

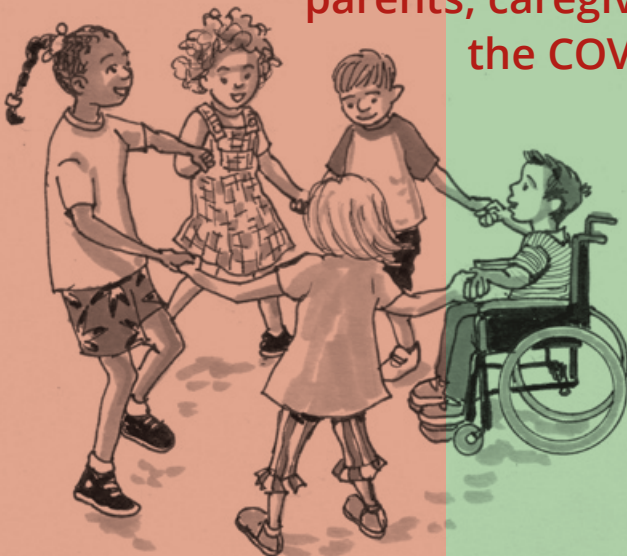


# A Hopeful, Healthy & Happy Living & Learning

# TOOLKIT

## Activity Guide

Psychosocial Support (PSS) for teachers,  
parents, caregivers and children during  
the COVID-19 pandemic



REPSSI  
PO Box 23076, Randburg West  
2167 266 West Avenue,  
Cnr Republic Road Unit 2  
Waterfront Office Park,  
Randburg 2194, South Africa  
<https://repssi.org/>  
[info@repssi.org](mailto:info@repssi.org)  
Twitter: @REPSSI  
Facebook: [www.facebook.com/REPSSIHQ](https://www.facebook.com/REPSSIHQ)

Suggested citation: *A hopeful, healthy, and happy living and learning toolkit. Activity Guide. Psychosocial Support (PSS) for teachers, parents, caregivers and children during the COVID-19 pandemic.* APSSI, REPSSI, Johannesburg, 2021.

1<sup>st</sup> edition: 2021



**A Hopeful,  
Healthy & Happy  
Living & Learning**

# **TOOLKIT**

## **Activity Guide**

Psychosocial Support (PSS) for teachers,  
parents, caregivers and children during  
the COVID-19 pandemic

**This booklet has been developed for parents, caregivers, teachers and children and is designed to provide guidance and inspiration around psychosocial wellbeing in the household in the face of challenges presented by the COVID-19 pandemic.**

**The booklet can also be used in other adverse contexts.**

*A hopeful, healthy, and happy living and learning toolkit* has been developed by REPSSI, MHPSS.net and the IFRC Reference Centre for Psychosocial Support (PS Centre) with support from Education Cannot Wait. There are three tools in this toolkit. They are: (1) The Hopeful, Healthy and Happy Guide for Teachers, (2) The Hopeful, Healthy and Happy Parent-Caregiver Guide and (3) The Hopeful, Healthy and Happy Psychosocial Activity Guide for Teachers, Parents and Children. The toolkit is designed to facilitate support for everyone affected by the COVID-19 pandemic, but may be useful for anyone, anywhere, and any time.

## **Acknowledgements**

**Lead writer:** Mark Kluckow, APSSI

### **Special thanks:**

**Reviewers:** Palesa Mphohle, Berenice Meintjes, Eloise Leher, Melanie Friend, Victor Nkambule, Thenjiwe Germann and Joanna Conolly

### **International end user reviewers:**

Viviane Matowanyika (Zimbabwe), Karen Williams, (Zimbabwe), Raviro Mutamba (Zimbabwe), Khaled Hamidi (Libya), Juliana Bonatto (Brazil), Faisal Jaafreh (Jordan), Aline Fabron (Brazil), Ghada Zaidan (Gaza)

### **Implementing team:**

Carmel Gaillard, Mark Kluckow, Jonathan Morgan, Ea Suzanne Akasha, Ahlem Cheffi, Pia Tingsted Blum, Ananda Galappatti, Marcio Gagliato

**Disability consultant:** Palesa Mphohle

**IDP consultant:** Ahlem Cheffi

**Proof reading:** Wendy Ager

**Illustrations:** Carole Howes

**Layout:** Candice Turvey, Spiritlevelstudio

## **Translations and adaptations**

Please contact REPSSI for translations and formats of this publication. All approved completed translations and versions will be posted on the REPSSI website. If creating a translation or an adaptation, kindly note that if wishing to add your logo to the product, please contact REPSSI for approval. In any use of the manual, there should be no suggestion that REPSSI endorses any specific organization, products or services. Add the following disclaimer in the language of the translation: "This translation/adaptation was not created by REPSSI. REPSSI is not responsible for the content or accuracy of this translation".

Suggested citation: *A hopeful, healthy, and happy living and learning toolkit. Activity Guide. Psychosocial Support (PSS) for teachers, parents, caregivers and children during the COVID-19 pandemic.* APSSI, REPSSI, Johannesburg, 2021.

# Foreword

---

## **A Hopeful, Healthy and Happy Living and Learning Toolkit**

The **COVID-19 pandemic** has made life very difficult for families and school communities across the globe. Schools have been closed in many countries for short or more extended periods of time and many schools have switched to remote teaching for all their students. Movement restrictions during curfews and lockdowns have also had consequences for children, preventing them from being outdoors enjoying sport and other leisure activities. Apart from frontline workers, everyone has been confined to home and parents and caregivers have found themselves with the added responsibility of supporting their children's learning. For a substantial number of children, the pandemic has had profound effects on their own psychosocial wellbeing and that of their families. They may have had parents, caregivers, siblings or close relatives who have lost their jobs and their homes. Some children will have witnessed family members falling ill with COVID-19 and may even have lost loved ones. It has been a time of great uncertainty.

Education cannot wait. A hopeful, healthy, and happy living and learning toolkit has been developed by REPSSI and the IFRC Reference Centre for Psychosocial Support (PS Centre) in response to the pandemic. We have put together a set of materials directed towards children, parents, caregivers and teachers in various settings, which promote psychosocial wellbeing

and link with key life skills to strengthen social and emotional learning. There are three tools in this toolkit, including the Hopeful, Healthy and Happy Guide for Teachers, the Hopeful, Healthy and Happy Parent-Caregiver Guide and the Hopeful, Healthy and Happy Psychosocial Support Activity Guide for Teachers, Parents and Children.

The Guide for Teachers has been designed for teachers in supporting children in their return to school in the wake of the pandemic. It opens with a set of general group-building exercises, followed by themed activities focussing on 16 key life skills supporting the personal, cognitive and interpersonal development of children. The exercises are suitable for a wide range of different age groups from pre-school to secondary school. The exercises could also be combined with sports and leisure activities in clubs or community centres, and in safe spaces for children in humanitarian settings.

The Parent-Caregiver Guide features six fictional families from different corners of the world who are facing challenges in their lives in the course of dealing with COVID-19. Positive messages to encourage parents and caregivers in the care of their children at this demanding time are given such as structuring the day, taking time to check in with one another, using positive discipline, talking about loss, dealing with stigma, and protecting children online. At the end of the guide, there is a useful checklist for the whole household to help everyone reflect on how



they are doing as a family. There is also a set of prompts for families who wish to make a COVID-19 hero book.

The Psychosocial Support Activity Guide for Teachers, Parents and Children features fun activities for children at home, in school or for remote use. In a home learning environment, for example, the activities could be done with a sibling group. Each activity is flagged as best done with a group or whether it may be adapted for use with a single child. The activities have been carefully designed to engage with children in relation to social and emotional learning around self-awareness, self-management, social awareness, relationship skills and decision-making.

We hope the Education cannot wait. A hopeful, healthy, and happy living and learning toolkit provides useful resources for families and school communities for current times in the face of the COVID-19 pandemic. We feel it has a broader reach too, being equally relevant to any kind of crisis or emergency in seeking to support the health, happiness and hopefulness of communities wherever they may be.

