

**NRC**

NORWEGIAN  
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# Child Education Pathways (CEP): Emergency Curriculum 6 – 9 year olds

Original

## ACKNOWLEDGEMENTS:

**Designed the first pilot curriculum** in December 2016: Education Staff from NRC Syria Response Office, NRC Iraq, NRC Lebanon, NRC Jordan, and NRC Turkey.

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The Norwegian Refugee Council (NRC) is an independent, international, humanitarian non-governmental organization that provides assistance, protection and contributes to durable solutions for refugees and internally displaced people worldwide.



# Introduction

## Introduction – CEP 6 to 9

We are pleased to present NRC Syria Response offices first edition of **CEP Emergency for Ages 6 to 9**. It is one of a series of NRC manuals designed together:

- CEP (Child Education Pathways) Emergency Ages 6 - 9
- CEP (Child Education Pathways) Emergency Ages 10 -14
- YEP (Youth Education Pathways) Emergency Ages 15-24

The aim of these materials is to provide resources and guidance to education teams responding to emergencies, and ultimately to bolster NRC’s emergency response in education. These materials can be utilized in the first 48 hours to one week of an emergency in order to provide a safe, learning environment for children. The activities do not rely heavily on programmatic inputs, and they can be implemented flexibly, depending on the space and materials available.

At NRC, we believe **education is life-saving**. In an emergency, education provides physical, psychosocial and cognitive protection. The rapidity of the education response is crucial to allow immediate mitigation of the risks of exposure to harm and exploitation.<sup>1</sup>

Throughout an emergency, NRC has three education aims for children:

**CONNECT** – Throughout a crisis period, young people are often kept at home for safety, unable to interact with their peers. NRC’s children education pathways aim to help children reconnect and build relationships in a learning environment. In periods of crisis, many children are forced to take on older roles such as breadwinner, forcing them to grow up too early. Educational spaces allow children to reconnect with peers, and also reconnect with their identity as a children, CEP Emergency allows children to be children. NRC education programmes also provide young people with a chance to connect to their communities, empowering them to build confidence and skills so they are viewed within their communities as assets and resources.

**PROTECT** – NRC aims to provide a protective environment within its educational response, dovetailing education and protection. The intention is not to recreate a traditional classroom, but rather to create a safe space that can be used as a pathway back to learning.

**LEARN** – Education during times of emergency keeps children connected to learning. Every day a young person is out of learning, the more disconnected from school he or she becomes. By engaging children in a safe, learning atmosphere, NRC believes the more likely they are to reconnect with learning. Educational responses in times of emergency can provide a pathway back to learning.

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<sup>1</sup> From NRC’s Global Education Core Competency Strategy, Strategic Response Area Framing Paper Series, First Phase Education Response, DRAFT for CO Consultation, March 2019.

The materials in this package are the result of a collaborative effort among the NRC education teams in Syria, Lebanon, Iraq, Jordan and Turkey. Building on their experiences working on programs assisting Syrians in each country, these teams designed the first draft of the materials which were piloted in Syria during 2017. An education consultant, Susan Nicholson, built on the first draft and the results of the pilot, and created the final package.

The materials included herein reflect the Middle East context, where they were initially developed, but they can be easily adapted for other contexts. An Arabic version is also under development. We truly hope that these packages that arose from the Syria Crisis will ensure that emergency education is prioritized in all contexts across the world.

Thanks to all for their contributions in helping to make these packs a reality. If you have any comments or questions do not hesitate to contact us.

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# Guidance Note

## Introduction

CEP Emergency Facilitators Guide aims to help you set up and conduct the CEP Emergency program successfully so that children leave with a range of skills and coping strategies to help them adapt to their new environment with new friendships in place to help them positively connect within their new community.

## Organising CEP Emergency

Select an appropriate venue: room, house, tent or one provided by authorities. The venue must be close to the children who will take part so they don't have to walk far. The venue must be a space with enough room for 25-30 children to sit and move around. It is good if there is an open space for games nearby. Make sure there is access to water to drink (or provide water) and there is a toilet nearby (such as in a school) that the participants can use. If possible select a venue where CEP Emergency can take place undisturbed and you can leave the Emergency Box of Materials and pictures on the wall safely. If there are no tables make sure you have clipboards in the Emergency Box of Materials.

The CEP sessions are designed for two hours. If this is not possible, conduct them for 1 and a half hours and omit some activities.

### **Children eligible to join CEP Emergency**

All children aged between 15-24 who are currently not attending formal education (school, centre etc) can register. If there is a school nearby, check your final registration list with the school to make sure that you are not registering children already enrolled in school. You do not want children to miss school to attend the CEP Emergency sessions. It is possible for this age group to be mixed for the CEP but use your judgement about what is acceptable in the community where you are implementing the program.

### **Before the CEP Emergency program begins**

Before the program begins make sure the furniture is set up ready for the sessions. If possible, arrange the chairs in a circle or in a horseshoe shape to start. This will help to set a friendly atmosphere. Collect the emergency toolkit and have the attendance list prepared. If you hold CEP Emergency in a tightly controlled area, only take appropriate materials.

## What is CEP Emergency?

CEP Emergency helps facilitators give children out of education, the information and skills they need immediately after emergencies. The toolkit contains:

1. CEP Emergency Facilitator Guide
2. CEP Emergency Resource Book
3. CEP Emergency Box of Materials

CEP Emergency was developed for facilitators who may not have taught life skills before. It contains all the relevant material to conduct an activity, with examples of questions and answers provided in the guide.

### **Why do we need CEP Emergency?**

There are an increasing number of vulnerable children with limited or no access to education in Syria. Displaced from their communities children lose touch with education and may be involved in child labour. In this new situation children need opportunities to feel connected and to interact with other children. The solution to the problem is not simply to return children to formal schooling where they may lack confidence and feel behind in their studies. They need relevant and age appropriate learning opportunities, where they feel welcome and can experience success. They need welcoming spaces, which are connected to the community and provide relevant and flexible pathways to enable children to re-enter education. NRC and partners focus on learning environments that provide opportunities for children to participate, to feel included and accepted.

During the first phase of an emergency it is essential that children remain connected to learning. CEP Emergency provides activities to meet the many needs in the early stages of displacement. The CEP Emergency programme is designed to provide safe and welcoming spaces for children in this new environment. At the same time parents and family members have time to identify resources and support services in their new displacement location. The CEP Emergency programme also provides psycho-social skills to help develop coping strategies and build resilience in children. Finally, they provide a space where children can connect, make friends, discuss age appropriate issues and concerns and feel a sense of connectedness in a new and very unfamiliar setting.

## **What Are Life Skills and Psychosocial Support?**

Life skills are the skills and knowledge we need to live healthy lives. This means being physically healthy, emotionally healthy and mentally healthy. Everyone needs help to live happy and healthy lives. This kind of help is called psychosocial support. It is especially important during an emergency when something serious, dangerous and unexpected happens like armed conflict or a natural disaster that can cause people to leave their homes and even their countries. During emergencies, children, children and adults feel more vulnerable than normal and need help. CEP Emergency shows facilitators how to teach children life skills and contains activities from the NRC Better Learning Programme 1 to provide psycho-education support to give children coping skills and help build their resilience. Teaching life skills works best when learning is participatory and children-centred and conducted in a safe learning space. Children are able to learn the new skills then practice them in a safe environment, before transferring these new skills to their lives outside. Life skills are about “doing” and developing positive behaviours that children can apply in their lives. This guide contains 20 sessions full of activities to help young people to gain confidence, learn skills for their new situation and make friends immediately after an emergency.

## **The Role of Facilitators**

Facilitators play an important role in CEP Emergency in establishing a fun, safe and inclusive environment. They are responsible for the atmosphere and communication in the group. They can listen to children’s problems, help them to make good choices and develop their communication skills. Facilitators can help children learn using participatory activities which are fun and help them to develop friendships. These activities reduce the stress young people feel during and after emergencies. Facilitators can also be good role models for their children during a difficult time in their lives.

Being a facilitator is both a very rewarding and quite complex task. It is not just about the specific activities within CEP Emergency, but is also about the way these activities are facilitated. It requires good preparation of the CEP Emergency content; strong interpersonal skills; the ability to empower young people; and the capacity to engage parents and caregivers. The facilitator should model sensitive and inclusive behaviour, by making sure that everyone is included, all opinions are respected and no one is intimidated.

## How to Use CEP Emergency

This Facilitator Guide is written for facilitators from all backgrounds and with all levels of experience. The facilitator does not need to be an expert on the topics to teach children useful skills. This guide has four modules:

1. About me and my friends
2. Friendship and family
3. Adapting to change
4. Looking to the future

The modules can be delivered at separate times or all together in a 4 week program. Each module contains five sessions of 2 hour duration. The first session in each module focuses on welcoming the children. All five sessions in the module contain activities that relate to the topic and end with a short participatory evaluation.

Each session contains a summary of the objectives, and resources needed to conduct the session. Each activity table has instructions for the facilitator on the left and the tasks for the children on the right. The same format is used for all sessions.

Each session provides a detailed outline of the activities to conduct that engage children in a fun and participatory way to develop their skills. The session starts with a daily routine which includes a calming activity. Then there are 5-9 activities like games, storytelling, role playing and discussion conducted with the whole group, in small groups, or pairs. Each session ends with a calming activity and closing ritual which includes an assessment activity.

### **Flexibility in the Session**

Each session contains 8-9 activities. Some activities take longer than others. As the facilitator, you manage the time for the activities based on the number, age and ability of the children. Different children and different classes learn at different speeds. If you go too quickly, some children may be angry that they cannot finish. If you go too slowly, some children may become bored or disruptive. When children are interested, they will not notice the time. This Facilitator Guide suggests the time for each activity but this is only a guide. Different children benefit from different methods, observing, listening, or doing. Make sure you try all the activities rather than the ones you like doing. Your preferred learning style may be different to the children in the session.

## **Sensitivity Tips**

CEP Emergency is important because it helps children to develop coping strategies, make friends and feel a sense of connectedness in a new setting. However, certain activities or topics can unintentionally trigger emotional responses or upsetting memories in the children. It is important to talk appropriately with the person affected and if the problems are serious, refer the person to the appropriate services.

The Facilitator should be sensitive to the identity, the abilities and experiences of the children attending CEP.

- There may be many children who are disabled or from different areas and backgrounds attending CEP Emergency. Make sure all children are included and prevent discrimination from occurring inside the room by promoting an equal environment.
- Do not allow any teasing or bullying among children because they are different in one way or another.
- Practice fairness. As the facilitator you are the role model for all children in the group.
- Adjust activities to address the gender in the group. Make sure there is no physical contact by splitting the group into male and female or adapt any discussions that involve parts of the body and may make children uncomfortable.
- Adjust activities so all children, regardless of disability, can participate.

## **Methods in the Toolkit**

### **Songs**

Songs include all children and make everyone feel happy. Some songs are given in the Facilitator Guide. Sing the words to a tune you know or make up a tune and clap along. You can use a favourite song to start or finish a session. Try not to sing songs that are anthems, involve death or the military. Sing as much as possible during each session.

### **Key Messages**

Each session has a key message — this is a summary of the most important information for children. It is important that children understand this message. It will remind them of the skills they have learned and the behaviour they should practice. Repeat the message as much as possible. Put the key message into a song to help children remember it. You can also say the message in a low voice followed by a high voice, or a quiet voice followed by a loud voice.

## **Calming exercises**

The calming exercises are used to release stress and tension in the children and calm them down. They can be breathing exercises, stretching, tense and release or mindfulness. Mindfulness is a technique when we are aware and focused on the present moment and what is happening right now. Mindfulness can teach concentration; self-awareness and help children control their emotions. It can help reduce feelings of anxiety and stress and focus their attention.

## **Picture Stories**

Stories are used to explain ideas and bring the session to life. Stories develop communication and listening skills, are loved by children and are a very versatile tool. Using the pictures, children can help develop the story line and provide excellent opportunities for discussion and learning. Make sure the children are quiet before you begin telling the story. Show the first picture so that all children can see. Follow the directions in the Facilitator Guide when telling the story. Some stories do not have picture sets. Practice reading these stories aloud before using them in the lesson so you can tell these stories in a lively manner. If you enjoy telling the story, so will the children.

## **Pair work**

We use pair work so that children can practice talking about their ideas before they are discussed in a large group. It helps children become more confident speaking in front of others. Every person can think about the answer to the question and share their ideas with their partner.

## **Role Plays**

We use role play so children can act out stories using their own words. This helps them understand the topic they are learning. It also helps them make the link between the topic and their own lives. Most children enjoy role plays. Make sure there is enough space to perform the role play or go outside. Always try to let every group perform their role play for the whole class.

## **Agree / Disagree**

In this activity facilitators read out a statement that relates to the topic. Children must choose whether they agree or disagree based on their own experience or what they have learned in the session, (agree means “yes” and disagree means “no”.) We use this activity to check what children have understood from the session.

You need space for all the children to stand and move to one side or the other side in the room.

Every person takes part and makes decisions. There can be a lot of discussion involved in choosing ‘Agree’ or ‘Disagree’. Listen to the discussion and explain clearly the answer at the end. Do not rush this activity.

## **Demonstration**

When we show children how to do something, it is called a demonstration. When demonstrating, you are talking at the same time as showing what to do. Ask the children what you are doing and listen to their answers.

## **Visualisation**

A visualisation activity is when we close our eyes and create pictures in our heads. These may be memories or we may create new pictures and scenes. We use visualisation to help us understand our feelings and make decisions. Ask the children to sit comfortably and close their eyes. Talk slowly and softly. Do not rush this activity. Give the children the chance to create their pictures or memories. This activity can prepare children to give some answers. Children can share their visualisation if they are happy to, however do not pressurize children to talk about their memories if they don't want to.

## **Discussion**

Discussions help develop critical thinking, communication and listening skills. They require no materials and can be conducted with small or large groups. The topic for discussion is provided with some questions to guide the discussion. Use your judgement in handling the discussion; you may need to help direct the discussion further.

## **Games**

Games are a fun way for children to practice what they have learned. The instructions for the games are given in the Facilitator Guide. Make sure you consider the safety aspects when playing a game. If the games need children in groups think carefully about the best way to group children – by age, skills, or gender. Define the boundary and if the game is competitive, talk to the children about “healthy competition. This means children all play to the best of their ability. If they win they must be humble about it and not make fun of the children who lost. If they lose they must acknowledge that someone else played better and clap for them. By reinforcing healthy competition it strengthens children's resilience.

## **Drawing**

Drawing is a fun activity for students. It can help them understand what they are learning in the same way as visualisation. Explain there is not right or wrong way to draw and do not correct a person's drawing. If you have asked the children to draw on a sensitive topic that may bring back memories, do not pressurise the persons to talk about their art work. Ask if they would like to tell you about their picture and listen without judgement. Encourage children to be proud of their art work, take care of it and ask their permission to display it on the walls.

## Assessment

The assessment activity at the end of each session checks what the children have learned. You can use it to make sure they have not misunderstood any of the information during the session.

## Managing the session

Remember to speak slowly, be clear, and stop to allow time for the group to ask you questions. Manage the time well to allow plenty of time for reflection and sharing.

### Pair Work

Ask the children to turn to the person next to them. This person is their partner.

### Forming Groups

Several activities in each session use small groups. Small groups of 4-6 children are best because they give everyone a chance to talk. For groups containing 6 children, choose 6 children sitting next to each other.

### How to Ask Questions

Ask short, clear questions. (Most questions are provided for you in the instructions, but you can also ask your own.) Use language and vocabulary the children can understand.

### Tips for Managing Discussions

- Praise children for good ideas and behaviour.
- Help guide wrong ideas by asking questions.
- Make sure children raise their hands to answer a question instead of shouting out.

### Tips for Managing Time

- Begin on time and finish on time. If the children think they will miss something, they will make the effort to arrive on time.
- Make sure you have the children's attention and everyone is quiet before you start.
- Give children the instructions before making groups.
- Keep the room tidy and put any materials back in their correct place so you can easily find them.
- If children like an activity, repeat it in later sessions.

## **Tips for Managing Conflict**

When children disagree, conflicts may arise. As a facilitator, it is important to show children you are fair.

- Set group rules together.
- Do not make fun of children' comments.
- Do not tell children their comments are wrong. Say, "I understand your opinion. Have you thought about...?"
- Use a game to reduce tension and build group harmony.
- Do not put children who have conflicts in the same group.
- If a person tries to disrupt the session, talk to them alone about the problem at the end of the session.

## **Tips for dealing with difficult emotions**

The CEP Emergency activities are designed to be sensitive to the children's experiences. However, sensitivity does not mean that these emotions are ignored or discouraged. Children may experience or show many emotions such as anger, grief, sadness, confusion, guilt, etc. during the sessions. The facilitator needs to be prepared if children get upset or angry and be able to adapt the activities to deal with this.

- Be confidential: Let children know from the beginning that they are in a safe space, and that private information they share will be respected through the rule of confidentiality.
- Give children choices: Let children decide for themselves if they want to speak during the activities.
- Respect children's personal stories: When children tell a personal story, respect what they have to say and let them know you appreciate what they shared with the group. If the children becomes emotional, acknowledge their feelings and say for example, "I can see that this has been a very difficult experience for you."
- Acknowledge how other children feel listening to a personal story: Some children will feel sad when they hear other children' stories. Remember, it is normal to feel sad, or even cry, when you hear these stories. We don't want children to feel ashamed that they have connected with the story. Acknowledge their feelings and say for example: "Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way."
- Change the mood: After each activity on a sensitive issue or after a children has displayed strong emotions, play a game, get children moving or conduct a laughing activity.

## Important Learning Principles and Practices

- Know and use children names.
- Create a safe learning environment.
- Be friendly and encourage the children to speak.
- Encourage all the children to speak, ask questions and share ideas.
- Comment positively on what the children say and listen carefully.
- Praise children for their efforts.
- Do not criticize the person, only the behaviour
- Do not stop a person from speaking if they say something incorrect. Allow them to continue and thank them for sharing.
- Encourage all children to give answers and take part in the discussion.
- Remember that some children may not have experience with a topic. Role plays or stories can substitute for real-life experience.
- Encourage humour and use games so that sessions are participatory and fun.
- Speak less and encourage the children, especially girls, to speak more. Help children learn to respect different ideas and viewpoints;
- If you do not know an answer, admit it. Tell the group you will find out and inform them the next time. Follow through with your promise!
- Be aware and be responsive to different literacy levels. Make sure no one is embarrassed by not being able to read or write perfectly

## Facilitator Support

In an emergency, even experienced facilitators have difficulty coping with new challenges. Remember that there are ways to address stress that help you to teach and support your children. Many of the psychosocial problems we have like sadness, grief, anger and nightmares are all normal reactions to emergencies. Talking about our feelings can help us to recover.

We each have different ways of coping and different levels of resilience. Facilitators need psychosocial support too.

- Facilitators can benefit from communicating with their supervisor, making daily and weekly routines, and receiving support from family and friends.
- Remember that facilitators cannot do everything to solve all children problems.
- Discuss challenges with other facilitators and support each other.
- Ask your head facilitator or supervisor to provide opportunities to improve your skills. Building your skills can increase your confidence.
- Look to parents and guardians, elders and community members to provide support.
- Take part in physical activities and exercise with the children.

CEP 6-9 EMERGENCY SCHEDULE

CEP 6-9– EMERGENCY – Original					
Module	Session 1	Session 2	Session 3	Session 4	Session 5
<b>One: About me and my Friends</b>	About me	Learning about others	Creating a safe place	Understanding our feelings	Creating a happy moments journal
<b>Two: Friendship and Family</b>	Session 6	Session 7	Session 8	Session 9	Session 10
	The importance of friendship	Expressing my feelings	Communication skills	Cooperating together	Communicating with family members
<b>Three: Adapting to Change</b>	Session 11	Session 12	Session 13	Session 14	Session 15
	Staying safe	Staying healthy	Peer pressure	Accepting diversity	Coping with change
<b>Four: Looking to the Future</b>	Session 16	Session 17	Session 18	Session 19	Session 20
	My hero	Helping others around us	Dream career	Goals and decision making	Presentation

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## Module 1: ABOUT ME AND MY FRIENDS

### CHILD EMERGENCY PACK: AGES 6-9

#### 2. Module 1: ABOUT ME AND MY FRIENDS

### 1      SESSION 1: Welcome – About me

<b>TOPIC/ THEME</b>	<b>Introducing the special me</b>
<b>TIME</b>	2 hours
<b>OBJECTIVE</b>	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Introduce themselves</li> <li>• Express what makes them special</li> <li>• Make some friends</li> </ul>
<b>RESOURCES</b>	A4 papers for each student Colouring pencils Pencils Scissors Flipchart paper with 3 pieces taped together Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

We are all special

ACTIVITY NUMBER 1: 20 minutes	INDIVIDUAL/ WHOLE GROUP
Welcome - Shake it loose	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome each child at the door. Give each child a piece of paper and pencil.</li> <li>2. Ask each child to draw their favourite fruit and one thing they are good at.</li> <li>3. After most children have arrived and have completed their drawings ask children to stand in a circle.</li> <li>4. Sing the song “Days of the week”</li> <li>5. Explain that after a song we need to calm down and we will do this by “Shaking it loose”.</li> <li>6. After “Shaking it loose” ask how the children feel.</li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> <i>If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. On arrival children draw favourite fruit and one thing they like doing at such as singing, football, helping others.</li> <li>2. Children stand in a circle</li> <li>3. Children listen to the song then sing the song together.</li> </ol> <p>Seven days a week We start it on Friday One sat and two Divide two weeks in half Then the third day shall be the spring of spring Then Thursday and Friday Seven days a week</p> <ol style="list-style-type: none"> <li>4. Children follow instructions by the facilitator for Shaking it loose. (See below)</li> </ol>

Shake it loose:
<p>In a calm voice say the following: The exercise we are about to do now is great for releasing tension in our bodies. You are going to shake your whole body for a few minutes (3–10 minutes), from your feet through your knees, hips, and shoulders, to your head. Stand comfortably. Bend your knees slightly and relax your shoulders. If you want to, you can close your eyes. Take a few deep breaths. Listen and follow my actions: Start shaking from the feet up through your knees. Remember to keep your knees bent. Let the shaking move up through your hips and your shoulders. Let your whole body shake, feeling the energies moving up from your feet. Keep your knees bent. Remember to breathe. Let your shoulders be loose. Keep going. Keep shaking. Keep your knees bent. Let your shoulders go. Let your head go. If your mind wanders, bring your attention back to shaking. Let your jaw hang open. We carry a lot of tension in the jaw, neck, shoulders, hips, knees, wrists and hands. Your whole body should be shaking now. Keep going—keep shaking. If you feel that you want to stop, just shake even more. Let the shaking loosen up tensions in your whole body. Let your head go. Let your jaw drop open. If sounds come, just let them come. Your whole body is shaking. Keep going. Now stop... Stand still. How does your body feel now? Breathe deeply. Feel the effect of this shaking exercise.</p>

ACTIVITY NUMBER 2: 10 minutes Making a fruit group	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Give the instructions for children to make groups</li> <li>2. When they have finished, ask children to sit in their colour groups.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If a child is in a group on their own add their fruit to another group.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Find children who have the same favourite fruit.</li> <li>2. Make a group and tell each person in the group your name and what you like doing.</li> <li>3. Each group in turn will say their colour, and each child in the group will say their name.</li> </ol>

ACTIVITY NUMBER 3: 10 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children again and explain about the CEP and the module they are attending.</li> <li>2. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What day is it today? Tomorrow?</li> <li>• What is the weather today?</li> </ul> </li> <li>3. Take attendance – ask each child to answer with their favourite colour.</li> <li>4. Tell the children the objectives for the day</li> <li>5. Conduct the message activity <ul style="list-style-type: none"> <li>• Read the message <b>We are all special</b></li> <li>• Repeat with the children</li> <li>• Make a music beat with hands and feet.</li> <li>• Repeat the message to the beat.</li> <li>• Repeat with children</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to sit</li> <li>2. After attendance children listen to the message.</li> <li>3. Repeat the message after the facilitator</li> <li>4. Repeat the message to the beat of hands and feet.</li> </ol>

<b>ACTIVITY NUMBER 4: 5 minutes</b>	<b>INDIVIDIAL</b>
<b>Visualization: What make me special</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to close their eyes and the follow your instructions to make pictures in their minds. (See below)</li> <li>2. Ask if any child would like to share what they thought about that made them special?</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children follow the instructions to imagine what makes them special.</li> </ol>

<b>Visualisation: 3-4 minutes</b>
<p>In a calm voice say the following:</p> <p>I want everyone to close their eyes.</p> <p>We will make pictures in our heads.</p> <p>First think about where you are. How do you look today? How you feel.</p> <p>Think about something that you are interested in and like doing</p> <p>Think about something that makes you feel special.</p> <p>Perhaps you are good at a game or playing a sport like football. Perhaps you are good at telling stories or jokes or making people laugh.</p> <p>Perhaps you are good at smiling or singing or jumping.</p> <p>Think about this thing that makes you feel special.</p> <p>Now open your eyes</p>

ACTIVITY NUMBER 5: 30 minutes Drawing - What is special about me	INDIVIDIAL/WHOLE GROUP
<p>INSTRUCTIONS</p> <p><i><b>SENSITIVITY TIP:</b> If a child is unable to draw due to a disability, pair them with another child that can draw with them. If a child does not have a hand – change the activity to a another body part e.g. feet or drawing eyes of a partner. Adapt the activities below to match.</i></p> <ol style="list-style-type: none"> <li>1. Ask the children to copy your actions.</li> <li>2. Raise your hands to the roof. Clap your hands. Wiggle your fingers and make other shapes with your hands and fingers e.g. fist, thumbs up sign,</li> <li>3. Ask a child to lead the group making shapes with their hands.</li> <li>4. Repeat with another child.</li> <li>5. Say: Our hands are special and can do many things.</li> <li>6. Ask children to collect paper, pencils and colour pencils.</li> <li>7. Conduct the activity. Help children who cannot write their name or use scissors well.</li> <li>8. Bring the children back to a circle</li> <li>9. Explain that each child will put their hand on the floor in front of them. In turn each will say their name again and if they want to say what makes them special. (If the child does not want to do this it is fine. Pass to the next child)</li> <li>10. Ask children to put their hands together to make one big circle</li> <li>11. Ask: How does it feel to have all our hands connected?</li> <li>12. Say: We all use our hands to greet each other and help each other. In this class, we are a community and we help each other.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children copy the actions of the facilitator.</li> <li>2. Children collect paper, pencils and colours.</li> <li>3. Trace your hand on the paper</li> <li>4. On one side draw a picture of something that makes you special.</li> <li>5. On the other side decorate the hand in your special way.</li> <li>6. Write your name and cut around your hand</li> <li>7. In a circle, take it in turns to say your name and what makes you special.</li> <li>8. As a group put all the cut out hands together to make a big circle.</li> </ol>

<b>ACTIVITY NUMBER 6: 15 minutes</b> Giving a special quality	<b>WHOLE GROUP</b>
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Ask for 3 volunteers.</li> <li>2. One child lies on the floor on a large piece of paper. Two children each with a crayon, trace around half the body from head to toe. (if this is sensitive, the facilitator can trace around a child or draw a large body outline.)</li> <li>3. Explain the TASKS to children and write/draw on the body picture what they give that is special. Give an example – I will give my smile.</li> <li>4. Assist children as required</li> <li>5. Ask: How does this body feel now? Listen to answers.</li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. In turn, each child walks to the body outline and gives it something to makes them feel special.</li> </ol>

<b>ACTIVITY NUMBER 7: 15 minutes</b> Freeze Game	<b>WHOLE GROUP</b>
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Explain the game</li> <li>2. Play the game</li> <li>3. Ask: did you enjoy that game?</li> <li>4. Say: The game is good to help us feel relaxed. It moves our body and then calms us down when we FREEZE.</li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Everyone moves, shakes or dances as the facilitator sings a song.</li> <li>3. When the facilitator counts 1-2 -3 FREEZE everyone must freeze and be still.</li> <li>4. Any child that moves must sit down. The facilitator can try to make the children move or laugh without touching them.</li> </ol> <p>Note: The children who are sitting on the floor can sing with the facilitator. The facilitator can choose a child to say 1-2 -3 FREEZE</p>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> </ol> <p>Goodbye, goodbye, To everyone goodbye.</p> <ol style="list-style-type: none"> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 1: ABOUT ME AND MY FRIENDS

#### 2 SESSION 2: Learning about others

TOPIC/ THEME	Learning about others and making friends
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Understand we all have different needs</li><li>• Express what makes a good friend</li><li>• Make some friends</li></ul>
RESOURCES	Monkey and Fish pictures. 5 small pieces of paper for each child Colouring pencils Pencils Glue Blanket or bed sheet Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

A friend understands our feelings

ACTIVITY NUMBER 1: 20 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance.</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ul style="list-style-type: none"> <li>• Read the message</li> <li>• <b>A friend understands our feelings</b> Repeat with the children</li> <li>• Make a music beat with hands and feet.</li> <li>• Repeat the message to the beat.</li> <li>• Repeat with children</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>Seven days a week</p> <p>We start it on Friday</p> <p>One sat and two</p> <p>Divide two weeks in half</p> <p>Then the third day shall be the spring of spring</p> <p>Then Thursday and Friday</p> <p>Seven days a week</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

<b>ACTIVITY NUMBER 2: 15 minutes</b> <b>Story and discussion: Monkey and Fish</b>	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Use the pictures for the monkey and fish story.</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: How do you think fish was feeling when he was swimming?</li> <li>5. What do we learn from this story?</li> <li>6. Say:</li> </ol> <p>Monkey and fish have different needs and feelings. Fish needs water to live and Monkey needs dry land. People also have different needs and feelings.</p> <p>We need things like food, sleep and love.</p> <p>We need to understand our own needs and feelings. We also need to understand the needs and feeling of others if we want to help them or be friends with them.</p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

<b>Monkey and Fish</b>
<p>Monkey liked eating bananas. One day he decided to eat his bananas by the side of the river.</p> <p>He liked the cool breeze by the river. Monkey sat carefully by the side of the river. He didn't want to get wet. He didn't like getting wet.</p> <p>Monkey looked into the river. He saw Fish. Fish was in the water. Monkey was worried. Fish had fallen into the water. Monkey didn't know that Fish liked water.</p> <p>Monkey was so worried that he decided to rescue Fish. He took Fish out of the water and put him on the ground.</p> <p>But Fish jumped and flapped around. Fish was very angry. Fish jumped back into the water. She liked water. She didn't like dry land. Monkey started crying. He was only trying to help Fish.</p>

ACTIVITY NUMBER 3: 20-30 minutes Role play Monkey and Fish	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If children tease others about being a monkey in a negative way it is important to stop this immediately and explain we are only acting in the role play.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children make groups of 2.</li> <li>2. In the group, retell the story of Monkey and Fish.</li> <li>3. In the group of 2, one child will be the monkey and one the fish.</li> <li>4. Each group will act out the story.</li> </ol>

ACTIVITY NUMBER 4: 10 minutes Game – Blanket game: Who’s that?	SMALL GROUP / WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Ask for a volunteer to help the facilitator to hold the blanket.</li> <li>2. Divide the class into 4 groups</li> <li>3. Explain the TASKS.</li> </ol> <p>SENSITIVITY TIP: If there is a child who does not have a hand(s) change the activity to feet.</p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make 4 groups</li> <li>2. The first group comes to the front. Each child gives their name and shows their hands.</li> <li>3. The children go behind the blanket.</li> <li>4. One child shows a hand.</li> <li>5. The other children in the class have to guess who it belongs to</li> <li>6. When one group has finished, another groups takes their place. And repeats the game.</li> </ol>

ACTIVITY NUMBER 5: 5 minutes Visualization: Qualities of a friend	INDIVIDIAL
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Ask the children to close their eyes and the follow your instructions to make pictures in their minds. (See below)</li> <li>2. Ask if any child would like to share what they thought about that made them special?</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>3. Children follow the instructions to imagine what makes a good friend.</li> <li>4. Children tell about what makes a good friend.</li> </ol>

**Visualisation: 3-4 minutes**

In a calm voice say the following:

I want everyone to close their eyes.

We will make pictures in our heads.

First think about where you are. How do you look today? How you feel?

Now think about the children around you. They are your new friends.

Now think of some of your other friends.

Think about what you do with your friends. What sort of games do you play together? Where do you go?

Now think about the good qualities of your friends. How do you want your friends to behave? To laugh with you? To be kind? Or to play games with you?

Now think about how you are a good friend. What do you do? Do you help your friend?

Think about your friends some more.

Now open your eyes

<b>ACTIVITY NUMBER 6: 20 minutes</b> <b>Making puppet friends</b>	<b>INDIVIDIAL/WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"><li>1. Demonstrate how to make a finger puppet.</li><li>2. Explain the TASKS.</li><li>3. Help children to glue the finger puppets</li><li>4. During the exchange of finger puppets help children share their puppets around.</li><li>5. Feedback. Ask: How does it feel to have some new friends on your fingers?</li><li>6. Say: By giving our puppets to other children we are showing the gift of kindness. This is an important part of friendship.</li></ol> <p><i><b>SENSITIVITY TIP:</b> If a child is missing fingers or hands, let them make puppets and stand them on a surface.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"><li>1. Children collect pencils, colours, and 5 papers each – one for each finger.</li><li>2. Children draw their head on each of the 5 papers.</li><li>3. Roll the papers and glue them to make tube with a head on. These are the finger puppets.</li><li>4. When the finger puppets are ready, ask children to make a circle.</li><li>5. The children will give 4 of their finger puppets to 4 different children to make friends.</li><li>6. When all the children have exchanged finger puppets, ask some children to introduce their finger puppet friends.</li></ol>

ACTIVITY NUMBER 7: 5 minutes Calming down: Shoulder shrugs, elbow circles	INDIVIDIAL
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Demonstrate how to do the shoulder shrugs as you give the instructions.</li> <li>3. Repeat for elbow circles.</li> <li>4. Ask: How does it feel now you have done these exercises?</li> <li>5. Say: Shrugging our shoulders and moving our elbows in circles is a way to relax. When we feel relaxed we are happy.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>6. Children sit comfortably on their chairs. If there are no chairs they can stand.</li> <li>7. Children will act like monkey – and shrug their shoulders.</li> <li>8. Children follow the instructions below.</li> <li>9. Children will now act like the fish when he was swimming – and make circles with their elbows.</li> <li>10. Children follow the instructions below.</li> </ol>

**Shoulder shrugs and elbow circles**

Shoulder shrugs

In a calm voice say the following:

We are going to relax our shoulders, arms and neck.

Sit upright in the chair with your arms hanging down by your sides. As you breathe in, lift your shoulders up towards your ears. Let your shoulders drop down as you breathe out. Find a speed that is comfortable for you so that you can breathe in and out at an even pace. Continue for 1–2 minutes.

This exercise can also be done standing next to your desk.

Elbow circles

Sit comfortably on the chair with your back straight or stand up straight. Bend your elbows and touch your shoulders with your fingers. Stretch your arms out to the side at shoulder level.

Start moving your elbows around in small circles. Breathe in as you rotate your elbows forward and up. Breathe out as you continue to roll your shoulders to the back and down. Gradually, make the circles bigger and bigger until the tips of your elbows touch in front.

After making 10 circles forward change direction and make 10 circles in the opposite direction.

Now, inhale as you roll your shoulders up and back, and exhale as you roll them down and to the front.

Again, begin with small circles that gradually become bigger and bigger. Remember to coordinate your breathing with the movements throughout the exercise.

When you have finished shake your arms and shoulders loose.

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> </ol> <p>Goodbye, goodbye, To everyone goodbye.</p> <ol style="list-style-type: none"> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 1: ABOUT ME AND MY FRIENDS

#### 3 SESSION 3: Creating a safe place

TOPIC/ THEME	Creating a safe space
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Remember a safe and happy place</li><li>• Inform their family what they are doing and who with</li></ul>
RESOURCES	Pictures of safe places A4 papers for each students Colouring pencils Pencils Pictures for Abdullah's story Magic wand made from rolled up paper and a star Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

I feel welcome and safe

ACTIVITY NUMBER 1: 10 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> </ol> <p>Note: Message activity conducted later in the session</p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>Seven days a week We start it on Friday One sat and two Divide two weeks in half Then the third day shall be the spring of spring Then Thursday and Friday Seven days a week OR My cat song (See song list)</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing.</li> </ol>

ACTIVITY NUMBER 2: 10 minutes Calming exercise - cat stretching	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Ask: <ul style="list-style-type: none"> <li>• What exercises did we do in the last sessions Monkey and Fish to calm us down?</li> </ul> </li> <li>2. Conduct the exercises for shoulder shrugs and elbow circles.</li> <li>3. Conduct the cat pose exercise (Spinal flex) See below.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children answer the questions</li> <li>2. Children stand in a circle and practice shoulder shrugs and elbow circles.</li> <li>3. Children watch the facilitator demonstrate the cat stretching (spinal flex)</li> <li>4. Children practice being a cat stretching.</li> </ol>

Cat stretching (spinal flex)
<p>In a calm voice say the following:</p> <p>When a cat wakes up it stretches. This helps it wake up and be ready for the day. Let's practice being a cat.</p> <p>Find a space on the floor.</p> <p>Kneel on all fours with your hands underneath your shoulders.</p> <p>Now arch you back up like a cat as you breathe out, pulling you stomach in.</p> <p>Now bend the other way lifting your head up as you breathe in.</p> <p>Repeat this again but a little slower. Arch your back, now bend the other way.</p> <p>Repeat 5 times.</p> <p>Or</p> <p>Sit on the edge of your chair, with your head up, shoulders down and palms on your thighs.</p> <p>As you breathe in lift your chest up and arch your back.</p> <p>Breathe out as you lean forward and bring your shoulders forward making a "C" shape.</p> <p>You should feel a stretch in your back.</p> <p>Repeat this again but a little slower. Arch your back, now bend the other way.</p> <p>Repeat 10 times or continue rhythmically for 1–3 minutes. Remember to coordinate the breath with the movements.</p>

ACTIVITY NUMBER 3: 20 minutes Identifying safe places	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Show the children the pictures (classroom, mothers arms, playground, busy market, forest)</li> <li>2. Explain you will say a sentence and the children have to choose a picture that matches the sentence and move to it. Then some will tell why they chose this picture.</li> <li>3. Read the sentences: <ul style="list-style-type: none"> <li>• I am having a picnic with my friends</li> <li>• My stomach hurts</li> <li>• I can run fast</li> <li>• I am helping my family</li> <li>• I am learning new things</li> <li>• I feel frightened</li> <li>• I feel happy</li> <li>• I feel safe</li> </ul> </li> <li>4. Ask: What are the other places you feel safe?</li> <li>5. Say: It is good to know places where you feel safe and to remember happy times in those safe places.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children listen to instructions</li> <li>2. Children move to the appropriate picture after hearing the sentence.</li> <li>3. Children tell why they chose this picture.</li> </ol>

<b>ACTIVITY NUMBER 4: 5-10 minutes</b> <b>Visualization: Safe place</b>	<b>INDIVIDIAL</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain that the class is a safe place.</li> <li>2. Explain that you will learn a new way to become calm and happy.</li> <li>3. Ask the children to close their eyes and the follow your instructions to make pictures in their minds about making a safe, comfortable and happy space. (See below)</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• How do you feel now?</li> <li>• What did you imagine?</li> <li>• How can we use this to help use feel safe?</li> </ul> </li> <li>5. Say: When we use this exercise there is a strong connection between our imagination and feelings. We can control what we imagine and over how we feel when we imagine. When we imagine a safe and happy place it will make us feel better. When we are feeling anxious, we can think about our safe and happy space to help use feel calm. The more we practice this activity, the easier it will get.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children follow the instructions to imagine their own safe and happy place.</li> </ol>

<b>Visualisation: Calming technique - creating a safe space</b>
<p>In a calm voice say the following:</p> <p>This exercise will show you how to use your imagination to find a scene or place that makes you feel safe, comfortable and happy. This could be a real place where you felt good and were in control, or it could be a place from your imagination or a picture that you have seen.</p> <p>Make yourself comfortable. Close your eyes or look at the tip of your shoes. Take a few deep, steady breaths.</p> <p>Bring up a picture of a place where you feel secure, calm and happy. Imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details. Notice the different colours. Imagine reaching out and touching. How does it feel?</p> <p>Now take a look further away. What can you see around you? What's in the distance? Try to see the different colours and shapes and shadows. This is your special place and you can</p>

imagine whatever you want to be there. When you're there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel.

And what can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it's the sea air, or flowers, or your favourite food cooking? In this special place, you can see the things you want, and imagine touching and smelling them, and hearing pleasant sounds.

As your mind becomes more peaceful, your body will begin to relax. You feel calm and happy.

Now imagine that someone special is with you in your place. This is someone who is there to be a good friend and to help you, someone strong and kind. He or she is there to help you and look after you. Imagine walking around and exploring your special place slowly with this person. You feel happy to be together. This person is your helper and is good at sorting out problems. Just look around in your imagination once more. Take a good look. Remember that this is your own special

place. It will always be there. You can always imagine being there whenever you want to feel calm and secure and happy. Your helpers will always be there when you want them. OK? Now take a deep breath, and get ready to open your eyes and leave your special place for now. You can come back whenever you want to.

Slowly, slowly, become aware of your surroundings here and now. Notice the chair underneath you and feel your feet touching the ground. Gently move and stretch your limbs. When you feel ready, open your eyes. As you do so, notice how you feel calm, relaxed and happy.

To finish this exercise, ask the members of the group what they imagined. Ask how it made them feel. Point out the connection between imagination and feelings. Underline that they can have control over what they see in their mind's eye and therefore over how they feel. Remind them this is a positive thing to do, that they can imagine being there whenever they feel unhappy or frightened, and that it will make them feel better. Also explain that imagining this special place will get easier each time. This is a technique that needs practice, and it is important for participants to understand that it gets easier the more they practice.

ACTIVITY NUMBER 5: 25 minutes Drawing a safe place	INDIVIDIAL/WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Give the instructions for the activity.</li> <li>2. Now that the children have imagined their special place that makes them feel safe and happy, you would like them to draw a place that makes them feel happy and safe.</li> <li>3. Ask children to collect paper, pencils and colour pencils.</li> <li>4. Conduct the activity.</li> <li>5. Provide positive feedback to each child on their pictures.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p> <p><i>Children may be shy or uncomfortable sharing their picture so ask them a question or describe the picture yourself in a kind and positive way.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. In a group, listen to the instructions</li> <li>2. Children collect paper, pencils and colours.</li> <li>3. Children create a picture of their safe and happy place.</li> <li>4. When everyone has finished children form a circle.</li> <li>5. Each child shows their picture of a happy place.</li> <li>6. Go around the circle and let each child explain their picture or something that is special about their happy place.</li> </ol>

ACTIVITY NUMBER 6: 5 minutes Message	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Conduct the message activity <ul style="list-style-type: none"> <li>• Read the message <b>I feel welcome and safe</b></li> <li>• Repeat with the children</li> <li>• Make a music beat with hands and feet.</li> <li>• Repeat the message to the beat.</li> <li>• Repeat with children</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. Repeat the message after the facilitator</li> <li>3. Repeat the message to the beat of hands and feet.</li> </ol>

<p><b>ACTIVITY NUMBER 7: 10 minutes</b>  Story and discussion: Abdullah goes missing -  Rules for keeping safe</p>	<p><b>WHOLE GROUP</b></p>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Use the pictures for/Read the story of Abdullah.</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: How do you think Abdullah’s mother was feeling when Abdullah was playing?</li> <li>5. What do we learn from this story?</li> <li>6. Ask children to make some simple rules to help Abdullah stay safe.</li> <li>7. Repeat the rules the children made. Make sure you say them in a positive way. Replace “Don’t leave the home without telling your mother” with “Tell you mother where you are going before you leave the home”.</li> <li>8. Write the rules on a poster to hang on the wall.</li> </ol> <p><b>SENSITIVITY TIP:</b> <i>Some children may not have a mother, so use family member, or carer.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on the story.</li> <li>5. Children think of simple rules to help Abdullah stay safe.</li> </ol> <p>Example: Tell your family where you are going and who you are with whenever you leave their care.</p>

<p><b>Abdullah goes missing</b></p>
<p>Abdullah was sitting with his mother. His mother was busy cooking. Abdullah was bored. Abdullah saw his friends with a football. They were walking to a piece of empty ground. Abdullah decide he wanted to play football to and ran to join them.</p> <p>Abdullah’s mother had finished cooking. She called Abdullah to eat. He didn’t come. She looked around. She couldn’t find him.</p> <p>Abdullah’s mother looked in the street; she asked her neighbours if they had seen Abdullah. No-one had. Abdullah’s mother started crying. What had happened to Abdullah?</p> <p>An old man saw Abdullah’s mother crying. He asked what was wrong. Abdullah’s mother explained she could not find her son. He must be hurt or lost. Luckily the old man had seen some boys playing football on the empty ground and told Abdullah’s mother.</p> <p>She ran to the place calling Abdullah’s name. Abdullah was surprised to see his mother crying. She gave him a hug. Abdullah’s mother told Abdullah she was frightened he had got hurt. He must never frighten her like that again.</p>

<b>ACTIVITY NUMBER 8: 10 minutes</b> Magic wand game	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Show the children the magic wand</li> <li>2. Explain the game</li> <li>3. Play the game</li> <li>4. Ask: Did you enjoy that game?</li> <li>5. Say: The game is good to help us feel happy as it makes us smile.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Some children may feel frightened as their experience of being touched by wand may remind them of being hit with a stick. Either have children stand in a circle and touch each gently with the wand or use a large feather or balloon on stick.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. When the magic wand touches them they must stop and smile at the facilitator.</li> <li>3. The children move around and dance and the facilitator touches the children with the wand gently.</li> <li>4. When all the children have been touched by the magic wand they can sit down.</li> </ol>

<b>ACTIVITY NUMBER 9: 10 minutes</b> Calming exercise: Painting the room	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: After an active game let's calm our bodies. We will learn a new exercise called paint the room.</li> <li>2. Ask:             <ul style="list-style-type: none"> <li>• How did this activity make you feel?</li> <li>• How did it make your body feel?</li> <li>• What colour did you use to paint your room?</li> <li>• How can we use this exercise to help us?</li> </ul> </li> <li>3. Say: This is a calming exercise. When we feel anxious we can use this to help us feel calmer.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions</li> <li>3. Children answer questions at the end.</li> </ol>

## Painting the room

In a calm voice say the following, pausing in between sentences.

