

Activity Guide

[Country, Year , Disaster]



Photo: Raul Vazquez for Mercy Corps

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Contact Information: _____





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Dear Moving Forward Community Leader:

Welcome to the Moving Forward project. We are delighted that you could join us!

As a mentor of the project, you have a very important role to play in the recovery and personal development of children and youth affected by ... [for example, the hostilities in Kenya.]

The project aids mentors in developing a range of games and activities that they can use for groups of children and youth to carry out the objectives of the project.

This Activity Guide will give you some examples of activities to conduct with your youth group, but feel free to create your own as well.

Good luck, and remember you can always request assistance and support from program staff. They're there to help you!

Sincerely,

The MOVING FORWARD Team



1 Introduction



1.1 How to structure your project

Here are some Q&As that might help explain the structure of the Moving Forward project:

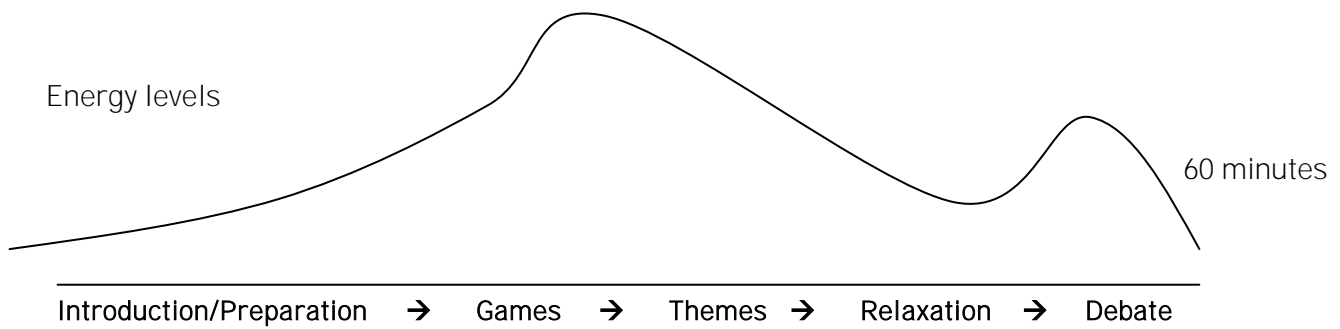
Who are the participants?	What's the role of the mentor?	Where do these games and activities take place?	When do these games and activities take place?
Groups of 20-25 children and youth aged between 10-25 years old.	To implement a program of interactive games and activities with the children, similar to those described in this guide.	Safe and secure spaces within the affected communities.	Usually over a 3-month period, at least twice a week and for at least 1 hour per session.

A typical session with the youth should last at least one hour. In that hour, the following basic structure will help guide you and youth participants. These activities can be carried out during normal sports, dance or activity sessions or separately if desired.

Duration	Type of activity	Purpose
15 minutes	Introduction/Preparation	Warm-up participants to prepare them for the session
10 minutes	Games	Helps to raise the energy and enthusiasm levels of the group
20 minutes	Development of themes	Games and activities that address issues like assertiveness, resilience, leadership, teamwork, etc.
10 minutes	Relaxation	Encourages the participants to relax and cool down.
5 minutes	Debate and close	Engages the group with questions that will encourage reflection on lessons learned.



The line graph below illustrates the varying levels of energy/enthusiasm over the course of a typical one-hour group session:



It is important to stress that the structure presented in this section is only meant as a guide and can be adapted as necessary to fit the specific needs of a project.

Please feel free to communicate with your Community Project Coordinator to receive assistance and support, that's what they're there for. Good luck, have fun and Move Forward!



2 Core Themes



2.1 Constructive Communication

Constructive communication is the ability to express feelings, opinions and thoughts, at the right time, in a constructive manner and without denying the right of others to express their feelings, opinions and thoughts.

Types of communication:

Constructive Communication is defined as conduct which allows a person to act with calmness, without anxiety and to express honest feelings comfortably. It involves a deep respect towards oneself and others by recognizing their rights and feelings. People should try to reach agreement where everyone participates in finding a solution. It also involves a recognition of responsibility regarding the consequences of the expression of one's own feelings.

Avoid aggressive communication which shows that our needs and desires are more important than others needs and desires. Verbal aggression can range from sarcasm and hurtful gossip, to verbal offenses, hostile or humiliating insults and threats. It is often the case that an aggressive communicator picks on someone less able to defend their own needs and desires.

2.2 Self-esteem

We achieve self-esteem by experiencing the positive praise and feedback that others show us while we grow up and develop into adults. Without this praise and feedback, we feel small and helpless, and fail to become all that we can be!

Self-esteem is a personal judgment of self-value that is expressed in the attitudes of an individual towards herself. Self-esteem is a form of evaluation that every individual makes and can change throughout different stages of life.

Characteristics of low self-esteem	Characteristics of high self-esteem:
<ul style="list-style-type: none"> ● Overly self-critical and continually dissatisfied with oneself. ● Vulnerable to criticism and insecure. ● Display on and off tendencies of depression and often feel inferior to others. ● Not able to assume responsibilities and has difficulty working in a team. 	<ul style="list-style-type: none"> ● Firmly believe in own values and principles and those of the community. ● Able to defend values and principles when faced with criticism but also confident enough to modify them if new experiences require it. ● Trust in judgment. ● Feel equal to others. ● Confidence in ability to solve problems.



