Acknowledgements

Thank you for supporting the psychosocial needs of the children and adolescents in Sudan.

Swiss Agency for Development and Cooperation SDC

Embassy of the Federal Republic of Germany
Khartoum

Government of Canada
Embassy of Canada

Gouvernement du Canada
Ambassade du Canada

Switzerland

Government of Canada
Embassy of Canada

Gouvernement du Canada
Ambassade du Canada

Switzerland

Switzerland

Norwegian Embassy

Norwegian Embassy

From the People of Japan

From the People of Japan

United Nations
CERF

Central Emergency Response Fund

Sudan Humanitarian Fund

Luxemburg, Switzerland, and United Kingdom National Committees for UNICEF
Acknowledgements

The National Council for Child Welfare (NCCW) is pleased to introduce this new psychosocial support (PSS) manual as a new valuable addition to be used by all partners providing psychosocial Support services to children in emergency settings in Sudan.

As part of its role in child protection in emergency settings and protection of adolescent and in compliance with the contextualized child protection minimum standards, the National Council for Child Welfare (NCCW) is pleased to introduce this new psychosocial support (PSS) manual. We hope that it will serve a wide range of child protection practitioners working in the field of child protection.

This manual has been prepared by the Ahfad University for Women/Ahfad Trauma Center. It was produced after a thorough field assessment of the psychosocial support services provided through Child Friendly Spaces (CFS). Furthermore, the manual preparation incorporated a thorough review of the various existing psychosocial support materials used by National and International Non-Governmental Organizations (NGOs) and the Interagency Standing Committee Guiding Principles on Mental Health and Psychosocial Support in Emergency in order to produce a standardized manual. Accordingly, this manual has been introduced to set the psychosocial support services minimum standards that could be applied while delivering interventions during emergency settings.

Hereinafter, NCCW would like to express with profound gratitude its appreciation to UNICEF Child Protection for its limitless support to the development of this psychosocial support manual.

The NCCW takes this opportunity to acknowledge the efforts done by the Ahfad Trauma Center authors and editors’ team, headed by Dr. Shahla Eltayeb, Sally El Ghizoli, Sulima Ishag, Eiman Farah and Galila Ali.

Sincere thanks also goes to the NCCW CPIE coordinator Mr. Mohamed Hussein Fadelalla and PSS coordinator Mrs. Asma Khalifa Abdelgameil and to the State Councils for Child Welfare in White Nile, North Darfur, South Kordofan and Khartoum for their facilitation in the assessment and piloting phases. Thanks as well goes to the Child Protection Sub-Sector in Sudan for the enlightening and advisory sessions carried out by civil society organizations working in the humanitarian situation. Many thanks also to members of the steering committee of experts in this area, for their guidance and observations up to the final phases.

The National Council for Child Welfare welcomes any request for permission to reprint this manual. This temporary edition will be subject to field testing in various humanitarian conditions in Sudan, and will benefit from the lessons and contributions from colleagues implementing of this manual in its final form. The manual includes a template for submission of comments furthermore the manual had additional monitoring and evaluation annexes protocol. It is available on the website of the council www.nccw.gov.sd. You can send any additional comments, concerns or modifications to the following email address: SCFS.handbook@gmail.com.

Suad Abdelal Eltahir
Secretary General
National Council for Child Welfare
1.1 Introduction

This manual is designed to assist facilitators and service providers in applying the minimum level of criteria for psychosocial support (PSS) programs in Child-Friendly Spaces (CFS).

We recommend that trainers use this manual to better understand psychological health programs and the principles of psychosocial health. The term psychosocial support activities is defined here in order to cover preventive psychological and social methods and treatment activities. The following indicators are included:

- Psychological and social adaptation
- Linking children with their family
- Social integration

This training enables the participants to understand psychosocial support programs, the nature of the service providers’ work and his/her responsibilities in accordance with the criteria of the minimum levels of PSS programs.

At the end of the training, participants will have acquired the skills needed to strengthen the capacity of children and adolescents to express their concerns and emotions, strengthen the elements related to the needs of children and adolescents as defined by the program, and stress the importance of children’s and adolescent’s role in the evaluation process as direct beneficiaries. Moreover, this training program will strive to provide participants with the skills necessary to mobilize families and communities in the CFS programs and other centers and institutions dealing with children. This can also contribute to the expansion of services provided.

1.2 Structure of the Training

This manual provides you with the basic information required to organize and manage the training workshops. Each session has training objectives, main instructions and activities. The proposed time for the suggested activities is given for every session, and timetables are provided for each individual session. The timetable is organized in a simple and flexible way, and can be amended according to the needs and goals of participants.

This training program is designed to be implemented over a one-year period and is divided into two main parts. The first part, the workshop, lasts six days and covers all the training material. The second part of the program, held every month for three months, consists of sessions that reinforce the skills of the service providers, builds upon goals from the six-day workshop and helps to ensure sustainability of the program.

Target Group: Who Benefits from this Training Manual

This manual is designed to help you (service provider/facilitator in Child-Friendly Spaces) and other community volunteers, NGO and governmental workers and other professionals that play a role in the sustainability of resources and development of objectives in CFS and PSS activities.

Criteria for Obtaining the Minimum Training Requirements

- **Qualifications:** minimum of secondary school certificate
- **Practical experience:** minimum of one year working in CFS or related areas
- **Support and cooperation skills**
To be an associate of NGOs or the local community
To commit to participate for at least one year in all the workshops and monitoring and evaluation programs, in addition to enhancing the training programs

As a trainer/facilitator, you should develop the following skills and values that the training program is designed to help participants:

- Acquire good dialogue skills, such as active listening.
- Avoid sarcastic or conspiratorial behavior.
- Have respect for the affected community.

Creating a Safe and Supportive Space

Becoming trained to handle psychosocial issues and traumatic incidences is an important experience in the lives of participants due to the difficulty and complexity of traumatic events in these areas. As one of the trainers, you should be aware of these important steps and help to create a safe and supportive space for the participants.

You should pay attention to the following proposals in order to create a supportive training environment and know how to respond to participant’s potential emotional reactions during training.

1. It is possible to benefit from values and skills that develop through theatrical shows and role-play, in addition to your interaction with participants during the training sessions.
2. Have knowledge of participant’s abilities and backgrounds and, if possible, their qualifications and abilities.
3. Build firm rules at the beginning of the training, such as respect for confidentiality, listening to others without sarcasm and being sensitive to their feelings and expertise.
4. Explain to participants the importance of interaction during training sessions. Remind participants not to exceed the allotted time when presenting their experiences to the group, and encourage them to respect confidentiality and the space of others.
5. If you detect that a participant is becoming bored or tired during training sessions, you should provide support.
6. Remember that some participants cannot, or find that it is best not to, discuss their personal experiences. If a person becomes over-emotional during the training, they should not work as a psychological care provider in a Child-Friendly Space.
7. Be open to participants and avoid fear and hesitation. If you experienced a trauma in the past, share your experience with the participants without any hesitation.
8. Frankness: you should be genuine and keep your promises; you should also be clear in your statements.
Building a Constructive Training Workshop

Basic values during training should include:
- Respect
- Confidentiality
- Commitment

You should be honest in your explanations and interactions, and maintain the privacy and respect the confidentiality of the sessions. Nothing that takes place inside the training room should leave the training room.

You should be careful in applying these rules and should not hesitate in correcting those whose behavior does not conform to training rules, especially in sessions where traumatic events are discussed.

You should be available at all times, even after training sessions, to make participants feel at ease.

Opportunities for Learning

Remember, when organizing workshops, the main objective must be learning (training). This learning should not only be about acquiring knowledge, but should include building personal capacities and opinions, in addition to practical skills. That is to say, if you want to be a facilitator, change should cover:

- Cognitive change
- Ethical change
- Behavioral change

This manual touches on many concepts related to educational and interactive activities, such as short seminars, mental training activities, role-playing, theatrical plays and group dialogue skills. All these activities are meant to help participants understand the structure of the training in their own way. The manual also aims at broadening the scope of their vision of the work by interacting with members of other groups.

1.3 Organizing the Training

1.3.1 Selection of Participants

Each organization has some special criteria for the selection and recruitment of participants during the training sessions. Therefore, it is necessary to apply these criteria so that the selection process runs smoothly.

The person selected to work in the CFS must meet certain criteria:
- Knowledge of CFS and the nature of their functions
- Respect of time
- Spirit of cooperation
- Expertise and skills in dealing with children/adolescents

It is important to select persons who are trustworthy, can serve as role models for children in the community and can ensure the continuity of the program.

1.3.2 Planning the Program

This manual covers the foundation and timeframe of the training program. As one of the trainees, you can choose the approach that is most suitable to the trainees and participants. For example, you can select certain areas and adapt certain materials in ways that suit the area you are working in (e.g. if there are no markers, you can use charcoal; if there is no white paper, you could use cardboard; use clothes to make ropes; use clay; etc.). The activities and materials in this training are simple, clear and support the principles of the training.

The six-day training consists of 21 sessions. Each session has specific learning objectives and notes and comments for facilitators about the topics and activities presented.
1.3.3 Training Methodology

Several different educational approaches, which vary between instructive and interactive, are used during this training. The goal during the training is to transfer knowledge, learn new methods of problem solving and adopt new skills and approaches for this work. Educational approaches in this training manual include:

- Participation in interactive sessions
- Mental exercise activities
- Implementation of tasks
- Presenting seminars
- Presentation and discussion methods
- Role-playing and case vignettes

1.3.4 Evaluation Methodology

Facilitators/trainers will be responsible for keeping record of the training sessions and providing feedback on a regular basis to participants in relation to:

- Participation in interactive sessions
- Tasks
- Seminars
- Presentations and discussions
- Post training evaluation tool

1.3.5 Instructions for Preparing and Managing the Training

- Ensure that participants are invited and attend the training.
- One week before the beginning of the training, identify a rest area, tea place, toilets and other things, and ensure these facilities are ready, so as not to hinder the training timetable.
- Set aside accommodations for facilitators and participants, if necessary.
- Identify the participants for the survey program.
- Prepare yourself and your resources in advance, review and familiarize yourself with the training materials, data, Power Point seminars and training manual. Ensure availability of screens, such as white boards, flipcharts or a blackboard.

- Sitting in a circle is important when handling sensitive issues or complex subjects. Individuals are to be seated in a balanced way. Ask yourself if it is necessary to have a table set up in each session. Perhaps it is helpful when participants are writing comments or making presentations. However, sometimes participants become enthusiastic about acting out their points (in a theatrical manner) when tables are gone. In other words, a table may take up room, making it difficult for participants to act out their roles.

1.3.6 Tools and Equipment

Think about some tools or equipment needed for training:

- Tool kit for the facilitator (markers, notebooks, etc.)
- Personal computer and projector, if PowerPoint is used
- DVD player to play videos of the organization’s work or to explain the methods of the PSS program
Part One

1.3.7 Steps for Holding a Training Workshop

Go to the training venue 60 minutes before the sessions begin.

1. As the facilitator, you should prepare yourself and your sources beforehand.
2. After welcoming the participants they should be provided with:
   - Training timetable,
   - Training packages,
   - Evaluation questionnaire,
   - Notebooks for recording observations,
   - Pens.
3. It is recommended that training packages be distributed on the first day of the training so participants can become familiar with them before the training session begins.
4. Ensure completion and distribution of packages to all participants. It would be frustrating if a participant did not get a copy.
5. Distribute flipcharts, pens, markers and notebooks.
6. Introduce yourself to the participants and allow the participants to briefly introduce themselves.

1.3.8 Food

- Ensure that food and drinks are available during breaks.
- Ensure the proper programming of the food and refreshments breaks.

1.3.9 Preparation of the Training Hall

- Think about how to prepare the hall. Do you prefer to seat participants in a conventional arrangement, U-shape or in some other way?
- Whatever arrangement you chose, ensure that all participants can see the facilitator and the screen.

1.3.10 Implementation of the Training

- During this phase, divide the participants into small groups (of no more than four members per group).
- Distribute copies of this manual (ensure you have enough copies).
- During the training you must write down your observations, but without interrupting others.
- Move from one person to another and keep record of your observations so you can share your thoughts and opinions later on.
- Ensure that participants are following all the steps and rules during their role-plays.
- You can request to have more than one group present the same role-play or case vignette.

1.4 Skills of the Facilitator/Trainer

1.4.1 Efficiency

Efficiency refers to the ability of the facilitator/trainer to facilitate, implement and perform the selected tasks clearly, specifically and with high standards. It also refers to personal characteristics, such as knowledge, skills, action and experience, needed to perform these tasks. In general, efficiency is reflected in the thought, emotions, work and even communication skills...
that enable the facilitator to successfully perform his/her work, which could be linked to academics and other qualifications.

### 1.4.2 Knowledge and Professionalism

An efficient facilitator is someone who is knowledgeable about the targeted regions and its psychological and social make-up. It is also important to highlight the values and knowledge available, such as the illiteracy rate, and social, personal and health issues. A facilitator should be able to develop and improve their skills and learn how to encourage the development of children’s and adolescent’s capacity and performance.

### Professional Capacities and Skills

The professional facilitator is the person who is able to develop appropriate plans and advanced educational programs that suit the needs and capacities of children and adolescents. The facilitator can also participate on a team with colleagues who are working in CFS programs.
Part Two

The Workshop

Professional Values and Personal Regulations: How to Deal with Children
Facilitators must transfer learning, ideas and plans in a professional manner and follow a communication style that is clear and suitable for children. It is essential to apply these values both in the Child-Friendly Spaces and the community, and respect the existing community values. Here is the detailed explanation of the first part of the training: the training workshop and other training activities should be explained in detail, highlighting each session’s learning objectives, specific instructions and main activities. The workshop timetable allows trainees to work for three hours in the morning and two and one-half hours in the afternoon. There is a one-hour lunch break. The timetable should be modified to fit your specific needs.