# Introduction

---

**This PSS Activity Guide** for Teachers, Parents and Children contains fun and engaging activities that can be carried out at home and in the school environment with children aged from 4-18 years.

All of the activities have psychosocial relevance to children in the current COVID-19 situation, in that they focus on core components of psychosocial well-being. It is now widely accepted and acknowledged that children are struggling significantly to adapt to the substantial changes COVID-19 has brought to their lives, and the lives of their families. Much of what they were taking for granted in terms of their day-to-day lives has changed, including regular school attendance.

These changes have brought about high levels of uncertainty and lack of social contact with friends, which in turn are resulting in anxiety, unhappiness, and a general sense of hopelessness about the future. These consistently intense feelings are challenging

for young people and if left unattended and unresolved can lead to more serious mental health issues.

The activities have been carefully designed to help you engage with children in fun and active ways that revolve around key social and emotional skills. Each of these skills have relevance to life in general, but are also key to supporting health, happiness and hopefulness for children during the COVID-19 crisis.

The activities are themed around the following five social and emotional learning areas:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Decision-making





## USING THE GUIDE

Although these activities are designed to be used with children in a group setting, most of them can be adapted for parents and caregivers working with children in a home learning environment.

For the home learning environment, the group work can either be done together with caregivers and siblings, or in the case of a single child, the group work can be left out or adapted as needed. You can find an example of how the activities can be adapted for home, remote, or school use in the first two activities.

For each activity we have indicated whether it can be adapted for use with a single child or whether it is best done with a group.

If you are a parent or caregiver working with your own children in a home learning environment, it will be important for you to avoid being too directive whilst engaging with your children. Try to be open and engaging without giving too much advice about what they should be doing, feeling or thinking. Let the activity unfold naturally and try to be 'active listeners' to what your children are saying rather than 'responsive listeners'.

Active listening is listening to understand. Responsive listening is listening to respond. These activities will give you an important opportunity to let your children share their feelings and thoughts about important life issues. What they mostly need from you during these times is empathy and understanding.



# Table of contents

SECTION ONE: SELF-AWARENESS				
PAGE	ACTIVITY	AGE	TIME	FOCUS
11	1. I am Me	12-18	60 mins	To help build understanding around what self-awareness is, why it is important, and how to develop it
13	2. I am Me	8-11	60 mins	To help build understanding around what self-awareness is, why it is important, and how to develop it
14	3. If I Were...	4-7	30 mins	To help children become more self-aware
15	4. Feelings are Friends	12-18	90 mins	To understand the importance of managing strong emotions
18	5. Make Friends with That Feeling	8-11	60 mins	To understand the importance of managing strong emotions
20	6. The Mirror Game	4-7	30 mins	To encourage sharing and expression of feelings and promote understanding of people having different feelings and emotions
21	7. Nobody Knows	12-18	30 mins	To build self-esteem and confidence by sharing one's personal skills with others
22	8. Believe in Me	8-11	30 mins	To understand how important it is to believe in yourself and have a positive attitude to life
23	9. Glass Half Full	4-7	30 mins	To understand how important it is to believe in yourself and have a positive attitude to life

## SECTION TWO: SELF-MANAGEMENT

PAGE	ACTIVITY	AGE	TIME	FOCUS
<b>24</b>	10. Passengers on a Bus	12-18	60 mins	To understand the dangers of letting stress build up in your life and the need to deal with issues as they arise where possible
<b>26</b>	11. Passengers on a Bus	8-11	60 mins	To understand the dangers of letting stress build up in your life and the need to deal with issues as they arise where possible
<b>27</b>	12. A Heavy Bag	4-7	30 mins	To understand the importance of talking to someone about the things you worry about
<b>28</b>	13. Mission Possible	8-18	60 mins	To develop a mission statement to help guide young people and provide motivation
<b>29</b>	14. What's Your Superpower?	8-18	90 mins	To understand the importance of staying motivated
<b>30</b>	15. Wastepaper Basketball	4-7	30 mins	To understand the importance of staying motivated
<b>31</b>	16. Smart Goals	12-18	90 mins	To understand the importance of goal setting and how to set SMART goals
<b>33</b>	17. River of Life	8-11	60 mins	To have children reflect upon their lives, past, present and future, in ways that honour their achievements and set goals for the future
<b>35</b>	18. If I Were	4-7	30 mins	To encourage children's imagination, dreams and hopes and help them to identify practical ways to move toward their goals
<b>36</b>	19. The \$86,400 Question	12-18	60 mins	To help children understand the importance of effective time management
<b>37</b>	20. The \$86,400 Question	8-11	60 mins	To help children understand the importance of effective time management
<b>38</b>	21. Fill the Pot	4-7	30 mins	To focus on the importance of time management
<b>39</b>	22. The Giant Jump Rope	8-18	60 mins	To focus on the importance of impulse control
<b>40</b>	23. Balloon Bounce	4-7	30 mins	To focus on the importance of impulse control

### SECTION THREE: SOCIAL AWARENESS

PAGE	ACTIVITY	AGE	TIME	FOCUS
42	24. Crossing the Crocodile River	12-18	90 mins	To help young people understand the importance of perspective taking in life
43	25. Things we have in Common	8-11	30 mins	To recognise the individuality of each person and commonalities with each other
44	26. What's a Friend?	4-7	30 mins	To explore the meaning of friendship and why friends are important
45	27. Cross the Line	12-18	90 mins	To stimulate discussion and deepen understanding around the role of empathy in social management
47	28. Cross the Line	8-11	60 mins	To help children understand the basics of empathy and why empathy is so important in life
49	29. Ball of String	4-7	30 mins	To encourage inclusion of everyone in the group and to demonstrate how we are all connected

### SECTION FOUR: RELATIONSHIP SKILLS

PAGE	ACTIVITY	AGE	TIME	FOCUS
50	30. Tell me a Story	12-18	60 mins	To understand the importance of listening and getting feedback as a way of enhancing their communication skills
52	31. I am a Good Listener when...	8-11	30 mins	To identify key listening skills
53	32. Simon Says	4-7		To learn the importance of paying attention and listening well to instructions
54	33. Ugli Orange	12-18	90 mins	To focus on negotiation and cooperation skills which are an important part of social and relationship management
55	34. Teamwork	8-12	60 mins	To focus children on the benefits of collaboration and teamwork
57	35. Cooperative Musical Chairs	4-7	30 mins	To learn about how we can cooperate to include others.

<b>58</b>	36. Risky Business	12-18	90 mins	To draw attention to the dangers of submitting to negative peer pressure
<b>60</b>	37. Balloon in a Bottle	8-11	30 mins	To draw attention to the reality of peer pressure
<b>61</b>	38. Mirror in a Box	4-7	30 mins	To enhance self-confidence and self-respect and help young children to be themselves and not submit to negative peer pressure
<b>62</b>	39. Positive Spin	12-18	90 mins	To engage with young people around ways to effectively resolve disagreements and conflict
<b>64</b>	40. The Wise Owl	8-11	60 mins	To engage with children around the different ways we deal with conflict
<b>66</b>	41. Hungry Donkeys	4-7	30 mins	To understand ways to resolve disagreements

## SECTION FIVE: RESPONSIBLE DECISION-MAKING

<b>PAGE</b>	<b>ACTIVITY</b>	<b>AGE</b>	<b>TIME</b>	<b>FOCUS</b>
<b>67</b>	42. Lost in the Desert	12-18	90 mins	To expose young people to an effective way of making wise choices
<b>69</b>	43. Stranded on a Desert Island	8-11	60 mins	To expose young people to an effective way of making wise choices
<b>71</b>	44. Solving Problems	4-7	30 mins	To expose young people to an effective way of making wise choices

## APPENDIX OF HANDOUTS - 72

SECTION  
**1**

# Self-awareness

Self-awareness for children and youth is about their ability to tune into and understand their emotions, thoughts and values, as well as who they are physically, in ways that build their confidence and sense of purpose. This section contains activities designed to help children and youth understand the importance of self-awareness and help them grow in this important area.