Advice for mentors to strengthen self-esteem among participants:

- a) Be clear and concise in your praise of a correctly performed task;
- b) Generate an atmosphere that promotes creativity and competence and cooperation through various games and activities;
- c) Generate an atmosphere of participation and mutual respect, where the contribution of each individual is recognized;
- d) Ensure that positive aspects in different activities are recognized to aid development of self-esteem in each individual;
- e) Demonstrate confidence in each individual's problem-solving abilities;
- f) Suggest possible solutions to problems to avoid damaging self-esteem whenever necessary;
- g) Develop individual observation skills and encourage the use of new ideas to reach goals;
- h) Allocate responsibilities to promote teamwork and the reaching of objectives;
- i) As the program continues so too should the demands on the participants in terms of reaching goals;
- j) Ideals and goals must be set in the minds of participants to elevate the level of self-esteem;
- k) Work at a level of productivity that will elevate the participant's level of self-esteem but not push them too hard.

Stages of self-esteem

Self-knowledge: When we learn to know ourselves.

Self-conceptualize: If you believe that you're a winner, you will be a winner.

Self-evaluate: Undervalued or undesirable feelings are, in most cases, the root cause human problems.

Self-acceptance: The value that someone places on themselves plays a primary role in the creative process.

Self-respect: Self-esteem is a feeling of quiet self-respect

Self-esteem: We can only love when we love ourselves, and not before

2.3 Resiliency

Resiliency is the ability of a person or group to continue considering the opportunities in the future despite being affected by destabilizing events, difficult conditions in life or serious traumas. It is the capacity to think ahead despite present problems.

Characteristics:

The ability to overcome adverse situations and traumatic events and increase the ability to adapt to changing situations. To have mental strength to overcome difficult situations. In order to do this it is necessary to have the support and protection of those around you.



Favorable conditions for developing resilience:

- Support of family members
- Shared responsibilities within households
- Parents having positive expectations for the future of the children
- Parental support of a child's schooling activities
- Clearly defined norms and rules with respect to the family hierarchy
- Supportive mentors such as teachers, community leaders and elders

Pillars of resilience:

- Introspection
- Independence
- Strong community
- Ability to form relationships
- Initiative
- Humor
- Creativity
- Morality
- Self-esteem

Necessary attributes of a mentor promoting resilience among participants:

- Good interpersonal relationships
- Highlight the positives
- Put yourself in the shoes of others
- Lead by example
- Stimulate the development of individual and collective abilities

2.4 Teamwork and Trust-building

This involves a group of people working together in a coordinated way to complete an assignment. The team contributes to the final result and trusts each other to carry out certain assignments. Each member of the team is responsible for an assignment and it is only possible to succeed if all of them fulfill their function. Teamwork is the sum of individual contributions. The team should work like a machine with different parts, each relying on and helping the other, to maximize overall performance.



The 5 C's of Teamwork

- Build **COMMUNITY** – The leader or leadership team must make other members feel welcomed and part of the group.
- Encourage **COOPERATION** - Common goals should be set for the team and everyone should be aware of them. Participation among all members should be encouraged. There should be a feedback mechanism in place to ensure that everyone's views are being heard.
- Support **COORDINATION** - Ensure everyone is clear about expectations, specific roles and responsibilities. Methods of communication should be clearly set out.
- Promote **CONSTRUCTIVE COMMUNICATION** - Clear, open, two-way communication is vital to any relationship and organization.
- Offer continuous **COACHING** - Everyone benefits from ongoing coaching and training. This is a way to relate to your team members and show how much you care about and support their individual success.

Trust-building

Trust involves two or more people that requires commitment and effort by everyone involved. An individual must accept a certain level of vulnerability based on an expectation that the other people involved intend to act in a predictable way. The need for trust comes from our *interdependence* with others. We often depend on other people to help us obtain the outcomes we pursue. As our interests with others are intertwined, we must recognize that there is an element of *risk* involved because we often encounter situations in which we cannot control the cooperation we seek. Therefore, trust can be very valuable in social interactions and helps children establish the stability and predictability they need to function effectively in social groups.



3 Activities



3.1 Overview

The activities presented in this section are the central piece to Moving Forward program. These activities have been designed to help the mentor teach children important lessons related to the core themes (constructive communication, self-esteem, resiliency, teamwork and trust building). This section is organized according to the daily structure described in section 1.3:

Introduction and Preparation Activities	Section 3.2
Sports & Games	Section 3.3
Development of core themes	Sections 3.4-3.7
Relaxation	Section 3.8
Discussion to reinforce key messages	Section 3.9

The activities are structured to help the mentor lead the activities with their youth groups after first reviewing and preparing for the daily session. The following format is used for activities in sections 3.2 and 3.4-3.8.

### Title:	Title or name of activity
Category or Core Theme:	The intended purpose of the activity
Equipment/Materials:	The necessary equipment to perform the activity
Playing Area:	The necessary space indoors or outdoors to perform the activity
Number of Players:	The ideal number or minimum and maximum players for the activity
Type of Players:	Age or ability of players
Recommended Time:	Time required to perform the activity successfully
Procedure:	Instructions on how to perform the activity
Optional:	
Adaptations:	Changes or variations to the activity
Suggested Discussion Questions:*	Questions the mentor should ask to reinforce key core theme messages
Key Messages*:	The important messages children should understand by the end of the activity
Illustration:	Visual illustration showing how the activity is performed

* Core theme activities only



NOTE: Section 3.3 “Sports and Games” and 3.9 “Discussion to reinforce key messages” are not structured activities but guide mentors to play a variety of games and sports with children (3.3), review the key messages and ask the “Suggested Discussion Questions” (3.9) related to the core theme activity done earlier that day. In section 3.9, you will find some recommendations for how to ask questions, listen to children’s answers and encourage and praise them for sharing their feelings.