Preliminary Instructions

✓ Ensure that all participants know their way around (training hall, rest areas, toilets, etc.). Kindly request the participants not to wander far from the training hall during breaks: this can help avoid delays in the schedule.
✓ Use the method of “writing on the wall”. This involves posting large sheets of paper on the wall, and allowing participants to anonymously write down their comments, concerns, questions or requests. This can help to ensure that the training program is a collective effort between facilitators and trainees, and that the trainees’ ideas are taken into consideration.

Ice-breakers:
These refer to activities that aim to engage the participants, help them get to know one another, develop bonds, feel at ease and stay engaged. These activities are mostly used at the beginning of the workshop so that participants can get to know each other. In addition, these activities can be utilized when participants feel tired or bored, allowing them to move about. The ice-breakers can be planned in advance, especially if the facilitator deems them important.

Songs and Chants:
Because most children like music and singing, songs and chants are considered to be very important in workshops that address child and adolescent issues. Local songs contain cultural and historical values and can be used to discuss specific issues, or to entertain children and help them relax at home and in the workshops. There are many songs that accompany dancing and movement. In most cases, children/adolescents prefer songs they like or know; you should, therefore, select songs that will elicit a positive response.
**Training Timetable**

Remember that every participant should have a copy of this timetable at the beginning of the training.

<table>
<thead>
<tr>
<th>Time</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Children and adolescents in emergency settings</td>
</tr>
<tr>
<td>09:00 – 10:00</td>
<td>Introduction: Reception and briefing on the training workshop</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Stages of child and adolescent development</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Children and adolescents in emergency settings</td>
</tr>
<tr>
<td>12:30 – 02:00</td>
<td>Skills for communication and dialogue with children</td>
</tr>
<tr>
<td>02:00 – 03:00</td>
<td>Concepts and components of psychosocial support for children and adolescents</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>Play as a tool in the psychosocial support process</td>
</tr>
<tr>
<td>09:00 – 10:30</td>
<td>Use of play as a tool to promote the psychosocial support process</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Dealing with the emotions of children and adolescents</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>12:00 – 01:00</td>
<td>Dealing with problems</td>
</tr>
<tr>
<td>01:00 – 02:00</td>
<td>Dealing with peers and adults</td>
</tr>
<tr>
<td>02:00 – 03:00</td>
<td>Lifeline exercise, “Flowers and Rocks”</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td>Adolescents in Child-Friendly Spaces – 1: Active Involvement</td>
</tr>
<tr>
<td>09:00 – 10:30</td>
<td>Involvement of adolescents in Child-Friendly Spaces</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Lay counseling</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>12:00 – 01:00</td>
<td>Decision-making and problem-solving</td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td>Adolescents in Child-Friendly Spaces – 2: Building Resilience</td>
</tr>
<tr>
<td>09:00 – 10:00</td>
<td>Role of facilitator in building resilience and PSS</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Supporting adolescents in how to deal with their anger in constructive ways</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>12:00 – 02:00</td>
<td>Tree of Life</td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td>Involvement of Children consultation and Identification of Local Resources to Support CFS and Activity Planning</td>
</tr>
<tr>
<td>09:00 – 10:00</td>
<td>Child consultation and community involvement</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Identifying local sources and resources</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td><strong>Break</strong></td>
</tr>
</tbody>
</table>
## Training Timetable

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Monitoring and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 – 01:30</td>
<td>Evaluation and classification of local resources</td>
</tr>
<tr>
<td>01:30 – 03:00</td>
<td>Planning for activities related to PSS programs</td>
</tr>
<tr>
<td>09:00 – 11:30</td>
<td>Monitoring and Evaluation protocol</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>12:00 – 03:00</td>
<td>Closing session: Summarizing the most important points in the training</td>
</tr>
</tbody>
</table>
## Table of Contents

**Part One**

1.1 Introduction .................................................. 4
1.2 Structure of the Training ...................................... 4
1.3 Organization of the Training Skills of the Facilitator .... 6
1.4 Skills of the Facilitator/Trainer .............................. 8

**Part Two**

### Day 1: Children and Adolescents in Emergency Settings

- Session 1: Stages of Child and Adolescent Development ........ 14
- Session 2: Children and Adolescents in Emergency Settings .... 17
- Session 3: Skills for Communication and Dialogue with Children 20
- Session 4: Concepts and Components of Psychosocial Support for Children and Adolescents 23

### Day 2: Play as a Tool in the Psychosocial Support Process

- Session 5: Play as a Tool in Strengthening Psychosocial Support Programs 27
- Session 6: Dealing with the Emotions of Children and Adolescents 28
- Session 7: Dealing with Problems ................................ 30
- Session 8: Dealing with Peers and Adults .......................... 32
- Session 9: Lifeline Exercise, “Flowers and Rocks” ............ 34

### Day 3: Adolescents in Child-Friendly Spaces – 1: Active Involvement

- Session 10: Involving Adolescents in Child-Friendly Spaces . 36
- Session 11: Lay Counseling .......................................... 37
- Session 12: Decision-Making and Problem-Solving ............ 38

### Day 4: Adolescents in Child-Friendly Spaces – 2: Building Resilience

- Session 13: Role of Facilitator in Building Resilience and PSS . 39
- Session 14: Supporting Adolescents in How to Deal with Anger in Constructive Ways 40
- Session 15: Tree of Life .............................................. 42

### Day 5: Involvement of Children consultation and Identification of Local Resources to Support CFS and Activity Planning

- Session 16: Child Consultation and Community Involvement 44
- Session 17: Identifying Local Sources and Resources ......... 46
- Session 18: Evaluation and Classification of Local Resources 47
- Session 19: Planning for Activities Related to PSS Programs 49

### Day 6: Monitoring and Evaluation

- Session 21: Closing Session .......................................... 55

**Annex**

- Annex 1: Registration Form ....................................... 56
- Annex 2: Post-Training Assessment Tool ......................... 57
- Annex 3: Anxiety Signs in Children and Psychological Shock Signs in Children and Adolescents 60
- Annex 4: Games Booklet ............................................ 61
- Annex 5: Monitoring and Evaluation tool kit ................. 68
- Annex 6: References .................................................. 69
Day 1:
Children and Adolescents in Emergency Settings

Ensure that everything is in order, and then begin by welcoming the participants.

Activity: Sudanese Proverbs
- Identify several popular proverbs to open a cooperation and dialogue session. Select some Sudanese proverbs and write the proverbs on two separate pieces of paper (e.g. write “honesty is” on one piece of paper and “best policy” on another). Each participant takes a piece of paper, reads his/her half of the proverb and attempts to find its match.
- The objective of this activity is to facilitate the process of communication between the participants and create an atmosphere of interaction. It also provides opportunity for participants to overcome any hesitation or shyness they may have.
- After the activity, provide opportunity for participants to introduce themselves. Introductions can include participant’s name, type of work, areas of expertise and hopes for the future.

Session 1: Stages of Child and Adolescent Development

Objectives
- Know the stages of child and adolescent development and children’s and adolescent’s needs
- Understand the relationship between a child/adolescent’s age and his/her behavior
- Explain the factors affecting growth, especially in emergency settings

Notes to Facilitators
According to the Convention on the Rights of the Child (1989), a child is defined as any individual less than 18 years of age. The CRC commits State Parties, in accordance with international law, to guarantee that all children – without discrimination – benefit from all special protection procedures and measures. This includes enabling them to access education and welfare services, to avail them the opportunities to fulfill to the maximum the potential of their capacities, knowledge and skills, and growth in an environment characterized by affection, happiness and understanding. This also means that they are to be granted access to information for their education and enable them to effectively participate in realizing their rights. This session is presented by PowerPoint; remember to present it in a clear fashion. The following points must be stressed: growth refers to an increase in a child’s weight, his/her size and body. In short, growth is a quantitative change occurring to the child’s body.

Types of growth:
- Physical growth
- Motor growth
- Cognitive growth
- Social growth
The ability to understand these different steps will help the service provider better identify issues and serve the client. The application of these steps depends on the ability of the service provider and their readiness to identify the different needs of the child related to each growth process. Thus, if there are traumatic or violent events experienced by the child at a certain age, these could negatively affect the growth process (i.e. stuttering at age five or wetting the bed at age seven).

**Adolescence**

As indicated at the bottom of the table below, adolescence includes children between ages 11 to 18 years. Psychologist Erik Erikson stated that the child’s experience at adolescence changes and they transition from childhood to adulthood (puberty). During this phase, changes take place in children’s thinking and the kind of games children play. Initially, adolescents deal with complex experiences where they experience confusing thoughts and feelings regarding how to fit in or integrate into their communities. This stage is considered to be a transformation in the life of the individual, and it seems like a type of reconciliation between the individual, his/her identity and the identity of the community. This process takes place by linking the past experiences of the individual with his/her future aspirations.

<table>
<thead>
<tr>
<th>Developmental stage</th>
<th>Physical growth</th>
<th>Mental growth</th>
<th>Social / Emotional growth</th>
</tr>
</thead>
</table>
| **Childhood** 5 – 10 years | Physical growth usually faster among girls in relation to boys  
Child shows more kinetic skills and more control in writing, playing ball, jumping rope and riding a bike | Capable of complex thinking and this may show in his/her passion for reading, playing and arithmetic | Curiosity about things  
Fear of injury and harm  
Despite some anger outbursts, child is capable of controlling it  
Love of playing with others  
Love of competition  
Improvement in relationship with siblings |
# Children and Adolescents in Emergency Settings

<table>
<thead>
<tr>
<th>Developmental stage</th>
<th>Physical growth</th>
<th>Mental growth</th>
<th>Social / Emotional growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First adolescence</strong>&lt;br&gt;11 – 13 years</td>
<td>- Age of puberty, growth of body hair, increased sweating, use of cosmetics in hair or skin; for girls – the appearance of breasts, growth in the hip areas and the emergence of signs of menstruation; for boys – growth of testicles and penis, wet dreams, voice change, and increase in body mass, weight and height&lt;br&gt;- Beginning of sexual desire</td>
<td>- Growth and development of thought processes&lt;br&gt;- Limited look at the future&lt;br&gt;- Significant expansion of intellectual activity&lt;br&gt;- Deep thinking</td>
<td>- Defining identity in the community&lt;br&gt;- Increased interest in self and body, worrying about whether he/she is normal, causing continuous anxiety&lt;br&gt;- Doubting the cohesion of family or suspecting that family is not cohesive, continuous conflict with family&lt;br&gt;- Increased dominance over peers&lt;br&gt;- Desire to be independent&lt;br&gt;- Strong tendency to revert to childish behavior&lt;br&gt;- Moodiness&lt;br&gt;- Domination&lt;br&gt;- Increased attention to privacy</td>
</tr>
<tr>
<td><strong>Middle and late adolescence</strong>&lt;br&gt;14 – 18 years</td>
<td>- Attainment of adulthood&lt;br&gt;- Decrease of physical growth in girls and continuation for boys</td>
<td>- Continuation of mental growth&lt;br&gt;- Ability to set goals&lt;br&gt;- Interest in ethical issues&lt;br&gt;- Thinking about the meaning of life</td>
<td>- Increased social cohesion&lt;br&gt;- Changes to skin using cosmetics, worry about being normal, wanting to assert self in community&lt;br&gt;- Tendency to move away from family and be autonomous&lt;br&gt;- Building multiple friendships and relying on them; fame assumes great importance&lt;br&gt;- Feelings of love and passion</td>
</tr>
</tbody>
</table>
The image contains a page from a document titled "Children and Adolescents in Emergency Settings". It appears to be a page from a training manual or a guide for facilitators, focusing on psychosocial support in emergency settings in Sudan. The page includes a section on "Activity" with a procedure for dividing participants into groups and asking them to discuss different aspects of child and adolescent development. It also outlines the creation of a report where collected memos from each group will be used to discuss and link to the material that will be presented later.

A table is included with two columns: "Who is the child?" and "Basic aspects of child and adolescent development". Examples include different stages of child and adolescent development, with corresponding aspects like physical, mental, emotional, and social growth.

The page also introduces "Session 2: Children and Adolescents in Emergency Settings" and outlines objectives related to understanding the needs of children and adolescents in emergency settings, identifying those who have been exposed to danger, and defining signs and symptoms of trauma.

Activity

**Objective**
This activity contributes to defining the character of the child, his/her mental growth, and social integration.

**Procedure**
1. Divide the participants into three small groups. Each group must represent a certain stage of child development. The first group represents the child from age 5 – 10 years, the second group represents age 11 -13 years, and so on.

**Report**
Collect a short memo with answers from each group. Keep this to discuss and link to the material that will be presented later.

### Who is the child?

<table>
<thead>
<tr>
<th>Stages of child and adolescent development</th>
<th>Basic aspects of child and adolescent development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical growth</td>
</tr>
<tr>
<td></td>
<td>Mental growth</td>
</tr>
<tr>
<td></td>
<td>Emotional growth</td>
</tr>
<tr>
<td></td>
<td>Social growth</td>
</tr>
</tbody>
</table>

**Activity – Draw a Child**

**Objective**
This activity contributes to defining the character of the child, his/her mental growth, and social integration.

**Procedure**
1. Have each group draw a picture of a child (make sure a boy and girl are both represented) on a large poster and give the child a name. Explain the main characteristics of the child according to their developmental stage or age group. (For example, Amal is a 7 year-old girl, characteristics of her growth include...)