## Activity 1: I am me

**AIM:** To help build understanding around what self-awareness is, why it is important, and how to develop it

**TIME:** 60 MINUTES

**AGE GROUP:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Blank copies of the coat of arms from the appendix



There are three ways that teachers can facilitate this activity:

1. Leading a group or class of students at school through the activity.
2. Using a video communications application like Zoom to lead a group of students learning from their homes through the activity.
3. Providing written instructions to students to work through individually at home (self-directed).

**1 For teachers, parents and caregivers facilitating the activity to one or more children at home or school, physically**

**EXPLAIN to the students or child(ren):**

Self-awareness is about getting to know who you are as a unique individual. This is about your feelings, your thoughts, your values and who you are physically. Accurate self-awareness builds confidence and a sense of purpose and can help you successfully navigate the complex world we live in.

## ACTIVITY:

- Show the child(ren) a copy of your country's coat of arms and use it as an example of how a coat of arms reflects the key aspects of the country.
- Hand out the blank copies of the coat of arms and ask the students to complete their own personal coat of arms. Each section should be filled in including the pictures, wording and motto or mission statement in the ribbon at the base of the shield.
- Students should include pictures or words reflecting the most important things in their lives, such as what they are good at, what they feel strongly about, and who they want to become as individuals.
- Have the students share with each other their coat of arms describing what it says about them. If you are facilitating this activity with one child/student, invite them to share with you.

## DISCUSSION:

- Your personal coat of arms reflects your self-awareness.
- Accurate self-awareness will enable you to make changes and to build on your areas of strength as well as identify areas where you would like to make improvements.
- There are several benefits to becoming more self-aware such as:
  - Positive relationships
  - Positive moods
  - Positive thinking
  - Positive life goals and decision-making skills
  - Positive communication.

## 2 Adaptations For Remote Facilitation By Teachers

Display the blank coat of arms on the screen. Ask students to use it to complete their own coat of arms.

## 3 Adaptations For Self-Directed Work at Home

Teachers may include a 'My Personal Coat of Arms Activity' as part of a homework pack. Include an example of a country's coat of arms with an explanation for each of the elements of the coat of arms. Also, include a blank coat of arms with written prompts about what the students should include in their personal coats of arms. Ask students to write a paragraph describing or explaining their personal coats of arms. Paste the discussion points above on the reverse side of the blank coat of arms and suggest that students read them after writing their paragraph explaining their personal coats of arms.

## Activity 2: I am me

**AIM:** To help build understanding around what self-awareness is, why it is important, and how to develop it

**TIME:** 60 MINUTES

**AGE GROUP:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Blank copies of the coat of arms sheet from the appendix



There are two ways that teachers can facilitate this activity:

1. Leading a group or class of students at school through the activity
2. Using a video communications application like Zoom to lead a group of students, learning from their homes, through the activity

**1 For teachers, parents and caregivers facilitating the activity to one or more children at home or school, physically**

**EXPLAIN to the students or child(ren):**

Self-awareness is about getting to know your own personal feelings, your thoughts, what you believe strongly in and who you are physically. Knowing yourself well can help you to believe in yourself more and be confident.

**ACTIVITY:**

- Show the child(ren) a copy of your country's coat of arms and use it as an example of how a coat of arms reflects the key important aspects of your country.

- Hand out the blank copies of the coat of arms sheet and ask the children to complete their own personal coat of arms. Each section should be filled in, including the pictures, wording and motto or mission statement in the ribbon at the base of the shield.
- Children should include pictures or words reflecting the most important things in their lives such as what they are good at, what they feel strongly about, and who they want to become as individuals.
- Have the group share with each other their coat of arms describing what it says about them. If you are facilitating this activity with one child/student, invite them to share with you.

**DISCUSSION:**

Your personal coat of arms tells a story about who you are and what is important to you.

Knowing more about who you are can help with your relationships, your moods, and how you get on with other people like your family and friends.

## Activity 3: If I were...

**AIM:** To help children become more self-aware

**TIME:** 30 MINUTES

**AGE GROUP:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity



### ACTIVITY:

#### Part One

- Call out these questions and ask children to answer out loud. Tell the children not to tease or say unkind things to each other:
  - If you were a colour, what colour would you be? Why?
  - If you were an animal, what animal would you be? Why?
  - If you could be a famous sports star, what sport would it be? Why?
  - If you could play any musical instrument really well, what would it be? Why?
  - If you could have any job when you grow up, what would it be? Why?
  - If you could be a superhero, what would your superpower be? Why?
- Try and make sure all children answer at least one question.
- Say: *"It is always fun to imagine all the things we would like to do and the type of people we wish we were, but who we really are is also*

*amazing, even if we are not a superhero or a famous sports star."*

#### Part Two

- Call out these questions and ask children to answer out loud. Tell the children not to tease or say unkind things to each other.
  - What are you really good at?
  - What are you not that good at?
  - What do you really like about yourself?
  - What would you change about yourself if you could?
  - What do you love about school?
  - What isn't that great about school?
- Say: *"The first questions were make-believe. The second set of questions was real. Knowing a lot about who we really are is important. When we know who we really are we can be proud of many things and know what things we need to do to be better."*



## Activity 4: Feelings are friends

**AIM:** To understand the importance of managing strong emotions

**TIME:** 90 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** NAIL IT Poster plus five blank flashcards and a pen for each child



### EXPLAIN to the children:

Our emotions are what we are feeling and we all have lots of feelings every day. Sometimes these feelings can be very strong and if we don't manage them well, they can cause problems in our lives. With practice we can learn to recognise our emotions and manage them so that they don't end up managing us.

### ACTIVITY:

- Say to the children: *"Let us name as many feelings as we can think of! As a person calls out that feeling, make a face to show that feeling. Who would like to describe with one word how they are feeling today?"*
- Create small groups of three to five children, and give each child five cards.
- Say to the children: *"Think of five strong emotions you have had during the last week and write one on each card."*
- Collect all the cards and put them upside down on a table or the floor, where everyone can see them. Mix them up.
- Ask each child to pick two cards at random.

- Ask each child in turn to reveal their cards and have them describe when they last felt the emotion written on their cards and how they dealt with it.
- Say to the children: *"A helpful system for learning to manage your emotions is the four step **NAIL IT** system."*

Put up Nail It Poster from the appendix and explain what the letters in the word **NAIL** stand

**N for Name it:** When you are experiencing a strong emotion, pause and ask yourself what the actual emotion is that you are feeling. Try and name the emotion as accurately as possible.

**A for Accept it:** Feelings are very important things because they tell us that something important is going on in our lives. Without feelings we would not be very good friends or family members. We all have strong feelings and we need to learn to listen to our feelings. Try not to judge the emotion as good or bad, or yourself as good or bad for feeling the emotion. Show self-compassion and

allow yourself time to feel the feeling without judgement. Feel where you are feeling that emotion in your body. Is it hot or cold or jumpy or sharp – how does it feel inside? Put your hand over that feeling and tell yourself it is ok to feel that feeling. You might even say to yourself: *"It is ok to feel sad / angry / scared / upset. It's ok."*

**I for Investigate it:** Now investigate or ask yourself questions about the feeling. Be your own researcher or scientist, investigating your feelings! Ask yourself why are you feeling like this. You can say something like *"I am feeling ... because ..."*. Feelings are never wrong, they tell us important things about our life and about the important things that are happening in our lives. Ask yourself if the emotion is too strong for the situation – for example, maybe you overreacted to something small. We all do this (overreact with strong feelings to small things). But it gives us important information about what might be underneath that situation. When you figure out why you had a strong feeling, say *"Aha!"* Remember to be kind to that feeling and to yourself, even if you had a very extreme reaction. When you are ready, ask yourself if this emotion is controlling you or if you are in control of the emotion. How helpful or unhelpful would it be to hold onto the emotion? Do you need to act on the feeling?

