

I DEAL

Identity and Assessment



First Module

of War Child's I DEAL intervention



Who am I? Who are we?



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.

War Child Holland has programs in Afghanistan, Colombia, DR Congo, Georgia, Israel and Palestinian Territories, Kosovo, The Netherlands, Pakistan, Sierra Leone, Sudan and Uganda.

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TABLE OF CONTENTS

THEME INTRODUCTION	7
Assessment.....	7
Goals of this module	7
SESSION 1: WHO AM I?.....	9
Exercise 1: Name game with expression	10
Exercise 2: Name game with ball	10
Exercise 3: Walking billboard	10
Exercise 4: Chase ball.....	11
Exercise 5: Boom chicke boom.....	11
SESSION 2: WHO ARE WE?	13
Exercise 1: Repetition	13
Exercise 2: Your symbol.....	13
Exercise 3: Mirror game	14
Exercise 4: Telephone.....	15
Exercise 5: Sitting on each other's lap	15
Exercise 6: Closing game.....	16
SESSION 3: WHICH ARE OUR STRENGTHS AND DIFFICULTIES?	17
Exercise 1: Warming up	17
Exercise 2: Strength and difficulties	18
Exercise 3: Seven cones.....	18
SESSION 4: WHERE DO WE WANT TO GO AS A GROUP?	21
Exercise 1: Human knot	21
Exercise 2: Select themes to come	21
Module evaluation	22
Exercise 3: Closing game.....	22



THEME INTRODUCTION

Who am I? Why am I? What do I believe in? Where do I belong? Developing a clear sense of 'self' is an important process one is going through when growing up.

Identity is a persons understanding of him or herself as a separate being. It relates to self-image and self-esteem. It determines how a person views him- or herself in relation to other people.

Identity consists of two elements:

1. experiencing oneself as a separate entity in relation to other people;
2. recognition and appreciation of that unity by the others (the social environment).

Although it varies for each individual, most children will not reach a fully developed sense of identity until the end of adolescence (the age of 18 to 20).

While working with children one should have some understanding of (lack of) identity development, both for individuals and groups of children. Problems in identity development may lead to, or be linked to psychosocial problems like: lack of self-esteem; insecure attachment; depression; and anti-social behavior.

Children and youth can be supported in developing a positive sense of self through creative exercises about identity. In these exercises we make them discuss their preferences and who they are, stimulate self-expression and give them the chance to share and compare with peers.

This module is meant to be the starting of any I DEAL cycle. Before moving on to any other themes, you start here by making the children aware of whom they are.

Assessment

Next, they can start to think about who they are as a group and which of the available I DEAL themes are most relevant to them. What does the group wants to work on? Through a number of participatory exercises, you will list preferences of the group. Accordingly, together with the group, you choose the thematic modules to follow in the I DEAL cycle.

It is our conscious choice to let the children participate in picking the themes. Child participation is a right as defined by the Convention of the Rights of the Child (CRC). Participation is a vital aspect of child development. It makes them feel that their opinion matters. Active membership of a group makes a child experience having a certain amount of control about what happens. Hence, he or she will feel good about, and responsible for taking part in the sessions. In other words: participation will increase the child's *ownership*.

Further information about Child Development, identity and assessment can be found in War Child Holland's *Reference Paper on Child Development* (see paragraph 1.5.2 for identity development; chapter 2.5 and 2.6 on normal child development; and 5.3 on child participation).

Goals of this module

In this first module, the children will establish a group. You, being the facilitator, will assist them to define their group needs.

Session 1: Who am I?

Goal: Individual children have reflected on their own identity

In the first session, you will assist the kids to get to know each other. You are to provide for a safe environment, in which your participants will dare to show something of their personal identity.

Session 2: Who are we?

Goal: Children have built a group identity

The second session aims to define group identity. You will help to establish group rules, a group yell, and, most important, a group ‘feeling’.

Session 3: Which are our strengths and difficulties?

Goal: Children have assessed their strengths and difficulties

In the third session, you will challenge the children to become aware of their own strengths and difficulties. This does not only serve to ascertain some openness, but is also a prerequisite to the next step:

Session 4: Where do we want to go as a group?

Goal: Group has chosen its I DEAL modules

During the fourth session, the group members consider the issues they really need to work on – as a group! This prioritizing process leads them to pick 3 or 4 of the I DEAL modules to ensue next.

