

## Return to Learning Activity Plans for Adolescents ages 12-15

### **Introduction**

This packet of activities is intended for use with children who have recently been displaced from their homes, or those in protracted crisis who have not had access to education, so that they can continue to learn and participate in structured educational activities while they wait for the opportunity to participate in formal schools, or other longer term non-formal education programs. These sessions may be rolled out sequentially, as written here, beginning at the beginning and continuing all the way through, or facilitators may choose to focus on a specific type of activity, such as literacy or numeracy, first, and then continue to other activities. Also, many of the activities here can be used multiple times with small changes.

Activities can be implemented by community facilitators in Child Friendly Spaces, or in home/community settings. Prior to implementation, facilitators should participate in the Return to Learning Facilitator Orientation, and they should be supported by ongoing Return to Learning Facilitator Workshops on a weekly or bi-weekly basis.

### **Routine for Sessions/Classes**

We want:

- ✓ Everyone to feel welcome, valued, protected, and engaged
- ✓ Children to know what to expect
- ✓ Children and facilitators to feel they are part of a community/group

**Schedules and routines are very important for children, especially during crises/emergencies. The session or “class” may be short but it will be an important routine in the daily and weekly lives of children.**

You may make adjustments to the time for each step but it is important that the order of the activities remains the same every day so children know what to expect.

### **General guidance on local contextualization**

All activities and sessions must be reviewed by the Save the Children team prior to the facilitator orientation. Adaptation teams should look for:

- Activities that do not make sense in this context
- Stories can be adapted to the local context by changing the names, locations, types of food, etc.
- Any suggested materials that can be replaced with local materials
- Vocabulary that needs adjusting to make it more child-friendly and also clear to the local language to ensure the meaning is intact

Adaptation teams should also bear in mind that children who have recently been displaced are likely to feel a sense of trauma, especially if they are currently transient, or “on the move.”

- Sessions may include activities that provoke emotional responses from children
  - Save the Children teams should make sure that facilitators understand only to implement those activities if they are capable of providing emotional and psychosocial support to children, or if there is someone on site to whom they can refer children experiencing grief. It is advisable for Save the Children education teams to discuss this with Child Protection teams before rolling out these activities
- We want to be able to provide children with a supportive environment in which they can express all of their emotions, however we do not want to encourage them to expose emotions and then inadvertently cause them harm.
  - This is a difficult undertaking with a lot of gray area. If in doubt, please consult your colleagues, supervisor, and/or technical advisor before reaching a conclusion.

## **Beginning with mindfulness**

At the beginning of every lesson, the instructor should engage children in ‘mindfulness activities’ to get children to focus their attention and relax before starting the activity. There are several mindfulness activities that facilitators can choose from, which include:

- Belly breathing
- Meditation exercise
- Muscle relaxing
- Seeing colors
- Sitting silently
- Focus on the light
- Contact and release

For each lesson in this activity kit, a mindfulness activity has been suggested. Guidance on how to engage children in the mindfulness activities can be found below, and in Annex 1.

### **Belly Breathing**

1. Ask all children to sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator's head and let their eyes rest.
2. Ask them to place their hands gently on their lower belly.
3. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is there belly moving or their chest?
4. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
5. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
6. Repeat two more times. On the last round, ask children to say “Hah!” on their last breath!

### **Seeing Colors**

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

### **Meditation Exercise**

1. Tell students to take 1 minute to sit quietly. Close your eyes only if you are comfortable doing so.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.

4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

### **Muscle Relaxing**

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

### **Sitting Silently**

1. Tell students before they begin this activity they will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
2. Ask students to sit tall in their seats and stretch their neck out above their shoulders.
3. Ask them to state their daily intention. Repeat the daily intention one or two more times.
4. Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
5. Now take one minute to sit silently.
6. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

### **Focus on the Light**

1. Ask students to sit silently and visualize. If you are comfortable, feel free to close your eyes.
2. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.

Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings.

Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”

3. Ask students to sit for a few seconds in silence.
4. Tell students that they can now begin to bring themselves back to the present. Focus on breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

### **Contract and Release – Heat**

1. Ask students to take one minute to sit silently.
2. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
3. Ask students to sit silently for 30 seconds, or as long as they are comfortable.
4. Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

## Scope and Sequence

Session	Description	Skills	Mindfulness activity
1	A Safe Place for Myself	Literacy and language: oral communication SEL: Self-awareness and positive relationships	Belly breathing
2	What would you do?	Language and literacy: fluency ,oral comprehension SEL: self-awareness and positive relationships	Belly breathing
3	Making good decisions	Language and literacy: fluency, oral comprehension SEL: self-management, responsible decision making	Belly breathing
4	Tracking height and weight	SEL: self-awareness Numeracy: measurement	Meditation exercise
5	Multiplication clap/snap	Numeracy: multiplication	Meditation exercise
6	Ahmed is tired	Language and literacy: reading comprehension, fluency SEL: self-management	Muscle relaxing
7	Decisions, Decisions	Literacy and language: Reading comprehension, fluency SEL: responsible decision making	Muscle relaxing
8	Unexpected family	Language and literacy: reading comprehension, fluency SEL: social awareness	Seeing colors
9	Group stories	Literacy and language: reading comprehension, writing	Seeing colors

		SEL: Social awareness	
10	A Different Kind of Family	Language and literacy: letter knowledge, phonemic awareness, graphic representation	Sitting silently
11	Sometimes Embarrassed	Language and literacy: reading comprehension, fluency SEL: self-awareness and social awareness	Sitting silently
12	A Difficult Conversation	Language and literacy: fluency, reading comprehension SEL: positive relationship skills, social awareness	Sitting silently
13	What we don't have	Literacy: Reading comprehension, fluency SEL: Self-awareness	Focus on the light
14	The Power to Make Changes	Literacy and language: reading comprehension and fluency SEL: self-awareness and responsible decision making	Focus on the light
15	Seeing and Being Seen	Literacy and language: reading comprehension, fluency SEL: Self-awareness, social awareness	Contact and release
16	Showing love	Literacy and language skills: Reading comprehension, fluency SEL: social awareness, positive relationship skills	Contact and release
17	Journaling	Literacy and language: writing skills, vocabulary SEL: Self-awareness, responsible decision making	Facilitator/student choice
18	Who is my role model?	Literacy and language skills: Writing SEL: self-awareness, responsible decision making	Facilitator/student choice

19	Writing a letter	Literacy and language: writing SEL: self-awareness	Facilitator/student choice
20	My future	Literacy and language: writing SEL: responsible decision making	Facilitator/student choice



## Contents

Activity 1: A Safe Space for Myself .....	11
Activity 2: What would you do?.....	14
Aysha.....	16
Activity 3: Making good decisions .....	17
Discussion Question Chart .....	19
Examples of Steps for Decision Making.....	19
Scenario Cards .....	20
Activity 4: Tracking height .....	22
Activity 5: Multiplication clap/snap.....	24
Activity 6: “Ahmed is Tired” .....	26
Ahmed is Tired .....	27
Activity 7: “Decisions, Decisions” .....	29
Decisions, Decisions .....	30
Activity 8: “Unexpected Family” .....	31
Unexpected Family .....	32
Activity 9: Group stories .....	33
Story Strips.....	34
Activity 10: “A Different Kind of Family” .....	36
A Different Kind of Family.....	37
Activity 11: “Sometimes Embarrassed” .....	40
Sometimes Embarrassed .....	41
Activity 12: “A Difficult Conversation” .....	44
A Difficult Conversation .....	45

Activity 13: “What We Don’t Have” .....	48
Activity 14: “The Power to Make Changes” .....	50
The Power to Make Changes .....	51
Activity 15: “Seeing and Being Seen” .....	53
Seeing and Being Seen .....	54
Activity 16: “Showing Love” .....	56
Showing Love .....	57
Activity 17: Journaling.....	60
Activity 18: Who is my role model?.....	62
Activity 19: Writing a letter .....	64
Activity 20: My Future .....	66

**Annex 1: Mindfulness Activities**

### Activity 1: A Safe Space for Myself

<p><i>Skills</i></p>	<p>Literacy and language skill: oral communication SEL skills: Self-awareness and positive relationships</p>
<p>Description (name of activity/learning objective):</p>	<p>A safe space for myself Objective: Participants will be able to determine the importance of safe spaces for themselves and will identify specific means of ensuring that spaces are safe.</p>
<p>Estimated Time: <i>We might cut this</i></p>	<p>30 minutes</p>
<p>Materials: (this can include found objects)</p>	<p>Sticks and smooth dirt, paper and coloring materials</p>
<p>Organizing children within the space: (group work, small group work, paired work, etc.)</p>	<p>This activity involves touching—please have girls stand on one side and boys stand on the other</p>
<p>Directions (to include modeling and activity):</p>	<p>Introduction: Engage children in the Belly Breathing mindfulness activities- see Annex 1 for directions Activity: 1. Divide participants into two groups, male and female. 2. Instruct participants to stand in a line, and stretch their arms out to the side. 3. Ask participants to spin around (turn in circles) with their arms out to the side. Even if it's difficult, they should try to keep turning. Note: As participants turn around in circles, they may bump into one another. 4. Stop the group, then ask the following questions and take responses:  <ul style="list-style-type: none"> <li>• What happened when you tried to turn in circles?</li> <li>• How did you feel when you tried to turn around?</li> <li>• When your space was invaded—when people were touching you without your invitation—did that feel good?</li> <li>• Should people touch each other, or hurt each other, even if it's not on purpose?</li> <li>• What could we do to make sure we keep a safe space for ourselves?</li> </ul> 5. Give a stick to each participant, or distribute sticks to share.</p>