Stand firmly on the floor. Imagine that you have a bucket of paint in front of you. Pretend to hold a paintbrush using both hands.

First, choose a colour that makes you feel happy. Start painting the wall to your left up towards the ceiling, then paint the ceiling, and finally paint the wall to your right, all the way down to the floor.

As you move the brush up, breath in through your nose. As you move the brush down, breathe out through your nose (or mouth). Bend your knees slightly so that they are soft. Do this three times.

Now change the colour and reverse the direction starting on your right.

***SENSITIVITY TIP:*** *If you have children that are not able to bend their knees, ask them to sit down and use the same movements and breathing techniques.*

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"><li>1. Lead the children in singing the message</li><li>2. Put children into groups of 2 to discuss the questions</li><li>3. Ask some groups to share their answers</li><li>4. Show the children the happy face, normal face and sad face.</li><li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li><li>6. Remind the children about the time and place for the next session.</li><li>7. Sing the goodbye song</li><li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li></ol>	<p>TASKS</p> <ol style="list-style-type: none"><li>1. Make a circle</li><li>2. Sing/clap the message</li><li>3. Make groups of 2</li><li>4. Discuss with your partner<ul style="list-style-type: none"><li>• What 2 things did you learn today?</li><li>• What did you like doing best?</li><li>• What will you tell your family about today?</li></ul></li><li>6. Some groups will share their answers</li><li>7. Sing the goodbye song</li><li>8. Children pick up a stone/bean and place it on a face.</li></ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 1: ABOUT ME AND MY FRIENDS

**4**

#### SESSION 4: Understanding our feelings

TOPIC/ THEME	Understanding our feelings
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Understand their feelings when something dangerous happens</li><li>• Have ways to help them feel happy</li><li>• Understand why relaxing your body is important for your mind</li></ul>
RESOURCES	Pictures of the birds Pictures for the “Tortoise and the bird” story. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

A relaxed body makes a relaxed brain.

ACTIVITY NUMBER 1: 15 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>Welcome the children.</li> <li>Sing a song together</li> <li>Ask: Can the children think of another short song they can sing together?</li> <li>Ask some routine questions: <ul style="list-style-type: none"> <li>How do you feel today?</li> <li>What days is it today? Tomorrow?</li> <li>What is the weather today?</li> <li>What did you tell your family about the last session?</li> </ul> </li> <li>Take attendance</li> <li>Tell the children the objectives for the day</li> <li>Conduct the message activity <ul style="list-style-type: none"> <li>Read the message <b>A relaxed body makes a relaxed brain.</b></li> <li>Repeat with the children</li> <li>Make a music beat with hands and feet.</li> <li>Repeat the message to the beat.</li> <li>Repeat with children</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>Ask children to stand</li> <li>All sing the song together.</li> </ol> <p>Seven days a week We start it on Friday One sat and two Divide two weeks in half Then the third day shall be the spring of spring Then Thursday and Friday Seven days a week Or My bird song (see Song list)</p> <ol style="list-style-type: none"> <li>Children sing a song of their choosing</li> <li>After attendance children listen to the message.</li> <li>Repeat the message after the facilitator</li> <li>Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 10 minutes Game: Miming birds	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>Explain the TASKS.</li> <li>Show the pictures of the birds found in Syria. Demonstrate the action that goes with each bird. <ul style="list-style-type: none"> <li>Ibis – stiff legged walk</li> <li>Chicken – elbows out and squawk</li> <li>Buzzard – gliding with wings out</li> <li>Sparrow – quick beating wings.</li> <li>Budgerigar– singing.</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>Children make groups of 3-4</li> <li>Each group has to think of as many different types of bird as possible in 2 minutes.</li> <li>Each group tells the name of one bird.</li> <li>Children stand in a circle.</li> <li>The children learn the name and actions of 5 different birds that live in Syria.</li> <li>When the facilitator says the name of the bird the children must make the action.</li> <li>If the children make the wrong action they must sit down.</li> <li>Ask children to make the actions of a tortoise.</li> </ol>

ACTIVITY NUMBER 3: 20 minutes	WHOLE GROUP
Story and discussion : Tortoise and the Ibis	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Use the pictures for the “Tortoise and the Ibis” story.</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: What do we learn from this story?</li> <li>5. What are the things that helped tortoise feel happy again? [shoulder shrugs, stretching arms, singing, remembering happy times, being able to fix his shell, talking to his friends]</li> <li>6. Say:</li> </ol> <p>Tortoise felt frightened and sad when something bad happened to him. The Ibis also felt sad and scared that something terrible had happened to their friend. It is normal to have these feelings and be upset when we are frightened or in a dangerous situation.</p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

Tortoise and the Ibis
<p><b>SENSITIVITY TIP:</b> <i>There may be children in the group who have witnessed or been in an accident. Be sensitive to how they may feel. Have the child sit close to you and speak to them gently to help them after the story.</i></p> <p>Every day Tortoise and the Ibis play together. They like to play football. One day they were all invited to a birthday party. Tortoise and the Ibis were very happy. They liked birthday parties. They could eat lots of good food and play games</p> <p>At the birthday party Tortoise and the Ibis had lots of fun. They played with balloons and ate birthday cake. Soon it was time to go home. Tortoise walked on the road and the Ibis flew overhead in the sky.</p> <p>Tortoise was so happy he didn’t see the car. The car hit Tortoise. It broke his shell. The Ibis saw the accident. They were scared and flew home.</p>

Tortoise felt very frightened and sad. His shell is broken into pieces. He is frightened another car will hit him. He feels all alone. Tortoise shrugs his shoulders and wiggles his arms. It makes him feel calmer.

Sometime later, Tortoise hears someone singing. Two girls are skipping and singing a song. Tortoise knows the song and begins to sing along. He remembers how happy he was singing at the party. He remembers playing with his friends. Tortoise wants to feel happy again.

Tortoise picks up the pieces of his broken shell. He starts to join the pieces together. Tortoise is pleased he can mend his shell. It makes him feel much better.

Tortoise looks for his friends the Ibis. When he finds them he is very happy. He tells the Ibis about the accident and how frightened and sad he felt. The Ibis are sorry they left Tortoise behind. They were afraid that Tortoise was badly hurt.

Tortoise and the Ibis feel better after they talk. They play a game of football and feel happy again.

ACTIVITY NUMBER 4: 30 minutes	SMALL GROUPS
Role play : Tortoise and the Ibis	
<p>INSTRUCTIONS</p> <p><b><i>SENSITIVITY TIP:</i></b> <i>There may be children in the group who have witnessed or been in an accident. Make sure they play the Ibis or allow them to sit and watch only.</i></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children make groups of 4-5.</li> <li>2. In the group, retell the story.</li> <li>3. In the group, each child will take a role in the story. They can be Tortoise, Ibis, the truck driver or the boy.</li> <li>4. Each group will practice acting out the story.</li> <li>5. Each group will perform their story to the class.</li> </ol>

<b>ACTIVITY NUMBER 5: 10 minutes</b> <b>Body and mind connected – shake it loose</b>	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: We learnt from the “Tortoise and the Ibis” story that when we are frightened or in a dangerous situation it is normal to feel scared, sad, angry, worried or anxious.</li> <li>2. During this module we are going to learn some ways to help us manage these feelings and help us feel more relaxed and calm.</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• How do we feel in a safe place?</li> <li>• How do we feel in a place that is not safe?</li> <li>• What happens to our heart?</li> </ul> </li> <li>4. Explain the concept of “A relaxed body cannot be attached to a frightened brain Say: We learnt from the “Tortoise and the Ibis” story that when we are frightened or in a dangerous situation it is normal to feel scared, sad, angry, worried or anxious.</li> <li>5. During this module we are going to learn some ways to help us manage these feelings and help us feel more relaxed and calm.</li> <li>6. Ask: Explain the concept of “A relaxed body</li> <li>7. cannot be attached to a frightened brain”. See below</li> <li>8. “. See below</li> <li>9. Ask <ul style="list-style-type: none"> <li>• What did we do in the last sessions to help us feel calm?</li> <li>• Shake it loose, Freeze, shoulder shrugs, elbow circles, painting the room.</li> </ul> </li> <li>10. Conduct the Shake it loose exercise.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Ask children to sit</li> <li>2. Children listen and answer questions.</li> <li>3. Children discuss in pairs what it means to have a relaxed body and relaxed brain.</li> <li>4. Children share their ideas.</li> <li>5. Children stand and follow the instructions for the Shake it loose way to relax.</li> </ol>

### **“A relaxed body cannot be attached to a frightened brain”.**

When a frightening or dangerous situation occurs, your body switches to survival mode. This means you will be extra alert for anything and everything that seems to be a potential risk. This is a great survival system that is activated in the back of your brain.

But after the dangerous situation has passed, the brain and body need to calm down. The alarm has to be turned off. Sometimes this does not happen all by itself. This can be quite troublesome;

you find it hard to concentrate and hard to sleep without having nightmares. Mealtimes can be difficult because you've lost your appetite. Sometimes it is even hard to be together with friends because the alarm system in our brain has taken over control.

The good news is that we can do certain activities and “talk to the brain”. It is easier to have positive thoughts and feelings when we are calm.

If the alarm doesn't turn itself off, YOU have to help your brain to do this.

When you are reminded about something terrible from the war and current situation, you automatically feel scared. In fact, you are feeling afraid of something that happened some time ago. Your brain is confused and tells your body that there is danger now. This is not right. You have to tell your brain that you are safe now and that there is no reason to be afraid.

There are various ways of talking to your brain: You can talk to yourself, either silently or out loud: turn off the alarm, because I am safe now! There is no need for the alarm to be on right now. You can also “talk” to your brain by using exercises like safe place and breathing techniques. When you do these exercises your body becomes calmer and forces your brain to turn off the alarm.

YES, you can communicate with your own brain and tell it to turn off the alarm, even without actually saying anything. The reason why you can communicate to your brain with your body is because body and mind are connected.

A relaxed body will communicate with the brain to make a relaxed brain. A relaxed body doesn't go with a frightened brain. When the body is relaxed, the brain will automatically become more relaxed and it will turn off the alarm.

<b>ACTIVITY NUMBER 6: 5 minutes</b>	<b>INDIVIDIAL</b>
<b>Calming activity: Belly breathing</b>	
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Say: Let’s practice a breathing exercise to help up relax our body.</li> <li>2. Explain the activity. See below</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• How did belly breathing make you feel?</li> <li>• When would be a good time to use belly breathing? (example – when they are anxious, or angry)</li> </ul> </li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>4. Children lie on the floor. If this is not possible children stand up straight</li> <li>5. Children follow the instructions for belly breathing.</li> </ol>

<b>Belly breathing</b>
<p>In a calm voice say the following:</p> <p>As you breathe in, let your stomach get bigger; as you breathe out, it should slowly fall inwards again. Imagine that a balloon is inside your stomach. As you breathe in, air travels down to fill the balloon, making the stomach swell. As you breathe out, the balloon is emptied, causing the stomach to sink back in.</p> <p>When your mind wanders, just gently bring your attention back to the belly breathing. Remember that whenever you feel scared or restless, taking deep breaths from the stomach will help calm and relax the body. Remember to fill your stomach, not lift your shoulders, in this exercise.</p> <p>It may be easier to take deep stomach breaths when lying down on the floor. If there is enough space, the students can lie down on their backs. Have them place an object on their stomachs. Ask them to make the object move up and down while breathing in and out.</p> <p>Or</p> <p>Put your hands on your stomachs with your middle fingers touching.</p> <p>Take a slow deep breath in through your nose as I count to 4. 1, 2, 3, 4</p> <p>Now let the breath out through your mouth making and gently “a-h-h-h-hh” sound.</p> <p>Tell the children they should feel their fingers come apart as they breathe in and come together when they breathe out.</p> <p>Breathe slowly through your nose and out again through your mouth like you are trying to blow a feather along in the air.</p> <p>Repeat breathing in for a count of 4 and breathing out for a count of 4, five times.</p> <p>With practice the count can be increased to 5, 6 or even 10 seconds.</p> <p><b><i>SENSITIVITY TIP:</i></b> <i>If children become very uncomfortable with the exercises, they should stop, calm down and be encouraged to try again later. If they continue to be very uncomfortable they should not continue with these exercises. You should never force or push a pupil to participate, only try to motivate them. The pupil should always stay in control. Participation should be voluntary; it is a delicate learning process where the pupil tries, fails and tries again.</i></p>

<b>ACTIVITY NUMBER 7: 15 minutes</b> <b>Action song with belly breathing practice</b>	<b>INDIVIDIAL/WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to feel their heart beat.</li> <li>2. Explain the TASKS. Singing “Head body knees and toes”.</li> <li>3. Ask the children to feel their heart beat again. Has it changed?</li> <li>4. Conduct the belly breathing calming activity.</li> <li>5. Ask the children to feel their heart beat again. <ul style="list-style-type: none"> <li>• Has your heart beat changed?</li> <li>• What have we learned about belly breathing?</li> <li>• How can we use belly breathing to help us?</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand so they can see the facilitator.</li> <li>2. Children feel their heart beat</li> <li>3. Children sing the song slowly making the actions for Head, shoulders, knees and toes.</li> <li>4. Children sing the song but faster.</li> <li>5. Sing the song again but faster still.</li> <li>6. Ask them to sing the song missing off the name of one body part but still touching it. <ul style="list-style-type: none"> <li>• First time “head, shoulders, knees and toes.</li> <li>• Second time Head, shoulders knees and .....</li> <li>• Third time “Head, shoulders, ..... and .....</li> <li>• Fourth time “Head, ....., ..... and .....</li> <li>• Last time “ ..... , ..... , ..... and .....</li> </ul> </li> <li>7. Children feel their heart beat.</li> <li>8. Children use belly breathing to calm down.</li> </ol>

<b>ACTIVITY NUMBER 8: 5 minutes</b> <b>Freeze Game</b>	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the game</li> <li>2. Play the game</li> <li>3. Ask: did you enjoy that game?</li> <li>4. Say: The game is good to help us feel relaxed. It moves our body and then calms us down when we FREEZE.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Everyone moves, shakes or dances as the facilitator sings a song.</li> <li>3. When the facilitator counts 1-2 -3 FREEZE everyone must freeze and be still.</li> <li>4. Any child that moves must sit down. The facilitator can try to make the children move or laugh without touching them.</li> </ol> <p>Note: The children who are sitting on the floor can sing with the facilitator.</p> <p>The facilitator can choose a child to say 1-2 -3 FREEZE</p>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 1: ABOUT ME AND MY FRIENDS

#### 5 SESSION 5: Creating a happy moments journal

TOPIC/ THEME	Creating a happy moments journal
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Take home a source of happy memories that they can share with their family.</li></ul>
RESOURCES	A4 papers 2 for each students Colouring pencils Pencils Flipchart paper with TASKS written on it Chalk or tape. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

I have many happy memories to help me feel happy.

ACTIVITY NUMBER 1: 15 minutes Daily routine	INDIVIDUAL/ SMALL GROUPS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together.</li> <li>3. Say: Now we are feeling energetic, let's calm down by using belly breathing.</li> <li>4. Conduct the belly breathing activity.</li> <li>5. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>6. Take attendance</li> <li>7. Tell the children the objectives for the day</li> <li>8. Conduct the message activity <ol style="list-style-type: none"> <li>1. Read the message <b>I have many happy memories to help me feel happy.</b></li> <li>2. Repeat with the children</li> <li>3. Make a music beat with hands and feet.</li> <li>4. Repeat the message to the beat.</li> <li>5. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>When you are happy and you know it clap your hands</p> <p>Or an Arabic song that is similar.</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

## Belly breathing

In a calm voice say the following:

As you breathe in, let your stomach get bigger; as you breathe out, it should slowly fall inwards again. Imagine that a balloon is inside your stomach. As you breathe in, air travels down to fill the balloon, making the stomach swell. As you breathe out, the balloon is emptied, causing the stomach to sink back in.

When your mind wanders, just gently bring your attention back to the belly breathing. Remember that whenever you feel scared or restless, taking deep breaths from the stomach will help calm and relax the body. Remember to fill your stomach, not lift your shoulders, in this exercise.

It may be easier to take deep stomach breaths when lying down on the floor. If there is enough space, the students can lie down on their backs. Have them place an object on their stomachs. Ask them to make the object move up and down while breathing in and out.

Or

Put your hands on your stomachs with your middle fingers touching.

Take a slow deep breath in through your nose as I count to 4. 1, 2, 3, 4

Now let the breath out through your mouth making and gently “a-h-h-h-hh” sound.

Tell the children they should feel their fingers come apart as they breathe in and come together when they breathe out.

Breathe slowly through your nose and out again through your mouth like you are trying to blow a feather along in the air.

Repeat breathing in for a count of 4 and breathing out for a count of 4, five times.

With practice the count can be increased to 5, 6 or even 10 seconds.

***SENSITIVITY TIP:*** *If children become very uncomfortable with the exercises, they should stop, calm down and be encouraged to try again later. If they continue to be very uncomfortable they should not continue with these exercises. You should never force or push a pupil to participate, only try to motivate them. The pupil should always stay in control. Participation should be voluntary; it is a delicate learning process where the pupil tries, fails and tries again.*

ACTIVITY NUMBER 2: 20 minutes	WHOLE GROUP
Story and discussion : Our special memory	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Read “What did you bring with you?”</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: What do we learn from this story?</li> </ol> <p><b>SENSITIVITY TIP:</b> <i>This exercise is about happy memories but it may also bring up memories of people, family or friends no longer around. Be sensitive to children who may feel upset and always ask them about the happy times they had with these people.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

What did you bring with you?
<p>One day a visitor came to the community. She was interested in the special memories that everyone had. She wanted to take photographs of the things that were so special.</p> <p>First she asked Abdullah. He was clutching a toy robot to his chest. He didn’t want to let it go. It was very special – it was a present from his Grandfather in happier times. Abdullah always thought of his grandfather playing with him and the robot when he picked it up.</p> <p>Next the visitor spoke to a young girl called Huda. She was playing with a necklace she had on around her neck. She and her friends in 7<sup>th</sup> Grade had all bought one each to celebrate their friendship. Now that Huda had moved away, it reminded her of her friends and the happy times she had school.</p> <p>An older woman came up, she also had a necklace and showed the visitor. It was made of gold and was a special gift on the birth of her first son from her parents. I held such happy memories.</p> <p>The visitor heard a merry tune – it was happy birthday. She looked around and found a young girl holding a musical birthday card. The young girl was dancing with the card. She remembered the party she had on her birthday and all the lovely food and friends there.</p> <p>Next to the young girls was a young boy in a wheelchair. He was busy talking on his mobile phone. He waved at the visitor. He proudly showed her his phone and all the number for his friends and family. He never felt lonely as he could call them anytime.</p> <p>Just as the visitor was leaving a young woman came walking up with the biggest smile on her face. Her name was Nadine. She had lost everything when she and her family had left their home. But she had all her family and that made her smile. She said that when she smiled, people smiled back and that made her even happier.</p> <p>When the visitor returned home she put all the photos in an album and remembered all the people she had met and their happy times</p> <p>Note: Based on photos taken in Zaatari refugee camp by Sumaya Agha for Mercy Corps 2015  <a href="https://www.mercycorps.org.uk/photoessays/jordan-syria/we-asked-refugees-what-did-you-bring-you">https://www.mercycorps.org.uk/photoessays/jordan-syria/we-asked-refugees-what-did-you-bring-you</a></p>

<b>ACTIVITY NUMBER 3: 25 minutes</b>	<b>SMALL GROUPS</b>
<b>Role play : Our special memory</b>	
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. Children make groups of 4-5.</li> <li>2. In the group, retell the story.</li> <li>3. In the group, each child will take a role in the story.</li> <li>4. Each group will practice acting out the story.</li> <li>5. Each group will perform their story to the class.</li> </ol>

<b>ACTIVITY NUMBER 4: 30 minutes</b>	<b>WHOLE GROUP</b>
<b>Making a happy moment journal</b>	
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Write the TASKS on a chart paper</li> <li>2. Ask children to sit in a circle and close their eyes</li> <li>3. Ask children to think about their safe and happy place from the last session.</li> <li>4. Explain the TASKS</li> <li>5. Demonstrate how to fold the paper</li> <li>6. Fold A4 paper into 4. Do this 2 times. Put one folded paper into the other to make a book.</li> <li>7. Help children if they need it.</li> <li>8. Write any sentences for children to go with their pictures.</li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. Children make a circle</li> <li>2. Children take a few minutes to think about their favourite memory.</li> <li>3. Children identify their hand (or foot or eye) from the first sessions and what made them special.</li> <li>4. Children identify their picture of a happy place</li> <li>5. In a circle, ask children to tell you what makes them feel happy. A friend, toy, food, special day, music, animal, family member etc.</li> <li>6. Children follow instructions to fold paper 2 pieces of A4 paper to make a journal.</li> <li>7. Children write their name and My Journal on the first page.</li> <li>8. Children draw pictures of happy memories in the journal.</li> </ol>

ACTIVITY NUMBER 5: 10 minutes Sharing our books	PAIRWORK
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Select some children to share their book to the whole class.</li> <li>3. Give positive feedback</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children form groups of 2</li> <li>2. Each child reads/tells about the pictures of their journal to their partner.</li> <li>3. Children make new groups of 2</li> <li>4. Each child reads/tells about the pictures of their journal to their partner.</li> <li>5. Some children share their books with the whole class.</li> </ol>

ACTIVITY NUMBER 6: 5-10 minutes Evaluation	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Divide the floor space into 4 areas using chalk or tape. Mark each area with a paper: <ul style="list-style-type: none"> <li>• No</li> <li>• A little</li> <li>• Yes</li> <li>• A lot</li> </ul> </li> <li>2. Explain the TASKS: <ul style="list-style-type: none"> <li>• I am going to read some sentences.</li> <li>• Think about each sentence.</li> <li>• Walk to the square that agrees with your answer.</li> <li>• Please be honest so we can improve the sessions for the next children.</li> </ul> </li> <li>3. Read the following sentences and record the number of children in each square. <ul style="list-style-type: none"> <li>• Did you enjoy the CEP course?</li> <li>• Did you feel safe and well-looked after?</li> <li>• Did you like doing the activities?</li> <li>• Did you like the stories?</li> <li>• Did the calming methods help you to feel more relaxed?</li> <li>• Do you use the calming methods when you are at home?</li> <li>• Did you make friends on this course?</li> <li>• Would you like to attend another course like this?</li> <li>• Do you want to attend school if it is available?</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand</li> <li>2. Children listen to the instructions</li> <li>3. Children move to one of the areas after listening to the sentence.</li> <li>4. Some children will explain their choice.</li> </ol>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next module.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## Module 3: FRIENDSHIP AND FAMILY

### CHILD EMERGENCY PACK: AGES 6-9

#### 3. Module 2: FRIENDSHIP AND FAMILY

## 6      SESSION 6: The importance of friendship

<b>TOPIC/ THEME</b>	The importance of friendship
<b>TIME</b>	2 hours
<b>OBJECTIVE</b>	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Remember and practice some calming techniques: Shake it loose and belly breathing.</li> <li>• Identify what is a friend, and how they can help friends.</li> </ul>
<b>RESOURCES</b>	A4 papers for each student Colouring pencils Pencils Pictures for the Lion and mouse story Large happy and sad face for the wall. Happy, normal and sad faces Stones/beans for each child

### KEY MESSAGES

Friends help each other

<b>ACTIVITY NUMBER 1: 10 minutes</b> Welcome – Shake it loose	<b>INDIVIDUAL/ SMALL GROUPS/ WHOLE GROUP</b>
<b>INSTRUCTIONS</b>  1. Welcome each child at the door. 2. Sing the song “Bus Bus” 3. Explain that after a song we need to calm down and we will do this by “Shaking it loose”. 4. After “Shaking it loose” ask how the children feel. 5. Ask: Do you remember any other ways to help the body relax? [shoulder shrugs, elbow circles, paint the room, belly breathing, cat pose, ]	<b>TASKS</b>  1. Children stand in a circle 2. Children listen to the song then sing the song together. 3. Sing the song again with actions. Bus Bus The day of the feast we had dinner We have eaten Kebbe and grilled meat 4. Children follow instructions by the facilitator for Shaking it loose. (See below)

**Shake it loose:**

In a calm voice say the following:  
 The exercise we are about to do now is great for releasing tension in our bodies.  
 You are going to shake your whole body for a few minutes (3–10 minutes), from your feet through your knees, hips, and shoulders, to your head. Stand comfortably. Bend your knees slightly and relax your shoulders. If you want to, you can close your eyes. Take a few deep breaths.  
 Listen and follow my actions:  
 Start shaking from the feet up through your knees. Remember to keep your knees bent. Let the shaking move up through your hips and your shoulders. Let your whole body shake, feeling the energies moving up from your feet. Keep your knees bent. Remember to breathe. Let your shoulders be loose. Keep going. Keep shaking. Keep your knees bent. Let your shoulders go. Let your head go.  
 If your mind wanders, bring your attention back to shaking. Let your jaw hang open. We carry a lot of tension in the jaw, neck, shoulders, hips, knees, wrists and hands. Your whole body should be shaking now. Keep going—keep shaking. If you feel that you want to stop, just shake even more. Let the shaking loosen up tensions in your whole body. Let your head go. Let your jaw drop open. If sounds come, just let them come. Your whole body is shaking. Keep going.  
 Now stop... Stand still. How does your body feel now?  
 Breathe deeply. Feel the effect of this shaking exercise.

ACTIVITY NUMBER 2: 10 minutes Daily routine	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Welcome the children again and explain about the CEP and the module they are attending.</li> <li>2. Ask some routine questions:               <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What day is it today? Tomorrow?</li> <li>• What is the weather today?</li> </ul> </li> <li>3. Take attendance –</li> <li>4. Tell the children the objectives for the day</li> <li>5. Conduct the message activity               <ul style="list-style-type: none"> <li>• Read the message <b>Friends help each other</b></li> <li>• Repeat with the children</li> <li>• Make a music beat with hands and feet.</li> <li>• Repeat the message to the beat.</li> <li>• Repeat with children</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Ask children to sit</li> <li>2. After attendance children listen to the message.</li> <li>3. Repeat the message after the facilitator</li> <li>4. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 3: 20 minutes Game: Making common groups	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS:</li> <li>2. Call out the groups to form <ul style="list-style-type: none"> <li>• Favourite fruit</li> <li>• Favourite colour</li> <li>• Favourite time of year</li> <li>• Birthday month</li> <li>• Favourite game</li> </ul> </li> <li>3. Ask: What have they learnt from this game?</li> <li>4. Say: We have found out other children that have similar likes as ourselves despite us all being different children.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If a child is in a group on their own add them to another group for the introductions.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand in an empty space.</li> <li>2. They find other children that have the same favourite things as themselves and form a group e.g. all the children that have grapes as their favourite fruit.</li> <li>3. When they have made their group, the children must tell their group their names.</li> <li>4. After each set of groups has formed, ask why the children like this fruit/colour etc.</li> <li>5. Repeat making groups several times</li> <li>6. Children answer some questions</li> </ol>

ACTIVITY NUMBER 4: 15 minutes Story and discussion: Lion and Mouse	INDIVIDUAL/WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Use the pictures for the Lion and mouse story.</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• Why did the mouse help the lion?</li> <li>• What do we learn from this story?</li> <li>• Have you ever done something kind to help someone different from you?</li> </ul> </li> <li>5. Say: Just as in the story, it is always important to be kind.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

## The lion and the mouse

One day a lion was sleeping. A mouse was playing nearby. The mouse got too close to the lion. This made the lion wake up. The lion caught the mouse. He was ready to eat the mouse. "Please do not kill me", said the mouse. "I am a tiny creature. Please save me and I will repay your kindness."

The Lion was very amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go. But he couldn't imagine how such a small creature could ever help him.

A few days later, the lion was walking in the jungle. He got caught in a hunter's net. He roared in misery and rolled to get out of the net. But he failed.

The little mouse heard the roar. He ran to the lion and saw that the lion was trapped. The mouse gnawed through the ropes holding the lion and set him free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

ACTIVITY NUMBER 5: 20-30 minutes	SMALL GROUPS / WHOLE GROUP
Role play : Lion and mouse	
INSTRUCTIONS	TASKS
<ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol>	<ol style="list-style-type: none"> <li>4. Children make groups of 2.</li> <li>5. In the group, retell the story of the Lion and Mouse</li> <li>6. In the group of 2, one child will be the Lion and one the mouse and they will practice acting out the story</li> <li>7. Each group will act out the story.</li> </ol>

ACTIVITY NUMBER 6: 5 minutes	INDIVIDUAL
Calming activity: Belly breathing	
INSTRUCTIONS	TASKS
<ol style="list-style-type: none"> <li>1. Explain the activity. See below</li> <li>2. Ask: <ul style="list-style-type: none"> <li>• How did belly breathing make you feel?</li> <li>• When would be a good time to use belly breathing? (example – when they are anxious, or angry)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Children lie on the floor. If this is not possible children stand up straight</li> <li>2. Children follow the instructions for belly breathing.</li> </ol>

## Belly breathing

In a calm voice say the following:

As you breathe in, let your stomach get bigger; as you breathe out, it should slowly fall inwards again. Imagine that a balloon is inside your stomach. As you breathe in, air travels down to fill the balloon, making the stomach swell. As you breathe out, the balloon is emptied, causing the stomach to sink back in.

When your mind wanders, just gently bring your attention back to the belly breathing. Remember that whenever you feel scared or restless, taking deep breaths from the stomach will help calm and relax the body. Remember to fill your stomach, not lift your shoulders, in this exercise.

It may be easier to take deep stomach breaths when lying down on the floor. If there is enough space, the students can lie down on their backs. Have them place an object on their stomachs. Ask them to make the object move up and down while breathing in and out.

Or

Put your hands on your stomachs with your middle fingers touching.

Take a slow deep breath in through your nose as I count to 4. 1, 2, 3, 4

Now let the breath out through your mouth making a gently “a-h-h-h-hh” sound.

Tell the children they should feel their fingers come apart as they breathe in and come together when they breathe out.

Breathe slowly through your nose and out again through your mouth like you are trying to blow a feather along in the air.

Repeat breathing in for a count of 4 and breathing out for a count of 4, five times.

With practice the count can be increased to 5, 6 or even 10 seconds.

***SENSITIVITY TIP:*** *If children become very uncomfortable with the exercises, they should stop, calm down and be encouraged to try again later. If they continue to be very uncomfortable they should not continue with these exercises. You should never force or push a pupil to participate, only try to motivate them. The pupil should always stay in control. Participation should be voluntary; it is a delicate learning process where the pupil tries, fails and tries again.*

<b>ACTIVITY NUMBER 7: 10 minutes</b> Free drawing: How to be a friend	<b>SMALL GROUPS / WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Help children if they are having a hard time thinking of ideas.</li> <li>3. Give positive feedback.</li> </ol> <p><b>SENSITIVITY TIP:</b> <i>If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children collect paper, pencils and colours.</li> <li>2. Children make groups of 4.</li> <li>3. Children fold the paper into 2 parts</li> <li>4. On one side draw or write ways they can be a good friend.</li> <li>5. On the other side draw or write how they want their friends to act towards them.</li> <li>6. Children write their name on their drawing.</li> <li>7. In a circle, children take it in turns to share their drawings.</li> </ol>

<p><u>How I can be a good friend</u></p> <p>Help them when they are hurt.</p> 	<p><u>How I want my friends to be</u></p> <p>Playing with me</p> 
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<b>ACTIVITY NUMBER 8: 10 minutes</b> Agree – disagree: A friend is....	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Put the happy and sad face pictures on opposite walls.</li> <li>3. Read out one sentence and ask the children to choose a face.</li> <li>4. Ask some children why they chose that face.</li> <li>5. Repeat for all the sentences</li> <li>6. Read each sentence and conduct the activity:               <ul style="list-style-type: none"> <li>• A friend helps you when you are hurt</li> <li>• A friend won't let you play with a toy.</li> <li>• A friend ignores you on the way home</li> <li>• A friend helps you to carry your heavy bag.</li> <li>• A friend takes your snack.</li> <li>• A friend plays a game with you.</li> <li>• A friend shares some sweets with you.</li> </ul> </li> <li>7. Summarise the qualities of a friend. (helpful, plays with your, shares)</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand in an empty space.</li> <li>2. Children listen to the sentence. If it makes them feel happy they move to the happy face. If it makes them feel sad they move to the sad face.</li> <li>3. Ask some children why they chose that face.</li> <li>4. Repeat for all the sentences.</li> </ol>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> </ol> <p>Goodbye, goodbye, To everyone goodbye.</p> <ol style="list-style-type: none"> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 2: FRIENDSHIP AND FAMILY

#### 7 SESSION 7: Expressing my feelings

TOPIC/ THEME	Expressing my feelings
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Recognize different types of feelings</li><li>• Learn how to deal with different types of feelings</li></ul>
RESOURCES	Picture of feelings – A4 size and small size cut up. paper Colouring pencils Pencils Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

A friend understands our feelings

ACTIVITY NUMBER 1: 15 minutes Daily routine	INDIVIDUAL/ SMALL GROUPS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance.</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>1. Read the message</li> <li>2. <b>A friend understands our feelings</b> Repeat with the children</li> <li>3. Make a music beat with hands and feet.</li> <li>4. Repeat the message to the beat.</li> <li>5. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>When you are happy and you know it shake your leg</p> <p>Bus Bus</p> <p>The day of the feast we had dinner</p> <p>We have eaten</p> <p>Kebbe and grilled meat</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 10 minutes Calming technique – Tense and release	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Conduct the tense and release exercise.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children follow the instructions</li> </ol>

## Tense and release

Read the following in a slow calm voice, pausing in between sentences.

I am going to lead you through some of the major muscle groups of the body, asking you to tense and release them, one by one. This technique is very effective for relaxing the body. First, we are going to focus on the hands and arms, before moving on to the face, neck, shoulders, stomach, legs and feet. As you do this relaxation exercise, concentrate on the sensations you will experience in the muscles. Focus your awareness on the difference between muscle tension and relaxation.

Get into a comfortable position, eyes open or closed. Take a few deep, gentle breaths. Breathe in through your nose, letting the air fill your lungs. Then slowly breathe out through your nose or mouth. As you breathe in, imagine you are gathering up all your worries and tensions. As you breathe out, imagine that these stressful feelings are flowing out of your body. Notice how your feet are touching the floor. Feel the chair underneath you.

First focus your awareness on your hands and arms. Clench your fists as hard as you can. Hold this for about 5 seconds. Feel how tense your fists are. Now relax. Let the tension go. Notice how it feels when the tension leaves your hands and forearms. Breathe in and out. Next, tighten your biceps by drawing your forearms up towards your shoulders as though you were lifting a heavy weight. Feel the tension in your muscles. Hold it ... and then relax. Let the tension disappear. Notice the difference between the tension and relaxation. Tighten your triceps—the muscles on the

undersides of your upper arms—by holding your arms out straight in front of you and locking your elbows. Make sure your muscles are really tense. Feel the tension in the back of your upper arms. Hold ... and then relax. Keep breathing steadily; with each breath out, a little more tension leaves your body.

Next, focus on your facial muscles, starting with the forehead. Lift your eyebrows as high as you can. Feel the tension ... and relax. Let the tension flow out. Feel the wrinkles smoothing out. Now shut your eyes tightly and wrinkle your nose. Feel the tension. Hold... and relax. Now focus on your jaw and mouth. Clench your teeth and pull back the corners of your mouth. Feel the tension in your jaw. Hold ... and relax. Release the jaw muscles. Feel the tension fading.

Now become aware of your neck and shoulders. First, tighten the muscles in the back of your neck by making a double chin, press your chin in to your chest. Hold and then relax. Notice how the tension leaves your neck. Now hunch your shoulders up as though you wanted them to touch your ears. Feel the tension in your shoulders and neck. Hold it, register the sensation ... and then relax. Let your shoulders drop and drop as the tension ebbs away. Next, focus on your shoulder blades. Push them back, and feel them being gently squeezed towards each other ... and then relax. Let

the muscles loosen. Notice the difference between the tension and relaxation.

Next, focus on your stomach. Make your stomach really hard and tense by pulling it in as far as you can. Feel the tension. Hold ... and then release. Imagine a wave of relaxation spreading through your abdomen. Now focus on your legs and feet. Hold your legs straight out in front of you, locked at the knee, and keep your toes up in the air. Tense your legs as much as you can while tightening your buttocks. Feel the tension in your shinbones, calves, thighs and buttocks. Notice what it feels like. Hold it ... and then relax. Notice the relief, how the tension has left you. And then focus on your toes. Curl your toes inwards. Feel the tension in the sole of your foot and the calf of your leg. Then ... relax. Let it go. Feel the tension leaving you.

Now it's time to tense your entire body. Feeling the tension in your arms and hands, your face, neck, shoulders, your stomach, legs and feet. Hold it ... and then relax. Now your whole body should feel more relaxed. Keep breathing steadily. With each breath out, you feel a little more relaxed. The tension is leaving your body. You feel heavy, relaxed, calm and warm. This exercise is now almost finished. Feel the floor underneath your feet. Notice the parts of your body that are touching the chair. Move your arms and legs. Gently stretch your limbs. When you are ready, look around you, and let this exercise come to an end.

ACTIVITY NUMBER 3: 15 minutes Understanding feelings	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Introduce feelings.</li> <li>2. Say that in the last activity, our faces looked angry and then relaxed. Our faces can show many different feelings.</li> <li>3. Show a picture of a face. Ask: What feeling does the face show?</li> <li>4. What might have happened for a person to have this feeling?</li> <li>5. Ask children to copy that face.</li> <li>6. Show the faces in a mixed up order and ask children to identify the feeling.</li> <li>7. Explain the second TASKS.</li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> Ensure that all the children have a chance to come to the front and that no one child dominates.</p> 	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. For each flashcard in turn <ul style="list-style-type: none"> <li>• Children identify the feeling on the flashcard.</li> <li>• Children make the same face as the flashcard.</li> </ul> </li> <li>2. Ask a child to come to the front.</li> <li>3. The child takes a flashcard from the pot.</li> <li>4. The child copies the expression on the flashcard.</li> <li>5. The other children must guess the feeling.</li> <li>6. The first person to guess comes to the front to take a flashcard from the pot.</li> <li>7. Repeat until the children understand all the feelings</li> </ol>

ACTIVITY NUMBER 4: 20 minutes Drawing feelings	WHOLE GROUP /INDIVIDUAL
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>Put up the chart of the boy and a girl and the sequence of the cloud to show how the body and mind are connected.</li> <li>Say: The cloud represents fear. And the more we think about fear, the more our body becomes the cloud.</li> <li>Ask: <ul style="list-style-type: none"> <li>How would it feel to be surrounded by the black cloud?</li> <li>Where in the body do they feel fear?</li> <li>How can we get rid of the cloud?</li> <li>If they wanted to get rid of the cloud, what qualities would this superpower, have?</li> </ul> </li> <li>Explain the TASKS.</li> <li>Monitor and give individual feedback.</li> <li>When most have finished ask: <ul style="list-style-type: none"> <li>How did this drawing make them feel?</li> </ul> </li> <li>Say: It helps to be able to identify feelings. Remember that the mind and body are connected. A relaxed body makes a relaxed mind.</li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> Remember that this will be difficult for the children and that they may need a moment to calm down, remind them of their calming techniques and help them to belly breathe or practice another technique if they need to.</p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>Children listen to the facilitator and answer questions</li> <li>Children collect paper, pencils and colours.</li> <li>The children will draw a girl or boy and will colour different feelings and where they feel them. Choose one colour for happy feelings and one colour for bad feelings like fear.</li> <li>Children draw a sun to shine on their picture to help get rid of the cloud.</li> </ol> 

<p><b>ACTIVITY NUMBER 5: 10 minutes</b></p> <p><b>Game: Mirrors</b></p>	<p><b>PAIR WORK</b></p>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS. One child will be a mirror and copy the actions of the other.</li> <li>2. When the activity is over ask: How did you feel when you copied your partner?</li> <li>3. Say:</li> <li>4. It can help us to understand our friend better if we can reflect their feelings like in a mirror.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand and make pairs facing each other.</li> <li>2. One child has to show a feeling. The other child is the mirror and must copy the feeling.</li> <li>3. Take it in turns to show a feeling and be a mirror and copy the feelings.</li> <li>4. Now the first child makes some slow smooth movements. Their partner reflects the movements as accurately as possible.</li> <li>5. Child change roles.</li> </ol>

<p><b>ACTIVITY NUMBER 6: 25 minutes</b></p> <p><b>Role play: How to help others</b></p>	<p><b>INDIVIDIAL/SMALL GROUPS / WHOLE GROUP</b></p>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Assists children as required</li> <li>3. Children perform role plays</li> <li>4. Provide feedback and highlight the good ways that children have used to deal with friends that are angry or sad.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Monitor the activity carefully so that the children helping are doing it in a positive way.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make groups of 3.</li> <li>2. Half of the groups are given a situation to make a role play where 2 people are angry, and a third child reacts to the situation, deals with it, and helps out.</li> <li>3. Half of the groups are given a situation to make a role play where a child is feeling sad and the other 2 children react to the situation, deal with it, and help out.</li> <li>4. Give time for the children to practice their role play.</li> <li>5. Allow each group to perform their role play to the whole class.</li> <li>6. Children answer questions</li> </ol>

ACTIVITY NUMBER 6: 15 minutes Game: Follow the leader	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand in a circle.</li> <li>2. One volunteer leaves the class.</li> <li>3. Children choose a leader that will make actions, and the rest of the group will follow and imitate their actions.</li> <li>4. The volunteer will re-enter the class, observe the children, and guess who the leader of the group is.</li> <li>5. Repeat the game with other children as the volunteer.</li> </ol>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song <p>Goodbye, goodbye, To everyone goodbye.</p> </li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 2: FRIENDSHIP AND FAMILY

#### 8 SESSION 8: Communication skills

TOPIC/ THEME	Communication skills
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Use good listening technique</li> <li>• Understand the importance in listening and body language in communication.</li> </ul>
RESOURCES	Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

Listening well is important for communication

ACTIVITY NUMBER 1: 15 minutes Daily routine	INDIVIDUAL/ SMALL GROUPS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>6. Read the message <b>Listening well is important for communication</b></li> <li>7. Repeat with the children</li> <li>8. Make a music beat with hands and feet.</li> <li>9. Repeat the message to the beat.</li> <li>10. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together. Listen to your mom song</li> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 10 minutes Calming exercise Painting the room	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Say: Let's calm our bodies. We will learn an exercise called paint the room.</li> <li>2. Ask: How did this activity make you feel? How did it make your body feel?</li> <li>3. What colour did you use to paint your room?</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions</li> <li>3. Children answer questions at the end.</li> </ol>

Painting the room
<p>In a calm voice say the following, pausing in between sentences.</p> <p>Stand firmly on the floor. Imagine that you have a bucket of paint in front of you. Pretend to hold a paintbrush using both hands.</p> <p>First, choose a colour that makes you feel happy. Start painting the wall to your left up towards the ceiling, then paint the ceiling, and finally paint the wall to your right, all the way down to the floor.</p> <p>As you move the brush up, breath in through your nose. As you move the brush down, breathe out through your nose (or mouth). Bend your knees slightly so that they are soft. Do this three times.</p> <p>Now change the colour and reverse the direction starting on your right.</p> <p><b><i>SENSITIVITY TIP:</i></b> <i>If you have children that are not able to bend their knees, ask them to sit down and use the same movements and breathing techniques.</i></p>

ACTIVITY NUMBER 3: 10 minutes Role play on listening	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Select 2 children confident enough to perform the role plays.</li> <li>3. Children complete TASKS</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• Which role play showed the best listening? Why?</li> <li>• Why do we listen to others?</li> <li>• How can we be good listeners?</li> </ul> </li> <li>5. Say: Listening allows us to find out information. We listen to others because it shows them we care and are interested</li> </ol> <p>We can be good listeners by not talking while others are talking, and paying attention. This means we look at them, and nod our heads.</p> <p><i><b>SENSITIVITY TIP:</b> If you have a child with a hearing impairment, ask them to give their important rule of communication e.g. the speaker must face them, use gestures and body language and facial expressions to help communication.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Two children are selected to perform for the group – the remainder sit and watch</li> </ol> <p><u>First role play</u></p> <ol style="list-style-type: none"> <li>2. The two performing children speak at the same time to each other about their favourite foods... <ol style="list-style-type: none"> <li>a. Speak at the same noise level</li> <li>b. Speak for same amount of time – around 30 seconds</li> <li>c. Count 1, 2, 3 – speak</li> </ol> </li> <li>3. When finished, the two children explain to the group what the other persons favourite food is.</li> </ol> <p><u>Second role play</u></p> <ol style="list-style-type: none"> <li>4. The children perform again, only this time, only one person is allowed to speak at a time. Each takes turns speaking</li> <li>5. Children report back to the group, the others favourite food</li> <li>6. Children respond to the questions</li> </ol>

ACTIVITY NUMBER 4: 10 minutes Ain-ab As-wad Game – Black Grapes Game	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Demonstrate the words</li> <li>3. Conduct the game.</li> <li>4. At the end of the game, ask: <ul style="list-style-type: none"> <li>• To be good at this game what skills do you need?</li> </ul> </li> <li>5. Say: We need to have good listening skills to win this game.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If you have a child with a hearing impairment, ask them to help you find who is out.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Stand in a circle</li> <li>2. Listen as the three words/sounds for the game and do the following when they hear them <ul style="list-style-type: none"> <li>- <b>Too-fah (apple)</b> <u>walking</u> (two syllables)</li> <li>- <b>Bour-too-kal</b> (oranges) <u>walking</u> (three syllables)</li> <li>- <b>Ain-ab As-wad</b> (black grapes) <u>sit down</u> (four syllables)</li> </ul> </li> <li>3. Children walk around in a circle and listen for the words. They sit down when they hear the sound Ain-ab As Wad</li> <li>4. If they sit down at the wrong time – they are out of the game and watch until someone wins</li> <li>5. Play the game a few times.</li> <li>6. Discuss how the game helped to show them how important listening carefully was</li> </ol>

ACTIVITY NUMBER 5: 5 minutes Calming down: Shoulder shrugs, elbow circles	INDIVIDIAL
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Demonstrate how to do the shoulder shrugs as you give the instructions.</li> <li>3. Repeat for elbow circles.</li> <li>4. Ask: How does it feel now you have done these exercises?</li> <li>5. Say: Shrugging our shoulders and moving our elbows in circles is a way to relax. When we feel relaxed we are happy.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>6. Children sit comfortably on their chairs. If there are no chairs they can stand.</li> <li>7. Children will shrug their shoulders.</li> <li>8. Children follow the instructions below.</li> <li>9. Children will now make circles with their elbows.</li> <li>10. Children follow the instructions below.</li> </ol>

## Shoulder shrugs and elbow circles

### Shoulder shrugs

In a calm voice say the following:

We are going to relax our shoulders, arms and neck.