**Session 2: Children and Adolescents in Emergency Settings**

(Psychosocial Needs of Children and Adolescents in Emergency Settings)

**Objectives**
- Explain emergencies and its effect on children and adolescents
- Understand the psychological and social needs of children and adolescents in emergency settings
- Identify children and adolescents that have been exposed to danger

This session highlights signs and symptoms that affect children after encountering traumatic events or emergencies. The service provider should be able to identify the affect and then intervene to provide help.
The PowerPoint presentation will focus on the child’s way of thinking, and their emotions and behavior.

Participants should recognize the nature of fear, types of fear, ways that sadness and boredom are linked to the child’s mind, and emotions and behavior according to his/her age group.

Participants will be able to identify age appropriate thoughts, emotions, and behaviors (such as fear, sadness and worry) related to the trauma. Children’s different psychological reactions (e.g. fear, anxiety) are normal reactions to abnormal events. The challenge is how can the service provider psychologically support children?

Notes to Facilitators
Emergency situations are very complex and the effects clearly appear in the relationships of the individuals in the affected communities. There are several factors that compound the escalation of risk during an emergency.

- Collapse of the safety network
- Crowded and unsafe environment
- Tension and fatigue
- Separation of family members (parents)
- Inequality between men and women and racial discrimination
- Loneliness and social withdrawal
- Negative effects of alcohol and drug consumption
- Vulnerable groups of domestic violence, child abuse, etc.
- Misuse of authority
- Social isolation and shunning of children before the emergency
Examples of Children’s Psychological Reactions

- Clear feelings of fear especially in the dark, clinging to parents and fear of separation
- Practicing behavior such as thumb sucking, involuntary urination and talking baby-like
- Hyperactivity, excessive movement and attention seeking
- Physical complaints such as headaches or stomachaches without a real illness
- Loss of appetite
- Sleep disturbances and nightmares
- School related problems

Adolescents in Emergency Settings

Emergency situations affect individual adolescents the same way they affect children. As a result, emergencies such as problems and conflicts directly affect adolescents. They may face events such as:

- Being forced to leave the CFS to seek employment
- Educational difficulties
- Isolation from the community (the community might view the individual as weak or immature. He/she is not young enough to be a child and not old enough to be treated like an adult.)
- Taking responsibility for siblings and relatives

Definition

Psychological effects: reactions that affect the child’s cognitive, emotional and behavioral traits. These traits can disappear when the situation changes, or they can remain with the child for their entire life, such as stammering due to the loss of parents during war.

Activity – Group Discussion

Purpose

Identify short term and long term effect of emergencies on children

Procedure

Divide the participants into two groups. Both groups should cover the different effects of long-term emergencies as well as the psychosocial effects of short-term emergencies. Also, groups need to identify both the positive and negative effects of emergencies on children. Encourage participants to take into account the effects on males and females.

Activity – Group Discussion

Work in five groups and discuss the following:

1. What are the effects of emergency situations on children’s lives?
2. What are the long-term consequences of these situations?

Example

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Feelings</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confused</td>
<td>Fear</td>
<td>Weeping</td>
</tr>
</tbody>
</table>
Luckily, dialogue skills can be acquired through training. Communication can be divided into two main types:

**Verbal communication**: including all verbal dialogue approaches seen in communicating with subjects. Verbal communication represents 35% of all approaches.

**Non-verbal communication**: including all motor skills (body language) used to express ideas such as nodding, facial expressions, eye contact and others. It comprises of both static and dynamic cues.

Static cues include the appearance of the individual (clothing, glasses, jewelry, make up and others).

Dynamic cues include eye contact, facial expressions, change in tone and intensity of voice, body gestures and nods.

Some people may blame themselves when a disaster takes place. The service provider should be calm and considerate, which helps people lessen their tension and self-blame and increase feelings of safety and security. Show your concern and care for them. You might find an individual suffering from anxiety who wants to talk to you. Stand by him; listening to his/her story is an expression of support. However, it is necessary not to put pressure on individuals to make them tell you their stories.

---

### Session 3: Skills for Communication and Dialogue with Children

(Psychosocial Needs of Children)

**Objectives**

- Learn how to discover the psychological needs of children
- Learn how emotions, thinking and behavior act in an interactive manner
- Identify basic communication and dialogue approaches

Does the fact that the child is calm mean he/she is happy? Does crying mean he/she is sad? It is important to be able to observe the behavior of the child and link it with their psychosocial status. To be able to do this, you have to engage the child and enter into dialogue with him/her. Dialogue and communication are the backbones of successful and growing relationships. The service provider is not exempt from this basic qualification during his/her interaction with children. As mentioned before, it is necessary that the service provider interact effectively and successfully in his/her engagement with children and adolescents. Just like having technical skills is an asset, such as measuring blood pressure or listening to heart rate, having dialogue skills is an important asset to the service provider.
Children and Adolescents in Emergency Settings

There are some important points you should observe when addressing adolescents because of the psychological changes they experience and the tendency to rebel. You should, therefore, be responsible and patient and use intelligent skills when dealing with them. You should also have a clear strategy and specific approaches in dealing with issues that may emerge.

Extreme caution must be exercised in communicating with adolescents due to the physiological transformation they experience and their tendency to rebel and cross borders and limits. You should provide a service characterized by caution and skill and have different strategies and tactics to deal with questions of integration and resistance.

Rules of successful dialogue and communication include:
- Good listening,
- Respect for the child,
- Avoidance of aggression and blame,
- Understanding the child’s feelings,
- Search for solutions through exploring and testing different options, and
- Ensuring confidence and praise for child’s capacities.

Activity: Group Discussion

Procedure

Divide the participants into groups of three individuals: one child, one service provider and an observer (children and adolescents can be in unbalanced psychological states such as anger, sadness, loss, joy, etc.). Observe the dialogue method with each child and the verbal and non-verbal expressions of the service provider.

Note:

Strive to encourage children to pose questions and refer to those same questions. You should be truthful in your explanation to reassure the children, and then mention some positive aspects such as “you are good … you did this well”. Avoid using negative references such as “you are a bad child” or “you are a failure”.

How to Bolster the Child and Adolescent’s Confidence and Resilience

Every individual has unique strengths and capacities and useful skills to help them deal with difficulties. These resources can protect and increase the resilience of individuals in dealing with these difficulties and are important in helping the individual adapt to difficult conditions.

In order to be able to help children and adolescents adapt, the following should be observed:

- Be a positive model for the positive behavior you are trying to elicit from the children and adolescents. For example, do not beat the child for being violent.
- Question their unacceptable behavior: tell them why their behavior is unacceptable and teach them an alternative behavior.
- Do not embarrass them in front of others. They will listen to your advice if you talk to them quietly and in confidence.
- Teach them problem-solving skills and help them to think before they act.
- Help them to set short and long-term goals. Guide them to the necessary steps to realize these goals.
Engage other segments of the community to support the youth and their families.

Each child has a method for problem solving. It is important not to make the child resort to unhealthy means such as isolation, violence, and smoking cigarettes. Offer alternatives through play, dialogue and listening. Ask the child how he/she solved this problem before. In many cases, children can be more resilient than adults.

Amna’s Story

This is the story of an 11-year old girl who is tall, slim and quiet and loves to sing. She cares for all and loves her family and enjoys playing with her friends. She wakes up early with the birds to fetch water with her friends. She then goes to the school situated outside the village because she enjoys learning new things.

One day, she is awoken by loud noises like thunder clapping and voices of people screaming and crying. She remembers how the earth shook as bombs exploded. She remembers smoke all over the village and the sound of firearms, and that her neighbor held her hand and they ran. The next thing she remembers is waking up in the middle of the night in another place. She looks around and sees her mother, who is sad. Many cars arrive and she hears a man talking to their neighbor asking her to gather everybody and get into the cars to take them to a safe place. After two days, she and her family – whose father is still missing – arrives at a camp where tents are erected for them. She is thinking about the place. “What are they doing here? When will we go back to our village? Can we go back home?”

After a few days, Amna and other children are gathered together in a big white tent. She is very scared and wants to leave. But a young man and a young woman (facilitators) arrive and look kindly at the children, which helps Amna feel a bit at ease. The facilitators introduce themselves and their task and ask the children to sit in a big circle and introduce themselves. When it was Amna’s turn, she cannot talk, and has to run away from the tent and the Center. The facilitators notice her and decide to observe her behavior. After some days, the facilitators notice that Amna’s attendance is weak and she participates less than the other children. She always sits alone. The facilitators decide to talk to her.

The facilitator asks Amna to sit down beside her. Amna is hesitant at first but the encouragement of the facilitator and her soothing voice reassures Amna. The facilitator explains to Amna that her sadness and fear are normal, especially given the difficult circumstances. The Center will try to help her if she attends the sessions regularly. The facilitator then asks her what she used to like doing in her village. Hesitantly, Amana says she liked to sing. The facilitator encourages Amna by asking her about singing and whether she can dance or draw. Amna relaxes, lifts her head and looks into the eyes of the facilitator for the first time. She also notices the Center and the toys for the first time. Amna asks the facilitator when they are going back to the village; the facilitator responds truthfully that she does not know, but will let Amna know when the finds out. She adds that she knows there is going to be a party next week at the Center and they would be happy if Amna can sing. Amna hesitates and says, “We will see.”
### Session 4: Concepts and Components of Psychosocial Support for Children and Adolescents

**Objectives**
- Understand the basic concepts of PSS
- Identify the scope of PSS
- Understand the role and responsibility of the trainer in CFS and the role of the PSS process
- Identify the activities and types of PSS
- Understand the rights of the child

**Notes to Facilitators**
Discuss with participants their understanding of the differences between the following concepts.

- **Mental health:** Defined as an individual’s enjoyment of good mental/psychological health, including family, spiritual and mental conditions – not only absence of illness.

- **Psychosocial wellbeing:** This is a comprehensive concept, which reflects the relationship between the mind, emotions and spirituality, all of which are affected by socio-political variables. In order to achieve this wellbeing, there must be a healthy family and community, participation in cultural activities and availability of basic requirements such as food, security and dignity.

---

#### Definition

- **Resilience** is the process of properly adapting to difficulties, traumas, tragedies, threats or sources of pressure, such as family problems and relationships, serious health problems, pressure at the workplace and financial pressures. It means to “rebound” from difficult experiences.

- **Empathy** means understanding the conditions of the child in the general context, and clearly understanding the root causes of his/her problem. Empathy does not mean that we pity the individual, but rather that we understand the causes of his/her problem and can understand why the individual seems sad or feels a certain way. There is a big different between empathy and sympathy.

---

<table>
<thead>
<tr>
<th></th>
<th>What are the feelings of</th>
<th>What is the negative behavior of</th>
<th>What is the positive behavior of</th>
<th>What are the ways by which the facilitator could support</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

From this story, complete the following table:

**Definition**

- **Resilience** is the process of properly adapting to difficulties, traumas, tragedies, threats or sources of pressure, such as family problems and relationships, serious health problems, pressure at the workplace and financial pressures. It means to “rebound” from difficult experiences.

- **Empathy** means understanding the conditions of the child in the general context, and clearly understanding the root causes of his/her problem. Empathy does not mean that we pity the individual, but rather that we understand the causes of his/her problem and can understand why the individual seems sad or feels a certain way. There is a big different between empathy and sympathy.
PSS: Psychosocial support is the process of building resilience in a child, through family and community mechanisms, activities, relationships and tools that encourage a child’s wellbeing and respect community autonomy. PSS strengthens and rebuilds social cohesion.

Rebuilding social cohesion: building the community network and strengthening its social fabric.

Preschool children, ages 3 – 6 years
These children mix real and imaginary things. You should not provide them with more information than they require. They need the reassurance that they are not at risk, their families are not at risk and that adults will protect them. Some children prefer to practice drawing and painting activities.

Children in school, ages 6 – 10 years
This age group is more concerned with questions of security and separation. They might pose special questions about the war. You should first find out what information they have, then correct the wrong information they received and engage them in an activity through which they can express themselves, such as theatre and drama.

Adolescents, ages 11 – 18 years
They feel a sense of belonging and the need to have a clear position. Their concerns focus on justice and morality, and they might show a desire to be involved in a charity or political activity. Even if you do not agree with what the child says, listen to him/her carefully and respect his/her point of view. Involve children in activities that burn off their excess energy, such as community, charity or sporting activities.

In order to provide psychosocial support service providers need to use their understanding of children’s needs emotionally and cognitively, the family and community recourses this process could be summarized in the PSS triangle.
Family
- Increase families skills to discuss and negotiate problems without violence or child abuse.
- Decrease the number of families that resort to violence and beatings.

Community
- Increase the capacity of the community to receive PSS services.

**Axis of Dealing with the Community**

**Children**
- Children are more cooperative and less violent.
- Increase the capacity of children to know their roles in the community.

**Family**
- Strengthen the capacity of the family to participate in the activities of the Community Center and link it to social support systems.

Each child and member of the community is able to overcome difficulties and crises, and resume normal life.

Your role is to support this natural mechanism by:
- Encouraging hope in the future through role models and good communal stories.

In covering these areas through various activities, we find that the service provider has automatically responded to the needs of the child. We also find that he/she created a balancing link in the process of the child’s growth and development.

**Note** – Discuss this point: when providing PSS, what are the limits of the service provider within the CFS?

**Capsule of Child Rights**

It is important to understand the rights of the child and that PSS is a basic right of the child. It is also necessary to collect all the data that affirms the child’s rights and protection so that the service provider can build a safety net for all. We believe that children have clear rights, in all aspects of their lives, usually described in the following general points:

- Non-discrimination
- Care of the child
- Right to life, safety and development
- Right to participation

**Activity – Group Discussion**

**Objective** - Building steps to introduce the concepts of PSS

**Procedure** - First, divide the participants into three small groups.
- Each group should take a point from the M Triangle from the PSS program.