- Ask participants to find enough space to draw circles around themselves. They should stand in the center of the circle and make sure they have enough space to move comfortably. They can use as much space as they want.
6. Instruct participants to do the following:
    - Stand inside their circles.
    - Stretch their arms to the sides and turn in circles.
    - Encourage them to do other movements they want inside their circles, as long as they stay in the circle.
  7. After children have done other movements in their circle, stop the group and ask participants to sit in a circle.
  8. Ask participants the following questions, taking responses:
    - How did you feel turning and moving around in your own circle?
    - Do we need our own space for thoughts and feelings?
    - How can we make sure we have the space we need for thoughts and feelings?
  9. After children have answered these questions, ask them to sit down.
    - How should we define “safe space”? What is safe space?
      - Some answers for how we can define safe spaces include: *Safe spaces are spaces where we feel comfortable expressing our emotions, where we do not feel in danger or fear, where we feel happy and enjoy spending time.*
      - Examples of safe spaces may include: *My home, places I go with my friends, my classroom (where we are right now)*
    - What can we do to make sure we make this learning space safe where everyone feels comfortable?
      - Some answers may include: *We can respect the rules of this space, we can make people in this space feel comfortable being here, we can keep our hands to ourselves and listen to each other.*
- Have children sit down to prepare for the next activity. Activity 2: Developing rules for the safe space
1. Tell students that we are now going to create some rules that we can follow when we gather together to learn.
  2. Give each child a piece of paper and coloring materials. They will have 10 minutes to create a rule and draw a picture of what it looks like to follow this rule.
  3. When children are done creating a rule and drawing their picture, we will share their ideas as a group.

	Conclusion: Ask for volunteers to remind the group of what we learned about today. After a few children share answers, remind them that you will see them again soon.
Variations or Additional Games/Activities:	If you can, hang up the 'safe space rules' that children create and begin the next lesson by referring to them.

## Activity 2: What would you do?

<i>Skills</i>	Literacy and language skills: Fluency, oral comprehension SEL skills: Self-awareness, positive relationships
Description (name of activity/learning objective):	Shared reading: Participants follow along as facilitator reads a story out loud; facilitator guides discussion  Objective: Participants will be able to identify ways of maintaining a safe space for themselves when faced with bullying
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of “Aysha,” 1 per participant or 1 per every 2 participants
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Belly Breathing mindfulness activities- see Annex 1 for directions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Remind participants that in this group, we are working on creating a safe space for ourselves.</li> <li>2. That is not always easy to do. Tell participants that today we will think more about how to make sure we are keeping ourselves, and each other, safe.</li> <li>3. Ask the following and invite participants to respond: <ul style="list-style-type: none"> <li>• Have you ever treated someone poorly, or been treated poorly yourself?</li> <li>• How do you feel when someone treats you poorly? How about when you treat someone else that way?</li> <li>• Give several students the opportunity to share their answers.</li> </ul> </li> <li>4. Say: Now I’m going to read you a story about a girl who has a problem, and we’re going to think about how we would handle that problem ourselves.</li> <li>5. Read out loud from “Aysha,” following the discussion questions in the story. Each time there are discussion questions: <ul style="list-style-type: none"> <li>• Stop</li> <li>• Ask the question</li> <li>• Take a few responses</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Ask the next question</li> </ul> <p>6. When you are done reading the story, Ask participants to talk to the person next to them about a time when they had a similar experience to that of Aysha in the story. They should discuss how they handled it at the time, and what they would do differently now. Then, invite a couple of volunteers to share with the whole group.</p> <p>Conclusion: Tell participants that they've done really good work today, and that you are impressed with how quickly they understand new ideas.</p>
Variations or Additional Games/Activities:	You can change parts of the story 'Aysha' to fit your context to make it more appropriate, including the name, the setting, etc.

## Aysha

Aysha and her friend Mara were walking home from the market together one day, talking about their day and the big wedding coming up over the weekend. Both girls were excited because their friend Emi was getting married, and they were going to wear their nicest clothes.

"I think I'll get my hair braided," Aysha said, "I'm tired of this same old hairstyle." Just then, the girls heard laughter behind them.

"Look at her hair," a voice said, "it's so ugly!"

Aysha and Mara turned. Behind them were a group of girls they knew from a neighboring town.



---

Discussion questions:

1. Is Aysha in a safe space right now?
  2. How do you think Aysha feels?
  3. What could Aysha do to protect her safe space?
- 

Aysha and Mara turned back around and continued walking. "Let's just ignore them," Aysha whispered to Mara, "and maybe they will go away."

Aysha and Mara continued walking but they didn't talk anymore. Both felt sad, and a bit worried. They weren't sure what the girls were going to do next. Aysha felt a tug on her headscarf, and then some laughter. One of the girls had snuck up behind her and pulled her scarf down.

"You see!" The girl shouted, "I told you her hair was ugly!" The group of girls burst into laughter and ran away. Aysha and Mara stood silently in the road, looking down at their feet.



---

Discussion questions:

1. What are the different ways that the girls violated Aysha's safe space?
  2. What would you like to tell those girls about boundaries and safe space?
  3. Have you ever had a similar situation? What did you do?
  4. Would you do anything differently now?
-



### Activity 3: Making good decisions

Skills	Literacy and language skills: Fluency, comprehension SEL: self-management, responsible decision making
Description (name of activity/learning objective):	Participants work in groups to discuss different scenarios and to list steps in making good decisions.  Objective: Participants will be able to determine steps in making good decisions
Estimated Time:	30 minutes
Materials: (this can include found objects)	1 discussion scenario for each group of 3-5 participants (no more than 5 participants per group)  Discussion Questions chart written on chalk board or flip chart paper (found at the end of this activity)  <i>*See example 'Steps to Decision Making' at the end of this activity and use this as a guide</i>
Organizing children within the space: (group work, small group work, paired work, etc.)	Small groups; each group must include at least 1 fluent reader
Directions (to include modeling and activity):	Introduction: Engage children in the Belly Breathing mindfulness activities- see Annex 1 for directions Activity: 1. Tell participants that we all make decisions every day of our lives, and sometimes those decisions have big consequences for our lives, for our health, and for our futures. 2. Tell participants that you are going to divide them into groups, and each group will get a card with a scenario on it. <ul style="list-style-type: none"> <li>• One person from the group should read the scenario out loud before passing it around.</li> <li>• Each person in the group should have a chance to hold and read at the card.</li> </ul> 3. Show the "Discussion Questions" chart written on the chalk board or on flip chart paper <ul style="list-style-type: none"> <li>• Tell participants that after they have read the scenario, they will discuss these points.</li> <li>• Read each point on the flip chart out loud.</li> </ul>

	<ul style="list-style-type: none"> <li>• Groups should discuss each point, finishing with one point before moving to the next.</li> </ul> <p>4. Read out the lists of groups and have participants sit in their groups</p> <ul style="list-style-type: none"> <li>• Distribute scenario cards, one per group, and make sure everyone understands the exercise.</li> </ul> <p>5. Participants will work in groups to discuss their scenarios, and to list steps for making good decisions.</p> <p>6. Ask groups to share the steps they identified in making good decisions, and note the responses they have in common on the chalk board or on flip chart paper, so everyone can see.</p> <p>7. Review the list, and see if everyone agrees with the steps to making good decisions</p> <ul style="list-style-type: none"> <li>• Make sure to emphasize the importance of accepting responsibility for one’s actions.</li> <li>• Young people need to learn that actions have effects, and after they have made a decision or a choice, they must accept responsibility for those effects—positive or negative. This is what it means to be an adult.</li> </ul> <p>8. Ask participants if they think they can follow the steps they have developed in order to make good decisions</p> <ul style="list-style-type: none"> <li>• Are these steps realistic?</li> <li>• Will these steps help them make good decisions so they can be achieve their goals?</li> </ul> <p>Conclusion: You can finish the lesson by asking the children where they can go to find help if they are deadline with one of these scenarios. Take a couple of minutes to discuss what support is available in their community to make sure everyone knows where to go for assistance.</p>
Variations or Additional Games/Activities:	<p>If there are no fluent readers in the group of children, then the teacher will need to read for the children and do the activity as a full group, going through the scenario cards one by one.</p> <p>Also, the scenarios can be adapted to reflect the local context.</p>

## Discussion Question Chart

### Discussion Questions

1. Discuss the situation: What is the decision that needs to be made?
2. In trying to make a decision, what should the people in the situation do first?
3. List the steps the people should take in trying to reach their decision
4. Finally, as a group, discuss the situation and make a decision for the scenario on the card following your own steps to making a decision.
5. On a sheet of flip chart paper, write the steps to making a decision

## Examples of Steps for Decision Making

### Examples of steps for decision making:

1. Stop, take a "time out"
2. Think about the situation
3. Get advice from people you trust
4. Think about your family's values
5. Think about your own personal values
6. Think about the possible effects of different decisions: who will be impacted, and how?
7. Choose the best alternative
8. Make a decision
9. Act on the decision
10. Accept responsibility for your actions

## Scenario Cards

*Note: Scenarios should be written and cut out in advance, to be distributed during group work. All handwriting should be neat and clear.*

Facilitators should select the scenarios that work best in their cultural context, and can replace these scenarios with others if necessary.