Sit upright in the chair with your arms hanging down by your sides. As you breathe in, lift your shoulders up towards your ears. Let your shoulders drop down as you breathe out. Find a speed that is comfortable for you so that you can breathe in and out at an even pace. Continue for 1–2 minutes.

This exercise can also be done standing next to your desk.

### Elbow circles

Sit comfortably on the chair with your back straight or stand up straight. Bend your elbows and touch your shoulders with your fingers. Stretch your arms out to the side at shoulder level.

Start moving your elbows around in small circles. Breathe in as you rotate your elbows forward and up. Breathe out as you continue to roll your shoulders to the back and down. Gradually, make the circles bigger and bigger until the tips of your elbows touch in front.

After making 10 circles forward change direction and make 10 circles in the opposite direction.

Now, inhale as you roll your shoulders up and back, and exhale as you roll them down and to the front.

Again, begin with small circles that gradually become bigger and bigger. Remember to coordinate your breathing with the movements throughout the exercise.

When you have finished shake your arms and shoulders loose.

<b>ACTIVITY NUMBER 6: 10 minutes</b> Role play of good and bad listeners	<b>SMALL GROUPS / WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. At the end of cycle 1 ask:             <ul style="list-style-type: none"> <li>• How did listener feel when the children were bad listeners?</li> </ul> </li> <li>3. At the end of cycle 2 ask:             <ul style="list-style-type: none"> <li>• How did listener feel when the children were good listeners?</li> </ul> </li> <li>4. Ask children to make a list of 4 good behaviours to use to listen well.</li> <li>5. Give positive feedback on children's ideas.</li> <li>6. Say:              Being a good listener is important. This means we need to face the speaker and look at the speaker, nod our heads, make eye contact, stay quiet until it is our turn to speak and follow the conversation.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If you have a child with a hearing impairment, ask them to give their important rule of communication e.g. the speaker must face them, use gestures and body language and facial expressions to help communication.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Form groups of 3</li> <li>2. Choose someone to be the 'Speaker', and 2 people to be the 'Listeners'.</li> </ol> <p><u>Cycle 1. Bad Listening</u></p> <ol style="list-style-type: none"> <li>3. The speaker talks for 2 minutes on the topic 'My favourite games'</li> <li>4. Listeners act as bad listeners – they could be looking elsewhere, playing with something, not making eye contact, crossing their arms, rolling their eyes, talking to someone else...</li> <li>5. All children contribute to group discussion on how the activity affected them/ how it made them feel</li> </ol> <p><u>Cycle 2. Good Listening</u></p> <ol style="list-style-type: none"> <li>6. Play the same role play, with the speaker talking about friends/people</li> <li>7. Listeners are acting as 'good' listeners – they are looking, nodding their heads, making eye contact, facing the speaker, staying quiet, following the conversation</li> <li>8. All children contribute to group discussion on how the activity affected them/ how it made them feel</li> </ol> <p><u>Cycle 3. How I am a 'good listener'</u></p> <ol style="list-style-type: none"> <li>9. Each group comes up with their top 4 good behaviours for listening.</li> <li>10. Each group shares their list.</li> </ol>

ACTIVITY NUMBER 7: 10 minutes Game: Hasan says	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the game (see below)</li> <li>2. At the end of the game ask: <ul style="list-style-type: none"> <li>• In the game were we good listeners?</li> <li>• Why did we make some mistakes?</li> </ul> </li> <li>3. Say: Sometimes we did not listen to the words but followed the actions. Both words and actions communicate our ideas and feelings. So our bodies can communicate our feelings even when we do not speak. We can show we are sad, angry, happy or frightened through our bodies.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Change the name from Hasan says to a common name for the community</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions for “Hasan says”</li> <li>3. If they make a mistake they sit out.</li> <li>4. Play the game several times</li> <li>5. Ask a child to be the leader</li> <li>6. At the end of the activity children answer some questions</li> </ol>

<b>Hasan says</b>
<p>Say the following to play the game</p> <p>In this game I am the leader</p> <p>Only copy my actions if I say, “Hasan says.” For example: “Hasan says touch your nose.” (Everyone touches their nose)</p> <p>If I do not say “Hasan says” do not follow my instructions. For example: “Touch your head.” (No-one should touch their head). If you have touched your head you have made a mistake. You are out of the game.</p> <p>Play the game:</p> <p>Hasan says touch your nose.</p> <p>Hasan says touch your head.</p> <p>Hasan says touch your knee.</p> <p>Hasan says touch your hand.</p> <p>Hasan says touch your toes.</p> <p>Touch your mouth.</p> <p>Play again changing the parts of the body that Hasan touches.</p>

<b>ACTIVITY NUMBER 8: 20 minutes</b> Game: Animal match	<b>PAIRS / WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the game</li> <li>2. At the end of the game ask:               <ul style="list-style-type: none"> <li>• Did everyone find the same animal to be their partner?</li> <li>• What made it difficult to find an animal partner?</li> <li>• How did you feel when someone could not understand your actions?</li> <li>• How did it feel when you did find the same animal partner?</li> <li>• Why did we make some mistakes?</li> </ul> </li> <li>3. Say: We communicate using our voices but also our body movements and facial expressions which send “silent messages”. To be a good friend it is important we listen well and understand the feelings of our friend.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Help children who have movement difficulties to mime the animal.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children think about an animal without telling anyone else.</li> <li>2. Children stand with space around them.</li> <li>3. Children must make no sounds but mime the animal they have chosen. The children must find a partner who has the same animal as they have but without using any words.</li> <li>4. When everyone is in a pair, each pair in turn makes the mime and then the noise of the animal.</li> <li>5. The rest of the group says the animal and if they are the same.</li> <li>6. Repeat for all the pairs.</li> <li>7. At the end of the activity children answer some questions</li> </ol>

<b>ACTIVITY NUMBER 9: 10 minutes</b> Calming exercise Cat stretching	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: After an active game let’s calm our bodies. We will practice an exercise called Cat stretching</li> <li>2. Ask: How did this activity make you feel? How did it make your body feel?</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions</li> <li>3. Children answer questions at the end.</li> </ol>

### Cat stretching (spinal flex)

In a calm voice say the following:

When a cat wakes up it stretches. This helps it wake up and be ready for the day. Let's practice being a cat.

Find a space on the floor.

Kneel on all fours with your hands underneath your shoulders.

Now arch your back up like a cat as you breathe out, pulling your stomach in.

Now bend the other way lifting your head up as you breathe in.

Repeat this again but a little slower. Arch your back, now bend the other way.

Repeat 5 times.

Or

Sit on the edge of your chair, with your head up, shoulders down and palms on your thighs.

As you breathe in lift your chest up and arch your back.

Breathe out as you lean forward and bring your shoulders forward making a "C" shape.

You should feel a stretch in your back.

Repeat this again but a little slower. Arch your back, now bend the other way.

Repeat 5 times.

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"><li>1. Lead the children in singing the message</li><li>2. Put children into groups of 2 to discuss the questions</li><li>3. Ask some groups to share their answers</li><li>4. Show the children the happy face, normal face and sad face.</li><li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li><li>6. Remind the children about the time and place for the next session.</li><li>7. Sing the goodbye song</li><li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li></ol>	<p>TASKS</p> <ol style="list-style-type: none"><li>1. Make a circle</li><li>2. Sing/clap the message</li><li>3. Make groups of 2</li><li>4. Discuss with your partner<ul style="list-style-type: none"><li>• What 2 things did you learn today?</li><li>• What did you like doing best?</li><li>• What will you tell your family about today?</li></ul></li><li>5. Some groups will share their answers</li><li>6. Sing the goodbye song</li><li>7. Children pick up a stone/bean and place it on a face.</li></ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 2: FRIENDSHIP AND FAMILY

#### 9 SESSION 9: Cooperating together

TOPIC/ THEME	Cooperating together
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Learn about the importance of working together cooperatively</li><li>• Know that individual efforts can join to help a team reach its goal.</li></ul>
RESOURCES	A4 paper Pencils, Colours Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

We are all different but as a team we fit together

ACTIVITY NUMBER 1: 15 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>11. Read the message <b>We are all different but as a team we fit together.</b></li> <li>12. Repeat with the children</li> <li>13. Make a music beat with hands and feet.</li> <li>14. Repeat the message to the beat.</li> <li>15. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>Song – one based on cooperation?</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 10 minutes Calming activity: Making shapes	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: Today we are going to see how the shape of our body can affect our feelings.</li> <li>2. Conduct the activity (see below)</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• How did the first shape make your feel?</li> <li>• How did the chin on chest shape make your feel?</li> <li>• How did the superhero shape make you feel?</li> </ul> </li> <li>4. Say: As you've experienced in these simple exercises, changing our shape can change our mood and what actions we're able to take.</li> <li>5. Ask: Which shapes helps you the most?</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions</li> <li>3. Children answer questions at the end.</li> </ol>

<b>Making shapes</b>
<p>In a calm voice say the following:</p> <p>Stand with your feet apart, arms at your sides, and your palms facing in toward your legs. Take as long as you need to feel comfortable and balanced.</p> <p>When you are ready focus on your hands as you slowly raise them in front of you, turning your palms upward.</p> <p>Think about any change in your feelings.</p> <p>Lower your arms and come back to a standing position.</p> <p>Now, round your shoulders forward. Drop your head so your chin is on your chest.</p> <p>Think about how this shape makes you feel</p> <p>After a few moments, pull your shoulders back and raise your head.</p> <p>Think carefully. Do you notice any difference in your mood?</p> <p>Let's change your mood positively with your shape.</p> <p>Stand up tall and put both hands on your hips. Puff out your chest like a superhero.</p> <p>Think about how you feel. Do you feel more confident or in control?</p> <p>Come back to a standing position.</p> <p>As you've experienced in these simple exercises, changing our shape can change our mood and what actions we're able to take.</p>

ACTIVITY NUMBER 3: 10 minutes Drawing things the same colour	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Give out the colours: red, orange, yellow, green, blue, violet/purple</li> <li>3. Help children if they are stuck for ideas. Think of fruit or vegetable that colour</li> <li>4. Give positive feedback when groups share their ideas.</li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> <i>If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>5. Make 6 groups of children</li> <li>6. Each group is given one colour per group and one paper.</li> <li>7. Children have 5 minutes to draw as many things that are that colour as possible on the paper.</li> <li>8. Each group shows their picture</li> </ol>

ACTIVITY NUMBER 4: 10 minutes Story and discussion: Story of 7 colours	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Use the pictures from the group work in this story and adapt the story to match the children’s pictures for each colour.</li> <li>2. Tell the story</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• What did each colour think made them special?</li> <li>• What do we learn from this story?</li> </ul> </li> <li>4. Say: “We are like colours and have beautiful and wonderful things in us. We may feel that we are different from the others but the thing that makes us different is also the thing that makes us unique. We are all connected with each other. If we work together, support and care for each other, we will be like the rainbows in the sky”.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures from the group work.</li> <li>2. Children listen to the story</li> <li>3. Children answer questions on story.</li> </ol>

## Story of seven colours

A long time ago in a country far away, there lived a family of seven children. The children were called red, orange, yellow, green, blue, violet and black. In their country there were lots of colourful fruits, flowers and trees.

One day in the park the children were playing.

Red said “ I am beautiful and happy. Have you seen the red rose. It is a beautiful flower. Everyone loves red.”

Orange stood up and said “I am the most beautiful. I colour fruits like mango and orange that help children become healthy.” Red felt sad.

Then yellow said loudly “I am the best. Children love sweet bananas so they love my colour.”

Green laughed and said we love this park and the trees and leaves. They are all green so I am the most beautiful.

Blue got angry and said “ You see the sky it is blue. Rain comes from the sky which means plants and animals love me.”

Violet jumped up and said that the other colours were not as good as violet. Eggplants are good for health and everyone loves to eat them.

All the colours began to argue about who was the best.

Then their older sister arrived called black. She was very strong. She asked everyone to stop arguing. She told them they were all beautiful and gave colour to the world. Together they make people happy. They were all different colours but were all important. Everyone had role to make other people happy.

The children were all happy now and joined together to make a rainbow.

They were all amazed when they saw how beautiful they are when they work together, supported and cared for each other.

Black was happy. She loved the rainbow.

Adapted from a story in Psychosocial Activities’ Manual for Child-Friendly Space Volunteers Philippines (UNICEF)

ACTIVITY NUMBER 5: 30 minutes Role play : Story of 7 colours	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Choose different groups to act out the story in front of the class.</li> <li>3. If time allows give every group the chance to act out the story.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children return to their colour groups.</li> <li>2. In the group, retell the story.</li> <li>3. Make 3-4 new groups with a child from each colour group in the new group.</li> <li>4. In the group, each child will become a colour. Choose one child to be black.</li> <li>5. Each group will practice acting out the story.</li> <li>6. Each group will perform their story to the class.</li> </ol>

ACTIVITY NUMBER 6: 10 minutes Drawing a rainbow cooperatively	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Check that the children are not talking and each person in the group is holding the pencils and colours.</li> <li>3. When they have finished ask: <ul style="list-style-type: none"> <li>• How did you communicate while drawing?</li> <li>• What happened when you had different ideas?</li> <li>• How did you reach agreement without speaking?</li> <li>• Which was the easiest part of the picture?</li> <li>• Which was the hardest part of the picture?</li> </ul> </li> <li>1. Say: Drawing the rainbow we experienced communicating with each other without words and working together. The better we are at communicating with others the better we will succeed when working in a group and for ourselves.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If a child is unable to draw due to a disability, ask them to observe the process and report back on it.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to return to their colour groups.</li> <li>2. Give each group one paper, one pencil and 7 colours.</li> <li>3. All the children must hold the pencil together and without talking draw a rainbow.</li> <li>4. Then still without talking and still all holding the same colour they must colour the rainbow</li> <li>5. When they have finished they can write a mark out of 10 for their picture.</li> <li>6. Only talk when everyone has finished the drawing.</li> <li>7. Children listen and answer questions.</li> </ol>

<b>ACTIVITY NUMBER 7: 5 minutes</b> <b>Calming activity: Active arm</b>	<b>INDIVIDIAL</b>
<b>INSTRUCTIONS</b>  1. Explain the activity. See below	<b>TASKS</b>  1. Children stand comfortably. 2. Children follow the instructions for active arms

<b>Active arms</b>	
	<p>In a calm voice say the following:</p> <ul style="list-style-type: none"> <li>i Lift your drawing arm straight up in the air.</li> </ul> <p>Take you other arm and hold the elbow. Pull the elbow gently over your head. Keep your arm straight. Hold this stretch for 10 seconds.</p> <p>Now change arms and repeat the exercise</p>
	<p>Note: The active arm lengthens muscles in the upper part of chest and shoulders. When these muscles are contracted pencil skills are reduced.</p>

<b>ACTIVITY NUMBER 8: 10 minutes</b> <b>Game: Cooperation with balloons</b>	<b>SMALL GROUPS</b>
<b>INSTRUCTIONS</b>  1. Explain the TASKS 2. Monitor the activity. 3. At the end ask: <ul style="list-style-type: none"> <li>• Was it easy to keep the balloons in the air?</li> <li>• What strategy did you use to keep the balloons in the air?</li> <li>• How can we use this as an example to help others?</li> </ul> 4. Say: by working together we are able to keep the balloon in the air for longer and enjoy ourselves.	<b>TASKS</b>  1. Children make groups of 4 2. Each group needs to keep the balloon in the air for as long as possible. 3. The groups collect balloons. 4. Each person in the group takes it in turn to keep the balloon in the air. 5. After a few minutes, ask each group to discuss a strategy to keep the balloon in the air. 6. Play the game again. 7. Children answer some questions

<b>ACTIVITY NUMBER 9: 10 minutes</b> <b>Game: Moving balloons</b>	<b>SMALL GROUPS / PAIRS</b>
<b>INSTRUCTIONS</b>  1. Explain the TASKS 2. Monitor the activity. 3. At the end ask: <ul style="list-style-type: none"> <li>• Was it easy to keep the balloons in the air?</li> <li>• What strategy did you use to keep the balloons in the air?</li> <li>• How can we use this as an example to help others?</li> </ul> 4. Say : When we could not use our hands or arms we had to work harder together to keep the balloon in the air. Our cooperation was stronger to be successful.	<b>TASKS</b>  1. In each group of 4 make 2 pairs. 2. Each pair faces each other and holds both of their hands one to another. 3. The pairs work cooperatively and make sure that the balloon will not fall on the ground by using their legs or heads. 4. When the game is finished, children stand in a circle and talk about the aim of this activity.

<b>ACTIVITY NUMBER 10: 5 minutes</b> <b>Calming activity: Feeling sounds in your back</b>	<b>PAIRS</b>
<b>INSTRUCTIONS</b>  1. Explain the Activity (See below)	<b>TASKS</b>  1. Children remain in pairs 2. Children sit on the floor or on chairs back to back. 3. Children follow the instructions

<b>Feeling sounds in your back</b>	
	<p>In a calm voice say the following:</p> <p>Sit with your partner with your backs touching, hands by your sides.</p> <p>Think about how your back feels.</p> <p>Pay attention to how your back feels as you breathe in and out.</p> <p>Now one child can sing. How does that feel?</p> <p>Now the other child makes a noise or talks. How does that feel?</p> <p>Can you feel where the sound is in your backs? What does it feel like?</p> <p>Finally both can take it in turn to hum for 20 seconds. Can you feel the humming?</p> <p>Now relax.</p>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 2: FRIENDSHIP AND FAMILY

**10**

#### SESSION 10: Communication with family members

TOPIC/ THEME	Communication with family members
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Understand their family members better.</li><li>• Appreciate their family members</li></ul>
RESOURCES	Set of family cards (6 families of 5 total 30). box/pot/bag pictures of the animals (fox, teddy bear, owl, shark, turtle) A4 paper Colouring pencils Pencils Chalk or tape. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

Family is important

ACTIVITY NUMBER 1: 15 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>Welcome the children.</li> <li>Sing a song together.</li> <li>Say: Now we are feeling energetic, let's calm down by using belly breathing.</li> <li>Conduct the belly breathing activity.</li> <li>Ask some routine questions: <ul style="list-style-type: none"> <li>How do you feel today?</li> <li>What days is it today? Tomorrow?</li> <li>What is the weather today?</li> <li>What did you tell your family about the last session?</li> </ul> </li> <li>Take attendance</li> <li>Tell the children the objectives for the day</li> <li>Conduct the message activity <ol style="list-style-type: none"> <li>Read the message <b>Family is important</b></li> <li>Repeat with the children</li> <li>Make a music beat with hands and feet.</li> <li>Repeat the message to the beat.</li> <li>Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>Ask children to stand</li> <li>All sing the song together.</li> </ol> <p>Song about family</p> <p><i>I draw my father, I draw my mother, With all the colours, With all the colours.</i></p> <p><i>I draw a flag, Up on the cliff, I am an artist, I am an artist.</i></p> <ol style="list-style-type: none"> <li>Children sing a song of their choosing</li> <li>After attendance children listen to the message.</li> <li>Repeat the message after the facilitator</li> <li>Repeat the message to the beat of hands and feet.</li> </ol>

<b>Belly breathing</b>
<p>In a calm voice say the following:</p> <p>As you breathe in, let your stomach get bigger; as you breathe out, it should slowly fall inwards again. Imagine that a balloon is inside your stomach. As you breathe in, air travels down to fill the balloon, making the stomach swell. As you breathe out, the balloon is emptied, causing the stomach to sink back in.</p> <p>When your mind wanders, just gently bring your attention back to the belly breathing. Remember that whenever you feel scared or restless, taking deep breaths from the stomach will help calm and relax the body. Remember to fill your stomach, not lift your shoulders, in this exercise.</p> <p>It may be easier to take deep stomach breaths when lying down on the floor. If there is enough space, the students can lie down on their backs. Have them place an object on their stomachs. Ask them to make the object move up and down while breathing in and out.</p> <p>Or</p>

Put your hands on your stomachs with your middle fingers touching.

Take a slow deep breath in through your nose as I count to 4. 1, 2, 3, 4

Now let the breath out through your mouth making and gently “a-h-h-h-hh” sound.

Tell the children they should feel their fingers come apart as they breathe in and come together when they breathe out.

Breathe slowly through your nose and out again through your mouth like you are trying to blow a feather along in the air.

Repeat breathing in for a count of 4 and breathing out for a count of 4, five times.

With practice the count can be increased to 5, 6 or even 10 seconds.

***SENSITIVITY TIP:*** *If children become very uncomfortable with the exercises, they should stop, calm down and be encouraged to try again later. If they continue to be very uncomfortable they should not continue with these exercises. You should never force or push a pupil to participate, only try to motivate them. The pupil should always stay in control. Participation should be voluntary; it is a delicate learning process where the pupil tries, fails and tries again.*

ACTIVITY NUMBER 2: 20 minutes Game: Finding my family	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Let children take a card from the pot.</li> <li>3. Conduct the activity.</li> <li>4. When children have found their family ask: <ul style="list-style-type: none"> <li>• Was it easy to find your family?</li> <li>• What questions did you ask?</li> <li>• How did you feel when you found all your family members?</li> </ul> </li> <li>5. Ask each group what is special about their family? (Type of job they do: butcher, painter, tiler/construction, teacher, barber, farmer)</li> <li>6. Ask: What is special about your family?</li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> <i>Some children may have lost family members. Ask them to think of a happy time they had with their family as a happy memory.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children take one card from the box/pot/bag.</li> <li>2. Each child is part of a family of 5: Mother, father, and 3 children. But they are all separated.</li> <li>3. Each child must find the other family members that match their card.</li> <li>4. Children ask questions to find their family.</li> <li>5. When they have found all their family sit together in a group.</li> <li>6. Children answer the questions</li> </ol>

<b>ACTIVITY NUMBER 3: 5 minutes</b> Calming activity: Tense and release	<b>PAIRS</b>
<b>INSTRUCTIONS</b> 1. Explain the Activity (See below)	<b>TASKS</b> 1. Children follow the instructions

**Tense and release – short version. Long version in Module 2 Session 7**

In a calm voice say the following pausing in between sentences.

When we are doing this exercise, concentrate on the feelings you will experience in the muscles. Remember to breathe evenly

First, we are going to focus on the hands. Make a fist – tense it ... then release.

Now tense you bicep muscles – tense and release.

Now raise your eyebrows high – then release.

Now squash your face together tight – then release.

Next clench your teeth and pull back the corners of your mouth – and release.

Bring your shoulders up to your ears – tense and release

Push your shoulder blades together – tense and release.

Moving lower down, pull your stomach in as hard as you can – then release.

Hold your legs straight out in front of you – tense and release.

Curl your toes down – tense and release.

Finally tense your whole body. Tense and release.

<b>ACTIVITY NUMBER 4: 15 minutes</b> <b>Animal instincts: Difficulties with friends and family</b>	<b>SMALL GROUPS</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity (see below)</li> <li>2. Give an animal to each group to draw.</li> <li>3. Give positive feedback on the pictures and remind the children of the characteristics.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children listen to the facilitator explain about the roles we play in families when we have a disagreement.</li> <li>2. Children make 5 groups.</li> <li>3. Children collect paper, pencils and colours.</li> <li>4. Each group is given one animal to draw.</li> <li>5. Each child draws the animal and shows their characteristics.</li> <li>6. Each group present their animals to the class.</li> </ol>

<b>Animal instincts</b>
<ol style="list-style-type: none"> <li>1. Ask: <ul style="list-style-type: none"> <li>• Have ever had a disagreement or a fight with your family or a friend?</li> <li>• What did they do?</li> </ul> </li> <li>2. Explain that when we have a disagreement, we play different roles. We act in certain ways. We can use animals to help us understand.</li> <li>3. Show a picture of each animal and explain: <ul style="list-style-type: none"> <li>• Shark- Competitive. A shark wants to win and will not give up trying.</li> <li>• Teddy Bear – Accommodating and cooperative. A teddy bear forgets his own concerns to satisfy the concerns of other people</li> <li>• Turtle – Avoiding but also uncooperative. Just as a turtle withdraws his head into his shell when facing danger or surprise, this person avoids the issue and does not address the conflict.</li> <li>• Owl – Collaborating and cooperative. An owl is a problem solver and identifies the problem and tries to make everyone happy by addressing everyone’s concerns.</li> <li>• Fox – Compromising and cooperative. Like an owl, a fox is a problem-solver, but instead of meeting everyone’s needs, he wants to find the quickest solution. He asks people to give up something they want and settle on a solution.</li> </ul> </li> </ol>

ACTIVITY NUMBER 5: 15 minutes Choose the animal	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Put up the pictures of the animals around the room.</li> <li>2. Children identify the picture and animal characteristic.</li> <li>3. Explain that children must choose an animal picture that matches the sentence you read out. You will ask some children to give their reason for their choice.</li> <li>4. Read out each scenario. One by one. <ul style="list-style-type: none"> <li>• When you know you are right. (Fox because he wants quick solution)</li> <li>• When you find out you are wrong. (Teddy Bear – listens to others and not himself)</li> <li>• When a friend’s safety is involved. (Shark or Owl)</li> <li>• When your safety is involved. (Shark who doesn’t give up trying to help or Owl who wants to solve the problem)</li> <li>• When your family members fight. (Turtle – wants to hide or Fox to find quick solution)</li> <li>• When someone has a bad temper and won’t listen. (Turtle – who avoids the issue and will not cooperate)</li> <li>• When the issue involves a secret. (Turtle – hide the secret)</li> <li>• When you need to work through hurt feelings or anger. (Owl - a problem solver)</li> </ul> </li> <li>5. Ask: <ul style="list-style-type: none"> <li>• What did you learn from this activity?</li> <li>• Say – we can learn that we act in different ways with different members of our family. With our brother or sister we may be a shark or a teddy bear. But with our parents a turtle. We may be an owl or fox with our friends.</li> <li>• Can you recognise any animals in your family?</li> </ul> </li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> <i>Some children have family members that fight and it may bring up unpleasant thoughts. Reassure these children.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand in a space.</li> <li>2. Children identify the animal pictures on the wall and their characteristics.</li> <li>3. Children choose an animal that matches the scenario.</li> <li>4. Children give a reason for choosing that animal.</li> <li>5. Children answer questions</li> </ol>

ACTIVITY NUMBER 6: 10 minutes Drawing my family	INDIVIDUAL /PAIRWORK
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Select some children to share their picture with the whole class.</li> <li>3. Give positive feedback</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Some children may have lost family members. Ask them to think of a happy time they had with their family as a happy memory.</i></p> <p><i>If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children collect paper and coloured pencils</li> <li>2. Children draw their family during a happy time and what they like about their family.</li> <li>3. Children make groups of 2</li> <li>4. Each child tells their partner about their pictures of their family.</li> </ol>

ACTIVITY NUMBER 7: 5-10 minutes Evaluation	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Divide the floor space into 4 areas using chalk or tape. Mark each area with a paper: <ul style="list-style-type: none"> <li>• No</li> <li>• A little</li> <li>• Yes</li> <li>• A lot</li> </ul> </li> <li>2. Explain the TASKS: <ul style="list-style-type: none"> <li>• I am going to read some sentences.</li> <li>• Think about each sentence.</li> <li>• Walk to the square that agrees with your answer.</li> <li>• Please be honest so we can improve the sessions for the next children.</li> </ul> </li> <li>3. Read the following sentences and record the number of children in each square. <ul style="list-style-type: none"> <li>• Did you enjoy the CEP course?</li> <li>• Did you feel safe and well-looked after?</li> <li>• Did you like doing the activities?</li> <li>• Did you like the stories?</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand</li> <li>2. Children listen to the instructions</li> <li>3. Children move to one of the areas after listening to the sentence.</li> <li>4. Some children will explain their choice.</li> </ol>

<ul style="list-style-type: none"> <li>• Did the calming methods help you to feel more relaxed?</li> <li>• Do you use the calming methods when you are at home?</li> <li>• Did you make friends on this course?</li> <li>• Would you like to attend another course like this?</li> <li>• Do you want to attend school if it is available?</li> </ul>	
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<b>CLOSING RITUAL: 10 minutes</b>	<b>PAIRS/ WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next module.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## Module 3: ADAPTING TO CHANGE

### CHILD EMERGENCY PACK: AGES 6-9

#### 4. Module 3: ADAPTING TO CHANGE

### 11      SESSION 11: Staying safe

<b>TOPIC/ THEME</b>	Staying safe
<b>TIME</b>	2 hours
<b>OBJECTIVE</b>	<p>At the end of the session the children will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different types of danger they might be exposed to</li> <li>• Understand who they can trust.</li> <li>• Cross the road in safety</li> </ul>
<b>RESOURCES</b>	<p>A4 papers for each student            Colouring pencils            Pencils            Pictures: Broken glass, a football, fast cars, candle, school, poison bottle, bottle of Fanta, unsafe building, tent, knife, banana, UXO, cat, dog, box of matches            Pictures for “Little Duck crosses the road.            chalk or use tape.            yes and no signs for the wall            Happy, normal and sad faces            Stones/beans for each child</p>

#### KEY MESSAGES

Dangerous things are not for playing with.

ACTIVITY NUMBER 1: 10 minutes Welcome / Song	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome each child at the door.</li> <li>2. Sing the song.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand in a circle</li> <li>2. Children listen to the song then sing the song together.</li> <li>3. Sing the song again with actions.</li> </ol> <p>Everybody has a car but my grandpa has a donkey  He lets us ride behind him and takes us for a walk  And the policeman blows his whistle at him  With his hand he makes signs to him  All the cars honk at him : Pap Pap Pap.</p> <p>Lebanese song (have in Arabic)</p>

ACTIVITY NUMBER 2: 5 minutes Freeze Game	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the game</li> <li>2. Play the game</li> <li>3. Ask: did you enjoy that game?</li> <li>4. Say: The game is good to help us feel relaxed. It moves our body and then calms us down when we FREEZE.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Everyone moves, shakes or dances as the facilitator sings a song.</li> <li>3. When the facilitator counts 1-2 -3 FREEZE everyone must freeze and be still.</li> <li>4. Any child that moves must sit down. The facilitator can try to make the children move or laugh without touching them.</li> </ol> <p>Note: The children who are sitting on the floor can sing with the facilitator.  The facilitator can choose a child to say 1-2 -3 FREEZE</p>

<b>ACTIVITY NUMBER 3: 5 minutes</b>	<b>INDIVIDIAL</b>
<b>Calming activity: Belly breathing</b>	
<b>INSTRUCTIONS</b>  1. Explain the activity. See below 2. Ask: <ul style="list-style-type: none"> <li>• How did belly breathing make you feel?</li> <li>• When would be a good time to use belly breathing? (example – when they are anxious, or angry)</li> </ul>	<b>TASKS</b>  1. Children lie on the floor. If this is not possible children stand up straight 2. Children follow the instructions for belly breathing.

<b>Belly breathing</b>
<p>In a calm voice say the following:</p> <p>As you breathe in, let your stomach get bigger; as you breathe out, it should slowly fall inwards again. Imagine that a balloon is inside your stomach. As you breathe in, air travels down to fill the balloon, making the stomach swell. As you breathe out, the balloon is emptied, causing the stomach to sink back in.</p> <p>When your mind wanders, just gently bring your attention back to the belly breathing. Remember that whenever you feel scared or restless, taking deep breaths from the stomach will help calm and relax the body. Remember to fill your stomach, not lift your shoulders, in this exercise.</p> <p>It may be easier to take deep stomach breaths when lying down on the floor. If there is enough space, the students can lie down on their backs. Have them place an object on their stomachs. Ask them to make the object move up and down while breathing in and out.</p> <p>Or</p> <p>Put your hands on your stomachs with your middle fingers touching.</p> <p>Take a slow deep breath in through your nose as I count to 4. 1, 2, 3, 4</p> <p>Now let the breath out through your mouth making and gently “a-h-h-h-hh” sound.</p> <p>Tell the children they should feel their fingers come apart as they breathe in and come together when they breathe out.</p> <p>Breathe slowly through your nose and out again through your mouth like you are trying to blow a feather along in the air.</p> <p>Repeat breathing in for a count of 4 and breathing out for a count of 4, five times.</p> <p>With practice the count can be increased to 5, 6 or even 10 seconds.</p> <p><b><i>SENSITIVITY TIP:</i></b> <i>If children become very uncomfortable with the exercises, they should stop, calm down and be encouraged to try again later. If they continue to be very uncomfortable they should not continue with these exercises. You should never force or push a pupil to participate, only try to motivate them. The pupil should always stay in control. Participation should be voluntary; it is a delicate learning process where the pupil tries, fails and tries again.</i></p>

ACTIVITY NUMBER 4: 10 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children again and explain about the CEP and the module they are attending.</li> <li>2. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What day is it today? Tomorrow?</li> <li>• What is the weather today?</li> </ul> </li> <li>3. Take attendance –</li> <li>4. Tell the children the objectives for the day</li> <li>5. Conduct the message activity <ul style="list-style-type: none"> <li>• Read the message <b>Dangerous things are not for playing with</b> Repeat with the children</li> <li>• Make a music beat with hands and feet.</li> <li>• Repeat the message to the beat.</li> <li>• Repeat with children</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to sit</li> <li>2. After attendance children listen to the message.</li> <li>3. Repeat the message after the facilitator</li> <li>4. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 5: 15 minutes Is it dangerous?	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS:</li> <li>2. Show the picture one by one. Ask children to give the reason for their choice.</li> <li>3. Pictures: Broken glass, a football, fast cars, candle, school, poison bottle, bottle of Fanta, unsafe building, tent, knife, banana, UXO, cat, dog, box of matches</li> <li>4. Ask: What should you do if you are hurt by a dangerous thing?</li> <li>5. Say: If we are hurt we must go to an adult we trust. They will help us. Tell them about the dangerous thing so they can make it safe.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children will look at some pictures one by one and listen to the facilitator.</li> <li>2. If they think the picture shows something dangerous they stand up. If they think the picture shows something that is not dangerous they sit down.</li> <li>3. Children give the reason for their choice.</li> <li>4. Children listen to any additional information from the facilitator.</li> <li>5. Answer questions</li> </ol>

<b>ACTIVITY NUMBER 6: 15 minutes</b> <b>Story and discussion: Little duck crosses the road</b>	<b>INDIVIDIAL/WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Use the pictures for Little Duck crosses the road.</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• What did Little Duck learn to do to cross the road safely?</li> </ul> </li> <li>5. Say: Just as in the story, it is always important to cross the road safely</li> </ol> <p><i><b>SENSITIVITY TIP:</b> There may be children in the group who have witnessed or been in an accident. Be sensitive to how they may feel. Have the child sit close to you and speak to them gently to help them after the story.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

<b>Little duck crosses the road</b>
<p>Little Duck made a card for his Grandmother. He wants to give it to her. She lives across the street.</p> <p>He ran out and nearly got hit by a car.</p> <p>His Mother teaches him how to cross the road. Remember to “Stop, look listen think.” Look to the right, look to the left, Look to the right again. Keep on looking right and left, thinking all the way. Only cross when it is safe.</p> <p>She walks with him across the road to practice what to do to stay safe.</p> <p>They practice for one week. . Now little duck is ready to cross the road on his own.</p> <p>Mother watches little Duck cross the road safely to his Grandma’s house.</p> <p>Little Duck gives Grandma his card. She is very happy.</p>

ACTIVITY NUMBER 7: 10 minutes Role play : Crossing the road safely	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Draw a road on the floor with chalk or use tape.</li> <li>3. Call out the rules for crossing the road safely: Practice “Stop! Look! Listen! Think! Look to the right, look to the left Look to the right again Keep on looking right and left, thinking all the way.</li> <li>4. Divide the children into 2 groups – one group are cars and one group are children who will cross the road.</li> <li>5. Stand with the cars and control when the cars drive on the road so children can practice crossing safely.</li> <li>6. Ask the children to tell you the rules for crossing the road.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Some children may find it funny as cars to hit children. Stop this happening and control the “cars”.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Look at the road the facilitator has drawn on the floor</li> <li>2. Children stand on one side of the road.</li> <li>3. Practice “Stop! Look! Listen! Think! Look to the right, look to the left Look to the right again Keep on looking right and left, thinking all the way.</li> <li>4. Divide the children into 2 groups. The first group are cars. The second group are children crossing the road.</li> <li>5. Cars take it in turns to drive along the road.</li> <li>6. Children demonstrate how to cross the road safely.</li> <li>7. Change groups over.</li> <li>8. Repeat</li> </ol>

ACTIVITY NUMBER 8: 15 minutes Agree – disagree: People we can trust	INDIVIDIAL
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Put up yes and no signs.</li> <li>3. Read out the sentences. <ul style="list-style-type: none"> <li>• My father/family member can help me find the school</li> <li>• My friend can help me find my class</li> <li>• A teacher can help me find my class</li> <li>• A police man can help me find my home</li> <li>• A shop keeper can help me find my home.</li> <li>• A truck driver can help me find my school.</li> <li>• My father/family member can give me a present.</li> <li>• My friend can give me a present</li> <li>• A teacher can give me a present</li> <li>• A police man can give me a present</li> <li>• A shop keeper can give me a present</li> <li>• A truck driver can give me a present</li> <li>• My father/family member can hug me</li> <li>• My friend can hug me</li> <li>• A teacher can hug me</li> <li>• A police man can hug me</li> <li>• A shop keeper can hug me</li> <li>• A truck driver can hug me</li> <li>• A truck driver can hit me</li> <li>• A shop keeper can hit me</li> <li>• A police man can hit me</li> <li>• A teacher can hit me</li> <li>• My friend can hit me</li> <li>• My father/family member can hit me</li> </ul> </li> <li>4. Say: We can trust our friends, and family. But we cannot always trust people in the neighbourhood so we must be careful in what we do. We can accept presents and hugs from people we trust – like our family and friends. But no-one should hit you. Not even people you trust.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> Be aware that some children may face abuse at home. Re assure children that no-one will hit them in this activity.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand in the space</li> <li>2. Children listen to the sentence. If they think it is correct they move to yes. If they think it is wrong, they move to no.</li> <li>3. <i>If there is no space, children stand up for yes and sit down for no.</i></li> <li>4. Children respond yes/no to the sentences.</li> <li>5. Some children can give the reason why they chose this answer.</li> <li>6. When all the sentences are finished, children answer questions.</li> </ol>

<b>ACTIVITY NUMBER 9: 20 minutes</b> Free drawing: A trustworthy person	<b>SMALL GROUPS / WHOLE GROUP</b>
<b>INSTRUCTIONS</b>  1. Explain the TASKS. 2. Help children if they are having a hard time thinking of ideas. 3. Give positive feedback  <i><b>SENSITIVITY TIP:</b> If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i>	<b>TASKS</b>  1. Children collect paper, pencils and colours. 2. Children draw a person they can trust. 3. Children write their name on their drawing. 4. In a circle, children take it in turns to share their drawings.

<b>ACTIVITY NUMBER 10: 5 minutes</b> Calming activity: Butterfly hugs	<b>INDIVIDIAL</b>
<b>INSTRUCTIONS</b>  1. Explain the activity. See below 2. Ask: <ul style="list-style-type: none"> <li>• How did butterfly hugs make you feel?</li> </ul>	<b>TASKS</b>  3. Children stand up straight. 4. Children follow the instructions for butterfly hugs

<b>Butterfly hugs</b>
<p>In a calm voice say the following pausing in between sentences.</p> <p>Cross your arms across your chest so your left hand is on your right shoulder and your right hand on your left shoulder.</p> <p>Keep your arms crossed. Tap the left hand on the right shoulder; then tap the right hand on the left shoulder; then continue to repeat this pattern tapping one side at a time.</p> <p>Tell the children that the tapping of their hands is like the wings of a butterfly or bird moving up and down.</p> <p>Children continue to tap for 1 minute, and then stop.</p> <p>Take a breath, and notice how they are feeling.</p> <p>Tell the children they can do this exercise whenever they need.</p>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song Goodbye, goodbye, To everyone goodbye.</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 3: ADAPTING TO CHANGE

#### 12 SESSION 12: Staying healthy

TOPIC/ THEME	Staying healthy
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Practice healthy habits for body and mind</li> <li>• Wash their hands before eating</li> </ul>
RESOURCES	Coloured paper Pictures for Maha plays basketball (✓) and (✗) pictures Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

Wash your hands with soap and clean water before you eat.

ACTIVITY NUMBER 1: 15 minutes	WHOLE GROUP
Daily routine	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance.</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>1. Read the message <b>Wash your hands with soap and clean water before you eat.</b> Repeat with the children</li> <li>2. Make a music beat with hands and feet.</li> <li>3. Repeat the message to the beat.</li> <li>4. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together. Sweet year, you beautiful, Sweet year, you beautiful, Sweet year, you (name), Sweet year, you beautiful</li> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

<b>ACTIVITY NUMBER 2: 5 minutes</b>	<b>WHOLE GROUP</b>
<b>Calming technique – Left nostril breathing</b>	
<b>INSTRUCTIONS</b>	<b>TASKS</b>
<ul style="list-style-type: none"> <li>Conduct the left nostril breathing activity</li> </ul>	<ul style="list-style-type: none"> <li>Children follow the instructions</li> </ul>

<b>Left nostril breathing</b>
<p>Read the following in a slow calm voice, pausing in between sentences.</p> <p>Breathing is something we do all the time without thinking. If we can control our breathing it helps us to feel more relaxed. A relaxed body help to calm the mind.</p> <p>Sit comfortably with your back straight.</p> <p>Use your right-hand thumb or index finger to close the right nostril..</p> <p>Breathe in and out softly using your left nostril. Make sure there is no sound as the air goes in and out.</p> <p>Breathe slowly, in a rhythm and deeply.</p> <p>Do this for a few minutes.</p> <p><i>Note: If the students feel dizzy they should stop the exercise. Hyperventilation or over breathing happens when one breathes too quickly and deeply. If a child starts hyperventilating, ask them to concentrate on breathing out rather than breathing in , so they can breathe out all the air in their lungs.</i></p>

<b>ACTIVITY NUMBER 3: 15 minutes</b>	<b>INDIVIDIAL/WHOLE GROUP</b>
<b>Story and discussion: Maha plays basketball</b>	
<b>INSTRUCTIONS</b>	<b>TASKS</b>
<ol style="list-style-type: none"> <li>Use the pictures for Maha plays basketball</li> <li>Show the first picture and ask the questions. Repeat for all pictures.</li> <li>Now show the pictures and tell the story.</li> <li>Ask: <ul style="list-style-type: none"> <li>What do you learn from this story?</li> <li>What should Maha do next time?</li> </ul> </li> <li>Say: Before we eat we should always wash our hands with soap and clean water.</li> </ol>	<ol style="list-style-type: none"> <li>Children sit in a group around the facilitator so all can see the pictures.</li> <li>Children answer the questions <ul style="list-style-type: none"> <li>What do you see in this picture?</li> <li>What do you think is happening?</li> <li>What do you think will happen next?</li> </ul> </li> <li>Children listen to the story</li> <li>Children answer questions on story.</li> </ol>

### Maha plays basketball.

Maha was playing basketball with her friends near the school.  
It was a good game and the ball got very dirty.

At the end of the game, Maha picked up the ball to take home.  
She bounced it along the road. It bounced in some rotten fruit and some mess on the road.  
As Maha comes near her home, she can smell dinner cooking.  
She feels very hungry after playing basketball.

She runs inside, picks up some bread and eats her food.

Later Maha doesn't feel well. Her stomach hurts. She feels sick.