SESSION 1: WHO AM I?

Goal:	Individual children have reflected on their own identity
Methods:	Group talk Exercises After talk
Resources:	3 small balls, A3 sheets, pencils, drawing boards/sledge, masking tape, football, notebooks for the children to use as diary

 *Note: the first session takes time. You need to explain what WCH is doing, what I DEAL is, and why these children are in this group together. In some cases, the children require time to get to know each other. If you estimate that there will be too little time for all this in the first session, consider having a pre-meeting.*



Group talk

Make the children sit in a circle, so that all of them can see and hear you. Talk about:

- What is War Child Holland?
- What can we do and what not?
- What is the I DEAL group all about? (time, activities)
- Introduction of the theme
- Use of diary

Example of presentation text:

“Welcome everybody in the War Child Holland I DEAL group. War Child Holland is an organization that is trying to help children that have been or are still in war situations like here in WCH tries to help those children by organizing creative games and other activities for children and youth so that children will feel better. We are also working with parents, teachers and other people.

We do not give food or school fees. We also do not build schools, or provide for medical care. These are things for others to do.

In the coming 12 (or 16) weeks we will meet each other every week at ... (venue, day and time). We will do many activities, like games, drawing, and drama. During these activities we talk about different topics.

Today we will focus on getting to know each other. If you meet somebody for the first time, what do you want to know? (Kids answer. Possible answers: name, where from, what do you do, age etc.). Well, let us do that first, our names. Do you all know each other? (Probably they do. Still, for you as a facilitator it will be important (and difficult) to remember all names. Explain this to the children.)

You have just received a personal diary (Or if they have not: distribute them.) This diary is for your own personal use. Every week we will give you small assignments. In your

diary you can write down your thoughts about the assignments. You also can write other things. This can be about your feelings, how things are going, about the group. It is all up to you. The diary is for your private use. That means that people can only read it if you want them to read it. You can also choose to keep everything for yourself. Even I will not read in your book if you don't want me to. This I DEAL group is not like school, where the teacher will check your books!"



Exercise 1: Name game with expression

Warming up (5-10 minutes).

1. *Make the children stand in a circle. Start clapping, making a rhythm.*
2. *Ask one person to enter the circle to introduce him/herself by mentioning his/her name - at the same time making an expression, gesture or movement.*
3. *Make the person step back in circle. Then the rest of group enters circle and imitates the person, saying that person's name and imitating his/her gesture.*
4. *Back in circle, next person, et cetera.*



Exercise 2: Name game with ball

Optional - in case you need more introduction and/or warming up (5-10 minutes).

1. *Make the children stand in a circle. You, the facilitator, holds a ball.*
2. *Throw the ball to another person, mentioning the name of that person. He or she catches the ball.*
3. *Let that person again throw the balls to another person, mentioning the name of the other, et cetera.*



Note: nobody is supposed to get the ball more than once.

4. *Do another round, but now remember whom you got the ball from and to whom you are throwing. Yes? WE remember?*
5. *Then do another round with 2 balls and increase speed.*
6. *Then 3 balls and faster!*



Group talk

So now we know all the names. Is that enough? Or do I need to know more about you? If I want to know more about you I will ask you some questions. But if someone else asks me something about me, I need to know the answers about myself. If I do not know who I am, I will have problems in answering! Therefore, let's get to know ourselves now.



Exercise 3: Walking billboard

Encourage participants to mingle and share personal information (20-30 minutes).

1. *Give everybody a piece of A3 paper. Divide it into 6 parts.*
2. *Make them draw about the following:*
Part 1: what is your favorite color?
Part 2: what is your favorite food?

Part 3: draw your family.

Part 4: What do you like to do the most?

Part 5: What do you not like at all?

Part 6: What do you want to do in the future?

3. After they have finished, instruct the children to glue their own billboard on their chest with pieces of masking tape.
4. Ask them to walk around, looking at each other's billboards. Make them interact about the drawings by instructing them to ask for clarification.



Group talk

Well, do you know now a bit more about the others in your group? And as you see: If you want to get to know others, you have to know yourself.



Assignment for next time

Think about yourself. How would you like to describe yourself, using one symbol, sign, picture, poem, drawing, or object? You can write this in your diary.



Exercise 4: Chase ball

Closing game (10-15 minutes).