<table>
<thead>
<tr>
<th>Knowledge and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with emotions</td>
</tr>
<tr>
<td>Dealing with the community</td>
</tr>
</tbody>
</table>

Each group should provide details that:
- Mention three needs of the child and adolescent (boy or girl), according to the Triangle.
- Suggest possible alternatives for the service provider to strengthen the needs of the child, family and community.
Mental Health and PSS

Solutions and suggestions

- Successful treatment
  Family and child

- Family, groups and individual
  Interventions

- PSS activities

- Response to basic needs

Impact of crises on population

- Acute psychological disorders

- Mild to medium psychological disorders

- Mild psychological tension

- Number of people affected by the crises

Source: IASC Guidelines, 2007
Day 2:
Play as a Tool in the Psychosocial Support Process

Session 5: Use of Play as a Tool to Strengthen PSS Programs

Objectives
- Discover the importance of playing, both for children and adolescents (boys and girls)
- Discover the nature of the relationship between PSS and children/adolescents’ (boys and girls) play

Notes to Facilitators
- Play is an important and effective tool in the PSS program. It can also contribute to building knowledge and making children more enthusiastic and positive.
- Play is also an important and effective way to increase physical activity, mental activity and social and emotional growth, in addition to discovering ways that encourage the child to innovate and develop talents.
- Each game represents a specific role in the PSS program and in the growth of children and adolescents.

There are four types of play:
1. Physical (i.e. football, running)
2. Constructional (i.e. clay, dolls, shapes, building cars)
3. Drama (i.e. role-playing which is used to express the feelings of children. Plays can be rewritten from school books or local folklore, as long as they express the feelings of the characters.)
4. Instructional (Hijla, umm alhufar, ball games)

How to Facilitate Children’s Play
- Give ample time for children to play
- Ensure that the space is large enough for the number of children
- Try to use local materials as much as possible (For example, if colors and paper are not available, use cardboard and charcoal.)
- Add some manual activities such as caring for a small animal, planting trees, or clay play, as this inspires children and encourages them to play
- Encourage playing outdoors such as running, playing with clay, and games that involve a lot of movement
- Involve children in the selection of games
- Give older children/adolescents the opportunity to lead the games
- Choose the times when it is not too hot
- Choose locations that pose no risk to children (i.e. avoid meeting near a river or forest)
- Ensure that girls have equal opportunity to play as boys

Activity – Group Discussion
The next section explains the exercises used to elaborate and deepen the information obtained in the previous session.

Objective
- To know the importance of play for children in the PSS program

Procedure
- Divide the participants into small groups.

Each group will discuss a particular issue:
- Group 1: List the skills acquired through play and the link between play and PSS.
- Group 2: List the motor skills acquired through play.
- Group 3: List the feelings and positive emotions that play builds in children.
- Group 4: List the social skills developed through play.
Session 6: Dealing with the Emotions of Children and Adolescents

Sessions 7, 8 and 9 include examples of activities that aim at supporting children and adolescents psychologically and socially on the basis of the Axis of PSS, as mentioned above. It is recommended that the participants play the role of the children when implementing these sessions so that the objectives and results can be better appreciated. The activities in these sessions are suitable for children nine years of age and older.

Objectives

- Identify different examples of feelings and physical reactions of children
- Understand the nature of things that elicit feelings
- Develop the ability to deal with emotions

Emotion is a state affecting the individual to feel joy, sadness, fear, hate or other feelings. Emotions resemble a thermometer that functions by measuring what is inside or around us. Usually, emotions are accompanied by physical changes such as increased heart rate or sweating. When an incident occurs, or when we notice something, we feel an emotion, then think about a reaction.

Emotions can be noticed on facial expressions or physical reactions such as weeping, shaking or gestures. Emotion, or the way we react, depends on the way we interact with social norms, expectations, criteria or the behavior of the group we live with.

Notes to Facilitators

Children and adolescents should enjoy the implementation of these activities. Do not forget to devote some time to group discussion, and then write down what is taking place in the minds of these children and the recommendations regarding these activities. The following activity, which is on the PowerPoint presentation, is an example of activities that can be implemented in dealing with children/adolescents.

Ensure that the following points are clearly comprehended:

- Children/adolescents can distinguish different emotions
- Children/adolescents have a clear understanding of their own emotions and their reactions to them
- Children/adolescents learn the various ways of dealing with emotions

First: Exercises of dealing with emotions

Activity

Game 1: Fill the Space

Objective

To know the different feelings and emotions experienced by children and adolescents.

Procedure

Set aside an empty space in the training hall. Arrange participants in a circle. The trainer/facilitator then claps his/her hands and ask the participants to move...
randomly throughout the empty spaces in the hall. The trainer then claps twice and asks the participants to stop where they are. He/she then asks one participant to name one of the characters that the participants are to imitate. He/she then claps for the participants to resume moving around in the empty spaces. After a while, he/she asks the participants to stop where they are and shout out the different kinds of emotions (sadness, joy, tension, etc.). During this period, the trainer selects one participant and asks the rest of the group to write down the emotions of that participant. This step should be repeated to cover all emotions. In the next step, the trainer claps once again, then calls one of the participants in a certain tone like that of a sad child or an angry conductor. He/she once again asks the participants to write down their observation of that voice. This step could be repeated several times to understand the feelings and reactions of the child.

**Facial expressions:** Show feelings of joy or anger on your face, then give the participants the chance to guess what emotion they see through your facial expressions. For example: smile – you are happy; frown – you are sad, etc. Then give each child a chance to act out a certain emotion of his/her choice (ensure that you have a diversity of emotions).

This activity can help children learn patience as they wait for their turn, and help them understand their own feelings.

---

**Game 2: Those are My Feelings**

- **Objective**
  - To understand emotions

- **Procedure**
  - Remember to train yourself to be able to play the role in a successful way, as children will try to imitate and learn through you.

---

**Notes to Facilitators**

The experiment of CFS succeeds when the service providers and guides are supportive of the child’s overall wellbeing. This happens by giving them the chance to act and improve their skills, knowledge and confidence in an environment of friendship, love, care and support. This is most effective when there are positive interactions, discipline, integrity and positive role models.
Session 7 – Dealing with Problems

Objectives
- Help children/adolescents understand different types of problems, their causes and results
- Train children/adolescents on proper ways of dealing with the problems they face

Problems occur for several reasons. Every individual has interests, goals and needs. We all experience conflicts that are just a part of life. Sometimes it is difficult to face such difficulties. What we want to do in this session is to verify some types of problems that occur in our lives so that we arrive at a clear understanding of the origins and causes. We will use acting (drama) starting with role-playing (i.e. transferring the session from a theoretical to a practical exercise). Posing these experiences will enable us to understand these situations and learn how to deal with them.

This game is an example of several games that can be applied for dealing with problems or conflicts. Try, in all cases, to establish Child-Friendly Spaces, through which the service provider can support and encourage children to give them the chance to develop their skills, pursue their education and bolster their self-confidence.

Try to build your own activities in a way that is creative and sensitive to the culture and materials that are available in the environment. For example, in the following activity we used chairs, but maybe it is preferable to discuss this with the children and find some other object to use or play with.

Ensure that all activities aim at solving problems on the basis of these points:
- Children are aware of the nature and causes of conflicts
- Children are able to analyze the causes and dynamics of problems
- Children are able to deal with the problem in a peaceful manner
- Children have a broad outlook for building the culture of peace

“We are happy when we play with each other without fighting.”

Activity
Discuss the following questions in a group:
- What are the types and causes of problems facing children?
- What are the problems facing you (as a child/adolescent) or in your private life?
- How do you (as a child/adolescent) deal with problems?
- How would the culture of peace be strengthened?
**Activity**

**Game 3: Its Mine**

- **Objective**
  - To understand the dynamics of conflict

- **Procedure**
  - Select a sufficient number of chairs or other available objects (balls, rocks, etc.); the number must be equal to the number of participants. Distribute a piece of paper to each participant with one of the following five instructions (a, b, c, d, e):
    - a. Put all the chairs (or other objects) in a circle.
    - b. Put all chairs (or other objects) close to the door where you work.
    - c. Put all chairs (or other objects) close to the window where you work.
    - d. Play the role of the observer. Stand aside and watch.
    - e. Blow the start whistle or clap to make participants carry out their tasks and watch as the conflict begins. Set a time for ending the game (five to seven minutes would be enough). Then start the group discussion as explained in the box below.

- Note – The participants may read these instructions but must hide them from other groups. The facilitator should ensure that each participant knows her role.

**Group Discussion**

1. Provide the observers the first opportunity to speak and ask:
   - Did you see what the problem was?
   - What type of conflict did you see? (Is it a conflict between the person and himself/herself with another person or with another group?)
   - How was the work of the group/participants to solve this problem?
   - Did anyone use physical force?
   - Did the participants follow the steps in the instructions?
   - How could the problem be solved?
   - What is the use of this exercise to us?

2. Ask the participants the following questions:
   - How did you benefit from the exercise?
   - What were the problems that you faced?
   - How did you deal with them?
   - How did the others deal with these problems?
   - Were the problems resolved? And how?
   - If the problems were not resolved, what happened?

Make sure boys and girls play separately.
Session 8 – Dealing with Peers and Adults

Objectives

- Encourage the child to pay attention, build friendships and communicate with peers or interact with adults in a positive manner.
- Discuss the different types of dialogue that help build relationships.

We do not live alone in this world. There are other people around us, our families and communities. We have different types of relationships with people who are different from us. These connections and relationships are important because they can help us or create problems for us.

The human being is a social animal. Since birth, our survival depends on others who take care of us.

As the child grows up, her network of relationships expands. Away from family, we find that we are part of many activities with friends, peers, teachers and other important people in our lives.

Through these expanding relationships, we start to build our lives and we learn how to coexist with our community. We then develop an understanding of how we are perceived by society. We learn how to control our behavior to make it acceptable to society, since society’s opinions of us are important. We also develop our personality and suitable social roles and conduct. Our personal morality develops through our interactions with others. Our relationship with others offers us the warmth, affection, and the moral and material support we need.

Dealing with the community, whether it is with children, peers, adolescents, friends or adults, is important in many respects as it helps in forming and supporting psychological and social activities.

To build these activities, it is important to ensure that your efforts aim at:

- Discovering and analyzing the important relationships between children/adolescents and their peers or with adults.
- Discovering the difficult stages through which children/adolescents pass through, and the best ways to deal with these challenges.
- Learning how to give and receive support and care from colleagues and friends.

You should continuously write down your observations and allow all participants join in the discussion. Ensure that the children have enjoyed this activity.

Training

Group Discussion (facilitator and children)

How can the facilitator support the children in selecting peers (boys and girls) and friendships, and in their interactions with adults? Briefly discuss these questions with the group:

- Who are my peers? Who are the adults around me?
- What are the problems that arise between our peers or with adults?
- What is friendship?
- How could peace be established and strengthened among us?
Activity
Game 4: Friends Theatre

Objective
☑ Train participants to discuss the problems they face when building relationships with peers. What are the solutions to these problems?

Procedure
1. Divide participants into small groups, similar to the previous sessions (four groups at most). Each group must select the problem to be discussed. Give each group ten minutes to act out a short play.
2. Ask the group to select one person to act as director of the play. This person should write down her observations and assign roles to each member of the group. Remind the participants of the importance of support and encouragement. At the beginning of scene one, the facilitator and his/her colleagues must move around to help children. Encourage them in their acting and remember that the play must be short, but understandable and clearly depicts the nature of the problem. Remind participants that the play should not last more than five minutes and indicate the end of that time, if necessary. Ensure that the play is about relationships with peers.
3. Designate a place for the audience and let each group present its play. Ensure that the play is clear and understandable and the public must interact by applauding.
4. After each scene, you can analyze the problems depicted.

Ask the group questions like the following:
1. Did you recognize the nature of the problem from the play?
2. Did you ever face a problem like this?
3. Did some person in your community face this problem?
4. Did it happen the same way or in a different way?
5. How did this problem begin?
6. What can you do to solve this problem?

Note: To avoid taking too much time, you should manage time appropriately.
☑ Ask the child who came up with the solution to go on stage and act out the problem, then repeat the scene that explains how to solve the problem.
☑ Ask the participants to state their views regarding that solution and whether it is realistic. Who among you will do this in real life?
☑ Ask the group to act out another scene in such a way that the actor does something different to improve the situation. Ask whether he/she can perform the solution in a way that is different from other groups.

Note: Remember that the participants cannot change the behavior of others. They can only change their own behavior. This activity can be modified by having the children role-play their interactions with the adults in their family and community.
Repeat steps four through six for the other three groups.

Be creative in this exercise. The objective is to train children to reflect the problems they face in their daily life. Help them to discover possible solutions. Through this drama, children will learn a new type of behavior.
Day 2  Play as a Tool in the Psychosocial Support Process

Session 9 – Lifeline Exercise, “Flowers and Rocks”

Objectives

1. Understand the application of “lifeline” to measure the psychological and social state of children and adolescents
2. Translate the drawings of the “lifelines”

“Lifeline” is an exercise that helps in quickly removing barriers between facilitators and children. Through a constructive and safe approach, it allows the life story of the child to be open and funny, and facilitates the evaluation of the child’s psychosocial state. “Lifeline” enables the child to express happy events (flowers) and painful ones (rocks). Through this, he/she can express himself and chart his/her lifeline and future.