3.2 Introduction and Preparation Activities

The activities in this section are designed to help children meet and learn each other’s names and start to prepare for the Sports and Games activities that follow.

3.2.1 Presentations in a circle

Category: Introduction and Preparation

Equipment/Materials: None

Playing Area: None

Number of Players: 30, three groups of 10

Type of players: Children of all ages

Recommended Duration: 15 minutes

Procedure: Children introduce themselves to each other in a circle. Child 1 begins by introducing herself to Child 2. Child 2 then introduces herself and Child 1 to Child 3. Child 3 then introduces herself and Child 1 and 2 to Child 4, and so on. The last child in the circle has to introduce herself and everyone else in the circle.



3.2.2 Presentation in Pairs

Category: Introduction and Preparation

Equipment/Materials: Paper and pens

Playing Area: None

Number of Players: 30, 15 pairs of 2

Type of players: children aged 8 years and above

Recommended Duration: 20 minutes

Procedure: A participant in the group looks for someone that they don't know very well and between them they ask questions such as: What is your name? How old are you? Where do you live? What's your favorite sport or hobby? Why are you participating in this program? etc.

Participants write down the answers on paper. Once the details have been exchanged, the pair present one another to the rest of the group.

3.2.3 Triplets

Category: Introduction and Preparation

Equipment/Materials: None

Playing Area: None

Number of Players: 20

Type of players: children of all ages

Recommended Duration: 15 minutes

Procedure: Participants are either standing or sitting in a circle. One child begins by repeating their own name three times followed by the name of another in the group. On identifying who that person is the others go and give them a pat. For example, Emma shouts, "Emma, Emma, Emma, Richard!" The others in the group then approach Richard to give him a pat. Then it's Richard's turn to repeat his name three times and then someone else's name.



3.2.4 Simple Name Game

Category: Introduction and Preparation

Equipment/Materials: whistle, ball

Playing Area: open space - indoor or outside

Number of Players: 30, 3 groups of 10

Type of players: Children ages 6 and older

Recommended Duration: 20 minutes

Procedure: Participants stand in a circle and throw the ball across the circle to each other. During the first phase participants say their names when they catch the ball. During the second phase participants shout the name of the participant that they are throwing the ball to. During the third phase participants catching the ball shout the name of the participant that threw them the ball.

3.2.5 Identification of Voices

Category: Introduction and Preparation

Equipment/Materials: None

Playing Area: None

Number of Players: Groups of 10, 3 groups

Type of players: Children of all ages

Recommended Duration: 15 minutes

Procedure: After participants have had enough time to identify each other's names they can now close their eyes to see whether they can identify another participant by their voice only. All participants must stand together with their eyes closed. The mentor will quietly walk up to one of them and pat them on the back. At which point the 'tapped' participant says "hello" and the rest of the children try to figure out who said it. The participant that guesses correctly then takes the place of the mentor in the next round. The game follows this sequence until it becomes easy. To make things more difficult the participants can be asked to distort their voices.



The next three examples have been left blank so that you can create your own activities for the children. Give the activity a name and fill in the required details.

3.2.6 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.2.7 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.2.8 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.3 Sports and Games

In an emergency, children's physical needs (food, water, shelter) should be immediately followed by trauma-healing interventions that address mental, social and emotional development. In these situations, sports and games can be a valuable part of children's psychosocial healing process and re-learning of social and emotional skills. Organized recreational activities provide a safe and structured environment that creates a sense of normalcy and stability, alleviates stress and builds resiliency. Through sport and games, MOVING FORWARD helps children and youth express their feelings and build their self-esteem, self-confidence and trust.

Below are a number of sports and games that can be used to keep children's energy levels high. In addition to playing these sports and games, a number of activities¹ are provided below that help children develop sports skills within some of the sports pictured below. The Core Theme activities should be included in these sports and games activities at a resting point or following the sport or game activity. Look for ways also to adapt local games, if applicable.

¹ These activities have been provided courtesy of and adapted from the Nike Let Me Play, Save the Children and China Children Teenagers Fund Sport for Migrant Children, "Grow in Sports: Youth Development Toolkit".



SPORTS

Sports are a great way to keep children active and allow them to build trust and teambuilding skills. In this section a number of sports related activities are described to assist mentors during their sessions.

<p>Basketball</p> 	<p>Football</p> 	<p>Track and Field</p> 
<p>Badminton</p> 	<p>Table Tennis (Ping Pong)</p> 	<p>Volleyball</p> 



- 3.3.1 Pass the ball (basketball)
- 3.3.2 Stay Away from Danger (basketball)
- 3.3.3 Conquer the Army (basketball)
- 3.3.4 Different from close and far (basketball)
- 3.3.5 Pull into the Circle (basketball)
- 3.3.6 Moving Basket (basketball)
- 3.3.7 Hungry Snake (basketball)
- 3.3.8 Snake Bites Own Tail (basketball)
- 3.3.9 Dumpling Goes Over the River (track and field)
- 3.3.10 Three Doors Stand by Each Other (football)
- 3.3.11 Change Places (football)
- 3.3.12 To Kick the Football (football)
- 3.3.13 To Take the Flower from Your Head (football)
- 3.3.14 To Drive the Pig Across the Bridge (football)
- 3.3.15 Frog Rushes to Get Football (football)
- 3.3.16 Keep the Goal in the Middle (football)
- 3.3.17 Keep the Ball in the Air (badminton)
- 3.3.18 Catch the Ball and Run (badminton)
- 3.3.19 Up and Down (badminton)
- 3.3.20 To Beat in the Air (badminton)
- 3.3.21 Pass the Ball (ping pong)
- 3.3.22 Use the Ping Pong Ball to Hit the Target (ping pong)
- 3.3.23 The End (ping pong)
- 3.3.24 Ping Pong One-by-One in Dragon Line (ping pong)
- 3.3.25 To Clear the Ball (volleyball)
- 3.3.26 The Moon Surrounded by Many Stars (volleyball)



3.3.27 Relaxation (volleyball)

GAMES

Games are a very effective way to encourage children to interact and socialize together, improving their social skills and support. In this section, a number of games are described to assist mentors during their sessions.