You are a 16 year-old girl living in [insert the name of a local town]. You earn money selling [insert a commonly sold local product] at the market. Recently, a friend has been coming to buy [commonly sold local product] from you and has been bringing you small gifts such as earrings and topping up your phone. He has suggested that you come to a local [rooming house/guesthouse/inn/place where people go to sleep together] with him. What will you do?

You are a 20-year-old man, and you have recently married. You and your wife are students at the university. You want to start a family, but you also want to finish your degrees and get jobs. Your wife has suggested using something to prevent pregnancy. What will you do?

You are a 35 year-old teacher at a primary school, and you have four children. Your husband is a nurse at the health centre. He has taken your oldest child, a son, to his father's village for a visit, because his father is old and unwell, and you have stayed home with the three other children. While he is away he informs you of his decision to take a second wife. You are shocked, because you have always agreed that you would be his only wife. What will you do?

You are a 38 year-old woman with seven living children. You do not want another pregnancy or child, but your husband is opposed to using anything to prevent pregnancy. What will you do?

You and your girlfriend are in love and are planning to get married. You have been abstaining from sex until after you are married, but it is getting more difficult. Your friends think you are weak and you really feel ready. Your girlfriend still wants to wait but you think you can convince her. What will you do?

You are entering your final year of secondary school when your father falls ill. He has told you that he does not want you to stop your schooling, but you see the family suffering and are considering leaving school for one or two years to get a job. When things are better at home, you can return to school. What will you do?

#### Activity 4: Tracking height

Skills	Numeracy: measurement SEL: Self-awareness
Description (name of activity/learning objective):	Participants take a “field trip” to a local health center (if available) and volunteer their services measuring patients who come in for treatment. <i>Note that if there is no functional health center, participants will measure children’s heights in the CFS.</i>
Estimated Time: <i>We might cut this</i>	30 minutes+ (timing will depend on whether height is measured at the CFS or at a health center)
Materials: (this can include found objects)	Measuring stick, tape, or other tool—enough for every 2-3 participants to share 1  A notebook or sheet of paper and pen or pencil per pair/group of participants
Organizing children within the space: (group work, small group work, paired work, etc.)	Pair or group participants in groups of 3 so that any non-reader/writers are paired with readers/writers.  Arrange to have a health worker—at the health center or in the CFS—demonstrate to participants how to measure height
Directions (to include modeling and activity):	Introduction: Engage children in the Meditation Exercise mindfulness activities- see Annex 1 for instructions Activity 1: Measuring Height 1. Tell participants that today we’re going to help out the local health center (alternatively you may say that today we’re going to begin tracking children’s height as an indicator of their health). 2. Introduce the health expert, and ask him or her to explain how to measure height. (if available) 3. Invite a volunteer to come to the front of the room, and demonstrate how to measure height on the volunteer. 4. Distribute measuring tools and have participants practice measuring each other using the tools 5. Show participants how to note children’s name, age, today’s date, and the child’s height in a notebooks or on a sheet of paper 6. Assign each group/pair of participants a groups of younger children to measure

	<p>7. Once all children have been measured, bring the whole group back together and ask how it went—what was easy? What was challenging?</p> <p>8. Ask what else participants are in the habit of measuring, and why?</p> <p>Activity 2: Linking the physical with the mental</p> <ol style="list-style-type: none"> <li>1. Explain to students that there is a connection between the physical and mental parts of our body. To make sure we are healthy, it is important for us to pay attention to how our mind affects our body, and our body affects our mind.</li> <li>2. Ask students to explain what happens to their body when their mind is worried about something? <ul style="list-style-type: none"> <li>• <i>Possible answers may include: My heart beats fast, my stomach hurts, I don't feel hungry</i></li> </ul> </li> <li>3. Now ask students to give other examples of how our body and our mind affect one another. After several students have shared ideas, tell them that it is important for us to pay attention to the signs our body tells us, and to keep track when something is not right as this might be a sign that we are sick and should see a doctor.</li> <li>4. Conclude by telling students that they should continue to measure their height to make sure they are growing correctly, and also always pay attention to the signs their body is giving them so if something is wrong they can seek medical help to get better.</li> </ol>
<p>Variations or Additional Games/Activities:</p>	<p>If it is not possible to access a health workers to support this activity, follow the directions in parenthesis. The facilitator can engage children in these activities without a health worker.</p>


### Activity 5: Multiplication clap/snap

<i>Skills</i>	Numeracy: multiplication SEL: self-management
Description (name of activity/learning objective):	Participants play a game that involves practicing multiplication skills. The game can be modified to suit participants' ability in math.
Estimated Time: <i>We might cut this</i>	About 30 minutes
Materials: (this can include found objects)	None
Organizing children within the space: (group work, small group work, paired work, etc.)	No special directions needed for this activity.
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Meditation Exercise mindfulness activities- see Annex 1 for instructions</p> <p>Activity 1: Multiplication</p> <ol style="list-style-type: none"> <li>1. Tell participants we're going to play a game. Have them stand in a circle.</li> <li>2. Explain that we are going to count off <ul style="list-style-type: none"> <li>• The first person says "one," the person to the left (or right) says "two," the next person says "three," and so on</li> <li>• Practice counting for a minute</li> </ul> </li> <li>3. Say: Now we're going to put in a twist. Every multiple of three, we're either going to <i>clap</i> (clap to demonstrate) or <i>snap</i> (snap to demonstrate) <ul style="list-style-type: none"> <li>• It will go: one-two-<i>clap</i>-four-five-<i>snap</i>-seven-eight-<i>clap</i>-ten-eleven-<i>snap</i></li> <li>• Practice going around in a circle, counting off and clapping/snapping on multiples of three</li> <li>• <i>Note that if multiples of three are too difficult, you can start with multiples of two</i></li> </ul> </li> <li>4. Play the game: <ul style="list-style-type: none"> <li>• Count off with clap/snaps as practiced. Start over from 1 every time someone makes a mistake</li> </ul> </li> </ol> <p>Activity 2: Managing stress</p> <ol style="list-style-type: none"> <li>1. Ask students to describe how it felt to be in that stressful situation as they were playing the game? Allow a few students to answer.</li> </ol>



	<ol style="list-style-type: none"> <li>2. Ask students to explain how we define 'stress'? Give a few children the opportunity to share ideas.</li> <li>3. Say: Stress is a part of our daily lives, and stress can be both good and bad. Stress is defined as our body's reaction to changes and challenges. It is good because it causes us to accomplish tasks that we need to get done, however too much stress can be very bad for us.</li> <li>4. Ask students to describe what it looks like when someone is stressed? <ul style="list-style-type: none"> <li>• <i>Possible answers may include: We have a hard time focusing, we may feel like crying or cry even if nothing has happened, we have a hard time sleeping, we have a headache, etc.</i></li> </ul> </li> <li>5. Remind students that there is a lot they can do to reduce their stress to make it go away.</li> <li>6. Ask students to work in a small group to create strategies they can use to overcome their stress and feel better.</li> </ol> <p>Conclude the session by reminding students that stress can be both a good and bad thing, which is why it is so important for us to have strategies to help ourselves handle our stress.</p>
Variations or Additional Games/Activities:	This activity could also be done with division.

## Activity 6: "Ahmed is Tired"

<i>Skills</i>	Literacy and language: Reading comprehension, fluency SEL: Self-management
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of "Ahmed is Tired" (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Meditation Exercise mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of the story</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. After reading the story, invite participants to write their own stories. They may wish to use "Ahmed is Tired" as an example.</li> </ol>
Variations or Additional Games/Activities:	You can change parts of the story (name of character, name of drink, etc) to reflect the local context.

## Ahmed is Tired

Ahmed is tired of not having any money. When his friends go to listen to music and talk to girls, he often says, "no thank you," because he can't even buy a small Fanta and he is tired of sitting quietly while everyone laughs and talks around him.

Having no money makes Ahmed shy around girls. He knows he cannot invite them to have a drink or a meal, and he knows he cannot bring them a small gift to make them smile, so he does not talk very much to girls.

Having no money makes Ahmed shy around his friends. While they are looking at new phones and new sneakers, he feels uncomfortable because he knows he can't buy them.



---

Discussion question:

Have you ever felt uncomfortable because one of your friends had a lot more money or a lot less money than you did?

---

Finally Ahmed decides to do something about not having any money. He decides to get a job. But it's not as easy as he thought. He goes around to the people he knows who might be able to hire him, but nobody seems to want him. "You have no experience," they say, or, "you're too young." After asking more than ten people for a job, Ahmed's uncle finally agrees.

