you feel while you were making your self-portrait?*
 - *What did you draw or cut out of the magazines?*

(NOTE: Important to find **magazines** that have people that the children can identify with/that look like them).

Wrap up and summarise: (2 minutes)

- Today we learned that there are things about us that we share with our classmates and others that make us unique or different. We need to learn to value both what is the same and what is different.

FACILITATOR'S NOTES:

- Collect **magazines and old posters or fliers** – anything that has pictures that the children could cut up and paste on their artwork

Extending for all children: (15 minutes)

- Read the following out to the children:
 - *Pay attention to what I'm about to tell you: All of us, at one point or another, have felt very alone, and we have missed our friends and classmates. We need them not only to have fun or do group assignments, but also so they can support us. Sometimes, the best times are the ones we share, instead of the ones we spend alone.*
- Afterwards ask the following questions and listen to the children's answers:
 - *What do you think about what I just told you?*
 - *Have you ever felt like you were all alone?*
 - *Have you ever wanted to share a joke or an interesting story with a friend, but you weren't able to?*
 - *Have you ever seen someone who was all alone and didn't have anyone to play with or talk to?*
- Luckily, all of us have the power to help others so that they don't feel alone. To do this, we can invite them to have fun with us. This is what we call the power of inclusion.
- Some ideas of what you can do to include someone who is feeling different and left out:
 - Ask the person questions so you can get to know her better.
 - Invite them to do something fun, be part of your group in the classroom or playground.
 - Tell them some things about yourself.
 - Try to think how that person might be feeling and how we would feel if we were in their place.
 - Gently stop those who are leaving that person out.

Fruit salad

5 MIN

1. The facilitator divides the participants into an equal number of three to four fruits, **such as oranges, bananas, papayas**. For example, 5 participants are **oranges**, 5 participants are **bananas** and 5 are **papayas**.
2. Participants then sit on chairs in a circle. One person must stand in the centre of the circle of chairs.
3. The facilitator shouts out the name of one of the fruits, such as '**oranges**', and all of the **oranges** must change places with one another.
4. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair.

5. The new person in the middle shouts another fruit and the game continues.
6. A call of 'fruit salad' means that everyone has to change seats.

Squeeze the lemon

5 MIN

1. Pretend you have a lemon in your hand.
2. Reach up to the tree and pick a lemon with each hand.
3. Squeeze the lemons hard to get all the juice out – squeeze, squeeze, squeeze.
4. Throw the lemons on the floor and relax your hands.
5. Then repeat, until you have enough juice for a glass of lemonade!
6. After your last squeeze and throw, shake out your hands to relax!

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



A WELCOME PLACE

55-60 MIN

TOPICS:	<ul style="list-style-type: none"> Reflect on your role to promote personal, family, and community wellbeing. 	Session # 2.6
MATERIALS:	<ul style="list-style-type: none"> Drawing materials, enough for all children: paper, crayons or markers 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, learn how to be part of a welcoming community, and end with a mindfulness activity.

The sun shines on

5-10 MIN

- One person is in the middle.
- The person in the middle shouts out “the sun shines on...” and names a colour or articles of clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes”.
- All the participants who have that attribute must change places with one another.
- The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names a different colour or type of clothing.

FACILITATOR'S NOTES:

- This activity can be done as a large group.

A welcome place

30 MIN

- Say:
 - We are going to be working together a lot in this group, so it will be really important that we think about how we take care of ourselves and each other.*
 - Some of us might come here to this group for a long time.*

- *Others might come here to this group a few times and then leave (depending on the context, this statement can be removed).*
 - *Either way is ok, this is a place where everyone is welcome and we are kind to each other.*
2. Ask children what it means to be “welcome” and listen to their responses.
 - Help children with responses such as:
 - *When we are welcome anyone can come here.*
 - *We are kind to each other.*
 - *No one says to go away.*
 - Tell children they have done a great job thinking about what it means to be welcome.
 3. Tell children that now they are going to draw a picture of a welcoming space.
 - This can be a real place or a place they imagine.
 - Children can draw anything they want.
 - After they are done drawing we will talk about what they drew.
 4. Distribute drawing materials (crayons or markers and paper) to each child.
 - Allow children to sit anywhere they want while they draw.
 - Give children 10-15 minutes to work on their drawings.
 - As children are drawing, walk around telling them they are doing a great job..
 - If you notice a child who is not participating, talk to the child to try and find out what kind of support is needed so he/she can engage in the activity.
 5. After 10-15 minutes, or when it seems like most children have finished their drawings, clap your hands or ring a bell to get children’s attention.
 - Have children help you collect the drawing materials (make sure that both boys and girls have tasks to do, such as: one boy collects all the crayons, one girl collects all the markers)
 6. Ask children to join you in a seated circle if possible, and if not, stay seated while others present their drawing.
 - Tell children that we are going to share our drawings.
 - Explain that no one has to share who doesn’t want to.
 - Remind children that in this group we support each other. Ask:
 - *What can we say about the drawings our friends share?*
 - Help children respond:
 - *We can say, that’s pretty; I like that; nice job.*
 - Make sure that children understand we are only saying positive things, we are not making our friends feel bad.
 7. Ask children if there is anyone who would like to share their drawing.
 - Invite a volunteer to hold up his or her drawing so that everyone can see.
 - Ask the child to explain what she or he drew.
 - Tell the child what you like about the drawing. Find something specific in the drawing (for example, I love that tree you drew, or, I love the way you drew the friends together).
 - Invite more volunteers to share. Continue until everyone wants to share, or until the children have lost interest, or until you don’t have any more time.

8. You can either hang the children's pictures in your space, if there is room, or tell children they can take the pictures home to their parents, siblings or give it to a friend.

Move to the spot

5 MIN

1. Ask everyone to choose a particular spot in the room or area. They start the game by standing on their 'spot'.
2. Instruct participants to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards, etc.
3. When the facilitator says "Stop", everyone must run to their original spots.
4. The person who reaches their place first is the next leader and can instruct the group to do what they wish.

FACILITATOR'S NOTES:

- This activity can be done with a large group.

Muscle relaxing

5 MIN

1. Tell children to sit in a comfortable position
2. Ask children to pretend to be "frozen" by tightening their arms.
3. Then, let them "thaw" by relaxing their arm, and imagine their stress or anger melting away.
4. Repeat again with a different body part.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

POSITIVE SOCIAL SKILLS AND RELATIONSHIPS



FROM WHERE YOU STAND

55-75 MIN

TOPICS:	<ul style="list-style-type: none"> Take others' perspectives; show concern for the feelings of others. 	Session # 3.1
MATERIALS:	<ul style="list-style-type: none"> Paper and pens Several drawings 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group
- Take attendance or count attendees
- Go over rules and expectations (if needed - this is especially important when a group new participants join)
- Provide an overview of the session topic and activities. For example:

Today, we will play a game, learn about other people's perspectives, and end with a mindfulness activity.

Drawing game

10-15 MIN

- Participants work in pairs, sitting back to back. One person in each pair has a simple drawing. The other person has a blank piece of paper and a pen. The person with the drawing describes it in detail so that the other person can reproduce the drawing on their sheet of paper.

FACILITATOR'S NOTES:

- Facilitators should ensure the drawings are appropriate for the age group (simpler for younger children and more detailed for adolescents).

From where you stand!

30-45 MIN

Say: (8 minutes)

- Each one of us has a unique way of seeing things. For example, have you ever seen shapes in the clouds? What kinds of shapes? Did you show the clouds to someone else who could not see what you could see?
- Was there ever a time when you saw something (like the shapes in the clouds) that was different from what a friend or family member saw?
- Listen to the children's reactions and responses.
- And then say:

- Today, we're going to talk about that.

Do: (20 minutes)

1. Tell the children:
 - Today we're going to hear about situations in which two people may think very different things. Working together, we're going to try to understand what each of them is thinking. I'm going to read a situation and then write the name of a character on each side of the blackboard. First, we're all going to stand on the right side of the classroom, and then, on the left side, so we can try to understand what each of them is thinking.
2. You will read each of the situations as set out in the table, one by one. You will write the names of the characters, one on each side of the blackboard.
3. For each situation you read out you will follow with a set of 3 questions about character on the right of the board, and the same three questions about the character whose name is written on the left of the board.
4. Ask the group to start by standing on the right side of the classroom. They must imagine that they are the character whose name is written on the right side of the board.
5. Ask the children the following questions:
 - What do you think [name of character on right-hand side of board] is thinking?
 - What do you think [name of character on right-hand side of board] is feeling?
 - What do you think [name of character on right-hand side of board] would do?
6. Ask the group next to stand on the left side of the classroom. They must imagine that they are the character whose name is written on the left side of the board.
7. Ask the children the following questions:
 - What do you think [name of character on left-hand side of board] is thinking?
 - What do you think [name of character on left-hand side of board] is feeling?
 - What do you think [name of character on left-hand side of board] would do?

Situation to be read out loud	Character's name to be written on right-hand side of the blackboard	Character's name to be written on left-hand side of the blackboard
A cat comes over	Philippe, who was once bitten very hard by a cat	Ana, who has a toy cat
The results of a competition or contest are going to be published / released	Camille, who didn't take part in the competition / contest	Zara who won the contest/competition
Marianne wants to eat a sweet, but her mother gives her rice and peas instead	Marianne	Marianne's mother

Discuss: (15 minutes)

- After the exercise, ask the following questions and listen to the children's answers:

- *Why do you think the characters think differently in the same situation?*
- *Why is it important to understand what others are thinking?*

Possible answers: It is easier to solve conflicts that way; it helps us understand if others do not agree with us, etc.

Wrap up and summarise: (1 minute)

- We all have different ways of understanding things, depending on what we think, feel, and the information we have. As we saw today, it is important to stand in someone else's shoes and try to understand why he is acting a certain way. If we need to, we should ask him to clear things up so we can understand him.

Meditation exercise

5 MIN

8. Tell children to take 1 minute to sit quietly.
9. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
10. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
11. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
12. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
13. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
14. Now bring your attention back to the class and group. Wiggle your fingers and toes. Make a small circle with your wrists. Stretch your arms up to the sky and then shake them.

Closing

5 MIN


5. Thank the group for their time and presence.
6. Review the session topic and check whether children understood.
7. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
8. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



OUR BEST DEFENCE

60-75 MIN

TOPICS:	<ul style="list-style-type: none"> Actively listen and communicate effectively. Resolve conflicts constructively. 	Session # 3.2
MATERIALS:	<ul style="list-style-type: none"> 20 papers (10 cm X 8 cm each) Marker pens Sticky tape Blackboard or whiteboard 	
PREPARATION:	<ul style="list-style-type: none"> None 	



The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, practice communication skills, and end with a mindfulness activity.

An Orchestra without instruments

5 MIN

- Explain to the group that they are going to create an 'orchestra' (a group of people playing instrumental music without words only music sounds e.g piano and guitar only) without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound.
- Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen.
- Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.

Our best defence

30-45 MIN

Say: (5 minutes)

- There are situations in which other people say or do things to us that we don't like or that make us feel upset or mad. For example, we may feel upset or mad when someone hits us, gives us nicknames, mocks us or says offensive words to us, and especially if this happens a lot and becomes bullying.

- **Note to Facilitator:** you can share a situation in which someone has said offensive words or has made fun of you.
- Would anyone like to share some of the names you've heard children call each other?
- Listen to your children and validate their feelings.
- Sometimes, it may be difficult to know how to react in these situations, since each answer may lead you to different results; that is what we will learn today.
- In some schools, there are people who frequently bother other people. For example, they hit, put nicknames or make fun of others every day. Today we will learn how to face these situations in case we, or someone we know, experience them. Generally, when these situations occur, we may respond in three different ways:
 1. **Passively:** We do not express what we feel or think, and do not defend our rights. That means we don't do anything or just keep silent.
 2. **Aggressively:** We do express what we feel or think and defend our rights, but hurting others.
 3. **Assertively:** We express what we feel or think, and defend our rights without hurting other people.

Do: (25 minutes)

1. Write down the three concepts on the blackboard using the following headings: passive answers, aggressive answers and assertive answers.
 - Now, let's read the story of **Oswald and Tiger**
2. Ask the children questions about the story (10-15 mins)
 - What will happen if **Oswald** responds passively, meaning he doesn't do anything to defend himself? (For example, **Tiger** will continue bothering him and the situation will continue as it is.)
 - What will happen if **Oswald** responds aggressively, that is, meaning he tries to insult or hit **Tiger** to defend himself? (For example, **Tiger** will become angry and he will probably attack **Oswald** physically; the situation will get worse).
 - What are some ways friends can defend **Oswald** assertively, without being aggressive? (For example, talk to **Oswald** and tell him he isn't being funny, not laugh at **Oswald**, walk with **Oswald** so he's not alone). Explain this is the goal - we don't want to do nothing and we don't want to hurt others.
3. Write on the blackboard all the assertive, non-aggressive options the children suggest.
4. Ask:
 - Why is it important to defend or stand up for others, without being aggressive? (For example, to be a good friend, because we want everyone to be treated nicely, it's not OK to be mean)

Story- Oswald and Tiger:

Tiger is the biggest and strongest child in the fifth grade. He has many friends and his classmates do whatever he says. For example, the other day Tiger was hungry and forced Oswald to buy him food at the school store. Oswald didn't have much money, but he couldn't say no and did what Tiger ordered. Oswald, on the other hand, is a small, shy and quiet child. He doesn't have many friends, and some people say he is weird because he is always by himself during recess. Tiger thinks Oswald looks funny and he makes fun of

him all the time, saying, "Oswald is weird!" He feels very frustrated. Going to school has become a nightmare, as he knows Tiger will make his school-day unbearable from beginning to end.

Wrap up and summarise: (1 minute)

- Today, you have all done a great job practising assertive answers when facing aggressive situations.
- By answering in a clear, calm and firm, yet not aggressive manner to other people's aggressions we defend ourselves properly. If we don't do anything or if we answer aggressively, the situation will most likely continue or get even worse (for example, the other person may keep on attacking us, even more intensely).

ADAPTATIONS:

- Extension activity: If time, you can extend this activity by asking groups of children to act out different responses, then having the other children reflect on whether it was a passive, aggressive, or assertive response.

Discussion questions:

- *What was the best response in each scenario? Why?*
- *Is it difficult to be active/assertive? Why?*
- *Do you think girls face special difficulties in being active/assertive? What are some ways to overcome these difficulties?*
- *Do boys have any challenges in being active/assertive without being aggressive? What is the difference between the two behaviours?*
- *What can boys and girls do to help each other regarding gender behaviours and communication?*
- *How does passive communication put you at risk?*

Wrap up and summarise:

- Conclude by pointing out that staying healthy and safe is directly connected to being active/assertive.
- Point out that children standing up for themselves is essential for staying healthy and safe and not putting themselves at risk.
- Remind them of gender roles and how traditionally society expects women to be passive, so they must practise speaking up for themselves and not remain silent when they could be in danger.
- Also remind children that boys are expected by society to be aggressive, but being aggressive is not the same as being active/assertive.
- Being active/assertive must respect other people's rights in addition to protecting one's own rights.
- Different approaches to communication work best at different times. Generally, the active/assertive approach is best, but always keep personal safety in mind.

Three truths and a lie

10 MIN

1. Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. 3 of the pieces of information should be true, and 1 piece of information should be a lie. For example, 'Alfonse likes singing, loves football, has five cats and loves music' (has five cats is a

lie). Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the 'facts' is a lie.

ADAPTATIONS:

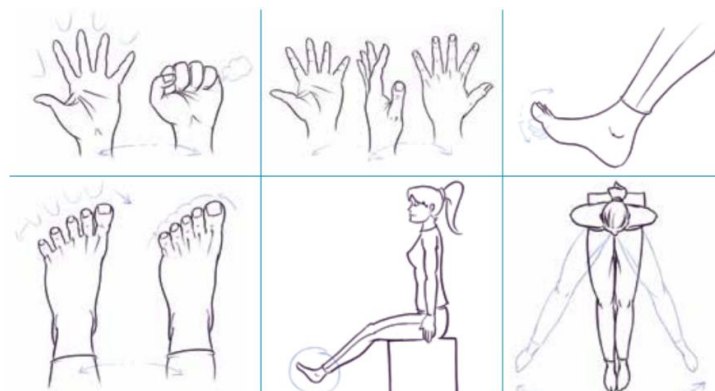
- For participants who cannot read, they can draw or say their name and the 3 truths and 1 lie.
- For 7-11 year olds, ask them to share 2 truths and 1 lie.

Gentle exercises

5 MIN

1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:

- Hand exercises:
 - Simply open and close your hands as quickly as possible.
 - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.
 - Continue to open and close your hands 10 times.
 - Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
- Feet and leg exercises:
 - Start in a sitting position and raise both feet together a few inches above the ground.
 - Now move the toes in any direction.
 - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
- Another exercise for the legs:
 - Sitting down, lift both legs as much as possible in a V-shape.
 - Slowly bring the legs together and lower them.
 - Repeat the movement 5-6 times.



ADAPTATIONS:

- Do all the exercises while sitting or standing.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



TELLING A GROUP STORY

45-60 MIN

TOPICS:	<ul style="list-style-type: none"> Actively listen and communicate effectively. Literacy - Oral Language: Listening 	Session # 3.3
MATERIALS:	<ul style="list-style-type: none"> None 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, tell a story together as a group, and end with a mindfulness activity.

Group statues

5 MIN

- Ask the group to move around the room or area, loosely swinging their arms and gently relaxing their heads and necks.
- After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts "peace". All the participants have to instantly adopt, without talking, poses that show what 'peace' means to them.
- Repeat the exercise several times.

FACILITATOR'S NOTES:

- Other words to shout out could include: bird, tree, joy, house, love.

Telling a group story

15-30 MIN

- Invite children to sit in a circle. You should sit in the circle with them.
- Tell children that today we are going to tell group stories that we make up together. The stories we make up will focus on a certain theme that the children will identify. For example, the theme of sharing, giving to others, accepting an apology, etc.
- Explain that you are going to say the first line of a story, then the person next to you will continue with the next line, and the next person with the next line, and so on.

When we do this, it is important to listen to each other.

4. Explain that sometimes we might think that a story has come to an end, in which case we can end the story and start a new one, or else we might go the whole way around the circle and find that we think the story needs to continue. Both are fine.
5. Start a story with a single sentence. After you have said your line, the next child should say a line, and so on. Help any children that struggle. Some examples are listed here, but you may wish to invent your own line instead.

Example first lines:

- There was once a young girl named Anna [substitute with a local name] who lived with her grandmother on the top of a very tall mountain.
- A little boy named David [substitute with a local name] was walking down the road one day when he spotted, far off in the distance, what looked to be a castle/palace.
- In a tiny village far from the city, there lived a girl named Anayah [substitute with a local name] who was known for being brave enough to stand up to the lions.
- Isarro [substitute with a local name] was a little girl who loved adventures; she wanted to travel all over the world.

6. Remind children that everyone will have a turn to share an idea and create the story, but that you do not have to participate if you don't want to and can say 'pass' when it is your turn. We all have different ideas, and no one idea is better than any other since we are using our imagination, so we should be polite and encouraging to each other as we create the story.
7. Once you have done a couple of stories as a whole group, divide children into groups of about 5-10 children per group, depending on the group size, and ask them to sit in circles around the space.
8. Explain that each group will tell its own story.
9. Ask children to choose one group member to start the story. Remind children that they should go around the circle, with each child taking a turn to say the next line of the story. Tell children that when they feel that their story has come to an end, they can stop the story and start a new one.
10. After about 10 minutes, clap your hands or ring a bell and ask children to rejoin the whole group in one big circle.

Tunnel ball

10 MIN

1. Players line up behind one another in teams. Each team has a ball (or cushion or other object) that they have to pass from the back of the line to the front (either over their heads or through their legs).
2. When the object reaches the front, the front person carries it to the back and sends it forward again.
3. Teams compete against each for speed for at least 2 rounds.

ADAPTATIONS:

- This activity can be played outside.

Mindful breathing

5 MIN

1. Get the children to sit in a comfortable position.
2. Next, ask how their breath feels as they draw it into themselves, and then as it leaves.
3. Ask them to put a hand on their own belly, so that they will be able to feel the rise and the fall of their breath.
4. Do this about five times – five inhales, five exhales.
5. After five breaths, guide them to any thoughts and feelings they might be aware of, then invite them to let go of those thoughts and feelings.
6. Ask them to imagine that the thoughts and feelings are bubbles, floating away, as they return to their breathing.
7. Repeat the five breaths – five in, five out – and do this as many times as feels right.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



BEING A GOOD FRIEND

40-60 MIN

TOPICS:	<ul style="list-style-type: none"> Develop positive relationships; seek or offer support and help when needed. Take others' perspectives; show concern for the feelings of others. 	Session # 3.4
MATERIALS:	<ul style="list-style-type: none"> Drawing materials Ball (more than one if possible) 	<ul style="list-style-type: none"> Other recreational materials (if possible)
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, learn about being a good friend, and end with a mindfulness activity.

Talking object

5 MIN

- Participants sit or stand in a circle. One participant says the first word of a story.
- The participant to their right says a second word.
- The story continues with each participant adding a new word.