3.3.28 String Jump

3.3.29 Hackey Sack

3.3.30 Bumper Cars

3.3.31 **T, B, H, D, "QX"**

3.3.32 Cat & Mouse Hop 5 ft.

3.3.33 Cat & Mouse 3-Word Tag

3.3.34 Cat & Mouse Ground Pursuit

3.3.35 Mice Support

The space below is for the mentor to write popular sports and games, not listed above, that children enjoy playing in their community. These can be traditional games or popular games. Remember to ask the children what their favorite sports and games are and try to do those games. Also, ask children to develop new games if they want.

Sports	Games



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3.4 Core Theme: Constructive Communication Activities

3.4.1 Football with Mediators

Core theme: Constructive Communication

Equipment/Materials: Football

Playing Area: A football field (approx. 45 meters x 20 meters) and goals marked out by poles with flags or chalk A field

Number of Players: 6-30

Type of Players: Children of all ages

Recommended Time: 45 minutes

Procedure: 2 teams of 3-6 players are built. They don't have a referee. Every team has to select a mediator. This is a player that represents the team. If a disagreement emerges between players, the mediators come together and decide on the solution. The mediators communicate their decision to the players that were in disagreement.

Adaptations: The players have to shake hands after the decision is made.

Suggested discussion questions: Ask children to describe the situation when their was a disagreement. Were people angry? Did the mediators do a good job to resolved the disagreement? What did the mediators do well? What could the mediators have done differently? Even though you might not agree with the mediators' decision, were you willing to compromise in order to continue playing the game?

Key Messages:

- 1) Making decisions as a group allows everyone's opinions to be shared and considered.
- 2) If you feel upset by something, communicate with others and work together to find a solution.
- 3) Keep communication positive (constructive) so that a solution can be agreed to.



3.4.2 Mirroring Emotions

Core theme: Constructive Communication

Equipment/Materials: None

Playing Area: None

Number of Players: 20

Type of players: Children of all ages

Recommended Duration: 15 minutes

Procedure: Pairs of participants get together with one saying words that express different emotions (anger, happiness, love, etc.) and the other performs those emotions. They then change roles.

Suggested questions for discussion: What was it like trying to express your emotions? What was easy? What was difficult? What are the benefits of expressing your emotions?

Key Messages:

- 1) It is hard to communicate what you are feeling without expressing some emotion.
- 2) People you are trying to communicate with will understand you better if you express your emotions.

3.4.3 The Barrier

Core theme: Constructive Communication

Equipment/Materials: None

Playing Area: None

Number of Players: 20

Type of players: Children of all ages

Recommended Duration: 15 minutes

Procedure: Participants are organized into three rows. The first row is required to send a message to the third row. The second row is required to intercept this message by jumping up



and down and shouting so that the message is not transmitted. When the third row has the message they try and send one back to the first. The rows should change so that each row gets a chance to play each different role.

Suggested questions for discussion: In what other situations is communication difficult? Why is communication important?

Key Messages:

- 1) Before communicating, think of the best strategy for making sure the person you are communicating with will understand what you want to say.
- 2) When barriers to communication develop, think of other strategies for communicating (non-verbal, writing, art, etc.)

3.4.4 Forming Words

Core theme: Constructive Communication

Equipment/Materials: Two sets of cards with letters written on them

Playing Area: None

Number of Players: 20, 2 groups of 10

Type of players: Participants of all ages

Recommended Duration: 20 minutes

Procedure: Participants are put into two groups. Each group is given a set of cards. The mentor then gives both groups a topic, such as name, country, town, sport, etc. and asks both groups to agree on a word that relates to that topic and spell it out, using the cards. The group that spells a word correctly that is related to the topic is rewarded with a point.

Suggested questions for discussion: How did your group organize itself to form words quickly? How could you communicate differently to make sure others in your group understand?

Key Messages:

When in groups, a leader can help make sure that members of the group communicate well with each other and understand each other.

When we work as a group and communicate effectively we can achieve better results and feel good about our success.



3.4.5 Forming Numbers

Core theme: Constructive Communication

Equipment/Materials: Two sets of cards with numbers written on them

Playing Area: None

Number of Players: 20, 2 groups of 10

Type of players: Participants of all ages

Recommended Duration: 20 minutes

Procedure: Participants are put into two groups. Each group is given a set of cards. The mentor then shouts out a number. The group that puts together the number correctly first is rewarded with a point. Make the game more difficult by progressing from short numbers (689) to very long numbers (1,469,753). Make sure not to repeat the same number more than once (444) because each card has a different number.

Suggested questions for discussion: How did your group organize itself to form words quickly? How could you communicate differently to make sure others in your group understand?

Key Messages:

- 1) When in groups, a leader can help make sure that members of the group communicate well with each other and understand each other.
- 2) When we work as a group and communicate effectively we can achieve better results and feel good about our success.