"But," he says, "first you will have a training period. During the training period I will be testing you, and you won't get paid."

Ahmed is not happy with the situation, but he agrees because he feels he has no choice. Every day, he shows up to work on time, does his best, and leaves at the end of the day. After two weeks he asks his uncle if his training period is over. "Not yet," his uncle says. After four weeks he asks again, and this time his uncle says, "Yes, your training time is over, but I can only pay you a very small amount. The total will not be very much at all." Again, Ahmed is not happy, but he agrees.

With the very small amount he earns, Ahmed is able to have fun with his friends. Every week his uncle gives him enough to buy a few Fantas and maybe a small meal. Every week Ahmed spends what he earns. He does not plan his spending or make a budget. Soon, he decides he wants a new phone. He knows his salary will never be

enough, so he goes to his uncle to ask for an advance. "No," his uncle says, "if you want to have the new phone you will have to save your money. You should make yourself a budget."

Ahmed is not happy, but he knows it is the only way. Each week he buys only one Fanta, and the rest of the money he saves. It takes him many months of careful saving, but finally his total savings are enough to buy his new phone.

Ahmed does not have the easiest life, and he does not live in a fancy house, and he does not have the nicest clothes, but he has what he needs and has the power to save his money when he wants something extra.



---

Discussion questions:

1. What challenges does Ahmed face while trying to earn money?
  2. Do you think Ahmed is happy with his life?
  3. If Ahmed asked you for advice, what advice would you give him?
-

### Activity 7: "Decisions, Decisions"

Skills	Literacy and language: Reading comprehension, fluency SEL: responsible decision making
Description (name of activity/learning objective):	Facilitator and participants read and discuss what they would do in different scenarios
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of "Decisions, Decisions" (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Muscle Relaxing mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of the scenarios and questions</li> <li>2. Read the first scenario out loud <ul style="list-style-type: none"> <li>• Ask the question following the first scenario and give participants time to discuss</li> <li>• Make sure to give everyone a chance to participate and to address all comments and questions</li> <li>• Ask participants to explain <i>why</i> they answer the way they do</li> </ul> </li> <li>3. Repeat Step 2 for each of the remaining scenarios</li> </ol>
Variations or Additional Games/Activities:	The scenarios can be adapted to reflect the local contexts- i.e. changing names, details, etc.

## Decisions, Decisions

**Getachew** was walking past his friend **Kassahoun's** house. **Kassahoun** and his family were eating in front of the house. "Come join us!" they called.

*What do you think **Getachew** should do before joining them to make sure that he and everyone else stay healthy? Why?*

**Kassahoun's** young daughter felt tired and hot. Her head hurt and she complained about everything.

*What do you think **Kassahoun** should do? Why?*

**Kassahoun's** young daughter is walking with her older sister. They have gone to get firewood for their mother. **Kassahoun's** young daughter tells her older sister, **Fikerte**, that she needs to make a poop.

*What should **Fikerte** do? Why?*

**Fikerte** has a friend who has had the same boyfriend for a long time. **Fikerte's** friend feels ready to sleep with her boyfriend, **Hassan**.

*What should **Fikerte's** friend do to keep herself healthy? Why?*

**Hassan** lives next to a small stream where many families wash their clothes and children wash themselves. **Hassan's** friend **Yosef** came over one day when it was very hot outside, and decided to get a drink of water from the stream.

*What do you think **Hassan** should do? Why?*

**Yosef's** friends have started smoking cigarettes. They smoke while they're walking around town and they smoke while they're drinking **coffee/fanta/tea**. Recently, one of **Yosef's** friends offered him a cigarette.

*What do you think **Yosef** should do? Why?*

### Activity 8: “Unexpected Family”

<i>Skills</i>	Literacy and language: Reading comprehension, fluency SEL: Social awareness
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of “Unexpected Family” (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	Introduction: Engage children in the Muscle Relaxing mindfulness activities- see Annex 1 for instructions Activity: 1. Distribute copies of “Unexpected Family,” 1 per participant 2. Read the story out loud 3. Read the questions for discussion, giving time for participants to share their ideas
Variations or Additional Games/Activities:	The story can be adapted to fit the context.

## Unexpected Family

When I walk around my village, to the market or to meet my friends, or on my way to help in the fields, most of the time I just see people I have known for most of my life. I see my mother's friends, women about her age who laugh and talk and scold their children together, and my father's friends, arguing loudly about politics as they head to the fields or into the town. I see my grandfather's friends sitting in front of the shops, drinking tea and spitting into the dust, and my grandmother's friends making dinner or lunch, sweat dripping down their faces from the heat of the fire.

But something my grandmother said to me the other day made me realize that these people who I see every day, who are my friends and neighbors, many of them are part of my family, blood relatives who share more than blood, but history and stories and successes and challenges that they have overcome together. I was helping my grandmother carry some firewood home (she shouldn't carry any wood anymore, she has back problems, but she refuses to let others do all the work), and she pointed at our neighbors' house and said, "I remember when my grandfather first cleared the land for that courtyard."

"But grandma," I said, "that house belongs to [insert local family name], not to us."

"Of course," she replied, "those are our cousins. Their grandmother is my cousin, and their grandmother's mother, or their great-grandmother, is my aunt, my mother's sister."

I looked at her for a minute. I hadn't realized how connected by blood we all were. Of course the [insert local family name] family was like family to me, and it didn't really make a difference if that bond was from blood or from love, but this new idea that we were related made me realize how little I know about my own family and my own family's history and connections.



---

### Discussion questions:

- Have you ever learned something surprising about your own family?
  - Is it important to know about our families, the different connections and the history of our families? Why or why not?
  - What advice would you give to the person telling this story? What do you think she or he should do to learn more about his or her family history?
-



## Activity 9: Group stories

Skills	Literacy and language: reading comprehension, writing SEL: Social awareness
Description (name of activity/learning objective):	Participants create stories in groups
Estimated Time:	30 minutes
Materials: (this can include found objects)	Story starters, cut into strips, found at the end of this session <i>Optional: Blank paper and markers for writing and illustrating stories</i>
Organizing children within the space: (group work, small group work, paired work, etc.)	Small groups, with at least one participant who can read in each group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Seeing Colors mindfulness activities- see Annex 1 for instructions</p> <p>Activity 1:</p> <ol style="list-style-type: none"> <li>1. Tell participants that we're going to work together to create a story.</li> <li>2. Ask students, what makes a good story? Give a few students the opportunity to share responses. <ul style="list-style-type: none"> <li>• <i>Possible responses may include: There is a progression from event to event to create a flow from the beginning, middle and end; there is normally more than one character, stories often times teach us a lesson about life, stories should be entertaining</i></li> </ul> </li> <li>3. Ask several students to share the name of their favorite story with the class. Encourage a few students to share their ideas.</li> <li>4. Show a story strip and explain that this is the first line of a story. <ul style="list-style-type: none"> <li>• Read the story strip out loud</li> </ul> </li> <li>5. Say, now we will go around and each person will tell the next line of the story. <ul style="list-style-type: none"> <li>• Do the second line of the story yourself, then invite a volunteer to say the next line</li> </ul> </li> <li>6. Go around until the story has come to a conclusion, or until 5-10 minutes have passed, whichever comes first</li> </ol> <p>Activity 2:</p>

	<p>7. Divide participants into groups of 4-5, making sure that each group has at least one participant who can read. (If this is not possible, this can be done as a whole group activity)</p> <p>6. Distribute a story strip to each group and ask for a volunteer to read it out loud</p> <p>7. Groups should go around in a circle, each person adding a line in the story, for 5-10 minutes, or until their stories reach a natural conclusion</p> <p>8. Bring the whole group back together and ask if any group would like to retell the story they created</p> <p>9. <i>Optional: invite groups to write and illustrate their stories if they would like to</i></p>
Variations or Additional Games/Activities:	If there are not enough children who can read, this lesson can be done as a full group activity. The story strips can be adapted prior to the lesson to make them more appropriate for the context.

### Story Strips

Three girls, **Elise**, **Fatou**, and **Maya**, were walking down the road. **Elise** turned to her friends, knowing she could trust them with anything. "My friends," she said, "I have a problem."

**Ahmed** and **Yacob** were the two youngest of five brothers. As usual, they were left to **tend the goats** while their older brothers got to go to the city to work with their father. "I'm so tired of this," **Ahmed** said to **Yacob**, "let's find something fun to do today!"

**Sali's** mother took her to **the market** every Thursday, and every Thursday **Sali** spent the whole morning staring at **Abdul**.


**Rashid** heard his older brother come home from school and drop his books on the table. He sneaked over to the window and peaked in. What he saw was very surprising!

Asma studied very hard at school. She was at the top of her class. "What will you do after graduation?" her friends asked, but Asma did not know what to say. She was afraid to share her secret dream.

Adina was sent to the store by her mother, and she dawdled on her way home. She sat for a while in the shade of a tree and a small bird hopped up to her. To her great surprise, the bird opened his mouth and spoke.

One day the rain started. It started and it didn't stop. Alex and his family did not know what to do.