Being a good friend

15-30 MIN

- Tell children that today we are going to talk about what it means to be a good friend. Tell them that it's important that we try to be good friends with each other.
- Ask children what it means to be a good friend, and listen to their responses.

Responses may include:

 - Helping each other
 - Playing together
 - Sharing
- Tell children they know a lot about being good friends.
- Ask children if they ever meet new friends.
- Ask children what they do when they meet a new friend.

Responses may include:

- They smile
- They say their names
- They ask if the new friend would like to play
- Ask children how someone might feel if they were in a situation where they did not know anyone.

6. Ask children what they can do to help a new child feel comfortable.

Responses may include:

- They can say hello
- They can introduce themselves
- They can ask if the new person would like to play
- They can share with the new person

7. Tell children that you're going to pretend to be a new child and ask if someone can volunteer to pretend to be the person helping you feel comfortable.

Act out being a new child who is feeling shy and let one of the children invite you to play.

Invite more volunteers to help you feel comfortable.

8. Ask children if they ever have trouble with their friends—do they ever have a disagreement?

9. Ask for examples of disagreements they have had (you may give examples if children have trouble coming up with them themselves).

Responses may include:

- A time when a child and his or her friend both wanted the same thing and they didn't want to share
- A time when a child and his or her friend got angry and started pushing each other
- A time when a child and his or her friend did not want to play the same game

10. Ask children what they can do if they have a disagreement with a friend. (If they have trouble coming up with responses, you can help them).

Responses may include:

- They can talk about it with their friend
- They can talk to a grownup about it
- They can try to figure out a way that both children can be happy

11. Tell children that good friends help each other, and they share, and they try to make sure they are both happy. If they have a disagreement, they look for a way that both can be happy.

12. Tell children that they now have time to choose what they would like to do. During this time they should try to be good friends. They can choose to:

- Draw pictures
- Play ball
- Play another game that you have materials for

FACILITATOR'S NOTES:

- Be sensitive to local gender norms, girls might not be friends with boys and vice versa in some contexts. Regardless, ensure that children's perspectives are not reinforcing negative stereotypes.

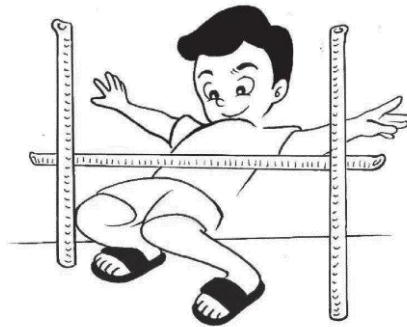
Limbo dancing

5-10 MIN

1. Hold a broomstick at various heights and have the children limbo under it to music or clapping.
2. Those who overbalance can spend some time practising in threes.

ADAPTATIONS:

- In a large group, use two broomsticks and ask participants to help hold the stick.



Lazy cat

5 MIN

1. Pretend you are a lazy cat that just woke up from a lovely, long nap.
2. Have a big yawn.
3. And a meow.
4. Now stretch out your arms, legs and back – slowly like a cat – and relax.



Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



OUR COMMUNITY

50-65 MIN

TOPICS:	<ul style="list-style-type: none"> Solve problems, including through teamwork. Protect yourself from risks. 	Session # 3.5
MATERIALS:	<ul style="list-style-type: none"> Table or floor space to make a large group drawing Drawing materials (pencils, coloured pens or markers) A very large piece of paper to draw on (you can tape several flipcharts together) 	
PREPARATION:	<ul style="list-style-type: none"> None 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play a game, discuss our community, and end with a mindfulness activity.

Shopping list

5 MIN

- The group forms a circle. One person starts by saying "I am going to the market to buy fish." The next person says, "I am going to the market to buy fish and potatoes." Each person repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

ADAPTATIONS:

- For a larger group, the facilitator can split the group into two or three circles.

Our community

30-45 MIN

- Explain the three parts of the activity they will be doing together:
 - Part 1: Drawing a map of the community they live in now.
 - Part 2: Talking about the places in the community which are safe and those that are not safe and showing them on the map.
 - Part 3: Talking about how to make things better in their community and who can help.

Part 1: Our community (people and places)

1. Gather the participants around a large table or a large space on the ground, where it will be possible for them to do a group drawing.
2. Explain that the first task is for them to draw a picture of their community. It should have things on it that are easy to recognize, such as people's houses, public buildings like schools and hospitals, roads, rivers, woods etc. The drawing does not need a lot of detail at this stage.
3. Explain that as a group they have to work out how to complete this task. For example, they can ask certain people to do the drawing, while others help direct them on what to draw. Or they can each take turns to draw, or they can each choose to draw certain areas.
4. Ask them to show on the map the places that are important to children and children's families. These questions might help the children with this task:
 - *Where do people in the community go to meet each other? Where are the gathering places like markets, places of worship, schools or sports fields, etc.?*
 - *What kinds of people are in the community and where can we find them? Who and where are the people who are helpful to the community – and helpful to children?*



Part 2: Our community (resources for change)

- Bring the children together again around their maps. Remind them that we've looked at the various places and people that are important for children and families,
- Now ask:
 - *Where are the safe places for children?*
 - *Where are the fun places for children?*
 - *How can we make things better in our community for all children?*
- Let them brainstorm different ideas and indicate on their maps where they could make changes.
- Now ask:
 - *Who are the people that can help us to make these changes that are better for all children? For example, teachers, mayors, children!*
- Finish the activity by sitting in a circle and discussing the reflection points below. The community maps can be placed on the wall as decorations for the learning space.

FACILITATOR'S NOTES:

- Try to let the group do their tasks with as little input from you as possible. This will give them a sense of ownership over the map, and also provide you with a lot of information on group dynamics and the roles the different children play in the group.
- **Child protection:** Pay attention to any areas or events in the community that the children mention where they may feel unsafe or threatened. These concerns should then be raised with the children's caregivers and other adults in the community or case manager if children are being supported through a case management system, as well as being discussed with the children themselves. Themes or patterns of threats to children's safety that are emerging should be shared with local child protection committees, NGO working groups or equivalent. Ensure trained child protection staff are available to support and guide the facilitators.

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
 - Breathe in slowly through your nose as you smell the flower.
 - Breathe out slowly through your mouth as you blow out the candle.
 - Repeat a few times.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



STORYTELLING FOR PROBLEM SOLVING

50-65 MIN

TOPICS:	<ul style="list-style-type: none"> Solve problems, including through teamwork. 	Session # 3.6
MATERIALS:	<ul style="list-style-type: none"> Paper Writing/drawing materials (crayons and pencils) Banana or any other item (a stone, pen etc) 	
PREPARATION:	<ul style="list-style-type: none"> Think of a story to tell. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play a game, talk about how to solve problems, and end with a mindfulness activity.

Banana game

5 MIN

- A **banana or other object** is selected.
- The participants stand in a circle close to each with their hands behind their backs.
- One person volunteers to stand in the middle.
- The facilitator walks around the outside of the circle and secretly slips the **banana** into someone's hand.
- The **banana** is then secretly passed round the circle behind the participant's backs.
- The job of the volunteer in the middle is to study people's faces and work out who has the **banana**.
- When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

FACILITATOR'S NOTES:

- If it is taking too long, give the volunteer in the middle a set amount of time (e.g. 1 min) before switching volunteers.

Storytelling for problem solving activity

30-45 MIN

1. Put the children into groups of 5-8 and give them a theme for problem solving (a type of problem such as a problem they see in their school or in their neighbourhood). Let each group decide on a problem they want to address.
2. Each group writes or develops (in the case they cannot write) a story about the problem. The story should present both the problem and a possible solution to the problem.
3. Each group acts out their story for the class.
4. After each group has finished their performance, the facilitator should lead a discussion on the stories, the problems, the solutions to the problems, and then ask the children to think of other possible solutions to those problems.
5. Continue the discussion until time is up and thank the children for their hard work.
6. After the activity, allow children to share in small groups or plenary, and then discuss:
 - *What did you like about this activity?*
 - *How did you feel while acting out your story?*

FACILITATOR'S NOTES:

- For children that cannot yet write, they can draw the story.
- Note that children can create costumes for their performances from art supplies or can make masks or puppets through which to perform the drama.
- The dramatic performances can be done with speaking roles, in silence, or with one narrator (facilitator or child) telling the story while it is silently dramatised by the other children.

Gentle exercises

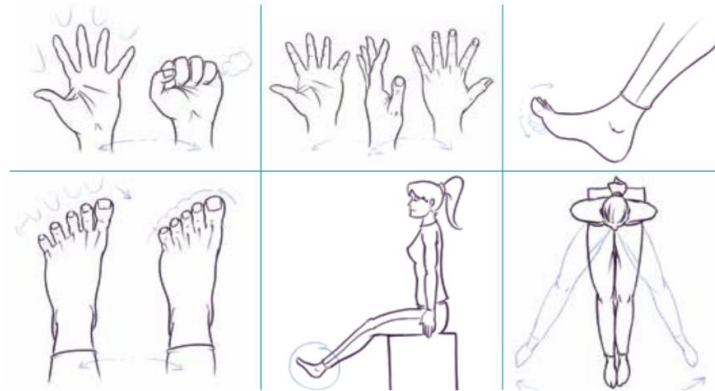
5 MIN

1. These exercises involve simple, light movements of the hands, legs, fingers, toes, etc. The facilitator gives the following instructions:
 - Hand exercises:
 - Simply open and close your hands as quickly as possible.
 - While opening the hands, try to stretch your fingers as much as you can, and when you close them, try to make your fists tight.
 - Continue to open and close your hands 10 times.
 - Now that your hands have done some exercises, your muscles will be slightly taut. Now relax them by shaking both hands together. Imagine that their hands are wet and they need to dry.
 - Feet and leg exercises:
 - Start in a sitting position and raise both feet together a few inches above the ground.
 - Now move the toes in any direction.
 - Place feet back onto the ground as soon as it feels uncomfortable to keep them in the lifted position.
 - Another exercise for the legs:
 - Sitting down, lift both legs as much as possible in a V-shape.

- Slowly bring the legs together and lower them.
- Repeat the movement 5-6 times.

ADAPTATIONS:

- Do all the exercises while sitting or standing.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



AGREE ON A SOLUTION

65-70 MIN

TOPICS:	<ul style="list-style-type: none"> Resolve conflicts constructively. Solve problems, including through teamwork. 	Session # 3.7
MATERIALS:	<ul style="list-style-type: none"> Flipchart paper Markers Four apples or small objects 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, learn how to resolve conflicts constructively, and end with a mindfulness activity.

Back to back

10 MIN

- Ask the children to get into pairs with someone who is approximately the same height and weight.
- Ask them to stand back-to-back with their partner, with their knees slightly bent and their backs fully resting against each other.
- EXPLAIN: The goal of each pair is to squat down as far as possible, while staying back-to-back and without losing their balance. You can do this by gently pushing backwards against each other.
- Once the pair has squatted down, ask them to stand up again, still back-to-back, supporting each other by leaning on the other person's back.
- If they are struggling to balance, recommend that it might help to interlock their arms.
- To encourage reflection about this activity, ask the following questions:
 - How did you find this activity?*
 - What did you need to do to make this work?*
 - How does this relate to relationships between people?*
- EXPLAIN:
 - This activity is about trusting one another and working together. To develop healthy relationships, we must build trust, just as we are doing in this group as we spend more time together.
 - Sometimes, it can be challenging to build trust, especially if we disagree with each other. But as you will see in this session, it is an important skill in conflict resolution.

Agree on a solution

30 MIN

1. EXPLAIN: In this activity, we are going to learn methods of resolving conflict, including communication and negotiation. We will start with **an example of a conflict between two friends.**

"Two children are playing together, but they want to do different things. One wants to play with a ball and the other wants to watch a movie. They have been discussing what to do for a while and both are beginning to feel frustrated and heated up. They are beginning to think negative thoughts and blame each other for being selfish. One of them has clenched their fists and the other one is looking away."

2. SAY:
 - *Now let's use what we learned earlier about recognizing how we are feeling and choosing to calm down, change how we are thinking, and connect with the other person.*
3. Ask for two volunteers to act out the beginning of this disagreement. (Remind them of the story if needed):
 - Shout, "Pause!" and ask the actors to freeze in their positions.
 - Then ask the rest of the group, "What are the different ways these two children can address this problem?"
 - When someone has an idea, ask them to come up and change places with one of the other children and act out their solution.
 - After the role play, ask the child, "What did you do differently? What were you thinking?"
4. SAY:
 - *In addition to calming down and choosing to be respectful and non-violent with each other, we also need skills to help us to resolve problems together.*
5. EXPLAIN: Here are some steps that can be used to resolve a conflict. (Write them on flipchart paper if the group is comfortable reading):
 - Identify the problem that caused the conflict.
 - Both parties should acknowledge and communicate what you are feeling, and what you both need.
 - Agree on a solution together, which might include:
 - Agree to disagree
 - Compromise
 - Agreement
 - Make a deal
 - Seek adult help
6. Divide the children into pairs. Ask each pair to use the argument in the story (Note: older children should come up with a new argument for the role play) as the start of their role play, and then try 1 or 2 of the above solutions. They should think about which one they were most satisfied with.
7. Bring the pairs back into a large group and ask 2 or 3 pairs to share back their role play without saying which solution they chose.
8. After each one, the rest of the group can try to identify what type of solution was chosen (e.g., agree to disagree, compromise, agreement, make a deal, or seek adult help).

FACILITATOR'S NOTES:

- If the children, especially the younger group, do not understand the 5 solutions, take the time to explain them by using examples, acting them out with your co-facilitator or drawing the examples of solutions on flipchart paper.
- **Agree to disagree** – Play separately.
- **Compromise** – Play one game for half the time and the other for the other half.
- **Agreement** – Play one of the games.
- **Make a deal** – Play one game today, and the other tomorrow.
- **Seek adult help** – Ask a caregiver/facilitator what to do.

Apple Pickers**10-15 MIN**

1. Place an apple (or another small object like a stone, pencil, stick or balloon) in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - *How long did it take the four volunteers to get their object?*
 - *Did they start working as a team or individually?*
 - *Was there a conflict in the process of getting the objects?*
 - *If so, how did they solve it?*
 - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

Mindful stretching and curling**5 MIN**

1. Everyone stands up. Some people are very tall. Let's raise our arms as high as we can to make ourselves taller, as if we were trying to touch the ceiling.
2. Remain stretched with arms up as high as you can, breathing deeply in and out the whole time your arms are stretched high. Feel your muscles stretching and twitching. Breathe in and out 5 times whilst holding your hands stretched high – if you can. If it is too long, keep breathing with your arms down.

Some people are smaller than others, that is fine. Let's make ourselves small. Squat down and curl up into a ball making yourself as small as you can.

3. Stay curled up in a ball as small as you can, breathing deeply in and out the whole time you are curled up in a ball. Think about the feeling of your arms touching your legs, your head curled up into yourself. Think about the feeling of your skin against your skin. Breath in and out 5 times whilst curled up in a ball.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the objective(s) for the session and check whether it was achieved.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about the behaviour and contributions of participants that were positive and encourage this to be repeated in future sessions.

LITERACY



GO ROUND THE CIRCLE

50-55 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Oral Language: Speaking 	Session # 4.1
MATERIALS:	<ul style="list-style-type: none"> Images, pictures or cartoons, enough for several small groups of participants to have at least 3 or 4 images. These can be cut from magazines, newspapers, flyers etc. Paper 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, practice saying each other's names, and will end with a mindfulness activity.

Story puzzles

15 MIN

- Ask participants to sit or stand in a large circle. Place the images in the centre of the circle.
- One volunteer participant lays them out and puts them in some order that they think would make a good story.
- The participant then uses the pictures to tell that story.
- Break the participants up into small groups of 4 or 5 and allow each group 5 minutes to order the images and retell the story in different ways.

Go round the circle

15 MIN

- Say:
 - Today, we're going to play a game. Now, let's sit in a circle.*
- Then say these words in a chant:
 - [Name]*
Name] go around the circle,
[Name] go around the circle,
[Name] go around the circle,

Who is next?

3. After repeating the chant many times, tell children about the rules of the game. Say:
 - *While we all say the chant, one of you will walk around the circle. We will say the chant using the name of that person. When the chant finishes, the person who is walking will touch the head of another child and will sit down. The child whose head was touched now begins walking around the circle just as the other one did, and we will use their name until the next child is chosen.*
4. After a while, include a variation. Choose another child and ask:
 - *How would you like to walk around the circle!! Maybe you can walk like a butterfly, or a bird!*

Other variations could include saying the chant louder or quieter or asking the children to clap whenever they hear a certain word.
5. Do this for 15-20 minutes with different variations.

ADAPTATIONS:

- Children can play this game in groups to shorten time and to allow every child to walk around the circle once.
- Once the children are familiar with the chant, you can change the words to tell the child what to go around. E.g. instead of “Lili goes around the circle”, say “Lili goes around the tree/swings etc.”
- Children can suggest other things to go around.

Pass the parcel

5-10 MIN

1. The facilitator has wrapped **a small ball or stone** with many different layers of paper.
2. On each layer they have written a task or a question. Examples of tasks are ‘sing a song’ or ‘shake hands with the person next to you’. Examples of questions are ‘What is your favourite colour?’ or ‘What is your name?’
3. The facilitator starts the music, or claps their hands if there is no music available. The participants pass the parcel around the circle, or throw it to each other.
4. When the facilitator stops the music or the clapping, the person who is holding the parcel tears off one layer of paper and carries out the task or answers the question that is written on the paper.
5. The game continues until all the layers have been unwrapped.

Body stress buster (progressive muscle relaxation)

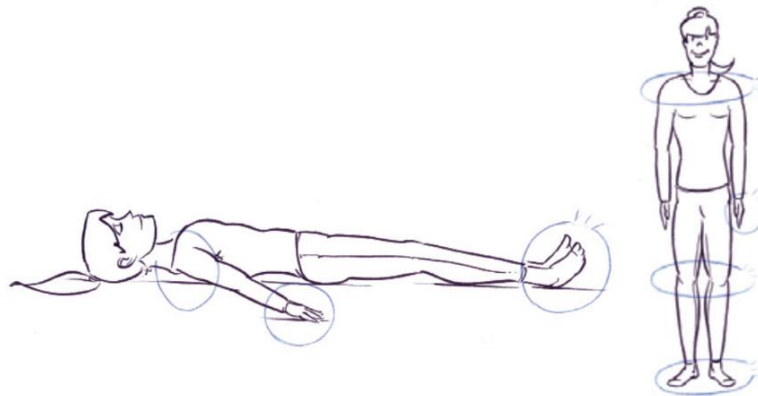
5 MIN

1. Use a calm, soothing voice to take participants through this exercise:
 - Ask participants to stand comfortably or find a space on the floor and breathe deeply.
 - Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
 - Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
 - Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include:
 - Having difficulties gaining control.
 - Crying all the time.
 - Outbursts of anger.
 - Shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.

If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

**Closing****5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



LISTENING TO SOUNDS

50-55 MIN

TOPICS: • Literacy - Oral Language: Listening

Session # 4.2

MATERIALS: • Ball

PREPARATION: • None

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, practice listening to sounds, and will end with a mindfulness activity.

Five passes ball

10-15 MIN

1. The group is divided into two teams of four to six players maximum. The goal of each team is to score points by passing the ball five times in a row without it falling on the ground or being intercepted by the other team. They can use their hands or feet to pass the ball.
2. The passes must take place between several players. If the ball falls, the number of passes goes back to zero and the ball is given to the other team. If team A intercepts the ball, the scoring starts for team A.
3. If there are three teams, the third team waits for their turn and replaces the winning team. If there are four teams, two play areas are needed and the teams swap over afterwards.

FACILITATOR'S NOTES:

- Rules: No walking or running with the ball. No touching or hitting the other players: no physical contact between players. No passing the ball back to the player that they received it from.

Listening to sounds

15 MIN

1. Say:
 - *We are going to play a game where I make a noise and you try to guess what the noise was without looking! First, look down at your feet so you can't see what I'm doing.*
2. Show the children how to look down.

3. Then make a noise. It can be any kind of noise, like banging on a table, blowing air out of your mouth loudly, whistling, or tearing paper.
4. Say:
 - *What was that sound!*
 and allow the children to guess.
5. Once they have guessed correctly, make another sound while they aren't looking. Do this several times.
6. Once they have gotten good at identifying the sounds, say:
 - *Now I am going to make two sounds, one after another. You will have to tell me what each of them was.*
7. Make two sounds. Some more ideas are: pouring liquid, ringing a bell, clapping, opening a door, writing on the blackboard, snapping fingers, sneezing, coughing, eating something, dropping something, clicking with tongue, blowing your nose, hopping, walking, turning a page, rubbing our hands together, or any other noise you can think of.
8. Say:
 - *First we heard a [allow children to answer], then we heard a [allow children to answer].*
9. Do this for 15-20 minutes or until the children lose interest, then thank the children for playing the game!

FACILITATOR'S NOTES:

- Once the children are good at identifying two noises, do this activity with three or more noises.
- Without children looking, make a series of sounds. Then repeat the sequence but omit one of the sounds. The children must identify the sound that has been omitted from the second sequence.
- Invite the children to make sounds for their classmates to guess.