The next three examples have been left blank so that you can create your own activities for the children. Give the activity a name and fill in the required details.

3.4.6 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.4.7 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.4.8 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.5 Core Theme: Self-esteem activities

3.5.1 Praise Points

Category: Self-Esteem

Equipment/Materials: None

Playing Area: Open space or indoor room

Number of Players: Maximum 20 per area

Type of players: all ages

Recommended Duration: 15 minutes

Procedure: Teams of two people share positive personal characteristics about oneself with each other. Each person tells their partner one, two or all three of the following suggested topics: Two physical attributes that they like about themselves. Two personality characteristics that they like about themselves. A capacity or Skill that they like about themselves. Explain that each comment should be positive. Negative comments are not allowed.

Suggested Questions for Discussion:

- Was it difficult to share positive attributes about yourself? If yes, why?
- How did it feel to reflect on your own positive attributes?
- Do we often think about the good attributes we have?
- How did it feel to talk to your partner about their positive attributes?

Key Messages:

- 1) We all have very positive attributes and should recognize these attributes in yourself more often.
- 2) It's important to share with others what you feel their positive attributes are.
- 3) When we recognize our positive attributes it build our confidence and feeling of self-esteem.



3.5.2 Written praise notes

Category: Self-Esteem

Equipment/Materials: paper and pens for each participant and surface to write on

Playing Area: room or open space

Number of Players: 24-30, groups of 6

Type of players: 6 years old or older

Recommended Duration: 30 minutes

Procedure: Ask the participants to take two or three sheets of paper and fold it into six pieces, carefully tearing them up into separate pieces. On each one of the pieces participants write, on one side, the names of the other participants in their group. On the other side of the paper, write two lines that include a thought, wish, saying, or combination of these directed to the person whose name it written on the reverse side. At the end, hand each sheet of paper to the designated person. As a group, discuss what the experience was like. Each group nominates a person to share back to the larger group what the experience was like.

Suggested Questions for Discussion: Was it easy or difficult to write down something? If difficult, why? What helped you think of something to write on the note? How did it feel to give the note to the recipient? How did it feel to receive and read the notes you received?

Key Messages:

- 1) It's important for us to share with other people the good things they do and why they are important to us.
- 2) When we hear good things about ourselves, it makes us feel good and happy.
- 3) Make sure to share good things about other people with them, it will also make you feel good.

3.5.3 Discovering my needs and motivations

Category: Self-Esteem

Equipment/Materials: Large white sheets of paper, pens and markers

Playing Area: An open room or space

Number of Players: 30



Type of players: 8 years old and older

Recommended Duration: 30 minutes

Procedure: The instructor asks participants to identify their individual needs in order to 1) feel safe, 2) to feel a sense of belonging to a group or others and 3) to feel proud of themselves and others. For each of these three categories, participants should put a check next to the need they have listed indicating if they feel they have that need realized currently or it is unrealized. A “V” indicates the need has been, or is being, realized. Volunteers are asked to present to the rest of the group, asking others if they share the same needs, and the mentor keeping track of these on a separate large sheet of paper.

Suggested Questions for Discussion: What needs do we see appearing most often on the large sheet of paper (written by mentor)? Are there examples of people who are having these needs met currently? How are they getting those needs met? What can we do to improve each other's sense of belonging in a group? What can we do for each other to help one another feel confident and proud of ourselves and others?

Key Messages:

- 1) We need to look for opportunities to establish groups of friends to help us as we recover from the emergency.
- 2) We can help each other meet some of our basic needs (food, security, belonging, self-esteem) by communicating to each other.
- 3) Identify the good things about yourself and others and try and strengthen those things.

3.5.4 Recognizing high self-esteem

Category: Self-Esteem

Equipment/Materials: None

Playing Area: room or open space

Number of Players: 30, 10 pairs of 3

Type of players: 6 years old or older

Recommended Duration: 20 minutes

Procedure: Ask participants to close their eyes and remember back to a situation in the recent past (perhaps before the earthquake) when they felt very happy, important, brave and capable.



Maybe it was something their parents were proud of them for. Maybe they did something for someone in their community. Maybe they solved a very difficult problem. How you feel now is how it feels to have high self-esteem.

Have the children form groups of three people and share what they were thinking of that made them proud of themselves. One volunteer from each group then stands up to share their memory with the rest of the large group.

Suggested Questions for Discussion: How often do you feel like you (happy, proud, high self-esteem) did in your memory? What can we do to remember something important and good we do each day?

Key Messages:

- 1) We have all done things that make us feel very good and confident about ourselves.
- 2) In difficult times like now, it's important to remember the good things we have accomplished and remind ourselves of those things.

3.5.5 Sculpture

Category: Self-Esteem

Equipment/Materials: None

Playing Area: Open space

Number of Players: 30, in pairs

Type of players: 8 years old and older

Recommended Duration: 20 minutes

Procedure: Create pairs. One person volunteers to be the model and the other is the sculptor. The sculptor picks a positive characteristic of the model's personality and tries to sculpt the model to express this characteristic. Without talking, the sculptor moves the model's arms, legs, neck, etc. to form a sculpture. Communication at all times is non-verbal. Once the sculpture is made, change roles and the model becomes the sculptor and the sculptor the model. Finally, each person becomes their own sculptor and positions their body into a sculpture that communicates a positive characteristic they are proud of.

Suggested Questions for Discussion: Ask each pair, how did it feel to be the model and sculptor? What was the sculptor trying to accomplish with the sculpture? Did they achieve this? Even though the model was being controlled by the sculptor, were they able to feel proud of their



image as a sculpture? How did it feel to make yourself a sculpture? What characteristic did you decide to show through the sculpture of yourself?