### Activity 10: "A Different Kind of Family"

Skills	Literacy and language: reading comprehension and fluency SEL: Self-awareness
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of "A Different Kind of Family" (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Sitting Silently mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of "A Different Kind of Family," 1 per participant. If children can't read, just ask them to listen to the story.</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. At the end of the story, ask if participants have learned anything from the story. If so, what?</li> <li>4. <i>Optional: Give participants the opportunity to write their own stories</i></li> </ol>
Variations or Additional Games/Activities:	<p>If children can't read, just ask them to listen to the story, you do not need to pass out copies.</p> <p>Also, the story should be review and adapted to make sure it is appropriate for the context.</p>

## A Different Kind of Family

When Amadou was eleven years old, he left his father's house to live with his uncle and help in his uncle's motorcycle repair shop. His father told him it would be a good way to learn to repair motorcycles, and after a while his uncle would give him a job or help him find a job in someone else's shop.

At first, Amadou was scared. He was accustomed to waking up every morning in the same place, with his younger brothers and sisters around him. He was accustomed to hearing his mother's voice call to him to be quick, to come help, and he was accustomed to feeling her wet kiss on the top of his head as he went to wash and the sharp smack of her wooden spoon on his backside, joking, to make him laugh but also to make him hurry. He did not know where he would sleep at his uncle's, or who would wake him in the morning, or if anyone would care if he laughed or not.

Amadou had not met this uncle before. He was not related to Amadou by blood, but was an old friend of his father's. Amadou's father had grown up with his uncle and they played together as children and went to school together. Amadou's father liked to talk about the days when they were young together, but his uncle lived in a distant town and while his father visited from time to time, Amadou had never been.



---

Discussion question:

- How did Amadou feel about going to live with his uncle? Why did he feel that way?
  - What do you think Amadou is worried about the most? Why?
- 

When Amadou arrived at his uncle's house he was introduced to his uncle's wife and children and given a place to sleep. When the other children ate breakfast, so did he. When the other children went to wash, he went with them. When his uncle left for work in the motorcycle repair shop, Amadou accompanied him and did small tasks. When his uncle returned home at the end of the day, Amadou returned home with him. Slowly, Amadou became used to his new routine. He became friends with his cousins and grew to understand his uncle and aunt's habits. He still missed his parents and brothers and sisters, but little by little thought of them less and less. His uncle's family became his second family.



---

Discussion questions:

- Have you ever felt, as Amadou does, that someone who is not related to you by blood is still your family? Tell us about that situation.
  - Do you think it is possible to have a family that is not related to you by blood? Explain your response.
- 

One day at the repair shop Amadou noticed that his uncle seemed a bit sad. He did not smile and joke the way that he usually did, and he did not talk much with Amadou and the other workers in the repair shop. Amadou saw him hold his head in his hands.

Amadou went to his uncle. "Uncle," he said, "what is wrong."

"Amadou," his uncle replied, "I am worried about the many bills that we have to pay. There are many new motorcycle repair shops that have opened and that means that some of our old clients are not bringing their motorcycles here anymore."

"I see," Amadou said, "that is hard. It will make it more difficult to pay for all of the household expenses as well."

"Yes," uncle agreed, "but that is not my only worry. You see, my father worked very hard for most of his life in someone else's repair shop. He was a very good mechanic but he did not have enough money to open his own shop. After many years of saving, he went to the bank and was able to get a very small loan. With the money he had saved, as well as the loan from the bank, he was able to open this shop. After it opened he worked hard all day and often into the night to make sure it was successful. He spent many years repaying the loan from the bank. He was very proud when he was able to give me this shop, and he asked me to take good care of it." Uncle sighed.

"I want to make sure that I honor my father's memory by taking good care of the shop, and I would like to be able to leave it for future generations as well."

Amadou understood that for his uncle, the shop meant more than a source of money. It was also a source of family pride. He had not realised how hard his uncle's father had worked to build his business, and how much it meant to his uncle to keep the business in good health. Amadou decided to work even harder. "Don't worry uncle," he said, together we will make sure that the business succeeds."




---

Discussion questions:

- What did Amadou learn when his uncle told him about his family's history?
  - Do you think that learning about his family's history changed the way that Amadou thinks about his family?
  - In what ways did learning about his family's history change the way that Amadou thinks about his family? In what ways did this change his actions?
  - Do you think that it is important for you to learn about your own families' histories?
-

### Activity 11: “Sometimes Embarrassed”

Skills	Literacy and language: reading comprehension and fluency SEL: self-awareness, social awareness
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of “Sometimes Embarrassed” (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Sitting Silently mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of “Sometimes Embarrassed,” 1 per participant</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. At the end of the story, ask if participants have learned anything from the story. If so, what?</li> <li>4. <i>Optional: Give participants the opportunity to write their own stories</i></li> </ol>
Variations or Additional Games/Activities:	The story can be reviewed and adapted for the context.



## Sometimes Embarrassed

**Malika** is sometimes embarrassed of her family. Her father and mother do not speak [insert local language 1] the way the other parents do, they speak [insert local language 2], and when they do speak [insert local language 1], they speak with a funny accent. Other people sometimes laugh at them and mock their accents. **Malika** hears the other kids call them foreigners in a way that lets her know that being a foreigner is not a good thing.

**Malika's** father doesn't own his own land. He works on other people's farms to earn some small amount of money for the family. **Malika's** mother washes clothes for other families when she can, and sells small bags of peanuts at the market. **Malika** and her brothers and sisters wear clothes that are old and not very clean. She wishes she could have new clothes, and get her hair braided, and she wishes that her mother did not sell peanuts in the market. **Malika** can tell from the way that other people look at her family that they are not respected, and sometimes she is embarrassed.



---

Discussion questions:

- Why do you think **Malika** is sometimes embarrassed of her family?
  - Have you ever been embarrassed? How did that feel?
- 

One day, **Malika** was in the market with her mother when a man insulted her mother, calling her a name that meant foreigner in a very bad way. **Malika's** face grew hot with embarrassment. She was so angry. She was angry at the man, of course, but she was also angry at her parents for being different. Why couldn't they just be like everyone else? She was angry at her parents for talking funny, for having no money, for bringing this embarrassment on her. **Malika** wanted to shout, she was so angry, and tears pricked at her eyes. She looked hard at her feet, trying to get control of herself.

**Malika's** mother noticed. "**Malika**," she said gently, "I'm sorry you heard that man being mean to me. He is rude and uneducated. An educated, polite person would never have said that to me."

**Malika** couldn't take it anymore. "Why do we have to be so *different*?" She exploded, "why can't we just be like everyone else?"



---

Discussion questions:

- Why is Malika so angry at her parents?
  - Have you ever felt like you were different from everyone around you? What did that feel like?
  - Have you ever felt very angry at your parents? When?
- 

Malika's mother looked like she was about to get angry, too, and for a second Malika was afraid that she had gone too far. Malika's mother took a deep breath as though she were trying to calm herself. "Come sit down here with me," she said, "and I will tell you a story."

"A long time ago," Malika's mother began, "your father and I lived in a place called [insert the name of a region in the country where they speak local language 2, from above]. You and your brothers and sisters were not born yet. Your father and I were children in neighboring villages. Your grandparents both had small soybean farms that did very well. We were close to our families, and happy. But soon after we married there was a terrible drought in the area. The soybean farms failed. The land that your father was given by his father became dry and stony. We tried as hard as we could, but nothing grew.

"The low levels of water meant that people started using the same dried up rivers for washing, for catching fish, and for drinking water. Many people grew sick and died." Here Malika's mother stopped for a minute and Malika saw tears in her eyes. "I lost my youngest brother," she said, her voice catching, "and I lost your older brother, who was growing inside of me." A few tears rolled down Malika's mother's face. Malika got very quiet and still. "I never told you about this Malika, and I should have, maybe you would understand better why we made the decisions we did. We were both young, your father and I, and we were trying very hard to be excited for the future, and for our first child. His death was terrible for us." Malika's mother looked at Malika to make sure she understood.

"After I lost the baby, your father and I felt we could not continue to struggle against that dry land any longer. We thought it would not be a good place to start our family, we would not be able to provide for our children there. Soon after, your grandfather, your father's father, died as well. That was the last sign we needed. We decided to leave our homes and to try to make a better life for ourselves and for you, our children, far away.

"It has not always been easy for us," Malika's mother continued, "but we have done the best we can. You children have never gone hungry. You have all finished primary school, even if sometimes you did not have enough for uniforms or extras. We are proud of ourselves, Malika, and I hope that knowing all of this, you will be proud of us, too."



---

Discussion questions:

- What has Malika learned about her family?
  - Do you think that learning this new information about her family history will change the way that Malika sees her parents? Why? How will her ideas change?
- 

Malika was very sorry she had thought those terrible things about her parents. She had not understood how much they had struggled to make a better life for herself and her brothers and sisters. She had seen only where they were now, but not where they had come from. Malika threw her arms around her mother's waist.

"I love you," she said to her mother, "and I am very proud of you."