**L for Let go of it:** If you need to act on the feeling, once you are calm you can do so. For example, sometimes it helps to leave the room and be alone. Sometimes it helps to go for a walk. Sometimes it helps to hit a pillow (never a person or something valuable!). What helps you to release a strong feeling? Very often though, once you have really heard and felt and understood that feeling and where it comes

from, you will realise you don't need to act on the emotion and it's ok to **let go of it and move on!** Tell yourself this emotion is not helpful right now and if you don't let it go it's going to cause problems for you.

### **Practise NAIL IT:**

Say to the children: *"We will do this exercise quietly in our heads. Think of a time this last week where you had a not-too-strong feeling – maybe think of something small, not too big or difficult. Like a time when you were a little bit irritated or sad or worried. Please don't choose a big strong feeling now because we are just practising. Ok - have you got your memory of your not-too-strong feeling? Let us go through the **NAIL** steps together (read them again slowly)."*

Then ask the group:

- How was that?
- Where did you feel your feeling and what was it like?
- Were you kind to yourself about your feeling? Did you think of something kind to say to yourself about your feeling?
- Were you a good investigator? Did you listen well to your feeling? Did you learn something new about yourself?
- What did you feel like doing with that feeling?
- What helps you to cope when you have a strong feeling? Try to think of healthy behaviours that do not involve hurting someone or something.
- Give each other some positive feedback about what they shared, for example: *"John, I was impressed that you were able to calm down when you were angry."* Or *"Nelisiwe, I found it helpful when you said your feeling felt tight in your chest because I have that too."*

### **ROLE PLAYING:**

Ask for a couple of volunteers to act out a situation where strong emotions were involved.

An example could be:

**Volunteer:** *"I recently got into a bad argument with my parents because I wanted to meet up with some friends and watch a movie together, wearing masks and being careful of social distancing. They said no because it was unsafe and it would break our COVID-19 rules. I said everyone else is doing it so why can't I? We ended up shouting at each other and I stormed out of the room after saying some rather unkind things to them."*

**Facilitator:** *"Ok, let's role play that. You play yourself and let's have a mom and a dad come up and join you."*

Allow the volunteers to act out the situation in front of the whole group.

**Facilitator:** *"Thanks. That must have been a tough situation for you all to have to go through. So, let's go back to that and work through it. Go back in your mind to that day. What was the first feeling you had after your parents said no?"*

**Volunteer:** *"I felt really angry at them for treating me like a child and not letting me make my own decisions. I'm 18; I'm not a baby anymore. I know what is safe for me and what isn't!"*

**Facilitator:** *"Ok, thanks. Anger is often the first emotion we feel when we don't get our own way. What might have been some of the other emotions you were feeling but perhaps you were not aware of them because the anger was getting in the way?"*

**Volunteer:** *"Disappointed, misunderstood, lonely, frustrated. Jealous of my friends that are allowed to do whatever they want. Sick and tired of the lockdown and hating COVID-19 for ruining my life!"*

**Facilitator:** *"Sounds like you have a good understanding of your emotions. Things are really tough at the moment. You probably carried that anger around with you for days, right? And the rest of your family had to put up with that. Let's apply the NAIL IT system to what you went through and see if it might have helped prevent the fight between you and your parents."*

Take the group through each stage of the NAIL IT system as it applies to the scenario. Focus on how it would have helped deescalate the situation if the young person had taken time to regulate their emotional response.

## DISCUSSION:

- It is possible to be aware of how we are feeling and to make friends with these feelings so that they don't spin out of control.
- Next time you have a strong emotion, pause and tell yourself you can manage it without it managing you.
- Remember that having a strong emotion is not a problem. The problem might be what you do with that feeling.
- Remember to listen well to your feelings – they are important guides to what is happening in our lives. Feelings are never wrong – they are calling us to listen to them.

## Activity 5: Make friends with that feeling

**AIM:** To understand the importance of managing strong emotions

**TIME:** 60 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Five blank flash cards and a pen for each child



### EXPLAIN to the children:

Our emotions are what we are feeling, and we all have lots of feelings every day. Sometimes these feelings can be very strong and if we don't control them, they can cause problems in our lives. With practice we can learn to recognise our emotions and manage them so that they don't end up managing us.

### ACTIVITY:

- Say to the children: *"Who would like to describe with one word how they are feeling today? What are the most common feelings that people have? Let's make a list and see how many we can come up with."*
- Create small groups of three to five children and give each child five cards.
- Say to the children: *"Think of five strong emotions that you have had during the last week and write one on each card."*
- Collect all the cards and put them upside down on the table or the floor, where everyone can see them. Mix them up.

- Ask each child to pick two cards at random.
- Ask each child in turn to reveal their cards and have them describe when they last felt the emotion written on their cards, what caused the feeling and how they dealt with it.
- Say: *"A helpful system for learning to manage your emotions is the four step NAIL IT system."*

Explain what the letters in the word **NAIL** stand for:

**N for Name it:** When you are having a strong feeling, stop and ask yourself what the actual feeling is. Try and name the feeling, like anger, sadness, or fear.

**A for Accept it:** Try not to feel bad about having the feeling, and don't say things like, I am stupid to be feeling this way, or I am wrong to be feeling this way. Just accept it and tell yourself it's ok to feel that way.

**I for Investigate it:** Now investigate or ask yourself questions about the feeling. Ask yourself if the emotion is accurate and appropriate for the situation. Are you over reacting? Is the emotion controlling you or are you in control of the emotion? How helpful or unhelpful would it be to hold onto the emotion? Do you need to act on the feeling?

**L for Let go of it:** If you need to act on the feeling, once you are calm you can do so. Very often though, once you have gone through the system, you will realise you don't need to act on the emotion and it's ok to **let go of it and move on!** Tell yourself that this emotion is not helpful right now and if I don't let it go, it's going to cause problems for me.

As you become a better investigator of and friend to your feelings, notice if you have the same strong type of feeling quite often. For example, maybe you feel strong anger a lot of the time. Or maybe you feel strong fear or sadness or loneliness (feeling left out). We all tend to feel some feelings more often than others. As you get to know these feelings, come up with a cute or fun name for that feeling. For example, you can say, "*Oh there goes angry blob Bob bouncing around again!*" or you can say, "*Oh there's shaky, wibbly Jelly again.*" Get to know your feelings and make friends with them.

## DISCUSSION:

- It is possible to be aware of how we are feeling and to control these feelings, so that they don't spin out of control.
- Next time you have a strong emotion, pause and tell yourself you can manage it without it managing you.
- Do you have the same type of feeling quite often? Can you come up with a fun and friendly name for that feeling?

## Activity 6: The mirror game<sup>1</sup>

**AIM:** To encourage sharing and expression of feelings and promote understanding of people having different feelings and emotions. To foster family cooperation and support of each other

**AGE:** 4-7 YEARS OLD

**TIME:** 30 MINUTES

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity



### ACTIVITY:

- Ask the children to stand in two lines. If you only have one child, you form the second line.
- Explain that one line will be mirrors and the other line will be actors.
- Choose a positive emotion, such as strength, courage, bravery, happiness, peacefulness, and ask the actors to act out the emotion.
- Ask the mirrors to try to copy the actor in every detail.
- Repeat the process several times, using different positive emotions, and letting the lines take turns to be actors and mirrors.

### DISCUSSION:

- Emotions are people's feelings. We saw a variety of emotions in the game we just did.
- Feelings can change depending on what happens in your life. Having different feelings is normal.
- We shouldn't always feel angry or sad. There are six basic emotions: joy, sadness, anger, fear, disgust and surprise. People everywhere in the whole world experience and feel these same basic emotions. It is human!