Key Messages:

- 1) It is important to allow others to compliment us for what we are good at and appreciate their recognition.
- 2) It is important to find positive characteristics in other people and communicate this to them.
- 3) When thinking about ourselves, we should identify the things we do well and take advantage of those things to succeed in life.

The next three examples have been left blank so that you can create your own activities for the children. Give the activity a name and fill in the required details.

3.5.1 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.5.2 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.5.3 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.6 Core Theme: Resiliency activities

3.6.1 Resiliency Demonstration

Core theme: Resiliency

Equipment/Materials: Two balls, one full of air and the other slightly deflated

Playing Area: Level floor

Number of Players: 15-20

Type of players: Children of all ages

Recommended Duration: 10 minutes

Procedure: Describe the Core Theme of resiliency using the key information from section 2.3. Hold up both balls, the one that is fully inflated and the one that is partially deflated, at the same height, one in each hand. Drop both balls at the same time and ask the children to observe what happens. Repeat this 2-3 times.

Suggested questions for discussion: What did the children observe? Which ball bounced higher? In life, when something difficult happens, like a disaster, what things can help us bounce like the inflated ball? What are things that can act like air and make us more resilient?

Key Messages:

- 1) In life, we can bounce back from difficult experiences but it will take inner strength and the help of those people around us.
- 2) Sometimes the pressure to tell people we are ok makes it hurt more inside. It is ok to share how we are really feeling and have others help us get strong again.
- 3) As we become strong again and feel better, we can start to help others too.



3.6.2 Frisbee Balance Race

Category: Resiliency

Equipment/Materials: 3 Frisbees

Playing Area: open field

Number of Players: 30, 3 teams of 10

Type of players: ages 6 and above

Recommended Duration: 20 minutes

Procedure: Three teams line up with the ten players on each team standing behind each other. Have an open space in front of them with a flag approximately 10 meters in front of each team. The first player balances the Frisbee on their head and walks to the flag and back, giving the Frisbee to the next child in line. If the Frisbee drops, the child picks it up, puts it on their head and continues. The team to finish first wins. Encourage each team to cheer for and support the person balancing the Frisbee.

Suggested Questions for Discussion: Was it easy or hard to balance the Frisbee on your head? If the Frisbee dropped, what did you do? How did it feel to have your team cheering for and supporting you?

Key Messages:

- 1) Having a group of people supporting us makes us feel good about ourselves.
- 2) Even if you have a challenge (the Frisbee drops) we can overcome the challenge and

3.6.3 Hot Ball

Core theme: Resiliency

Equipment/Materials: None

Playing Area: None

Number of Players: 20

Type of players: Children of all ages

Recommended Duration: 15 minutes



Procedure: The players stand in a circle and throw an imaginary ball at each other. After a while, the mentor explains that the ball is becoming gradually more and more heavy, light, hot, cold, hard and soft. The objective is for the participants to imitate the characteristics of the ball as it changes.

Suggested questions for discussion: How did it feel to act out and express the change in the characteristics of the ball? When the ball became difficult to hold, throw and catch (heavy, hot, cold, hard) how did you feel? When the ball became easy to hold, throw, and catch (light, soft) how did you feel? In life, when we experience hardship, how can we transition to feeling good again?

Key Messages:

- 1) There are times in life that will be very difficult and it will feel like we are carrying a very heavy ball. But, as time goes by and we share our experiences with others so that they can help us, the ball becomes lighter.
- 2) Expressing our emotions with others can help us realize we are strong and can overcome difficulties. Others can see our emotions and help us feel better.

3.6.4 Bounce Back

Core theme: Resiliency

Equipment/Materials: None

Playing Area: Open space

Number of Players: 6-30

Type of players: children of all ages

Recommended Duration: 20 minutes

Procedure: Select eight to ten (8-10) volunteers to come forward to model the activity. Instruct the group to stand in a small circle. Ask for participants' focus and attention. Emphasize the importance of safety. Explain that the participant in the middle of the circle will fall towards participants on the outside of the circle (supporters). The supporters will keep the person in the middle from falling down.

Supporting - Instruct the supporters to stand close to one another with one foot towards the middle of the circle and one foot back, knees slightly bent. Supporters' hands should be at chest-height of the person in the middle and should be very close to that person. Three supporters at a



time should support the person who falls and supporters should not push the person in the middle

Falling – The person in the middle must cross their arms across his or her chest and fall with their feet together, “stiff like a tree, not soft a snake.” Before falling, he or she will ask two check-in questions:

Person in Middle: My supporters, are you ready?!

Supporters: Yes! (Supporters should all be in “ready position” with hands up.)

Person in Middle: Can I fall?

Supporters: Yes!

Person in Middle: I’m falling.

Fall on different sections of the circle, allowing everyone to feel what it’s like to support. Coach praises participants on what they are doing well and where they can improve to support you properly.

Repeat and allow each child a chance to go in the middle.

Suggested questions for discussion: What did it feel like to be in the middle, the one being supported? Did you ever fall to the ground? What did it feel like to be one of the supporters? In life, when we feel like we’re falling, who and what can we use to support us and help us bounce back, be resilient?

Key Messages:

- 1) People around us can keep us from falling down in life and make us strong to overcome challenges.
- 2) We should try and find people who will help support us in life and also be willing to support other people when they have a difficult experience.