Each “lifeline” speaks about the life story of the child/adolescent in the past, present and future.

How to Apply and Analyze a Lifeline

Materials:

1. A long rope
2. 10 flowers (this could be other things that could indicate positive events, preferably of bright colors)
3. 10 stones (of different sizes and shapes)
4. Drawing paper
5. Coloring pencils

Important Points

1. Give a rope to the child and tell him/her it represents his/her life
2. Ask the child to stretch the rope on the floor
3. Explain to the child that flowers represent happy events and moments in his/her life, and rocks represent difficult, sad, painful or scary moments
4. Let the child put the flowers and rocks along the rope. Remember that the number (and size) of flowers and rocks is a sign of the intensity of impact of the event on the child

This process is similar to an individual evaluation (one activity that facilitates the opportunity for children to express themselves without interference from others). This can, however, be done in a collective environment. The facilitators should ask the children to think about the events that have had the most effect on their lives. It is preferable to determine a certain period of time in which events are recounted through a lifeline. For example, “Try to draw your lifeline from the moment you arrived at this camp up to today.”
Closely observe the child’s movements and placement
Ask for an explanation for each flower and rock
Try as much as possible to follow the chronology of the events (past, present then future)
When they are finished arranging events, and begin to draw, ensure that the narration of each event is accompanied with an emotion or feeling for each flower and rock
Try to do the exercise without interrupting or distracting the child
Be sure to write down any feelings in the story that the child expressed, but did not write or draw
Ensure that the data of the child is recorded (age, gender, region) on the back of the paper that contains his/her lifeline

The Lifeline Exercise is an important session and it involves movement, drawing and narration. This requires that the facilitator exhibits the basic empathy and listening skills and devotes enough time to finish the lifeline.
To analyze the drawings of a lifeline and understand the psychosocial state of children, consider the following and pay attention to the examples and the accompanying drawings.

- The intensity of events size of rocks and flowers
- The evident feelings (repetition of a certain emotion such as: I am sad, I was sad when, I was scared and cried)
- Future plans (I want to go back to school, I want to be an engineer)
- Healing and resilience (after my mother died, I used to take my brother along to fetch water)

Use of bright colors like blue and adding details to flowers represent intensity of positive impact of this event on the child
Pressure of the coloring pencil and use of dark colors and large rocks is a sign of the intensity of the negative impact on the child
Repetition is also a sign of intensity
Drawing large flowers and using bright colors indicates the child’s level of satisfaction with the event
Day 3: Adolescents in Child-Friendly Spaces – 1: Active Involvement

Session 10: Involving Adolescents in Child-Friendly Spaces

Objectives
- Make the Child-Friendly Space attractive to adolescents
- Activate the role of adolescents in Child-Friendly Spaces
- Activate the role of the facilitator by encouraging adolescents to be actively involved

Training Points
- Working with adolescents differs from working with children because they are in a stage where they are more self-conscious with their feelings and ideas, making them more sensitive during group interactions.
- Note: As a facilitator, it is advisable to treat adolescents as responsible individuals.
- During the activities, focus on the positive aspects of adolescence, for example: growing feelings of responsibility, the ability to take initiative, increased cooperation, etc. The facilitator can help create a strong group bond by enabling the peers to support each other.
- It is important that the facilitator focuses on activities that target and respect each individual and encourages self-confidence (i.e. involve them in choosing activities that encourage respect and attention).
- The facilitator should pay attention to adolescents’ increased awareness of their sexuality and not put them in activities that make them feel uncomfortable. Avoid activities that make boys uncomfortable in the presence of girls and vice versa. As a facilitator, you should be a role model of good behavior and healthy social skills and be sensitive to the different needs of each gender.

Activity:
Group Work and Role-Playing
- Objective
  - Raise awareness on how to actively involve adolescents
  - Encourage trainers to exchange ideas and develop a common set of plans
  - Practical application of past successful experiences involving adolescents
- Case Study
  You work as a children’s facilitator at the CFS in a displaced camp. Suddenly, due to unforeseen circumstances in the camp, you need to host 18 adolescents of both sexes, between 13 to 16 years of age. Your task is to attract these adolescents to your friendly space.

Training
- Divide participants into three groups.
- Group 1 will perform a role-play to announce that they will begin working with adolescents. As a facilitator, help them by giving suggestions or exam-
Adolescents in Child-Friendly Spaces – 1: Active Involvement

Session 11: Lay Counseling

Objectives
- Develop an understanding of lay counseling skills
- Acquire good communication skills
- Learn how to support children’s and adolescents’ changes in behavior and assist in strengthening their resilience

The Role of the Lay Counselor
- Actively listens and provides required data to raise awareness or to correct misinformation
- Assists adolescents in exploring options and making good decisions by becoming aware of priorities and ensuing results
- Provides support and assistance to encourage acquisition of positive behavior, such as taking initiative, acquiring self-confidence and learning anger management

Activity: Group Work
- **Objective**
  - Practical application of listening skills during lay counseling
- **Procedure**
  - Divide the participants into groups of three: counselor, client and observer.
  - The client (acting as a child or adolescent) will tell a story or problem to the listening counselor, while the observer watches the process and records his/her comments.
  - Participants can switch their roles within their group.
- **Ask about the following:**
  - How is the exercise different from informal chitchat?
  - Were you comfortable during the exercise? How attentive were you during the exercise and what prevented you from paying full attention?
- **Report and discuss:**
  - How do you show interest and listen in the friendly space?
  - What kinds of words or minimal responses did you use to reflect good listening?
  - Provide examples of listening barriers from similar cases.
Day 3

Session 12: Decision-Making and Problem-Solving

Objectives
- Strengthen the role of the counselor in supporting decision-making skills in adolescents
- Mainstream psychosocial support principles with the appropriate playing activities

Practical Steps Towards Problem Solving Skills
- Recognize and determine the problem (in light of the previously mentioned elements) to analyze its nature.
- Explain the possible pros and cons of every possible decision that moves towards solving the problem.
- Determine the available resources to use as tools to assist in solving the problem.
- Evaluate previous actions, make a decision, and evaluate the consequences of making that decision.

Activity: Playing Roles
- Objective
- Understand how to take practical steps to solve a problem
- Case Study
Salem is a 15-year old adolescent and is the oldest child in his family of three sisters (who are in school) and two brothers (who are not yet school age). His father died one year ago, and though he wants to continue going to school, he is the main supporter of his family. He has to work to provide for his sibling’s needs, so he has quit school and devotes his time to work. This created a problem between him and his mother, who wants him to go to school like his siblings. He went to see the facilitator at the center to help him make a decision and solve the problem.
- Procedure
- Ask three participants to take on the roles of counselor, Salem and the observer.
- Divide the participants into groups of three: counselor, client and observer and ask them to choose a new problem and try to implement the lessons learned.
- After forming the groups, spend about 5 minutes discussing the following:
  - Did the adolescent feel he/she was understood and given enough support?
  - What questions helped to explain the problem?
  - What was the most difficult part for the counselor?
- Report: Have the trainees encountered issues similar to these? Were the proposals for implementation practical? Have they encountered such issues before?
Day 4:
Adolescents in Child-Friendly Spaces – 2: Building Resilience

Session 13: Role of Facilitator in Building Resilience and PSS

Objectives
By the end of the session, each participant should be able to:
- Understand resilience
- Understand resilience in adolescents
- Determine protective psychological and social factors

Definition of Resilience
Resilience is the process of adaptation and coping with difficulties, psychological shock, tragedies, threats, wars, family problems and relations, serious health problems, work and financial pressures. It’s the ability to bounce back from traumatizing events.

Protective Psychological Factors
- Help adolescents and their families realize the challenges and difficulties that they have actually conquered.
- Connect adolescents with society by promoting recreational and social activities.
- Teach adolescents positive skills in order to help them deal with pressures.

Activity – Sholl’s story
Objective
- Become acquainted with the meaning of resilience
- Monitor Sholl’s types of resilience

Case Study
Sholl is a 15 year-old adolescent girl who was raped by her cousin at the age of ten. She began to fear interactions with men, especially male youth, and she became mean and unsupportive. But Sholl continued to say her prayers and communicate with her friends, and she wanted to succeed at school. Her younger sister was sexually harassed by the same cousin, which intensified Sholl’s concerns. She became protective of her sister and they came to the clinic together asking for help.

Procedure
- What is the shocking incident for Sholl?
- Which of Sholl’s ongoing activities did not change before or after the incident?
- Compare Sholl’s positive behavior (resilience) with her negative change (cruelty).

Notes to Facilitators
- As a facilitator, try to utilize adolescents’ existing capacities and capabilities.
- Adolescents have the capacity to build programs and effectively participate in the programs by following the facilitator’s lead.
- Adolescents have the capacity to exhibit endurance and resilience, despite traumatizing circumstances.
- Support from the community can help boost and develop adolescent’s resilience.
Notes to Facilitators

- Activating the community’s role in caring for the adolescent increases his/her resilience and self-confidence.
- Focusing on adolescent-friendly activities in Child-Friendly Spaces promotes resilience and helps to create links with the community.
- Using local resources ensures continuation of the activities of the Child- and Adolescent-Friendly Spaces.

Session 14: Supporting Adolescents in How to Deal with their Anger in Constructive Ways

Objectives
- Gain practical skills on recognizing anger symptoms
- Gain practical skills to support adolescents in anger management
- Link skills with the support of creative activities

Introduction
- Anger is a mood or emotion, with very clear physical manifestations, that leads to changes in a person’s behaviors.
- Anger can be felt as a result of inner feelings or reactions to what is happening around us.
- When a person is angry, moods change completely.
- Everyone gets angry for one reason or another, but not everyone has difficulty managing or controlling his/her anger.

Anger as an Emotion in Adolescents
- Anger is part of adolescents’ interaction with the world around them. Sometimes, anger comes as a result of physical and psychological changes associated with adolescence.
- Adolescents in the camp may experience more feelings of anger, not only due to this
Focus on slowly breathing in and out. Pay attention to the sounds around you, all the while focusing on breathing.

Tell them, “It is normal for your mind to wander to other matters, but always go back and focus on your breathing.”

Focusing on your body, ask: “How do your feet feel? How does your back feel? How does your stomach feel?” You can do this from head to toe, naming different body parts, encouraging the participant to relax.

Remind them, “Whenever your thoughts stray, come back and focus on breathing.”

### Activity: Relaxation and Meditation Exercise

**Objective**
- Learn how to calm down

**Procedure**
This is a relaxation exercise that helps adolescents become aware of their feelings, their body movements and other feelings resulting from agitation. Males and females should be completely separated during this exercise to ensure comfort and freedom of expression. It is preferable to conduct this exercise with adolescents after a group discussion about their experiences with anger. It can also be implemented if something out of the ordinary took place, causing fear or distress among adolescents in the Child-Friendly Space. The facilitator should do their best to provide a quiet atmosphere during this exercise. It can be repeated many times until the participants become familiar with it.

1. Have participants find a comfortable position and close their eyes.
**Activity – Venting Anger**

- **Objective**
  - Raise awareness about the physical and emotional changes caused by anger and be able to conquer obstacles related to expressing feelings of anger
  - Vent emotions and experience enjoyment

- **Procedure**
  This activity consists of a number of exercises borrowed from martial arts methods and strong movements accompanied by shouts.
  - Participants stand in a large circle.
  - The facilitator chooses a small group of participants to form a smaller circle in the middle of the large circle of people. In unison, the participants in the smaller circle perform body movements, such as taekwondo, judo, karate or cutting trees.
  - The facilitator explains that we can eliminate negative emotions by doing these movements. Encourage each participant to use all of their strength.
  - Repeat these exercises until they are performed in a group systematic way.
  - Finally, during the last three movements, the group shouts in unison, “Baaa-oooo, Baaa-ooo, Baaa-oooo!”
  - Conduct this activity separately for boys and girls.
  - Note that boys might like it better. For girls, you can exchange the fighting movements with movements of cutting trees, preparing land for farming, etc., and accompany it with a boisterous song instead of the shout.

**Note:** One of the adolescents in the Child-Friendly Space might get angry and explode. What would you do? How would you talk to him and calm him down?

- First, be sure that your voice is very quiet and you remain calm.
- In a quiet voice, ask the angry person to take a deep breath and calm down. Repeat this exercise.
- Try to give the angry person space for privacy until he/she calms down.

**Session 15: Tree of Life**

- **Objectives**
  - Enable facilitators to conduct the Tree of Life exercise
  - Evaluate the adolescents’ future outlook

One of the most important steps to promote psychological and social health is to provide adolescents and children affected by war with skills to help them come up with future life plans. These objectives are usually built upon existing and available resources and skills. The most important characteristic of recovery from crisis is thinking about future options and asking, “Where am I now? Where will I be? How will I get there?”
Activity – Tree of Life

Objective
- This exercise aims at raising awareness about past expertise, existing skills and the human, moral and material resources already present in the community.

Procedure
- The facilitator explains to participants the symbolic meaning of the tree and what each item (tree part) represents in an attempt to address future plans and existing resources. The facilitator should ask each participant to draw their tree, individually at first, then come together as a group to discuss it.
- This exercise is best carried out after a series of trust activities.
- Males and females are to be separated during the exercise.

After completing the tree and celebrating the group’s “wood”, the exercise is concluded with group singing, dancing or group shouts.