1. <https://reliefweb.int/sites/reliefweb.int/files/resources/pss20and20learning20kits20for206-132c20covid-19-20somalia.pdf>

## Activity 7: Nobody knows<sup>2</sup>

**AIM:** To build self-esteem and confidence by sharing one's personal skills with others. This activity also strengthens group cohesiveness and respect by listening carefully and concentrating on what others are saying

**TIME:** 30 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants



### ACTIVITY:

- Ask the children to form two circles – an inner circle and an outer circle with the same number of children in each. (If there is an uneven number, the teacher can join a circle.) Ask them to face each other.
- Ask them to take turns in telling the other person something they think that person did not know about them. It should be a positive quality or skill or characteristic. Give an example: *"Nobody knows that I can... sew my own clothes."*
- Once the first pair have shared with each other, clap or make another sound to indicate it is time to move: The inner circle stands still, whilst the outer circle moves one person to the right. Keep doing this until everyone in the inner circle has talked with everyone in the outer circle.
- Now ask the children to sit down in one big circle. Ask the children to share one thing that they learnt about someone else. No repetitions are allowed, and every child should be mentioned. You may wish to go around the circle one by one and ask specifically, *"What did you learn about X?"* so that no one is left to last choice by the group.
- When everyone has been mentioned, follow up with these questions:
  - How did you feel about talking about a quality or skill that you have?
  - Were there some new qualities or skills that you heard about that you would like to learn?
  - Were there some qualities or skills you heard from someone else that you realise you also have?

2. <https://resourcecentre.savethechildren.net/countries/kyrgyzstan>

## DISCUSSION:

- Take some more time to reflect with the children that everyone has strengths and positive qualities. Nobody is good at EVERYTHING. We each have different types of skills and qualities.
- When we put all of our positive qualities together, then we can help each other and support each other well.
- Sometimes we may feel shy to talk about our positive qualities, but it is important to recognise the things about us that are good, and to recognise the positive qualities of others.

## KEEP IN MIND:

Some children may be shy to talk about their positive qualities or may not be able to come up with positive qualities easily. As the facilitator, you may need to encourage and help children to identify and share a positive quality, appropriate to their age and the context, like *"Nobody knows that I can do a somersault."* Or *"Nobody knows that I can sing my baby brother to sleep."* Or *"Nobody knows that I can tell a joke."*

# Activity 8: Believe in me

**AIM:** To help children understand how important it is to believe in themselves and have a positive attitude to life

**TIME:** 30 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Copies of 'I am me' handout from the appendix

## ACTIVITY:

Give copies of the handout to everyone and ask them to complete it.

## DISCUSSION:

- Feeling hopeful and positive about our lives is hard to do but with practice we can get good at it.



- We must be careful about what we tell ourselves in our heads. Sometimes it's not what others think about us that is the most harmful, but what we think about ourselves.
- We cannot always be in control of the things we are happy or sad about, but we can choose to try and be happy and hopeful even when things aren't going our way.



## Activity 9: Glass half full

**AIM:** To help children understand how important it is to believe in themselves and have a positive attitude to life

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Plastic water bottles and clear plastic cups (with halfway line drawn around each cup with a permanent marker)



### ACTIVITY:

- Split the children up into pairs and give each pair a clear plastic cup and a full plastic water bottle. Ensure that the children have a table or some other suitable surface to work on.
- Ask the children to put water in the cup up to the mark.
- Ask them to decide between themselves if the cup is half full or half empty.

### DISCUSSION:

- Ask the pairs to share their answers and say why they came up with that answer.
- Did any pairs disagree to start with?
- Talk about how in life we sometimes see things as half empty when we could see them as half full, even though the level of what is in the cup is the same!
- Sometimes we think about our own abilities as being half empty instead of half full.
- When we think of our abilities as half empty,

we might not have the energy to try and fill up the cup.

- When we see our lives as half full, we may have the energy to fill up the cup or to accept that level as good enough.
- Have the children say out loud to each other, *"This cup is half full. Let's fill it up to the top."*
- Have each pair fill up their cups.
- Ask them to share stories of things they see as half empty instead of half full.
- Give examples from your own life.

SECTION  
**2**

# Self-management

Good self-management skills help children and young people control their thoughts, feelings and actions in ways that provide motivation to set and achieve goals, make good decisions and use their time wisely. This section contains activities designed to help children and youth understand the importance of self-management and help them grow in this important area.

## Activity 10: Passengers on a bus

**AIM:** To help young people understand the dangers of letting stress build up in their lives and the need to deal with issues as they arise where possible.

**TIME:** 60 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Post-it notes (small, stickable, paper note pads)



### EXPLAIN to the children:

- One way to think about stress is to imagine your specific life events as passengers on a bus that you are driving. The bus represents your life journey. On this journey there are things you want to achieve, places you want to go to and experiences you want to have.
- Along the way you let a number of passengers get on your bus. These passengers represent your feelings, your thoughts, your attitudes and your behaviours.
- Some of these passengers you like because they represent happy memories of enjoyable things you have done or positive thoughts you have had. These are feel-good passengers!
- But there are also passengers that aren't that great, and you kind of wish you had never let them on your bus because they're causing you problems. These guys can be scary, unkind and just obnoxious.

## ACTIVITY:

- Split the group up into groups of six people each. Then ask them to choose one driver and five passengers. Three of the passengers are the troublesome passengers and two are good passengers.
- The group must decide what the passengers represent. For example, the troublesome passengers could be worry, fear, anger or guilt. The good passengers could be happiness, hopefulness, confidence, or motivation. Provide the passengers with post-it notes to stick on their shirts or tops that say who they are.
- The driver must declare the desired destination to the passengers such as finish high school, make it onto a sport team, get into college or university. The driver writes their destination on their post-it note.
- Now ask the groups to respond to each of the following scenarios:

### Scenario One: Fight/Struggle

In this scenario, the driver is to role-play driving the bus with their passengers following them around the room. But along the way they stop to fight and struggle by yelling at the driver and each other. Have the passengers behave like bad passengers as they hassle and tease and generally act aggressively towards the driver in order to try and prevent the driver from reaching their destination. Do this for a few minutes.

### Scenario Two: Giving in

In this scenario the driver gives in and surrenders to the passengers by agreeing with what they demand.

The driver tries to make peace with every passenger by allowing them to dictate where the bus goes. Do this for a few minutes.

### Third scenario: Openness

Ask the driver to practise an openness response. This would include noticing and paying attention to the passengers rather than trying to ignore them, thanking them for their comments and suggestions, welcoming them on the bus, allowing them to be on the bus, but making it very clear who is steering, who is in charge, and what the final destination is. Do this for a few minutes.

## DISCUSSION:

- There are three ways we can respond to the stress in our lives, by fighting it, surrendering to it or confronting it.
- How did it feel to be the passengers on the bus?
- How did it feel to be the driver?
- Can you think of times when you have fought or surrendered to your worries?
- How can you confront them and deal with them as they arise?
- There is so much uncertainty around COVID-19 these days and we don't know where this is all going or where it will end. But worrying about the future can begin to really get us down if we're not careful.
- Sometimes we just need to keep going with our journey and drive our bus with confidence, even though we don't always know what is around every corner.

## Activity 11: Passengers on a bus

**AIM:** To help children understand the dangers of letting stress build up in their lives and the need to deal with issues as they arise where possible

**TIME:** 60 MINUTES

**AGE:** 8 -12 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Post-it notes



### EXPLAIN to the children:

- All of us worry about lots of things and we all get scared sometimes. This is normal. Sometimes we worry about things we can't change and sometimes we get scared about things we don't need to be scared of. Being worried and scared can make us feel really unhappy and it can take over our lives.

### ACTIVITY:

- Split the children up into groups of four people each. Then ask them to choose one driver and three passengers. Each passenger is to represent one thing that children worry about.
  - Give the passengers post-it notes to stick on their shirts or tops that say what they represent.
  - The driver must say where they are headed for in their bus. They might be on their way to school or to play with friends.
  - Tell the driver to start on their journey and the passengers should try to spoil the trip by talking about the things the driver should worry about or be scared about.
- Ask the driver to stop the bus and talk to the passengers and ask them to be quiet or to get off the bus. The driver may also explain why they are not scared or afraid of the things the passenger represents.