---

Discussion questions:

- What changes in the way that Malika sees her parents after she hears her mother's story?
  - Why do you think that Malika goes from being a little embarrassed of her parents to being proud of them?
  - Do you think that it's important for children to know about their parents' lives and challenges? Why or why not?
  - Would you talk to your own children about the challenges you have faced? Why or why not?
-

### Activity 12: “A Difficult Conversation”

Skills	Literacy and language: reading comprehension and fluency SEL: positive relationships and social awareness
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of “A Difficult Conversation” (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Sitting Silently mindfulness activities- see Annex 1 for instructions</p> <p>Activity :</p> <ol style="list-style-type: none"> <li>1. Distribute copies of “A Difficult Conversation,” 1 per participant</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. At the end of the story, ask if participants have learned anything from the story. If so, what?</li> <li>4. <i>Optional: Give participants the opportunity to write their own stories</i></li> </ol>
Variations or Additional Games/Activities:	The story can be reviewed and adapted for the context.

## A Difficult Conversation

In Aminata's family, everyone contributed in one way or another. Aminata's older brother worked transporting cassava, bananas, and other local products to the market. He gave some of what he earned to his mother each week, to help pay for his younger brothers' and sisters' school, and for other household expenses. Aminata herself sold fruits and vegetables in the market and gave most of what she earned to her mother as well, keeping a small bit for herself. Aminata's mother woke up before sunrise to fetch water and prepare breakfast before waking her children and her husband. She often did not finish her tasks until after dark.



---

Discussion question:

- Do you know women who work long hours like Aminata's mother?
- 

Aminata was proud of the way that she and her brother and her mother worked together to keep the household running. But there was one thing that made her very angry. Aminata's father worked his own land and sold large quantities of cassava and bananas to big buyers from the city. But when he was paid for his crops, he did not give money to Aminata's mother to help with the household expenses. Instead, he went out with his friends, coming home late and smelling of beer and cigarettes. It wasn't fair, and Aminata did not like it. But she didn't know what to do.



---

Discussion question:

- What would you do in Aminata's place?
- 

Aminata decided to talk to her brother about her concern and see what he had to say. "Moussa," she said, "I don't like how our father is behaving." She went on to explain her concern. "It shows a lack of respect for our family," she said, "and for how hard we all work." Moussa agreed with his sister. He, too, was feeling angry at their father. "But," he said, "there is nothing we can do. Father will just say it is his money and his house and that we are impolite children who lack respect."

Aminata and Moussa decided to talk to their mother, to see what she had to say about it.



---

Discussion question:

- What do you think about how Aminata is handling this situation? Why?
-

When Aminata and Moussa approached their mother, they found her hard at work, as usual. Their father was not around—his work day had finished, they knew, but he was not at home. “Mama,” Aminata began, “we would like to speak to you about something. Mama looked up, surprised at her older children’s serious tone. “Yes?” she said, and they began. It was not easy to speak about their father in this way, and Aminata and Moussa felt uncomfortable. But their mother listened until they were done, and then said, “I’m very surprised. I never thought my children would speak to me about my relationship with their father in this way. This is none of your business.”

Aminata and Moussa could tell that their mother was very angry, and they felt sorry to have made her upset. Aminata wanted to leave her mother in peace, but Moussa pushed on. “We’re sorry to make you upset Mama,” he said, “it’s only because we love you and we want the household to run well. Please can you help us talk to our father?”



---

Discussion question:

- Do you think that Aminata and Moussa should speak to their parents this way? What are the good sides and the bad sides of what they are doing?
- 

At first, Mama refused. She called the children impolite and rude and said they were worried about things that didn’t concern them. Aminata and Moussa explained that it *did* concern them, they cared about their mother and the house and the younger children, and that this was an important matter. Finally, after a lot of discussion, Mama agreed to join her children in speaking to their father.

The next morning, as Papa took his tea, Aminata, Moussa, and Mama approached and sat down next to him. This was very surprising to Papa, usually he took his tea alone while the others worked to get ready for the day. Mama began, “your children and I wish to speak to you,” she said, and went on to explain their concern. All three could see Papa getting angrier and angrier as she spoke. Finally he threw down his tea and left, saying, “I don’t have to listen to this. This is MY house and you speak of MY money.” Aminata, Moussa, and Mama looked at each other sadly.

“Don’t worry Mama,” Aminata said, “this is a big challenge. Papa is hard headed, but he knows we love him and that we only want what’s best. We will keep trying until he hears us.”

And so they did.




---

Discussion questions:

- How many challenges did **Moussa** and **Aminata** face in this story? What did they do when faced with a challenge?
  - Do you think **Aminata**, **Moussa**, and their mother were able to convince Papa to change his ways? Why or why not?
-

### Activity 13: “What We Don’t Have”

Skills	Literacy and language: reading comprehension, fluency SEL: Self-awareness
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time:	30 minutes
Materials: (this can include found objects)	Copies of “What We Don’t Have” (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Focus on the Light mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of “What We Don’t Have,” 1 per participant. If children can’t read, you do not need to pass out copies.</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. At the end of the story, ask if participants have learned anything from the story. If so, what?</li> <li>4. Have participants work in partners. <ul style="list-style-type: none"> <li>• First, one partner should say something she or he does not have</li> <li>• Then, the other partner should respond with something they <i>do</i> have that creates the same feeling</li> <li>• This follows the model laid out in the reading. <i>For example: We do not have our homes; but we do have our families, and they feel like home.</i></li> <li>• Give participants the option of writing these down</li> </ul> </li> <li>5. Invite participants to share</li> </ol>
Variations or Additional Games/Activities:	The statements need to be reviewed and adapted for the context so that they are appropriate before being used with the children.



## What We Don't Have

In my family, we have no motorcycle to bring us to the market. When I was small, my father carried me on his back.

In my family, we have no running water in the house. My mother walks for 30 minutes and brings us water carried on her head.

In my family, we have no electricity to light the rooms in the dark. When nighttime falls, we tell each other stories, and laugh, and sing songs.

In my family, we have no television to watch films. When we want entertainment, we play games, and tell stories, and sing songs.

In my family, we have no stereo to listen to music. When we want music, we sing.

In my family, we have everything we need.




---

Discussion questions:

- Do you think this is a nice family to be a part of? Why or why not?
  - What words would you use to describe this family?
  - What do you think is the lesson of this story? What is it trying to teach us?
-

**Activity 14: “The Power to Make Changes”**

<i>Skills</i>	Literacy and language: reading comprehension and fluency SEL: self-awareness and responsible decision making
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of “The Power to Make Changes” (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Focus on the Light mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of “The Power to Make Changes,” 1 per participant</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. When you are done reading the story, ask the discussion questions at the end.</li> <li>4. After you have discussed the discussion question, remind children that often times stories can teach us important life lessons.</li> <li>4. Ask students if they have learned anything from the story. If so, what is the lesson they have learned? How will they apply this lesson in their life? Encourage children to share answers with each other.</li> </ol>
Variations or Additional Games/Activities:	The story should be reviewed and adapted to fit the context before using it with children.

## The Power to Make Changes

Ann walked down the road that ran through the middle of her village. Along the way she looked around.

She saw old Mrs. Chikoko carrying a large pile of firewood. Ann was sorry, she didn't like to see an older person carrying such a heavy load, but Mrs. Chikoko's husband had died the year before, and her children lived far away. Ann stopped and took the load from Mrs. Chikoko, and brought it to the old woman's door.



---

What do you think people in the village think when they see Ann help the older woman?

---

As she continued down the road, Ann noticed garbage, mostly plastic bags, lining the side of the road. It looked really ugly and dirty, but it was too much for her to clean on her own.



---

What could Ann do about the garbage on the side of the road?

---

Ann passed by the school where the children were just leaving for the day. They ran around, playing and laughing. Some even ran into the road. A motorcycle raced by and nearly hit a child. Ann knew that the children would walk home along the busy road, and that it was dangerous.



---

What could Ann do to make sure that the children are safe on their way to and from school? (Remember, she doesn't have to do everything by herself, she can work with others.)

---

Ann also saw goats and sheep in the school courtyard, where the children played. They chewed on grass and pooped around. Ann knew that animal poop was unhealthy for children, and that even the animals could bring illness.



---

What could Ann do to make sure that animals don't enter the school property? (Remember, she doesn't have to do everything by herself, she can work with others.)

---

As Ann continued down the road, she noticed that women were washing clothes in the river, and nearby children were bathing, and not far away others were fetching water in buckets to bring home. She hoped they would not use that water for drinking.



---

What could Ann do to make sure that the people in her community know about safe, clean drinking water? (Remember, she doesn't have to do everything by herself, she can work with others.)

---

Ann saw many small children, not yet old enough for school, playing by the side of the road. Usually they were in small groups and the biggest one was watching over the others, but even the very biggest were still very small. Ann thought that there should be some activities for the small children in the village. They would learn new things and get ready for school, and also they would be safe.



---

What could Ann do to make sure that the small children in her village are supervised and have fun activities?

---

Ann also noticed that many people were lined up outside the health centre. She knew it was malaria season, and that malaria is caused by mosquito bites. All around she saw puddles of water, and Ann knew that mosquitoes lay their eggs in puddles of water. She knew that these puddles were making people sick.



---


What could Ann do to help reduce malaria in her community?