3.6.5 A Long and Happy Life

Category: Resiliency

Equipment/Materials: sheet of paper and pen

Playing Area: big enough space where children can work alone

Number of Players: 30

Type of players: 8 years old and older

Recommended Duration: 45 minutes

Procedure: Each child gets a piece of paper, turn the paper on its long edge and draws a horizontal line on it that goes from the left side to the right side. Ask children to draw a point at



the left end of the line. This point represents the day they were born and ask participants to write their date of birth under the point.

Next ask the children to draw a point along the line where they think they are now in their life (early, middle late). Ask them to put today's date under that point. Ask children to write a word or two that describes what they have achieved in life from their date of birth to the present (write this word between the date of birth and today's date). Ask children to write a word or two that describes what they want to achieve in life in their future, from today into the future. Write this word to the right of today's date.

Ask for volunteers to present their sheets of paper to the group.

Suggested Questions for Discussion: How did you think of the word or words that you wrote to describe what you have already accomplished in life? What can you do to prepare for and make sure you accomplish the word you wrote for your future? Can you do it alone or will you need help? Who will you need help from?

Key Messages:

- 1) It is important to think back on the good things we have done in life.
- 2) It is important to plan our future and set goals for our life.
- 3) It is important to plan the things that you can do and what other people can do to help you achieve your goals.

3.6.6 You are resilient

Core theme: Resiliency

Equipment/Materials: None

Playing Area: Open room, or space outside

Number of Players: 25-30

Type of Players: Children of all ages

Recommended Time: 15 minutes

Procedure: At a break or resting point in the sports or game activity, all children come together and create pairs. In pairs, each person mentions three or four characteristics of the other person that will help them overcome challenges they will encounter in life. They can mention characteristics related to personality, skills (athletic, intelligence, etc.) or family, friends that are supportive.



Suggested questions for discussion: How did the comments your pair mentioned make you feel?
How can you use what your pair mentioned to help you succeed in life?

Key Messages:

- 1) Hearing from others that we are strong and can overcome challenges helps us become confident.
- 2) Sometimes other people see our strengths better than we do and they can help us find a way to overcome challenges.

The next three examples have been left blank so that you can create your own activities for the children. Give the activity a name and fill in the required details.

3.6.1 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.6.2 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.6.3 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.7 Core Theme: Teamwork and trust-building activities

3.7.1 Tug 'O War

Core theme: Teamwork/Trust Building

Equipment/Materials: A line marked on the ground

Playing Area: An area of approx. 10 meters x 5 meters

Number of Players: 6-20 (min. 3 in each team)

Type of Players: Children of all ages

Recommended Time: 30 minutes

Procedure: Teams need not have equal players on each side but the mentor should try and balance the strength of players. Players line up, one behind the other, with the teams facing each other. The two players at the front of each line hold hands and the players behind them hold each other by the waist. On the word "Go!" the players on each team work together to pull the other team over the line.

Suggested questions for discussion: What strategies did your group use to try and win? How did you communicate this strategy to each other? What would it have been like to try and win this game alone against the other team? Why was it important to trust your teammates?

Key Messages:

- 1) When we work together in life we can accomplish more than if we work alone.
- 2) When working as a team, it is important to have trust in one another in order to do your best performance.

3.7.2 Blind Hen

Core theme: Teamwork/Trust Building

Equipment/Materials: Blindfolds

Playing Area: A large area with obstacles set in the way such as chairs and tables

Number of Players: 10-30

Type of players: Children aged 8 and up



Recommended Duration: 15 minutes

Procedure: Participants get into pairs with one wearing a blindfold over their eyes and the other standing behind with their hands on the one in front's shoulders. The participant guides the other around various obstacles. The pair swap roles with the former now guiding the latter. As the level of trust increases the participant behind can begin guiding the one in front without touching but just by giving them instructions from behind. Also, to make it more difficult, don't allow the pairs to talk to each other but guide silently.

Suggested questions for discussion: What did it feel like to be blindfolded? How did it feel to be the guide? How can we communicate with others so that they trust us? Is it hard or easy to trust other people? Did you feel more scared at the beginning of the game or at the end of the game? Why?

Key Messages:

- 1) Trusting other people is difficult but is very important to achieve your goals when working in pairs.
- 2) Trust becomes easier after you have some experience with the person.

3.7.3 Football for All

Core theme: Teamwork/Trust Building

Equipment/Materials: A football field with areas and goals marked out by pickets with flags or chalk

Playing Area: A field approx. 45 meters x 20 meters (max.)

Number of Players: 8-20 (min. 4 in each team)

Type of Players: Children of all ages

Recommended Time: 30 minutes

Procedure: Able-bodied and disabled children are paired together in each team. They must link arms or be in contact throughout the game. Other than that, normal football rules apply.

Suggested questions for discussion: Was it easy or difficult to play with your arms linked? What made it easy? What made it difficult? How did you communicate with each other to be more successful?



Key Messages:

- 1) Working with others can at first be difficult but after constructive communication it becomes easier.
- 2) It is important to include other people with disabilities or weaknesses and adapt rules so that they can participate and have fun.
- 3) We rely on other people in life to achieve individual and common goals.

3.7.4 Fun Football

Core theme: Teamwork/Trust Building

Equipment/Materials: A football field with areas and goals marked out by pickets with flags or chalk

Playing Area: A field approx. 45 meters x 20 meters (max.)

Number of Players: 6-30

Type of Players: Children of all ages

Recommended Time: 30 minutes

Procedure: 2 teams of 3-6 players are built with different strengths. One team is much stronger and has more girls. The other team is weaker and has more boys. Both teams compete with the objective to score goals. Ask them to play and observe the results. Now, ask the players to adapt the rules with the aim that both teams are of equal strength. Important: They cannot exchange players and everybody has to play. Play the game with the new rules!