### DISCUSSION:

- How did the drivers feel to be on a fun journey that was being ruined by the passengers trying to stress you out?
- Can you think of some situations in your life where things are spoiled by worry and fear?
- What might you do to deal with these unwanted passengers?
- There is so much uncertainty around COVID-19 these days and we don't know where this is all going or where it will end. But worrying about the future can begin to really get us down if we're not careful.
- Sometimes we just need to keep going with our journey and drive our bus with confidence, even though we don't always know what is around every corner.

## Activity 12: A heavy bag

**AIM:** To help young children understand the importance of talking to someone about the things they worry about

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Strong plastic bag for each child

### EXPLAIN to the children:

Today we are going to play a game about the things we worry about and why we should talk to our parents or caregivers about the things we worry about.

### ACTIVITY:

- Make a short obstacle course out of desks or chairs or any safe object that the child will need to go around, over or under.
- Give each child a strong plastic bag.
- Have each child go through the course. Ask them if it was easy.
- Now ask them to put a heavy object in their bag like a book or other bulky object. If you have access to the outdoors this could be stones. Now ask them to complete the course one at a time carrying the heavy bag which they are not allowed to put down. Ask if it was still easy.
- Now ask them to put a few more heavy objects in their bags, or try to balance a few objects in their hands and repeat the process.



- Keep doing this until it becomes difficult for them to complete the course with ease.

### DISCUSSION:

- When we are not carrying heavy things or trying to balance a lot of things, we can move around quickly and easily.
- The heavy things we put in our bags are like the things we are worried about and scared of.
- If we don't talk to someone about the things we worry about, they don't go away and our bag just gets heavier and heavier.
- What are some things you worry about?
- Who can you talk to so your bag doesn't get too heavy?

- There is so much uncertainty around COVID-19 these days and we don't know where this is all going or where it will end. But worrying about the future can begin to really get us down if we're not careful.
- Worrying about the future is like putting a big

heavy rock in our backpack and refusing to take it out.

- We need to take the big rock of worry out of our backpack and keep going with our journey, even though we don't always know what is around every corner.

## Activity 13: Mission possible

**AIM:** To develop a mission statement to help guide students and provide motivation

**TIME:** 60 MINUTES

**AGE:** 8-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Copies of the 'My Personal Mission Statement Worksheet' from the appendix



### ACTIVITY:

- Hand out the worksheet called 'My Personal Mission Statement' and ask students to take a few minutes to think carefully about each question and then write down their answers as thoughtfully as they can.

### DISCUSSION:

- Talk about the importance of self-management and how it can help provide the motivation for young people to succeed in their mission.

## Activity 14: What's your superpower?

**AIM:** To understand the importance of staying motivated

**TIME:** 90 MINUTES

**AGE:** 8-18 YEARS OLD (Where possible, carry out this activity with children of a similar age)

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Copies of the 'What's Your Superpower Question Sheet' from the appendix



### EXPLAIN to the children:

- Superheroes usually only exist in comic books or films. They have superpowers and can do almost anything. Today I want you to imagine that you are a superhero!

### ACTIVITY:

Break up into small groups of three or more and take it in turns to answer the questions on the handout.

### DISCUSSION:

- Say: *"Two of the greatest superheroes of all time were Superman and Supergirl and they had awesome powers. But there was a metal from their home planet Krypton called Kryptonite which had the power to rob them of all their powers. What would your Kryptonite be if you were a superhero? For example, some*

*people are really afraid of heights or snakes, or public speaking."*

- What situations in life rob you of your powers?
- Motivation is actually a kind of superpower. It gives us the ability to:
  - achieve our most difficult and challenging goals
  - refuse to give up or back away when things get tough
  - challenge our limits and not be limited by our challenges
  - push ourselves, because no one else is going to do it for us
  - get things done on time, because sometimes later often becomes never
  - get out of our comfort zone and do it now
  - fill us with the determination to stop only when you're done

- realise that hard does not mean impossible
- discover our strengths
- create opportunities to focus on goals, not obstacles.
- What could you do to try and increase your motivation?
- What is one thing you have been wanting to achieve but you have lacked the motivation for?
- How will you be more aware of your Kryptonite and find ways of making it powerless?

## Activity 15 : Wastepaper basketball

**AIM:** To understand the importance of staying motivated

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** A waste paper basket or bucket, coloured paper



### EXPLAIN to the children:

- This game helps you to learn how to properly motivate yourselves and your teammates in a stressful environment.

### ACTIVITY:

- Ask the children sit at tables on opposite sides of a room. Set a large basket or bucket between the tables.
- Give each team a separate colour of paper so that their scores can be easily calculated.
- Have the teams make balls of paper and try to see how many they can get inside the basket within a time limit. Every child must have a turn.
- They can use different strategies to get the paper into the basket. Several sheets can be crunched together to make heavier balls. Smaller balls can be made from one sheet of paper to add in precision throwing.
- For the first five minutes, tell them that they are not allowed to talk or engage with each other at all and they must face the front and not look at each other. There should be total silence.
- Then for the second part tell them that they can talk and engage with each other. They should encourage each other and cheer loudly when a basket is scored and encourage each other when the ball doesn't go in.



## DISCUSSION:

- How did the first part feel? Did any of you feel like giving up? Why?
  - How did it feel when you were allowed to cheer for each other?
  - It wasn't easy to get the paper balls into the basket, but you kept trying.
  - How useful was it to be encouraged by your friends?
- Sometimes we must work hard at not giving up even when we feel we aren't doing too well.
  - Can you think of times when you have just gave up and then wished later you had kept trying?
  - Can you think of a time when you just kept trying and eventually succeeded and felt good?

## Activity 16: Smart goals

**AIM:** To understand the importance of goal setting and how to set SMART goals

**TIME:** 90 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Poster plus paper and pens for each student



## ACTIVITY:

- Think with the group about some of the more common goals that people set for their lives, for example, to do well at school so they can go to university or get a good job. Write the goals on a flip chart or board.
- Ask everyone to think more specifically now and start to think about goals they actually have for their own lives. Form groups of five and talk for 20 minutes. Ask each member of the group to come up with three personal goals they would like to achieve over the next five years and then share those with the rest of the group.
- Ask everyone to take a few minutes to choose one of their goals from their list for which they will now develop a personal action plan.
- Introduce the group to the SMART goal system by putting up the SMART Goals Poster from the appendix and explaining each step.

## SMART stands for:

**S for Specific:** Your goal should be as specific as possible. If it is too vague it will be hard to develop a detailed plan of action. For example, *"I want to get a good job when I leave school or university"* is too general.

**M for Measurable:** Can your goal be measured? For example, can you specify how long will it take, what the cost will be if there is a cost, how will you know if you are making progress, and obviously, how will you know when the goal has been successfully achieved?

**A for Achievable:** How likely are you to achieve this goal? Experts tell us good goals should be hard to achieve but not impossible. Goals that are too easy or extremely difficult can result in boredom or frustration. You may need to break your big goal into smaller steps which are achievable.

**R for Realistic:** Is the goal relevant and realistic to your life? Does it mean a lot to you? Will it have a positive effect on your life? Is it what you really want or what someone else wants for you? Take a moment here to talk about the importance of owning your goals and being open to talking with parents and other adults about what they really want from life.

**T for Timely:** Is it a timely goal for you right now and will you be able to achieve your goal in a timely way. Is it a long-term plan or a short-term plan?

- Ask everyone to take 15 minutes working in pairs to go through the SMART goal system and apply it to the goal they have chosen and see if it is a good goal. Pairs should ask each other tough questions and reflect on how

SMART their goals are.

- Each person should end by writing down their goal statement using the SMART system.