1. Make the children stand in a circle with some space in between them.
2. Pass a ball around: person 1 throws to neighbor etc.
3. Increase speed.
4. If the ball circulates well, go to the next step. Give each child a number: 1, 2, 1, 2 et cetera. Remain in a circle.
5. Let the numbers 1 have 1 ball, and the numbers 2 have another.
6. Numbers 1 start by passing the ball, thereby skipping the number 2's in between. Numbers 2 do the same thing, starting at the other side of the circle.
7. Increase speed, so that the 2 balls are chasing in each other! Both teams try to overtake the ball from the other team.



Exercise 5: Boom chicke boom

Optional - in case you need more closing time (5-10 minutes).

1. Make the children stand in a circle, everybody facing the back of their neighbor.
2. You, the facilitator, leads the group: start dance-walking in a circle. Say the phrase 'boom chicke boom', while making movements. Ask the group to copy your movements and your 'boom chicke boom' sound.
3. Do another 'boom chicke boom' with a completely different movement. Let the kids copy again.
4. Continue, and make the exercise longer: 'boom chicke chicke chicke chicke boom'. Invent a strange movement, like going down to your knees, throwing your arms into the air, et cetera. Can the kids still copy?
5. Increase speed, slow down et cetera.
6. Let one of the kids be the leader, and play again.

SESSION 2: WHO ARE WE?

Goal: Children have built a group identity

Methods: Group talk
Exercises
After talk

Resources: Football, A4 sheets, pencils, ball of wool or thin rope

Group talk



Welcome everybody! Do you still remember the game we played last week, at the end? Let us play it again, see if we all still know...

Exercise 1: Repetition



Repeat the game you ended with last week in order to warm up (5-10 minutes).

Group talk



Children, how was your last week? (*For a while, talk about the things they come up with.*) Did you think about your symbol/sign/object?

Exercise 2: Your symbol



Creating a safe place for self-expression (15-25 minutes).

1. *Give the children 5 minutes to prepare their symbol, sign, or object. Let them draw on paper, or look for materials with which the children can symbolize what they want to share about themselves.*
2. *Form a circle. Let every child show the others what he or she made or brought to describe him/herself. Ask them to hold it in front of their chest while talking about it.*
3. *Take a ball of rope or wool and throw it to one of the children, while keeping the end of the rope (wool) in your own hand.*
4. *Let the person, who caught the rope, explain his/her symbol. Ask why he/she has chosen this particular symbol or object.*
5. *Instruct that person to throw the ball to a next person, while holding her piece of the rope.*
6. *Continue this way. A net will appear between group members.*

Group talk



(*While still standing in group.*) As you can see, we are all individual persons, with our own personalities, needs, good things, things we have to work on.... But together we

form a group, the rope connects us. Now you can see the rope, but also if the rope is gone, we are still connected to each other.

(*Remove the rope and sit down.*) Now that we know ourselves better, we can experience how we feel like a group. Because we will be cooperating for 16 (or 12) weeks, it is better to have a group.

What do you need to do to be a group? We need a group name. What will be a good name for this group? (*Kids come up with suggestions. Make the group choose one.*)

We also need to have some **rules**. What group rules shall we make? (*Kids come up with rules. Probably something like:*

- *be in time;*
- *if you cannot come to the group you should inform somebody;*
- *respect the other group members, so not laughing if somebody says something you don't agree with*
- *et cetera.)*

We also need a '**yell**', a movement and sound/word that represent our group. (*Think out a yell together.*)

Is it that easy to be a group? Does it suffice to have a name, some rules and a yell? No, we also need to do things together. Sometimes in pairs, sometimes in small groups, or as the complete group. You will have to work together, to listen to each other and to trust each other. The following exercises are about that.



Exercise 3: Mirror game

Interaction and trust building (5-10 minutes).

1. *Make the children choose a game partner.*
2. *Put the children in pairs; two people are standing in front of each other. One plays the mirror, the other looks in the mirror and makes gestures and movements. The mirror has to exactly follow the example - that is what mirrors do!*
3. *After a few minutes, ask them to change roles.*
4. *Make them change partners. Let them choose somebody they do not know too well.*



Group talk

(Afterwards have a short discussion, with the following possible questions.)

Was it easy to be a mirror? Was it enjoyable?

Did the exercise give you a good feeling about your partner?

Was it easier with a close friend or with somebody you don't know so well? Why?

Closely observing each other can be very important to a group. One needs to look at the other person in order to understand him or her.

The next exercise we will do in small groups.