ACTIVITY NUMBER 4: 20 minutes	SMALL GROUPS
Role play : Maha plays basketball	
INSTRUCTIONS	TASKS
<ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol>	<ol style="list-style-type: none"> <li>4. Children make groups of 3-4.</li> <li>5. In the group, retell the story of Maha plays basketball.</li> <li>6. In the group practice acting out the story</li> <li>7. Each group will act out the story.</li> </ol>

ACTIVITY NUMBER 5: 15 minutes	WHOLE GROUP
Hand washing activity	
INSTRUCTIONS	TASKS
<ol style="list-style-type: none"> <li>1. Say: Maha needs to wash her hands before she eats.</li> <li>2. Demonstrate how to wash your hands <ul style="list-style-type: none"> <li>• Wet hands with clean water</li> <li>• Apply soap</li> <li>• Rub soapy hands on the palm of your hand then the back of your hand for 20 seconds</li> <li>• Rub fingertips and between the fingers</li> <li>• Rub hands together</li> <li>• Rub each thumb carefully</li> <li>• Rub forearm to just below elbow</li> <li>• Rinse forearms and hands with clean water</li> <li>• Use paper towel to dry hands and forearms</li> <li>• Turn off water with paper towel and throw towel away.</li> <li>• If you don't have a paper towel, shake your hands well.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Children watch the facilitator demonstrate how to wash his/her hands.</li> <li>2. Children follow the facilitator and pretend to wash their hands.</li> <li>3. Children sing the song "Wash wash wash your hands" as they practice washing their hands again.</li> </ol> <p><i>Tune: "Row Your Boat"</i>  <i>"Wash, wash, wash your hands</i>  <i>Play our handy game.</i>  <i>Rub and scrub, and scrub and rub.</i>  <i>Germs go down the drain.</i></p> <p><i>Wash, wash, wash your hands</i>  <i>Play our handy game.</i>  <i>Rub and scrub, and scrub and rub.</i></p>

<ol style="list-style-type: none"> <li>3. Children practice actions of washing their hands.</li> <li>4. Teach the children the song</li> <li>5. Children sing the song and practice washing their hands.</li> <li>6. Say: whenever we wash our hands if we sing the song we will be washing them for the correct time.</li> <li>7. Ask: <ul style="list-style-type: none"> <li>• When is it important to wash our hands?</li> </ul> </li> <li>8. Say: it is important to wash our hands before and after eating, after using the toilet/latrine, before preparing food or carrying bread, after cleaning a baby's bottom.</li> </ol>	<p><i>Dirt goes down the drain."</i></p> <ol style="list-style-type: none"> <li>4. Children listen and answer questions.</li> </ol>
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<b>ACTIVITY NUMBER 6: 20 minutes</b> <b>Game: Germ transfer</b>	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity – demonstrate if necessary.</li> <li>2. Monitor the activity. Stop it when about 3/4 of the children have coloured paper.</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• Who has coloured paper?</li> <li>• Who started with the coloured paper?</li> </ul> </li> <li>4. Say: The person with the coloured paper has a cold and the coloured paper is the germs from the cold.</li> <li>5. Ask: <ul style="list-style-type: none"> <li>• How many children have caught the cold?</li> <li>• Did you catch it from the first child?</li> <li>• How did you catch the cold?</li> </ul> </li> <li>6. Say: When we sneeze, germs go on our hands and they travel to other children when we touch them. The can also live on door handles and other surfaces that we sneeze on or touch.</li> <li>7. Ask:</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Select one child and give a piece of coloured paper,</li> <li>2. Children stand. They will move around and greet each other.</li> <li>3. The child with the coloured paper gives each child they greet half of their paper.</li> <li>4. Any child that has coloured paper, gives each child they greet a piece ripped from their paper.</li> <li>5. Continue until many children have pieces of coloured paper.</li> <li>6. Children hold up coloured paper if they have some. The other children look to see how many have coloured paper.</li> <li>7. Children listen and answer questions.</li> </ol>

<ul style="list-style-type: none"> <li>• How can we stop the germs spreading?</li> </ul> <p>8. Say: we can prevent germs spreading by sneezing or coughing into our arm so the germs are not on our hands, using a tissue and throwing it away in a bin, and not touching people when we have a cold.</p>	
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<b>ACTIVITY NUMBER 7: 10 minutes</b>	<b>PAIRS / WHOLE GROUP</b>
<b>Discussion: How to take care of our body</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to discuss in pairs, the different ways they can take care of their body.</li> <li>2. When each pair has given their ideas go over the main ways to take care of our body. <ul style="list-style-type: none"> <li>• Wash our body</li> <li>• Brush our teeth</li> <li>• Comb/brush our hair</li> <li>• Cut/trim our finger and toe nails.</li> <li>• Drinking lots of clean water</li> <li>• Changing our underwear (every two or three days)</li> </ul> </li> </ol> <p><i><b>SENSITIVITY TIP:</b> Check that no child is being teased about the care of their body.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make pairs.</li> <li>2. Pairs discuss the different ways they can take care of their body.</li> <li>3. Pairs share their ideas with the class.</li> </ol>

<b>ACTIVITY NUMBER 8: 10 minutes</b>	<b>WHOLE GROUP</b>
<b>Agree – disagree Looking after our body</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Put the (✓) and (✗) pictures on opposite walls.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand in an empty space.</li> <li>2. Children listen to the sentence If they agree they move to the (✓). If they disagree, they move to the (✗).</li> <li>3. Ask some children why they chose that answer.</li> </ol>

<p>3. Read out one sentence and ask the children to choose agree ( ✓ ) or disagree ( ✗ ).</p> <p>4. Repeat for each sentence.</p> <p>5. Read the sentences:</p> <p>a. Brushing your teeth on a daily basis is good ( ✓ )</p> <p>b. You should take a shower every couple of days ( ✓ )</p> <p>c. Drink only a little amount of water each day ( ✗ )</p> <p>d. Choose cotton underwear ( ✓ )</p> <p>e. It's good if we change our under wear once every two/three days ( ✗ )</p> <p>f. Staying clean help us have a to have a healthy life ( ✓ )</p> <p>g. It's enough to take a shower if we feel we're dirty ( ✗ )</p> <p>h. Washing your hands with soap and water helps prevent germs travelling ( ✓ )</p> <p>i. Head lice like dirty hair ( ✗ )</p> <p>j. Combing our hair removes head lice ( ✓ )</p> <p>k. Eating with clean hands and dirty nails is OK ( ✗ )</p> <p>l. Wash you hands before you go to the toilet ( ✗ )</p> <p>m. Wash your hands after you go to the toilet ( ✓ )</p>	<p>4. Repeat for all the sentences</p>
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<b>ACTIVITY NUMBER 9: 10 minutes</b> <b>Calming technique for mind and body - stretches</b>	<b>WHOLE GROUP</b>
<b>INSTRUCTIONS</b> 1. Conduct stretches 2. Conduct the balancing activity	<b>TASKS</b> 1. Children follow the instructions

**Mind and body exercises**

Read the following in a slow calm voice, pausing in between sentences.

Standing spine twist

Stand in a space with feet together  
 Breathe in and stretch arms out to the sides at shoulder level.  
 Breathe out and look over your left shoulder moving our arms  
 Breathe in and look to the front.  
 Breathe out and look over the right shoulder moving your arms.  
 Repeat 5 times.



Standing side stretch

Stand in a space with feet together  
 Breathe in and raise your arms up straight. Grip your wrist above your head.  
 Breathe out and gently pull your left arm over your head, bending towards the right.  
 Breathe steadily as you stand in this position for a few moments. Notice the stretch on the left side.  
 Repeat the exercise on the right side.  
 When you are finished, release your arms to your sides and stand for a few seconds to notice the effects of this exercise.



Balance exercises

When we are feeling upset or tired we are not good at balancing. Practicing balancing can help connect our mind and body and make us feel more relaxed.  
 Show the children one of the balance poses. Then children copy.



CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> </ol> <p>Goodbye, goodbye, To everyone goodbye.</p> <ol style="list-style-type: none"> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 3: ADAPTING TO CHANGE

#### 13 SESSION 13: Peer pressure

TOPIC/ THEME	Communication skills
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Understand peer pressure</li> <li>• Understand the feelings of children being bullied.</li> <li>• Recognize different types of bullying</li> <li>• Use different ways to stop bullying.</li> </ul>
RESOURCES	Pictures for Abdullah and the snacks story ( ✓ ) and ( ✗ ) chalk or tape. Place a happy face at one end and a sad face Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

Respect the choices of other people

ACTIVITY NUMBER 1: 15 minutes	WHOLE GROUP
Daily routine	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>5. Read the message <b>Respect the choices of other people</b></li> <li>6. Repeat with the children</li> <li>7. Make a music beat with hands and feet.</li> <li>8. Repeat the message to the beat.</li> <li>9. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>The fruit song</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 10 minutes Calming technique for mind and body	WHOLE GROUP
<b>INSTRUCTIONS</b>  1. Conduct stretches 2. Conduct the balancing activity	<b>TASKS</b>  1. Children follow the instructions

### Mind and body exercises

Read the following in a slow calm voice, pausing in between sentences.

#### Standing spine twist

Stand in a space with feet together

Breathe in and stretch arms out to the sides at shoulder level.

Breathe out and look over your left shoulder moving our arms

Breathe in and look to the front.

Breathe out and look over the right shoulder moving your arms.

Repeat 5 times.



#### Standing side stretch

Stand in a space with feet together

Breather in and raise your arms up straight. Grip your wrist above your head.

Breathe out and gently pull your left arm over your head, bending towards the right.

Breathe steadily as you stand in this position for a few moments. Notice the stretch on the left side.

Repeat the exercise on the right side.

When you are finished, release your arms to your sides and stand for a few seconds to notice the effects of this exercise.



#### Balance exercises

When we are feeling upset or tired we are not good at balancing. Practicing balancing can help connect our mind and body and make us feel more relaxed.

Show the children one of the balance poses. Then children copy.



Palm pose

Tree pose

Eagle pose

Balancing pose

ACTIVITY NUMBER 3: 15 minutes	WHOLE GROUP
Story and discussion: Abdullah and the snacks	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Use the pictures for Abdullah and the snacks</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• What do you learn from this story?</li> <li>• What should Abdullah do next time?</li> </ul> </li> <li>5. Say: Abdullah took some risks to be like his friend. He found it hard to say no. He wanted his friend to like him. When this happens we call it peer pressure – the pressure of our friends to make us do something.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

Abdullah and the snacks
<p>Abdullah and his friend Ali were in the classroom. They were laughing and joking.</p> <p>It was snack time. Ali and Abdullah didn't have any snack and felt hungry. Ali saw some lovely snacks in Mohammad's bag. They made him feel hungry.</p> <p>Ali tells Abdullah to take the snacks from the bag. Mohammad won't see him. Abdullah hesitates.</p> <p>Ali tells Abdullah that he won't be his friend unless he takes the snacks.</p> <p>Abdullah takes the snacks and they run outside to eat them.</p>

ACTIVITY NUMBER 4: 20 minutes	SMALL GROUPS
Role play : Abdullah and the snacks	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children make groups of 3.</li> <li>2. In the group, retell the story of Abdullah and the snacks</li> <li>3. In the group practice acting out the story</li> <li>4. Each group will act out the story.</li> </ol>

ACTIVITY NUMBER 5: 10 minutes	WHOLE GROUP
Agree - disagree	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Put the (✓) and (✗) pictures on opposite walls.</li> <li>3. Read out one sentence and ask the children to choose agree (✓) or disagree (✗).</li> <li>4. Repeat for each sentence.</li> <li>5. Read each sentence. <ol style="list-style-type: none"> <li>a. Our friends can make us do risky things (✓)</li> <li>b. It is better to steal than lose your friend (✗)</li> <li>c. It is easy to say no to your friends (✗)</li> <li>d. Choose your friends carefully(✓)</li> <li>e. Our friends can make us do good things (✓)</li> <li>f. A good friend will respect your choice. (✓)</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand in an empty space.</li> <li>2. Children listen to the sentence If they agree they move to the (✓). If they disagree, they move to the (✗).</li> <li>3. Ask some children why they chose that answer.</li> <li>4. Repeat for all the sentences</li> </ol>

<p>g. It is better to lose a friend than steal (✓)</p> <p>h. It is important to make your own choices, even with friends and powerful people (✓)</p> <p>6. Summarise the learning: It is important to make our own choices and our friends will respect that.</p> <p><b><i>SENSITIVITY TIP:</i></b> <i>If there is a boy called Abdullah you can change the name in the story to avoid any teasing of Abdullah.</i></p>	
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<b>ACTIVITY NUMBER 6: 20 minutes</b> <b>Dealing with bullying: Souad's story</b>	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Mark a happiness line on the floor using chalk or tape. Place a happy face at one end and a sad face at the other end.</li> <li>2. Explain the activity.</li> <li>3. Say: This line represents the feelings of Souad.</li> <li>4. I will read about Souad's day and you will decide if she feels happier or sadder and move on the happiness line.</li> <li>5. Ask children to stand in the middle of the happiness line.</li> <li>6. Read each paragraph in turn (you may need to read it twice)</li> <li>7. At the end ask: How was Souad feeling at the end of the day?</li> <li>8. What have we learned from this story?</li> <li>9. Say: Bullying in any form can make us feel sad and upset.</li> </ol> <p><b><i>SENSITIVITY TIP:</i></b> <i>If there is a girl called Souad you can change the name in the story to avoid any teasing of Souad.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children listen to the instructions.</li> <li>2. Children stand on the happiness line near the happy face.</li> <li>3. Children will listen to one part of Souad's story and move up or down on the happiness scale to match Souad's feelings.</li> <li>4. Some children explain why they have moved.</li> <li>5. Repeat until the story is finished.</li> <li>6. Children answer questions</li> </ol>

## Souad's story

The sun was shining. Souad woke up.

She sat down to eat his breakfast. "Hey" her older brother shouted – that is my place and pushed Souad away. "Stay away from my place in future".

Souad walked to school. There were lots of big children on the way. One boy shouted "Hey you! Where did you get that stupid bag?" "Look at this piece of trash" he said to his friends and threw Souad's bag into the trashcan. Souad took it out.

When Souad go to her class she sat at her desk. She saw one girl point at her and whisper something to her friend. Her friend laughed and whispered back. She laughed too then ran to tell another girl. Souad felt her face getting red and looked down at her desk.

At break Souad normally talked with her friend Huda, but Huda was absent from school. Souad sat in the playground. "You can't sit there" a big girl said. This area isn't for girls like you." Souad walked to another place in the playground but the girls there said "we don't want your here. Go away."

In the next break no-body asked Souad to play so she watched the others having a good time. Suddenly a girl ran up to Souad and called Souad a bad name. Then some boys and girls surrounded Souad and said she wasn't clever enough to play with them. Souad was so upset she just wanted to go home.

ACTIVITY NUMBER 7: 20 minutes Helping Souad	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity</li> <li>2. Read each paragraph in turn and listen to the children's answers. Guide them if necessary.</li> <li>3. When the story is finished ask: <ul style="list-style-type: none"> <li>• Where on the happiness line is Souad now that we have helped her?</li> </ul> </li> <li>4. Say: There are different forms of bullying These include: <ul style="list-style-type: none"> <li>• Hurting us physically,</li> <li>• Taking something that belongs to us,</li> <li>• Hurting our feelings</li> <li>• Threatening us</li> <li>• Teasing and name calling.</li> </ul> <p>All forms of bully can make us feel upset and sad. People – children and adults – can intervene to stop bullying and support the child being bullied.</p> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a circle</li> <li>2. Children listen to each paragraph again and answer the questions: <ul style="list-style-type: none"> <li>• What sort of bullying did Souad experience?</li> <li>• What helpful words and actions would make Souad feel better?</li> <li>• Who could help Souad?</li> <li>• What should we say to the bully?</li> <li>• Who should say this to the bully?</li> </ul> </li> <li>3. When the story is finished children answer questions from the facilitator</li> </ol>

ACTIVITY NUMBER 8: 5 minutes Relaxing laughter	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Say: After this sad story we will practice laughing.</li> <li>2. Force a big laugh.</li> <li>3. Ask children to copy you. Soon everyone will be laughing. Continue for 1-2 minutes</li> <li>4. Say: Laughing takes oxygen to our brain to help it and it moves our face and shoulders to help us relax.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand.</li> <li>2. Children follow the instructions</li> </ol>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 3: ADAPTING TO CHANGE

#### 14 SESSION 14: Accepting diversity

TOPIC/ THEME	Adapting to change
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Understand that even if we are different we still have lots in common.</li> <li>• Learn more about their local environment.</li> </ul>
RESOURCES	A4 paper Pencils, Colours Pictures for Farid and the patchwork clothes. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

We are all different but we still have lots in common

ACTIVITY NUMBER 1: 15 minutes	WHOLE GROUP
Daily routine	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>10. Read the message <p><b>We are all different but we still have lots in common</b></p> </li> <li>11. Repeat with the children</li> <li>12. Make a music beat with hands and feet.</li> <li>13. Repeat the message to the beat.</li> <li>14. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together. These chickens... How they are beautiful They are walking around their mother happily They drank water and said Wow Yum Yum They raised their heads and thanked God happily.</li> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

<b>ACTIVITY NUMBER 2: 5 minutes</b>	<b>WHOLE GROUP</b>
<b>Calming activity: Shake it loose</b>	
INSTRUCTIONS	TASKS
1. Conduct the activity (see below)	1. Children stand with space around them. 2. Children follow the instructions

### Shake it loose:

In a calm voice say the following:

We are now going to do a shaking exercise to loosen up our whole bodies. This will help us feel relaxed and remove any tensions we have in our body.

Listen and follow my actions:

Take a few deep breathes.

Bend your knees and shake you right foot. Now shake your left foot.

Now shake you knees then your hips.

Shake your hands, now your arms.

Next shake your chest and your shoulders.

Feel the energies moving up from your feet.

Remember to breathe.

Open your mouth and let it hang open.

Shake your head – this way and that way.

Now really shake all your body

Keep going, keep shaking

Don't worry if you make any sounds, let them come out.

Keep shaking.

Now stop. Stand still. Close your eyes. Breathe deeply – 3 times.

Think about how your body feels. Feel the effects of the shaking exercise.

ACTIVITY NUMBER 3: 10 minutes Find someone who...	WHOLE GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Ask children the make the following groups <ul style="list-style-type: none"> <li>• Same eye colour.</li> <li>• Same hair colour</li> <li>• Same height</li> <li>• Same colour clothes</li> <li>• Same colour shoes</li> <li>• Same number of teeth.</li> </ul> </li> <li>3. At the end say: Even though every child is different we all have something in common with someone else in the group.</li> <li>4. Ask: what else do we have in common?</li> </ol> <p><b>SENSITIVITY TIP:</b> <i>If a child is in a group on their own explain that they are unique and special.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand</li> <li>2. Children have to make groups after the facilitator has called out what the group should be.</li> <li>3. Repeat making different groups</li> <li>4. Children answer questions at the end.</li> </ol>

ACTIVITY NUMBER 4: 15 minutes Story and discussion: Farid and the patchwork clothes	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Use the pictures for Farid and the patchwork clothes.</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: What do you learn from this story?</li> <li>5. Say: Farid felt different at the start of the story so changed his clothes to look like the others. But his friends didn't recognise him and treated him differently. It was only when they saw his patchwork clothes they realised who it was. His friends preferred the colourful patchwork Farid.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

**Farid and the patchwork clothes**

Farid had just moved to the area. He had left all his school clothes behind. Now he wore his brothers pyjama trousers, his mother’s shirt, his father’s running shoes and his sisters vest. He looked very colourful and it made him feel happy and smile.

In the playground, some children liked the happy smiling Farid and played with him.

But when Farid looked around, everyone else was in school uniform. Farid looked different. He felt sad. He didn’t look like a school boy.

The next day, Farid saw a dog roll in the dust and turn brown, just like the colour of the school uniforms. He decided he would roll in the dust and now he would have brown clothes.

In the playground, Farid was pleased with his brown clothes. But the other children moved away. They didn’t know who he was. Farid felt sad. He didn’t smile.

One boy started to chase Farid away. Some dust fell from his trousers. The more he ran, the more dust fell off. When Farid stopped running, all the dust had gone. He was colourful again. He looked down and smiled.

Then the children all smiled too. They saw it was Farid. They went to him and said sorry. They didn’t recognise him in the brown clothes. They like the happy smiling Farid in the colourful clothes. They liked him because of his differences not in spite of them.

Next day, all the children came to school in colourful clothes to show they appreciated Farid’s appearance and personality.

<b>ACTIVITY NUMBER 5: 20 minutes</b>	<b>SMALL GROUPS</b>
<b>Role play : Farid and the patchwork clothes</b>	
<b>INSTRUCTIONS</b>  1. Explain the TASKS. 2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class. 3. If time allow give every group the chance to act out the story.	<b>TASKS</b>  1. Children make groups of 4. 2. In the group, retell the story of Farid and the colourful clothes 3. In the group practice acting out the story 4. Each group will act out the story.

<b>ACTIVITY NUMBER 6: 15 minutes</b> <b>Drawing Farid.</b>	<b>SMALL GROUPS</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Give positive feedback.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children take a pencil, paper and colours.</li> <li>2. Each child draws Farid and his friends.</li> <li>3. When they have finished children stand and share their picture.</li> </ol>

<b>ACTIVITY NUMBER 7: 15 minutes</b> <b>Experts</b>	<b>Pairs</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity.</li> <li>2. If the children cannot think of questions give some examples. Where is the best school? Who is the principal? Is there a market? Is there a place to play or swim?</li> <li>3. At the end, sum up the things the children have learnt about the area.</li> <li>4. Say: Even though some of us are new to the area and some know it very well, we can learn so much more when we talk with each other. Learning about our surroundings helps us to feel happier in our new life.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> New children may feel nervous whilst host children may have some resentment to newcomers. Monitor carefully to make sure children are being positive.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make pairs – one host and one IDP child or newly arrived children and children who arrived some time ago.</li> <li>2. The newly arrived child is the interviewer for a TV station. The host/child who arrived some time ago is the expert on the area.</li> <li>3. The interviewer asks the expert questions about the area. Where to find the best sweets, what winter is like, who teaches in the school etc.</li> <li>4. After 5 minutes, the interviewer in each pair tells one idea about the local area that they have learnt.</li> </ol>

ACTIVITY NUMBER 8: 10 minutes	SMALL GROUPS
Game: Picking mangoes	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Make the groups</li> <li>3. Place the stones/beans.</li> <li>4. Monitor the activity.</li> <li>5. At the end ask: <ul style="list-style-type: none"> <li>• How long did it take to pick up the stones/beans?</li> <li>• Did you work as a team or on your own?</li> <li>• What strategy did you use to pick up the stones/beans?</li> <li>• How can we use this as an example to help others?</li> </ul> </li> <li>6. Say: working together we can achieve the TASKS successfully.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make groups of 4</li> <li>2. Children stand in a circle with their backs to each other.</li> <li>3. Children link arms at the elbows.</li> <li>4. Place a stone/bean 1 meter in front of each child.</li> <li>5. Ask the children to pick up all the stones/beans as quickly as possible. Without letting go of the other children's elbows and without speaking.</li> <li>6. When all the stones/beans have been collected, children sit in their groups.</li> <li>7. Children answer some questions</li> </ol>

ACTIVITY NUMBER 9: 5 minutes	PAIRS
Calming activity: Second hand joy	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the Activity (See below)</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children follow the instructions</li> </ol>

Second hand joy
<p>Children sit quietly. They can close their eyes or look at their feet.</p> <p>Say in a slow calm voice, pausing in between sentences.</p> <p>Take a few deep, gentle breaths. Breathe in through your nose, letting the air fill your lungs. Then slowly breathe out through your nose or mouth.</p> <p>As you breathe in, think of something good that happened to someone you care about recently, last week, yesterday or in the last 24 hours.</p> <p>Think of how this made them feel, how they reacted.</p> <p>First focus your awareness on the hands and arms, how their happiness makes your hands feel. How it makes your arms feel.</p>

Now concentrate your attention on your legs and feet. Feel how their happiness spreads from your legs and down into your toes. Wiggle them around and feel your body reacts to someone else's happiness.

Now focus on your stomach. Feel your breath go in and out. Remember their joy and what this meant for them.

Finally, bring your attention to your head. Focus on your ears, eyes and mouth. Think again about your breath and listen to it as it goes in and out.

Think one last time about how this person's happiness has made your body feel. Take a few more deep breathes, and open your eyes.

Give children a moment to come back to attention,

Ask if anyone can share how this activity felt? How can they use it outside of class?

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 3: ADAPTING TO CHANGE

#### 15 SESSION 15: Coping with change

TOPIC/ THEME	Communication with family members
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Realise that change happens all the time and know that they can survive change and build a new life</li><li>• Change can be difficult but it can also be good</li></ul>
RESOURCES	Worry pot pictures for story of 'Sara and Antar' A4 paper Colouring pencils Pencils Chalk or tape. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

Change can be positive.

ACTIVITY NUMBER 1: 15 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together.</li> <li>3. Say: Now we are feeling energetic, let's calm down by using tense and release</li> <li>4. Conduct the tense and release activity.</li> <li>5. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>6. Take attendance</li> <li>7. Tell the children the objectives for the day</li> <li>8. Conduct the message activity <ol style="list-style-type: none"> <li>15. Read the message <b>Change can be positive.</b></li> <li>16. Repeat with the children</li> <li>17. Make a music beat with hands and feet.</li> <li>18. Repeat the message to the beat.</li> <li>19. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>Song about family</p> <p><i>I draw my father, I draw my mother, With all the colors, With all the colors.</i></p> <p><i>I draw a flag, Up on the cliff, I am an artist, I am an artist.</i></p> <p>Possible song from Morocco (Have in Arabic)</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 5 minutes Calming activity: Tense and release	PAIRS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the Activity (See below)</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children follow the instructions</li> </ol>

## Tense and release

In a calm voice say the following pausing in between sentences.

When we are doing this exercise, concentrate on the feelings you will experience in the muscles.

Remember to breathe evenly

First, we are going to focus on the hands. Make a fist – tense it ... then release.

Now tense you bicep muscles – tense and release.

Now raise your eyebrows high – then release.

Now squash your face together tight – then release.

Next clench your teeth and pull back the corners of your mouth – and release.

Bring your shoulders up to your ears – tense and release

Push your shoulder blades together – tense and release.

Moving lower down, pull your stomach in as hard as you can – then release.

Hold your legs straight out in front of you – tense and release.

Curl your toes down – tense and release.

Finally tense your whole body. Tense and release.

Now breathe easily.

<b>ACTIVITY NUMBER 3: 5-10 minutes</b> Game: The opposite direction	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the game.</li> <li>2. As the leader, make movement that children can make the opposite of.               <ul style="list-style-type: none"> <li>• Sit-stand</li> <li>• Look left – look right.</li> <li>• Sad face – happy face</li> <li>• Thumb up – thumb down</li> <li>• Hand in front of face – hand behind head</li> <li>• Hands closed = hands open</li> <li>• Eyes shut, eyes open.</li> <li>• Bend forward – bend back.</li> </ul> </li> <li>3. Select a child to be the leader</li> <li>4. Ask: How easy was it to do the opposite action?</li> <li>5. Say: When we are in a different situation we have to adapt to the change. Just like in the game we adapted to doing the opposite actions.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand in a space.</li> <li>2. Children make the opposite action to the leader e.g. if the leader sits, the children stand, if the leader looks sad, the children look happy.</li> <li>3. Play the game a few times.</li> <li>4. Select a child to be the leader.</li> <li>5. Children answer questions</li> </ol>

ACTIVITY NUMBER 4: 15 minutes	WHOLE GROUP
Story and discussion: Sara and Antar	
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Use the pictures for Sara and Antar</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• What do you learn from this story?</li> <li>• What do you think is good about change?</li> <li>• How can change be difficult?</li> </ul> </li> <li>5. Say: Sara was afraid of the change in the forest. But the new colours were just as beautiful as the old colours – just different. The plants were just resting for the winter and would come back next year.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

### Sara and Antar in the forest

**Sara** lived in a beautiful forest, with trees and plants and animals everywhere. Sara's best friend was a wolf called **Antar**. Sara and **Antar** went everywhere together, they laughed and played and had so much fun – they even learnt together and had their own language.

One day Sara woke up and realised that their favourite part of the forest was changing. The trees weren't green any more... they were turning red and orange and yellow. Some of the plants were not so bright, they were starting to bend over like they were tired.

Sara rushed over to Antar, woke him up and exclaimed "Antar – what's happening, it all looks different!" Antar started laughing, he laughed so hard and long. Sara started to be annoyed. "Why are you laughing at me?" she said. "There will be nowhere nice to play or study now if the trees and flowers are gone!"

"Oh Sara" said Antar, "Don't be worried or scared, they're just different!" Look around, don't you think the colour is beautiful? The green was beautiful but Yellow and Red and are also nice! Don't you think?" he said happily with a big smile.

Sara looked around. She looked and looked, and thought a lot. She asked Antar "But the flowers... they look sad". Antar took Sara by the hand, and walked her over to the flowers. "They might look sad now" he said, "But they're just getting ready for winter. Soon they will wilt and melt back into the ground, where they'll stay until the weather is warmer, then they will come back again in the spring".

<b>ACTIVITY NUMBER 5: 20 minutes</b>	<b>SMALL GROUPS</b>
<b>Role play : Sara and Antar</b>	
<b>INSTRUCTIONS</b> 1. Explain the TASKS. 2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class. 3. If time allow give every group the chance to act out the story.	<b>TASKS</b> 1. Children make groups of 2. 2. In the group, retell the story of Sara and Antar 3. In the group practice acting out the story 4. Each group will act out the story.

<b>ACTIVITY NUMBER 6: 15 minutes</b>	<b>SMALL GROUPS</b>
<b>Drawing a change</b>	
<b>INSTRUCTIONS</b> 1. Make pairs 2. Say: With your partner talk about a time you experienced change. It may be a new haircut, moving house or having a new baby in the house. 3. Ask some pairs to share their ideas. 4. Give positive feedback. <b>SENSITIVITY TIP:</b> <i>If a child is unable to draw due to a disability, pair them with another child that can draw with them.</i>	<b>TASKS</b> 1. Children make pairs. 2. The pairs discuss a time they experienced change. 3. Some pairs share their stories with the whole group. 4. Children take a pencil, paper and colours. 5. Each child draws a time they experienced change. 6. When they have finished children stand and share their picture.

<b>ACTIVITY NUMBER 7: 25 minutes</b>	<b>WHOLE GROUP/ INDIVIDUAL</b>
<b>Worry pot</b>	
<b>INSTRUCTIONS</b> 1. Explain the activity 2. Help the children to think of a solution to the small worry. 3. Explain that not all worries can be solved. 4. During the drawing exercise help children to identify their worry and how to draw it and a possible solution. 5. After the children have folded their worry pictures up say: We will put our worry into the worry pot. When all the worries are inside I will put	<b>TASKS</b> 1. Children sit in a circle 2. Children think about a small worry 3. The worry pot is passed round the circle. When each child holds it they say a small worry if they have one, if they don't they can pass the pot on. The other children suggest a solution to the worry. E.g. I am always late coming to the centre. Solution: wake up earlier. 4. Children collect paper, pencils and colours.

<p>the lid on the pot and keep it safe – both the worries and solutions.</p> <p>6. After children have put their pictures in the pot say: It is normal to have difficult thoughts and feelings like worries. It is important that we can express them either by drawing them or telling about them and think of solutions. It helps us feel better. Remember the story of Tortoise and the Ibis. Tortoise was worried about his shell but he thought of a way to put it back together again. Your worries and solutions are being listened to and are being kept safe by an adult.</p> <p><i><b>SENSITIVITY TIP:</b> Don't force children to tell a worry. Make sure you give examples from your own experience of small worries.</i></p>	<ol style="list-style-type: none"> <li>5. Ask each child to draw something they are worried about and a solution if they have one.</li> <li>6. When most children have finished their drawing ask them to fold it into half and half again. And again to make their picture small</li> <li>7. Pass the worry pot around again.</li> <li>8. Each child puts the picture of their worry in the pot.</li> <li>9. Children listen to the facilitator.</li> </ol>
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<b>ACTIVITY NUMBER 8: 15 minutes</b>	<b>WHOLE GROUP</b>
Freeze Game	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the game</li> <li>2. Play the game</li> <li>3. Ask: did you enjoy that game?</li> <li>4. Say: The game is good to help us feel relaxed. It moves our body and then calms us down when we FREEZE.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Everyone moves, shakes or dances as the facilitator sings a song.</li> <li>3. When the facilitator counts 1-2 -3 FREEZE everyone must freeze and be still.</li> <li>4. Any child that moves must sit down. The facilitator can try to make the children move or laugh without touching them.</li> </ol> <p>Note: The children who are sitting on the floor can sing with the facilitator. The facilitator can choose a child to say 1-2 -3 FREEZE</p>

<b>ACTIVITY NUMBER 9: 5-10 minutes</b> Evaluation	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Divide the floor space into 4 areas using chalk or tape. Mark each area with a paper:               <ul style="list-style-type: none"> <li>• No</li> <li>• A little</li> <li>• Yes</li> <li>• A lot</li> </ul> </li> <li>2. Explain the TASKS:               <ul style="list-style-type: none"> <li>• I am going to read some sentences.</li> <li>• Think about each sentence.</li> <li>• Walk to the square that agrees with your answer.</li> <li>• Please be honest so we can improve the sessions for the next children.</li> </ul> </li> <li>3. Read the following sentences and record the number of children in each square.               <ul style="list-style-type: none"> <li>• Did you enjoy the CEP course?</li> <li>• Did you feel safe and well-looked after?</li> <li>• Did you like doing the activities?</li> <li>• Did you like the stories?</li> <li>• Did the calming methods help you to feel more relaxed?</li> <li>• Do you use the calming methods when you are at home?</li> <li>• Did you make friends on this course?</li> <li>• Would you like to attend another course like this?</li> <li>• Do you want to attend school if it is available?</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand</li> <li>2. Children listen to the instructions</li> <li>3. Children move to one of the areas after listening to the sentence.</li> <li>4. Some children will explain their choice.</li> </ol>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next module.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## Module 4: LOOKING TO THE FUTURE

### CHILD EMERGENCY PACK: AGES 6-9

#### 5. Module 4: LOOKING TO THE FUTURE

## 16      SESSION 16: My hero

TOPIC/ THEME	My hero
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Recognise the characteristics of a hero</li> </ul>
RESOURCES	Ball of string A4 papers for each student Colouring pencils Pencils Happy, normal and sad faces Stones/beans for each child

### KEY MESSAGES

Everyone can be a hero

ACTIVITY NUMBER 1: 15 minutes Daily routine	INDIVIDUAL/ SMALL GROUPS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions:               <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance.</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity               <ol style="list-style-type: none"> <li>1. Read the message <b>Everyone can be a hero.</b></li> <li>2. Repeat with the children</li> <li>3. Make a music beat with hands and feet.</li> <li>4. Repeat the message to the beat.</li> <li>5. Repeat with children</li> </ol> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together. Incy wincy spider climbed up the water spout Down came the rain and washed the spider out, Out came the sunshine and dried up all the rain So Incy wincy spider climbed up the spout again.</li> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

<b>ACTIVITY NUMBER 2: 10 minutes</b> Spiders web	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity</li> <li>2. At the end ask: What have we made with the string?</li> <li>3. Say: The string has made a web of friendships.</li> <li>4. Thank all the children for rolling the string into a ball.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> If any child is unable to catch – help them.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand in a circle.</li> <li>2. Children ask the names of the children on each side of them.</li> <li>3. Start throwing the ball of string across the circle. The child that catches it says their name and the names of the children each side of them.</li> <li>4. The child holds onto the string and throws the ball across the circle to a child with no string in their hands.</li> <li>5. That child catches the string, says their name and the names of the children each side of them.</li> <li>6. Continue until all children are holding the string.</li> <li>7. Children answers the questions.</li> <li>8. End the game by letting the child who got the string the last to throw the ball back to the person he/she received it from. Roll the string up then the child does the same until the string is with the child who started, back into a shape of a ball.</li> </ol>

ACTIVITY NUMBER 3: 10 minutes Calming activity: Making shapes	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: Today we are going to see how the shape of our body can affect our feelings.</li> <li>2. Conduct the activity (see below)</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• How did the first shape make your feel?</li> <li>• How did the chin on chest shape make your feel?</li> <li>• How did the superhero shape make you feel?</li> </ul> </li> <li>4. Say: As you've experienced in these simple exercises, changing our shape can change our mood and what actions we're able to take.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions</li> <li>3. Children answer questions at the end.</li> </ol>

<b>Making shapes</b>
<p>In a calm voice say the following:</p> <p>Stand with your feet apart, arms at your sides, and your palms facing in toward your legs. Take as long as you need to feel comfortable and balanced.</p> <p>When you are ready focus on your hands as you slowly raise them in front of you, turning your palms upward.</p> <p>Think about any change in your feelings.</p> <p>Lower your arms and come back to a standing position.</p> <p>Now, round your shoulders forward. Drop your head so your chin is on your chest.</p> <p>Think about how this shape makes you feel</p> <p>After a few moments, pull your shoulders back and raise your head.</p> <p>Think carefully. Do you notice any difference in your mood?</p> <p>Let's change your mood positively with your shape.</p> <p>Stand up tall and put both hands on your hips. Puff out your chest like a superhero.</p> <p>Think about how you feel. Do you feel more confident or in control?</p> <p>Come back to a standing position.</p> <p>As you've experienced in these simple exercises, changing our shape can change our mood and what actions we're able to take.</p>

ACTIVITY NUMBER 4: 25 minutes Story and discussion: Shatar Hasan	INDIVIDIAL/WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Tell the story “Shatar Hasan”</li> <li>2. Ask questions about the story, the characters, setting etc.</li> <li>3. At the end of the story ask: <ul style="list-style-type: none"> <li>• What sort of person is “Shatar Hasan?”</li> <li>• Can you think of any other super hero’s?</li> <li>• What is special about each of these super hero’s?</li> <li>• Can you think of any hero’s in our community? [fire fighter, police woman etc]</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator and listen to the story</li> <li>2. Children answer the questions</li> </ol>

Shatar Hasan
<p>Taken from Arabic translation</p> <p>The story of Shater Hassan In the past, there was a poor boy named Hassan, and the boy was a good hunter, and one day, while walking on the beach, found a beautiful girl Belle wears the most beautiful clothes and filled, Shater good Hassan appearance and clothes</p> <p>The next day, Shater saw that beautiful girl again, and he saw her every day until she came back to see her and she came back to him as well. She noticed the good boy's activity, his sincerity, his patience and his grandfather in his work</p> <p>Days and months passed, but all of a sudden Shater was no longer watching this beauty, and whenever he returned to his home he felt that something was missing. He felt sad and seeing that girl always made him feel sad and uncomfortable.</p> <p>Al-Shater was no longer good at this situation, so he decided to go out and look for her. He feared that he might have been hit or hated, and after he finished his job he sat in the place where the girl had come to him, but suddenly he was surprised by the voice of a man calling him Of the men who are with the beautiful girl, the man approached the good boy and told him to come with him to the palace of the king</p> <p>Al-Shater Hassan answered this request and asked him why. The man replied: He told him that the princess, the daughter of the ruler, wanted it, and she knew it and saw it every day. Shater realized that she was the girl she was looking for and waiting for.</p> <p>Al-Shater Hassan said to the man: How is it? The man replied: She is very sick and wants to go to a trip in the sea as advised by doctors did not hesitate Shater Hassan in the implementation of her</p>

request, took her to the center of the sea and took the story of all stories and stories about the sea and fishermen, the journey lasted for many days, Her father was king only after she had fully healed

The Princess declared to her father that she loved that young man and wanted to marry him. The king was so sorry, but the princess insisted on her request. The king thought of a trick so that the marriage would not take place.

Al-Shater went so far as to be sad, so how can he come with this jewel, a poor man who does not have the money, but one day he did not succeed in hunting and did not catch fish except for one fish that is sufficient for his brothers only? She said: "I have a precious jewel in the country that is unrivaled in the country." Shater was very impressed by this and opened it and found inside it a beautiful and beautiful jewel. At that moment, the king and his daughter, the princess, decided to fly to the king and give him the jewel. The king accepted the marriage of the beautiful princess of the bold boy.

<b>ACTIVITY NUMBER 5: 20 minutes</b> <b>Discussion: How to be a super hero</b>	<b>INDIVIDIAL</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: Everyone likes superheroes! They are strong. They have special powers. They can fly</li> <li>2. Ask: <ul style="list-style-type: none"> <li>• What else do we like about superheroes?</li> <li>• Are they trustworthy?</li> <li>• How are they trustworthy?</li> <li>• Can you be trustworthy?</li> <li>• How can you be trustworthy?</li> <li>• Are superheroes responsible and fair?</li> <li>• How are they responsible and fair?</li> <li>• Can you be responsible and fair?</li> <li>• How can you be responsible?</li> <li>• How can you be fair?</li> <li>• Are superheroes respectful? Are they caring?</li> <li>• Are they good citizens who help people?</li> <li>• How are they respectful and caring?</li> <li>• Can you be respectful, caring and a good citizen?</li> <li>• How can you be respectful, caring and a good citizen?</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit around the facilitator</li> <li>2. Children follow the instructions and answer the questions.</li> </ol>

<p>1. Say:</p> <p>You have some amazing superpowers!</p> <p>You can be trustworthy by being honest</p> <p>You can be responsible and help your family</p> <p>You can be fair when playing with others.</p> <p>You can be respectful and listen to your parents</p> <p>You can be caring and help others</p> <p>You can be a good citizen and keep the environment clean.</p> <p>You can be a good role model for others!</p> <p>Remember ....</p> <p>Being trustworthy, responsible, fair, respectful, caring and a good citizen</p> <p>Helps make you a super hero!</p>	
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<b>ACTIVITY NUMBER 6: 20 minutes</b> <b>Making a superhero book</b>	<b>WHOLE GROUP / INDIVIDUAL</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Write the TASKS on a chart paper</li> <li>2. Ask children to sit in a circle and close their eyes</li> <li>3. Ask children to think about being a superhero. What superpowers will they have?</li> <li>4. Explain the TASKS</li> <li>5. Demonstrate how to fold the paper</li> <li>6. Fold A4 paper into 4.</li> <li>7. Help children if they need it. Try to keep children focused on the powers they can have like fairness, kindness etc and not magic powers.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make a circle</li> <li>2. Children take a few minutes to think about being a superhero. What superpowers will they have? Will they be responsible? Fair? Kind?</li> <li>3. In a circle, ask children to tell you what superpowers they have.</li> <li>4. Children collect paper, pencil and colours</li> <li>5. Children follow instructions to fold the piece of A4 paper to make a journal.</li> <li>6. Children write their name and Superhero on the first page.</li> <li>7. Children draw pictures of themselves as a superhero with their superpowers on each page.</li> </ol>

ACTIVITY NUMBER 7: 10 minutes	PAIRWORK
<b>Sharing our books</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Select some children to share their book to the whole class.</li> <li>3. Give positive feedback</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children form groups of 2</li> <li>2. Each child reads/tells about the pictures of their superhero book</li> <li>3. Children make new groups of 2</li> <li>4. Each child reads/tells about the pictures of their superhero book to their partner.</li> <li>5. Some children share their books with the whole class.</li> </ol>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> </ol> <p>Goodbye, goodbye, To everyone goodbye.</p> <ol style="list-style-type: none"> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 4: LOOKING TO THE FUTURE

#### 17 SESSION 17: Helping others around us

TOPIC/ THEME	Helping others around us
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Recognise when other need help and be able to offer some</li> <li>• Understand how to show appreciation</li> </ul>
RESOURCES	Coloured paper Pencils Colours pictures for Spiders help the animals picture of a child Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

A little help goes a long way.