## DISCUSSION:

- Goals aren't always easy to achieve and often life has a way of putting up roadblocks such as COVID-19 that can slow down and even bring our goal achievement to a standstill.
- Some roadblocks you won't see coming and you will need to find ways of overcoming them on the move.
- However, you can see some roadblocks coming and then you can plan ways of getting over or around them.
- Break into different groups of five and talk amongst yourselves about specific roadblocks you may encounter whilst trying to achieve the goal you have developed.
- Be open to hearing what others might see as roadblocks to your goals. Often others see things we don't see.
- Write down two or three roadblocks and ways you might overcome them and include the names of people who might be able to help you overcome them.
- Setting and achieving personal life goals can help provide you with:
  - A sense of purpose
  - A specific focus
  - Ways of unlocking your potential
  - Ways of being realistic about your strengths.
  - Put your goal statement somewhere you will see it every day.
- As you work towards achieving the goal, remember to keep refining it in ways that will make it relevant and meaningful.
- You may have to go through the SMART system again a few times along the way to keep the goal on track.

## Activity 17: River of life<sup>3</sup>

**AIM:** To have the children reflect on their lives, past, present and future, in ways that honour their achievements and set goals for the future.

**TIME:** 60 MINUTES

This activity can be done over several sessions – so that the past, present and future are done

in separate sessions. This may work well with young children so that you can also do some active exercises for movement and other activities as well in each session.

**AGE:** 8 -12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Pens (or crayons and markers) and A4 paper (three sheets of paper taped together in landscape format for each child)



### ACTIVITY:

- Ask the children to sit in a circle and give out the crayons/markers and paper to the children.
- Have the children write the heading 'the past' on the first page, 'the present' on the middle page and 'the future' on the third page.
- Ask each child to draw a river along the paper, going across all three sheets of paper from the past to the present to the future. The river represents each child's life.
- Now, ask each child to indicate on the line the things they feel are important in their lives. They can write down or draw pictures in each section (past, present, future), one at a time.
- Begin with the past. Things that are important in their lives could be events or people or places, as well as achievements the child feels they have made in life. Encourage children to think about the positive things in their life and what they are most proud of. Have the children share some of their drawings or writing about the past, before moving on to the next section.
- Next, move on to the present. Have children draw or write about important things in their lives currently – people, places or things that they value; things they like to do; ways they feel supported in the present. Have the children share some of their drawings or

3. The Mental Health Innovation Network; Draft CFS Activities <https://www.mhinnovation.net/>

writing about the present, before moving on to the next section.

- Next, move on to the future. Have children draw or write about what is important to their future, including hopes and dreams. When they are finished, have children share some of their drawings and writings about the future.
- Once the pictures are finished, reflect with the children about their drawings.
- Once the reflection time is over, allow children another 10 minutes or so to finalise their images. They may wish to add things to their timeline after being prompted from the group discussion.

### REFLECTION:

Ask the children the following questions to help them to reflect on the river of life:

- **Achievements:** Until now, what have been the most positive things in your life? What have you been most proud of?
- **Learning from past experiences:** What are the most important things you have learnt so far in life? What would you like to do differently in the future?
- **Achievement of goals:** What steps could you take to achieve your goals for the next year? What steps could you take to achieve your goals for the next five years?

### KEEP IN MIND:

Keep questions simple and encourage children to focus on concrete things on their rivers. For the future page, have them focus on their short-term future.

Remember that this activity may bring up painful memories for children who have had to

flee their homes or who have lost loved ones in the past. It may be a bit difficult for children who are living in a difficult situation currently, such as those in camp settings. Be sensitive and encouraging and provide support to any child who may need it. You may wish to reflect on their strengths shown, for example, *"I am impressed that even when you had to ..., you managed to ..."* or *"What strikes me as you tell your story is how much you cared about your family and how much they loved you."* You can also encourage the group to reflect by asking *"What impresses you about X's story?"* or *"What did you notice X did well?"* or *"What helpful thing can we learn from X's story?"*

When working with the past, present and future, keep in mind that cultures differ in terms of whether they place past to the left or the right. In this version of this exercise, children draw or write on separate pieces of paper, but they may display the drawings in a line that might go left to right, or right to left depending upon the culture.

### Variations:

Small objects like stones, flowers, sticks, feathers, string, buttons, etc. can also be stuck onto the rivers with glue. The objects can represent different things to the children and are part of the story of their life.

## Activity 18: If I were

**AIM:** To encourage children's imagination, dreams and hopes and help them to identify practical ways to move toward their goals

**TIME:** 30 MINUTES

**AGES:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Crayons and paper for each child



### ACTIVITY:

- Say that everyone likes to dream and imagine things they would like to do or have. For example, some people like to imagine themselves as their favourite superhero. Others like to imagine themselves as their favourite animal.
- Ask the children to form pairs. Using pictures or symbols, take each of the suggestions below one at a time and ask the children to tell each other their answers. If they want, they can draw the answers. You can also ask children to share their answers with the larger group before going on to the next.

If I were a bird, I would

---

If I were strong, I would

---

If I were rich, I would buy

---

If I were an adult, I would

---

If I were superman, I would

---

If I were an invisible person, I would

---

If I could be any person in the world, I would be

---

If I could have one dream come true, it would be

---

### DISCUSSION:

- What were some of your dreams or hopes?
- What could you do to help make some of your dreams come true?
- Who can help you to make your hopes come true?

## Activity 19: The \$86,400 question!

**AIM:** To help young people understand the importance of effective time management

**TIME:** 60 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** A piece of A4 paper and pen for each child



### ACTIVITY:

- Say:  
*"Good news!! You just won a competition with the first prize being prize of \$86,400! Wow!"*
- Explain that the prize has some rules to follow regarding how prizewinners spend the money.
- Say:  
*"Rule number one: you only have the \$ 86,400 for 24 hours and you can only spend it on experiences and not products such as houses, cars, cell phones, etc. Experiences for example might include travel or enrolling in courses etc."*  
*"Rule number two: At the end of the 24-hour period any money left over that hasn't been spent is lost and will not carry over to the next day. Whatever you don't spend, you lose."*
- Ask each person to write down on a piece of paper how they would spend the \$86,400.

### DISCUSSION:

- Ask individuals to share how they spent the money. Get the group talking about the ways each person used the prize money.

- Then explain that we all have 86,400 seconds to use or invest each day (24 hours x 60 minutes x 60 seconds).
- Talk about how time invested wisely will pay long-term benefits in health, skills, knowledge, and relationships. You can't save it directly, but you can spend it wisely each day so that all these investments add up.
- Ask these questions:
  - What are some of the things that are really demand a lot of time in your life?
  - How good or not so good are you at time management?
  - How does poor time management affect you?
  - How would better time management help you?
  - What are some ways you manage your time effectively?

### Close by summarising:

- Time management is less about managing our time and more about managing our lives.
- If we don't learn good time management skills

when we are young, we are at risk of becoming lifelong 'procrastinators'. A procrastinator is someone who puts off doing something until tomorrow that they could do today. Waiting until the last possible minute to get things done can cause problems ranging from high stress levels to relationship trouble.

- A good place to start with time management is to decide what is important and what is urgent. This might mean not falling into the trap of dealing with the urgent and never getting to the important. Many things we think are urgent are actually not that important.

## Activity 20 : The \$86,400 question!

**AIM:** To help young people understand the importance of effective time management

**TIME:** 60 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** A piece of A4 paper and pen for each child

### ACTIVITY:

- Say:  
*"Good news! You just won a competition with the first prize being prize of \$86,400! Wow!"*
- Explain that the prize has some rules you have to follow about how you spend the money.
- Say:  
*"Rule number one: you only have the \$ 86,400 for 24 hours and you can only spend it on doing fun things like visiting the museum or traveling somewhere far away to visit a friend. The money can't be spent on buying stuff like phones or new clothes."*  
*"Rule number two: At the end of the 24-hour period any money left over that hasn't been*



*spent is lost and will not carry over to the next day. Whatever you don't spend you lose."*

- Ask each person to write down on a piece of paper all the ways that they would spend the \$86,400 over a 24-hour period.

### DISCUSSION:

- Ask individuals to share how they spent the money. Get the group talking about the ways each person used the prize money.
- Then explain that we all have 86,400 seconds

to use or invest each day (24 hours x 60 minutes x 60 seconds).