Adaptations: Play the same game with different teams. In one team there are some disabled players or a team of younger players has to compete against a team with older players.

Suggested questions for discussion: How did you feel after playing this game the first time? How did the losers feel? How did the winners feel? How did you feel after playing the game with the new rules? Why did you need to trust your teammates?

Key Messages:

- 1) Different people have different strengths, including each one of you.
- 2) It's important to try and find balance and involve everyone so that they can participate and enjoy playing as a team.



3.7.5 Sheet Volleyball

Core Theme: Teamwork / Trust Building

Equipment/Materials: 1 net, or rope set 2 meters above ground. 2 large blankets or plastic sheets.

Playing Area: A small area before and after a net

Number of Players: 8 total (4 each group)

Type of Players: Children of all ages

Recommended Time: 30 minutes

Procedure: Participants are divided into groups of eight or nine. Each team should have four people on it, so that there will be one person holding each corner of the blanket. Have one team serve the ball by placing it in the middle of the blanket. They should lower the blanket and then raise it quickly as a team, to allow the ball to fly into the air. The opposing team must catch the volleyball in their sheet and pass it back again. If the team lets the ball drop on their side, the other team gets a point.

Adaptations: When the group is working well, make this activity more difficult by not allowing them to speak – encouraging non-verbal communication.

Suggested questions for discussion: What was difficult about this game? How did you communicate to make your team more successful? What did it feel like to work together?

Key Messages:

- 1) Communication is very important when working together as a team.
- 2) Without everyone doing their job, a team cannot accomplish its' goal.



The next three examples have been left blank so that you can create your own activities for the children. Give the activity a name and fill in the required details.

3.7.1 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.7.2 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.7.3 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.8 Relaxation activities

3.8.1 Muscle Relaxation

Category: Relaxation Activities

Equipment/Materials: None

Playing Area: Quiet Area

Number of Players: 20-30

Type of Players: All ages except people with hypertension, using contact lenses or having eaten recently.

Recommended Time: 20 minutes

Procedure: Use different parts of your body to experiment. Start by relaxing your right hand. Make a fist (close your hand) tightly for five seconds then open your hand. Repeat this three times with the same part of your body, each time closing your hand more tightly. You will feel the difference. Now do it with the left hand. Repeat the same sequence with other parts of your body: raise both shoulders at the same time, then relax them; open your eyes very open, then close them very tightly; make both of your legs very stiff at the same time, then relax them.

3.8.2 Deep Breathing

Category: Relaxation Activities

Equipment/Materials: None

Playing Area: Quiet Area

Number of Players: 20-30

Type of Players: All ages

Recommended Time: 20 minutes

Procedure: Ask children to find a comfortable position in a chair or on the ground (lying down if they prefer). Tell children to close their eyes if they are comfortable doing so. First, ask children to breath very deeply in, hold it for a few second, then release the air. Tell children to listen to the sound of the breath inside their bodies. Repeat the breathing. Now, ask children to make the noise they heard loud enough for the others in the room to hear. Encourage children not to be shy but to really make the sounds of their breath loud enough for everyone to hear. Repeat this



two or three times. Finally, ask children to return to listening to the breath inside of them, not making it loud enough for everyone to hear. Do this two or three times.

3.8.3 My Place

Category: Relaxation Activities

Equipment/Materials: Paper and markers

Playing Area: Quiet room

Number of Players: 30

Type of Players: All ages

Recommended Time: 20 minutes

Procedure: Ask children to find a comfortable position in a chair or on the ground (laying down if they prefer). Tell children to close their eyes if they are comfortable doing so. Ask children to identify a place that is beautiful, safe and intimate. Ask the children to start answering the following questions in their minds and add detail to their place. What does this place look like, smell like, sound like, etc.? What makes this place feel safe to you? Once the children have had enough time to create this place in their minds, ask them to take a piece of paper and marker and draw the place. If they want to, children can be invited to present their place to the other children in their group.



The next three examples have been left blank so that you can create your own activities for the children. Give the activity a name and fill in the required details.

3.8.4 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.8.5 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.8.6 [_____]

Category: Relaxation Activities

Equipment/Materials:

Playing Area:

Number of Players:

Type of Players:

Recommended Time:

Procedure:

Illustration:



3.9 Discussion to reinforce key messages

As a mentor, it is important to reinforce the key messages presented through the core theme. The “Suggested Discussion Questions” should be asked to the group of children immediately following the Core Theme activity and when you have the group’s full attention. The key messages from this discussion should be reinforced at the end of the 60-90 minute session to strengthen the psychosocial message for the children. A “Key Messages” section is provided for each core theme activity to remind you what messages to reinforce with the children.

Some suggested guidelines for leading this discussion include:

- Create an atmosphere of acceptance
- Allow children to show how they prefer to communicate. Sometimes symbolic, indirect communication is less painful for children.
- Ask the children open questions, NOT “yes” or “no” questions, to encourage them to share their thoughts and ideas;
- Listen to the children with patience and give them time to think about the question and respond (this may take a few moments);
- Do not tell a child their answer is incorrect, there are no incorrect answers;
- Thank and praise the child for sharing their thoughts and ideas with the group;
- Provide an opportunity to all children who want to speak to share their thoughts and ideas, even the quiet children;
- If the children’s answers are not related to the key messages of the core theme, help them understand by mentioning the key messages listed for the activity.



3.10 Notes