Partner trust

10 MIN

1. An obstacle course is set out on the floor for everyone to look at.
2. Participants split into pairs.
3. One of the participants looks down at their feet so they cannot see in front of them.
4. The obstacles are quietly removed.
5. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.

Sitting silently

5 MIN

1. Tell children before they begin this activity they will need to identify a daily intention or **mantra**. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
2. Ask children to sit tall in their seats and stretch their neck out above their shoulders.
3. Ask them to state their daily intention. Repeat the daily intention one or two more times.
4. Ask them to reflect quietly:

- *What does today's "Daily Intention" mean to you?*
5. Now take one minute to sit silently.
 6. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



DESCRIBING AN OBJECT

45 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Oral Language: Vocabulary 	Session # 4.3
MATERIALS:	<ul style="list-style-type: none"> Something to mark the starting point, such as two slippers or sticks Something to mark the end point, such as a piece of paper, a shoe, a box or rocks. 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, practice vocabulary, and end with a mindfulness activity.

Connecting eyes

5 MIN

- Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange.
- Begin by trying this in silence and then exchange greetings in the middle of the circle.

Describing an object

15 MIN

- Choose an object to describe to the children, it helps if it is an object, you and children can see. For example, you could choose a table, window, or a bicycle.
- Explain that you are going to play a game where the children will help you remember what an object is like. Try to find as many ways as possible to make this fun, either by using sounds, actions, or just your own enthusiasm.
- Using lots of enthusiasm, describe the object you have chosen to the children. For example, if you are describing a bicycle, you can start by saying it has two wheels, handlebars to change direction, is usually made from metal, etc.
- Then tell the children:
 - Now you are going to describe something too!*
- Divide the children into two groups and ask them to stand in two lines facing one another.

6. Explain, you will ask the child facing you to tell you one thing about the fruit [or whatever is being taught]. The child could say something like the colour of the fruit, whether the fruit is big or small, how it tastes, etc.”
7. Say:
 - *Now, it is your partner's turn to say something about the same fruit [or whatever else you are teaching: mango, jackfruit, an animal, bird, a certain flower or a vehicle like a bus].*
8. Continue for 15-20 minutes or until the children lose interest.

ADAPTATIONS:

- Have a bag or box full of familiar items. Ask one child to come and look into the box and choose one item to describe to the rest of the class. The other children then have to try to guess what item is being described.
- Have the children describe any object you want them to learn more about.
- Place 2 objects in the centre of the circle and one child can describe one of the objects. The others have to guess which one it is. This should be done in a small group with the facilitator. As children get better at this, you can repeat each of these 2 games (describing an object and guess which object) in a small group of 3 or 4 children to encourage more independence among the children.
- Show an object to one child and hide it. This child describes the object, and the other children have to guess what it is without seeing it.
- Put an object (or several) in a mystery bag. One child should put their hands in the bag and describe the object for the other children to guess what it is.

Advanced Modifications:

- Place 2 objects in the centre of the circle and one child can describe one of the objects. The others have to guess which one it is. This should be done in a small group with the facilitator. Later in the year, you can repeat each of these 2 games (describing an object and guess which object) in a small group of 3 or 4 children to encourage more independence among the children.
- Show an object to one child and hide it. This child describes the object, and the other children have to guess what it is without seeing it.
- Another option is to put an object in a mystery bag. One child should put their hands in the bag and describe the object for the other children to guess what it is.

Ann-Mary cuckoo

10 MIN

1. Goal: to reach the end point. The leader must not see you move.
2. Someone plays the leader. The leader stands in front of the end point. The leader stands with his or her back to the others.
3. The others stand at the starting point.
4. The leader says:
 - **Ann-Mary CUCKOO!**
5. While the leader says 'Ann-Mary CUCKOO' move towards the end point.
6. After saying the word 'CUCKOO' the leader turns around and has a look.
7. Stop moving when the leader turns to look.

8. Did the leader spot you moving? If so, you have to go back to the starting point. The leader is in charge.
9. Are you the first person to reach the end point? You take over as the new leader.

FACILITATOR'S NOTES:

- Clear some space in the room or go outside if possible.
- Mark the starting point.
- Mark the end point.

Discussion question:

- *Can you quickly stop moving when the leader turns to look?*

ADAPTATIONS:

- Choose a word for the leader to say.
- Change the way you move. Such as crawling, hopping or only on your buttocks.
- Are older children and teenagers playing? Add a task. For example: before you reach the end point, you have to sit on a chair, put on a t-shirt or lie on the floor.



Mindful stretching and curling

5 MIN

1. Everyone stand up. Some people are very tall. Let's raise our arms as high as we can to make ourselves taller, as if we were trying to touch the ceiling.
2. Remain stretched with arms up as high as you can, breathing deeply in and out the whole time your arms are stretched high. Feel your muscles stretching and twitching. Breath in and out 5 times

whilst holding your hands stretched high – if you can. If it is too long, keep breathing with your arms down.

Some people are smaller than others, that is fine. Let's make ourselves small. Squat down and curl up into a ball making yourself as small as you can.

3. Stay curled up in a ball as small as you can, breathing deeply in and out the whole time you are curled up in a ball. Think about the feeling of your arms touching your legs, your head curled up into yourself. Think about the feeling of your skin against your skin. Breathe in and out 5 times whilst curled up in a ball.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



ALPHABET SAUCE

45 MIN

TOPICS:	<ul style="list-style-type: none"> • Literacy - Reading: Phonological awareness • Literacy - Oral Language: Vocabulary 	Session # 4.4
MATERIALS:	<ul style="list-style-type: none"> • Alphabet cards • Bowl 	<ul style="list-style-type: none"> • Paper • Drawing materials (coloured pencils, crayons, or markers)
PREPARATION:	<ul style="list-style-type: none"> • None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, practise our letters, and will end with a mindfulness activity.

Tide's in/tide's out

5 MIN

1. Draw a line representing the seashore and ask participants to stand behind the line.
2. When the facilitator shouts "Tide's out!", everyone jumps forwards over the line.
3. When the leader shouts "Tide's in!", everyone jumps backwards over the line.
4. If the facilitator shouts "Tide's out!" twice in a row, participants who move have to drop out of the game.

FACILITATOR'S NOTES:

- This activity can be done outside.

Alphabet sauce

15 MIN

- Say:
 - *Look! I have a bowl of sauce. How many of you eat sauce? It is an alphabet sauce. Let me stir up my sauce. Now I will close my eyes and pick out a letter..*

Pretend to be stirring sauce. Taste the sauce. Pretend to add ingredients. Then hold up the letter card.

- Ask the children what letter is on the card. Call on children so that the same children do not always answer. If no children know the letter, say, "This is the letter [insert]. It makes the sound [insert]."

- Then say:
 - *Who can think of a word that begins with this letter sound?*
- The children call out words that they think begin with the same letter. The facilitator can write these on the board or flipchart, pointing to the letters as he/she writes. If the children are finding this difficult, help them by giving some examples.
- Then say:
 - *Now you can draw a picture of something that begins with this letter.*
- Give the children some time, and they can show their pictures to their friends. Continue with picking out other letters that are in the bowl.

ADAPTATIONS:

- Ask the children to look around the classroom and see if they see anything that begins with the letter the facilitator has picked.
- Make this “Word Sauce” later in the year as the children begin to recognize words. You can also use the names of the children in the classroom.

LEVEL: BASIC	LEVEL: MIDRANGE	LEVEL: ADVANCED
<ul style="list-style-type: none"> • Have a beginner be the child pulling the cards from the soup. March them up with someone who can recognize letters. • If you have a multi-language learner, match them with native speakers. 	<ul style="list-style-type: none"> • Have the child say the letter and the sound of the letter to the rest of the class. 	<ul style="list-style-type: none"> • Have the child say the sound and a word that has that sound at the beginning of it. • Give several examples of words with that sound at initial, medial and end of the word.

Mindful mirror

15 MIN

1. Ask everyone to take a partner. If there is an odd number of children, the facilitator pairs with someone.
2. The pairs of children should stand facing each other, about three feet / one metre apart. One child will be the leader, the other, the “mirror.”
3. Moving only from the waist up, the leader begins to make simple gestures or movements. The “mirror” duplicates the leader’s movements exactly – just as a mirror would. Some children may have trouble with the right-left shift. If the leader raises their right hand, the “mirror” should raise their left hand, just as the reflection in a real mirror would. If the children get it the wrong way round you can tell them they are being a “video” not a mirror.
4. Children in the lead role may try to make this harder than they should for the mirror child. Remind them that the goal is to mirror the partner perfectly and that if they are doing a good job an outside observer will not be able to tell which child is leading and which one is the mirror.

5. Encourage the leader to use smooth, continuous movements, because abrupt movements almost always catch the "mirror" lagging. It is the leader's responsibility to perform movements that the "mirror" can follow precisely.
6. Coach them to look into each other's eyes, rather than at their hands, because this facilitates more precise communication. The leaders have to look right at their partners too, because their partners must look at them, and therefore the only way the mirror illusion can be perfect is if the leader also looks at the partner. If the leader looks away, and the "mirror" duplicates this movement by looking away, then the "mirror" can no longer see the leader to mirror the leader.
7. Once you've got all the children concentrating on mirroring, have them switch leaders a few times. Ask the leaders to become mirrors, and mirrors to become leaders. At first, every time they switch leaders they'll have to start over, but they should reach the point where they can switch leaders in mid-stream, without interrupting the smooth flow of movement.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



I SPY WITH MY LITTLE EYE

50-65 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Reading: Letter knowledge 	Session # 4.5
MATERIALS:	<ul style="list-style-type: none"> Paper and drawing or colouring materials Safe and pleasant environment to walk in (outside preferably) 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, practise our letters, and will end with a mindfulness activity.

Statue stop

10-15 MIN

- Ask participants to form two circles of people of equal numbers.
- The people in the inner circle should face outwards.
- The people in the outer circle should face inwards.
- Each person in the outer circle uses the person opposite them in the inner circle to create a 'statue'. They have only ten seconds to do this.
- The person in the inner circle allows the 'sculptor' to bend and twist their body into any shape that they wish, provided they do not hurt them. The 'statue' must remain in that position without speaking, until you call 'time'.
- The outer circle then moves round one person to the left and they begin sculpting again. The people in the inner circle are bent and twisted into new positions through this process.
- Continue in this way and then ask people in the inner circle to change with people in the outer circle so that everyone has a chance to be 'sculptor' and 'statue'.

FACILITATOR'S NOTES:

- The "sculptors" can be prompted to tell the "statue" how to position themselves without touching them (e.g. put your right arm up, bend your left knee).

I spy with my little eye

15 MIN

1. Tell children that today we are going to play a game called “I Spy.”
 - First, you are going to look around the room and choose something you can see.
 - Then you are going to say:
 - *I spy with my little eye, something that starts with the letter...*
(say the first letter of the object you have chosen)
 - Then the children will try to guess the object. They should only guess objects that start with the letter you indicated.
 - Remind children that because we are playing as a full group, everyone needs to have a turn to share his or her guess, and that it is ok when we guess something incorrect. We will be happy for our friend when he or she guesses the object correctly.
2. Demonstrate by choosing an object in the room, saying:
 - *I spy with my little eye, something that starts with the letter...*
(remember, this should be an object you can see).
 - Give children the chance to call out guesses.
 - When a child guesses the correct answer, that child gets a turn to look around the room, choose an object (without telling anyone), and say:
 - *I spy with my little eye...*
 - Play the game a few times as a whole group.
3. Divide children into groups of 4 or 5 and have them play “I spy” in groups for 5-10 minutes.

FACILITATOR'S NOTES:

- Rename this game to something that makes sense in the language you are using with the children.

Robots

5-10 MIN

1. Divide the participants into groups of three.
2. One person in each group is the **robot controller** and the other two are the **robots**.
3. Each controller must manage the movements of their **two robots**.
4. The controller touches or hovers a hand over a **robot's** right shoulder to move them to the right, and the left shoulder to move them to the left.
5. The facilitator begins the game by telling the **robots** to walk in a specific direction.
6. The controller must try to stop the **robots** from crashing into obstacles such as chairs and tables.
7. Ask participants to swap roles so that everyone has a chance to be the controller and a **robot**.



Mindful art walk

10-15 MIN

1. Find a safe and pleasant environment where the children can walk. Preferably this is outside, such as around the centre, in a nearby park or playground if available. If the weather or environment do not allow for walking outside, it is also fine to do this exercise inside the centre or in another safe indoor environment.
2. Explain that often we are rushing through our days from one activity to another, and sometimes we forget to take the time to look around and really SEE things around us. Explain that we will now practise bringing our careful attention to our environment. We will do this by walking silently around the area, slowly step by step, noticing things around them.
3. Ask the children to simply notice everything around them – all the tiny details. This could be colours, textures, smells, sounds, feeling the sunshine or breeze. Explain that when they find something interesting and beautiful, they should stop and look very carefully at that object. Let the children know that after walking around for a while, you will let them know when it is time to stop and draw the beautiful thing they noticed during their walk.
4. Now begin the walk. Ask them to do this in total silence, bringing their full attention to their surroundings.
5. Continue walking for 5-10 minutes, depending on the age and developmental stage of the children and their ability to focus on this exercise. For example, if the children start laughing and talking, it may be time to end the walking part of this activity.
6. When the time is up, have them stop walking, sit down wherever they will be drawing, and think of something beautiful that they saw during their walk. Ask them to draw whatever they noticed as they were walking. It can be anything, no matter how big or small (e.g., a plant, a stone, the sun shining on them). Ask them to draw as much detail of that object as they can remember (e.g., if it is a leaf, draw its shape, the veins, its colour and any other unique characteristics of that leaf).
7. Afterwards, take some time for children to share what they have drawn.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - What was useful in the session?
 - What could have been different?
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



ALPHABET BINGO

45-65 MIN

TOPICS:	<ul style="list-style-type: none"> • Literacy - Writing: Print awareness • Literacy - Reading: Letter knowledge 	Session # 4.6
MATERIALS:	<ul style="list-style-type: none"> • Letter cards: Squares of paper, each with one letter of the alphabet written on it • Bingo cards: Make enough for one per child. Cards should have a grid on them, with 9 squares and 1 random letter in each square. Every card should be different 	<ul style="list-style-type: none"> • Small stones: 9 per child (you may wish to ask children to bring the stones themselves, but be sure to have extras available in case some children come without)
PREPARATION:	<ul style="list-style-type: none"> • Make Bingo cards, one per child. Every card is different. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, including alphabet bingo to practise our letters, and will end with a mindfulness activity.

Clap exchange

5 MIN

1. Participants sit or stand in a circle.
2. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on.

3. Do this as fast as possible. Send many claps, with different rhythms and patterns, around the circle at the same time.

Alphabet bingo

15-30 MIN

1. Tell children that today we will play a game called Bingo.
2. Distribute the Bingo cards, one per child.
3. Explain the game:
 - Show children an example card, pointing at the letters. Explain that each square has a letter on it.
 - Distribute stones.
 - Show children your letter cards, and put them in a bag (or a hat, or a bowl—someplace where you can choose one without knowing which letter it is).
 - Explain that you will pick a letter from the bag (or hat, or bowl) and say the letter out loud.
 - If you have a chalkboard, you will also write it on the chalkboard at the same time.
 - If you don't have a chalkboard, you will walk around the room showing children the letter.
 - Explain that if a child has the same letter on his or her card as the one you chose from the bag, s/he should put a stone on top of that letter.
 - Explain that the first person who gets a whole line of stones, from one side to the other, wins bingo!
4. Play the game slowly, helping children who are struggling.
5. Play the game a second time.
6. The third time you may wish to invite a volunteer to choose letters, and ask children to trade bingo boards.

FACILITATOR'S NOTES:

- Remember that these are young children and some may not know their letters yet

Bingo card example:

	Bingo!	
B	E	D
R	U	L
N	W	S

ADAPTATIONS:

- For older children who can read, you can prepare **Bingo Cards with Vocabulary words on it**. Adapt the bingo cards as needed.

Who is the leader?

10-15 MIN

1. Participants sit in a circle.
2. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'.
3. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group.
4. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions.
5. The group protects the leader by not looking at him/her.
6. The leader must change the actions at regular intervals, without getting caught.
7. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

FACILITATOR'S NOTES:

- This activity can be done with a large group.

Feather/statue

5 MIN

1. Pretend you are a feather floating through the air for ten seconds.
2. Pretend you are a feather floating through the air for about ten seconds.
3. Suddenly you freeze and transform into a statue. Don't move!
4. Then slowly relax as you transform back into the floating feather again.
5. Repeat, making sure to finish as a floaty feather in a relaxed state.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - What was useful in the session?
 - What could have been different?

4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



WRITING A LETTER

55-60 MIN

TOPICS:	<ul style="list-style-type: none"> Literacy - Writing: Writing fluency 	Session # 4.7
MATERIALS:	<ul style="list-style-type: none"> A sheet of blank (A4) paper per participant Pens/pencils/markers for participants 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, write letters, and end with a mindfulness activity.

Circle story

5-10 MIN

- Participants sit or stand in a circle. One participant says the first word of a story.
- The participant to their right says a second word.
- The story continues with each participant adding a new word.

Writing a letter

30 MIN

- Tell participants that today we're going to write letters. This is a nice way of communicating feelings and thoughts.
 - We often write letters to people who are far away, but we might also write a letter to someone close by. We can even write letters to ourselves! People often write letters to friends or family that they miss.*
 - Participants can write letters to anyone they want—friends, family, even someone they don't know, like the President.*
 - They can choose to send the letter, if possible, to deliver it or have someone else deliver it, or they can choose to keep it for themselves. Sometimes it feels good to write down our thoughts and feelings without ever sharing them, and that is fine.*
 - Anyone who prefers can draw pictures instead of writing words. That is no problem.*
- Distribute paper and pencils/pens.
- Show participants how to structure their letters (please modify the structure below if it doesn't suit your context):

- Write today's date in the upper right hand corner on the chalkboard or on a sheet of paper that everyone can see. Ask participants to copy it, also in the upper right hand corner of their papers.
- On the left hand side of the paper, write: Dear , Then have participants do the same.
- Show participants where to begin writing (below the word "Dear").
- Before children start writing, remind children of the type of information they can include:
 - Update on how they are doing
 - Update about their family
 - Share an exciting or new information about their life
 - Tell a story of something that happened recently
 - Tell them a goal or wish for the future

Ask children for ideas regarding what other kinds of information they can include in their letter?
Write down children ideas (if possible)

4. Give participants 15 minutes to write, and you write your own letter as well.
5. If you feel comfortable doing so, read your letter out loud.
6. Invite volunteers to read their letters. Do not insist that anyone read.
7. Thank participants for their work and invite them to take their letters home and mail them (if possible) or keep them.

ADAPTATIONS:

- For participants who cannot write, provide the option to do a drawing.
- If sending the letter is not an option, then we should eliminate this from the beginning of the activity.

COCONUT

5 MIN

1. The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body.
2. All participants then try this together.
3. Repeat with different words.



FACILITATOR'S NOTES:

- This activity may not be appropriate for all languages.
- Keep the words short with 3-4 letters for younger children (e.g. C-A-T).
- The facilitator can also spell out participants' names.
- This activity can be done with a large group.

Turtle**5 MIN**

1. Pretend you are a turtle going for a slow, relaxed turtle walk.
2. Oh no, it's started to rain!
Curl up tight under your shell for about ten seconds.
3. The sun's out again, so come out of your shell and return to your relaxing walk.
4. Repeat a few times, making sure to finish with a walk so that your body is relaxed.
5. Repeat, making sure to finish with a walk.

**Closing****5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

NUMERACY



MULTIPLICATION CLAP/SNAP

60-65

TOPICS:	<ul style="list-style-type: none"> Numeracy: Number sense Manage your emotions, including coping skills. 	Session # 5.1
MATERIALS:	<ul style="list-style-type: none"> Any object (e.g. plastic bottle) Stones (one for each participant) 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, including one with numbers, and end with a mindfulness activity.

A stone's throw away

10-15 MIN

- An object is placed on the other side of the room (plastic bottle, box).
- Players throw their stone to land as near to the object as possible.
- After everyone has thrown, they measure the distance of their sandal from the object.
- The three nearest get 3, 2, and 1 points respectively. (it is ok to aim at the object to move it away from the other players' stones).
- Do this 2 or 3 times, depending on the size of the group.