ACTIVITY NUMBER 1: 15 minutes	WHOLE GROUP
Daily routine	
INSTRUCTIONS	TASKS
<ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance.</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>1. Read the message <b>A little help goes a long way</b></li> <li>2. Repeat with the children</li> <li>3. Make a music beat with hands and feet.</li> <li>4. Repeat the message to the beat.</li> <li>5. Repeat with children</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together. A girl and a girl And if I'm idle One of them* makes my bed Another one sweeps the house And one of them calls me Hey mom! We have a guest! traditional Iranian kid's finger song and game</li> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 5 minutes Calming activity: Belly breathing	INDIVIDUAL
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the activity. See below</li> <li>2. Ask: <ul style="list-style-type: none"> <li>• How did belly breathing make you feel?</li> <li>• When would be a good time to use belly breathing? (example – when they are anxious, or angry)</li> </ul> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children lie on the floor. If this is not possible children stand up straight</li> <li>2. Children follow the instructions for belly breathing.</li> </ol>

Belly breathing
<p>In a calm voice say the following:</p> <p>As you breathe in, let your stomach get bigger; as you breathe out, it should slowly fall inwards again. Imagine that a balloon is inside your stomach. As you breathe in, air travels down to fill the balloon, making the stomach swell. As you breathe out, the balloon is emptied, causing the stomach to sink back in.</p> <p>When your mind wanders, just gently bring your attention back to the belly breathing. Remember that whenever you feel scared or restless, taking deep breaths from the stomach will help calm and relax the body. Remember to fill your stomach, not lift your shoulders, in this exercise.</p> <p>It may be easier to take deep stomach breaths when lying down on the floor. If there is enough space, the students can lie down on their backs. Have them place an object on their stomachs. Ask them to make the object move up and down while breathing in and out.</p> <p>Or</p> <p>Put your hands on your stomachs with your middle fingers touching.</p> <p>Take a slow deep breath in through your nose as I count to 4. 1, 2, 3, 4</p> <p>Now let the breath out through your mouth making and gently “a-h-h-h-hh” sound.</p> <p>Tell the children they should feel their fingers come apart as they breathe in and come together when they breathe out.</p> <p>Breathe slowly through your nose and out again through your mouth like you are trying to blow a feather along in the air.</p> <p>Repeat breathing in for a count of 4 and breathing out for a count of 4, five times.</p> <p>With practice the count can be increased to 5, 6 or even 10 seconds.</p> <p><b>SENSITIVITY TIP:</b> <i>If children become very uncomfortable with the exercises, they should stop, calm down and be encouraged to try again later. If they continue to be very uncomfortable they should not continue with these exercises. You should never force or push a pupil to participate, only try to motivate them. The pupil should always stay in control. Participation should be voluntary; it is a delicate learning process where the pupil tries, fails and tries again.</i></p>

<p><b>ACTIVITY NUMBER 3: 15 minutes</b></p> <p><b>Story and discussion: Spiders help the animals</b></p>	<p><b>INDIVIDIAL/WHOLE GROUP</b></p>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Use the pictures for Spiders help the animals</li> <li>2. Show the first picture and ask the questions. Repeat for all pictures.</li> <li>3. Now show the pictures and tell the story.</li> <li>4. Ask: <ul style="list-style-type: none"> <li>• What do you learn from this story?</li> </ul> </li> <li>5. Say: It doesn't matter if we are big or small we are all able to help others.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a group around the facilitator so all can see the pictures.</li> <li>2. Children answer the questions <ul style="list-style-type: none"> <li>• What do you see in this picture?</li> <li>• What do you think is happening?</li> <li>• What do you think will happen next?</li> </ul> </li> <li>3. Children listen to the story</li> <li>4. Children answer questions on story.</li> </ol>

<p><b>Spiders help the animals</b></p>
<p>A lion was scaring all the animals in the jungle. He was angry and hurting the other animals. When the lion roared, all the animals were frightened. Even the fast antelopes were frightened.</p> <p>But the very small spiders were not scared. The lion was not interested in them. But the spiders were worried about the other animals. They wanted to help them. They made a plan.</p> <p>On a full moon night, the spiders made a circle around the lion. Then the spiders spun their webs and tied up the lion.</p> <p>When the lion woke up the next day he could not move. The spiders called the other animals. They were surprised and happy to see the lion tied up.</p> <p>The animals thanked the little spiders and said "Together you have done something that we could not do."</p> <p>The lion felt very sorry for himself. He told the animals that he wouldn't scare them anymore. So the little spiders let the lion go.</p>

ACTIVITY NUMBER 4: 20 minutes	SMALL GROUPS
<b>Role play : Spiders help the animals</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. When all groups have finished practicing the role play, choose different groups to act out the story in front of the class.</li> <li>3. If time allow give every group the chance to act out the story.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make groups of 2.</li> <li>2. In the group, retell the story of Spiders help the animals</li> <li>3. Make new groups of 6-7 children. The group practice acting out the story</li> <li>4. Each group will act out the story.</li> </ol>

ACTIVITY NUMBER 5: 15 minutes	WHOLE GROUP
<b>Torn child.</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Arrange for the children to sit in a circle. Ask them to take 2-3 slow deep breathes</li> <li>2. Show a picture of a child. Tell the following story and for each sad incident, tear off a piece of the picture and drop it on the floor.</li> <li>3. Mais woke up feeling happy but during the day many sad things happened. She knocked over some milk, she argued with her sister, her friends did not include her in a game, she fell over and cut her knee etc.</li> <li>4. Ask : <ul style="list-style-type: none"> <li>• How does Mais feel?</li> <li>• How could we help her feel happy?</li> </ul> </li> <li>5. Listen to the children’s ideas. For each idea pick up a piece of torn paper and join it to another with tape. Slowly join all the pieces together to make a complete picture.</li> <li>6. Ask: <ul style="list-style-type: none"> <li>• How does Mais feel now?</li> </ul> </li> <li>7. Ask: <ul style="list-style-type: none"> <li>• How can we help our friends?</li> <li>• How can we help our family?</li> <li>• How can we help children new to the area?</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a circle.</li> <li>2. Children listen to the story.</li> <li>3. Children think of ways that they could make Mais feel happy and share them one by one.</li> <li>4. Children answer questions.</li> </ol>

<p>8. Listen to all the ideas and give positive feedback.</p> <p>9. At the end remind the children of some of the ways they can help others.</p> <p><i>Sensitivity tip: If there is a girl called Mais in the group you can change the name to another girls name.</i></p>	
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<b>ACTIVITY NUMBER 6: 20 minutes</b> <b>How to show you care</b>	<b>WHOLE GROUP</b>
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Ask: <ul style="list-style-type: none"> <li>• How can we show our parents or brothers and sisters we care for them?</li> </ul> </li> <li>2. Listen to all the children’s ideas [give a hug, bring flowers, help them]</li> <li>3. Ask: <ul style="list-style-type: none"> <li>• How can you tell your family when you do not like how they behave?</li> </ul> </li> <li>4. Listen to all the children’s ideas [cry, shout, leave the room.]</li> <li>5. Discuss and agree with the children on 2-3 actions that all the children can do to show they care for their family [hug your mum when you leave her, help to fetch water, help to tidy up, play with younger brothers and sisters.]</li> <li>6. Say: When we receive help from those we love, we feel valued and cherished.</li> <li>7. Ask: <ul style="list-style-type: none"> <li>• Would you like to get more help from your loved ones?</li> </ul> </li> <li>8. Say: Perhaps you have a problem with your friend and need help. Or you</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a circle</li> <li>2. Children answer the questions and give their ideas.</li> </ol>

<p>need help to get ready to come to a class.</p> <p>9. How can you ask for help?</p> <p>10. Ask for volunteers to share their ideas.</p> <p>11. Explain any ideas not mentioned</p> <ul style="list-style-type: none"> <li>• Saying “ I have something to tell you but don’t know how to say it.”</li> <li>• Draw a picture</li> <li>• Write a note saying “I need help”.</li> <li>• Close your eyes or turn your back then telling.</li> <li>• Using a puppet or toy to do the telling.</li> <li>• Start by just talking about the feelings you have.</li> </ul>	
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<b>ACTIVITY NUMBER 7: 10 minutes</b>	<b>INDIVIDUAL</b>
<b>Make a card</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Say: In the story of little duck crosses the road, little duck made a card for his grandmother. Today we will make a card for someone special.</li> <li>2. Explain the TASKS.</li> <li>3. Help children write a message inside the card.</li> <li>4. Say: We all have the gift of a card for our loved ones.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children collect paper, pencils and colours</li> <li>2. Children fold the paper in half. On the front they draw a picture. Inside the children can write a message for their loved ones.</li> <li>3. Children show their cards to everyone.</li> </ol>

<b>ACTIVITY NUMBER 8: 5 minutes</b>	<b>INDIVIDUAL</b>
Calming activity: Second hand joy	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the Activity (See below)</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children follow the instructions</li> </ol>

## Second hand joy

Children sit quietly. They can close their eyes or look at their feet.

Say in a slow calm voice, pausing in between sentences.

Take a few deep, gentle breaths. Breathe in through your nose, letting the air fill your lungs. Then slowly breathe out through your nose or mouth.

As you breathe in, think of something good that happened to someone you care about recently, last week, yesterday or in the last 24 hours.

Think of how this made them feel, how they reacted.

First focus your awareness on the hands and arms, how their happiness makes your hands feel. How it makes your arms feel.

Now concentrate your attention on your legs and feet. Feel how their happiness spreads from your legs and down into your toes. Wiggle them around and feel your body reacts to someone else's happiness.

Now focus on your stomach. Feel your breath go in and out. Remember their joy and what this meant for them.

Finally, bring your attention to your head. Focus on your ears, eyes and mouth. Think again about your breath and listen to it as it goes in and out.

Think one last time about how this person's happiness has made your body feel. Take a few more deep breathes, and open your eyes.

Give children a moment to come back to attention,

Ask if anyone can share how this activity felt? How can they use it outside of class?

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner               <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> </ol> <p>Goodbye, goodbye, To everyone goodbye.</p> <ol style="list-style-type: none"> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 4: LOOKING TO THE FUTURE

#### 18 SESSION 18: Dream career

<b>TOPIC/ THEME</b>	<b>Communication skills</b>
<b>TIME</b>	2 hours
<b>OBJECTIVE</b>	At the end of the session the children will be able to: <ul style="list-style-type: none"> <li>• Describe their dream job and the tools needed.</li> <li>• Think about the steps they need to take to reach their dream job</li> </ul>
<b>RESOURCES</b>	Box /carton Pictures of fruit Pictures of the different types of jobs. Paper, pencil and colours. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

When I grow up I can be whatever I want to be

ACTIVITY NUMBER 1: 15 minutes Daily routine	WHOLE GROUP
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together. The human song</li> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

<p>7. Conduct the message activity</p> <p>6. Read the message <b>When I grow up I can be whatever I want to be</b></p> <p>7. Repeat with the children</p> <p>8. Make a music beat with hands and feet.</p> <p>9. Repeat the message to the beat.</p> <p>10. Repeat with children</p>	
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<b>ACTIVITY NUMBER 2: 10 minutes</b> Game: Fruit salad	<b>PAIRS</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Show the pictures of fruit. (apple, orange, grapes, banana)</li> <li>2. Give each child the name of a fruit</li> <li>3. Explain the game</li> <li>4. Read a paragraph about fruit</li> </ol> <p>Yesterday, I went to the supermarket and bought some green apples and red apples, also I got some orange and a bunch of grapes, But I didn't find bananas, so I got some cherries. I came back home to start making my own fruit salad but without bananas. Anyway I love fruit salad, it contains apples, oranges ,bananas and many types of fruits. Yummy it was a delicious fruit salad.</p> <ol style="list-style-type: none"> <li>5. Play it again. This time children choose which fruit they are.</li> <li>6. Change the fruit order in the story to make it more interesting.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit in a circle</li> <li>2. They remember the name of the fruit that is given to them</li> <li>3. Children listen to the facilitator and when they hear their fruit name they stand up.</li> <li>4. Repeat but let children choose the fruit they want to be.</li> </ol>

<b>ACTIVITY NUMBER 3: 5 minutes</b> Calming activity: Paint the room	<b>PAIRS</b>
<b>INSTRUCTIONS</b>  1. Explain the Activity (See below)	<b>TASKS</b>  1. Children follow the instructions

<b>Paint the room</b>
<p>In a calm voice say the following, pausing in between sentences.</p> <p>Stand firmly on the floor. Imagine that you have a bucket of paint in front of you. Pretend to hold a paintbrush using both hands.</p> <p>First, choose a colour that makes you feel happy. Start painting the wall to your left up towards the ceiling, then paint the ceiling, and finally paint the wall to your right, all the way down to the floor.</p> <p>As you move the brush up, breath in through your nose. As you move the brush down, breathe out through your nose (or mouth). Bend your knees slightly so that they are soft. Do this three times.</p> <p>Now change the colour and reverse the direction starting on your right.</p> <p><b><i>SENSITIVITY TIP:</i></b> <i>If you have children that are not able to bend their knees, ask them to sit down and use the same movements and breathing techniques.</i></p>

ACTIVITY NUMBER 4: 20 minutes Guess my job	INDIVIDIAL/WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Say, in the last relaxing exercise we painted a room. Who normally paints a room? We also played the fruit salad game. Who normally sells us fruit? Who makes fruit salad? A painter, shopkeeper and chef/cook are all jobs .</li> <li>2. Show the pictures of the different types of jobs: painter, shopkeeper, cook, butcher, teacher, barber/hairdresser, farmer, construction worker, computer operator, doctor, tailor. For each job ask: <ul style="list-style-type: none"> <li>• What are they doing?</li> <li>• What is the name of their job?</li> <li>• What action can we make to represent this job?</li> </ul> </li> <li>3. Put the pictures in a box and mix them.</li> <li>4. Tell the children you will pick out a picture and mime the job. They must guess what that job is.</li> <li>5. Repeat for several jobs.</li> <li>6. Select a child to pick a picture card from the box and mime the job. The other children guess the job</li> <li>7. Repeat with different children.</li> <li>8. Ask: <ul style="list-style-type: none"> <li>• Can you think of any other jobs?</li> </ul> </li> <li>9. Ask children to mime the jobs for the group to guess</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in circle.</li> <li>2. Children follow the instructions to identify the job and mime the actions of the job.</li> <li>3. Children guess the job from the mime.</li> <li>4. Different children become the leader and mime a job.</li> <li>5. Children tell of other jobs and mime them.</li> </ol>

ACTIVITY NUMBER 5: 15 minutes Game – Jobs and tools	SMALL GROUPS
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Read out a range of tools used in the different jobs.</li> <li>3. Painter – paint brush, shopkeeper – till, , cook - pot, butcher -knife, teacher - chalkboard, barber/hairdresser - scissors, farmer, construction worker – cement container, computer operator - computer, doctor - thermometer, tailor – needle and thread.</li> <li>4. If children do not stand up, say the job and how the tool is used.</li> <li>5. Say: Having a job we like is important. A job helps us to earn money to look after our family. A job can also provide a service to other people like a nurse or doctor. We need special tools for our jobs. Some clothes and tools keep us safe. Some tools are needed to do the job. We wear uniforms so that we can keep clean, protected and so other people recognise our job.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit</li> <li>2. Pass the box around. Each child takes one job picture.</li> <li>3. The leader will say a tool or uniform. If it matches the job, the child stands up. The child explains how the tool is used in the job.</li> </ol>

ACTIVITY NUMBER 6: 5-10 minutes Visualisation: My dream job	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Conduct the activity (see below).</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit quietly and close their eyes.</li> </ol>

### Visualisation: Dream job

Sit quietly and comfortably and close your eyes or look at your feet.

Breathe in gently and slowly and breathe out again. Repeat 3 times.

I want you to think about the future. You are now over 21 year of age. Look at your body. Look at your clothes. Can you feel how tall you are? How strong you are?

Now think about what job you are doing now. Are you putting on any special clothes before you go to work? Look at yourself in the mirror. Look at your work clothes. Think about the colours and feel of the clothes.

Now we are travelling to work – where are you going? Can you see the place where you work? Is it big or small, it is noisy or quiet, are there any other people in the building.

Walk to the place you work in the building. Look around you. Can you see the place? What does it look like? What does it smell like? What does it sound like?

Have you got any special tools with you. Touch these tools up one by one. Think about how you will use these tools.

Finally look around you. Are there any other people helping you to do your job? What are they doing? Think about what you do during the day in your job. How do you feel?

Now it is the end of the day. You are going home. At home you rest. Breathe in and breathe out slowly.

Now gently open your eyes.

When you are ready stretch your arms out and relax.

### ACTIVITY NUMBER 7: 20 minutes

### WHOLE GROUP

#### Draw my dream job

#### INSTRUCTIONS

1. Explain the TASKS.
2. Help children to identify tools and the place of work.
3. Give positive feedback.

***SENSITIVITY TIP:*** *If a child is unable to draw due to a disability, pair them with another child that can draw with them.*

#### TASKS

1. Children collect paper, pencil and colours.
2. Children draw a picture of themselves in their dream job. They should include the place they work and the tools they will use.
3. Ask children to share their pictures and tell about their dream job.

<b>ACTIVITY NUMBER 8: 15 minutes</b>	<b>SMALL GROUP / WHOLE GROUP</b>
<b>Discussion : Steps to my dream job</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS; In groups discuss what things you need to do so that you can be the person in your picture in your dream job. For example, go to college or training school, train with an expert, practice, read, buy tools or rent a place to work.</li> <li>2. Ask each group to stand. The group take one step forward and say one thing they need to do to make their dream job come true. The group takes a second step for another thing they need to do etc.</li> </ol> <p><i><b>SENSITIVITY TIP:</b> There may be some children on their own. Be encouraging about the job they have chosen.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make groups of the same jobs based on their picture.</li> <li>2. Children discuss what they need to do to become the person in their picture.</li> <li>3. All groups stand.</li> <li>4. Each group in turn takes a step and explains one thing they need to do to make their job happen.</li> </ol>

<b>ACTIVITY NUMBER 9: 5 minutes</b>	<b>INDIVIDUAL</b>
<b>Calming activity: Butterfly hugs</b>	
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity. See below</li> <li>2. Ask: <ul style="list-style-type: none"> <li>• How did butterfly hugs make you feel?</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand up straight</li> <li>2. Children follow the instructions for butterfly hugs</li> </ol>

<b>Butterfly hugs</b>
<p>In a calm voice say the following pausing in between sentences.</p> <p>Cross your arms across your chest so your left hand is on your right shoulder and your right hand on your left shoulder.</p> <p>Keep your arms crossed. Tap the left hand on the right shoulder; then tap the right hand on the left shoulder; then continue to repeat this pattern tapping one side at a time.</p> <p>Tell the children that the tapping of their hands is like the wings of a butterfly or bird moving up and down.</p> <p>Children continue to tap for 1 minute, and then stop.</p> <p>Take a breath, and notice how they are feeling.</p> <p>Tell the children they can do this exercise whenever they need.</p>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 4: LOOKING TO THE FUTURE

#### 19 SESSION 19: Goals and decision making

TOPIC/ THEME	Goals and decision making
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Understand the steps and practice how to make good decisions</li><li>• Set some short term goals for themselves</li></ul>
RESOURCES	A4 paper Pencils, Colours  ( ✓ ) and ( ✗ ) pictures pictures for Monkey and Fish, Tortoise and the Ibis, Little Duck crosses the road Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

Make good decisions

ACTIVITY NUMBER 1: 15 minutes Daily routine	INDIVIDUAL/ SMALL GROUPS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together</li> <li>3. Ask: Can the children think of another short song they can sing together?</li> <li>4. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>5. Take attendance</li> <li>6. Tell the children the objectives for the day</li> <li>7. Conduct the message activity <ol style="list-style-type: none"> <li>11. Read the message <b>Make good decisions</b></li> <li>12. Repeat with the children</li> <li>13. Make a music beat with hands and feet.</li> <li>14. Repeat the message to the beat.</li> <li>15. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>The sun song</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 5 minutes Calming activity: Shake it loose	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Conduct the activity (see below)</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children stand with space around them.</li> <li>2. Children follow the instructions</li> </ol>

## Shake it loose:

In a calm voice say the following:

We are now going to do a shaking exercise to loosen up our whole bodies. This will help us feel relaxed and remove any tensions we have in our body.

Listen and follow my actions:

Take a few deep breathes.

Bend your knees and shake you right foot. Now shake your left foot.

Now shake you knees then your hips.

Shake your hands, now your arms.

Next shake your chest and your shoulders.

Feel the energies moving up from your feet.

Remember to breathe.

Open your mouth and let it hang open.

Shake your head – this way and that way.

Now really shake all your body

Keep going, keep shaking

Don't worry if you make any sounds, let them come out.

Keep shaking.

Now stop. Stand still. Close your eyes. Breathe deeply – 3 times.

Think about how your body feels. Feel the effects of the shaking exercise.

ACTIVITY NUMBER 3: 10 minutes Agree – disagree: decisions	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS.</li> <li>2. Put the (✓) and (✗) pictures on opposite walls.</li> <li>3. Read out one question and ask the children to choose agree (✓) or disagree (✗).</li> <li>4. Repeat for each question Question/statements to be asked: <ol style="list-style-type: none"> <li>a Will you watch TV tonight?</li> <li>b Will you come to class tomorrow??</li> <li>c Will you shout at your brother or sister today?</li> <li>d Will you play with your friends after class?</li> <li>e Will you help your mother?</li> <li>f Will you visit your grandmother?</li> <li>g Will you take your friends snacks?</li> <li>h Will you go to school this year?</li> <li>i Will you wear the same clothes tomorrow?</li> </ol> </li> <li>5. Ask: <ul style="list-style-type: none"> <li>• Was it easy to answer these questions?</li> </ul> </li> <li>6. Say: for some of the questions you had to think. You had to think and decide what to do. People have to make decisions every day. Some decisions are small and some are very important. Sometimes you decide things for yourself. You choose what to do and what not to do. But sometimes, other people decide things for you. They tell you what to do.</li> </ol> <p><b>SENSITIVITY TIP:</b> <i>If you know a child has lost their mother or grandmother, change the family member in the question.</i></p>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children stand in an empty space.</li> <li>2. Children listen to the question. If they agree they move to the (✓). If they disagree, they move to the (✗).</li> <li>3. Ask some children why they chose that answer.</li> <li>4. Repeat for all the sentences</li> </ol>

<b>ACTIVITY NUMBER 4: 15 minutes</b> <b>Good and bad decisions</b>	<b>WHOLE GROUPS</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Ask a volunteer to tell you the story of Monkey and Fish.</li> <li>3. Ask: What problem did Monkey want to solve? (Fish getting wet)</li> <li>4. What decision did he make?</li> <li>5. In your pair decide if this was a good or bad decision and why.</li> <li>6. Ask a volunteer to tell you the story of Tortoise and the Ibis.</li> <li>7. Ask: What problem did Tortoise have after the accident? (What to do)</li> <li>8. What decision did he make?</li> <li>9. In your pair decide if this was a good or bad decision and why.</li> <li>10. Ask a volunteer to tell you the story of Little Duck crosses the road</li> <li>11. Ask: What problem did Little Duck want to solve? (Crossing the road safely)</li> <li>12. What decision did he make?</li> <li>13. In your pair decide if this was a good or bad decision and why.</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children make groups of 2.</li> <li>2. Children listen to the problem and decision. They discuss if it is a good or bad decision and why.</li> <li>3. Some groups give their answers</li> <li>4. Children answer questions at the end.</li> </ol>

<b>ACTIVITY NUMBER 5: 10 minutes</b> <b>Steps in decision making</b>	<b>WHOLE GROUP</b>
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Explain the steps we take to make a decision <ul style="list-style-type: none"> <li>• First we have a choice to make.</li> <li>• Who will make that choice – you or another person</li> <li>• Do we need to consider anybody else?</li> <li>• Think of different choices or solutions and decide which is best.</li> </ul> </li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children listen to the facilitator</li> <li>2. Children answer questions.</li> </ol>

2. Say: To understand how we make decisions, let listen to the story or Ali.

Mother has asked Ali to collect some water after class.

After class Ali's friends ask him to play football.

3. Ask:

- What is the choice?
- Who will make the choice? [Ali]
- Do we need to think about anyone else? [mother, friends]
- What are the different solutions?

- a. Play with his friends.
- b. Forget the water which is needed to cook dinner. Mother is angry
- c. Collect the water and go home. Mother happy. Ali sad he can't play with his friends
- d. Collect the water then play with his friends. Mother happy. Ali happy.

4. Ask:

- Which decision will you make?

5. Ask for children's answers

6. Ask :

- Are there times it is hard to make a good decision? [refer children to the story of Ahmed and the snacks and peer pressure.]

7. Say: It is not always easy to make good decisions. If we follow the steps it will help us to make better decisions.

ACTIVITY NUMBER 6: 5 minutes What is a goal?	SMALL GROUPS
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. With tape or chalk mark a goal on the wall.</li> <li>2. Ask: What is this? [football goal]</li> <li>3. Say: There is another goal, it is a little like a dream for our future. Our dream career is a long term goal. So a goal is something we want to achieve in life. It is something we want to do, somewhere we want to go or something we want to have. Today my goal is to finish on time.</li> <li>4. Stand close to the goal posts and say my short term goal is to finish on time today.</li> <li>5. Stand further back and say. My long term goal is to visit my family in .....</li> <li>6. Ask the children to think of some short term goals they could have for today? [Giving their family a big smile, not getting angry, keeping their shoes clean, saying something good about my friends etc]</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children listen to the facilitator and answer questions.</li> </ol>

ACTIVITY NUMBER 7: 5-10 minutes Visualisation: My goals	WHOLE GROUP
<p><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"> <li>1. Conduct the activity (see below).</li> </ol>	<p><b>TASKS</b></p> <ol style="list-style-type: none"> <li>1. Children sit quietly and close their eyes.</li> </ol>

## Visualisation: Dream job

Sit quietly and comfortably and close your eyes or look at your feet.

Breathe in gently and slowly and breathe out again. Repeat 3 times.

I want you to think about today and tomorrow. What are you doing? Who are you with?

I want you to think about your life. What special thing do you want to achieve in the next few days? It can be something you want to do. Like visit a friend, cook some special food, help your father

It can be somewhere you want to go like the centre or a school or a friend's house.

I can be something you want to have – like a hug from your mother, or a beautiful flower or a toy.

Think about what you want in life. This is your goal. See it in your mind.

What do you need to do to reach this goal? Do you need someone to help you?

Now think about doing this special thing that is your goal. How does it make you feel? Concentrate on this feeling.

Breathe in and breathe out slowly.

Now gently open your eyes.

When you are ready stretch your arms out and relax.

ACTIVITY NUMBER 8: 15 minutes Draw and score a goal	SMALL GROUPS
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"><li>1. Explain the TASKS.</li><li>2. Make a note of each child's goal</li><li>3. Give positive feedback.</li><li>4. Say: Tomorrow we will check if you were able to achieve your goal.</li></ol> <p><i><b>SENSITIVITY TIP:</b> If a child has mobility problems, let them throw the paper into the goal.</i></p>	<p>TASKS</p> <ol style="list-style-type: none"><li>1. Children make groups of 2.</li><li>2. Children collect paper, pencils and colours.</li><li>3. Each group thinks of some short term goals for today.</li><li>4. Draw the goals on separate papers.</li><li>5. When everyone has their goal. Crumple the paper into a ball.</li><li>6. Each child will kick their ball of paper into the goal. At the same time they say what their short term goal is for today.</li></ol>

<b>ACTIVITY NUMBER 9: 20 minutes</b> <b>Group goal</b>	<b>SMALL GROUPS</b>
<b>INSTRUCTIONS</b>  1. Explain the TASKS. In their groups children should think about what they would like to present tomorrow – a song, drama, show them a picture, do an activity with them etc. 2. Make the groups 3. Help the children with their ideas. 4. During the presentations check that the groups are all going different things. Ask each group what steps they need to take to make their goal happen? 5. With the children make a schedule of activities for the presentation.	<b>TASKS</b>  1. Children make groups of 4 2. Children discuss in their group what their goal is for their presentation to their family members 3. Each group tells their goal. 4. Children listen and answer questions about the steps they need to take.

<b>ACTIVITY NUMBER 10: 5 minutes</b> <b>Calming activity: Humming bee breathe</b>	<b>WHOLE GROUP</b>
<b>INSTRUCTIONS</b>  1. Explain the Activity (See below)	<b>TASKS</b>  1. Children follow the instructions

<b>Humming bee breathe</b>
<p>Children sit comfortably in their seat, back straight.</p> <p>Say in a slow calm voice, pausing in between sentences.</p> <p>We are going to make a deep humming sound like a humming bee.</p> <p>Put your fingers in your ears and hold your elbows out to the side so your chest feel open.</p> <p>Breathe in through your nose slowly.</p> <p>Keep your lips closed but your teeth slightly open. Breath out through your nose making a humming sound all the time. Concentrate on the humming sound and the vibrations it causes.</p> <p>Repeat 5 more times.</p> <p>No unplug your ears and relax.</p>

CLOSING RITUAL: 10 minutes	PAIRS/ WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Show the children the happy face, normal face and sad face.</li> <li>5. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>6. Remind the children about the time and place for the next session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Sing the goodbye song</li> <li>7. Children pick up a stone/bean and place it on a face.</li> </ol>

## CHILD EMERGENCY PACK: AGES 6-9

### Module 4: LOOKING TO THE FUTURE

#### 20 SESSION 20: Presentation

TOPIC/ THEME	Communication with family members
TIME	2 hours
OBJECTIVE	At the end of the session the children will be able to: <ul style="list-style-type: none"><li>• Present their work.</li><li>• Bond with parents and family members and share happy moments with them.</li><li>• Improve the self-esteem and positive.</li></ul>
RESOURCES	Bottle tops or circles to draw around. balloons, children happy moments journal and pictures paper Colouring pencils Pencils Chalk or tape. Happy, normal and sad faces Stones/beans for each child

#### KEY MESSAGES

I want to share happiness with you.

ACTIVITY NUMBER 1: 15 minutes Daily routine	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Welcome the children.</li> <li>2. Sing a song together.</li> <li>3. Say: Now we are feeling energetic, let's calm down by using belly breathing.</li> <li>4. Conduct the belly breathing activity.</li> <li>5. Ask some routine questions: <ul style="list-style-type: none"> <li>• How do you feel today?</li> <li>• What days is it today? Tomorrow?</li> <li>• What is the weather today?</li> <li>• What did you tell your family about the last session?</li> </ul> </li> <li>6. Take attendance</li> <li>7. Tell the children the objectives for the day</li> <li>8. Conduct the message activity <ol style="list-style-type: none"> <li>16. Read the message <b>I want to share happiness with you.</b></li> <li>17. Repeat with the children</li> <li>18. Make a music beat with hands and feet.</li> <li>19. Repeat the message to the beat.</li> <li>20. Repeat with children</li> </ol> </li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Ask children to stand</li> <li>2. All sing the song together.</li> </ol> <p>If you are happy and you know it clap your hands</p> <ol style="list-style-type: none"> <li>3. Children sing a song of their choosing</li> <li>4. After attendance children listen to the message.</li> <li>5. Repeat the message after the facilitator</li> <li>6. Repeat the message to the beat of hands and feet.</li> </ol>

ACTIVITY NUMBER 2: 5 minutes Achieving goals	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Ask the children if they achieved their goals from the last session.</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children sit in a circle</li> <li>2. Each child tells about their goal.</li> </ol>

ACTIVITY NUMBER 3: 5 minutes Calming activity: Tense and release	WHOLE GROUP
<p>INSTRUCTIONS</p> <ol style="list-style-type: none"> <li>1. Explain the Activity (See below</li> </ol>	<p>TASKS</p> <ol style="list-style-type: none"> <li>1. Children follow the instructions</li> </ol>

## Tense and release

In a calm voice say the following pausing in between sentences.

When we are doing this exercise, concentrate on the feelings you will experience in the muscles. Remember to breathe evenly

First, we are going to focus on the hands. Make a fist – tense it ... then release.

Now tense you bicep muscles – tense and release.

Now raise your eyebrows high – then release.

Now squash your face together tight – then release.

Next clench your teeth and pull back the corners of your mouth – and release.

Bring your shoulders up to your ears – tense and release

Push your shoulder blades together – tense and release.

Moving lower down, pull your stomach in as hard as you can – then release.

Hold your legs straight out in front of you – tense and release.

Curl your toes down – tense and release.

Finally tense your whole body. Tense and release.

ACTIVITY NUMBER 4: 10 minutes Drawing a medal	INDIVIDUAL
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"><li>1. Explain the TASKS.</li><li>2. Help children cut out the medals.</li><li>3. Say: These medals will be used at the end of the presentation.</li><li>4. Keep the medals safe ready to stick on children at the end of the session.</li></ol>	<b>TASKS</b> <ol style="list-style-type: none"><li>1. Children take a pencil, paper and colours, and a bottle top</li><li>2. Each child draws and colours a medal. Use the bottle top to draw around and add a rectangle above it.</li><li>3. When they have finished children cut out their medal.</li></ol>

<b>ACTIVITY NUMBER 5: 25-30 minutes</b> Schedule and preparations	<b>SMALL GROUPS</b>
<b>INSTRUCTIONS</b>  1. Remind the children of the schedule already developed and the goals from each group. 2. Assist the children in getting ready for their performance. 3. Prepare the room for the presentation.	<b>TASKS</b>  1. Children make same groups of 4 as in the previous session. 2. Practice their presentation. 3. Children prepare the room

<b>ACTIVITY NUMBER 6: 30 minutes</b> Presentation	<b>SMALL GROUPS</b>
<b>INSTRUCTIONS</b>  1. Manage the presentation	<b>TASKS</b>  1. Children give their presentation group by group.

<b>ACTIVITY NUMBER 7: 5-10 minutes</b> Evaluation	<b>WHOLE GROUP</b>
<b>INSTRUCTIONS</b>  1. During the evaluation ask parents and other family members to blow up the balloons and to add tape to the medals. 2. Divide the floor space into 4 areas using chalk or tape. Mark each area with a paper: <ul style="list-style-type: none"> <li>• No</li> <li>• A little</li> <li>• Yes</li> <li>• A lot</li> </ul> 3. Explain the TASKS: <ul style="list-style-type: none"> <li>• I am going to read some sentences.</li> <li>• Think about each sentence.</li> <li>• Walk to the square that agrees with your answer.</li> <li>• Please be honest so we can improve the sessions for the next children.</li> </ul> 4. Read the following sentences and record the number of children in each square.	<b>TASKS</b>  1. Children stand 2. Children listen to the instructions 3. Children move to one of the areas after listening to the sentence. 4. Some children will explain their choice.

<ul style="list-style-type: none"> <li>• Did you enjoy the CEP course?</li> <li>• Did you feel safe and well-looked after?</li> <li>• Did you like doing the activities?</li> <li>• Did you like the stories?</li> <li>• Did the calming methods help you to feel more relaxed?</li> <li>• Do you use the calming methods when you are at home?</li> <li>• Did you make friends on this course?</li> <li>• Would you like to attend another course like this?</li> <li>• Do you want to attend school if it is available?</li> </ul>	
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<b>ACTIVITY NUMBER 8: 10 minutes</b>	<b>SMALL GROUPS / PAIRS</b>
<b>Game: Moving balloons</b>	
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Explain the TASKS</li> <li>2. Monitor the activity.</li> <li>3. At the end ask: <ul style="list-style-type: none"> <li>• Did you enjoy this game?</li> <li>• Did you enjoy it more playing with your special visitors?</li> </ul> </li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. Children pair up with a parent/visitor or another child.</li> <li>2. Each pair faces each other and holds both of their hands one to another.</li> <li>3. The pairs work cooperatively and make sure that the balloon will not fall on the ground by using their legs or heads.</li> </ol>

<b>CLOSING RITUAL: 10 minutes</b>	<b>PAIRS/ WHOLE GROUP</b>
<b>INSTRUCTIONS</b> <ol style="list-style-type: none"> <li>1. Lead the children in singing the message</li> <li>2. Put children into groups of 2 to discuss the questions</li> <li>3. Ask some groups to share their answers</li> <li>4. Ask visitors to come forward to present the medals. Parents can give their own child the medal. If only a few visitors attend ask them to present medals to other children and say some kind words to each child.</li> <li>5. Show the children the happy face, normal face and sad face.</li> <li>6. After we say goodbye, I want you to pick up a stone/bean from the pot near the door and put it on the face that shows how you felt about the session.</li> <li>7. Sing the goodbye song</li> <li>8. Write down how many learners put stones/beans against each face in order to keep track of which sessions work well and which can be improved.</li> </ol>	<b>TASKS</b> <ol style="list-style-type: none"> <li>1. Make a circle</li> <li>2. Sing/clap the message</li> <li>3. Make groups of 2</li> <li>4. Discuss with your partner <ul style="list-style-type: none"> <li>• What 2 things did you learn today?</li> <li>• What did you like doing best?</li> <li>• What will you tell your family about today?</li> </ul> </li> <li>5. Some groups will share their answers</li> <li>6. Children receive a medal from the visitors</li> <li>7. Sing the goodbye song</li> <li>8. Children pick up a stone/bean and place it on a face.</li> </ol>

# CHILD EMERGENCY PACK (CEP)

Age 6-9

## Resource book

NORWEGIAN REFUGEE COUNCIL – SYRIA RESPONSE OFFICE  
OCTOBER 2017

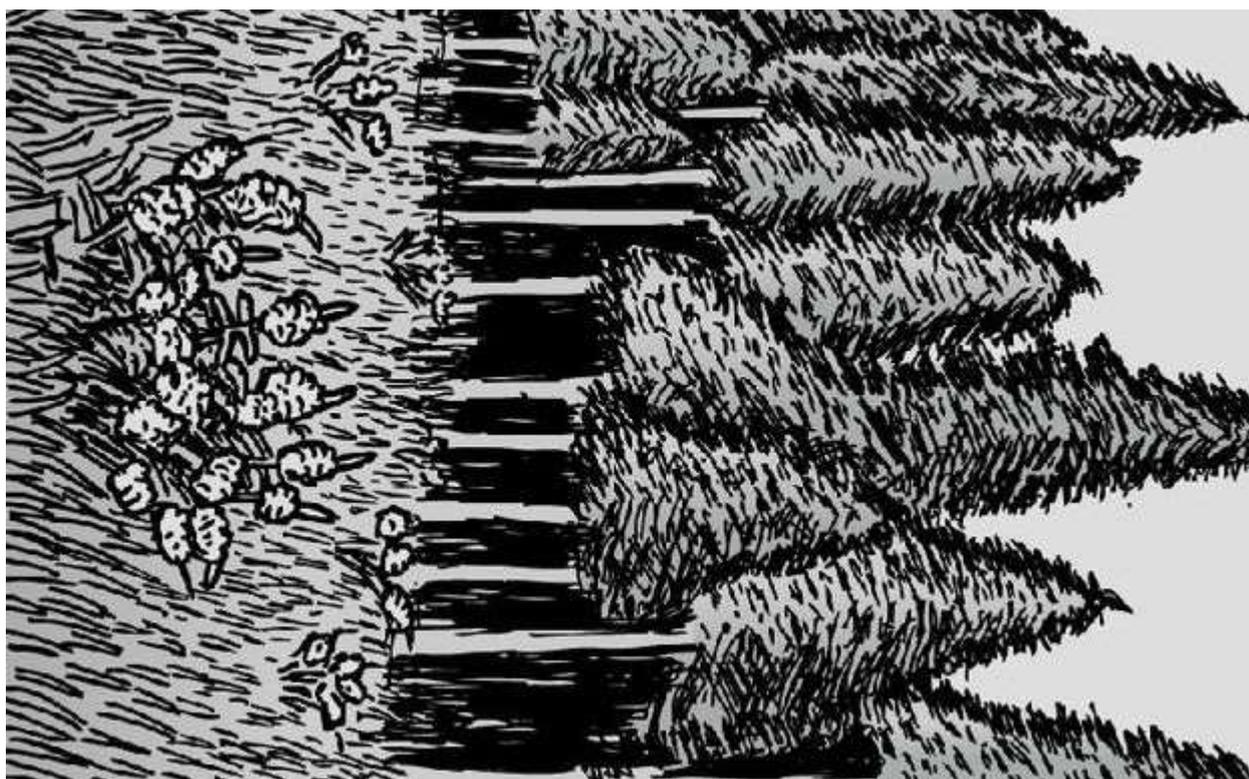
Module 1

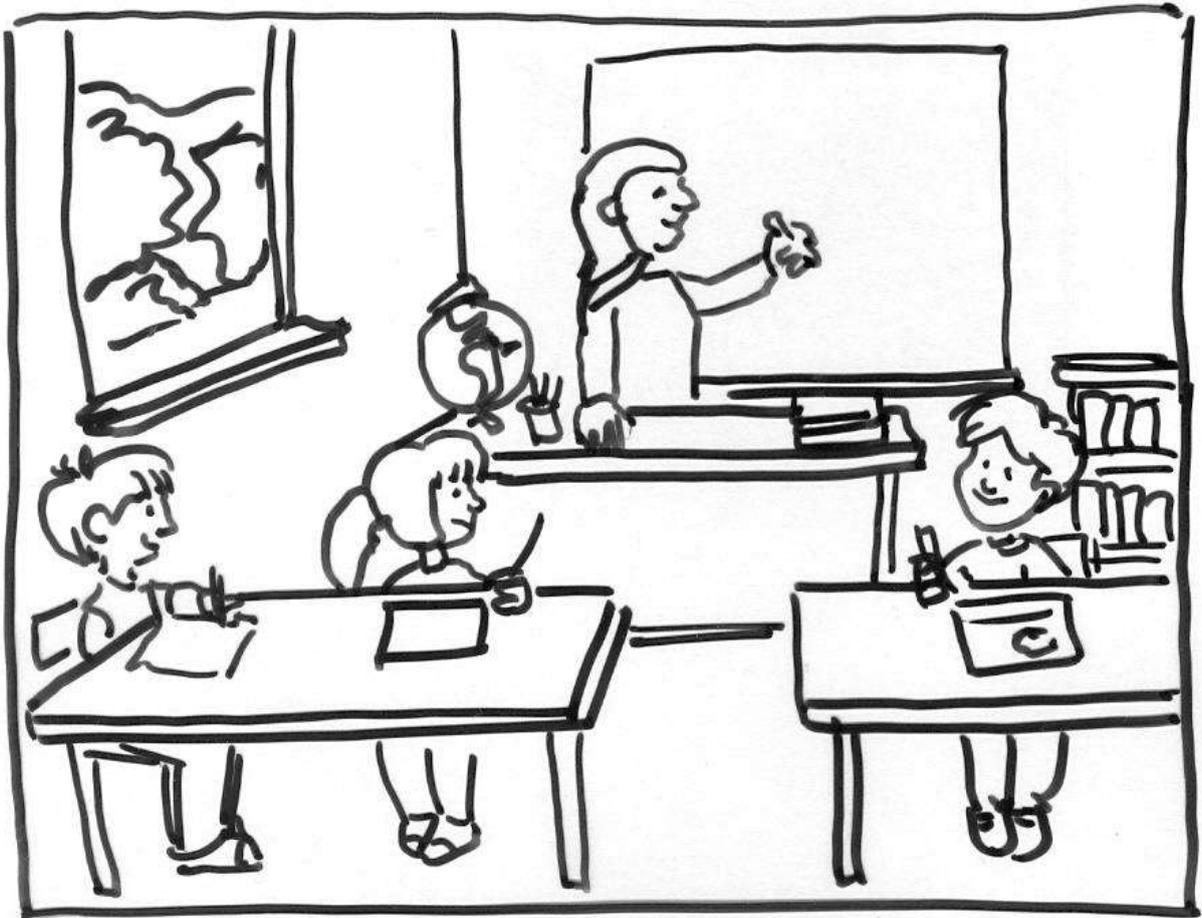
Happy, normal and sad faces



Session 3:

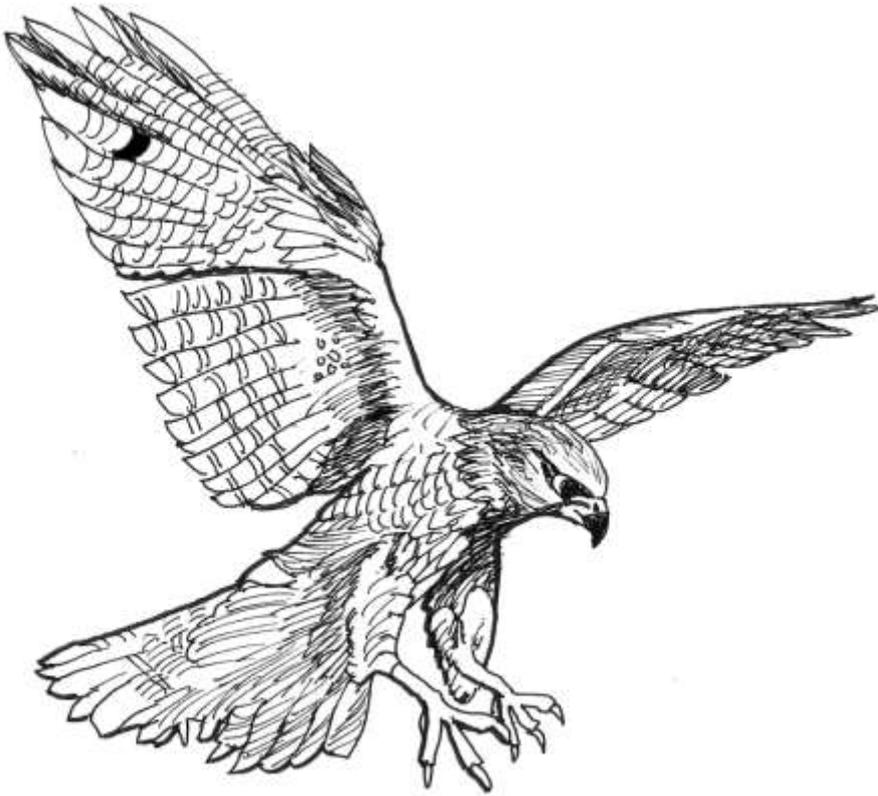


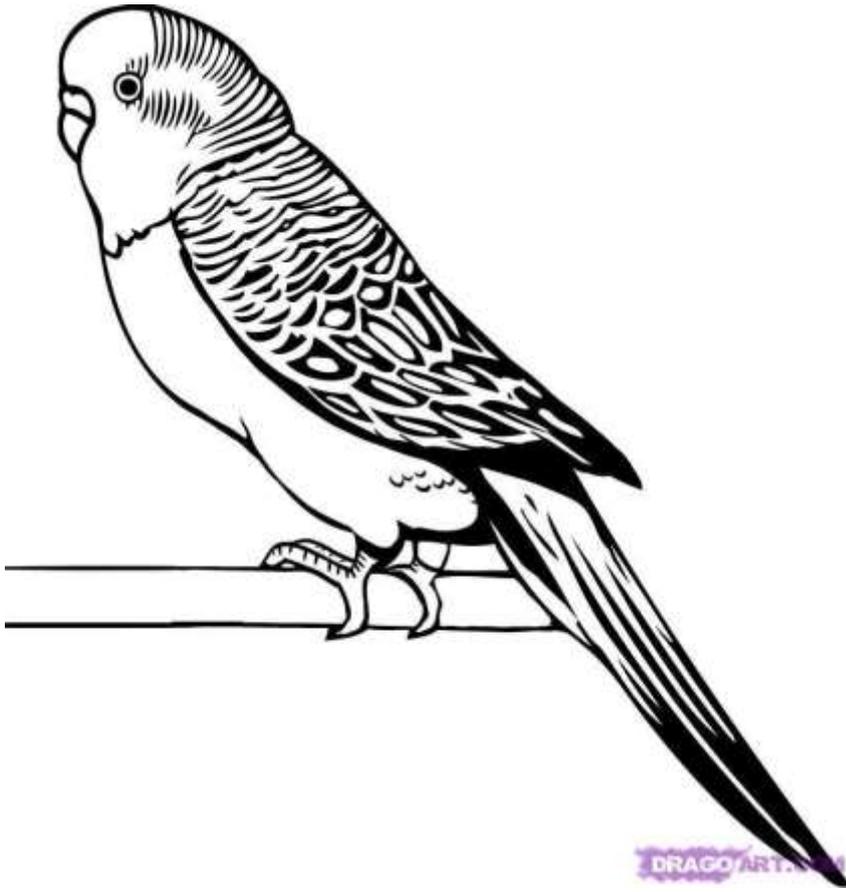




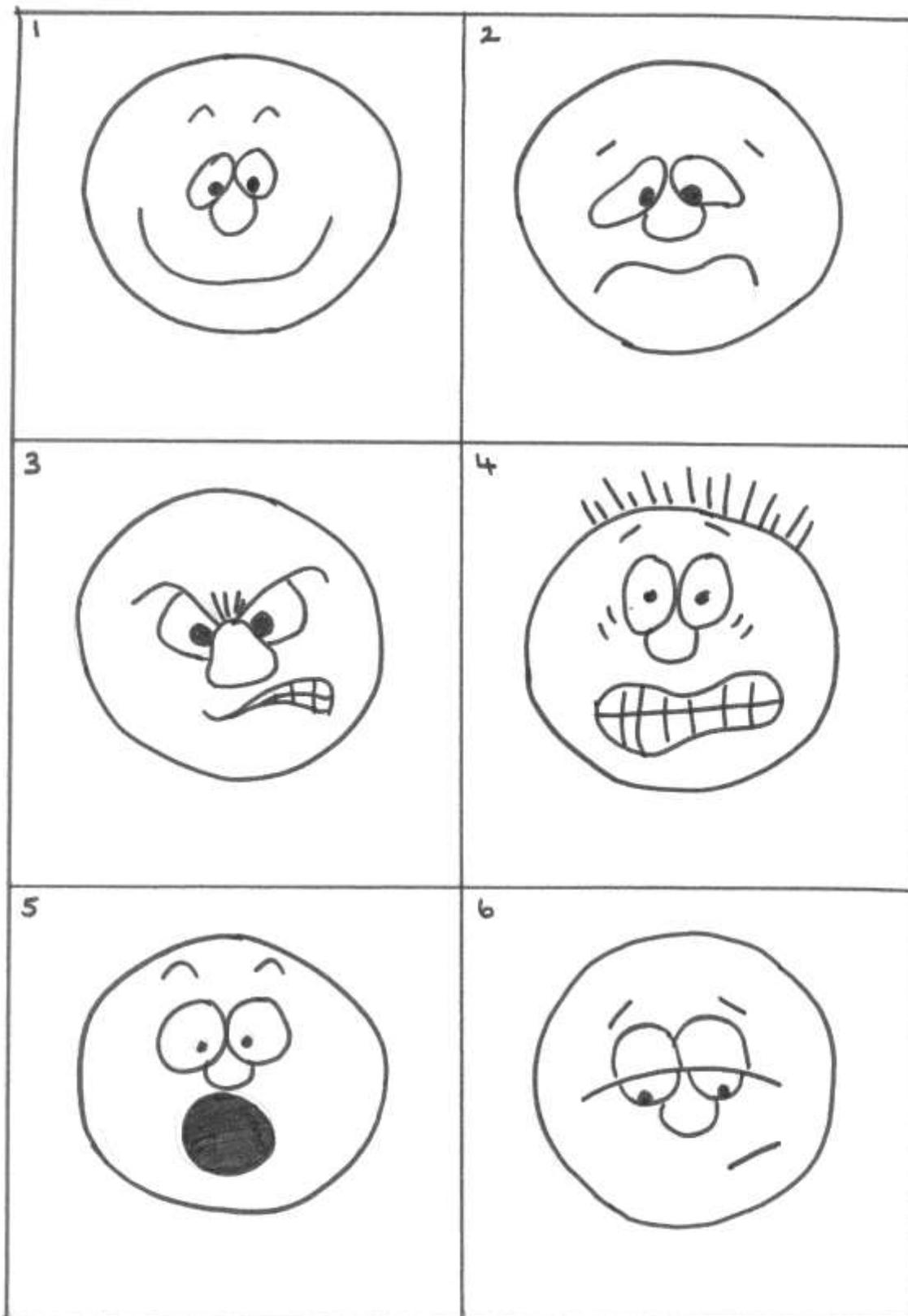
Session 4: Bird pictures





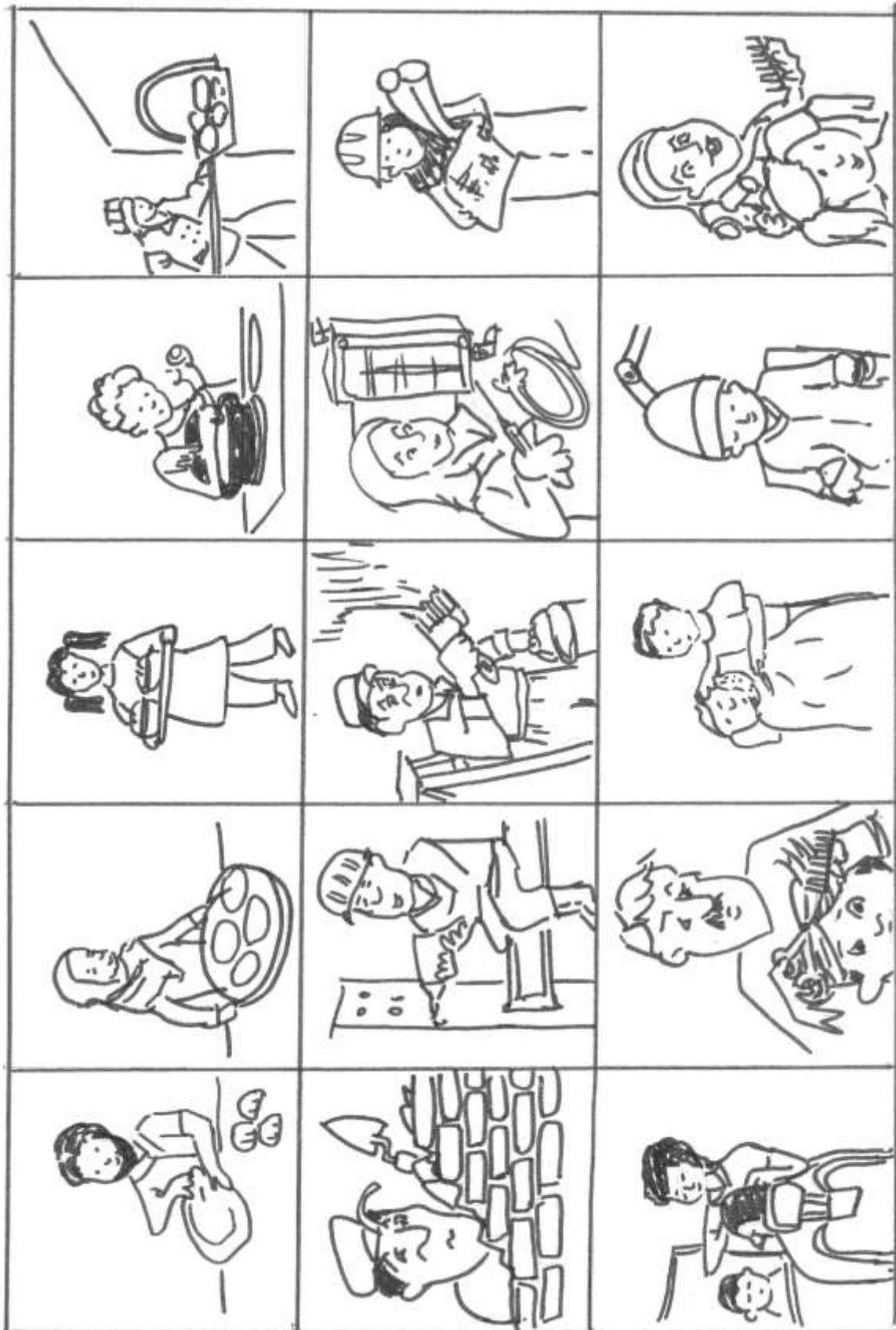


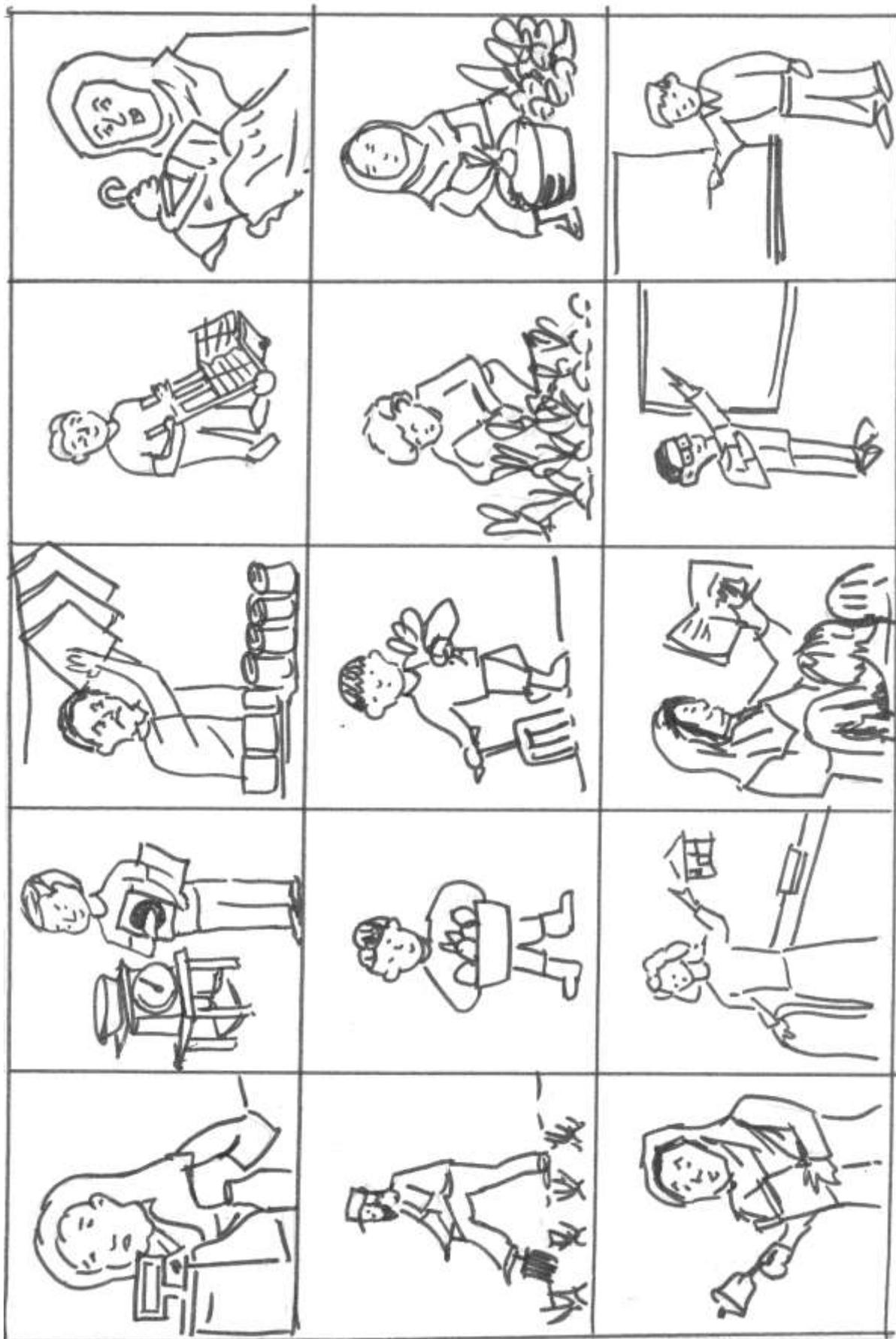
Session 7: Feelings



1.happy 2.sad 3.angry 4.scared 5.surprised 6.bored

Session 5: Family cards

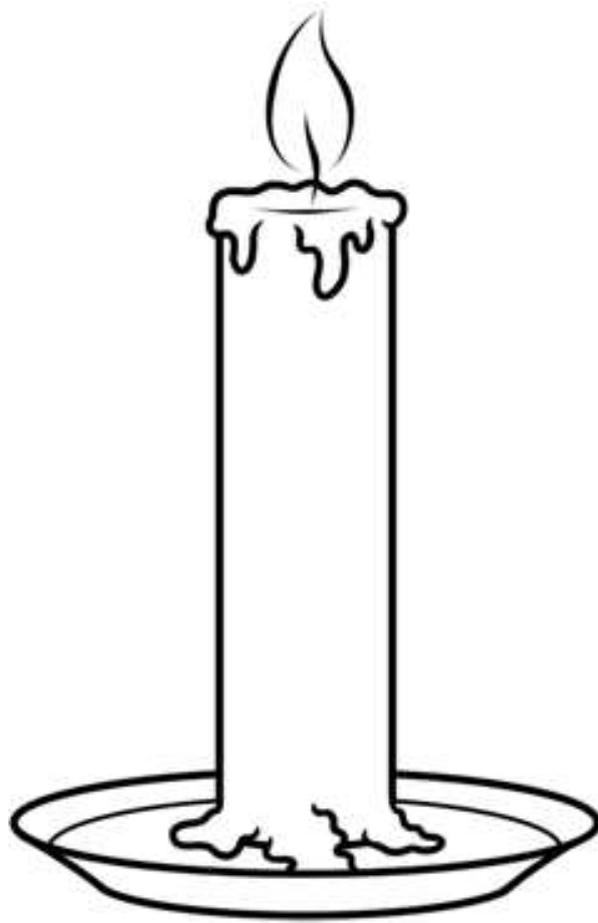




Session 11:

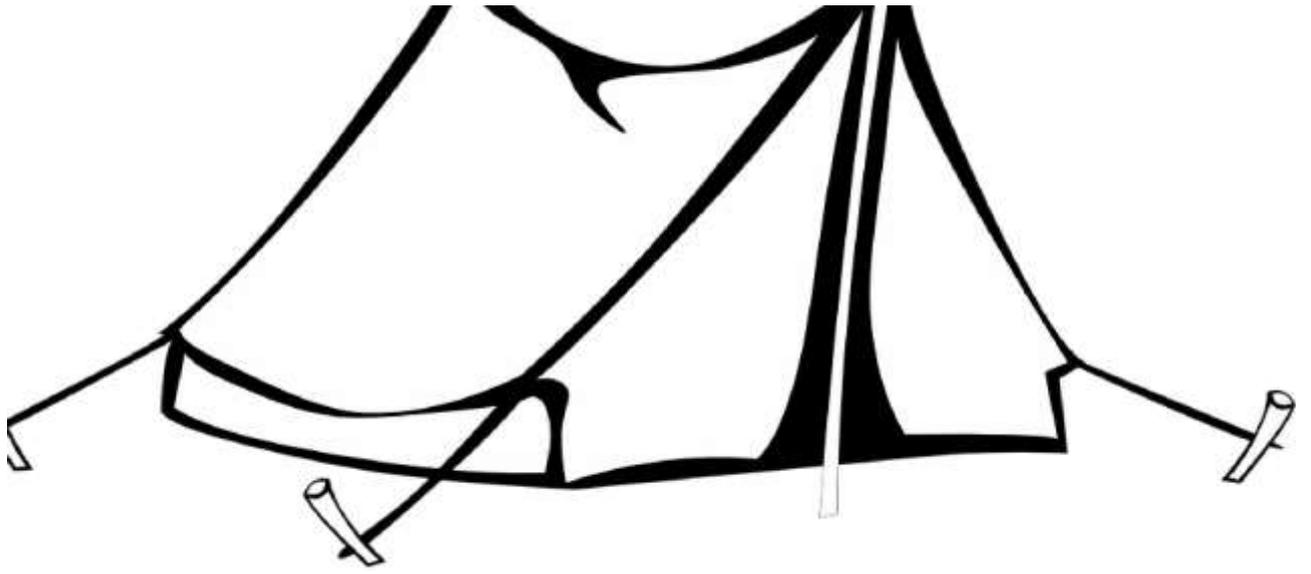




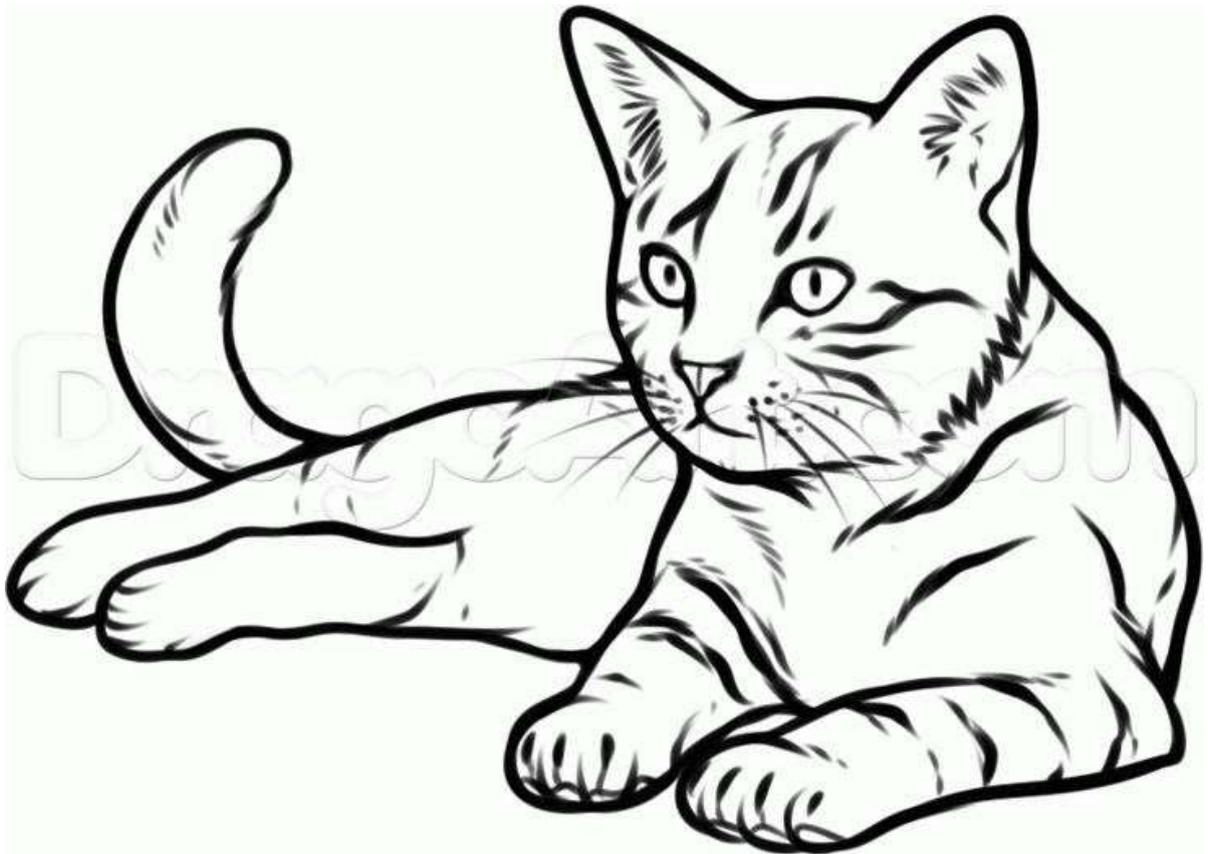
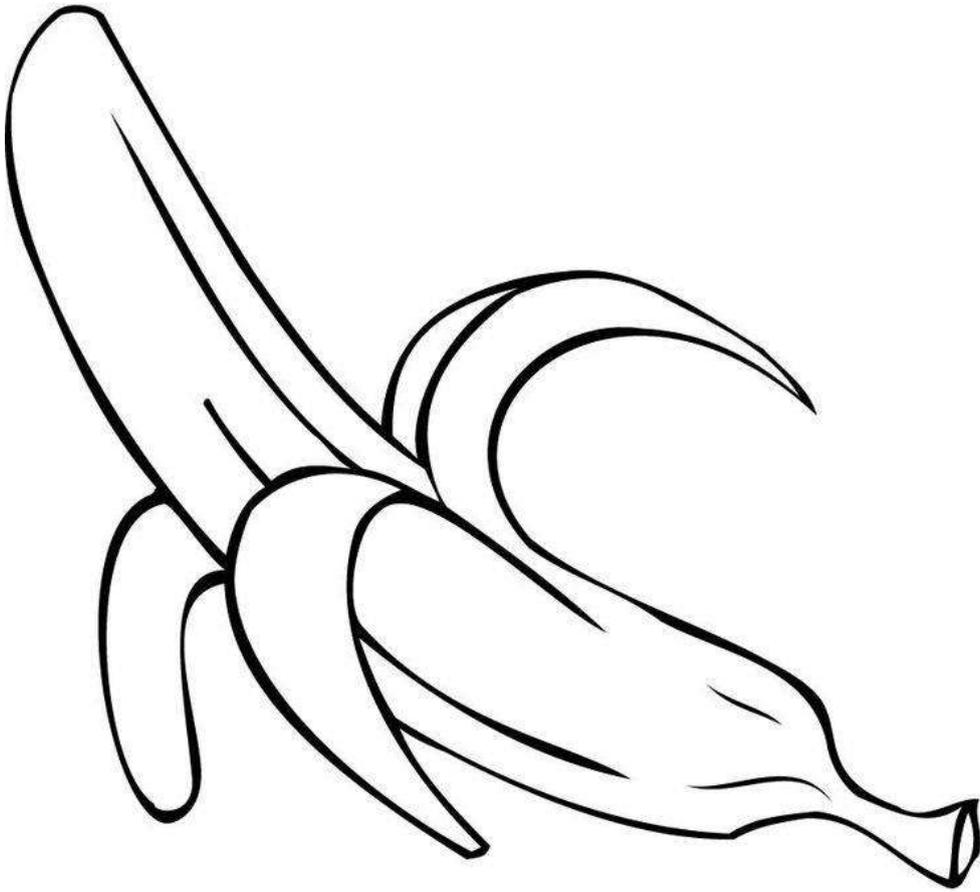


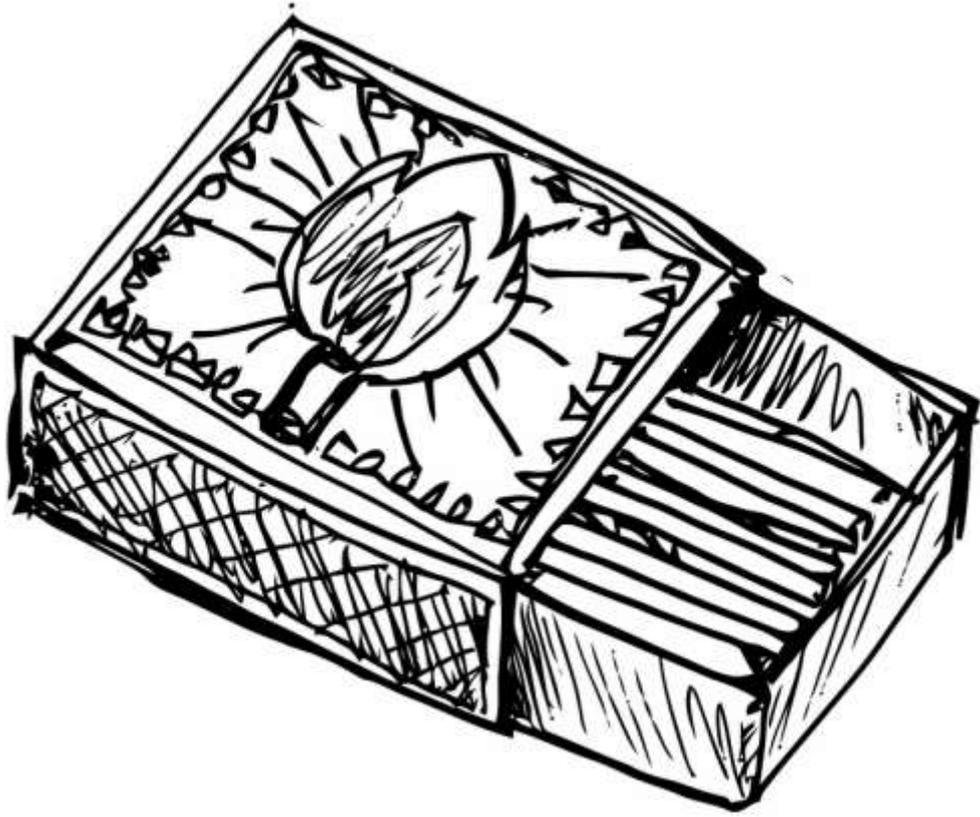


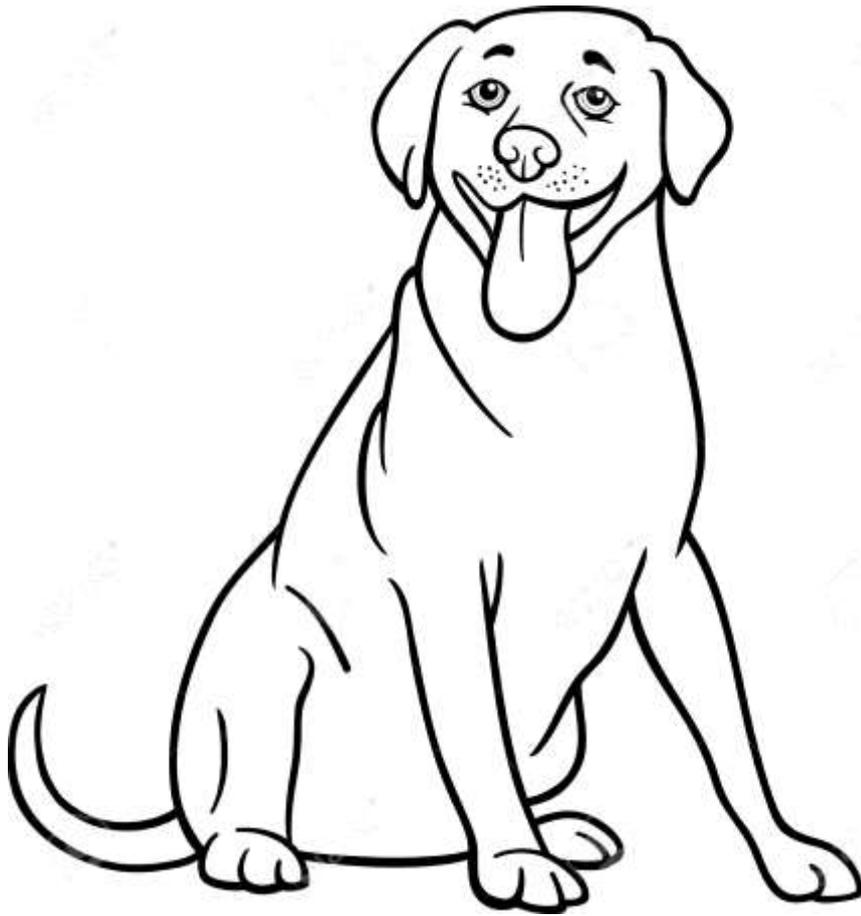
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Session 17: Torn child















