

I DEAL
Future



Last Module
of War Child's I DEAL intervention



What is my outlook?



War Child Holland is an independent international non-governmental organization. The organization invests in a peaceful future of children affected by armed conflict. War Child Holland is part of War Child International, a network of independent organizations.

War Child programs strengthen psychosocial development, contribute to peace-building processes and advocate for the rights of children and youth, applying the power of creative arts and sports.

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Version July 2007
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THEME INTRODUCTION

'Future' is a big concept. It is open and wide. There are so many factors that determine the future. Some of those factors we can influence; others we cannot. In other words: the future is hard to foresee.

Future is the time ahead; those moments yet to be experienced

For children it is even harder to form a picture of what lies ahead. Some may have big plans in terms of profession: "I want to be a teacher" or "I want to be a doctor". Others, living in difficult circumstances, may avoid thinking about such plans.

However, a sense of future prospect is important. Every human being needs to have plans and dreams in order to reach a degree of happiness. One has to try and 'fight' for something, to have a goal, to foster hope. Some of your dreams will never come true, but others...

The future is not only far ahead. It is also in close proximity: "next week I want to perform well in the football match", "I want to do well at school", "I want to help my mum with this now, so that maybe tomorrow I can go out with some friends".

Structure and goal of this module

This is the closing module of the I DEAL cycle. With the children, you will evaluate the program they have been participating in, and look forward. How will the children continue with their lives? Will they be able to use the skills they have learned? What will they do when falling back to 'old' behavior or habits? What are their dreams and future plans?

Reflecting on these questions serves the goal of sustaining positive change – the overall goal of this module. We will try to do so in three sessions:

Session 1: Looking back

Goal: Children have reflected on what they have done, liked, and learned

You will use a method of evaluation, called ORID. These four letters stand for: **O**bservation, **R**eflection, **I**nterpretation and **D**ecision-making:

Observation is about facts, what actually happened, what was observed, without elaborating on the 'why'. Questions are about what people see, hear, touch, smell, and taste.

What has happened during the time you have been together in their I DEAL group? What have you seen?

Reflection is about emotions and feelings about certain things that took place in the sessions. Questions are directed to emotional responses: what made you angry, excited, frustrated and what did you enjoy, like or dislike.

Interpretation is about meaning, purpose and value you put to the subject. You will assess with the children what they have learned. What was most useful? What was not useful? What was important? What was difficult? Did we reach our goals in this group? Has I DEAL been successful, or has it not?

Decision-making is about future plans. What are the children going to do next? What are their plans and dreams? In this last step, you will help the children to make decisions as to their way forward. (Note: this last step is mainly dealt with in session 2.)

Note: the ORID method is background information for you as facilitators. There is no use to explain the method to the children – in the session plans, these steps are integrated in a creative and understandable manner.

Session 2: Looking forward

Goal: Children have made plans for their future

What will the children be doing after I DEAL? Will they use the skills they have learned? How? Will they be able to use their (re)gained coping strategies in times of trouble or frustration?

Another question regards the group. They cannot continue to be your I DEAL group, since we will have to move forward to give other children a chance to follow the program. Still, the dynamics of a group for positive action would be a good thing to continue.

With the group, you will discuss the local opportunities to connect to existing groups, like a peace club, youth club, music and dance club, or drama club. They may want to start their own club. In that case, be aware of possible effects. Children that have followed I DEAL are not to exclude other children. It would be most sensible to persuade the children that a new group should not be a club only for former I DEAL group members, since this would exclude children who did not participate.

Session 3: Closing party

Goal: Children have said goodbye to I DEAL

You will assist the children in organizing their own party. This should be a celebration to mark the end of, hopefully, a good time. Let them decide whether or not to invite their parents, friends or teachers. If their parents have been participating in the Creative Parents Group, a nice way to close I DEAL would be to organize a combined party with both the children and the parents.

SESSION 1: LOOKING BACK

Goal: Children have reflected on what they have done, liked, and learned

Methods: Group talk
Exercises
After talk

Resources: 3 flip charts, markers, balls



Exercise 1: Favorite game

Warming up (5-10 minutes).

Ask the children which of the games of I DEAL they liked the most, and play it.



Group talk

We are coming to an end of our group. Today we will look back at all the things we have been doing in the past weeks. After that, we will look into the future: your future, and the future of the group. In the last session we will organize a goodbye party.

But let us first look back.



Exercise 2: What have we been doing?

Observation of the past activities (10-15 minutes).

1. *Put up a flipchart.*
2. *Ask the children what they remember of all past I DEAL sessions. Anything is welcome to be mentioned: a particular exercise, a theme, the good things, the not so good things. Write all on the flip chart.*



Note: prevent the children from expressing how they felt about the things they mention. This exercise is just meant to recall what has been done during I DEAL.



Note: make sure that every child makes an effort to dig his/her memory. Invite the silent children to bring something forward, too.



Group talk

That is quite a list (*refer to the flip-chart!*) We have been doing a lot of things. Now, let us think which of these things we really liked, which we really found difficult, and which we really did not like.



Exercise 3: How was it?

Reflection (30 minutes).

1. Put up three flipcharts a few meters apart from each other: one with a happy smiley face; one with a sad face; and one looking puzzled.
2. Go through the list you made in the previous exercise. The list may be too long to reflect on all items. In that case, select those that you hold most important. Explain the children: "I go through the list we just made and mention some of them. After I mentioned a topic or activity or game, you have to ask yourself: did I really like it? If you did, go to the paper with the smiling face. If you did not, you walk up to the sad face. If you found it difficult or did not understand it, you go to the puzzled face. You have to choose for yourself. There is no right or wrong answer!"
3. With some activities, ask different children to explain why they are standing at the Happy/Sad/Puzzled face.