Multiplication clap/snap

30 MIN

- Tell participants we're going to play a game. Have them stand in a circle.
- Explain that we are going to count off.
 - The first person says "one," the person to the left (or right) says "two," the next person says "three," and so on.
 - Practice counting for a minute.
- Say:
 - Now we're going to put in a twist. Every multiple of three, we're either going to clap (clap to demonstrate) or snap (snap to demonstrate).
 - It will go: one-two-clap-four-five-snap-seven-eight-clap-ten-eleven-snap

- *Practice going around in a circle, counting off and clapping/snapping on multiples of three.*
 - *Note that if multiples of three are too difficult, you can start with multiples of two.*
4. Play the game:
 - *Count off with clap/snaps as practised. Start over from 1 every time someone makes a mistake.*
 5. Ask children to describe how it felt as they were playing the game? Allow a few children to answer. If they don't mention feeling stressed or pressured, ask if they felt stressed during the game?
 6. Ask children to explain how we define 'stress'? Give a few children the opportunity to share ideas.
 7. Say:
 - *Stress is a part of our daily lives, and stress can be both good and bad. Stress is defined as our body's reaction to changes and challenges. It is good because it causes us to accomplish tasks that we need to get done, however too much stress can be very bad for us.*
 8. Ask children to describe what it looks like when someone is stressed?
 - *Possible answers may include: We have a hard time focusing, we may feel like crying or cry even if nothing has happened, we have a hard time sleeping, we have a headache, etc.*
 - *Remind children that there is a lot they can do to reduce their stress to make it go away.*
 - *Ask children to work in a small group to create strategies they can use to overcome their stress and feel better.*
 9. Conclude the session by reminding children that stress can be both a good and bad thing, which is why it is so important for us to have strategies to help ourselves handle our stress.

ADAPTATIONS:

- This activity could also be done with division.

Game: Catch my finger

5 MIN

1. Explain that you will do a small game that stimulates concentration and fast reactions.
2. Ask the participants to stand in one big circle with you.
3. Ask everyone to hold up their index finger on their right hand.
4. Now ask everyone to hold up the palm of their left hand – ask them to turn their hand so that the palm is nice and flat and is facing up.
5. Then, ask everyone to lay their right index finger gently on the open palm of the person standing next to them on the right.
6. Let them stand like this for a few seconds, and check that everyone is doing the right thing.
7. Explain that when you shout "CHEESE!" (or choose any other random word), then everyone has to try to catch the index finger of their neighbour on the left, whilst also trying to avoid having their own index finger caught by their neighbour on the right.
8. Try it a few times to make sure that everyone understands the game.
9. When you have done it a few times, let a volunteer be the one who shouts the chosen word.

Lazy cat

5 MIN

1. Pretend you are a lazy cat that just woke up from a lovely, long nap.

2. Have a big yawn.
3. And a meow.
4. Now stretch out your arms, legs and back – slowly like a cat – and relax.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



NUMBER CARD GAME

45 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Operations Numeracy: Number sense 	Session # 5.2
MATERIALS:	<ul style="list-style-type: none"> A card (small piece of paper about the size of a playing card) with a number from 1-3 written on it for each child. 	
PREPARATION:	<ul style="list-style-type: none"> Number cards, one for each child. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, including a number card game, and end with a mindfulness activity.

Get up, sit down!

5 MIN

- Assign each participant a number (several participants should have the same number).
- Then make up and tell a story that involves lots of numbers.
- When you say a number, the person(s) with this number has (have) to stand up and then sit down when the next number is mentioned.

ADAPTATIONS:

- This activity can also be done by assigning participants a letter sound or colour.

Number card game

15 MIN

- Tell children that today we are going to play a game. We are going to divide into groups and try to put numbers together—try to add numbers—as quickly as we can.
- Show children a few different number cards and say: For example, if I put these cards together (hold up each card as you say the number out loud): 2 plus 1 plus 1, I get 4.
- Explain that each child will get a number, and the group will have to work together to see if they can make the number that you call out.
- Invite 4 volunteers to the front of the room and give each a different number card.

5. Say:
 - *Can you work together to make the number 6?*
6. Give the group a few minutes to work it out, then help them if they need help.
7. Have the group members line up and show their cards, saying, for example: 3 plus 2 plus 1 equals 6.
8. Do a second example with a new group of children.
9. Divide children into groups of 5 and give each child a number card. Make sure that each group includes at least one of each of the numbers.
10. When children are in groups, say:
 - Which group can make the number 5?
11. After a few minutes, clap your hands or ring a bell to get children's attention. Ask groups to show what they have come up with. Help any group that has made a mistake to correct it.
12. Repeat, asking groups to make the number 7, and then the number 6.
13. You may wish to continue this way if the children are struggling. If they are able to make the numbers fairly easily, say: Now we are going to make this into a game. The first group to get the number wins!
14. Play the game with the number 4, then 8, then 6, then 5.
15. Congratulate groups on their work.
16. Collect the cards back.

ADAPTATIONS:

- For younger children, you can make the instructions simple:
 - Find other children with the same numbers.
- Explore simple operations - for example, "Find another number that when combined equals 3" (Children with the number 1 should find a partner with the number 2).
- If the children in your group are already good at adding single digit numbers, you can make this more difficult by including double digit numbers.
- If you want to make a social emotional connection, ask children to think about why it was helpful to work with others to play the game? Ask children why it can be helpful to work as a team instead of working alone?
 - Possible responses may include:
 - When we work together it is easier to find the answer.
 - When a few people participate, we can solve the problem more quickly.
 - We can support each other to find the answer instead of trying to find it by yourself.
- If the children in your group are already good at adding single digit numbers, you can make this more difficult by including double digit numbers.

Let's Move!

10 MIN

1. Ask children to sit in a circle then say:
 - *Now we will play a game called 'Let's Move!'. Let's use our bodies to make fun patterns. See if you can recognize the patterns I'm making and then follow them.*

2. Demonstrate a simple pattern such as: clap — put hands in lap — clap — put hands in lap — clap, etc. Do this slowly.

3. Now say:

- *Can you all do this along with me?*

Encourage the children to clap then put their hands in lap at the same time as you. Do this slowly so that the children understand.

4. Continue the same pattern for a while - until all the children seem to understand, then stop them and say that you are going to change the pattern.
5. Have everyone stand up then try this pattern: run—stop—run—stop.
6. Invite the children to play along.
7. Do this for a while until the children seem to understand—then stop them and say that you are going to change the pattern.

ADAPTATIONS:

- When children get good at simple movement patterns, make the patterns increasingly more difficult: for example: clap, touch your toes, touch your head, clap touch your toes, touch your head etc. Then as they get the hang of 3 step patterns make them even more difficult, for example: clap, touch toes, clap, touch head, clap, and hands in lap.
- Do this activity but have the children stand and do more active movements like: “jump — clap — jump — clap” or “jump — sit— clap —stand — jump — sit — clap - stand” or “turn around in a circle — sit — stand — clap — clap, turn around in a circle — sit— stand — clap — clap.”
- Other actions children can perform: put hands in the air, stretch out legs, hands on knees, stomp foot, pat belly, shake your hands with a friend, etc.
- When the children are familiar with this game you can invite children to volunteer to lead a simple movement pattern themselves.

Cooling down: Long, small and wide

5 MIN

1. Find a space in the room or stand in a circle. Make sure you have enough room.
2. Count to eight: make yourself very long. Like a giraffe.
3. Count to eight: make yourself very small. Like a mouse.
4. Count to eight: make yourself very wide. Like an elephant.

FACILITATOR'S NOTES:

Can you...:

- Can you feel your muscles or parts of your body when you make yourself long, small and wide? In which parts of your body do you feel it?

ADAPTATIONS:

- What other animals can you imitate?

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



MEASURING OUR HANDS

50 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Measurement 	Session # 5.3
MATERIALS:	<ul style="list-style-type: none"> At least 2 sheets of blank paper per child Pencils with erasers, 1 per child Rulers, 1 for every 2-4 children 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play, practice taking measurements, and will end with a mindfulness activity.

Game: Lifeboats

5 MIN

- Tell everyone to stand in the centre of the room and explain that this is the 'ocean.'
- Explain that when you call out a number, everyone has to make a lifeboat with the number of people you have called out. For example, call the number six. Everyone has to quickly form a group of six, forming a 'lifeboats.' Anyone without a group has to 'swim' (walk around making swimming motions) until the next number is called.
- Call the numbers quickly to get people moving.
- Do this for about five minutes or until you feel everyone is energised.

FACILITATOR'S NOTES:

- Lifeboats:** This exercise involves close physical contact. Make sure that this game suits your group and context. Young people with physical disabilities may not be as mobile as other participants and make provision for them so that they are able to participate too.

Measuring our hands

30 MIN

- Tell children that today we are going to measure. Explain that when we measure, we find out how long something is, how wide it is, or how much it weighs.
- Show one of the rulers and ask the children if anyone knows what this is? Either let a child explain to the rest of the group, or if no one knows, explain that it is called a ruler, and that it is divided into

equal spaces by tiny lines. Each of the tiny lines measures one centimetre [if you are not using centimetres, please replace with the unit that you are using].

3. Show the tiny lines with your finger, holding it up so all children can see.
4. Explain that we are going to measure how long our hands are. We can then measure other objects in the room.
5. Trace your hand on a sheet of paper, and show the whole group.
6. Measure your hand from the tip of your middle finger to the base of your wrist, holding the ruler next to it.
7. Explain to the children that you are measuring the longest part of your hand, and show them that the middle finger to the base of the wrist is the longest part.
8. Point to the number on the ruler that represents that you measured and tell children:
 - *The number here is ...[say the number]. This means my hand is ...centimetres long.*
 - *Note the length of your hand on the outline you traced.*
9. Distribute paper, pencils, and rulers to children and assign them to partners or small groups.
10. Ask children to work together to trace their hands.
11. After each child has traced his or her hand, he or she should measure the longest part of his or her hand, and note the number of centimetres on the page.
 - Partners should help each other trace, measure, and note the length of their hands.
 - As children are working, walk around helping anyone who needs help.
12. When most children are done, ask them to hold up their outlines of their hands and compliment them on the work they've done.
13. Ask children if to compare their measurements with other children.
14. Tell children they can now walk around the room measuring anything they wish to measure. They should note what they are measuring (they can write the word or draw a picture of the object) and note the length.
15. Give children about 10 minutes to measure.

Body stress buster (progressive muscle relaxation)

5 MIN

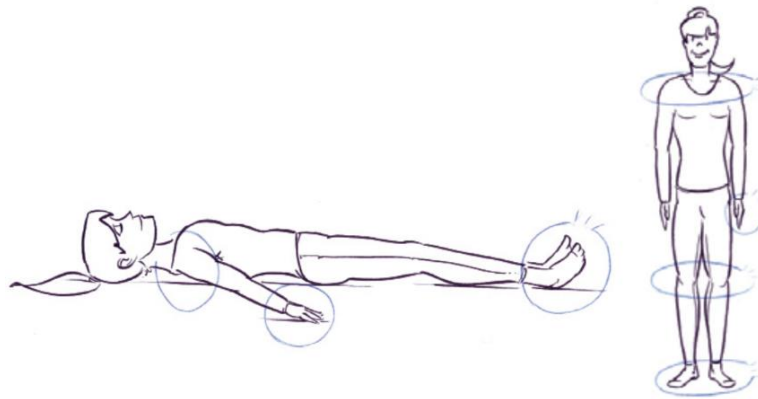
1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.

- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include:
 - Having difficulties gaining control.
 - Crying all the time.
 - Outbursts of anger.
 - Shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.

If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.



Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



FINDING SHAPES

65-70 MIN

TOPICS:	<ul style="list-style-type: none"> Numeracy: Geometry 	Session # 5.4
MATERIALS:	<ul style="list-style-type: none"> Pattern blocks: 3 equilateral triangles and 1 square per pair Miscellaneous outdoor objects 	
PREPARATION:	<ul style="list-style-type: none"> None 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play games, learn about geometric shapes, and end with a mindfulness activity.

Obstacle course

15 MIN

- Use a variety of outdoor objects to create an obstacle course for the children to run around, in between, above, below, to the side, etc.
- Explain the course to the children, making sure to emphasise the direction.
- Have the children run around one way, then have them do the course in reverse.
- Older children may enjoy having the facilitator time them, or they can race each other.

FACILITATOR'S NOTES:

- Children may enjoy setting up their own obstacle course after they have used the one set up by the facilitator.
- Younger children will have difficulty following the "course" correctly but will use their bodies in an enjoyable way.
- Possibly pair up younger and older children to do the course together.

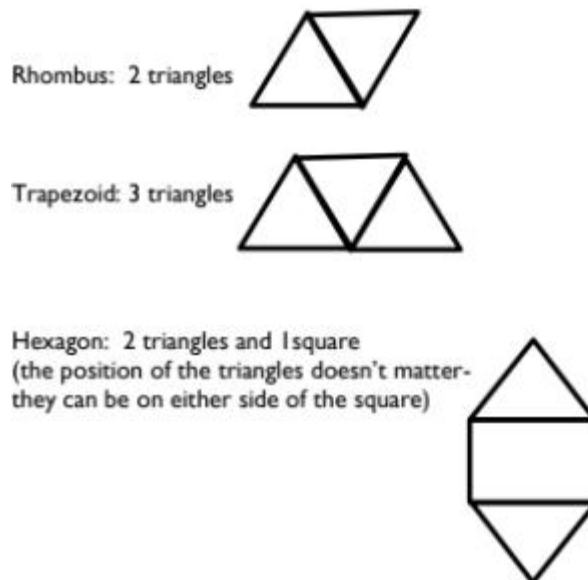
ADAPTATIONS:

- Provide one or more shape(s), for example square, triangle, etc., for children to include in the obstacle course.

Finding shapes

30 MIN

1. Pair students up and pass out the materials to them.
2. Draw the following shapes on the flipchart: rhombus, trapezoid and hexagon.
3. Tell students that they must create these three shapes using the 4 pattern blocks they have-they do not have to use all the pattern blocks. Tell them to start with the rhombus and walk around as they try to do this. Have them copy the designs into their notebooks.
4. After about 10 minutes, ask one pair to share their rhombus and call them to the front to draw it on the flipchart. Discuss if any other pairs did this differently. Talk about the properties of a rhombus (4 equals sides, acute and obtuse inner angles).
5. Continue with the other shapes. The shapes can be composed in the following denominations:



Count to seven

5-10 MIN

1. The group sits in a circle and someone starts the process of counting.
2. Each person counts in sequence.
3. When the counting reaches seven, the next person starts over with the number one.
4. Every time someone says a number, they use their hands to point out the direction that the counting should go in.

ADAPTATIONS:

- The facilitator can start with a different number and/or introduce a new number to extend the game.

Squeeze the Lemon

5 MIN

1. Pretend you have a **lemon** in your hand.
2. Reach up to the tree and pick a **lemon** with each hand.
3. Squeeze the **lemons** hard to get all the juice out – squeeze, squeeze, squeeze.

4. Throw the lemons on the floor and relax your hands.
5. Then repeat, until you have enough juice for a glass of lemonade!
6. After your last squeeze and throw, shake out your hands to relax!
7. Discussion question:
 - What did you notice about your body when you were squeezing the lemons?

Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - What was useful in the session?
 - What could have been different?
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

LIFE SAVING LEARNING



EMERGENCY CONTACT

55-75 MIN

TOPICS:	<ul style="list-style-type: none"> Know who to speak to in case of an emergency 	Session # 6.1
MATERIALS:	<ul style="list-style-type: none"> A4 paper Writing/drawing materials 	
PREPARATION:	<ul style="list-style-type: none"> Example of your own safe person (or people) drawing. Prepare a rules chart with visuals (to be used in every session). 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about who to contact in case of an emergency.

Pass or roll the ball name game

5-10 MIN

- Ask the children to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the children a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the children to begin throwing the ball to one another. Explain that this time when a child throws the ball, the whole group should call out the name of the child catching the ball. If the group cannot remember that child's name, they can call it out to remind the rest of the group. Instruct the child to throw the ball randomly around the circle.
- Continue with the game until everyone who wishes to has taken part.

FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If a child does not want to participate, do not force them. They can still be in the circle with the others if they like.

ADAPTATIONS:

- This game can be made more challenging, particularly for older participants. For example, in the second round (once everyone has said their name in the first round), you can:
 - Ask the person catching the ball to call out the name of the person who threw it.
 - Ask the person throwing the ball to call out their own name and the name of the person to whom they are tossing the ball.
 - Ask the person catching the ball to call out 1) the name of the person who threw the ball, 2) their own name, and 3) the name of the person to whom they are tossing the ball.
- Be sensitive to participants with disabilities and may not be as mobile as other children. For example, an alternative to throwing the ball is to have children roll the ball across the floor to each other.

**Emergency contact details****15-30 MIN**

1. Tell children they will talk about a safe person (or safe people) in their lives.
2. Explain that a safe person is someone who can help you if you need it. For example, if you are lost, a safe person can help you find your house and family.
3. Teach children a call and response about identifying a safe person:
 - Say, "If you're lost and all alone, who can help you find your home?"
 - "Safe person!"
4. Ask children to share who are safe people in their lives.
5. Give each child a sheet of A4 paper and ask them to draw a picture of their family member and/ or people who take care of them (could include teacher, Imam, neighbours, older siblings, Majhi etc.).
6. If they know the full names (first and second name) of the people they feel safe with, have them write the names beside the picture. If they cannot yet write, spend time with each child helping them to name each person identified in the drawing. Many children may not know the first and second name of the people they feel safe around.
7. Explain to children how important it is to remember the full names of these people so should they ever get lost, they can easily be reunited.
8. Ask children:

- *What other information can be helpful to know about your safe person?* Children may share that it is important to know phone numbers, addresses, or the jobs that adults do, for example teacher, barber,
 - *Is there anyone you would not feel comfortable asking for help from?*
9. Say we can also prevent ourselves from getting lost by noticing what we have in the areas surrounding where we live. We are going to practice this 'noticing' now.
- Have children walk around the space – ask them to walk carefully without bumping into each other. As they are walking, ask them to start noticing what else is in the room. Are there any chairs? Any tables? How many doors or windows are there? Are there posters on the walls?
 - After a minute or so, tell children to stop and close their eyes. If they are not comfortable closing their eyes, they can look down at the floor instead.
 - Ask children (with their eyes still closed or without looking!) to point at something in the room, for example "Point to the clock." Once they have pointed, ask children to open their eyes and check. Were they correct?
 - Repeat the exercise with different objects in the room. You can also add in what children are wearing, for example "Point to a person wearing brown shoes."
 - After the exercise, ask children about their experience. *Did the game get more difficult or easier as we practiced?*
 - How can we apply this to the surrounding areas of where we live? Say *On your way home, try to notice two distinct things that you pass. Maybe it's a building, maybe a sign, maybe a tree that looks different from all the other trees.*
10. Reinforce the key messages:
- Knowing the full names, phone numbers, and jobs of adults that you trust will help in case you ever get separated from your family.
 - Knowing how to describe where you live will help adults to reunite you with your family if you ever get separated.

ADAPTATIONS:

- Extend this session or follow up during the next session by asking children what they noticed in their surrounding areas on the way home.
- Ask children to draw the landmarks or identify features that they noticed.
- Based on these drawings, have the other children guess where they live.

FACILITATOR'S NOTE(S):

- Remind children they are safe and this activity will help keep them safe.
- If applicable: Help children to identify information using registration records, knowledge of community structures and key contacts etc.
- If applicable: If children do not know their "address", use registration records or your knowledge of the community to identify the camp, zone and block and support them to write this information on their drawing.

Apple pickers

15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - *How long did it take the four volunteers to get their object?*
 - *Did they start working as a team or individually?*
 - *Was there a conflict in the process of getting the objects?*
 - *If so, how did they solve it?*
 - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



EVACUATION DRILLS

55-75 MIN

TOPICS:	<ul style="list-style-type: none"> • Protect yourself from risks. 	Session # 6.2
MATERIALS:	<ul style="list-style-type: none"> • Evacuation drill poster (see below) 	
PREPARATION:	<ul style="list-style-type: none"> • Identify a meeting area close enough to the safe space to ensure accessibility for all children but far enough away to ensure safety. This may be a different location for fire, and flood. Be clear about this, and practise for all locations, if necessary. • Identify any children ahead of time for whom adaptations to this drill might be necessary, particularly children with disabilities. Plan together with the children and, if possible, their caregivers about how to adapt the drill to make it accessible for them. • Prepare an evacuation drill chart with visuals (optional) • Create a visual that can be re-used to help children remember the 4 rules: <ul style="list-style-type: none"> ○ Find a buddy (picture or drawing of two children holding hands) ○ Line up (picture or drawing of two rows of children in line) ○ Stay quiet (picture or drawing of finger to lips showing the 'shh' sign) ○ Walk (picture or drawing of children walking). 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of an emergency.

Pass or roll the ball name game

5-10 MIN

1. Ask the children to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
2. Give one of the children a ball and ask them to say their name and then gently pass the ball to another person.
3. The next person says his or her name and passes the ball again.
4. The exercise continues until everyone has had a chance to receive the ball and say their name.

5. Now ask the children to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.
6. Continue with the game until everyone who wishes to, has taken part.

FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

ADAPTATIONS:

- This game can be made more challenging, particularly for older participants. For example, in the second round (once everyone has said their name in the first round), you can:
 - Ask the person catching the ball to call out the name of the person who threw it.
 - Ask the person throwing the ball to call out their own name and the name of the person to whom they are tossing the ball.
 - Ask the person catching the ball to call out 1) the name of the person who threw the ball, 2) their own name, and 3) the name of the person to whom they are tossing the ball.
- Be sensitive to participants who are living with disabilities and may not be as mobile as other children. For example, an alternative to throwing the ball is to have children roll the ball across the floor to each other.