The Tree
- **The roots**: a group of skills existing in the community (e.g. farming)
- **The tree trunk**: resources
- **Soil**: recently acquired skills
- **Branches**: occupations currently practiced by the community
- **Fallen branches**: means of support which once existed but are now non-existent
- **Leaves**: success stories of youth from the local community
- **Fruits**: achievements of young community members and the impact on the community
- **Flowers and blossoms**: dreams and wishes
Day 5: Involvement of Children consultation and Identification of Local Resources to Support CFS and Activity Planning

Session 16: Child Consultation and Community Involvement

Objectives

- Understand the importance of child participation
- Define community roles and responsibilities in the psychosocial support programs
- Enhance the facilitators skills in child participation

Notes to Facilitators

The idea of child participation is one element of child rights law that is consistently cited. Children may be involved in planning, building, monitoring and evaluating issues of child safety. They may also be key in helping to develop protection activities. Child participation is an integral part of PSS programs, due to the positive impact (i.e. reducing the trauma of adversity and increasing the rate of recovery and resilience) gained from interacting with other children.

Child participation will be considered successful if the following is achieved:

1. Child exhibits ethical behavior (transparency and honesty)
2. Child participation is appropriate and related to the activity
3. Environment is safe and supports the child
4. Equal opportunities are available to girls and boys
5. Staff exhibit effectiveness and confidence
6. Participation aims at child safety and protection
7. Proper follow-up and evaluation is ensured

Haart’s Ladder of Child Participation

This program is considered an easy and useful method to prepare the child and evaluate his/her performance. The program classifies participation as follows:

- **Non-consultation**: the program is designed and managed by adults and children are not consulted, or if they are consulted, it is a symbolic gesture.
- **Determining participation but only for notification**: adults decide on the program and child participation is only voluntary. Children understand what type of Child-Friendly Spaces it is, and are aware of how and why they are there. Adults respect children’s views.
- **Consulting and notifying children**: the program is designed and managed by adults, but only after consulting with children, who understand the purpose. The program is clear and children’s opinions are taken seriously. Initiative comes from the adults, but the decisions are made with the children: children’s participation is clear in the planning and building phases. They participate in decision-making and are key in achieving critical results.
- **Children’s initiative**: children present and share decisions with adults. The idea belongs to the children; this includes building the program and referring back to adults for support and advice.
- **Children’s initiative and management**: children have ideas and they decide how to implement them. There are adults involved, but they do not assume any responsibilities.

Note: Remember, that in addition to the trained facilitator’s role in providing psychosocial support, family involvement is very important and is one of the basic sources of support for CFS programs.
Family and community participation will be considered successful if they:

1. Attend activities and celebrations
2. Assist facilitators and care providers in providing psychological first aid
3. Accompany children and talk with them so they feel loved and secure
4. Establish a supervisory committee to assist children to move from one level to another in the psychosocial support program (such as hospitals or health centers)
5. Protect the Child-Friendly Spaces, if they are not safe

6. Share traditional games with the children
7. Explain things to children if they do not understand, or translate to them if needed
8. Train children on traditional dancing, singing and handicrafts

Children’s participation is built on the acknowledgment of children’s and adolescents’ needs and understanding how they feel about current events. This means reacting positively to their stories, addressing them in a way that is suitable to their level, and encouraging them to talk about their personal experiences and feelings.

### Haart’s Ladder of Child Participation

#### Participation levels

- Symbolism
- Formalities
- Assign and inform children
- Child abuse
- Consult and inform

#### Non-participation

- Adults initiate, share decision-making with children
- Children initiate, manage activities themselves
- Children initiate, share decision-making with adults
Session 17: Identifying Local Sources and Resources

Objectives
- Understand how to utilize available resources at the Child-Friendly Spaces to promote PSS programs.

Notes to Facilitators
Ask the participants to write down resources on a big piece of paper. Write down the available resources at the Child-Friendly Space, and then start to fill in how to utilize them.

For example: Make use of adolescents’ energy and movement to build, protect and promote their CFS and programs. Is there anything missing? Are resources completely depleted? Is there any other source that can be used during implementation of the PSS programs, together with CFS programs?

Activity
Divide participants into two groups and have each group answer one of the following questions:
1. To what level do children participate in decision-making inside Child-Friendly Spaces?
2. What are the problems facing those who try to involve children, and what are some proposed solutions?

Activity – Collective Action

Objective
- Successful teamwork and understanding how to mobilize and utilize available resources indicates that the activities are helping to achieve the collective goals.

Procedure
Draw a big picture of an animal (e.g. an elephant). Cut the picture into squares according to the number of participants (e.g. 24). Distribute the squares to the participants and ask them not to look at the other papers, but to imagine what the piece of paper represents or how it can be used. Bring the participants together into one group and discuss how they might arrange the pieces to solve the puzzle and form a clear picture.

Writing the Report
The basic idea behind this activity is to understand that there is a technique to taking those small pieces of paper, arranging them into a picture and making it meaningful. The team will discover various dynamics at play: some of the participants may stop working abruptly, while others are still trying to arrange the picture and solve the puzzle. Still other participants use specific methods to arrange the full picture.

End this exercise by showing how this activity resembles the work carried out by care providers at Child-Friendly Spaces. If the group does not work in a harmonious way, the possibility of achieving the main objective will be slim, and it will be nearly impossible to fulfill the children’s needs.

A healthy society is a society that plays a decisive role in providing protection and acceptance of children, and works to promote growth and development by involving children as important and valuable community members.
Session 18: Evaluation and Classification of Local Resources

Objectives
- Develop skills for entering the new community
- Become acquainted with available local resources
- Identify ways to utilize resources to support Child-Friendly Spaces

To begin organized work in any new community is a very difficult task. Every community has its own social systems and political and economic linkages, and strangers may find it difficult to find his/her place in the community. Rural development's history is full of examples of trainers or care providers (i.e. strangers) who are considered to be outsiders by the community. They are often misunderstood because they disregard the local culture, or because they work to fulfill personal goals and interests, or because they start – and then abandon – a project. That is why many members of the community are understandably suspicious of outside support. Remember that an organized person should be aware of and prepared for those challenges.

Entering a Community

When joining a community, the importance is not so much that you know your group, but that you understand that the group believes there are certain ways of doing things. Get to know the local leaders and present them with your ideas, opinions and plans. If you are unsure about what steps you should take, identify people who live in the community and can offer you advice.

You can gain support and inspire joint action if you present your goals to the leaders of the community and involve them in tasks as much as possible. These local leaders can help you learn about and prioritize issues that are sensitive to the community. You will have to work to gain their confidence and support.

You will work better if you involve persons who will have an impact on the plan. If you implement your tasks and they are evaluated, the community will own these needed tasks. The leader's commitment towards these tasks is very important, both currently and for the future.

You can collect a considerable amount of information about a community’s existing problems and areas of strengths simply by talking to people.

If you have significant information on the community where you work, remember that you are not an expert; you cannot understand somebody's life the way he/she does, and you need to encourage the people and respect their stories. Determining a date, time and place is very important to ensure that people will be able to come and watch without interruption or concern. Again, you can collect information by talking to local leaders and persons in the community.

After obtaining permission, you can call local leaders to a meeting, or you can use other methods such as traditional dancing or beating drums to attract spectators.

Review
- Know the community and the group you work with.
- Know the area and the daily and social life of the community.
- Meet with the community leaders, involve them in all your efforts and get their permission for the tasks you intend to do now and in the future.
Questions
By answering these questions, you can ensure your preparations are complete.

1. Are you acquainted with the area where you are going to work?
2. Have you met the local leaders or officials?
3. Are you certain of their cooperation, support and commitment?
4. Did you ask them about the community’s urgent issues and problems?
5. Did you agree on the date and venue of your meeting?
6. Did you explain how the CFS functions?

These are Eight Important Points for Joining the Community:

1. Be confident when you start the task of identifying the community’s capacities and capabilities.
2. Cooperate with trusted persons in the local community who – because of their links with the community – understand the nature of work related to Child-Friendly Spaces, and are ready to support the tasks and provide the necessary work permits. These leaders understand the needs of the community and they are trustworthy.
3. Become acquainted with sheikhs, native leaders and unofficial decision-makers.
4. Become acquainted with native leaders: they are the original dwellers and leaders without political affiliations. Local leaders are the basic axis for building the community network; they are well known and trusted by all in their community.
5. Learn about the expertise of these leaders when you talk with them and focus on the wisdom they have based on their presence and observations of the community.
6. Attentive listening and working actively are important ways to build relationships and join the community.
7. Become acquainted with the sources (i.e. supporting persons). They can link the group of leaders with other sources (e.g. central government system, economic development systems and non-governmental systems) in the short- and long-term.
8. Have confidence and patience. Remember that bringing the whole community under the umbrella of local leaders is a very slow process. You must organize your schedule to work one day and skip the other.

Training

Activity – Creatively Utilizing Local Resources

Objective

- Utilize the available materials at the CFS
- This activity will enable participants to utilize whatever materials they have locally to create tools for the support of children in the CFS.

Procedure

Bring a bag and collect random items from the participants inside the training hall (e.g. pen, glass, bottle, etc.). Then ask participants to write their own hobbies on a small piece of paper. Mix the papers up well and redistribute them to participants, along with a random item from the bag. Make sure each participant receives a hobby and an item. Ask the participants to try utilize the item to serve the hobby (e.g. a bottle for drawing, pen for football).
Activity – Going Back to Amna’s Story (Day 1, Session 3, page 22)

Try to acquaint yourself with the situation at the CFS that Amna attends.

Use the following table to learn about the possible and available resources to support the CFS.

<table>
<thead>
<tr>
<th>Types of resources</th>
<th>Give an example to demonstrate this resource</th>
<th>How can it contribute to the support of CFS?</th>
<th>How can the source continue to support CFS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources</td>
<td>Example: Camp Chief (Sheikh)</td>
<td>Meet with relevant authorities and garner support to supply a water cooler for the CFS.</td>
<td>Hold and manage periodical meetings to determine needs.</td>
</tr>
<tr>
<td>Financial resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Session 19: Planning for Activities Related to PSS Programs

Objectives

Learn to plan activities related to the PSS programs at the CFS
Learn to design activities that link PSS to child development stages
Continue post-training activities

Planning PSS programs is an integral part of the activities inside the CFS. It is easy to forget the main pillars of PSS, allowing activities to transform into free play without children’s active participation or learning. Therefore, planning is one way to ensure a process of supervision, follow-up and evaluation of the PSS programs.

Planning for the activity should be done methodically, on a daily, weekly or monthly basis. Ensure community involvement as much as possible, in order to determine the problems, discuss solutions and determine what activities can actually be implemented. Because these psychosocial interactions are very important, be sure to utilize the community wisdom, values and activities. Also, substantial amounts of accountability may take place here, providing individuals with independence and a strong sense of self-esteem.

Activity – Building a Daily Routine Plan

Objective

How to determine and identify the objectives and psychosocial domains you want to cover.

Procedure

Identify the area (Child-Friendly Space) and daily routines of the child in this space. Implement what you have learned in the previous training sessions. How did you identify their needs? What activities might support their emotional growth?
Day 6: Monitoring and Evaluation

Session 20: Monitoring and Evaluation Protocol

Objectives
Develop the participants’ capacities and skills to implement Monitoring and Evaluation processes of the PSS programs.
☑ Recognize the participants with the concept and importance of follow-up
Provide the participants with skills for preparing Monitoring plans
☑ Acquaint the participants with different types of evaluation
☑ Acquaint the participants and gain skill to carry-out evaluation activities provide them with skills to implement evaluations

Definition

Monitoring: is a planned and ongoing process which takes place periodically and regularly during the existence of the (Child-Friendly Space) in order to collect information on the operation, achievements and impact of the (CFS) or other concerned entities to help them take appropriate decisions to efficiently implement (CFS) and achieve the planned objective.

Types of Follow-up
A. By their Nature

1. Technical Monitoring
Providing technical monitoring to activities identifies:
☑ What has been achieved (compared to expenses).
☑ If the activities conform to the objectives.
☑ Changes made in the implementation of plans.

☑ Reasons for and impact on achievement of the objectives.

2. Financial Monitoring
This is one type of monitoring used in the implementation of activities. It aims to take stock of the money spent on Child-Friendly Spaces, compared to what has been earmarked for them.

Designing Monitoring Plans
Monitoring plans are prepared and designed during the planning stage of the project, and before the implementation of the CFS. These plans are used to monitor on the implementation of the programs and activities.

Defining the Concept of Evaluation
Evaluation is a process of measuring the success of a project or program to achieve the planned objectives.

☑ This is a stage-by-stage evaluation of the current and previous developments of the CFS, and takes into consideration the objectives and the practical indicators of the CFS.

An evaluation depends on measurements, with indicators serving as a basic element in the evaluation process. Indicators can be designed in light of the issues being evaluated. Some people think that Monitoring and Evaluation are one and the same, however monitoring is actually just one form of evaluation.
Monitoring and Evaluation

Objectives of the Evaluation Process
The objectives behind the evaluation process is to learn the following about the CFS:

1. Have the objectives been achieved?
2. How compatible are the activities and objectives with the strategy?
3. How compatible are the objectives and the implementation methodologies with the needs of the community?

To what extent has the local community been involved in implementing the activities of the Child-Friendly Space?
To what extent have equal opportunities been achieved for boys and girls?
Is there continuity of the CFS?
How effective is the management of the CFS?