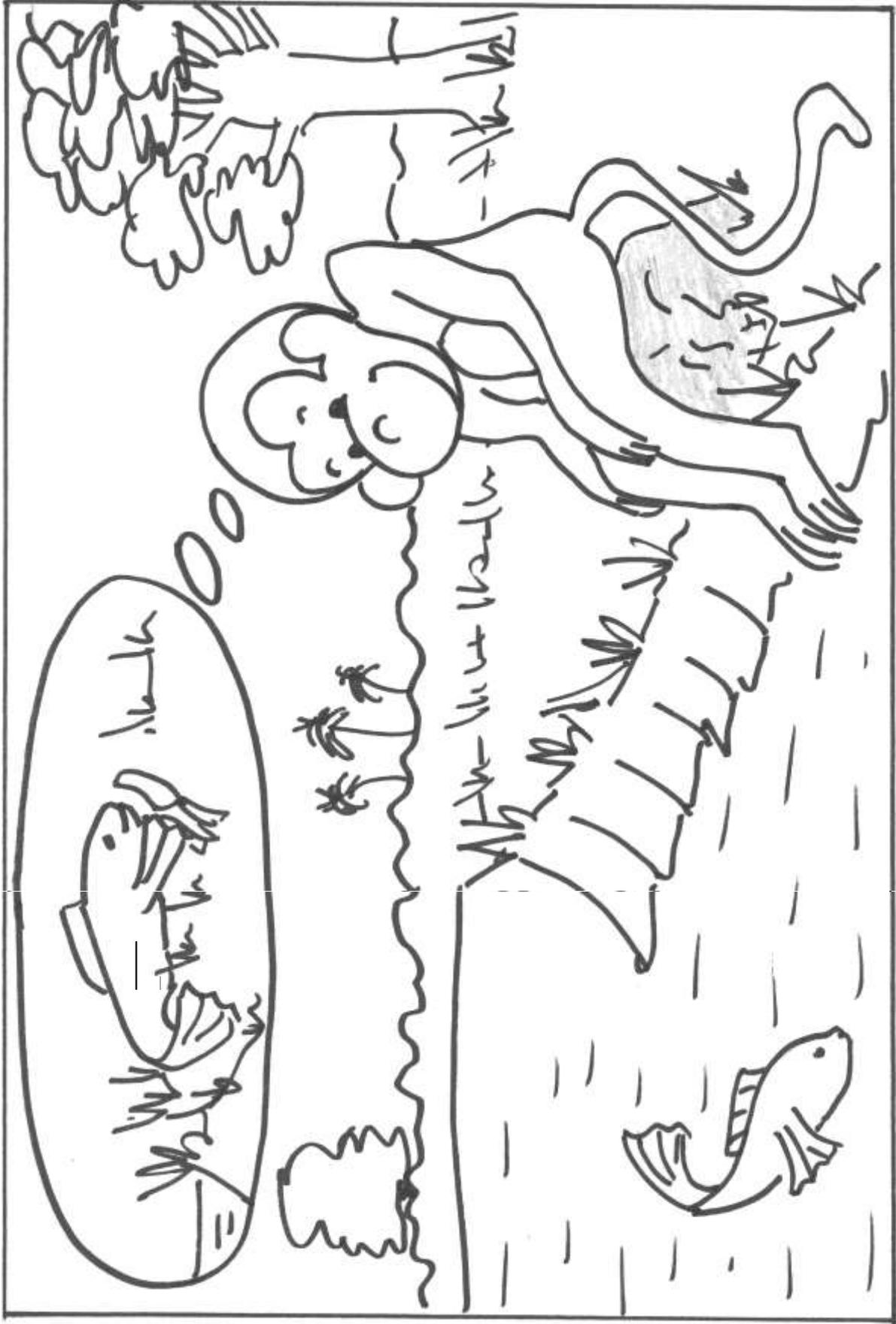


# CHILD EMERGENCY PACK (CEP)

## Age 6-9 Resource Book

### Stories

M Monkey and Fish



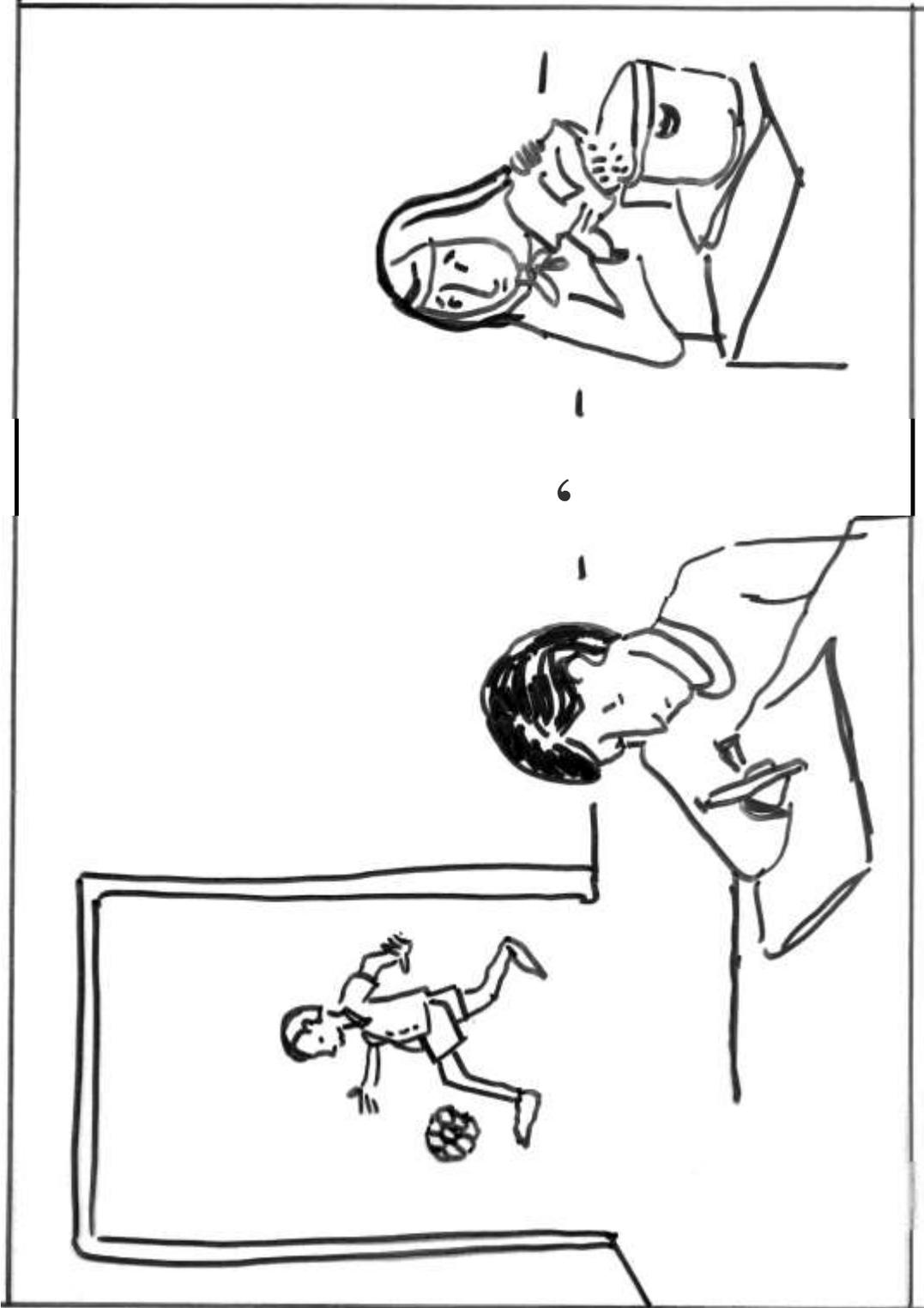


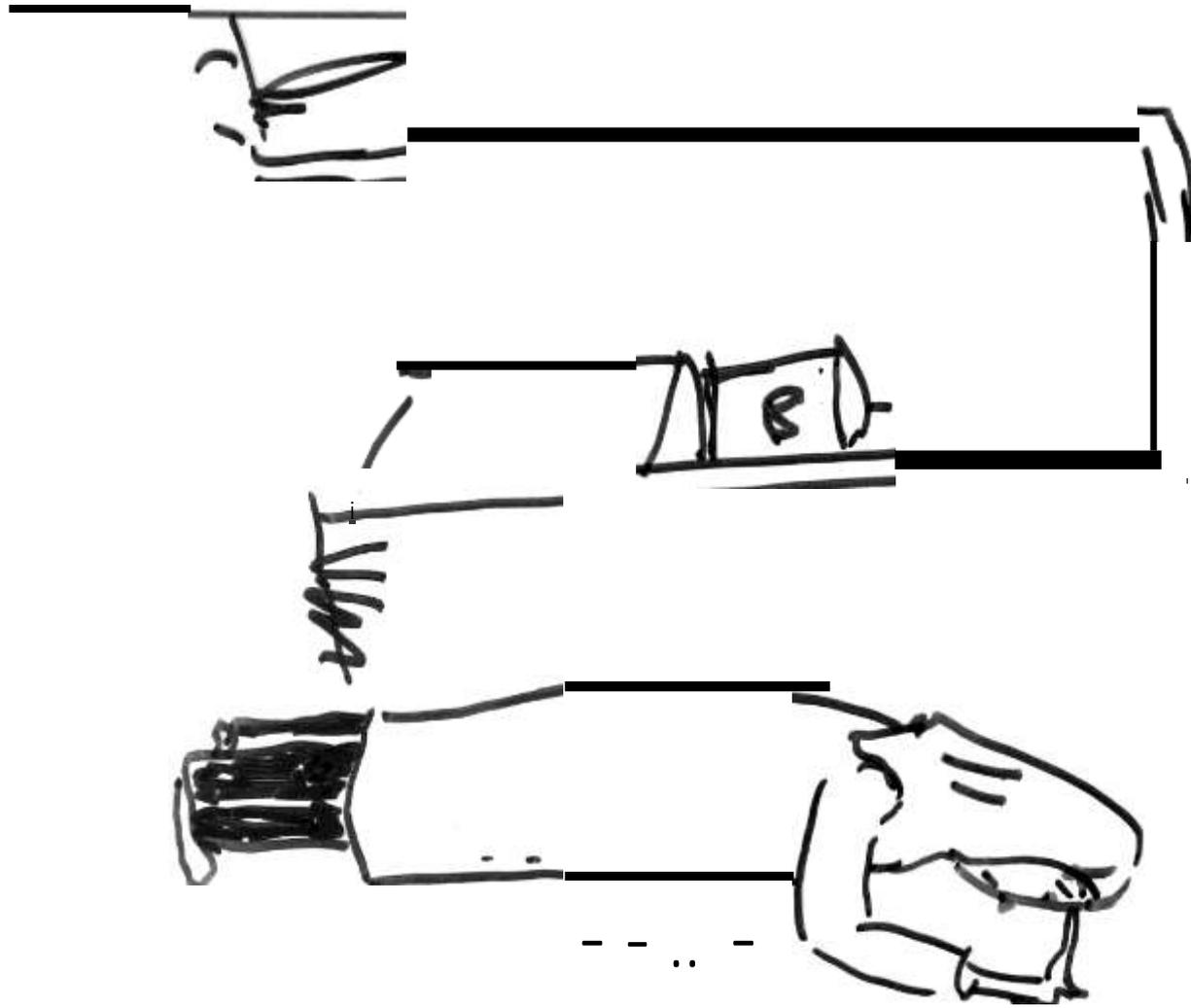


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Abdullah goes missing

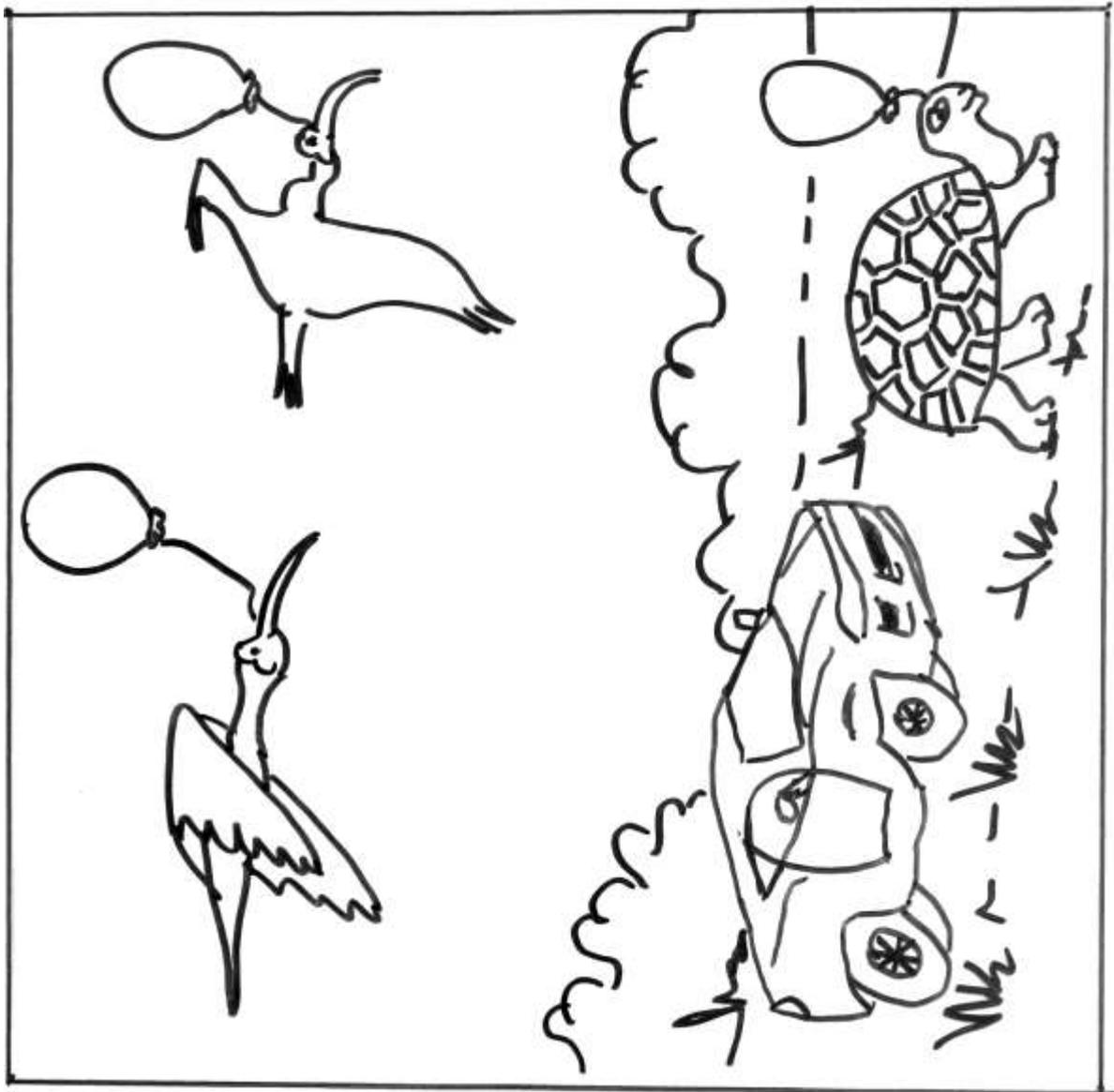






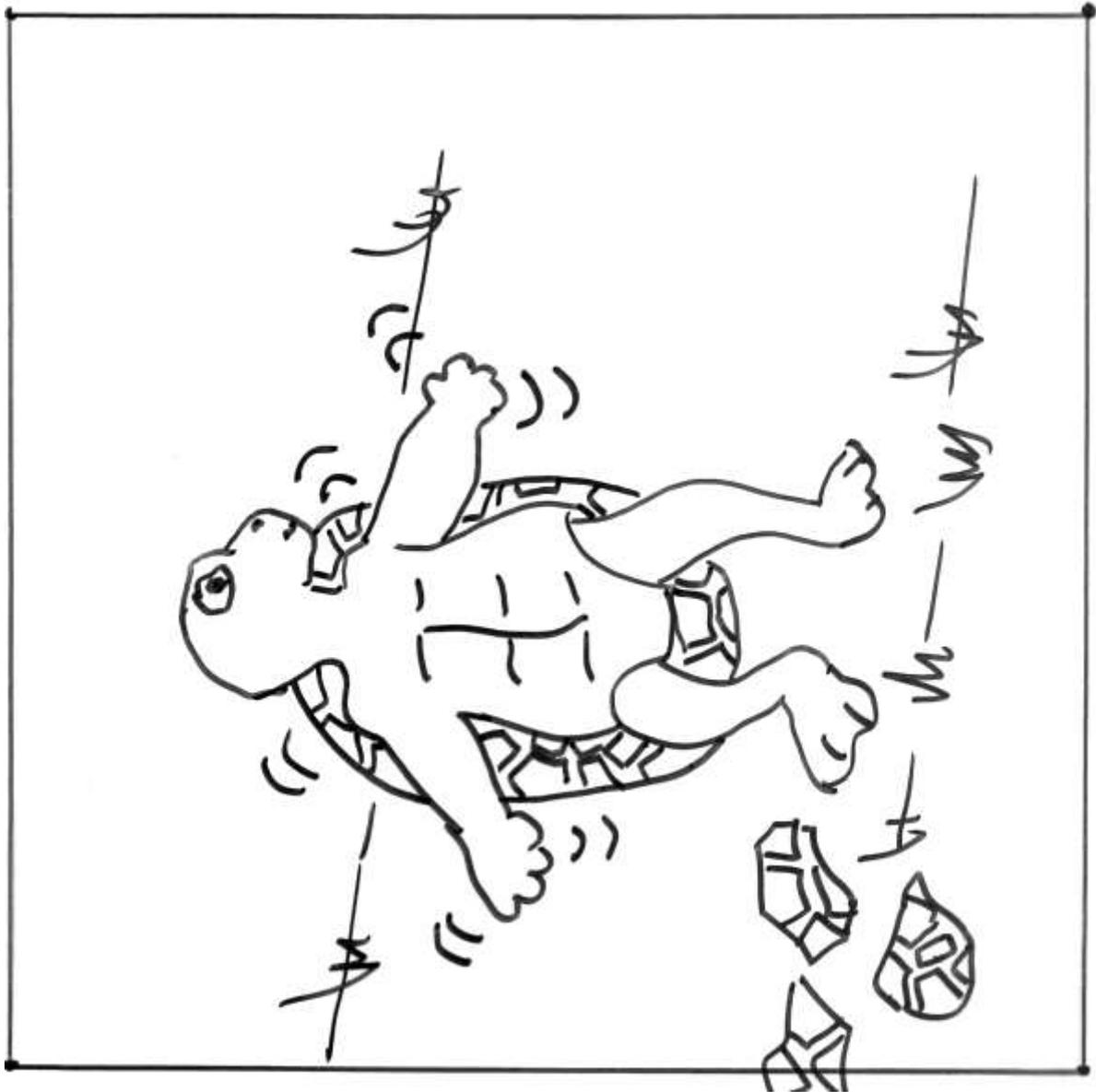


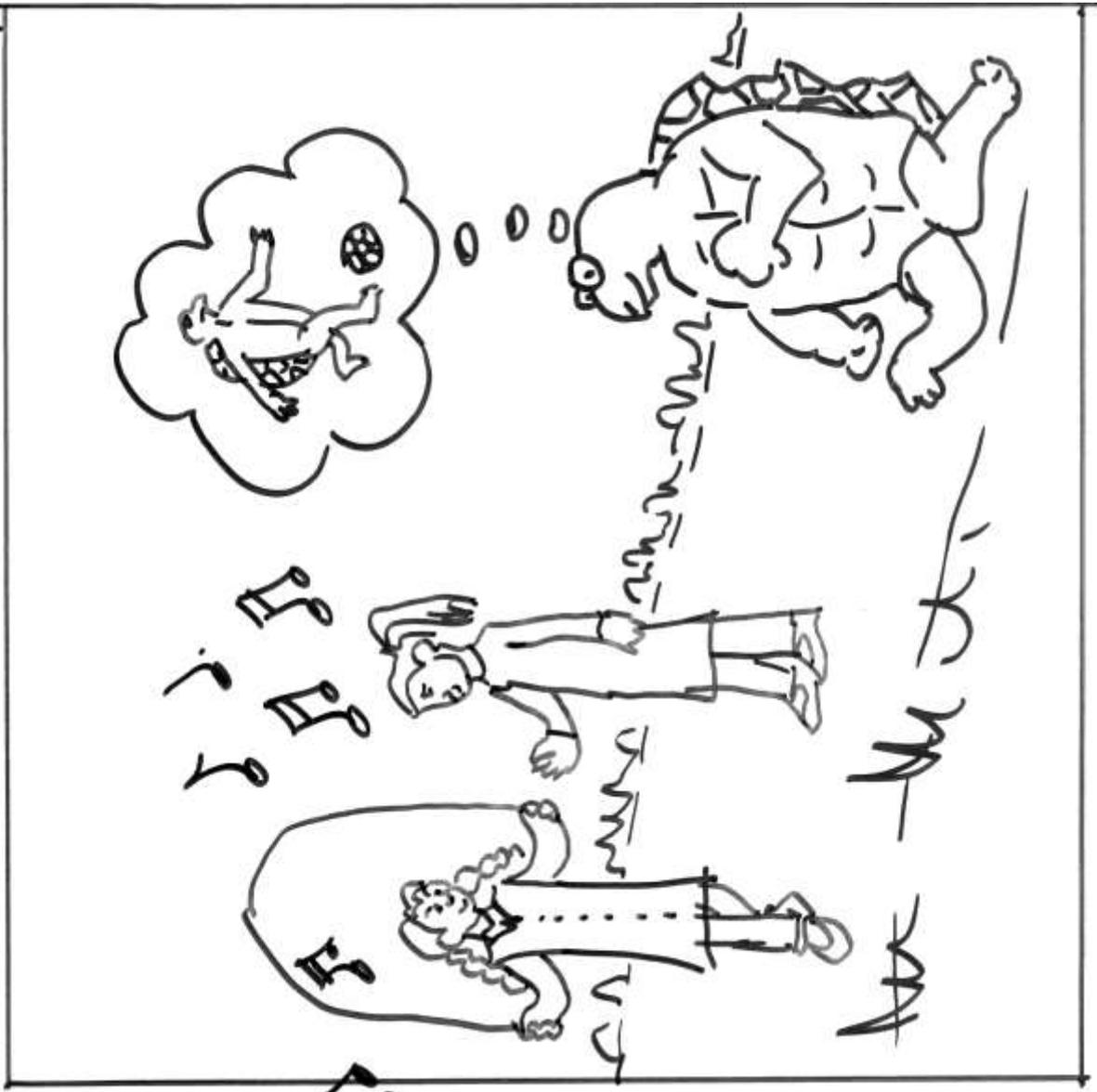
Tortoise and the Ibis



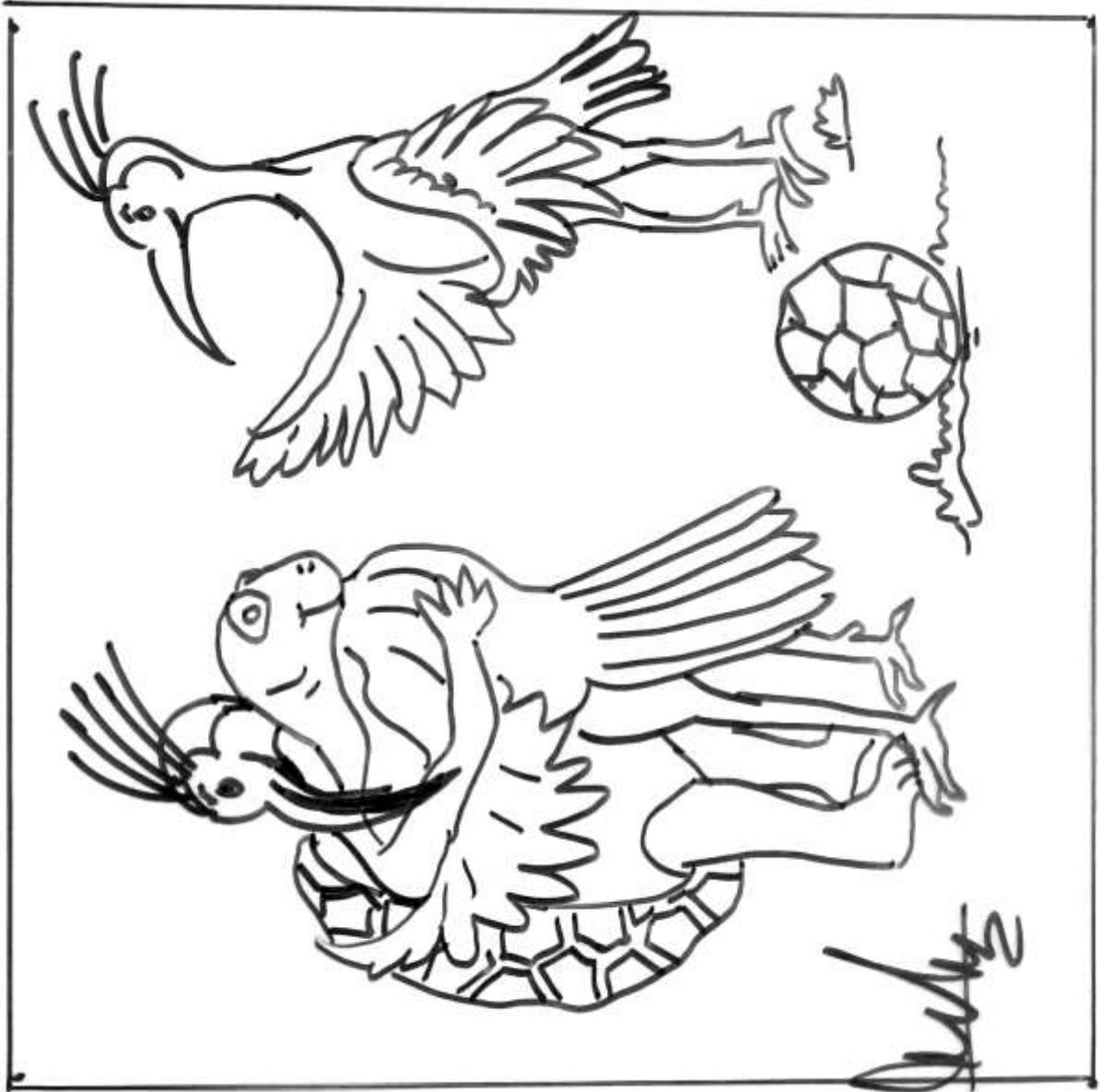








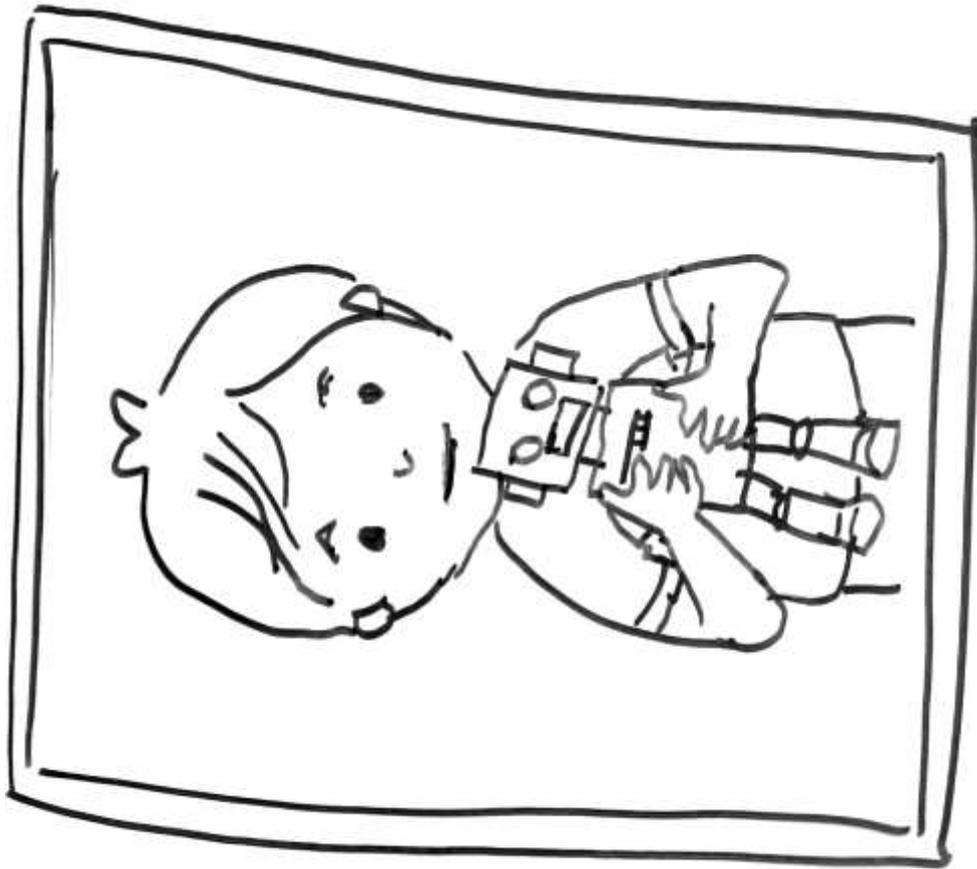


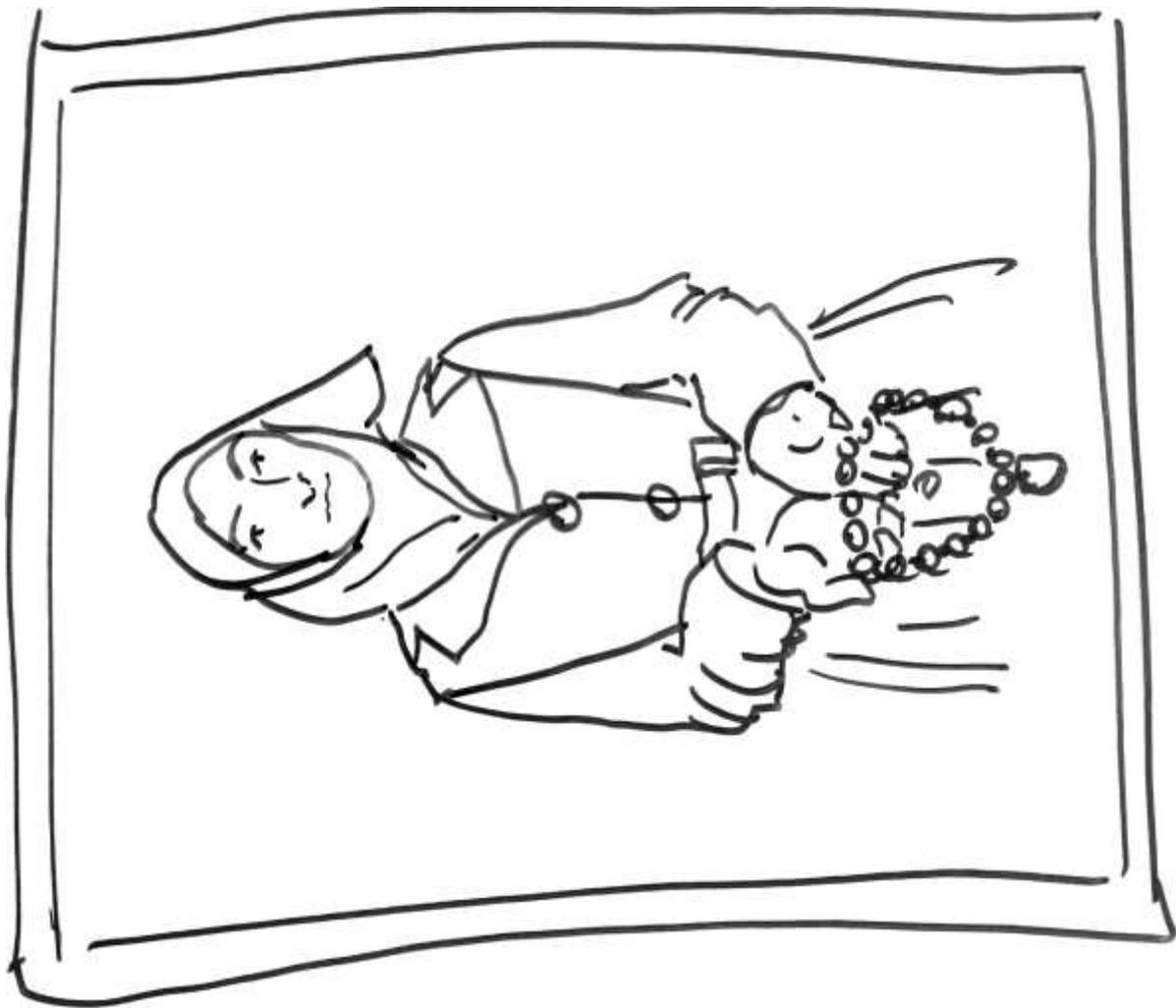


Our

Our special memory

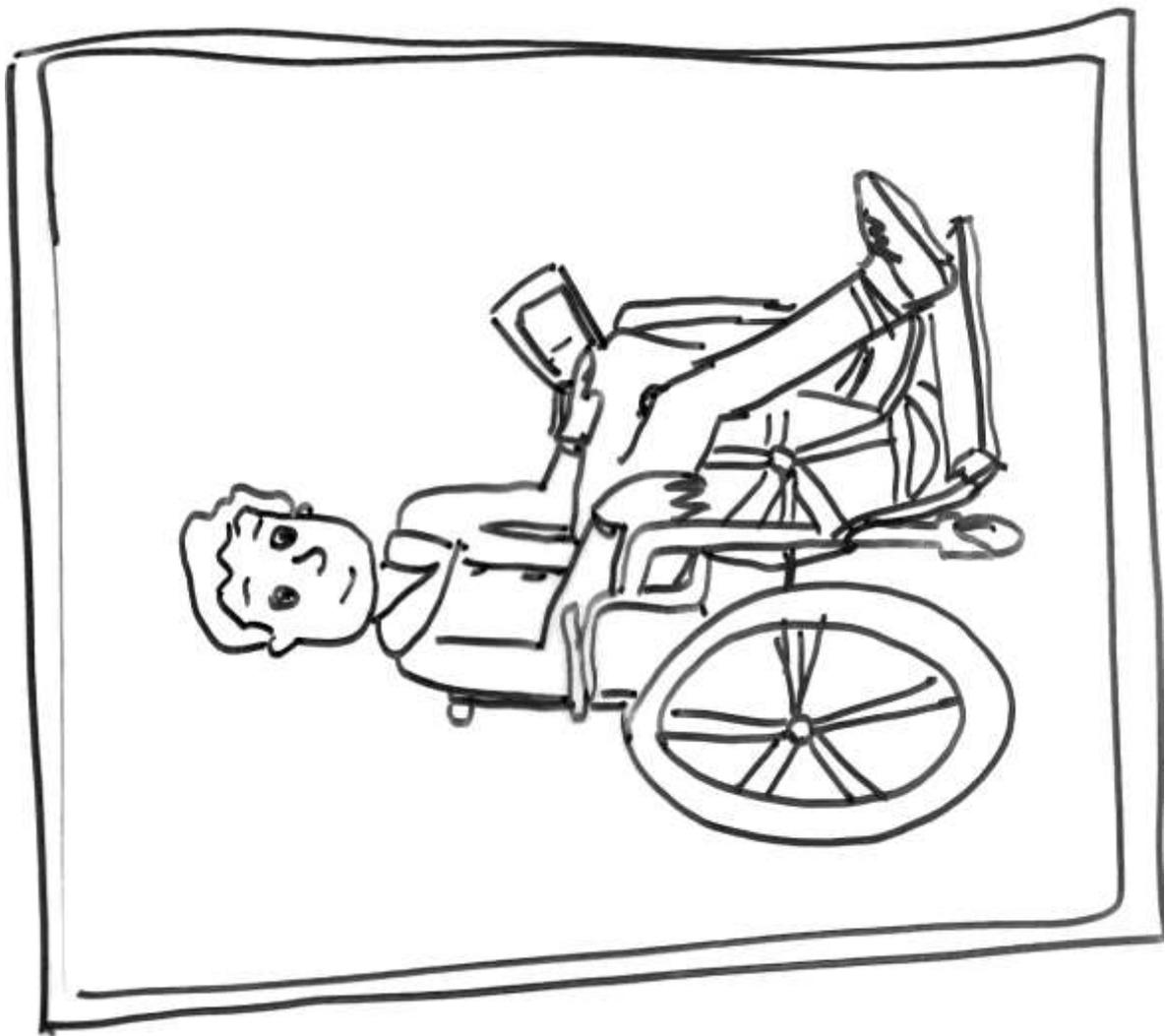




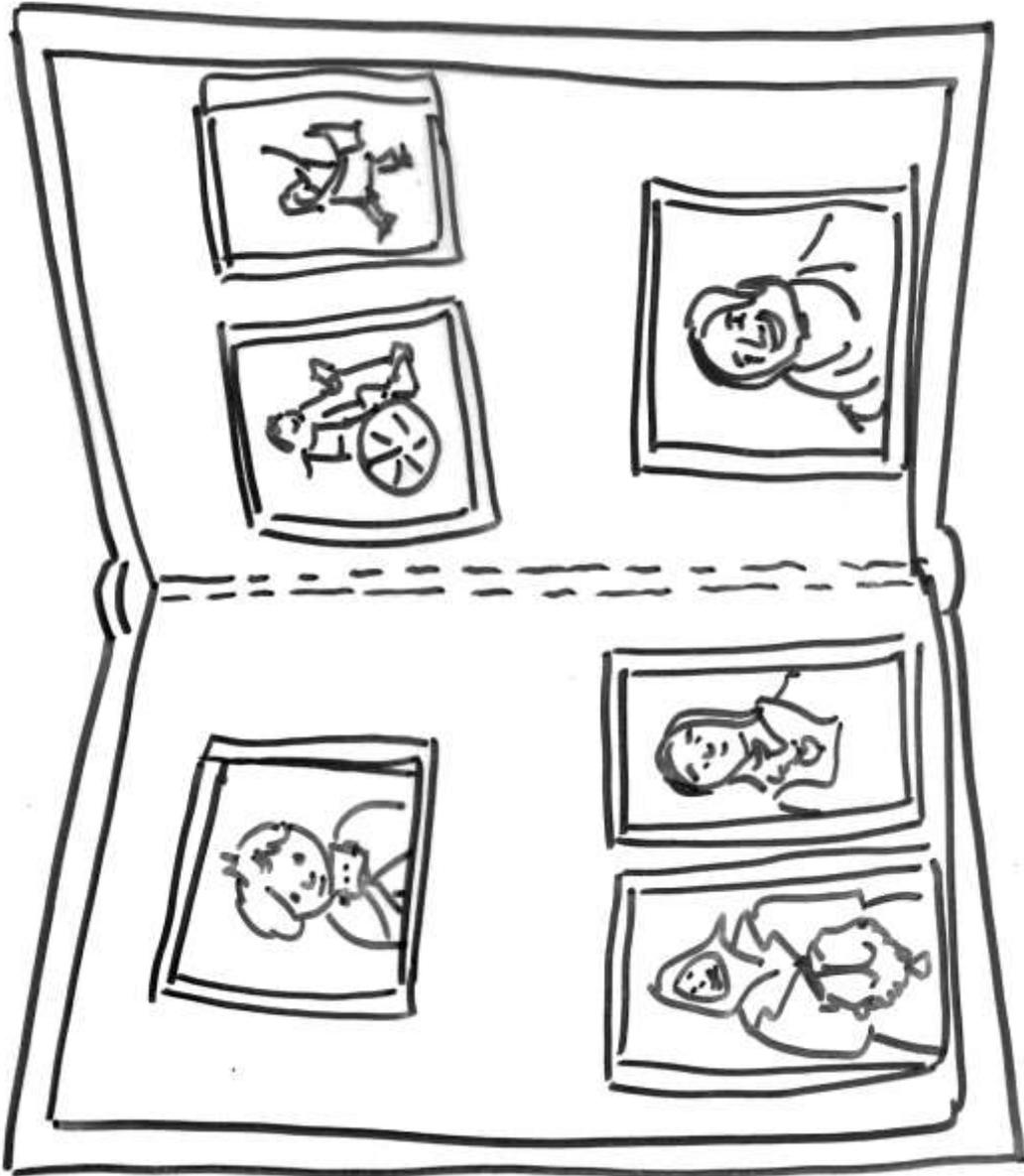












Lion and mouse





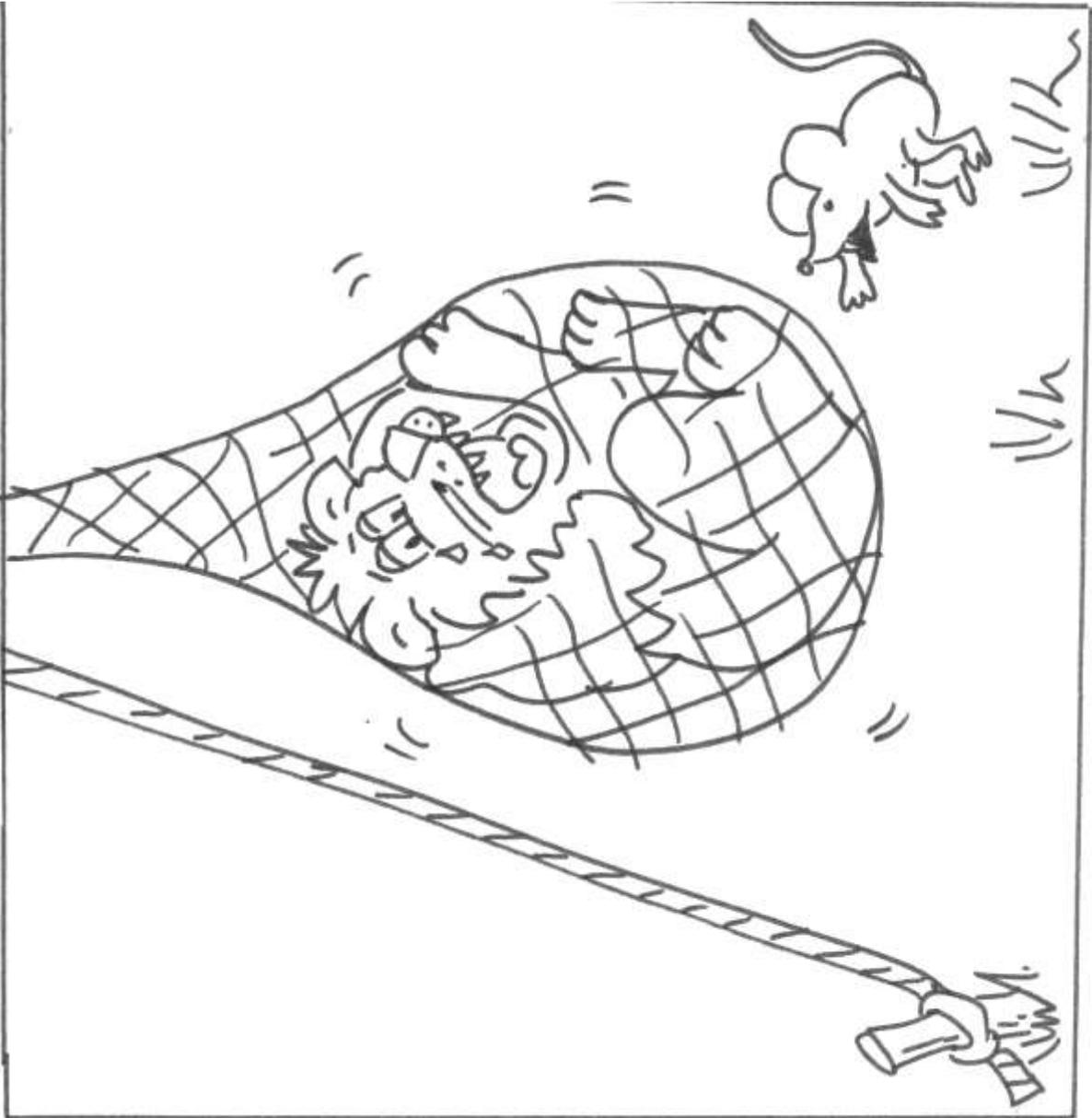
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Little duck crosses the road