Exercise 4: Telephone

Communication and cooperation (5-15 minutes).

1. Divide the group into teams of 6-8 people. Each person stands about a yard (or one meter) away from their team mates.
2. You, the facilitator, write down a message of about twelve words.
3. Invite the first person of each team to read the message.
4. All go back to their respective teams and whisper the given message into the ears of the next person in line.
5. Ask that person to go and whisper it to the next, et cetera, until it reached the last persons of each team.
6. Make the last person speak the message out aloud. Reveal the original message.



Group talk

(Probably the message has not been correctly conveyed.) Why do messages go wrong? What can we do to avoid these kinds of mistakes? How can we learn to listen better? Listening and communicating are important to a group. (When time allows so, you can do a second round and see if the original message comes out better.)

And now the next exercise, with the whole group!!



Exercise 5: Sitting on each other's lap

Cooperate and build trust (5-10 minutes).

1. Form a tight circle, shoulder to shoulder.
2. Have everyone turn to the right and then take a side step toward the center of the circle - which tightens it up even further.
3. With everyone pressed together, give the instruction to slowly sit down at the count of three.
4. Each person now sits on the lap of the person behind. Ask them to stay seated for a few minutes, hands up, cheering.
5. Then ask them to stand up slowly, all together at the same time!



Group talk

How about that? Did you trust the person behind you for not letting you down? Trust is important here. As a group we have to try to trust each other.

Did you get to know each other better now? Being a group is not easy and takes a lot of effort: listening to each other, trusting each other, sharing ideas and playing together. It is okay to play with yourself, but it is more fun to play together. That is what we want as a group: to have fun together and learn from each other!



Assignment for next time

Think of what you like about yourself. Also find out what you do not like too much about yourself. You can use your diary to write down your personal notes.



Exercise 6: Closing game

Closing (5-10 minutes)

Play one of the games you and the children like.

End with the group yell and short game or song.

SESSION 3: WHICH ARE OUR STRENGTHS AND DIFFICULTIES?

Goal:	Children have assessed their strengths and difficulties
Methods:	Group talk Exercises After talk
Resources:	Flipchart (to be prepared beforehand!), markers, masking tape



Exercise 1: Warming up

Starting up (5-10 minutes)

Start with the group yell. Sing a song, or play another short game.



Group talk

Welcome back! How was last week? (*Take some time to talk on subjects the kids may put forward.*) Did you do your assignment?

Today we are going to look at our strengths and weaknesses. We will find what we are good at, and what is difficult for ourselves and for us as a group. (*Put two big papers on the wall: one with the word 'strengths' on it, the other with 'difficulties'.*)

With 'strength' we mean: our internal strength, the strength from the heart how we deal with daily life. For example: my strength is that I am good at listening to others (*or fill in your own example*).



Note: make sure the children start thinking about their 'internal' strengths. If someone starts boasting about being good at mathematics, explain him or her that this is also a positive and helpful skill, but not what we are looking for here.

(Turn toward the 'strengths' paper.) Under 'strengths', let us put things you kids like to do, and things that you are good at. Who can give me an example? (*You may start off with another example of yourself in order to get things running.*)

Then we are also going to look at our weaknesses, our difficulties. Which are the things we are not doing so well. What do we want to change in our behavior? I am not talking about wanting to improve your English. Here we look at what you as a person want to change. I will give an example of myself: my weakness is that I get irritated when something is not being done the way I want it to be done (*or fill in your own example*).

(Turn toward the 'difficulties' paper.) Now let us put things that we find difficult on this paper. Who can give an example? (*Again, begin with your own example, if the process needs so.*)

Why is it important to know our strength and our difficulties? (*Children answer*). You have to know what you are able to do, what you like and what you are good at. At the same time, you have to identify your problems and do something about it.

Let us further focus on these two topics, strengths and difficulties. Afterwards we will, as a group, choose what themes we will work on during the weeks to come.

We will do a long exercise now!



Exercise 2: Strength and difficulties

Finding out strengths and weaknesses of individuals and group (30-40 minutes)

1. Divide your participants into small groups of about 6. Split girls and boys, since they may have different issues and strengths. Give each group two big pieces of paper: one for strengths, and one for difficulties.
2. Instruct the groups to discuss their strengths and what are their difficulties?
3. Make them produce small drawings on the respective papers, representing strengths and difficulties. If they fail to draw a certain topic, allow them to use keywords.