---

Discussion questions for after reading:

- Does your community have any of the same kinds of problems as Ann's community? If so, which ones?
- Are there other problems in your community that you can think of?
- Do you think that you could do something to fix those problems, or at least to improve the situation?
- What kinds of things could you do?
- How do you think the rest of the community looks at people who try to improve things? Why?
- How do you think that people who are able to improve things feel about themselves? Why?

### Activity 15: "Seeing and Being Seen"

Skills	Literacy and language: reading comprehension, fluency SEL: Self-awareness, social awareness
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of "Seeing and Being seen" (see next page), one per participant, paper and coloring materials
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Contact and Release mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of "Seeing and Being Seen," 1 per participant</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> <li>• Give students the opportunity to answer the discussions questions at the end of the story.</li> </ul> </li> <li>3. When the students are done answering the questions, ask if participants have learned anything from the story. If so, what?</li> <li>4. Next, give each student a piece of paper and ask them to create a picture that goes a long with the story. If possible, display the pictures in the learning space.</li> </ol>
Variations or Additional Games/Activities:	The story should be reviewed and adapted to fit the context before using it with children.

## Seeing and Being Seen

Aunty **Mateso** walked down the road. "Look at those young people just sitting around," she said to her friend, "they do nothing all day long."



---

What conclusion did Aunty **Mateso** make about the boys?  
Do you and your friends ever sit around like this?

---

"You there!" She called, "why don't you do something useful? Come help me with the bags I am carrying, they are heavy and you are strong!"

Two of the boys, **John** and **Moses**, came over and helped Aunty **Mateso** carry her bags home.

Along the way they passed Old Man **Etty**. "Look at those nice boys," he said to Aunty **Mateso**, "they must be very kind and hardworking to help you carry your bags." Aunty **Mateso** smiled. She did not say that a little while earlier they had been sitting under a tree.



---

Who is correct in their judgment of the boys, Aunty **Mateso** or Old Man **Etty**? Is either one correct? What are they basing their judgments of the boys on?

---

"You seem like such good, hardworking boys," said Old Man **Etty**. "Would you like a job? I will pay you [fill in amount] if you come help me clear my fields tomorrow."

**John** and **Moses** were very happy, and decided to go help Old Man **Etty** the following day and earn a bit of money.

"You other kids, you are useless, sitting around doing nothing," Old Man **Etty** said.



---

Why does Old Man **Etty** think that two of the young people, the two boys who are helping Aunty **Mateso**, are hardworking while the others are lazy? What does he see that makes him think this?

---

The other young people felt sorry that Old Man **Etty** and Aunty **Mateso** thought they were lazy, but they were not sure what to do. "There is nothing to do in this town," they said to each other, "what can we do besides sit around in the shade and wait until it's time to help at home?"



---

Do you think some adults in our community think that young people are lazy? Why do they think so?  
Do you see people that you think are lazy? What are they doing?

---

After John and Moses helped Old Man Eddy on his farm, they returned to their friends. "How come you were so lucky?" their friends asked, "we want to earn money, too."

Just then Old Man Eddy's cousin walked over. "John and Moses," he said, "I saw you helping my cousin yesterday. I can tell you are hardworking. Why don't you come help me load my bananas onto my truck and I will pay you [insert amount]."

The boys came right over and helped to load bananas for the rest of the day.



---

How did John and Moses get to be known for being hardworking?

---

Now their friends were very jealous. John and Moses had many opportunities to earn money, and their friends wanted those opportunities, too, but it seemed that everyone in the community thought that they were lazy and not very hardworking.



---

What advice would you give these young people to change the way that people in the community see them?

---

The group decided to try to do what John and Moses had done. They would help people around the community and do small tasks to try to show the community that they were hardworking and responsible. Maybe that way, someone would offer them jobs the way that they had offered jobs to John and Moses.




---

Discussion questions:

- Do you or your friends ever do things that make people see you as lazy? What kinds of things?
  - Do you or your friends ever do things that make people see you as hardworking? What kinds of things?
  - Do you think that how you are seen by others has an effect on whether you get offered jobs, the way that it did in the story?
  - What can you do to make people who might give you a job think that you are responsible and hardworking? What about if you already have a job?
-

## Activity 16: "Showing Love"

Skills	Literacy and language skills: Reading comprehension, fluency SEL: social awareness, positive relationship skills
Description (name of activity/learning objective):	Facilitator and participants read and discuss a story
Estimated Time: <i>We might cut this</i>	30 minutes
Materials: (this can include found objects)	Copies of "Showing Love" (see next page), one per participant
Organizing children within the space: (group work, small group work, paired work, etc.)	Whole group
Directions (to include modeling and activity):	<p>Introduction: Engage children in the Contact and Release mindfulness activities- see Annex 1 for instructions</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Distribute copies of "Showing Love," 1 per participant</li> <li>2. Read the story out loud, with expression, as participants follow along <ul style="list-style-type: none"> <li>• Stop where there are  signs and ask participants the discussion questions.</li> <li>• If participants struggle to answer the questions, ask them to discuss with the person next to them for a few minutes, then invite them to share their responses with the whole group. <i>(No one is obligated to share)</i></li> </ul> </li> <li>3. At the end of the story, ask if participants have learned anything from the story. If so, what?</li> <li>4. <i>Optional: Give participants the opportunity to write their own stories about a time that they showed love to someone</i></li> </ol>
Variations or Additional Games/Activities:	The story should be reviewed and adapted to fit the context before using it with children.



## Showing Love

Getachew came from his uncle's funeral. All through the funeral his aunts and uncles, his parents, his cousins, his brothers and sisters all said kind and wonderful things about his uncle. Getachew thought about this. He asked himself: "Why did we not say these things to my uncle while he was alive? Why do we wait for a funeral to compliment people?"

Getachew decided to tell the people in his life the good things he thought about them.



Is this true here? Do people wait for a funeral to say nice things about each other?

How does it make you feel when someone says something nice to you?

That evening, Getachew's mother prepared a delicious [insert name of local food] for dinner. "Mama, this is delicious," Getachew said, "thank you for preparing such a good meal."

Getachew's mother looked up in surprise. She was not used to hearing that her food was delicious. She smiled a wide smile. "Thank you, Getachew," she said, "I am glad you appreciate it." Getachew's mother sang a little song while she continued to serve the rest of the meal.



1. How do you think Getachew's mother felt when her son told her that the meal was delicious?

2. Do you ever tell the person who prepared food for you that their food is good? Could you try?

Getachew went outside. He saw his cousins together in a group. They were studying for exams.

"You all are doing a very good job studying," Getachew said, "I'm sure you will do well." Getachew's cousins looked up at him. No one had said such kind words to them, mostly they only heard that they were lazy and must work harder. They smiled at the compliment. "Thank you Getachew," they said, "we will work very hard to make you proud."



1. Do the children you know hear nice things about themselves, or are they more likely being criticized and insulted?

2. Do you think that Getachew's compliment will change the way they behave?

3. Do you think that saying nice things to people is important? Why?

Getachew left his cousins studying and continued on his way. Down the road he passed his neighbours, who were repainting their house.

"Looks great!" He called out "The new paint makes a big difference!" The neighbours smiled and waved.

Farther down the road, Getachew met his father, who was returning from the city where he had sold a big crop of sweet potatoes.

"I was able to earn more than the last time," Getachew's father said, "I studied the market price and was able to negotiate a higher price per kilo."

Getachew shook his father's hand, "that's great," he said, "this will surely help our family very much. You are a very good negotiator." Getachew's father looked surprised and did not say anything, but his chest puffed out in pride.



---

1. Do you think that Getachew did the right thing, complimenting his father, even though his father did not say anything in return? Why or why not?

---

Getachew's father continued home. After he greeted his wife he said, "you know, that Getachew is turning out to be the kind of young man who really appreciates things. I think he may be more intelligent than I thought!"

Getachew's mother laughed. "He has always been a smart boy," she said, "but it is true that he is growing more mature these days."

"I think I will see if my friend Aradaw can give him a job," Getachew's father said. "Before I was not so sure, but these days he seems like the kind of mature and responsible young man who can handle a job."

"I agree," said Getachew's mother with a smile.



---

Discussion questions:

- Getachew told many people nice things. Who did he appreciate in this story?
- How did the nice things that Getachew said make others feel?