☑ Distribute this table to the trainees:

<table>
<thead>
<tr>
<th>Evaluation Indicators</th>
<th>Availability indicator</th>
<th>Utilization indicator</th>
<th>Effort indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>This indicator shows whether something exists or is available.</td>
<td>This indicator shows to what extent something is used for the purpose it is intended.</td>
<td>This indicator shows the type and extent of efforts or resources invested to achieve the objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> The presence of a health care provider for every 500 households in a village is an indicator of availability of health care providers in the village</td>
<td><strong>Example:</strong> The number of children in the village who regularly come to the CFS</td>
<td><strong>Example:</strong> The required number of youth needed to volunteer at the CFS</td>
<td></td>
</tr>
<tr>
<td>Suitability indicator</td>
<td>Coverage indicator</td>
<td>Capability indicator</td>
<td></td>
</tr>
<tr>
<td>This indicator shows to what extent something is suitable.</td>
<td>This indicator shows the percentage or number of those members of a group who receive something that is needed by the group.</td>
<td>This indicator shows whether the resources and activities are optimally used to achieve the objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> The extent of suitability of one type of game to the number and type of children</td>
<td><strong>Example:</strong> Number or percentage of families who benefited from the home sanitation tanks project compared to the number of families in the village</td>
<td><strong>Example:</strong> Number, frequency and type of supervisory visits made after the establishment of CFS in a village</td>
<td></td>
</tr>
</tbody>
</table>
**Day 6**

<table>
<thead>
<tr>
<th>Accessibility indicator</th>
<th>Quality indicator</th>
<th>Impact indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>This indicator shows whether the existing matter is available to all who need it.</td>
<td>This indicator shows quality, type and level of a certain thing.</td>
<td>This indicator shows the impact of activities and programs.</td>
</tr>
</tbody>
</table>

**Example:** The existence of a standard kindergarten – which may not be available to all families in the village because of the long distance or high monthly fees

**Example:** The CFS is acceptable, attractive and free from violations

**Example:** Lower numbers of cases of stress and violence are reported among children in a village after the PSS program

Understanding the evaluation structure and operation will play an important role in formulating objectives and strategies, timing programs and planning activities.

**Note:** The monitoring and evaluation plan should include adequate information on the type of intervention and how to study and evaluate it. This is explained in the following points:

- The well prepared monitoring and evaluation frame can greatly help in planning strategies, programs, objectives and activities, and determining whether or not it is the most suitable for implementation.
- The monitoring and evaluation plan should include information on how to study and evaluate the intervention as described below:
  - Achieving the objectives of the intervention, which totally depends on the comprehensive understanding of the tools of PSS
  - Expected relations between the activities, the inclusion and exclusion operation
  - Clearly defining the standard concepts and basic data
  - Monitoring table: initially be prepared every three months

- List of participants, camaraderie and joint cooperation, which are important components for achieving the required results includes: the community, social workers and counselors and NGO staff
- Preparing a plan to disseminate and utilize the collected information

**Establishment of the Community Evaluation Committee**

In order for evaluation to be positive, it needs to be conducted by a small group of people. Remember that they need to commit to the implementation of the process in order for evaluation to be effective at the local community level. There should be a small group of people who are committed to implementing the process in a comprehensive and participatory manner.

This committee should include persons representing the diversity in the community; ideally the people chosen should have contacts with the local administration. Functions of the committee are summarized as follows:

- Choose or arrange your schedule for training the trainer, and if necessary, arrange for training the facilitator.
- Provide support to the assistant to determine the number of families and groups to be


invited to participate if the program is designed for children only. Assist the facilitator in determining which families and groups in the community are to be invited to participate if the event includes all children.

☑ Provide all possible support to the assistant to enable him/her to complete the evaluation program described in this guide, and to enable him/her to collect data and present it to the community in a clear way.

☑ Participate in the open meetings of the community to be able to use available data to develop local plans of action or plans to support children’s rights.

Evaluate the Results According to the Following Three Points:

1. Does it enhance children’s social and emotional well-being (including gaining skills and knowledge)?
2. Does it protect children from danger?
3. Does it support the family and society in order to strengthen child protection systems and psychological well-being?

Activity – Group Discussion

Objective
☑ To become acquainted with report writing.

Procedure
Ask the participants to divide themselves into four groups and make a list of ways to monitor and evaluate CFS activities.

Example of Indicators

Knowledge and skills: Learn how to solve problems, work on developing peer communication, build positive alternatives, work on strengthening cultural relations mechanisms and culturally suitable adaptation mechanisms, enhance professional skills, and learn where to send information and where to go to get information.
Day 6

- **Basic indicator**: measuring the level of suitable skills.

- **Emotional adaptation**: The ability of the child to interact, the feeling of self-control and self-esteem, disappearance of concerns (i.e. danger, hunger, etc.).

- **Basic indicator**: measuring the level of emotional adaptation.

- **Well-being and social adaptation**: The ability of the child to interact, help others, solve problems with others, have a sense of belonging within the community and participation in cultural and traditional activities.

- **Basic indicator**: measuring social performance.

<table>
<thead>
<tr>
<th>Objectives of the PSS program</th>
<th>Activities</th>
<th>Indicators: What do you observe about the child?</th>
<th>Verification methods: How do you recognize change?</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training children to practice their creative capacities</td>
<td>Drawing, coloring, pottery, puzzles, making toys, making pictures by using wheat grains, or corn, drawing invitation cards using flowers, papers, etc.</td>
<td>Are children able to express their feelings and show emotions? Are children able to benefit from the available resources by using local materials or materials taken from nature?</td>
<td>Time frame: <strong>Commencement</strong>: Is the starting point for providing social support at the Child-Friendly Space? <strong>Midterm</strong>: Evaluate the progress of the program at midterm. <strong>Termination</strong>: Find out whether the psychosocial support program has achieved its objectives.</td>
<td>Examples of results include (but are not limited to): increased self-confidence, happiness, feeling safe, increased family awareness to deal with stress, level and quality of interaction in the CFS program.</td>
</tr>
<tr>
<td>Children utilizing their imagination and energy</td>
<td>Dancing, theatre, drama, playing music, singing, acting, sports, football, basketball, group games played by children locally, storytelling, reading books, dialogue, group discussions, traditional dance and songs, etc.</td>
<td>Are children able to understand what is happening around them? Do they feel comfortable and enjoy the collective spirit and meaningful participation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training children on communication and dialogue skills in addition to cultural and traditional matters of interest</td>
<td>Solving puzzles, table games, arranging athletic games and tournaments</td>
<td>Have children developed problem-solving skills? Are children able to reflect self-confidence and cooperation skills?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Day 6

#### Monitoring and Evaluation

<table>
<thead>
<tr>
<th>Objectives of the PSS program</th>
<th>Activities</th>
<th>Indicators: What do you observe about the child?</th>
<th>Verification methods: How do you recognize change?</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the children’s capacity to build life skills</td>
<td>☐ Learning, mathematics, raising child awareness on landmines, culture, problem solving skills, conversation skills</td>
<td>☐ Are children able to excel in any of these skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that children are allowed to utilize their free time.</td>
<td>☐ Children’s clubs</td>
<td>☐ Do children interact through participation, building flexibility and healthy adaptations through relaxation and fun?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Link public awareness with CFS programs</td>
<td>☐ Public games</td>
<td>☐ Is there cooperation between CFS and others in the community to arrange the activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try to discover a child’s life story in a funny way</td>
<td>☐ Lifeline</td>
<td>☐ Are they able to change their events?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection of data on progress of the CFS program</td>
<td>☐ Tree of Life</td>
<td>☐ Did the CFS program succeed in impacting children’s lives in any way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressing all PSS elements</td>
<td>☐ Flash cards</td>
<td>☐ Is there interaction from the community?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressing children’s dream</td>
<td>☐ Aladdin game</td>
<td>☐ Are children trained on building personal skills?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Session 21: Closing Session

**Objectives**

- ☐ Understand comprehensive evaluation of training by the participants (see the evaluation in the annex)
- ☐ Become acquainted with the guides and annexes, including follow-up and evaluation forms
- ☐ Become acquainted with the booklet on Sudanese games
- ☐ Distribution of certificates to the participants
Annex 1: Registration Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact number</th>
<th>Work address and affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 2: Post-Training Assessment Tool

Post-Training Assessment Tool

Thank you for completing this voluntary assessment. We ask these questions to understand your perspective on what you learned during the training. There are no right or wrong answers. Your answers are very important to us. However, feel free to leave any question blank if you are not comfortable responding.

☑ 1. How much of the training were you able to attend?
   - All
   - Most
   - Half
   - Less than half

☐ 2. Overall, did you think the training was very useful, somewhat useful, or not useful?
   - Very useful
   - Somewhat useful
   - Not useful

☐ Please explain: _________________________________________________________________

For questions 3 – 18, check the box that best reflects how you feel about the statement.

☑ 3. I can identify children’s and adolescents’ developmental stages and needs of different aged children.
   - Strongly disagree
   - Disagree
   - Not sure
   - Agree
   - Strongly agree

☐ 4. Supporting emotional well-being of children and adolescents is an important part of Child Friendly Spaces.
   - Strongly disagree
   - Disagree
   - Not sure
   - Agree
   - Strongly agree

☑ 5. I feel confident that I will be able address the needs of children and adolescents using the PSS triangle. (page 24)
   - Strongly disagree
   - Disagree
   - Not sure
   - Agree
   - Strongly agree

☑ 6. I feel confident that I will be able to use play and activities to support children’s and adolescents’ ability to deal with their emotions.
   - Strongly disagree
   - Disagree
   - Not sure
   - Agree
   - Strongly agree

☑ 7. I feel confident that I will be able to use play and activities to support children’s and adolescents’ ability to deal with peers and adults.
   - Strongly disagree
   - Disagree
   - Not sure
   - Agree
   - Strongly agree
8. I can name at least three ways that traumatic experiences impact children and adolescents.
   - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

9. Children and adolescents should be consulted regularly and their input integrated into CFS activities.
   - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

10. I have ideas I can use to increase adolescent attendance and participation in the CFS.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

11. I feel confident using the listening skills I learned with adolescents.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

12. I feel confident using the lay counseling skills I learned with adolescents.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

13. I know how to write weekly activities plans.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

14. I feel confident that I can help children and adolescents have good relationships with each other and with adults.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

15. I know how to use local resources to help children and adolescents benefit in the CFS.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

16. I can identify factors that promote resilience among adolescents.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree

17. I know how and when to implement the Lifeline Activity with children and adolescents.
    - [ ] Strongly disagree  [ ] Disagree  [ ] Not sure  [ ] Agree  [ ] Strongly agree
Annex 2

Post-Training Assessment Tool

18. I know how to implement the Tree of Life Activity with adolescents.
   - [ ] Strongly disagree
   - [ ] Disagree
   - [ ] Not sure
   - [ ] Agree
   - [ ] Strongly agree

19. Is there anything you would have liked to talk about during the training that we didn’t discuss?

______________________________________________________________________________

20. My age is:
   - [ ] Less than 18
   - [ ] 18 – 25
   - [ ] 26 – 35
   - [ ] 36 – 45
   - [ ] 45+

21. I am:
   - [ ] Male
   - [ ] Female

22. I am a:
   - [ ] CFS Service Provider
   - [ ] Other: ___________________________________________

Thank you for your participation and response.
## Annex 3: Anxiety Signs in Children and Psychological Shock Signs in Children and Adolescents

### Signs of Anxiety in Children

- Making efforts not to think
- Avoiding activities
- Poor memory
- Lack of enjoyment
- Feeling isolated
- Feeling frustrated and inferior
- Feeling of limited future ambitions
- Flashbacks of traumatic events
- Sleeping problems
- Quick to become angry and stressed
- Explosion and lack of anger control
- Extreme caution
- Difficulties in concentration
- Sudden overreactions
- Intrusive thoughts

### Signs of Psychological Shock in Children and Adolescents

<table>
<thead>
<tr>
<th>Very young children</th>
<th>Children at basic school level</th>
<th>Adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>General fear, demonstrated by anxiety when separated from those very close to the child</td>
<td>Weakness in recalling the traumatic events</td>
<td>Aggressive behavior</td>
</tr>
<tr>
<td>Avoids situations</td>
<td>Thinking and believing in the existence of clear signs as preludes to traumatic events</td>
<td>Insomnia, nightmares</td>
</tr>
<tr>
<td>Sleeping disorders</td>
<td>Problems with emotional control and risk-taking</td>
<td>Having ideas about revenge</td>
</tr>
<tr>
<td>Playing games that indicate the trauma the child faced</td>
<td>Problems regarding self-image and acceptance in the society</td>
<td>Numb feelings and emotions</td>
</tr>
<tr>
<td>Being busy with words and drawings</td>
<td>Difficulty concentrating</td>
<td>Possibility of suicidal thoughts and tendencies</td>
</tr>
</tbody>
</table>

| | \n| | Refers to the trauma event when playing or storytelling | Presence of post-trauma effects in daily life |
Annex 4: Games Booklet

Sudanese Games
For PSS in Child- and Adolescent-Friendly Spaces

This annex aims at providing a sample of local games from Darfur State that can be used to PSS inside CFS. These games can assist in linking together the community of children in the CFS and create a spirit of solidarity among them.

These games develop and address the following:
- The future
- Danger
- Emotion and protection
- Encouragement
- Social cohesion

Discussion Questions
At the end of each game, sit with children in a circle (if possible) and discuss the following questions with them:
- 🎉 What do you think made the game fun and successful?
- 🎉 What are the things that negatively affected the game?
- 🎉 What are the things we should do to enjoy the game more?

Note: In case children were not interactive and did not come with examples, have each child who participated show what he/she learned from the game?

Game 1: Pulling the Rope
Preferred age group to play this game, 7-18 years

Objectives
- Strengthen the spirit of cooperation and solidarity among the group

Description of the Game
Two children come forward; one will be called “Balahaya” and the other “Halawaya“. They hold hands and sit facing each other. The rest of the children will be divided into two teams: Team Halawaya and Team Balahaya, and sit behind their respective teammate. The children then hold onto the waist of the person in front of them. The first two children hold hands, and by swinging, swaying and pulling, try to bring the opponent to their side.