Evacuation Drills

15-30 MIN

1. **Explain the Drill:**
 - Sometimes, we need to leave our space and go to a safe meeting place.
 - Facilitator should provide context specific examples of when we may need to evacuate and link this to the relevant session e.g. Floods
 - Today, we'll practise how to do that safely, so we all know what to do. I will be giving you the instructions to help us get out of the space safely.
2. **Introduce the steps clearly:**

- **Listen** – Quiet allows us to hear instructions.
- **Find a buddy** – Stay with someone near you for support.
- **Line up** – Line up in an orderly way so we can leave together.
- **Walk** – Walk at a steady pace to avoid accidents or delays.

3. Practice the Steps with a Game:

Play “Teacher Says” to reinforce the steps:

- “Teacher says... find a friend close to you.”
- “Teacher says... make a line with your friend.”
- “Teacher says... stay quiet.”
- “Teacher says... walk with me.”

4. Walk to the Meeting Place:

- Practice walking together quietly to the safe meeting place.
- Once there, explain: “This is our safe meeting place if we ever need to leave.”
- Bring the attendance sheet to the meeting place and ensure everyone is accounted for

5. Return and Review:

Walk back to the classroom and review what went well, e.g.:

- “You stayed quiet and could hear my instructions—great job!”
- “You walked safely and didn’t rush—fantastic!”

Reassure them: “We will keep practising so everyone knows how to stay safe.”

6. Use Visuals:

Create a reusable chart showing the 4 steps:

- **Find a buddy** (picture of two children holding hands)
- **Line up** (picture of children in rows)
- **Stay quiet** (finger to lips “shh” sign)
- **Walk** (children walking calmly).

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR’S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body, provide information about the possibility to talk later on with someone who could help her/him overcome her/his distress.

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



HANDWASHING

**95-110
MIN**

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.3
MATERIALS:	<ul style="list-style-type: none"> Clean water and soap for handwashing Ash or chalk dust 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about any disease outbreaks available from local authorities, health service providers, and WASH teams and adapt the key messages below to reflect local guidance. It is important that this session addresses any local stigma around seeking medical help. Ensure that the team has reviewed this session and adapted it accordingly. It is highly recommended for this to be a joint session with caregivers so that caregivers can hear and reinforce the same key messaging. If you are conducting this session in an area that has already been affected by a significant disease outbreak, the content of this session may be sensitive. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. In contexts where there is a risk of a particular disease, or an active outbreak, you may want to include an additional specific activity, such as a “true or false” activity to check children’s understanding. This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. The session includes activities that involve children touching each other. These may not be appropriate in cases when an active disease outbreak is ongoing that could be exacerbated by children touching one another (e.g. mpox). In some cultural contexts, these activities may require children to be separated by gender. This session could be repeated multiple times to ensure children learn the key messages and remember them. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example: *Today, we will learn about how to keep ourselves, our friends and our families safe and healthy through washing our hands.*

Keep your cool

5-10 MIN

1. Split into pairs.
2. Stand opposite each other.
3. Person one tries to make person two laugh. You are not allowed to touch one another.
4. Person two tries not to laugh. Keep your eyes open.
5. Swap roles.
6. Discuss what works and what doesn't.

Why is it important to wash our hands?

30 MIN

1. Ask, *has anyone here ever had a really bad stomach ache? Has anyone had a cough, or a sore throat?*
Explain that no matter who we are, everyone gets sick at some point. Some sicknesses are caused by germs, which are living things that are so small we cannot see them with just our eyes.
2. Ask children to look at their hands to check – *can you see any germs?*
3. Because we cannot see germs, we need to work together to stop them from spreading.
4. Say, *there are many different types of germs.* Give an example based on what is appropriate for the context, e.g. mpox, cholera, covid, etc. Ask children to give other examples of illnesses.
5. *There are a lot of germs that can be spread from one person to another by touch, for example by shaking hands. These germs might make us sick if we are not careful to wash our hands regularly with soap and water, especially*
 - *Before eating or helping to prepare food*
 - *After using the latrine*
 - *After helping a family member to use the latrine*
 - *After being in contact with someone who might be sick*
 - *After sneezing, coughing and blowing your nose*
 - *After touching or throwing the garbage*

But remember, because germs are invisible, someone might have them on their hands even if they don't seem to be sick.

6. *It is normal to feel worried about getting sick – no one likes to be sick! – but most diseases can be treated easily by healthcare workers.*
7. *Anyone can get sick. Germs don't know the difference between people – they are just living things trying to spread as far as possible! What matters is what actions we take to keep ourselves safe.*
8. After going through the key points, give children some time to ask questions. It is important to uncover any misconceptions, especially ones that can cause stigma. When there is stigma or discrimination related to a medical condition, people may not seek care quickly, the quality of health care may suffer, and access to health services for the most vulnerable is reduced.

How Germs Spread

20 MIN

1. Say: *Now we are going to do an activity that shows how germs can pass from one person to another.*

2. Ask for a volunteer. Cover the palms of the volunteer with ash or chalk dust. Ask the rest of the children to stand in a long line. The person with the “dirty” hands shakes the first child’s hand. Then ask that child to shake the hand of the next person. Continue shaking hands down the line.
3. When everyone has shaken hands, ask the children how many of them have ash or chalk dust on their hands. Even the smallest speck counts.
4. Explain that this is what happens when we forget to wash our hands with soap – germs can pass from one person to another.
5. Ask: *How could we stop this from happening?* Ask for suggestions. Explain that washing our hands with soap is the best way to keep ourselves and our friends and family healthy.

Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop germs that can make us sick.
2. Say: *First let's talk about when we should wash our hands. Ask children when they think it is important to wash hands.*
3. Say: *we should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth nose, mouth or eyes, after touching or throwing away our garbage, after playing with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps.* Show how to wash hands:
 - Step 1: Wet hands with running water
 - Step 2: Apply enough soap to cover wet hands
 - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
 - Step 4: Rinse thoroughly with running water
 - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to children that lasts around 20-30 seconds, sing this song as children practice taking turns washing their hands so they know how long to wash. Or use this song (to the tune of row, row, row your boat):
 - Wash, Wash, Wash your hands
 - Wash them nice and clean.
 - Scrub them here (with hand motion scrubbing together)
 - Scrub them there (with hand motion scrubbing tops of hands)
 - And scrub them in between (with hand motion scrubbing between fingers).

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate the key messages.
2. Remind children that anyone can get sick. Germs don't know our age, our gender, where we live, or who we are. What matters is the actions we take.

3. If we think someone might be sick, we can tell an adult and give them plenty of space until they are feeling better.
4. If you are feeling sick, tell an adult who can help you.

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
 - Breathe in slowly through your nose as you smell the flower.
 - Breathe out slowly through your mouth as you blow out the candle.
 - Repeat a few times.



Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



FIRE PREPAREDNESS

55-75 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.4
MATERIALS:	<ul style="list-style-type: none"> Large blanket, towel, cloth or piece of paper Water A ball or other soft object to throw 	
PREPARATION:	<ul style="list-style-type: none"> None. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of a fire.

Pass or roll the ball name game

5-10 MIN

- Ask the children to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the children a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the children to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.
- Continue with the game until everyone who wishes to, has taken part.

FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

ADAPTATIONS:

- This game can be made more challenging, particularly for older participants. For example, in the second round (once everyone has said their name in the first round), you can:
 - Ask the person catching the ball to call out the name of the person who threw it.
 - Ask the person throwing the ball to call out their own name and the name of the person to whom they are tossing the ball.
 - Ask the person catching the ball to call out 1) the name of the person who threw the ball, 2) their own name, and 3) the name of the person to whom they are tossing the ball.
- Be sensitive to participants who are living with disabilities and may not be as mobile as other children. For example, an alternative to throwing the ball is to have children roll the ball across the floor to each other.



Fire safety

30-60 MIN

1. Tell children they are going to learn about fires and how to stay safe.
2. Ask, what are some ways in which we use fire?
 - Say, *fire can be useful for cooking, heating water for a bath, and keeping warm in your home.*
3. Ask, *why should we be careful with fire?*
 - Say, *fire can also be dangerous and hurt us. For example, if our clothes catch fire, or our home or safe space catches fire.*
4. Say, *it helps keep us safe to know what to do in case of fire. We're going to play some games so we can practise how to stay safe in fire situations.*
5. Choose one of the following activities to do with the children. You can change the activity the next time you do this session.



Stop, Drop and Roll - Fire tag

1. Explain Stop, Drop and Roll. Say, *if your clothing were to ever catch fire, you can stop, drop, and roll the fire out. Stop, drop and roll.* Ask children to repeat the phrase.
 - Stop (or freeze)
 - Drop (to the floor and lie down)
 - Cover your face (with your hands)
 - Roll on the floor (if helpful, say 3 times)
2. Demonstrate Stop, Drop and Roll. If needed, lay a blanket, towel, or large piece of paper on the floor before doing so.
3. Say, *we are going to play a game to practise Stop, Drop and Roll, it's called Fire Tag.*
 - Explain the game. *I am going to choose one person who is going to be 'Fire'. You will chase that child and when you tag them (gently on the shoulder), they have to Stop, Drop and Roll to put the fire out. Let's practice.*
4. Demonstrate with a few children. If the group is large, break them up into smaller groups of 5-10 children and take turns playing Fire tag.

Get Low and Go

1. Explain Get Low and Go. Say, *sometimes fires cause a lot of smoke. To escape from the fire and smoke, get low and go. Repeat after me.* Ask children to repeat the phrase.
2. Demonstrate. If needed, place a blanket, tarp, towel or large piece of paper on the floor.
 - Say, *get low means you get low on the ground* - Get on all fours close to the floor
 - *Go means you crawl towards the door or exit* - Crawl to demonstrate
 - *Don't forget to call FIRE - Shout FIRE! FIRE!*
3. Say, *we are going to practise how to stay low, crawl.*
 - Explain the game. *I am going to make a loud sound, like an alarm or clapping loudly, and you will stay low, crawl and call - crawl towards the door.*
 - Make sure children know where to exit by marking the space with 'Exit'. Practise this 1-3 times for children to learn how to crawl slowly and remain low.
 - For all children, ask them to go as low as possible if they can't crawl and/or the space is not safe (e.g. outdoors and gravel is not safe to crawl on).

VARIATION(S):

- Use a large cloth (or long rope, broomstick etc) and ask children volunteers to hold it above the heads of the children to practise crawling low. Tell them the cloth or rope is smoke and they have to go under it. Once they have passed through, they must shout FIRE.



Cool and Call

1. Explain that fire can also burn us. A burn feels hot to the skin, hurts and can turn the skin red.
2. Say, *if you ever get a burn from heat or fire, you can **Cool and Call***. Have children repeat the phrase.
3. Demonstrate. You can also use a puppet for this.
 - Pretend to have a burn on your hand (e.g. like you touched a hot pan). Say, *ouch, I burned my hand!*
 - Pour water on your hand or pretend to run your hand under a tap (do what makes most sense for the context). Say, *I am cooling the burn.*
 - Call for help. Say, *Help! I burned my hand!*
4. Emphasise that Fires can happen, but it's important to remember that most people never experience one. Even if there is a fire, there are lots of ways to stay safe. That's why we practice things like Stop, Drop, and Roll or Get Low and Go—to make sure we know exactly what to do. And remember, there are always adults, like parents, teachers, or firefighters, who are there to help keep us safe. By learning these safety steps, you're being super smart and ready to stay safe.

FACILITATOR'S NOTES:

Key messages:

- To prevent fire, never play with sockets or wires, matches, gas lighters or candles...
- In case of a fire, shout "Fire"!
- If your clothes catch fire, stop, drop and roll!
- In fire and smoke, get low and go - crawl under smoke and go outside. Shout "Fire"!

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.

4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing**5 MIN**

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions



ROADSIDE SAFETY

50-65 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.5
MATERIALS:	<ul style="list-style-type: none"> Chalk, stones, or sticks A ball or other soft object to throw 	<ul style="list-style-type: none"> Flipchart paper and markers Four apples or small objects
PREPARATION:	<ul style="list-style-type: none"> This session will need to be adapted to reflect the roads and roadside hazards in your context. Flipchart paper with Journey Planning Sheet template. 	

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves from dangers related to the road and vehicles.

Apple pickers

15 MIN

- Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
- Ask four children to volunteer to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
- Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other children whose arms they are linked with.
- The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - How long did it take the four volunteers to get their object?*
 - Did they start working as a team or individually?*
 - Was there a conflict in the process of getting the objects?*
 - If so, how did they solve it?*
 - If not, what prevented a conflict?*
- Do a second round with another group of participants and see if they change their approach.

6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

Roadside safety

15-30 MIN

1. Say, *Today we are going to talk about roadside safety and what we can do to keep ourselves safe when walking beside or crossing roads*
2. Ask *What do you think makes roads dangerous? Have you ever felt unsafe near a road?* Encourage children to share their experiences if it is appropriate to do so.

Role Play Activity

3. Ahead of the session, mark out a 'road' using chalk, sticks, stones or other objects to indicate the sides of the road
4. Divide the children into groups of three or four
5. Assign roles to each group: pedestrians (whose job it is to cross the road when it's safe to do so), cars, trucks (these can be represented by two children, one in front of the other), motorbikes, animals that may be walking along or beside the road. Have each group discuss how their assigned character will move – how quickly or slowly – how easy it is to guess what the vehicle or animal will do. Remind children they are not deliberately trying to prevent the pedestrian from crossing, but they are also focused on their own journey from one end of the road to the other.
6. Explain, *when we want to cross a road we must Stop, Look, Listen and Think about when it is safe to cross. We must also continue checking as we cross the road.*
7. In mixed groups, have each pedestrian practice crossing the road using Stop, Look, Listen, Think while one of each of the other characters moves up and down the road as potential hazards
8. After each group has had a go to cross the road, ask, *what made it difficult to cross the road? When did you have to wait?*
9. If during the role play you see children running across the road, stop the activity and ask the group why we shouldn't run when crossing the road. Explain that when we run, we could trip and fall, and an approaching car might not see us.

ADAPTATIONS:

- Hazards will depend on the context. Potentially dangerous situations may include very busy roads, parked cars, trucks and larger vehicles where drivers may not be able to see children, a bend in the road that prevents children seeing approaching vehicles, no pavements, hazards and obstructions on the other side of the road, among others. Use the discussion with children to generate which characters and hazards they will play in the role play.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.

3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



AIRSTRIKES/BOMBINGS PREPAREDNESS

75-95 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.6
MATERIALS:	<ul style="list-style-type: none"> A ball or other soft object to throw Four apples or small objects 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. This session must be context specific. It is important to share guidance that is consistent with local best practices on safety during airstrikes or bombings. The activities below reinforce listening to adults to stay safe and must be adapted for your context. If possible, involve caregivers in this session so that children and adults can practice these steps together. 	
<div>  <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p> <p>This session should be scheduled alongside the Lifesaving Learning sessions 'Evacuation Drills' and 'Emergency Contact'.</p> </div>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of airstrikes or bombings.

Pass or roll the ball name game

5-10 MIN

- Ask the children to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the children a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the children to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the

ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.

6. Continue with the game until everyone who wishes to has taken part.

FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

ADAPTATIONS:

- This game can be made more challenging, particularly for older participants. For example, in the second round (once everyone has said their name in the first round), you can:
 - Ask the person catching the ball to call out the name of the person who threw it.
 - Ask the person throwing the ball to call out their own name and the name of the person to whom they are tossing the ball.
 - Ask the person catching the ball to call out 1) the name of the person who threw the ball, 2) their own name, and 3) the name of the person to whom they are tossing the ball.
- Be sensitive to participants who are living with disabilities and may not be as mobile as other children. For example, an alternative to throwing the ball is to have children roll the ball across the floor to each other.



Airstrikes and bombings preparedness

30-45 MIN

1. Ask, does anyone know what an airstrike is?
2. Say: *Today we are going to talk about how to stay safe if there is an airstrike. An airstrike is when a plane drops bombs or fires missiles on the ground. It can be very frightening but there are things we can do to keep ourselves safe.*
3. We are going to explore some actions we can take to protect ourselves. It is also important that if there might be an airstrike we listen very carefully to adults and follow their instructions for staying safe.

FACILITATOR'S NOTES:

The below steps are an example only and assume that children are inside a building when an airstrike happens. If you work in a camp setting or if there are specified bomb shelters in your context, share the relevant steps that people would take to get themselves to safety.

Activity: What can you prepare?

4. Where is the safest room in their home?
 'Safe room' - learn where the safest part of your home/space is (on a low level, away from windows, away from external walls).
5. Do you know where the emergency exits are?
 Learn where the emergency exit is in your home and school. Ideally you have already practiced evacuation drills.

Activity: What to do during and after an airstrike/bombing.

6. Divide into smaller groups to discuss what to do if you are near an airstrike/bombing this with adult facilitators available for each group ensuring all children understand what to do:

REMEMBER THAT THIS GUIDANCE SHOULD BE CONTEXTUALIZED ACCORDING TO LOCAL KNOWLEDGE OF AIRSTRIKE PATTERNS.

During an airstrike:

- If in a building when an attack occurs, move away from windows, doors, or anything pinned to the walls.
- Take immediate cover under a sturdy piece of furniture, lie face-down, flat on the ground, covering eyes and ears, keeping mouth open to prevent internal damage from blast pressure
- Remain calm, practise breathing exercises while covering your nose and mouth (we will practise these together later)

After an airstrike:

- If you are somewhere safe (the building is not on fire or collapsing) wait until you are sure the airstrike has ended before moving.
- Check yourself for any injuries, call for an adult to help you!
- Don't touch unknown items or ruins after a strike! Tell an adult! (Facilitators – if you have already had a session on UXOs use this as an opportunity to repeat the related guidance about what not to touch)
- Once you have safely evacuated, stay away from the area where the airstrike has taken place.

7. Bring the group back as a group to repeat key messages

Practice: self-regulation exercises

8. We are going to practise an exercise that can help our breath and calm our minds if we feel stressed. You can use it anytime you like, and you can share with your friends and family and practise together!
9. **Smelling flowers:** We are going to pretend we are holding a bunch of flowers and smelling them. Breathe in deeply through the nose and out through the mouth. Imagine how nice it smells and how colourful they are in your head.

10. Note that in the immediate aftermath of an airstrike or explosion, children should be careful to cover their noses and mouths, so they don't breathe in dust. They can use a sleeve, scarf or cloth – whatever they have close by.

FACILITATOR'S NOTES:

Key messages:

What to do prepare in case of strikes

- Learn where the safest part of your home/space is (on a low level, away from windows, away from external walls).
- Learn where the emergency exit is in a building/transport.
- Keep names and numbers of family members written down.

What to do during a strike

- If in a building when an attack occurs, move away from windows, doors or anything pinned to the walls.
- Take immediate cover under a sturdy piece of furniture, lie face-down, flat on the ground, covering eyes and ears, keeping mouth open to prevent internal damage from blast pressure.
- Remain calm, practise the breathing exercises.
- Check on your friend/family. It's ok to be scared and tell someone!

What to do after a strike

- Check yourself for any injuries, call for an adult to help you!
- Don't touch unknown items or ruins after a strike! Tell an adult!
- Once you have safely evacuated, stay away from the area where the airstrike has taken place.

Take care of yourself

- It is ok to feel worried and scared. Talk to a friend, family or trusted adult.
- Practise the breathing exercises when you feel distress. Practise at home with friends and family and show them how to do it.

Apple pickers

15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - *How long did it take the four volunteers to get their object?*

- *Did they start working as a team or individually?*
 - *Was there a conflict in the process of getting the objects?*
 - *If so, how did they solve it?*
 - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
 6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
 7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties. During emergencies, we must work together and cooperate to keep ourselves safe!*

FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster. People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to

talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



MPOX SAFETY

**105-145
MIN**

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.7
MATERIALS:	<ul style="list-style-type: none"> Water and soap for handwashing 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about Mpox available from local authorities or health service providers and adapt the key messages below to reflect local guidance. If local guidance is not available in your location refer to SCI mpox SharePoint here It is highly recommended for this to be a joint session with caregivers so that caregivers can hear and reinforce the same key messaging. If you are conducting this session in an area that has already been affected by Mpox, the content of this session may be sensitive. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. This session also includes physical activities which may require adaptation for children with reduced mobility. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. This session could be repeated multiple times to ensure children learn the key messages and remember them. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe.

Keep your cool

5-10 MIN

1. Split into pairs.
2. Stand opposite each other.
3. Person one tries to make person two laugh. You are not allowed to touch one another.
4. Person two tries not to laugh. Keep your eyes open.
5. Swap roles.
6. Discuss what works and what doesn't.

Introduction to Mpox

15-30 MIN

1. Explain that today we will learn about viruses.
2. Ask, *has anyone here ever been sick with a fever or a cough?*
3. Explain that no matter who we are, everyone gets sick sometimes. Some sicknesses are caused by viruses which are tiny germs. These are so tiny we cannot see them – they are smaller than even a grain of sand! Because we cannot see viruses, we need to work together to stop them from spreading.
4. Say, *sometimes we must be more careful because there is a new or stronger virus. At the moment there is a virus called mpox which is spreading from animals to and between people. Today we are going to learn how to keep each other safe by working together.*

What is mpox?