Note: keep an eye on possible group pressure. It is important let them choose freely, without looking at their friends!



Group talk

Now we know what you liked, what was difficult, and what you did not like. That is important to know.

The next thing is even more important: what did you learn? In everything we do there is something to learn, even if it is a very small lesson. For different people, different lessons can be important.



Exercise 4: What did we learn?

Interpretation (30 minutes).

1. Introduce an empty water bottle/a stick/ some other object as an imaginary microphone.
2. Ask the children questions such like: what did you learn? To you, how important was it to learn that? Do you use what you have learned, and if so, how? If not, why is it hard to put in practice? How does that influence you?
3. Make sure all children are listening to one another. Facilitate the discussion (the children can pass the imaginary microphone to each other). Let the children be specific. If a child says: I learned games, ask: what kind of games? Why was the game important? What aspect of the game? Do you use what you learned in the game also in other situations? Try to get as much information as possible.



Note: take your time for this part!



Group talk

Now we know what we have been doing, what we liked, and what we have learned. What is the next step? How do we use these lessons in the future? We will talk about that next time.



Assignment for next time

Think about all we have been discussing today. Then think of the dreams you have, for yourself, for the group, for the village (*or city, or camp*) you live in. Make a drawing, poem, or story about:

1. How can I use this in the future?
2. What can I do in my village (or city, or camp)? Think about: becoming a member of an existing group in your place, start a club for yourself et cetera.
3. Think about a nice way to close this group. What kind of party should we organize? Who to invite, what activities to do, et cetera.



Exercise 5: Another favorite game

Closing game (10-15 minutes).

Ask the children for a game they really liked, and play it.

SESSION 2: LOOKING FORWARD

Goal: Children have made plans for their future

Methods: Group talk
Exercises
After talk

Resources: Ball of wool/cotton/color thread



Exercise 1: The web

Expressing group bond and individual future plans (15 minutes).

1. Form a circle, including you yourself.
2. Hold a ball of thread. While holding on to the thread, throw the ball to one of the children, asking: "What is your dream for the future?" or "What would you like to be in the future?"
3. After answering, ask the child to keep the thread in his/her hands and to throw the ball to another person, asking this person the same question.
4. Continue until all participants have had their turn. Everybody is now holding part of the thread, resulting in a web
5. While standing in this position, ask the children what it is they have made and what it stands for. Tell the group: "This is the final session. Next time we will have the goodbye party. Maybe you are sad or happy it is over. In any case, we will not lose each other if we do not want to. We are still connected through what we have done together and what we have learned from each other. In the future, we can stay connected from the heart."
6. While continuing to stand in this position, tell the group: "You have all mentioned your plans and dreams for the future. These are important. They give you directions of where want to go in your life. Some plans and dreams will not come true, but others will! When you grow older, dreams may change. That is fine, as long as you have them!"



Group talk

Did you do your assignment? Who wants to share his or her poem, story or drawing with the others? (Take your time for this. It is the children's last opportunity to share their feelings in the group.)

What are we going to do after the group has finished? Think about the things you have learned during the past weeks or months. How do you want to put them in practice? And what will you do if a new problem arises? Is there any existing group you want to become a member of?

We will look at this in small groups.



Exercise 2: Action plan

Decision-making - the last step of the ORID method (30-40 minutes).

1. *Divide the group in small groups (of +/- 4).*
2. *Make all groups discuss the following questions (give them about 15 minutes):*
 - *How are you going to put the learned skills into practice (personal plan)?*
 - *What will you do when a new problem comes up (personal and group plan)?*
 - *Which existing group would be good for you to join (group and community plan)?*



Note: Go around the groups to help them if they are stuck



Note: if there is no existing group, or if the available groups are not suitable for these children, suggest them to start their own group. They could do so in school or community. Make them discuss goal and activities of such a group. Try to connect them to a person in the location (e.g. a teacher or community leader). Be aware that it is easier to connect with an existing group. And the group should be open for not-I DEALers!

3. *Let each subgroup present its plans to the rest of the group.*
4. *Give a summary of all plans and wish them well. Stimulate them to share their personal plans with their fellow group members. Feed them with self-confidence. If you have some other concluding remarks for the group, make them now (for example commenting on how they developed, thanking them for their attention or their input etc.)*



Group talk

Let us now discuss the closure party, next time: where will the party be, who are we inviting, is there something special we can do, will there be music, some other celebration? *(Discuss together and make plans, divide tasks et cetera. Take about 30 minutes for this.)*



Exercise 3: The last game

Closing game (10-15 minutes).

Ask the children for a game they really like, and play it. It will be the last game of the group in this I DEAL context.



Assignment for next time

Prepare for next time's party!

SESSION 3: CLOSING PARTY

Goal: Children have said goodbye to I DEAL

Methods: Party!

Resources: Depends on the kind of party

Close I DEAL with a celebration, according to the children's own plan and activities. Let them invite whomever they want: parents, teachers, and friends.

Ideas:

- Small groups who prepare a song, a drama play about I-DEAL, some other (type of) performance.
- Teaching the guests some of the games you have learned.
- Dancing/Music
- Treasure hunting (setting out a certain route along which there are challenges & questions, to reach a final destination).
- Together, make a big wall drawing (for example on a school wall, Child Friendly Space, community center in the community).
- Parade through the community.
- Et cetera.