Additional Discussion Questions
- 🎉 What did you feel when the other team tried to pull you and bring you to their team?
- 🎉 What did your team do to keep you in the team?
- 🎉 What can bring us closer and preserve our relationships?
Game 2: Mother, her Children and the Shepherd
Prefered age group to play this game, 6-15 years

Objectives
- Children learn protection elements from the people around them, such as mothers and those they can trust
- Children learn about various types of danger around them
- Children experience feelings of happiness and joy with the songs

Description of the Game
- There are three roles in this game: mother, goats and shepherd.
- The game starts with the mother and her children at home. The shepherd knocks loudly on the door. The mother asks, “Who is at the door?” The shepherd responds with a song: “I have goats, don’t you recognize them?”
- The mother responds: “Where are your goats, you liar?”
- The shepherd starts calling his goats:
  - “Oh green one” one of the children responds ‘Mbaaaaaaa’
  - “Oh red one” one of the children responds ‘Mbaaaaaaa’
  - “Oh blue one” one of the children responds ‘Mbaaaaaaa’
  - “Oh white one” one of the children responds ‘Mbaaaaaaa’
- The shepherd says: “These are the voices of my goats whom you recognize.”
- The mother responds, “You are a liar!”
- The shepherd responds, “I am the eagle who strangles them.”
- The mother says, “I am the mother who protects them.”

Game 2: Additional Discussion Questions
1. In this game, the mother provided protection to her goats. Who can protect us as children?
2. How can we ask for protection from the people around us?
3. What are the dangers (people, other things) that may threaten children’s lives?

Game 3: The Needle and the Pin
Prefered age group to play this game, 13-18 years

Objectives
- To develop the spirit of cooperation and mutual reliance among children

Description of the Game
This game is played by having two children stand back to back, with their arms linked and their hands clasped in front of them. One child starts by saying “pin” and raises their partner into the air (onto their back). The other child will say “needle” and do the same thing. The game continues.
Game 3: Hodana
Preferred age group to play this game, 8-13 years

Objectives
- Develop children's thinking and help develop a future outlook
- Enhance feelings of happiness in children (this is one of the key objectives of psychosocial support).
- Provide opportunity for children to develop intimacy and closeness and eliminate obstacles so children to get to know each other.

Description of the Game
- Boys and girls sit on the ground in one straight line, with their legs stretched out in front of them. One child is the “leader” and starts to sing the song, and the other children sing after him/her. While singing, the “leader” lightly pats one child’s leg, then the other leg, to the rhythm of the song (one tap per leg per word).
- They sing this song while stomping the ground with their feet and swaying.

Additional Discussion Questions
- Can you play this game alone? Why?
- What will happen if your friend is not able to carry you?
- What are the positive (good) characteristics that help us choose our friends?
- What did we learn from this game?

Games Booklet

Alshoush almarshoush ***** Darangala
Omar shantal ***** Darangala
Bring pounds of gold ***** Darangala
From here to Omdurman ***** Darangala
A needle with its thread ***** Darangala
Aunt's pin is no longer sharp ***** Darangala

Game 4: Alshoush Wa Almarshoush
Preferred age group to play this game, 13-18 years

Objectives
- Social development through group performance
- Physiological development through movement
- Develop the ability to deal with the opposite sex
- Build self-confidence in children
- Create positive feelings through the performance of group singing

Description of the Game
- Boys and girls stand in two parallel lines with the game area between them. To begin the game, one boy moves from the boys line and starts to dance in front of the girls’ line to the rhythm of the song. He chooses a girl from the girls line and they dance together across the game area until they reach the boys line. Then the girl starts dancing with another boy in the boys’ line, dancing together back across the game area until they return to the girls’ line. The game continues until each child has a chance to dance.
- They sing this song while stomping the ground with their feet and swaying.

Additional Discussion Questions
- What kind of feelings did you have when playing this game?
- How do children choose their friends?
- What are the things that I must know about my friend?
- What are the things that can strengthen your relationships with your friends?

Annex 4

Game 5: Hodana
Preferred age group to play this game, 8-13 years

Objectives
- Develop children's thinking and help develop a future outlook
- Enhance feelings of happiness in children (this is one of the key objectives of psychosocial support).
- Provide opportunity for children to develop intimacy and closeness and eliminate obstacles so children to get to know each other.

Description of the Game
- In this game, children sit on the ground in one straight line, with their legs stretched out in front of them. One child is the “leader” and starts to sing the song, and the other children sing after him/her. While singing, the “leader” lightly pats one child’s leg, then the other leg, to the rhythm of the song (one tap per leg per word).
Game 6: The Farmer and the Birds
Preferred age group to play this game, 8-15 years

Objectives
- Help children understand the various emotions felt by people around them
- Help children understand their emotions in different situations
- Help children's physiological development by running and other movements
- Help children develop awareness and focusing
- Help children generate positive energy by singing together

Description of the Game
The leader continues down the line of children, tapping each child’s leg to the beat of the song. When the song stops, whoever is tapped last is “out” and pulls up his/her legs to their chest. The song starts again and the game continues, with the “leader” tapping the children whose legs are stretched out straight and skipping the children who were tapped out (and have their legs to their chest). This continues until there is only one child remaining with their legs outstretched. For this last remaining child, the “leader” alternates between the child’s legs and the ground, tapping to the rhythm of the song. When the song ends, if the child’s legs are tapped, the game ends, a new leader is chosen and the game starts all over again.

The Song
Hodana oh hodana, ten and eleven
Be understanding, oh boy
The soldier’s daughter runs and thanks
The policeman’s daughter runs and stops
The farmer’s daughter runs and helps
The doctor’s daughter runs and turns
Stop-Stop

Game 5: Additional Discussion Questions
1. Is order important in this game? If so, why?
2. Should there be rules for this game? How would this impact the game?
3. What other jobs could be exchanged for the existing ones?
4. What do you want to be in the future? How are you going to achieve that?

There are three roles in the game: farmer, son and birds. Identify one child to play the role of the farmer, one to play the role of the son, and the rest will play the role of the birds.

Have all the “birds” sit in a circle with their legs touching.

The farmer sends his son to watch the birds.

After some time the son comes back saying “Shalali-li-li-li”.

The children in the circle keep still and silent.

The father goes to his farm and comes back saying, “Um, Shalali-li-li-li”.

Then the children clap their hands 3 times and the farmer’s son runs here and there inside the circle saying “Father, there is a snake there”.

Annex 4
Psychosocial Support in Emergency Settings – Sudan
Minimum Level of Intervention Skills for Facilitators

Game 5:
Annex 4
Games Booklet

The leader continues down the line of children, tapping each child’s leg to the beat of the song. When the song stops, whoever is tapped last is “out” and pulls up his/her legs to their chest. The song starts again and the game continues, with the “leader” tapping the children whose legs are stretched out straight and skipping the children who were tapped out (and have their legs to their chest). This continues until there is only one child remaining with their legs outstretched. For this last remaining child, the “leader” alternates between the child’s legs and the ground, tapping to the rhythm of the song. When the song ends, if the child’s legs are tapped, the game ends, a new leader is chosen and the game starts all over again.

The Song
Hodana oh hodana, ten and eleven
Be understanding, oh boy
The soldier’s daughter runs and thanks
The policeman’s daughter runs and stops
The farmer’s daughter runs and helps
The doctor’s daughter runs and turns
Stop-Stop

Game 5: Additional Discussion Questions
1. Is order important in this game? If so, why?
2. Should there be rules for this game? How would this impact the game?
3. What other jobs could be exchanged for the existing ones?
4. What do you want to be in the future? How are you going to achieve that?
Game 8: Tailim, Tailim
Preferred age group to play this game, 13-18 years

Objectives
- Learn about the various locations in the region
- Develop social cohesion

Description of the Game
This game is common among most of the tribes in Darfur. While most of the tribes call the song “tailum, tailum”, the words differ from one tribe to another, but the rhythm is the same.

The following words of the song are from two North Darfur regions.

Game 6:
Additional Discussion Questions
- Why did the farmer’s son flee from his father?
- How did the father feel when his son lied to him?
- How did the son feel? What did he do?
- What do you think of what happened between the farmer and his son?

Game 7: Hiding the Treasure
Preferred age group to play this game, 13-18 years

Objectives
- Create positive feelings of happiness, joy and achievement when the children/adolescents are able to find the treasure
- Learn that diligent searching and perseverance can lead to success
- Develop the children’s mental capacities
- Develop a spirit of cooperation
- Promote the concept of reward

Description of the Game
Choose one of the children to help hide the treasure, then divide the rest of the children into three groups (numbers vary according to the number of children present). Ask the three groups of children to close their eyes. Assist the child in hiding the treasure, and make sure it is very well hidden. Ask the children to open their eyes. Give each group a map of where the treasure is hidden, and tell them that whoever finds the treasure can keep it.

Note: The treasure can be a piece of candy or something else the children enjoy.
**Description of the Game**

Begin by having the children sit in a circle. The facilitator “gives” each child a color to “become” (e.g. yellow, green, white, blue, red, etc.). The game is played by having one child (Child #1) “knock” on the door and call out a color (e.g. yellow).

- Child #1 knocks on the door
- Child #1: “Ken kang kang”
- Children in the circle: “Who is at the door?”
- Child #1: “I am the color box.”
- Children in the circle: “What color is it?”
- Child #1: “It is yellow.”
- Yellow child gets up to run.
- Children in the circle: “Keep running, yellow!”

The child in the circle that is yellow will get up and run and the child who “knocked” will run after them and try to catch them. If he/she succeeds in doing so, the child who is caught will play the role of the person knocking on the door. The game continues from one child to another until the end.

- **Note:** The game can be changed to other thing such as geometric shapes, names of countries, numbers or animals.

**Game 9: Color Box**

Preferred age group to play this game, 7-15 years

**Objectives**

- Develop awareness capacity (learn about colors and numbers; the game can be changed to use geometrical shapes or names of countries or animals)
- Develop movement skills
- Learn about the surrounding environment

**Game 10: Grandmother**

Preferred age group to play this game, 7-18 years

**Objectives**

- Learn about nutritious food

**Description of the Game**

Draw a circle on the ground. One child sits inside the circle and plays the role of the grandmother, while the other children stand outside the circle.
Annex 4

Games Booklet

• Children: “Grandmother we are going to the park.”
• Grandmother: “Don’t go!”
• Children: “We went and came back.”
• Grandmother: “What did you eat?”
• Children: “We ate pastries.”
• Grandmother: “What did you drink?”
• Children: “We drank Pepsi.”
• Grandmother: “Where is my share?”
• Children: “Your share is beans full of mud.”

The children run, and the grandmother runs after them. When a child is caught, he/she enters the circle and becomes the grandmother.

Game 10:

Additional Discussion Questions

What kind of food is nutritious for children?
What kind of food adversely affects children’s health?

Note: The facilitator can discuss the children the role nutrition plays in children’s growth, and the growth of human beings in general.

Rhythmic Games

The following songs can be used to bring children together and help create a spirit of solidarity among them.

Bim Bim Song

Four or more children stand or sit facing each other and begin the “Bim Bim Song”. When the rhythm starts two children face each other and hit their hands together, two times up and two times down, then one up and one down.

TBim bim, bim bim, bim **** Berly
Bim bim, bim bim, bim **** merly
Papa is eating **** a red apple
Mama is eating **** a green apple
I am eating **** a yellow apple
Bim bim, bim bim, bim **** Berly
Bim bim, bim bim, bim **** merly
Papa is dancing **** an Indian dance
Mama is dancing **** an Egyptian dance
I am dancing **** dikshi dikshi
Dikshi dikshi **** dikshi dikshi

Examples of folklore songs that can bring people together:

Song 1

In Darfur we grow our millet, grow the seeds
Fulfill our hopes
The farmer carrying the seeds to find the clouds
Welcome him
Our brother Ahmed, go farming
Farming our land is the best commodity

Song 2

The season is complete for the active worker
Holding his shovel, going to his homeland
It is only days and the produce is ready
We cleaned it
T ook it to the market
Where we sold it for money
We wore our new clothes
In celebration of Eid
M & E protocol includes three data collections tools:

1. Post-Training Assessment Tool (PTAT) (page 57)
2. Child and Adolescent Consultation Tool (CACT)
3. Observation and Service Provider Interview Tool (OBIT)

For the full Monitoring and Evaluation tool kit please contact the authors
References

- International Federation of Red Cross and Red Crescent Societies, 2014, Psychosocial Support for Youth in Post-Conflict Situations
- Inter-Agency Standing Committe, (2007), IASC guidelines on mental health and psychosocial support in emergency settings.
- IOM, (2010), Psychosocial Needs Assessment in Emergency Displacement, Early Recovery, and Return
- The International Psychosocial Evaluation Committee and Save the Children Federation, (2004), Children in crisis: Good practices in evaluating psychosocial programming
- UNICEF, (2009), A practical Guide for Developing Child Friendly Spaces
- UNICEF, (2009), Guide to the evaluation of Psychosocial Programming in Emergencies
- War Child Holland, (2009), Conflict and Peace, Module of War Child’s I DEAL intervention
- War Child Holland, (2009), Dealing with emotions, Module of War Child’s I DEAL intervention
- War Child Holland, (2009), Peer relations, Module of War Child’s I DEAL intervention
- War Child Holland, (2009), Relationships with adults, Module of War Child’s I DEAL intervention