- How did the nice things that **Getachew** said change the way his father thought of him?
  - Think of a time when you said something nice to others. How did it make you feel to do this?
-

## Activity 17: Journaling

<i>Skills</i>	Literacy and language: writing skills, vocabulary SEL: Self-awareness, responsible decision making
Description (name of activity/learning objective):	Facilitator and participants practice reflecting in journals, either writing or drawing
Estimated Time:	30 minutes
Materials: (this can include found objects)	<i>Either:</i> 10 sheets of blank (A4) paper per participant <i>Or:</i> A notebook for each participant Pens/pencils/markers for participants
Organizing children within the space: (group work, small group work, paired work, etc.)	Pairs
Directions (to include modeling and activity):	<p>Introduction: Engage children in a mindfulness activity of your choice!</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Tell participants that it's important that we each have a space for ourselves, our own thoughts and feelings.</li> <li>2. Distribute 10 sheets of A4 paper per participant or notebooks, 1 per participant. <ul style="list-style-type: none"> <li>• If A4 paper, show participants how to fold paper in half to make books</li> </ul> </li> <li>3. Tell participants that these notebooks will serve as our journals. Our journals are places where we can write or draw our thoughts and feelings. We can share them if we choose, or keep them to ourselves. No one needs to see our journals.</li> <li>4. Tell students that they may write or draw anything they wish, but if they need ideas to help them get started, you can suggest: <ul style="list-style-type: none"> <li>• Things that make me feel happy</li> <li>• My secret dreams for the future</li> <li>• Something that is bothering me</li> <li>• Something I am proud of</li> </ul> </li> <li>5. Give participants 10 minutes to write or draw quietly in their journals. You (the facilitator) should spend time writing or drawing as well. Remind students to use some of the words we have been learning about related to our emotions, and making good decisions, consequences of our actions, etc.</li> <li>6. Pair participants and ask them to discuss. They can share what they wrote or drew with their partner, or they can simply discuss how they found the experience of journaling.</li> </ol>

	<p>7. Ask if anyone would like to share what they wrote or drew. Invite volunteers to share, but do not insist.</p> <ul style="list-style-type: none"><li>• If you are comfortable doing so, you (the facilitator) share first</li></ul>
Variations or Additional Games/Activities:	<p>It is best to allow children to take their journals home to keep them as a personal possession, but you should also offer to keep your students journals safe if you think they may lose them.</p>

### Activity 18: Who is my role model?

Skills	Literacy and language: Writing SEL: self-awareness, responsible decision making
Description (name of activity/learning objective):	Participants will be able to define a role model and identify who is a role model in their life.
Estimated Time:	30 minutes
Materials: (this can include found objects)	<i>Either:</i> A sheet of blank (A4) paper per participant Pens/pencils/markers for participants
Organizing children within the space: (group work, small group work, paired work, etc.)	Independent work
Directions (to include modeling and activity):	<p>Introduction: Engage children in a mindfulness activity of your choice!</p> <p>Activity 1:</p> <ol style="list-style-type: none"> <li>1. Tell participants that today we're going to learn what it means to be a role model.</li> <li>2. Ask students if anyone can define what it means to be a role model? <ul style="list-style-type: none"> <li>• <i>Possible answers may include: someone who is a good example, someone that demonstrates good values, someone I want to be more like.</i></li> </ul> </li> <li>3. It is good to have role models in our lives because they can help us become the best we can possibly be.</li> <li>4. Ask students, who is someone you consider to be a role model? <ul style="list-style-type: none"> <li>• <i>If students are struggling with this concept, you can share this example: Someone's role model might be their grandmother because she is very caring to others, she is very hard working, she is loyal to her family, and she is always tried to learn something new.</i></li> <li>• Give students a few minutes to identify examples of role models by sharing answers with the class.</li> </ul> </li> </ol> <p>4. Distribute paper and pens to the students.</p> <p>5. Tell the students they need to draw a picture of our role model. Below their drawing, they need to explain what characteristics their role model has that make him/her their role model.</p> <p>4. Give participants about 10-15 minutes to work, then invite them to share their answers as a class.</p>

	<p>5. After the students have shared their role models, invite students to take out their journal from the other day.</p> <p>8. Ask students to write in their journal about 3 things they can do in their lives to become more their role model.</p> <p>9. Give students 10 minutes to write this journal entry.</p>
<p>Variations or Additional Games/Activities:</p>	<p>Make sure you have the local translation of 'role model' correct. If this is not something familiar in this culture, this activity may take longer to explain what a 'role model' is.</p>

## Activity 19: Writing a letter

<i>Skills</i>	Literacy and language: writing SEL: self-awareness
Description (name of activity/learning objective):	Participants write letters to friends or family members. They may or may not choose to or be able to deliver the letters.
Estimated Time:	30 minutes
Materials: (this can include found objects)	A sheet of blank (A4) paper per participant Pens/pencils/markers for participants
Organizing children within the space: (group work, small group work, paired work, etc.)	Independent work
Directions (to include modeling and activity):	<p>Introduction: Engage children in a mindfulness activity of your choice!</p> <p>Activity 1:</p> <ol style="list-style-type: none"> <li>1. Tell participants that today we're going to write letters. This is a nice way of communicating feelings and thoughts. <ul style="list-style-type: none"> <li>• We often write letters to people who are far away, but we might also write a letter to someone close by. We can even write letters to ourselves! People often write letters to friends or family that they miss.</li> <li>• Participants can write letters to anyone they want—friends, family, even someone they don't know, like the President.</li> <li>• They can choose to send the letter, if possible, to deliver it or have someone else deliver it, or they can choose to keep it for themselves. Sometimes it feels good to write down our thoughts and feelings without ever sharing them, and that is fine.</li> <li>• Anyone who prefers can draw pictures instead of writing words. That is no problem.</li> </ul> </li> <li>2. Distribute paper and pencils/pens.</li> <li>3. Show participants how to structure their letters (please modify the structure below if it doesn't suit your context): <ul style="list-style-type: none"> <li>• Write today's date in the upper right hand corner on the chalkboard or on a sheet of paper that everyone can see. Ask participants to copy it, also in the upper right hand corner of their papers.</li> <li>• On the left hand side of the paper, write: Dear _____, Then have participants do the same</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• Show participants where to begin writing (below the word “dear”)</li> <li>• Before students start writing, remind students of the type of information they can include: <ul style="list-style-type: none"> <li>○ Update on how they are doing</li> <li>○ Update about their family</li> <li>○ Share an exciting new information about their life</li> <li>○ Tell a story of something that happened recently</li> <li>○ Tell them a goal or wish for the future</li> </ul> </li> </ul> <p>Ask students for ideas regarding what other kind of information they can include on their letter? Write down students ideas (if possible)</p> <p>4. Give participants 15 minutes to write, and you write your own letter as well.</p> <p>5. If you feel comfortable doing so, read your letter out loud.</p> <p>6. Invite volunteers to read their letters. Do not insist that anyone read.</p> <p>7. Thank participants for their work and invite them to take their letters home and mail them (if possible) or keep them.</p>
Variations or Additional Games/Activities:	If sending the letter is not an option, then we should eliminate this from the beginning of the activity.

## Activity 20: My Future

<i>Skills</i>	Literacy and language: writing SEL: responsible decision making
Description (name of activity/learning objective):	Participants write or draw about their dreams for the future, then share with a partner. Those who wish may share with the whole group.
Estimated Time:	30 minutes
Materials: (this can include found objects)	A sheet of blank (A4) paper per participant Markers/crayons/colored pencils for participants, enough for participants to share in groups while drawing pictures
Organizing children within the space: (group work, small group work, paired work, etc.)	Pairs
Directions (to include modeling and activity):	<p>Introduction: Engage children in a mindfulness activities</p> <p>Activity 1:</p> <ol style="list-style-type: none"> <li>1. Tell participants that today we will be thinking about our futures. Each person will draw a picture of his or her hopes for 10 years from now.</li> <li>2. Ask participants to close their eyes. <ul style="list-style-type: none"> <li>• With their eyes closed, they should imagine themselves 10 years from now.</li> <li>• How old will they be?</li> <li>• Where will they be?</li> <li>• What will they be doing?</li> <li>• Who will be in their lives?</li> </ul> </li> <li>3. Distribute paper and markers/crayons. Ask participants to spend 10-15 minutes drawing. <ul style="list-style-type: none"> <li>• They can also write descriptions if they would like</li> </ul> </li> <li>4. Ask participants to share their drawings with the person next to them. They should explain what they drew and what their hopes for the future are.</li> <li>5. Invite volunteers to share their drawings and explanations with the whole group.</li> <li>6. Thank participants for their work and invite them to take their drawings home.</li> </ol>
Variations or Additional Games/Activities:	If students do not feel comfortable sharing their drawing, they do not have to.

## **Annex 1- Mindfulness Activities**

### **Belly Breathing**

7. Ask all children to sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator's head and let their eyes rest.
8. Ask them to place their hands gently on their lower belly.
9. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is there belly moving or their chest?
10. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
11. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
12. Repeat two more times. On the last round, ask children to say “Hah!” on their last breath!

### **Seeing Colors**

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

### **Meditation Exercise**

8. Tell students to take 1 minute to sit quietly. Close your eyes only if you are comfortable doing so.

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

### **Muscle Relaxing**

5. Tell students to sit in a comfortable position
6. Ask students to pretend to be “frozen” by tightening their arm.
7. Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melt away.
8. Repeat again with a different body part.

### **Sitting Silently**

7. Tell students before they begin this activity they will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
8. Ask students to sit tall in their seats and stretch their neck out above their shoulders.
9. Ask them to state their daily intention. Repeat the daily intention one or two more times.
10. Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
11. Now take one minute to sit silently.
12. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

### **Focus on the Light**

5. Ask students to sit silently and visualize. If you are comfortable, feel free to close your eyes.

6. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”
7. Ask students to sit for a few seconds in silence.
8. Tell students that they can now begin to bring themselves back to the present. Focus on breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

### **Contract and Release – Heat**

5. Ask students to take one minute to sit silently.
6. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Ask students to sit silently for 30 seconds, or as long as they are comfortable.
8. Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.