1. Explain that it is a virus which can spread between people, mainly through being in close contact with someone for a long time.
2. Mpox can also be spread by animals to people. At the moment it is best not to touch any animals, or if you must, wash your hands immediately afterwards.
3. Say that sometimes it can spread from objects and surfaces to people, if those things have been touched by someone with mpox. This includes sharing things like towels, clothes, or bed linen. If you have to share these things, make sure to wash them between use.
4. It is very important to keep surfaces and objects clean because mpox can survive for 15 days (about 2 weeks) outside the body.
5. If you have mpox you might have a sore head, a fever, feel achy and sore, and get a rash on your skin.
6. It is normal to feel scared about catching a virus – no one likes to be sick! - but we can learn how to keep ourselves safe.
7. Anyone can get mpox. Viruses don't know the difference between people – viruses are just trying to spread as far as possible!
8. After going through the key points, give children some time to ask questions. It is important to uncover any misconceptions, especially ones that can cause stigma. When there is stigma or discrimination related to a medical condition, people may not seek care quickly, the quality of health care may suffer, and access to health services for the most vulnerable is reduced.

Keeping safe against mpox

1. Ask, *now we know what mpox is, what do you think we can do to stop the virus from spreading?* Take suggestions and gently correct any misunderstandings.

2. Say, *viruses need people, animals, or objects to help them travel. Thinking about viruses might make us feel scared, and that's normal, but there are lots of actions we can take to stop viruses spreading. These include:*
 - Wash your hands with soap and water, or with hand sanitizer
 - Do not touch your eyes, nose or mouth if your hands are not clean
 - Check for any scratches, tear or broken skin and cover them up
 - Avoid touching animals, if you do wash your hands after
 - Open windows to let in fresh air
 - Use separate cups, bowls, or plates
 - Tell an adult if you are feeling unwell
3. If you know you have mpox, here are some things you can do to look after yourself and others:
 - Drink lots of water
 - Rest as much as possible
 - Try not to scratch your rash
 - Avoid going to crowded places

Teamwork against viruses

20-30 MIN

1. We are going to play a game now to practice working together to stop viruses from spreading.
2. Say *first let's create an action for each of the 4 steps*. Introduce actions for washing hands, opening windows, and using separate cups. Keep the actions very simple. They should just act as a reminder, so for 'using separate cups' children can pretend to drink from a cup.
3. Next, ask children to walk around the space. Say that you (the facilitator) will have the virus.
4. You are going to say some children's names. When children hear their names, they need to freeze – they have come into contact with the virus!
5. Tell the rest of the group – we need your help! Let's do the actions so we can unfreeze our friends.
6. Remind the children of the actions, do them together saying 'wash hands', 'open windows', 'use separate cups', 'tell an adult'
7. Ask the children who have been frozen how they look after themselves while they are sick. They can list one or all of the steps – drink lots of water, rest, don't scratch.
8. Repeat this until all children have been frozen and unfrozen. Make sure all children have been frozen so that you can emphasize that anyone can catch a virus.

Optional: Mpox – True or false

20 MIN

1. Say: Now we are going to check what we know about how germs spread.
2. Tell children you are going to say some statements about mpox and you want to know if they think the statements are true or false.
3. If they think the statement is true, they should go to one corner of the room. If they think the statement is false, they should go to the opposite corner of the room.
4. If they are unsure, they can stay in the middle of the room. It's ok not to know! We are going to remind each other.
5. Read out the statements below and let children decide if they are true or false.

6. Once children have moved, ask them to explain their choice – why do you agree or disagree? Provide the correct response along with the explanation.
 - Anyone can get mpox (**true – viruses just want to spread, they don't know the difference between people**)
 - If I have a new rash, I shouldn't tell anyone (**false – you should always tell adult if you have a rash**)
 - Mpox can only survive for 15 minutes outside the body (**false! Mpox can survive for 15 days (about 2 weeks) outside the body. This is why we must keep surfaces, objects, and clothing, towels and bed linen clean**)
 - We should avoid touching our eyes, nose, or mouth if our hands are not clean (**true – the virus can enter our bodies through eyes, nose, or mouth so we need to wash our hands first before touching our faces**)
 - Mpox can only spread from humans to humans (**false – mpox can spread from animals to humans, so for the time being we should avoid touching animals.**)
 - We should wash our hands many times throughout the day, especially after using the toilet (**true – one of the most effective ways to stop viruses from spreading is to keep our hands clean**)
7. Thank children for their participation and for keeping each other and themselves safe.

Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop Mpox spreading.
2. Say: *First let's talk about **when** we should wash our hands.* Ask children when they think it is important to wash hands.
3. Say: *We should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth, nose or mouth, after touching waste, after coming into contact with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*
 - Step 1: Wet hands with running water
 - Step 2: Apply enough soap to cover wet hands
 - Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
 - Step 4: Rinse thoroughly with running water
 - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to children that lasts around 20-30 seconds, sing this song as children practice taking turns washing their hands so they know how long to wash. **Or use this song (to the tune of row, row, row your boat):**
 - Wash, Wash, Wash your hands
 - Wash them nice and clean.
 - Scrub them here (with hand motion scrubbing together)
 - Scrub them there (with hand motion scrubbing tops of hands)

- And scrub them in between (with hand motion scrubbing between fingers).

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate some key messages.
2. Remind children that viruses can infect anyone. They don't know our age, our gender, where we live, or who we are. What matters is the actions we take.
3. If we think someone might be sick, we can practice these actions and give them plenty of space until they are feeling better.
4. If you are feeling sick, tell an adult who can help you. Specifically, if you have a fever, chills, are feeling weak, have a new rash, back pain, or achy muscles.

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
 - Breathe in slowly through your nose as you smell the flower.
 - Breathe out slowly through your mouth as you blow out the candle.
 - Repeat a few times.



Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



CHOLERA SAFETY

**115-140
MIN**

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.8
MATERIALS:	<ul style="list-style-type: none"> Clean water and soap for handwashing 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about cholera available from local authorities, health service providers, health and WASH teams and adapt the key messages below to reflect local guidance. If local guidance is not available in your location refer to the WHO Guidance here. Ahead of the session, ensure you have information about where families can receive medical attention and share this with children and adolescents. This includes where families can get oral rehydration solution (ORS) or how they can make their own. It is important that this session addresses any local stigma around seeking help during a cholera outbreak. Ensure that the team has reviewed this session and adapted it accordingly. It is recommended for this to be a joint session with caregivers so that caregivers can hear and reinforce the same key messaging. If you are conducting this session in an area that has already been affected by cholera, the content of this session may be sensitive. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children, including those with disabilities. This session could be repeated multiple times to ensure children learn the key messages and remember them. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case there is a cholera outbreak.

Keep your cool

5-10 MIN

1. Split into pairs.
2. Stand opposite each other.
3. Person one tries to make person two laugh. You are not allowed to touch one another.
4. Person two tries not to laugh. Keep your eyes open.
5. Swap roles.
6. Discuss what works and what doesn't.

What is cholera?

30 MIN

1. Ask, has anyone here ever had a really bad stomach ache? Maybe you vomited or had to go to the bathroom a lot. Explain that no matter who we are, everyone gets sick at some point. Some sicknesses are caused by bacteria which are living things that are so small we cannot see them with just our eyes.
2. Ask children to look at their hands to check – can you see any bacteria?
3. Because we cannot see bacteria, we need to work together to stop them from spreading.
4. Say, there are many different types of bacteria. Some help us and some are harmful. One harmful type of bacteria causes a sickness called cholera which is what we will learn about today.
5. Cholera is a disease caused by drinking water which contains a certain type of bacteria or eating food that is contaminated. When water or food has been in contact with the cholera-causing bacteria we say it is 'contaminated'.
6. Because germs are so tiny, it isn't possible to see with our eyes if water is safe or unsafe. No matter where our water comes from, we need to make sure the water is safe before we put it in our body.
7. We can make sure water is safe by [contextualize this list to local sources of safe water]:
 - Boiling water and letting it cool down before drinking
 - Using water purifying tablets to treat the water
 - Take water from a well that is maintained and chlorinated
8. The most common symptoms of cholera are:
 - Diarrhea
 - Vomiting
 - Stomach pain

If you are vomiting and have diarrhea it is really important to tell a trusted adult who can help you to seek medical attention. The sooner you tell them the better!

Cholera can cause people to become **dehydrated**. This means our body does not have enough water.
9. We can stop getting dehydrated by drinking Oral Rehydration Solution (ORS) and you can prepare this at home. [Facilitators include other locally relevant examples such as broths or soups ensuring that the focus remains on using safe, clean water to make these]
10. How does cholera spread?

- Through drinking contaminated water
 - Through eating contaminated food – cholera bacteria can spread in the preparation of food
 - From person to person – cholera bacteria are present in the poo of an infected person, even if they don't have any symptoms.
11. As well as spreading through contaminated water and food, cholera bacteria is present in the poo of an infected person,
12. How can we protect ourselves from cholera?
- Drinking only boiled (and cooled) or treated water
 - Washing our hands regularly (see below)
 - Cleaning our food preparation utensils well – such as chopping boards, knives, plates, bowls
 - Receiving the cholera vaccine [check about available vaccination programs before sharing this information]
13. It is very important to wash our hands with soap and clean water regularly but especially:
- After using the toilet
 - If you are helping a younger family member to use the toilet
 - If you come in contact with someone who might be sick
 - Before eating or preparing food
14. It is normal to feel scared about cholera – no one likes to be sick! - but it can be easily treated by healthcare workers.
15. Anyone can get cholera. Diseases don't know the difference between people – they are just living things trying to spread as far as possible! What matters is what actions we take to keep ourselves safe.
16. After going through the key points, give children some time to ask questions. It is important to uncover any misconceptions, especially ones that can cause stigma. When there is stigma or discrimination related to a medical condition, people may not seek care quickly, the quality of health care may suffer, and access to health services for the most vulnerable is reduced.

Teamwork against cholera

20-30 MIN

1. We are going to play a game now to practice working together to avoid becoming unwell.
2. Say first let's create an action for each of the steps. Introduce actions for washing hands, reporting feeling unwell, only drinking water you know is safe, cleaning food preparation utensils, receiving a vaccine (if appropriate)
3. Keep the actions very simple. They should just act as a reminder, so for 'drinking water you know is safe' children can pretend to drink from a cup.
4. Next, ask children to walk around the space.
5. You are going to say some children's names. When children hear their names, they need to freeze – they have come into contact with cholera!
6. Tell the rest of the group – we need your help! Let's do the actions so we can unfreeze our friends.
7. Remind the children of the actions, do them together saying 'wash hands', 'tell an adult if you are feeling unwell', 'only drink water you know is safe'
8. Ask the children who have been frozen how they look after themselves while they are sick. They can list one or all of the steps – drink clean water, wash hands, tell an adult to seek medical attention.

9. Repeat this until all children have been frozen and unfrozen. Make sure all children have been frozen so that you can emphasize that anyone can become unwell.

Optional: Cholera – true or false

20 MIN

1. Say: Now we are going to check what we know about cholera and how to keep safe.
2. Tell children you are going to say some statements about cholera and you want to know if they think the statements are true or false.
3. If they think the statement is true, they should go to one corner of the room. If they think the statement is false, they should go to the opposite corner of the room.
4. If they are unsure, they can stay in the middle of the room. It's ok not to know! We are going to remind each other.
5. Read out the statements below and let children decide if they are true or false.
6. Once children have moved, ask them to explain their choice – why do you agree or disagree? Provide the correct response along with the explanation.
 - Anyone can get cholera (**true – anyone who comes into contact with the cholera-causing bacteria can get it**)
 - If I am vomiting and have diarrhea, I shouldn't tell anyone (**false – it's really important to tell an adult whenever you feel unwell, and especially if you are vomiting or have diarrhea**)
 - We should wash our hands many times throughout the day, especially after using the toilet (**true – one of the most effective ways to stop bacteria from spreading is to keep our hands clean**)
 - Cholera is spread through contaminated water or food (**true – people can get cholera by drinking water or eating food which is contaminated with the cholera causing bacteria**)
 - Only adults can get cholera (**false – people of any age can get cholera, even babies**)
 - I can help stop the spread of cholera by washing my hands after using the latrine (**true – washing our hands is an important method to stop the spread of cholera and other diseases**)
 - **Add other statements to address any context-specific stigma**
7. Thank children for their participation and for keeping each other and themselves safe.

Washing our hands

20-30 MIN

1. Washing hands with soap keeps us safe. It's one of the ways we can help stop Mpox spreading.
2. Say: *First let's talk about **when** we should wash our hands.* Ask children when they think it is important to wash hands.
3. Say: *We should wash our hands regularly and especially after using the latrine, before touching food or eating, after blowing your nose, coughing or sneezing, before touching your mouth, nose or mouth, after touching waste, after coming into contact with animals. Washing hands often is important to stay healthy.*
4. Next move to a handwashing station – either a tap or bucket outside. Ensure there is soap.
5. Say: *we should wash our hands with soap for at least 20 seconds using 5 steps. Show how to wash hands:*
 - Step 1: Wet hands with running water
 - Step 2: Apply enough soap to cover wet hands

- Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds
 - Step 4: Rinse thoroughly with running water
 - Step 5: Dry hands with a clean cloth or single-use towel – if those are not available air-dry your hands
6. If there is a local song known to children that lasts around 20-30 seconds, sing this song as children practice taking turns washing their hands so they know how long to wash. Or use this song (to the tune of row, row, row your boat):
- Wash, Wash, Wash your hands
 - Wash them nice and clean.
 - Scrub them here (with hand motion scrubbing together)
 - Scrub them there (with hand motion scrubbing tops of hands)
 - And scrub them in between (with hand motion scrubbing between fingers).

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate some key messages.
2. Remind children that anyone can become sick with cholera. Cholera doesn't know our age, our gender, where we live, or who we are. What matters is the actions we take.
3. If we have vomiting or diarrhea we must tell an adult as soon as possible.
4. It is important to stay hydrated when you are sick but always check with an adult if you are not sure if the water is safe.
5. Remember to wash your hands regularly, especially after using the bathroom or before eating

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
 - Breathe in slowly through your nose as you smell the flower.
 - Breathe out slowly through your mouth as you blow out the candle.
 - Repeat a few times.



Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



COLD WAVE PREPAREDNESS

**90-110
MIN**

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.9
MATERIALS:	<ul style="list-style-type: none"> Some additional layers of clothing, including outer wear like a coat, gloves, scarf, and hat. 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Check the latest information about cold weather warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance. Share information with adolescents, children and caregivers about any winter kit distributions or winterization activities. It is a good idea to involve caregivers in this session so that the same messaging is shared. This session also includes physical activities which may require adaptation for children with reduced mobility. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

10 MIN

- Welcome the group to the session.
 - Take attendance (if appropriate) or count attendees.
 - Go over rules and expectations (if needed - this is especially important when new participants join).
 - Provide an overview of the session topic and activities. For example:

Today, we will play and learn. We will play games and learn how to keep ourselves and our friends safe.

Keep your cool

5-10 MIN

1. Split into pairs.
2. Stand opposite each other.
3. Person one tries to make person two laugh. You are not allowed to touch one another.
4. Person two tries not to laugh. Keep your eyes open.
5. Swap roles.
6. Discuss what works and what doesn't.

It's cold outside

15 MIN

1. Explain that today we will learn about how to keep warm in the cold weather.
2. Ask, *what is the weather like outside just now?*
3. Discuss if it is wet, or dry, or if it is snowing. Perhaps the sun is shining but it's still cold.
4. Ask, *what are some things we can do to keep warm in the cold weather?*
5. Collect some different answers from the children – about what we wear, what we do, how we behave.

Moving our bodies to keep warm

20 MIN

1. Say *Our bodies are amazing! They work hard to keep us warm when it's cold, and cool us down when it's hot, but there are things we can do to help.*
2. We are going to see if we can get our bodies to warm up!
3. Ask children to stand somewhere in the room where they can see you, and have space to stretch their arms out
4. Lead children through the following exercises:
 - **Jumping jacks / star jumps:** ask children to spread their arms and legs out in a star shape and then bring them back in towards their bodies. Repeat these jumps 5 times.
 - **Running on the spot:** ask children to run as fast as they can while you count backwards from 10.
 - **Windmill arms:** ask children to stand up straight and then move their arms in circles to warm up their arms and shoulder. Do 5 circles forwards, and 5 circles backwards.
 - Add in other movements that children are familiar with or would enjoy – hopping on one leg, or maybe a dance move.
 - Adapt these movements to ensure that all children can participate.
 - Tell children not to exercise so vigorously that they start sweating, because when they cool down, they will be colder than before!
5. After a minute or two of these exercises, ask children to stop and stand very still. If they are comfortable, they can close their eyes, otherwise ask them to pay attention to their bodies and how they feel.
6. Ask *What do you notice? About your breathing? About your heart? Do you feel hot or cold?*
7. Say that when we move around, our bodies use up energy and this creates heat and warmth.

If we are cold, we can jump, run, hop, or even dance to warm ourselves up!

If water is available, make sure that children have a drink after these exercises. Remind them that staying hydrated is always important, no matter the weather.

Optional Activity: Warming up our hands

5-10 MIN

1. Ask, when it is cold outside which parts of your body are the first to get cold?
2. Say, *our hands are usually the first to feel cold.*

When our hands get very cold, it can be hard to move our fingers and they can sometimes hurt. We are going to try some exercises to warm up our hands:

- Cup your hands together and blow into them a few times.
- Next rub your palms together as quickly as possible.
- Now they are feeling a bit warmer, try gently wiggling your fingers, circling your wrists, and clenching and releasing your hands quickly.
- Keep your hands warm by putting gloves, mittens, or even socks over your hands.
- If you don't have any of these, you can tuck your hands under the opposite armpits.

Layering up

20-30 MIN

1. Ask *What do you wear when it's cold? What is your favourite thing to wear when you're cold?* If children have the item with them, they can show it to you, and you can ask them to discuss: is it thick, thin, fluffy, smooth?
2. Say *when it's cold we need to wear layers. Does anyone know what we mean by layers?*
3. Explain that 'layering' is when you put one thing on top of another. Perhaps we normally wear one or two layers, but when it is cold, we need more layers. Highlight the importance of staying dry when cold; remove wet clothing as soon as possible.
4. Bring out the extra layers you have with you. Ask children to suggest what you could put on and in what order. If they suggest putting on, for example, a thick jumper first demonstrates this and then see if you can put a thinner layer on top.
5. Ask – *does this work? Is this a good order?* With trial and error, demonstrate that putting on the thinner layers first means you can wear more layers. And the more layers you wear, the warmer you will be!

Key Messages

5 MIN

1. After the activity, come back together as a group and reiterate some key messages.
 - When we are cold, we can warm ourselves up by moving our bodies.
 - We can lose a lot of heat through our hands, so it is important to keep them warm.
 - We must always remember to keep drinking water and fluids, even when it's cold!
 - When the weather is cold, we can stay warmer by wearing more layers of clothing.
 - When the weather is cold, remember to take breaks and go inside.
 - If your clothes get wet, change them for dry ones.

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
 - Breathe in slowly through your nose as you smell the flower.
 - Breathe out slowly through your mouth as you blow out the candle.
 - Repeat a few times.



Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



HEAT WAVE PREPAREDNESS

75-80 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.10
MATERIALS:	<ul style="list-style-type: none"> Pictures of items or the items themselves to hide for the scavenger hunt: water bottle; hat; towel; something to represent shade (umbrella, tree); fan; light-coloured clothing; a picture of a clock; someone playing; These items will differ depending on your context. One piece of paper per child Coloured pens or pencils Tape or staple 	
PREPARATION:	<ul style="list-style-type: none"> Check the latest information about extreme heat warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance. This session talks about climate change which may cause some children to worry. Ahead of the session, research a good news story about positive climate action to share with the group. It is a good idea to involve caregivers in this session so that the same messaging is shared. This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play a game, we will talk about heat waves, and end with a mindfulness activity.

Keep your cool

5-10 MIN

- Split into pairs.
- Stand opposite each other.

3. Person one tries to make person two laugh. You are not allowed to touch one another.
4. Person two tries not to laugh. Keep your eyes open.
5. Swap roles.
6. Discuss what works and what doesn't.

It's hot outside

15 MIN

1. Ask children to turn to the person next to them and ask them to discuss what they have noticed about the weather recently.
2. After 2 minutes, ask some children to share what they have discussed.
3. Say: *When we talk about the **weather**, we are talking about the conditions outside right now in a specific place. For example, today it is cloudy. When we talk about **climate**, we mean what weather conditions we can expect in a place at a particular time of year. For example, in the spring it is generally very wet.*
4. *The planet is experiencing climate change meaning we experience more extreme weather. This is caused by human activities like burning fuel to power factories, cars, and buses. It can be worrying to think about what is happening to the climate, but there are many people who are working hard to protect the planet and you can play a role in this too! It is our joint responsibility.*
5. If you have researched a good news story about climate action, share this with the group.
6. Today we will learn about ways to keep cool during heatwaves.