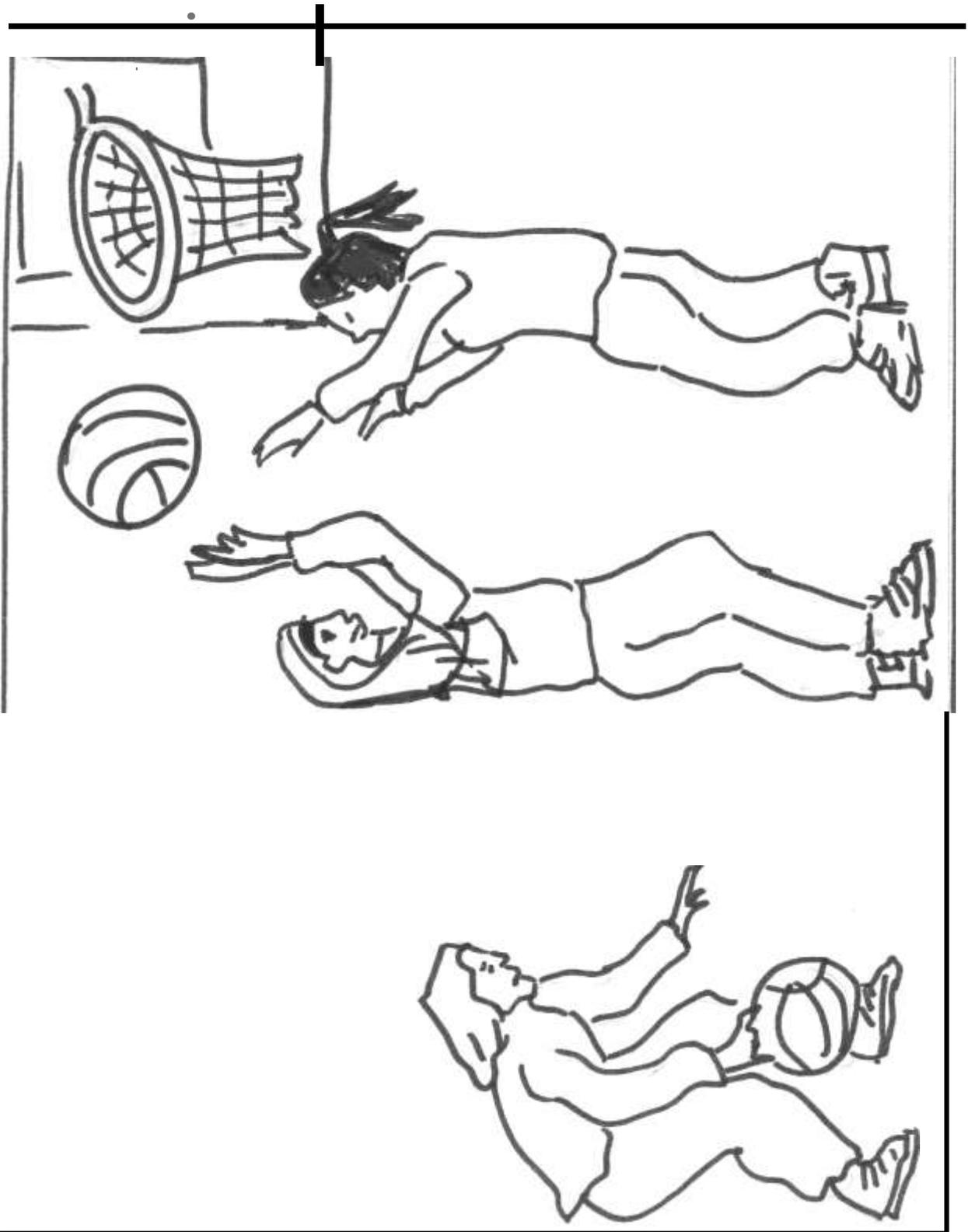








Maha plays basketball

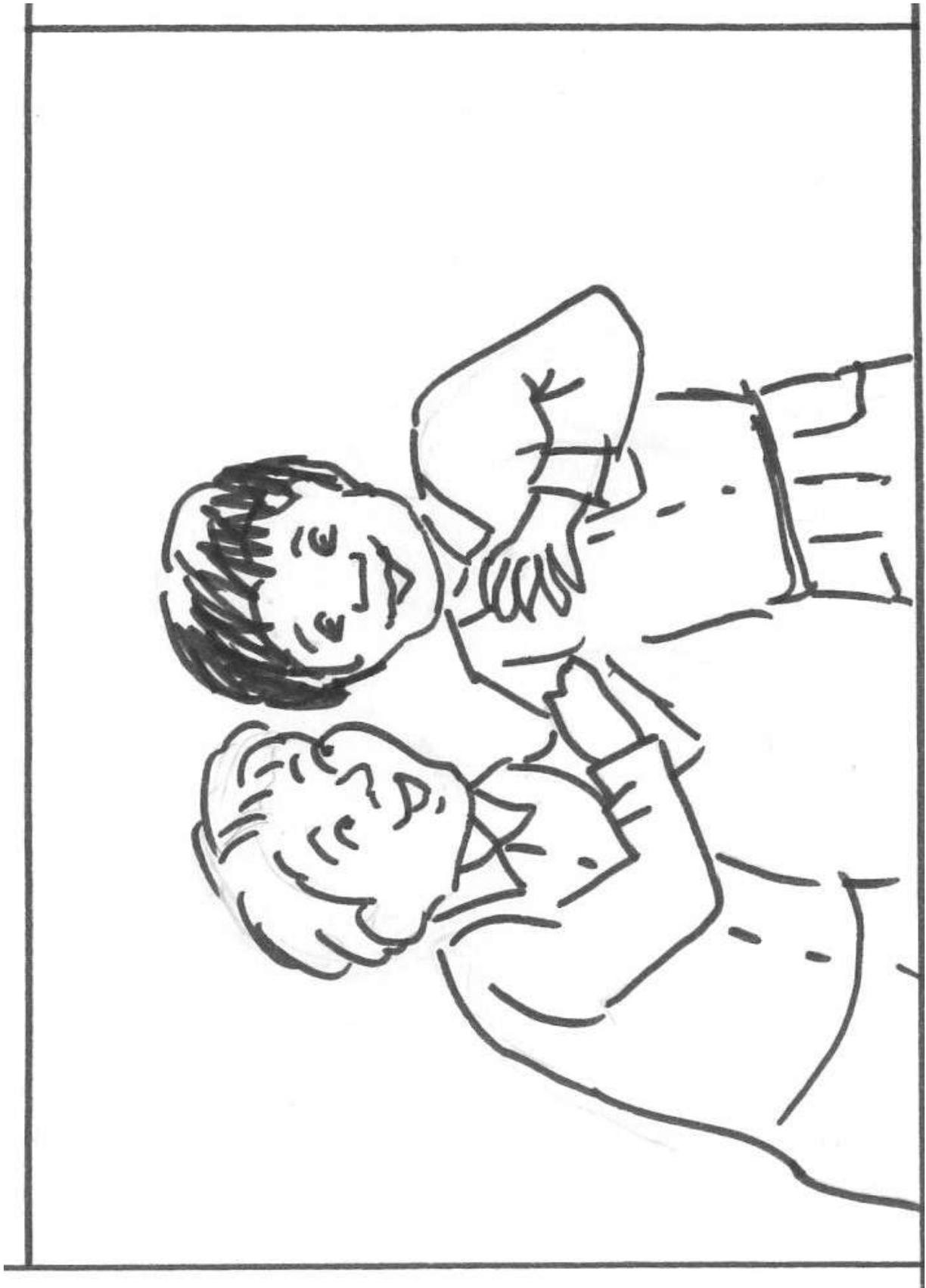


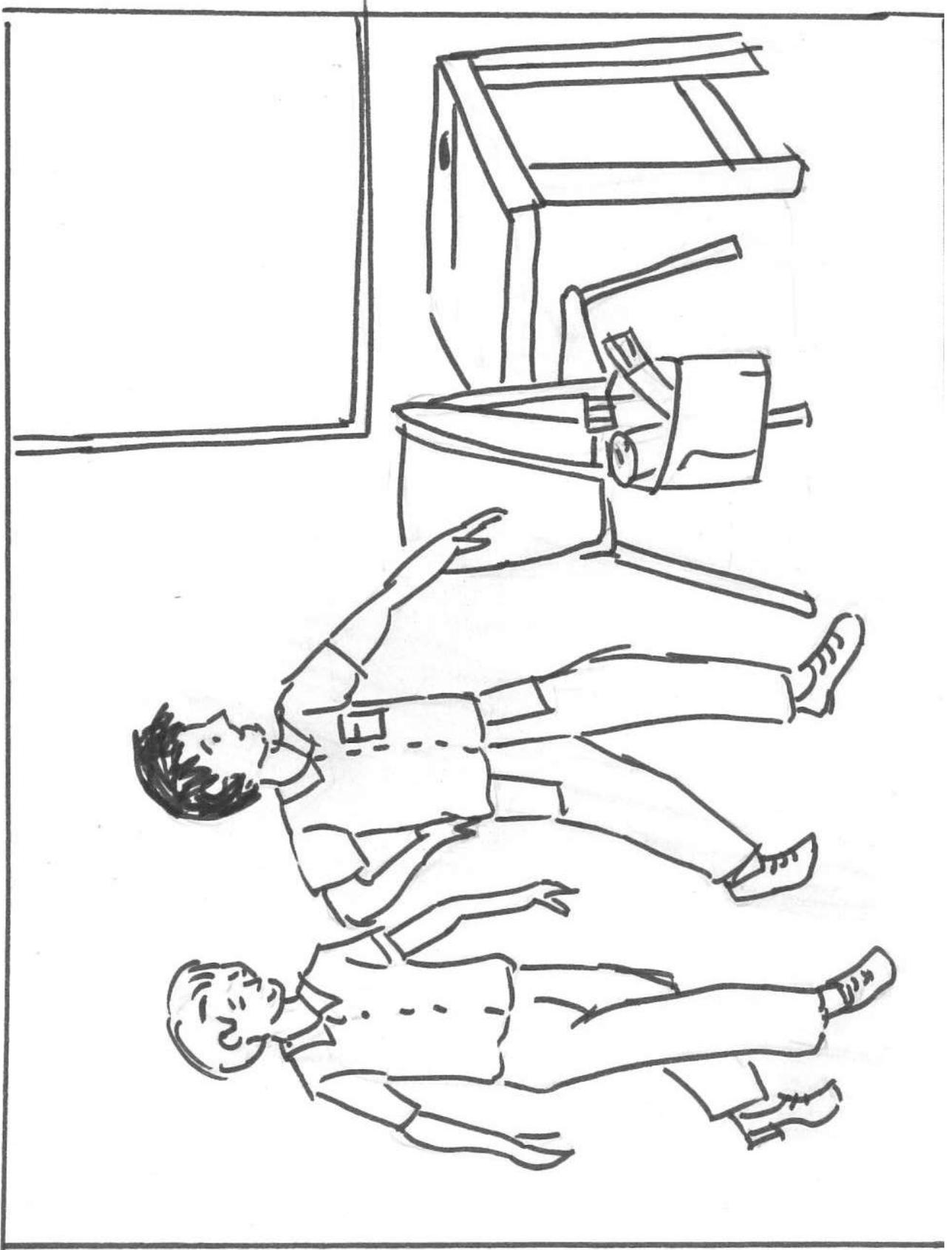


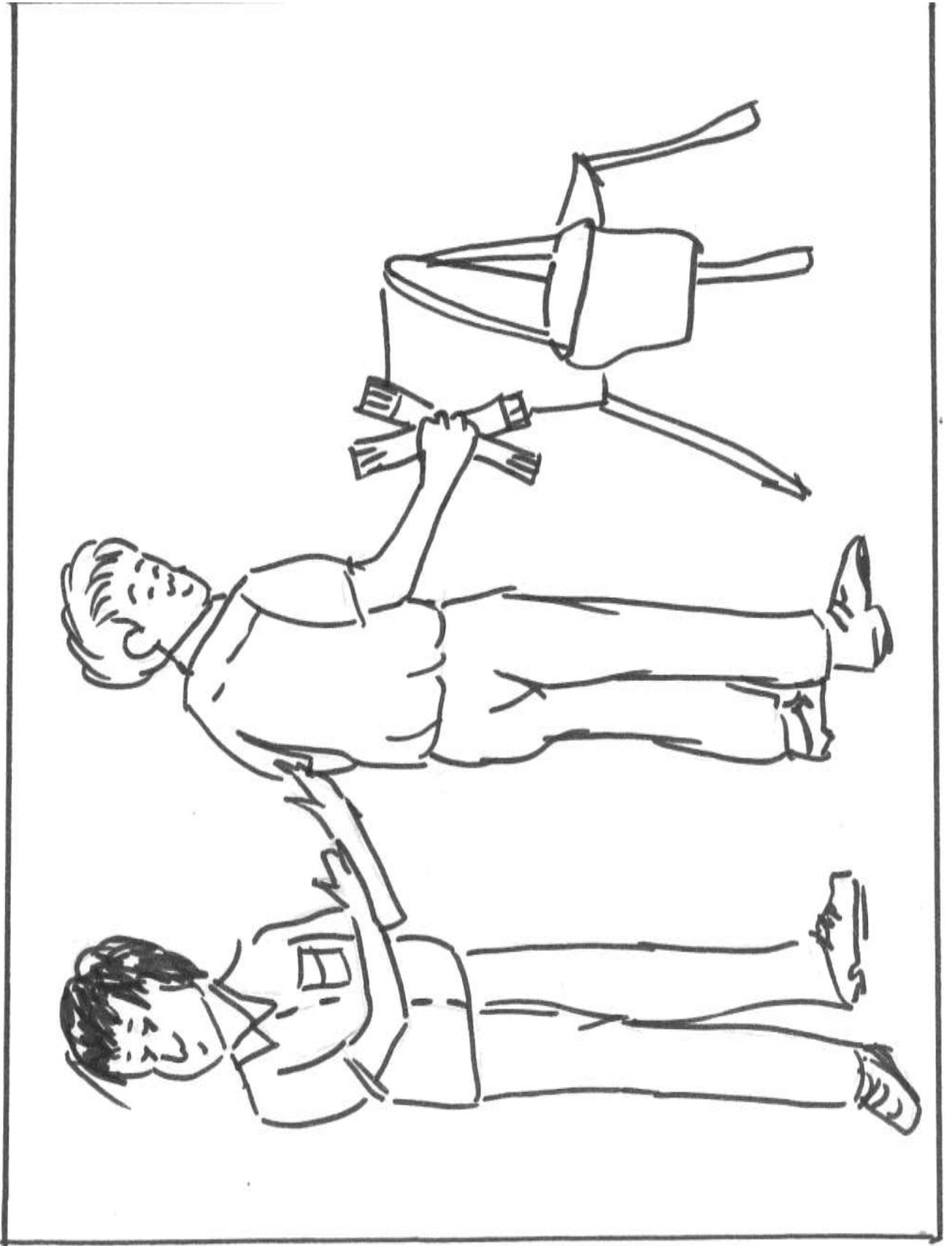


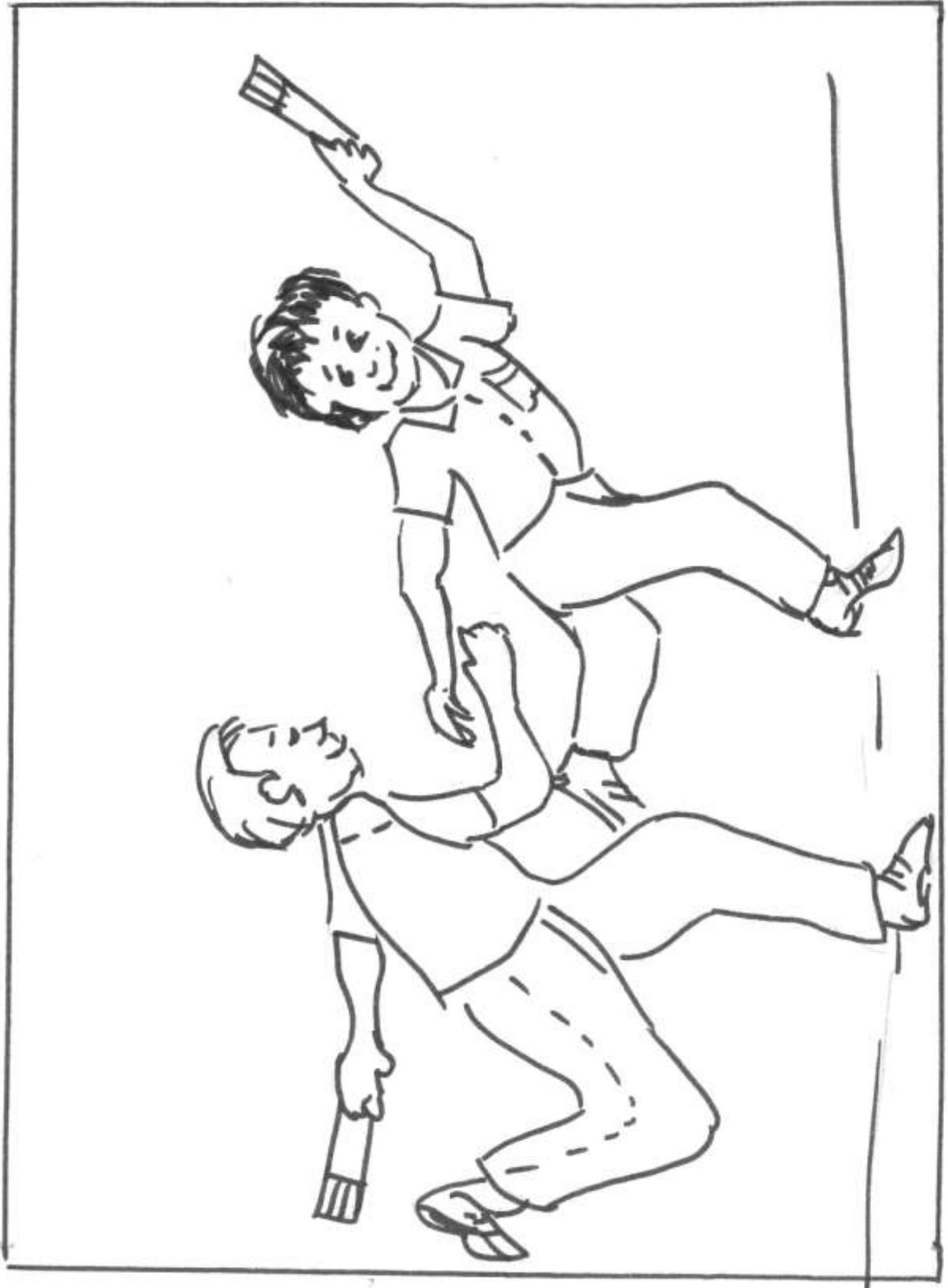


Abdullah and the snacks

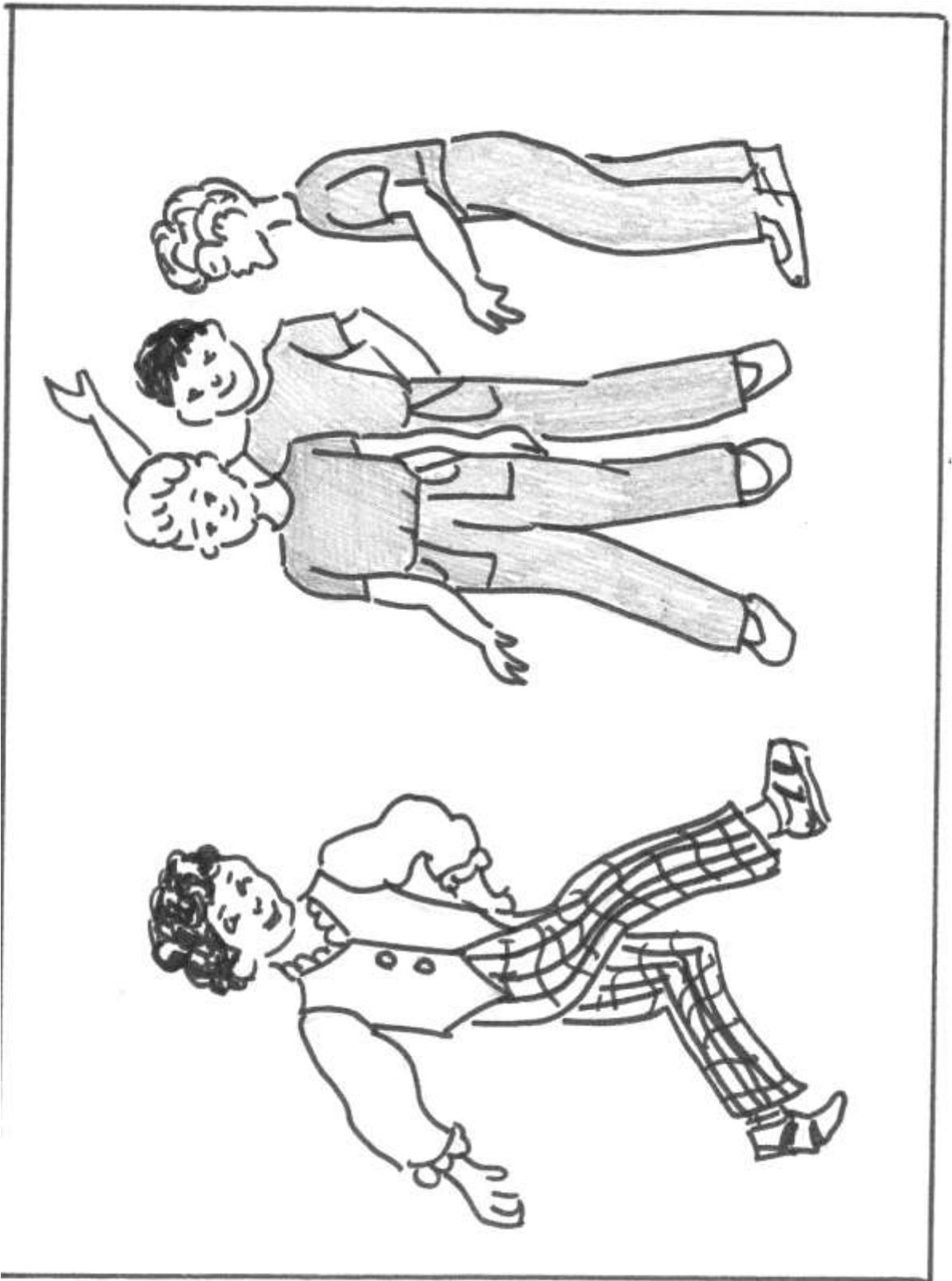


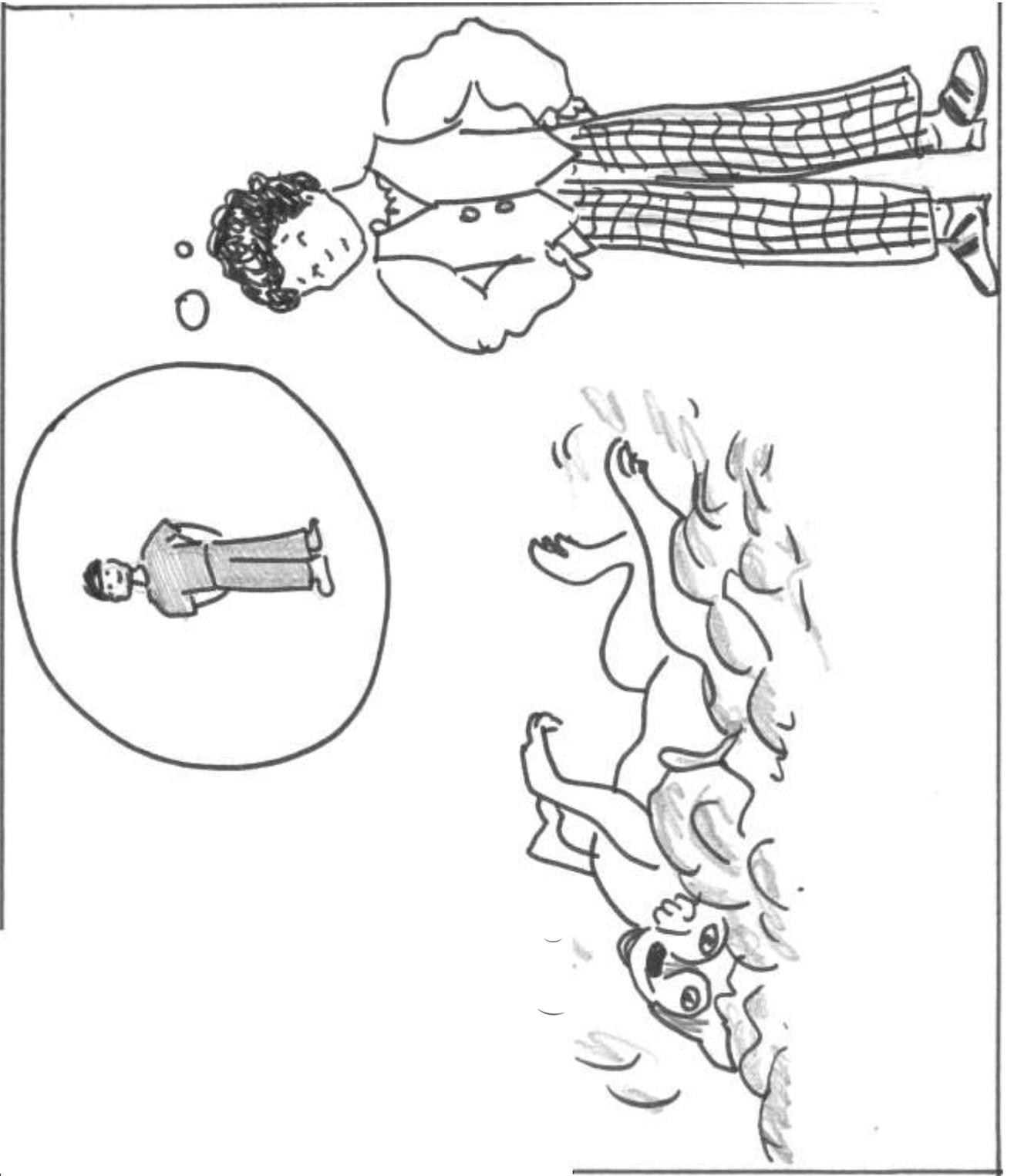






Farid and the patchwork clothes

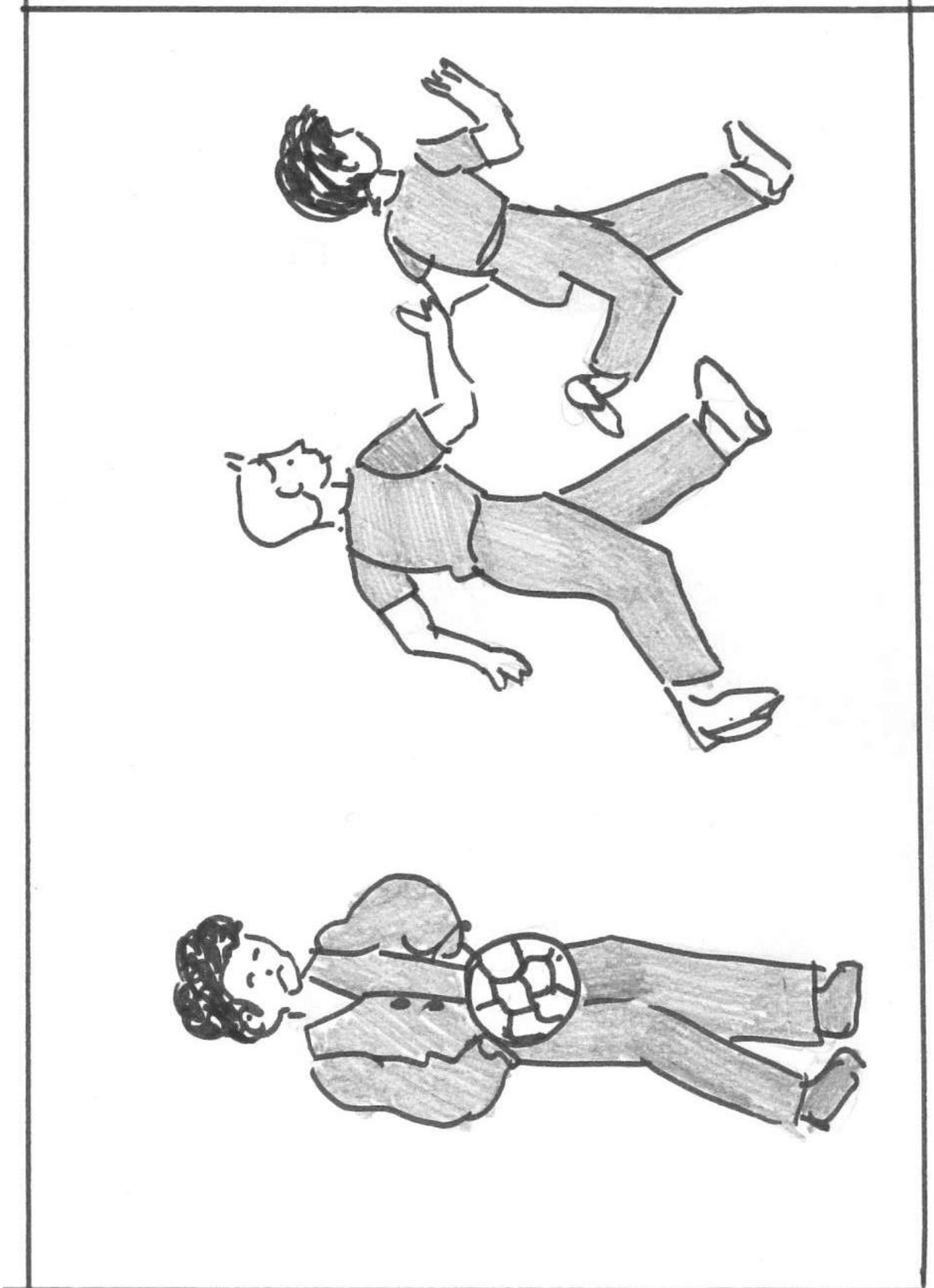


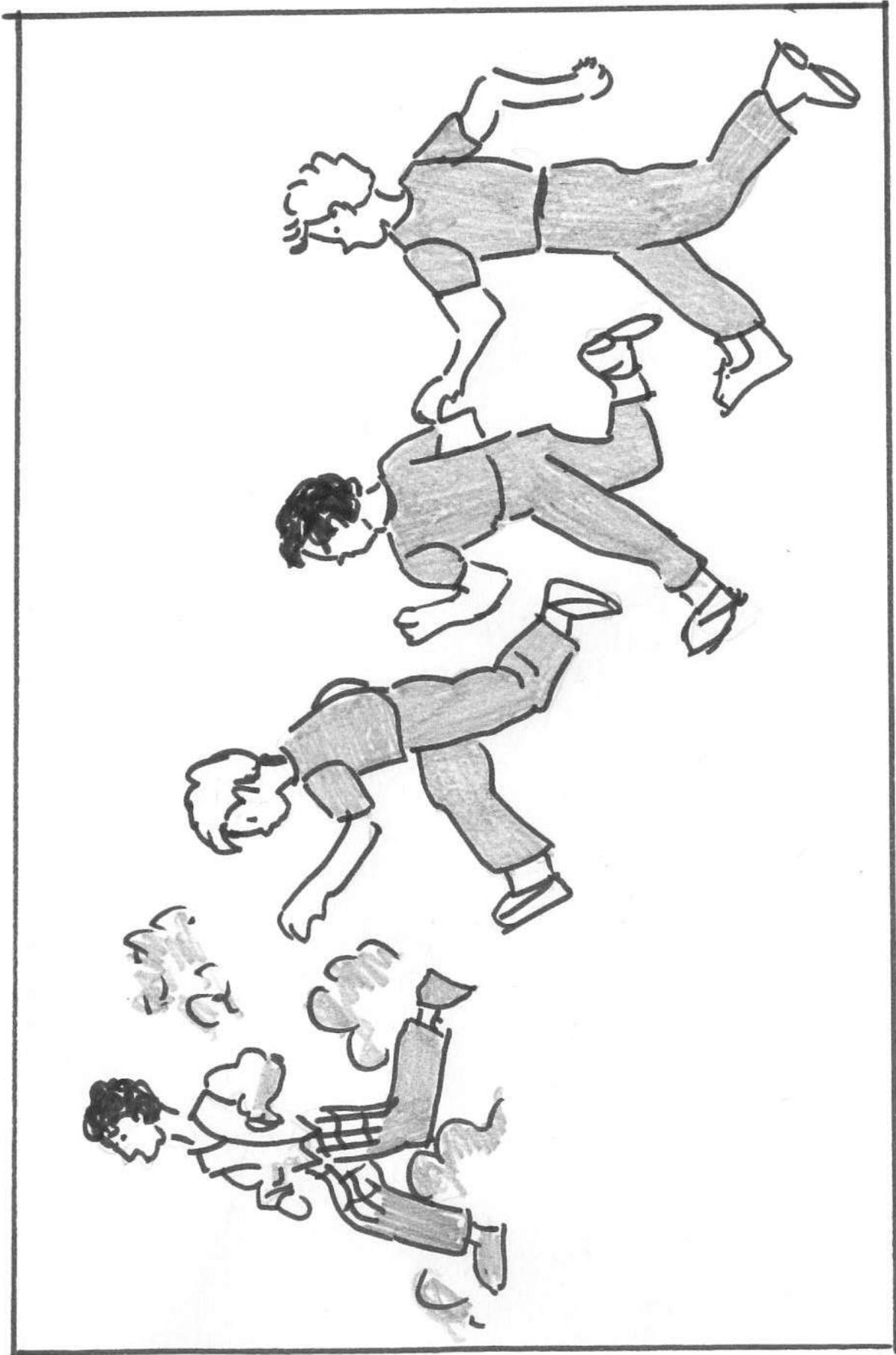


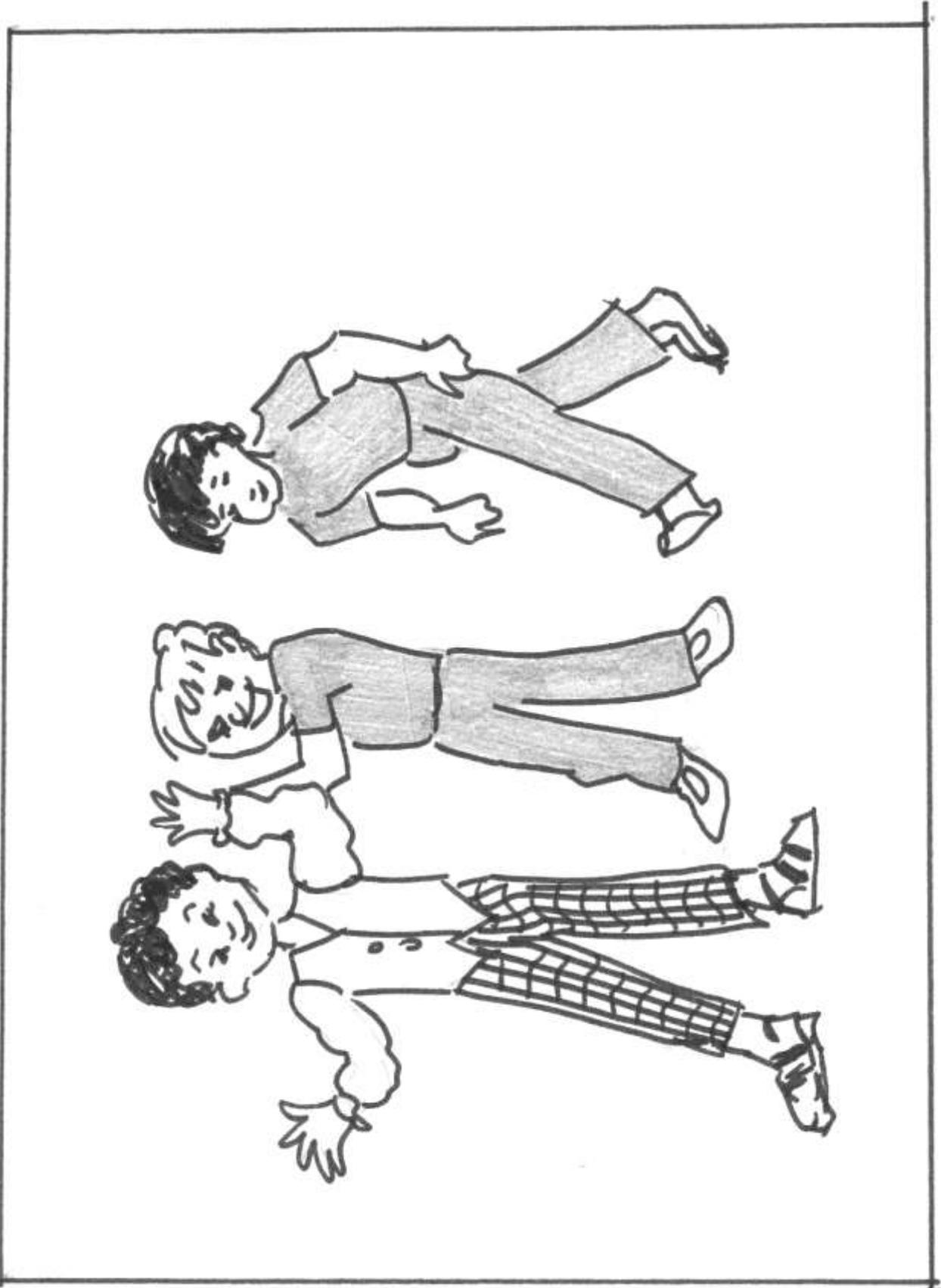
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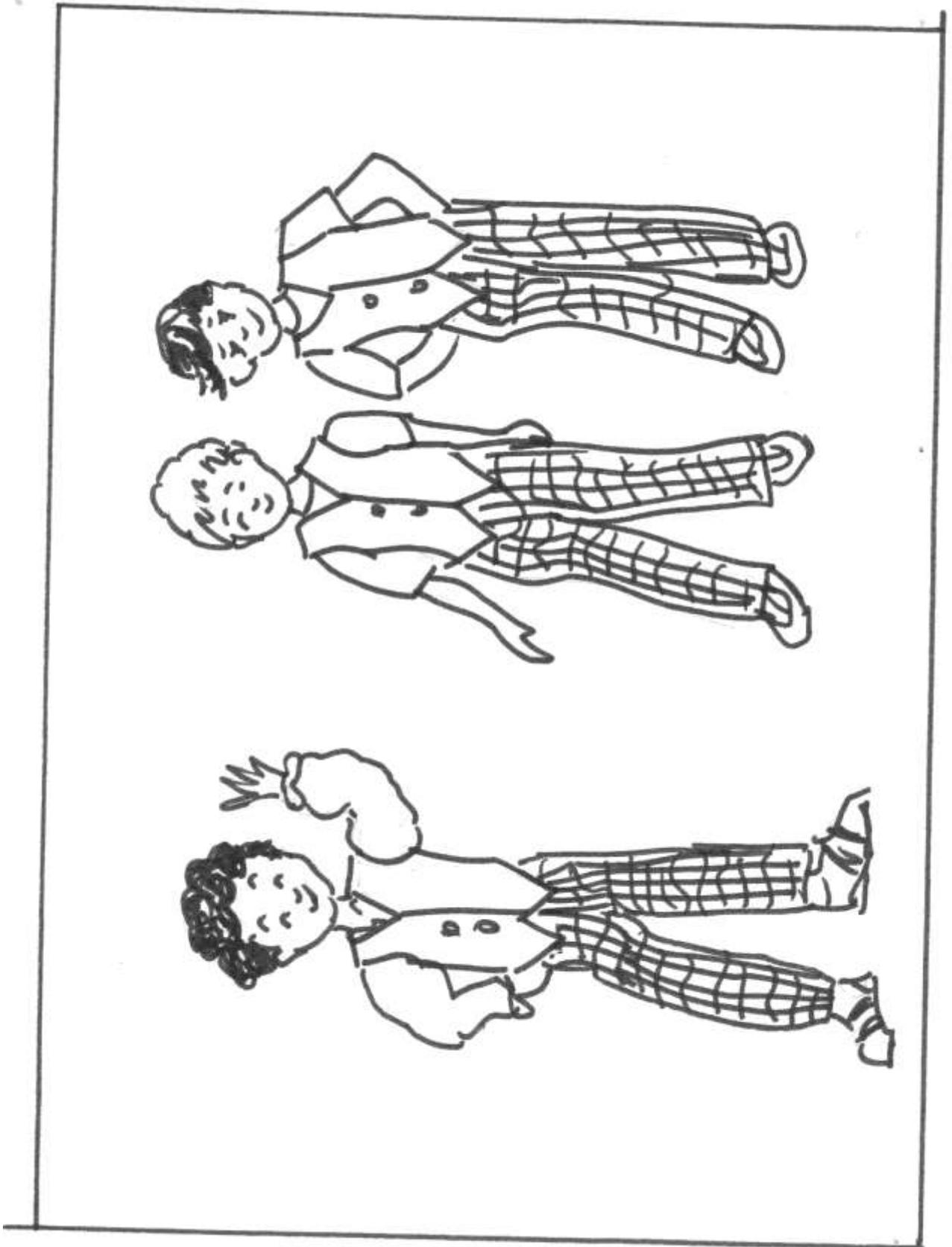
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Sara and Antar





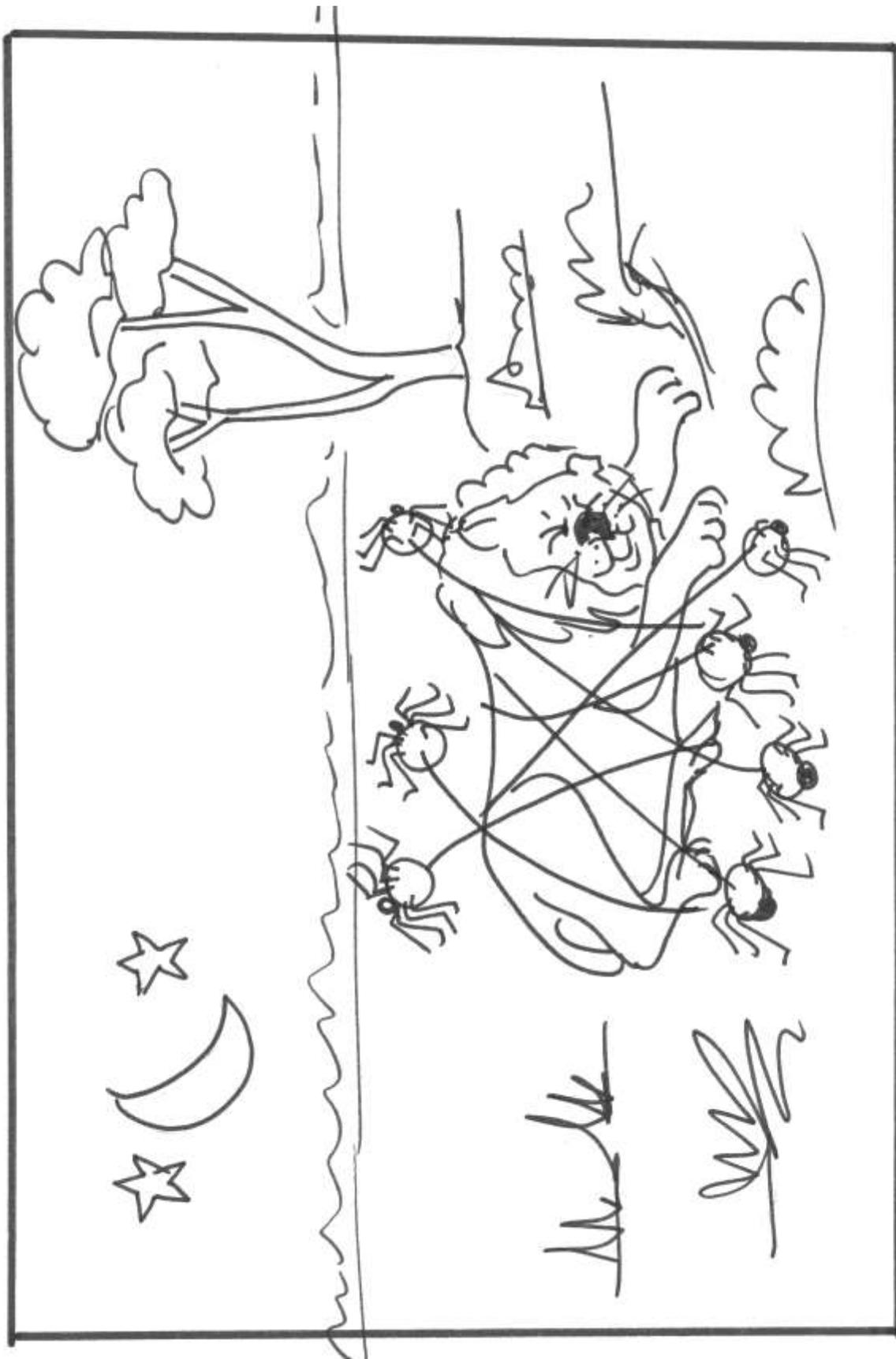


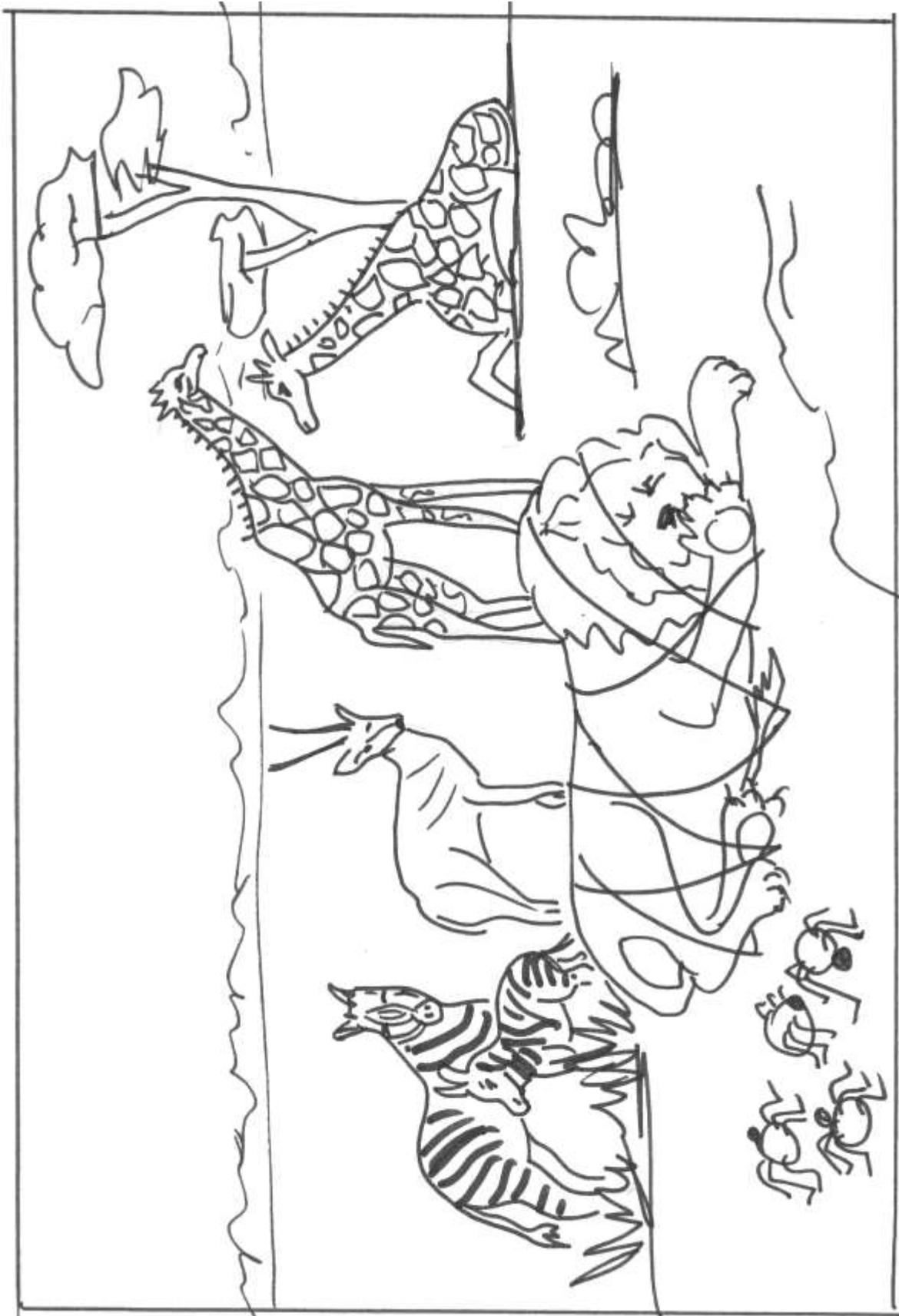


Spider and the animal









# Resource Book – Songs

CEP 6-9 Song sheet

Module 1

1	<p>Seven days a week</p> <p>We start it on Friday</p> <p>One sat and two</p> <p>Divide two weeks in half</p> <p>Then the third day shall be the spring of spring</p> <p>Then Thursday and Friday</p> <p>Seven days a week</p> <p>Goodbye, goodbye,</p> <p>To everyone goodbye.</p>	<p>ايام الاسبوع سبعة</p> <p>نبدأها بيوم الجمعة</p> <p>سبت احد واثنين</p> <p>يقسم اسبوعني نصفين</p> <p>ثم يكون الثلاثاء ياصحبي فلاربعاء</p> <p>ثم خميس ثم جمعة</p> <p>ايام الاسبوع سبعة</p> <p>“</p> <p>Yaman</p>
2	As above	
3	My cat song (See song list)	
4	Or My bird song (see Song list)	

5	When you are happy and you know it clap your hands  Or an Arabic song that is similar.	
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Module 2

6	Bus Bus  The day of the feast we had dinner  We have eaten  Kebbe and grilled meat	باص الباص تبصينا  تا يوم العيد تعشينا  تعشينا فاصولي  كبة ولحمة مشوية
7	When you are happy and your know it shake your leg    Bus Bus  The day of the feast we had dinner  We have eaten  Kebbe and grilled meat	<a href="https://www.youtube.com/watch?v=L7LTnYxG65o">https://www.youtube.com/watch?v=L7LTnYxG65o</a>  Yamen  باص الباص تبصينا  تا يوم العيد تعشينا  تعشينا فاصولي  كبة ولحمة مشوية
8	Listen to your mom song	
9	?? need one about cooperation.	
10	Song about family	Morocco

	<p><i>I draw my father, I draw my mother, With all the colors, With all the colors.</i></p> <p><i>I draw a flag, Up on the cliff, I am an artist, I am an artist.</i></p> <p>Possible song from Morocco (Have in Arabic)</p>	<p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p> <p>أرسم بابا (Arsomo Baba)</p> <p>I Draw My Father</p> <p>Children's Song</p> <p>Children's Song</p> <p>(Arabic)</p> <p>(English)</p> <p>بابا أرسم ماما أرسم بالألوان بالألوان</p> <p>أرسم علمي فوق القمم أنا فنان أنا فنان</p> <p>I draw my father, I draw my mother, With all the colors, With all the colors.</p> <p>I draw a flag, Up on the cliff, I am an artist, I am an artist.</p>
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		Morocco Sung to the tune of "The Itsy Bitsy Spider"...
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Module 3

11	<p>Everybody has a car but my grandpa has a donkey He lets us ride behind him and takes us for a walk And the policeman blows his whistle at him With his hand he makes signs to him All the cars honk at him : Pap Pap Pap.</p> <p>Lebanese song (have in Arabic)</p>	<p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p> <p>This is a popular Lebanese children's song....</p> <p><b>كلن عندن سيارات</b></p> <p>Everybody Has a Car But My Grandpa Has a Donkey</p> <p>Children's Song</p> <p>Children's Song</p> <p>(Arabic)</p> <p>(English)</p> <p><b>كلن عندن سيارات وجدي عندو حمار بركبنا خلفو وبيأخذنا مشوار والبوليس يصوفرلو بايدو ويأشرلو السيارات تزمرو باب باب باب</b></p> <p>Everybody has a car but my grandpa has a donkey He lets us ride behind him and takes us for a walk</p>
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		<p>And the policeman blows his whistle at him  With his hand he makes signs to him  All the cars honk at him : Pap Pap Pap.</p> <p>Lebonese song</p>
12	<p>Sweet year, you beautiful,  Sweet year, you beautiful,  Sweet year, you (name),  Sweet year, you beautiful</p> <p>Arabic birthday song</p> <p>In the old CEP</p> <p><i>Tune: "Row Your Boat"</i></p> <p><i>"Wash, wash, wash your hands</i></p> <p><i>Play our handy game.</i></p> <p><i>Rub and scrub, and scrub and rub.</i></p> <p><i>Germs go down the drain.</i></p> <p><i>Wash, wash, wash your hands</i></p> <p><i>Play our handy game.</i></p> <p><i>Rub and scrub, and scrub and rub.</i></p> <p><i>Dirt goes down the drain."</i></p>	<p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p> <p>سنة حلوة يا جميل</p> <p>Happy Birthday</p> <p>Birthday Song</p> <p>Birthday Song</p> <p>(Arabic)</p> <p>(English)</p> <p>سنة حلوة يا جميل  سنة حلوة يا جميل  سنة حلوة يا (.....)  سنة حلوة يا جميل</p> <p>Sweet year, you beautiful,  Sweet year, you beautiful,  Sweet year, you (name),  Sweet year, you beautiful</p> <p>Morocco</p>
13	The fruit song	

14	<p>These chickens... How they are beautiful They are walking around their mother happily They drank water and said Wow Yum Yum They raised their heads and thanked God happily.</p>	<p style="text-align: center;"><b>والصيطان ... شو حلوين عما يدوروا حول أمّن ..... مبسوطين شربوا ميّ ..... قالوا خيّ رفعوا رأسن حمدوا ربّن ..... مبسوطين</b></p> <p>song is thought to be one of the most famous children's rhymes in Syria and the adjacent Arabic speaking countries."</p> <p>Songs collected</p> <p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p>
15	<p>Song about family</p> <p><i>I draw my father, I draw my mother, With all the colors, With all the colors.</i></p> <p><i>I draw a flag, Up on the cliff, I am an artist, I am an artist.</i></p> <p>Possible song from Morocco (Have in Arabic)</p>	<p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p> <p>Morocco</p> <p>بابا أرسم (Arsomo Baba)</p> <p>I Draw My Father</p> <p>Children's Song</p> <p>Children's Song</p> <p>(Arabic)</p> <p>(English)</p> <p>بابا أرسم ماما أرسم بالألوان بالألوان</p>

		<p>أرسم علمي فوق القمم أنا فنان أنا فنان</p> <p>I draw my father, I draw my mother, With all the colors, With all the colors.</p> <p>I draw a flag, Up on the cliff, I am an artist, I am an artist.</p>
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#### Module 4

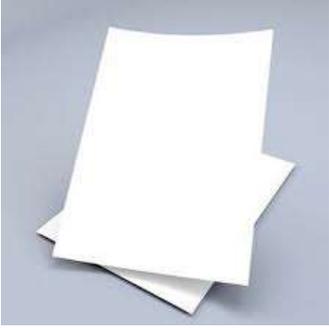
16	<p>Incy wincy spider climbed up the water spout Down came the rain and washed the spider out, Out came the sunshine and dried up all the rain So Incy wincy spider climbed up the spout again.</p>	<p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p> <p>عنكبوت النونو طلع فوق السطح</p> <p>Incy Wincy Spider</p> <p>Children's Song</p> <p>Children's Song</p> <p>(Arabic)</p> <p>(English)</p>
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		<p>السطح فوق طلع النونو عنكبوت تحت نزلتو و المية نزلت المية نشفت و الشمس طلعت فوق تاني طلع النونو عنكبوت و</p> <p>Incy wincy spider climbed up the water spout Down came the rain and washed the spider out, Out came the sunshine and dried up all the rain So Incy wincy spider climbed up the spout again.</p>
17	<p>A girl and a girl And if I'm idle One of them* makes my bed Another one sweeps the house And one of them calls me Hey mom! We have a guest!</p> <p>traditional Iranian kid's finger song and game</p>	<p><a href="http://www.mamalisa.com">http://www.mamalisa.com</a></p> <p>إبنية على إبنية</p> <p>A Girl and A Girl</p> <p>Children's Song</p> <p>Children's Song</p> <p>(Arabic)</p> <p>(English)</p> <p>إبنية على إبنية بطاله لاكعديت و فراشي تفرش وحده الدار تكتس وحده يمًا يا تصيح وحده خطار بالبيت ترى</p> <p>A girl and a girl And if I'm idle One of them* makes my bed Another one sweeps the house And one of them calls me Hey mom! We have a guest!</p> <p>Iran</p>
18	The human song	

19	The sun song	
20	If you are happy and you know it clap your hands	<a href="https://www.youtube.com/watch?v=L7LTnYxG65o">https://www.youtube.com/watch?v=L7LTnYxG65o</a>

1) Hello my school	اهلا مدرستي
2) My home song	نشيد بيتي
3) Blue color song	نشيد اللون الازرق
4) Yellow color song	نشيد اللون الاصفر
5) My cat song	نشيد الوضوء
6) My bird song	نشيد يا قطتي
7) Mama song	نشيد العصفورة
8) The number learning song	نشيد ماما ماما
9) The cute one song	نشيد تعليم الارقام
10) The fish song	نشيد يا كتكوت
11) The human song	نشيد السمكه
12) The color song	نشيد يا انسان
13) Listen to your mom song	نشيد الالوان
14) The sun song	نشيد اسمع كلام ماما
15) The alphabet song	نشيد الشمس
16) The fruit song	نشيد قطار الابدجية
	نشيد الفواكه

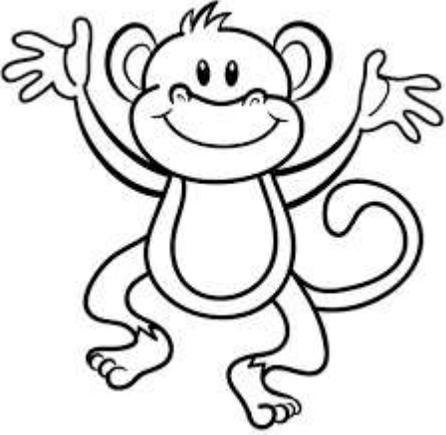
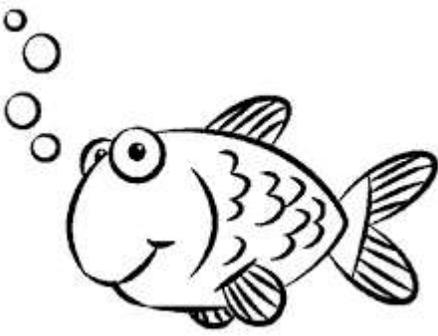
## Programme Materials

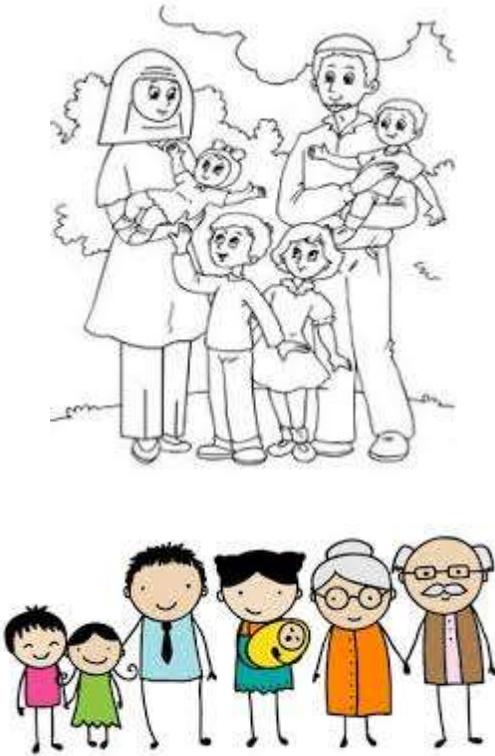
The materials required for the program of the CEP Emergency teams for one group for the age group 6-9 years					
#	item	Picture		amount	unit
1	A4 paper			2	Pack
2	Coloured pencils			10	Pack of (12 )
3	Flipchart			2	Pack
4	Large white cardboard paper (instead of flip chart paper)			30	Pieces

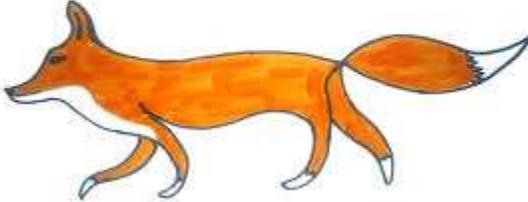
	Black permanent markers		1	Pack
6	Red permanent markers		1	Pack
7	Green permanent markers		1	Pack
8	Coloured cardboard A4		2	Pack
9	Scissors Medium		10	Pieces
10	Glue sticks		10	Pieces

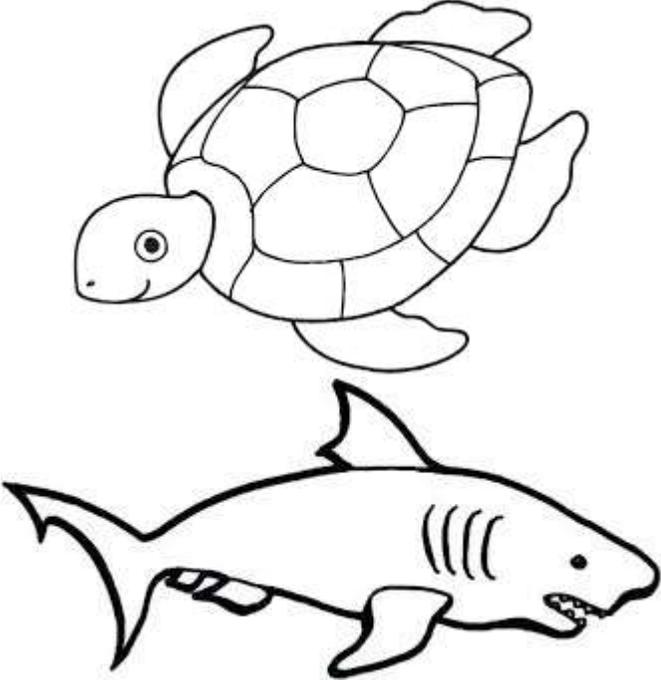
11	Powder / flour bag		1	Bag
12	Pencils		4	Pack
13	Rubber eraser		1	Piece
14	Sharpener		1	Pack
15	Ruler containing shapes or patterns for cutting out shapes		30	Pieces
16	Watercolour paints		10	Packs

17	Watercolour brushes		10	Pieces
18	Wide 'scotch' tape		6	Pieces
19	An empty cardboard box of medium size that can be brought from the food supply stores		1	Box
20	Glitter paints		10	Packs
21	Shade cover		1	Piece

22	Plastic box for the facilitator to put the tools inside		1	Box
23	Monkey pictures		2	Pictures
24	Fish pictures		2	Picture
25	Blanket or bed sheet		1	Pieces
26	Small beans or stones		300	Pieces
27	Pictures of Abdullahlah story			Pictures

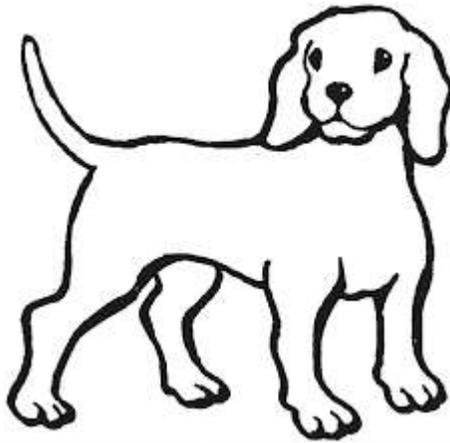
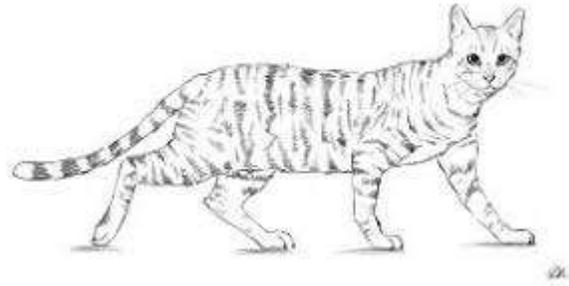
28	Picture of the turtle and the bird story			Pictures
29	Pictures of the Lion and Mouse story			Pictures
30	<p>picture of different feelings</p> <p>A4 size paper and small size divided.</p>		30	Pictures
31	A set of family cards		30	Families 6 of 5 individuals

32	Boxes / Baskets / Bags		2	Pieces
33	Picture of animals (fox- Teddy bear- owl-shark- turtle)	  	6	Picture

				
34	<p>Pictures: broken glass, football, fast cars, candle, school, bottle of poison,</p> <p>Building is not safe,</p> <p>Tent, knife, banana, UXO,</p> <p>Cat, dog</p> <p>Pictures for "Little duck crossing the road".</p>	 	18	Picture







35	picture of Maha playing basketball		1	Collection
36	Pictures of Abdullahlah and Appetizers story		1	Collection
42	Pot/ a can with lid		1	Pieces
38	wool		1	Pieces

39	Fruit pictures		6	Picture
40	Images of different types of occupations		10	Picture
41	Caps for bottles Or drawing circles			Pieces
42	Balloons		1	Bag