Note: everybody has to participate and draw. So not only the ones who are good at drawing. The quality of the drawing itself is not important - it is all about what the drawing represents!



Note: this will take some time. Go around and see if the kids understand what we want them to do. See if they need help.

4. When they have all finished, give the kids masking tape to fix their sheets under the 'strengths' and 'difficulties' headers you attached before.
5. With the whole group, discuss the different sheets. Let the children present their own drawings to the rest of the group. Let them put keywords under the drawing, making sure it is clear to everyone what the drawing represents.



Assignment for next time

Think about the 'difficulties' you have seen. Which do you think is the most important one to work on? Write down in your diary.



Exercise 3: Seven cones

Closing down (10-15 minutes). If you like another game better for this group, feel free to play that, alternatively. And don't forget the group yell at the end.

1. Mark a field of about 10 x 10 meters (decrease seize for smaller kids; enlarge it for older kids).
2. Divide the group into 5 smaller groups.
3. Place 4 groups at the 4 edges of the field.
4. Place the fifth 5 in the middle of field.
5. Spread out 7 cones in the field.

6. Give one of the side groups a ball.
7. The group in the middle has to put all cones on top of each other. The groups along the sides throw the ball at the kids in the middle, who are to dodge it.
8. Anyone hit by the ball has to leave the field and help one of the sideline groups throw out the remaining members in the middle. These have to start afresh piling the cones, each time they lose a member.
9. If the group in middle manages to put all 7 cones on top of each other, it scores a point and can start afresh with the cones in order to score more.
10. When all members have been hit, invite another group to come into the middle, and the game starts again.

SESSION 4: WHERE DO WE WANT TO GO AS A GROUP?

Goal: Group has chosen their I DEAL modules

Methods: Group talk
Exercises
After talk

Resources: Session 3 papers, small stones of top (3 for each child)



Exercise 1: Human knot

Cooperative problem solving (5-15 minutes).

1. *Form a circle.*
2. *Let the kids lift up their hands, close their eyes and look for two other hands. Not the hands of their neighbors - let them walk with their eyes closed, in search for others' hands.*
3. *If all of them found another's hand in both of their hands, let them open their eyes. Hold tight!*
4. *The group is now a human knot.*
5. *Do the same exercise, but select one 'repair person'. He or she will not be part of the human knot, but try and untie it. He/she gives directions to the knot, like 'move here' or 'step over this arm'. The group can help, if necessary.*



Group talk

This exercise shows that even problems that appear to be very difficult can still be solved by working together you. Maybe you cannot completely untie the 'knot'. Still, even if you manage half way, the remaining problem will appear to be much clearer. That is what we will have to do with problems in life: look at it, cooperate to untie the knot and then look at it again!

Last week we looked at our strengths and difficulties, do you remember? Some of these things we mentioned only apply to some of you, but others are important to all of us. Today we are going to choose what we are going to work on in the coming weeks. We will learn new skills as a group, but also as individual persons.

Now, let us choose. (*Get the strengths & difficulties sheets from last week. Spread them on the floor.*)



Exercise 2: Select themes to come

Participatory agenda setting (50 minutes).

1. *Together with the children, group the identified strengths and difficulties into broader themes.*



Note: the Facilitator's manual gives an overview of themes. For instance: "fighting by children" has to do with friendship and connections between children, thus the 'Peer relations' module, and with 'Dealing with conflict'.

2. Remove those topics we cannot change anything about in the first place. For instance: "not enough food". This certainly is a difficulty, but not one that WCH or the children can solve.
3. Assess the children's strengths. Mostly they are good at playing, school, and learning. We can use this and build on this strength!
4. Prioritize with the children which difficulty to deal with first. A way to make the kids participate in this process, is giving each of them a stone. Let them choose a theme by putting a stone on their priority theme, spread on the floor. Select those (3 or 4) themes with the most stones as the themes the group will work on.
5. Put the other issues in the 'parking lot'. Identify them as important, but for a later time and space.



Module evaluation

Evaluate the module, by presenting questions like:

- What have you learned about this theme?
- What was easy, what was difficult for you?
- Did you already use something you learned in I DEAL in your daily life?
- If so, how? If not, what is keeping you from using it?
- Did you miss anything? What else would you have liked to learn about this theme?



Exercise 3: Closing game

Pick the group's favorite game to close this last session (5-10 min).