Beat the heat – scavenger hunt

20 MIN

1. Before the session, hide the picture cards or the items around the space. You can hide more than one of the same picture or item. **These pictures are examples – ensure you use contextually appropriate and relevant pictures.**



2. Divide children into small groups.
3. Tell children that during this activity they must walk so they don't get too hot.
4. Give children 5 minutes to find 2 items or pictures per group. Make sure each group only picks up 2 items or pictures, so that all groups have a chance to find something.
5. Come back together as a big group.
6. Invite each group to share what they found, and if they can, say how it helps to keep them safe in the heat. If they are not sure, ask if another child can help with the answer.
 - Water bottle – Stay hydrated and don't wait until you are thirsty – our bodies need water to stay cool and healthy. You can keep hydrated by drinking water, eating fruit, or soups. If you are dehydrated your caregiver can give your Oral Rehydration Solution (ORS).
 - Hat – protects our faces and necks from the sun
 - Towel – we can wipe off sweat or wet the towel to keep us cool
 - Shade – to protect ourselves from the sun's rays
 - Paper fan – we can fan ourselves to keep cool

- Clock – we should stay in the shade during the hottest parts of the day
 - Rest – when it's hot we should avoid running around too much, especially under the sun
7. When each group has had a chance to share, ask children to turn to the person next to them and tell them one thing they can do to stay safe when it's very hot.

Making a paper fan

20 MIN

1. Ask children if there is a particular motion or movement they would make if they were really hot.
2. Suggest that sometimes we might fan ourselves with our hands – does anyone know why?
3. Explain a fanning motion – whether with our hand or using something else – moves hotter air away and allows cooler air to circulate.
4. We are going to make a paper fan!
5. Give each child a piece of paper and some coloured pens or pencils to share. Allow time for children to decorate their piece of paper – if they finish one side, they can decorate the other side too.
6. Demonstrate how to fold the paper into a fan
 - Fold the paper like an accordion:
 - Lay your paper flat, and start at one of the shorter edges (the 8.5-inch side if using regular printer paper)
 - Fold about 1 inch of the paper up.
 - Then flip the paper over and fold the same amount again, making an accordion shape.
 - Keep folding back and forth like this all the way across the paper.
 - Pinch and fold in half: Once you've folded the whole paper into an accordion, pinch the middle of the folded paper and fold it in half, like a "V" shape.
 - Secure the bottom: Use a stapler or tape to secure the bottom part of the "V" shape, so the fan stays together. This will be the handle of your fan.
 - Open up your fan: Spread out the top part of the folded paper, and it will open up into a fan shape!

Flower and candle

5 MIN

1. Pretend you have a nice smelling flower in one hand and a slow burning candle in the other:
 - Breathe in slowly through your nose as you smell the flower.
 - Breathe out slowly through your mouth as you blow out the candle.
 - Repeat a few times.



Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - a. *What was useful in the session?*
 - b. *What could have been different?*
4. Provide the group feedback about their contributions that were positive and encourage this to be repeated in future sessions.



FLOOD PREPAREDNESS

60-65 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.11
MATERIALS:	<ul style="list-style-type: none"> Four of any small fruit or four small objects A ball or other soft object to throw Rope or sticks Bucket (optional) Rocks (optional) Water (optional) 	
PREPARATION:	<ul style="list-style-type: none"> The activity Forest Dash provides structure, but the content must be adapted to local experiences of preparing for and responding to floods. This activity must be contextualized for your setting, including: where are the safe evacuation points; what are the major risks in your area; how to avoid these risks. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of a flood.

What we have in common

5 MIN

- The facilitator calls out a characteristic of people in the group, such as 'green shirt'. All those who have a green shirt children should move to one corner of the room.
- As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space.

What is a flood?

15-20 MIN

- Explain that we are going to learn about staying safe during a flood.
- Say, *a flood is water that covers land that is usually dry. Floods can happen quickly and be strong. We are going to learn how to stay safe during a flood.*

Optional demonstration

3. Get a small bucket or container and place familiar items such as rocks in the bottom.
4. Fill a small watering can with water.
5. Ask children to imagine that there is a town inside the bucket.
6. Slowly pour water into the bucket.
7. Explain that if rain falls slowly like the water, it drains into the street, drains on ground and goes away. But, when water has nowhere to go, or if the rain falls too quickly and too heavily, it floods.
8. Pour the water quicker and heavier to show the effect.

Flood Safety - Forest Dash**20 MIN**

1. Say, *we will play a game where we will pretend that we are animals in a forest and need to find safety from a flood. We will learn about how to stay safe.*
2. Say, *pretend we are in a forest (or jungle) and you are all forest animals. What animals would you be?* Take a few answers (e.g. squirrel, bear, bird, fox, monkey etc)
3. Say, *it is raining really hard and suddenly, the ground rainwater is rising, and the ground is like a river of water. We must find a safe place to be. Where could we go?*
4. Explain where it is safe inside the imaginary forest. Say, *we want to get as high as possible. There is a hill over there.* Point to one corner or area of the space. Put a drawing of a hill on the wall or in that area if possible. Lead all the "animals" to the imaginary hill.
5. Say, *we are now safe on our high hill. We won't play by the river and other water when there is a flood.*
6. Explain that the animals can call for Help! and wait until an adult tells them it's safe to come down. Say, *let's all say HELP! and wait for an adult to tell us it's safe to go back to the forest and play.*
7. Pretend to be that adult and bring the children back to the "forest".
8. Put pieces of rope or long sticks on the ground. Tell children these are electrical wires. Say, *when there is water and flooding, we have to stay away from electrical wires. Let's walk around the forest to our imaginary hill without stepping on the wires.*
9. Take the children back through the space and to the imaginary hill again.
10. Say, *we are now safe on our hill. We stayed away from electrical wires which can be dangerous during a flood.*
11. Bring the children back and sit in a circle.
12. Thank children for listening and keeping themselves safe.

FACILITATOR'S NOTES:

- Should the children have recently experienced a flood, adapt the demonstration to be sensitive to their previous experiences.
- See the preparation notes in the session information for this activity and ensure it is contextualized ahead of time.

Key messages:

- Don't play in or around flooded areas.
- Go to places that are higher than the ground level, like hills.

- Stay away from dangling or loose wires and electrical sockets.
- Don't try to make your way through the water.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



THUNDER AND LIGHTNING STORM PREPAREDNESS

55-90 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.12
MATERIALS:	<ul style="list-style-type: none"> Paper (optional) Plastic comb (optional) A picture of a house or building A picture of a tree A picture of a river or lake Paper bag (optional) Newspaper (optional) 	
PREPARATION:	<ul style="list-style-type: none"> Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions. Hang the picture of the house or building in one area of the space Hang the picture of the tree in another area Hang the picture of a lake or river in another area 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of thunder and lightning storms

Pass or roll the ball name game

5-10 MIN

- Ask the children to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the children a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the children to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the

ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.

6. Continue with the game until everyone who wishes to has taken part.

FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

ADAPTATIONS:

- This game can be made more challenging, particularly for older participants. For example, in the second round (once everyone has said their name in the first round), you can:
 - Ask the person catching the ball to call out the name of the person who threw it.
 - Ask the person throwing the ball to call out their own name and the name of the person to whom they are tossing the ball.
 - Ask the person catching the ball to call out 1) the name of the person who threw the ball, 2) their own name, and 3) the name of the person to whom they are tossing the ball.
- Be sensitive to participants who are living with disabilities and may not be as mobile as other children. For example, an alternative to throwing the ball is to have children roll the ball across the floor to each other.



Thunder and lightning

30-60 MIN

What is lightning?

1. Explain to the children that they are going to learn about staying safe during thunder and lightning.
2. Ask:
 - *What are lightning and thunder? Can someone describe what lightning looks like? Can someone make a sound like thunder?*
3. Explain what lightning is. Say,
 - *Lightening is a natural electrical charge that comes out of a cloud and makes a bright light flash. (make a loud crack sound and arm motion to signal lightning).*

4. Optional: Do the demonstration below. Say, *we are going to do a little experiment to understand what an electrical charge is!*

Demonstration: Making lightning (optional)

1. Tear up a sheet of paper into tiny little pieces.
2. Invite students to use a comb to comb their hair. Or rub the comb on a piece of wool or fur.
3. Then hold the comb over the tiny paper pieces.
4. The comb will attract the piece of paper because of static electricity.
5. Say, wow! What do you notice?
6. Explain and say, *when you combed your hair, you gave the comb something called static electricity. Then, when you brought the comb near the paper bits, they were attracted to the comb because of this charge. Lightning is an electrical charge within a thunderstorm which sounds like a crack and looks like a flash of light.*

What is Thunder?

1. When there is lightning it is usually followed by thunder.
2. Say, thunder can be a loud cracking (like a bang) or rumbling sound which comes after lightning. Lightning heats up the air and when it cools down it makes a noise.
3. Have you ever popped a balloon? It makes a loud sound because the air inside comes out very fast. Thunder is like that, but with the air around lightning!
4. Demonstrate thunder by slowly and then progressively more loudly drumming hands on a table or similar item.
5. Say, *sometimes thunder can be very loud when it's close by and can sound scary. It's normal to be worried when hearing thunder.*

Get to Safety

1. Ask, where do you think the safest place to be during a storm is?
 - Say, when a storm is coming, we need to get inside as quickly as possible!
 - Once inside we need to stay away from the windows
 - If we are caught outside in a storm, we must not shelter under a tree. When lightning happens, it looks for a tree to land. If you're under a tree, it can find you.
 - If we are caught outside in a storm, we must stay away from water like rivers, lakes, or the sea. Lightning also likes water. If you're near a river, lake, sea or ocean, it can travel fast and find you.
2. Point to where you have hung the pictures of the tree, the body of water, and the building, and name each one so children know what they represent.
3. Ask children to walk around the space and when you say lightning or thunder (or make a sound like thunder – like banging the desk) the children need to go to the safest space.
4. Practice this a few times and reinforce that it is safest to go inside a building.
5. Take down the picture of the building and give the sign for thunder and lightning. Where should they go now? Emphasize that they need to be far from **both** the tree and the water.
6. Practice this a few times to embed the message.

7. Explain that there is something else we can do to stay safe if we can't go inside and there is lightning – it's called the lightning crouch!



6. Demonstrate the "Lightning Crouch". Say, *the lightning crouch looks like this. Get in the position by squatting down and covering your ears.*
7. Say, *let's practise together. You can copy me as I call out the movements. Say and do the movements one at a time:*
 - Squat down
 - Cover your ears.
8. Remind children to 'lightning crouch' if they see lightning near them outside!

FACILITATOR'S NOTES:

Key messages:

- When you see lightning close by and can't go indoors, do the lightning crouch.
- When thunder roars, go indoors.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and take a deep breath. Instruct participants to breathe in for 5 seconds, then breathe out for 5 seconds. Count from 1 to 5 out loud. Repeat this 3-5 times.
3. Explain that the exercise will focus on different groups of muscles one by one, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them. Count out loud, 3 to 5 seconds, asking participants to tense the specific muscle group, then instruct them to relax, counting again 3-5 seconds. Repeat this 2-to-3 times for each muscle group.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



CYCLONE PREPAREDNESS

70-75 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.13
MATERIALS:	<ul style="list-style-type: none"> Large clear jar or bottle cut in half. Water Spoon Paper for all children (optional) 	<ul style="list-style-type: none"> Colouring pencils, markers, or crayons (optional) A ball or other soft object to throw Four apples or small objects
PREPARATION:	<ul style="list-style-type: none"> It is a good idea to do the 'Thunder and Lightning Preparedness' session before this Prepare materials for the cyclone in a jar. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of a cyclone.

Pass or roll the ball name game

5-10 MIN

- Ask the children to sit or stand in a circle and explain that they are going to play a game to learn each other's names.
- Give one of the children a ball and ask them to say their name and then gently pass the ball to another person.
- The next person says his or her name and passes the ball again.
- The exercise continues until everyone has had a chance to receive the ball and say their name.
- Now ask the children to begin throwing the ball to one another. Explain that this time when an adolescent throws the ball, the whole group should call out the name of the adolescent catching the ball. If the group cannot remember that adolescent's name, they can call it out to remind the rest of the group. Instruct the adolescent to throw the ball randomly around the circle.
- Continue with the game until everyone who wishes to has taken part.

FACILITATOR'S NOTES:

- Make sure all the children who would like to participate get a chance to say their names. Some may be shy or withdrawn, depending upon their experiences. If an adolescent does not want to participate, do not force them. They can still be in the circle with the others if they like.

ADAPTATIONS:

- This game can be made more challenging, particularly for older participants. For example, in the second round (once everyone has said their name in the first round), you can:
 - Ask the person catching the ball to call out the name of the person who threw it.
 - Ask the person throwing the ball to call out their own name and the name of the person to whom they are tossing the ball.
 - Ask the person catching the ball to call out 1) the name of the person who threw the ball, 2) their own name, and 3) the name of the person to whom they are tossing the ball.
- Be sensitive to participants who are living with disabilities and may not be as mobile as other children. For example, an alternative to throwing the ball is to have children roll the ball across the floor to each other.



Cyclone safety – What is a cyclone?

15 MINS

1. Explain what a cyclone is. Say, *a cyclone is a very strong, spinning storm with strong winds, rain, thunder and lightning that swirl around the centre (or eye) of the storm.*

Cyclone in a jar

2. Demonstrate a cyclone. Say, *we're going to make a cyclone in a jar!*
3. Gather children in a circle.
4. Pour water into a clear jar and fill it close to the top.
5. Use the spoon to stir the water fast enough to create a swirl.
6. Say, *see how the cyclone spins?* The water spinning in the container is like how a cyclone spins in the sky. The water spins faster in the middle and slower towards the edge.
7. Let children take turns to spin the water and create a cyclone.

Cyclone Symphony

8. Explain that you are going to create a cyclone (also called a hurricane) by making the different sounds for the different things they may see, hear or feel during a cyclone or hurricane.
9. Say, *cyclones create strong winds, rain, thunder and lightning. We are making a cyclone of wind, rain, thunder and lightning.*
10. Divide the children into 4 groups. Assign each group of children a sound:
 - 1. Strong winds - *make a blowing sound*
 - 2. Heavy rains - *say, "splash splash"*
 - 3. Thunder - *stomp your feet*
 - 4. Lightning - *clap your hands*
11. Practice with each group so they remember their sound.
12. Act like a conductor and indicate when each group makes their cyclone sound by pointing to or calling each group.
13. Raise your arms and say - all at once!
14. Bring down your arms and quiet the groups to stop making their sound.
15. Say, *the hurricane has gone away, it is safe to go play.*

Eye of the storm

15 MIN

1. Explain that cyclones can have a pause in the middle of them. That pause doesn't mean the storm is over, it's just a pause/break. It's important to wait until the cyclone is over to go outside.
2. Say, *I am going to read you a quick story about the pause in the middle of a cyclone, also called the eye of the storm. Listen carefully.*
3. Read the following story to children.

Story:

Muhammad is stuck inside with his family during a cyclone. It's raining very heavily, and floodwater is collecting in ditches. The wind is blowing strongly, Muhammad can hear the wind wailing outside. His home is small, and all his family and even some of the neighbours are there, so there is no space to play inside.

He is really bored and wants to go outside to play. Suddenly, the storm clears. The rains stop, and the wind calms down. Muhammad is so happy, as soon as he notices the change in weather, he jumps up and goes to run out the door.

Before he can leave, his big sister, Yasmine, reminds him that cyclones always have a moment of calm, or a pause, in the middle of the storm. "Be careful Muhammad", she says, "Don't go outside until we get official notice that the cyclone has passed. This could be the eye of the storm - or the pause. The cyclone isn't over".

Muhammad peeks outside through a crack in the door and cries "but sister, it's over! Look how calm and quiet it is outside, and the rains have stopped!" Yasmine walks towards the door and is about to look outside when they hear a huge crashing sound.

Yasmine and Muhammad jump back in shock. Their father tells them that a tree has just fallen across the road in front of their house. Muhammad is surprised that even though everything seemed calm, the cyclone is not yet over, and grateful to his big sister for stopping him from going outside to play. Both Muhammad and Yasmine stay inside and sit with their parents beside the radio to listen for updates on when it is safe to go outside.

4. Encourage a short discussion:
 - Why did **Muhammad** think it was safe to go outside?
 - What did **Yasmine** tell **Muhammad** to do to keep safe?
5. Encourage all children to respond and recall what they remember from the story.
 - **Yasmine** told her brother to stay indoors even though it looked as if the storm was over.
 - There is always a moment of calm or a pause in the middle of a cyclone. It's called the "eye of the storm". It does not mean the cyclone is over so it's very important to stay inside until you get official notice that it's safe to go outside again.
 - **Yasmine, Muhammad** and their parents listened to the radio to wait for official notice that the storm was over.

FACILITATOR'S NOTES:

Key messages:

- When there are heavy rains, strong winds, or thunder roars, stay indoors.
- Remember there is a pause, or the eye of the storm. The storm isn't over. Stay indoors.
- Stay with your parents and caregivers and wait until you hear it is safe to go outside.

Apple pickers

15 MIN

1. Place an **apple (or another small object like a stone, pencil, stick or balloon)** in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
2. Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
3. Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
4. The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - *How long did it take the four volunteers to get their object?*
 - *Did they start working as a team or individually?*
 - *Was there a conflict in the process of getting the objects?*
 - *If so, how did they solve it?*
 - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and take a deep breath. Instruct participants to breathe in for five seconds, then breathe out for five seconds. Count from 1 to 5 out loud. Repeat this 3-5 times.
3. Explain that the exercise will focus on different groups of muscles one by one, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them. Count out loud, 3 to 5 seconds, asking participants to tense the specific muscle group, then instruct them to relax, counting again 3-5 seconds. Repeat this 2 to 3 teams for each muscle group.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



LANDSLIDE/MUDSLIDE PREPAREDNESS

70-85 MIN

TOPICS:	<ul style="list-style-type: none">● Protect yourself from risks.	Session # 6.14
MATERIALS:	<ul style="list-style-type: none">● Dirt● Sticks● Water● Rocks	
PREPARATION:	<ul style="list-style-type: none">● Timing: This session exceeds the recommended time limit for one session. Facilitators can choose to reduce the number of activities or implement over two separate sessions.● Check where the evacuation point would be in your area if a landslide occurs and reference this as the ‘safe place’ during the activity ‘Animal Dash’.● This session should be reviewed and contextualized with members of the community to ensure that the messaging aligns with local best practices.	
<div></div> <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of landslides/mudslides.

Apple pickers

15 MIN

- Place an apple (or another small object like a stone, pencil, stick or balloon) in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
- Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
- Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
- The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - How long did it take the four volunteers to get their object?

- *Did they start working as a team or individually?*
 - *Was there a conflict in the process of getting the objects?*
 - *If so, how did they solve it?*
 - *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
 6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
 7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

FACILITATOR'S NOTES:

This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

What is a landslide/mudslide?

15-30 MIN

1. Explain to children they are going to learn how to stay safe during a land or mudslide.
2. Say, *a land or mud slide is when rocks, mud or dirt move quickly. They can happen fast so it's important to move before it comes.*
3. Explain that landslides can be caused by natural or man-made forces. A natural cause of a landslide might be heavy rain. A man-made cause of a landslide might be cutting down whole forests – called deforestation – which means there are fewer tree roots keeping the soil in one place.

Demonstrate a land/mudslide.

4. If possible, take the children outside and collect some sand or dirt and create a pile that looks like a hill. If being outside isn't an option, you can collect sand or dirt in a bucket and do the demonstration inside.
 - Fill a small watering can (or cup or other container) with water.
 - Ask children to imagine that the pile is a hill.
 - Pour water on it slowly and gently until the sand/dirt cannot absorb water and the slope falls creating a slide. Ask children what they noticed.
5. Say, *to help keep ourselves safe, we can listen for strange sounds with our ears: trees cracking (crack some twigs) or rocks banging together (bang rocks together). If you hear those sounds, tell an adult right away.*
 - Invite a few children to crack twigs or bang rocks.
6. Say, *to keep ourselves safe, we can also look for strange things with our eyes: trees are slanted/tilted (slant your body), new cracks in trees or walls, or big rocks and mud in the river. Tell an adult right away.*
 - Invite children to stand up and slant like trees.

FACILITATOR NOTES

These details are to support the facilitator's knowledge and may be used to answer further questions children have about landslides.

- A **landslide** is the movement of rock, soil, or debris down a slope. This movement happens when the force of gravity becomes stronger than the materials holding the slope in place. Landslides can happen suddenly or develop over time.

Causes of Landslides

- Landslides occur due to **natural** and **human-made** factors:
- **Natural Causes:**
 - **Heavy Rainfall & Flooding** – Too much water weakens the soil, making it slide.
 - **Earthquakes & Tremors** – Shaking loosens the ground, causing it to collapse.
 - **Volcanic Eruptions** – Ash and lava can destabilize slopes.
 - **Erosion** – Water or wind gradually removes soil, making slopes unstable.
- **Human-Made Causes:**
 - **Deforestation** – Tree roots help hold soil in place; cutting trees weakens slopes.
 - **Construction & Excavation** – Digging or building on slopes can disturb stability.
 - **Poor Drainage** – Water buildup can weaken the ground, increasing landslide risk.

Effects of Landslides

- Damage to homes, roads, and buildings
- Blocked rivers, leading to floods
- Loss of lives and disruption to communities

How to Prevent Landslides

- Plant trees to hold soil in place
- Build retaining walls on slopes
- Improve drainage systems to control water flow
- Avoid construction in high-risk areas

Mud/landslide safety - Animal Dash

20 MIN

1. Explain the activity.
2. Say, *we will play a game where we will pretend we are animals and need to find safety from a mud/landslide. They can happen fast so it's good to know the signs and leave as soon as possible. We will learn about how to stay safe.*
3. Say, *pretend we are animals that you would find in our neighbourhood. What animals would you be? Take a few answers (e.g. squirrel, bear, bird, fox, monkey etc)*

4. Tell the children there is a safe place in their neighbourhood that they should go during a landslide. Talk about where this safe place is and hang a picture of it on the wall. " Say, *this is a place that is far from the mud/landslide and far from the danger.*
5. If appropriate for the context, scatter a few pieces of rope (or similar long object) on the floor around the room. Explain to the children that these are electrical wires. Say, *electrical wires can be dangerous during a mud/landslide. We need to stay away from them.*
6. Explain that you are going to walk the animals around the area to look for signs of a mud/landslide. Say, *Let's walk around to see if we notice any signs of a mud or landslide. If we hear or see any signs, we have to go to our safe place.*
7. Start the walk, being sure to avoid the 'electrical wires' or other context specific hazards. Choose from the following prompts (or do them all if children are engaged).
 - As you walk, crack a bunch of sticks and say, *I hear the sound of cracking trees. What should we do?*
If needed, remind children to tell an adult (you) and all walk to the "safe place". When all are at the safe place say, *you heard the sound of cracking trees. You told an adult and came to a safe area. We are safe.*
 - As you walk, bend/tilt forward. See if the children notice. If not, say, *I see the trees are slanting. What should we do?*
Help children tell the adult (you) and walk to the safe hill. When at the safe hill say, *you noticed slanted/tilted trees in the forest. You told an adult and came to a safe area. We are safe.*
 - As you walk, bang some rocks together. See if the children notice and react. If not, say, *I hear the sound of large rocks banging together. What should we do?*
Help children tell you and walk to the "safe place". When at the "safe place" say, *we noticed the sound of large rocks banging together. We told an adult and came to a safe area. We are safe.*
8. Thank children for listening and keeping themselves safe.

FACILITATOR'S NOTES:

- Should the children have recently experienced a landslide or mudslide, adapt the demonstration to be sensitive to their previous experiences.

Key Messages:

- If you see slanted/tilted trees, tell an adult!
- If you see cracks in trees or walls, tell an adult!
- If you hear unusual sounds like trees cracking or stones knocking about- tell an adult!
- Landslides/mudslides can happen fast, move away to another safe location as fast as you can.

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles, and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds, and then release them.

5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.
- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



EARTHQUAKE PREPAREDNESS

50-65 MIN

TOPICS:	<ul style="list-style-type: none"> Protect yourself from risks. 	Session # 6.X
MATERIALS:	<ul style="list-style-type: none"> Poster with the drill: drop, cover, and hold A ball or other soft object to throw Four apples or small objects 	
PREPARATION:	<ul style="list-style-type: none"> Identify the safest spaces in the room where children should take cover. This must be away from windows. Do not take cover in a door frame. It's best to get under a table where nothing can fall on you. 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will learn about what to do to protect ourselves in case of an earthquake.

Apple pickers

15 MIN

- Place an apple (or another small object like a stone, pencil, stick or balloon) in each of the corners of the room. If you are in the open air, place these objects about 10 metres from a central point, in the four directions of the compass.
- Ask four people to stand in the middle of the room (or the central point, if in the open air) and face outwards, i.e. with their backs to each other. Ask them to link their arms together at the elbows.
- Explain that the goal of the group is to pick up the four objects as quickly as possible, without letting go of the other participants in the team.
- The other participants act as observers. Give the group a few minutes to pick up all the objects. Then, thank the volunteers and ask the other participants:
 - How long did it take the four volunteers to get their object?*
 - Did they start working as a team or individually?*
 - Was there a conflict in the process of getting the objects?*
 - If so, how did they solve it?*

- *If not, what prevented a conflict?*
5. Do a second round with another group of participants and see if they change their approach.
 6. Wrap up the activity using the following: In this game we saw that when we worked together, we were able to gather more objects when we worked together as a team. When we work on our own it is harder to achieve our goals.
 7. Say:
 - *Situations like this can lead to a conflict. But if the group cooperates, they can solve the problem without any difficulties.*

FACILITATOR'S NOTES:

- This activity involves physical contact. If it is inappropriate for girls and boys to touch each other, divide the groups into boys and girls.

Earthquake Preparedness

15-30 MIN

1. Explain that today we are going to learn how to keep ourselves safe when there is an earthquake.
2. Ask if anyone knows what an earthquake is. Take some responses.
3. Explain that an earthquake is when the ground shakes because the Earth's crust moves. Sometimes, the shaking is so small that we don't even notice it. But other times, it can be really strong and cause damage, like breaking buildings. Earthquakes happen suddenly, so we don't always know when they are coming.
4. Share that there are 3 things we can do when there is an earthquake. These are drop, cover, and hold on.
5. Demonstrate each of these steps¹



6. For wheelchair users, the steps are lock, cover, and hold on



Activity: Drop, Cover and Hold On

¹ [Earthquake Country Alliance: Welcome to Earthquake Country!](#)

1. Say: *We are going to play a game like 'Simon Says' but it's called 'Teacher says'. I am going to say, The teacher says...an action, and you have to do what I say. Let's practice. The teacher says, touch your head, Teacher says, sit down.*
2. Add in the steps
 - Teacher says drop to the ground
 - Teacher says take cover from falling objects
 - Teacher says hold on until the shaking stops
3. Practice this a few times until children understand the three steps.
4. Ask: *What should I do after I have dropped to the ground? If the ground is still shaking, should I move?*
 - Explain that you should not move until you feel the shaking stop.
 - Tell children that if they are inside, they should not go outside until the shaking stops. They might have to wait inside for a little while!
 - Reminder children to stay close to their caregiver, teacher, or siblings – whoever they are with when the earthquake happens
5. As a group, we will pretend we are in different locations where we may experience an earthquake and practise different ways to stay safe. When I stomp my feet and clap my hands, everyone should Drop, Cover and Hold on:
 - **We are inside a building:** Drop, Cover, and Hold On
 - **We are in a busy market:** find an open spot away from buildings, trees, and power lines. Drop, cover, and hold on.
 - **Pretend you are in a car or bus:** Go low, stay in the car until the shaking stops.
6. Tell the children that we will practice this regularly so that we can be ready if there is ever an earthquake. Tell children they can also share these steps with someone they know, like an adult or a friend!

Body stress buster

10 MIN

1. Use a calm, soothing voice to take participants through this exercise.
2. Ask participants to stand comfortably or find a space on the floor and breathe deeply.
3. Explain that the exercise will focus on a group of muscles in turn, starting with the head and going through to the feet. Explain that you will ask everyone to first tense their muscles and then release them after a few seconds.
4. Begin with the facial muscles and ask everyone to first tense the muscles in their cheeks and around their eyes for a few seconds and then release them.
5. Now move onto the neck muscles, and then the shoulder muscles, arms, hands, stomach, back, legs and feet and give the same instructions - specifically to first tense their muscles of that particular area and then release them after a few seconds.

FACILITATOR'S NOTES:

- Be aware that not all relaxation exercises are always suitable for participants who experienced adverse and challenging situations.
- People may also experience dissociative responses such as spacing out; numbness; feeling detached from one's body or one's reality.

- No one should be pressured to do the exercises if they don't feel comfortable. Signs of distress include: having difficulties gaining control; crying all the time; outbursts of anger; shaking or having difficulties managing stress, especially in the immediate aftermath of a disaster.
- If you notice any of these signs, the activity should be stopped or changed. It often helps people if they sit up to regain control. A person feeling distressed may wish to leave the room. If there is more than one facilitator, have one person stay close until he/she calms down, listen if he/she wants to talk, provide water and tissues, reassure the person that these are normal reactions, and that this kind of exercise can relieve tension built up over time in the body.

Closing

5 MIN


1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.

SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS



PUBERTY - GIRLS ONLY

60 MIN

TOPICS:	<ul style="list-style-type: none"> Have body awareness and set body boundaries. 	Session # 7.1.1
MATERIALS:	<ul style="list-style-type: none"> Markers Flipchart paper 	
PREPARATION:	<ul style="list-style-type: none"> None 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play, practice taking measurements, and will end with a mindfulness activity.

Group balance

5 MIN

- Ask participants to get into pairs.
- Ask pairs to hold hands and sit down then stand up, without letting go of one another's hands.
- Repeat the same exercise in groups of four people.
- Form into groups of eight people holding hands in a circle. Ask members in each group to number off in even and odd numbers.
- At a signal, ask the even numbers to lean backwards while the odd numbers lean forwards, achieving a group balance.

What is puberty? (girls only)

30 MIN

- ASK:
 - Has anyone heard the word, "puberty"? What do you think it means?
- EXPLAIN:
 - Puberty is the name for the time when we experience physical, social, and emotional changes and developments as we move from being a child to an adolescent.

- Many of these changes are associated with the body's transition to reproductive maturity, when our bodies develop the capacity to have children.
- During puberty, your body releases something called 'hormones' (chemical messengers) which make your body grow from a girl's body into a woman's body
- It happens gradually between ages 10-19, but this can vary from person to person. Some go through puberty earlier than others.
- Puberty can start as early as age 8 and last into the early 20s for girls and boys.

3. ASK:

- *Why is it important to learn about physical changes (in our brains and bodies) and social and emotional changes during puberty?*

4. EXPLAIN:

- To know our body and understand the changes happening in it.
- To understand what is normal and what is not.
- To know how to take care of our physical and mental health.
- To be able to deal with the expectations that our society/community has of us as we transition into adulthood.

1. DO:

- Divide the girls into groups of 3 or 4 and hand out flipchart paper and pens to each group.
- Ask the groups to draw a girl who is around their age.
- Ask girls to mark on the drawing where changes are happening to girls during puberty, specifically where we can visibly observe the changes on or in our bodies. They can circle the area or draw an arrow.
- After 5 minutes, ask the small groups to share their drawings with the rest of the girls and highlight the changes they have noted.
- Each group should take no more than 1-2 minutes to present. Ask girls not to repeat what other groups have already mentioned.

When the girls have explained their drawings, add the items on the list below if they have been missed:

- Girls grow taller and may gain weight.
- Girls' breasts grow. Breasts may be painful as they grow. The pain can be a mild ache or a sharp or burning pain. This may be different for each girl, which is normal and nothing to worry about.
- Girls will start to menstruate/have their periods.
 - Menstruation is a normal, healthy part of a woman's life. It is not an illness, dirty, or shameful. It means that she is a woman and can have babies.
- Girls will notice that they sweat more. The skin becomes greasy, and they may get acne.
- Their pelvic bones and hips will grow.
- Growth of hair on face, genital region, underarms, legs, and around nipples.
- Girls will experience some secretions from the vagina that are clear, white, or off-white in colour. This is normal and helps to keep the vagina healthy.

2. SAY:

- *Aside from physical changes, let's also think about changes in emotions during puberty.*
- *To help us, we can think back to the discussions we had about our emotions and about our own experiences.*

3. DO: Ask the girls to turn to the person sitting next to them to discuss this question for a couple of minutes.

4. ASK:

- *What social and emotional changes can happen during this time in a girl's life? (Take an idea from each pair if possible, to check understanding).*

If not mentioned and if relevant in your context, share these examples:

- Girls may develop different interests or hobbies.
- Girls may have changing moods, feel easily annoyed, angry, or sad.
- Girls may feel shy or embarrassed easily, or feel more sensitive.
- Girls may want to spend less time with family and more time with friends.
- Girls may worry about their bodies and the way they look.
- Girls may feel curious about love.
- Girls may want to be alone more or be more independent.
- Girls may feel pressure from their friends to behave in a certain way.
- Physical attraction to others.

5. ASK:

- *Has anyone heard the word, "hormones"? Can you tell us what they are?*

6. EXPLAIN:

- *During puberty, your body releases something called, "hormones," which are chemical messengers. They make your body grow from a girl's body into a woman's body.*
- *Hormones come from our brain. They are natural and lead to all the physical and emotional changes we have discussed.*

KEY MESSAGES:

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard and confusing.
- Sometimes it can help to know other girls who are going through many of the same things.

FACILITATOR'S NOTES:

- Be aware that younger girls may be uncomfortable talking about some of the topics, such as intimate physical development.

- Be prepared for questions during these discussions.
- If you do not feel confident or comfortable explaining it, tell the girls that you will find out the answer and get back to them. The question(s) can then be discussed with your supervisor, who may consult a healthcare professional.

Puberty for boys (girls only)

10 MIN

1. SAY:
 1. *Now, let's take a moment to think about some of the physical and emotional changes that boys around your age experience in puberty.*
2. DO:
 - If appropriate, draw a simple outline of a boy on flipchart paper.
3. EXPLAIN:

- **Physical** – Boys get taller and gain weight; they grow hair in their genital region and underarms, face, chest, legs, etc.; their voices get deeper; they get acne.
- **Social and Emotional** – Boys may experience changes in mood or disposition; they may want to be more independent; they may want to spend less time with family and more time with friends; they may worry about their bodies and the way they look; and they may feel shy or easily embarrassed.

FACILITATOR'S NOTES:

- It may not be appropriate to draw an outline of a boy in relation to puberty. It depends upon the cultural context in which you are delivering this session. Please reach out to your Health technical team to adapt the session to your context.
- But it is important to include a discussion about the changes and developments that boys experience during puberty, so the connection to their physical role can be made during the discussions about reproduction in the following sessions.
- Decide in advance with your supervisor and colleagues if you will use a picture or just have a discussion.

Belly breathing

5 MIN

1. Ask all participants to sit with their backs straight but in a comfortable position. They can look at the top of the facilitator's head and let their eyes rest.
2. Ask them to place their hands gently on their lower belly.
3. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is their belly moving or their chest?
4. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
5. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
6. Repeat two more times. In the last round, ask the participants to say "Hah!" on their last breath!

Closing


5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:
 - *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.



PUBERTY - BOYS ONLY

50 MIN

TOPICS:	<ul style="list-style-type: none"> Have body awareness and set body boundaries. 	Session # 7.1.2
MATERIALS:	<ul style="list-style-type: none"> Markers Flipchart paper 	
PREPARATION:	<ul style="list-style-type: none"> None 	
 <p>The content of this session may be sensitive in nature. Ensure that the children are comfortable with you and each other, and that you are familiar with the session, prior to facilitating it. Ensure that you feel well prepared to recognise signs of distress and feel confident to support children and adolescents using PFA techniques.</p>		

Schedule break times as needed. These have not been scripted as you will know best when children need time to relax, chat, or play between activities.

Opening

5 MIN

- Welcome the group to the session.
- Take attendance (if appropriate) or count attendees.
- Go over rules and expectations (if needed - this is especially important when new participants join).
- Provide an overview of the session topic and activities. For example:

Today, we will play, practice taking measurements, and will end with a mindfulness activity.

Group balance

5 MIN

- Ask participants to get into pairs.
- Ask pairs to hold hands and sit down then stand up, without letting go of one another's hands.
- Repeat the same exercise in groups of four people.
- Form into groups of eight people holding hands in a circle. Ask members in each group to number off in even and odd numbers.
- At a signal, ask the even numbers to lean backwards while the odd numbers lean forwards, achieving a group balance.

What is puberty? (boys only)

30 MIN

- ASK:
 - Has anyone heard the word, "puberty"? What do you think it means?
- EXPLAIN:
 - Puberty is the name for the time when we experience physical, social, and emotional changes and developments as we move from being a child to an adult.

- Many of these changes are associated with the body's transition to sexual and reproductive maturity.
 - It happens gradually between ages 10-19, but this can vary from person to person. Some go through puberty earlier than others.
3. ASK:
- *Why is it important to learn about physical changes (in our brains and bodies) and social and emotional changes during puberty?*
4. EXPLAIN: To know our body and understand the changes happening in it. To understand what is normal and what is not. To know how to take care of our physical and mental health. To be able to deal with the expectations that our society/community has of us as we transition into adulthood.
5. DO:
- Divide the boys into groups of 3 or 4 and hand out flipchart paper and pens to each group.
 - Ask the groups to draw an adolescent boy who is around their age.
 - Ask boys to mark on the drawing where changes are happening to boys during puberty, specifically where we can visibly observe the changes on or in our bodies. They can circle the area or draw an arrow.
 - After 5 minutes, ask the small groups to share their drawings with the rest of the boys and highlight the changes they have noted.
 - Each group should take no more than 1-2 minutes to present. Ask boys not to repeat what other groups have already mentioned.

When the boys have explained their drawings, add the items on the list below if they have been missed:

- Boys get taller and gain weight.
- Boys grow hair in their genital region, underarms, face, chest, legs, etc.
- Boys' voices get deeper.
- Boys' skin can get oilier and develop pimples or acne.
- Boys' private areas grow.
- Boys' chest will widen, they will sweat more.
- Boys may become interested in masturbation, sex, and sexual activities, and have new physical responses to someone they are attracted to, such as erections.

6. SAY:
- *Aside from physical changes, let's also think about changes in emotions during puberty. To help us, we can think back to the discussions we had about our emotions and about our own experiences.*
7. DO: Ask the boys to turn to the person sitting next to them to discuss this question for a couple of minutes.
8. ASK:
- *What social and emotional changes can happen during this time in a boy's life? (Take an idea from each pair if possible, to check understanding).*

If not mentioned and if relevant for your context, share these examples:

- Boys may develop different interests or hobbies.

- Boys may have changing moods, feel easily annoyed, angry, or sad.
- Boys may feel shy or embarrassed easily.
- Boys may want to spend less time with family and more time with friends.
- Boys may worry about their bodies and the way they look.
- Boys may feel curious about love.
- Boys may want to be alone more or be more independent.
- Boys may feel pressure from their friends to behave in a certain way.

9. ASK:

- *Has anyone heard the word, “hormones”? Can you tell us what they are?*

10. EXPLAIN:

- During puberty, your body releases something called, “hormones,” which are chemical messengers. They make your body grow from a boy’s body into a man’s body.
- Hormones come from our brain. They are natural and lead to all the physical and emotional changes we have discussed.

KEY MESSAGES:

- All of these physical and emotional changes are normal.
- Everyone grows at their own pace, some earlier, some later.
- It is important not to tease others who may grow earlier or later.
- Young people often feel uncomfortable or self-conscious because of the changes in their bodies.
- Sometimes these changes may be new and interesting, but other times they may be hard and confusing.
- Sometimes it can help to know other boys who are going through many of the same things.

FACILITATOR’S NOTES:

- Be aware that younger boys may be uncomfortable talking about some of the examples, particularly in relation to developing interest in sexual activities or intimate physical development.
- Be prepared for questions during these discussions.
- If you do not feel confident or comfortable explaining it, tell the boys that you will find out the answer and get back to them. The question(s) can then be discussed with your supervisor, who may consult a healthcare professional

Puberty for girls (boys only)

10 MIN

1. SAY:

- *Now, let’s take a moment to think about some of the physical and emotional changes that girls around your age experience in puberty.*

2. DO:

- Ask the boys to discuss in their small groups for a few minutes and think of examples of physical and emotional changes that girls experience during puberty.

- If appropriate, draw a simple outline of a girl on flipchart paper.
- Ask for feedback from the small groups of physical and emotional changes.
- If using a picture, mark the changes they mention on the outline with a circle or an arrow.
- If the changes are emotional, either write the change or if the group has low literacy, draw a simple image or symbol to represent the change.

3. EXPLAIN:

- **Physical** – Girls will start to menstruate/have their period; their breasts grow and they may gain weight; their pelvic bones and hips will grow; they grow hair in their genital region, underarms, and legs; they may get acne.
- **Social and Emotional** – Girls may experience changes in mood or disposition; they may want to be more independent; they may want to spend less time with family and more time with friends; they may worry about their bodies and the way they look; and they may feel shy or easily embarrassed.

FACILITATOR'S NOTES:

- It may not be appropriate to draw an outline of a girl in relation to puberty. It depends upon the cultural context in which you are delivering this session.
- But it is important to include a discussion about the changes and developments that girls experience during puberty, so the connection to their physical role can be made during the discussions about reproduction in the following sessions.
- Decide in advance with your supervisor and colleagues if you will use a picture or just have a discussion.

Belly breathing

5 MIN

1. Ask all participants to sit with their backs straight but in a comfortable position. They can look at the top of the facilitator's head and let their eyes rest.
2. Ask them to place their hands gently on their lower belly.
3. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is their belly moving or their chest?
4. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
5. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
6. Repeat two more times. In the last round, ask the participants to say "Hah!" on their last breath!

Closing

5 MIN

1. Thank the group for their time and presence.
2. Review the session topic and check whether children understood.
3. **Optional - do not do for all sessions:** Request feedback from participants:

- *What was useful in the session?*
 - *What could have been different?*
4. Provide the group feedback about their contributions that were positive, and encourage this to be repeated in future sessions.