- Talk about how time invested wisely will pay long-term benefits in health, skills, knowledge, and relationships. You can't save it directly, but you can spend it wisely each day so that all these investments add up.

### Close by summarising:

- If we don't learn good time management skills when we are young, as we grow older

we will be less able to achieve our goals.

- Waiting until the last possible minute to get things done can cause problems like stress and getting into trouble.
- A good place to start with time management is to decide what is important and must be achieved.
- Last time we talked about the importance of goal setting. Managing time is closely related to goal setting. Without goals it's hard to know what things to give our time to.

## Activity 21: Fill the pot<sup>4</sup>

**AIM:** To focus on the importance of time management

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Some small jars and some pebbles and stones of various shapes and sizes, big and small



### ACTIVITY:

- Ask the children to pair off and give each pair a jar.
- Have all the stones and pebbles in a big box on the table.
- Ask them to fill their jars to capacity so that all the big stones are used up first.
- Explain that the jar should contain big and small stones.

- After several attempts, most children will be able to use up all the big stones as well as a few small stones to fill the jar.

### DISCUSSION:

- Explain that the big stones are like all the important things they have to do each day such as schoolwork and chores. The big stones are not always the fun things to do!

4. <https://flintobox.com/blog/child-development/teach-kids-time-management-skills>



- Now explain that the small pebbles are like the things which do not make a huge difference to filling up the day – like watching TV.
- Be ready to answer a lot of questions on important and not-so-important activities.
- Ask what the important things are each day and the not so important things.
- Ask what happens when the jar is so full of small pebbles that there is no room left for the big stones.
- Explain that in life we must put our big stones in first and only after that has been done can we fill up the rest of the jar with pebbles.

## Activity 22: The giant jump rope

**AIM:** To focus on the importance of impulse control

**TIME:** 60 MINUTES

**AGE:** 8-18 YEARS OLD

**PARTICIPANTS:** Requires a group of 6 or more participants

**MATERIALS:** A 20 m length of 20 mm nylon or cotton rope

### ACTIVITY:

- Tell the group they are going to play a game of jump rope (skipping rope).
- Have two of the stronger members of the team or adults take each end of a rope and create a jump rope about 15m long and start swinging it in a high slow loop similar to a traditional shorter jump rope.
- The object of the activity is for all of the members of the group to pass from one side of the rope to the other side, without the rope hitting them whilst it is being slowly swung.
- The only rule is that they must go under the rope, they are not allowed to go around or behind the people who are swinging the rope.
- They will need to watch the rope carefully and work out when to start running if they are to get under the rope whilst it is at its highest point.
- If the rope touches a person as they are trying to go under it, the whole team has to start again, even those who have managed to get through safely.
- Put a time limit on this part of the activity and tell the group the goal is to see how many of them can get through in 10 minutes.



### Notes for the facilitator:

- Most young people will not delay their impulse to run. They are most likely to try and duck under the rope too quickly. They will therefore touch it and have to go back and try again.
- Those that wait and watch carefully and time the swing of the rope will know when to run in order to get under it.
- However, the real secret of this game is that if a person goes to one of the people swinging the rope at either end, they can easily get through and under without getting hit. But this takes careful thought and observation and the ability to delay the strong impulse to run.

### DISCUSSION:

- What did you notice about this activity? Some ran straight away to try and get under and some waited – is that right?
- What happened to most of those people that ran quickly without stopping to think about what was needed to achieve the goal?
- Who was the first person to get through - the fastest or the most thoughtful?
- Who worked out that it is really easy to get under the rope by going to the end rather than the middle?
- How does this activity relate to real life? What might the rope represent for you?

## Activity 23: Balloon bounce

**AIM:** To focus on the importance of impulse control

**TIME:** 60 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Requires a group of 6 or more participants

**MATERIALS:** Five balloons that have been blown up

### ACTIVITY:

- Split the children into two groups - the blue team and the red team.
- Have the blue and red teams stand or sit in a circle.
- Explain that the red team will be tapping the balloons back and forth to one another while



the blue team watches. No one from the blue team must touch the balloons - otherwise they're out.

- This is really hard for children and will require a great deal of self control!
- Play for a while with all balloons in the air, and then let the blue team have their turn. This time, the red team is not allowed to touch the balloons. But before the game begins, discuss strategies for the red team to stop themselves from touching the balloons. This could include putting their hands in their pockets, closing their eyes, sitting on their hands and singing a song in their heads, etc. Let students generate their own stopping ideas!.
- Now let the blue team go ahead and let the red team try out their strategies for not touching the balloons!

### **DISCUSSION:**

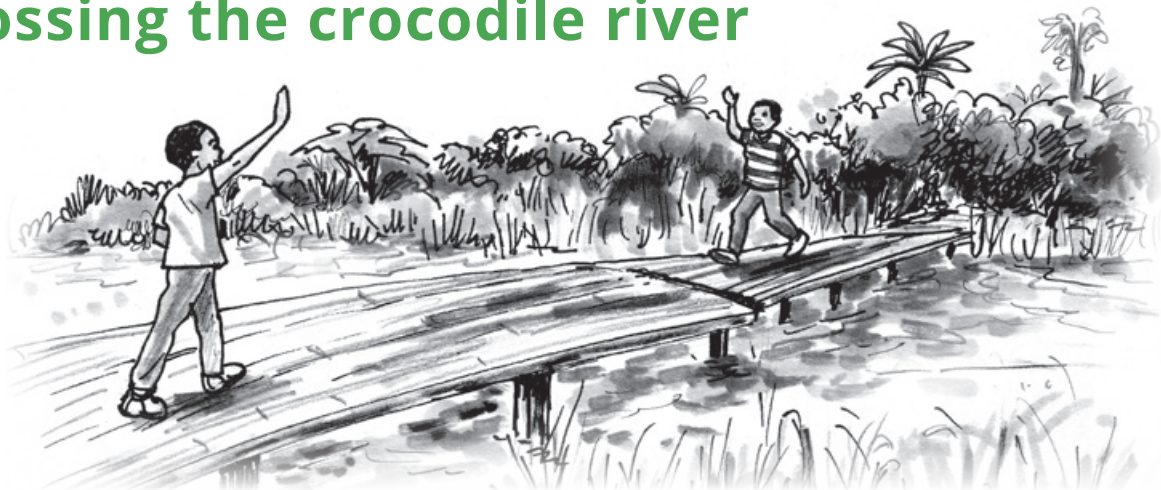
- What were the strategies for not touching the balloon when it wasn't your turn that worked for you?
- What didn't work?
- What other strategies would you try next time? What did it feel like in your body to stop yourself from touching the balloon?

SECTION  
**3**

# Social awareness

This section contains activities to help children and youth become more socially aware. Effective social awareness provides young people with the ability to take the perspective of and empathise with others, including those from different backgrounds and cultures. It is the ability to understand social and ethical norms for behaviour and to recognise family, school, and community resources and supports.<sup>5</sup>

## Activity 24: Crossing the crocodile river



**AIM:** To help young people understand the importance of perspective taking in life

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**TIME:** 90 MINUTES

**MATERIALS:** Handouts for 'Crossing the Crocodile River' from the appendix

### ACTIVITY:

- Give each child a copy of the story. One person should read the story out loud for the whole group to hear.
- Once the story is finished, please follow the instructions for the group activity on the back of the story sheet. Now hand out the scoring sheets and ask the children to form small groups.

5. [www.casel.org](http://www.casel.org)

- Ask the participants to complete the activity on the handout.

### DISCUSSION:

- Let's have each group share their scores and give a brief reason why they scored the way they did.
- What did you consider when making your rankings?
- Why was it so hard and perhaps even impossible to agree on one score for the whole group?
- What did you learn about yourself from this exercise?
- How does this exercise impact how you make decisions that may feel 'right' to you but others or the law say it is wrong?

### Close by summarising:

- The starting place for becoming socially aware is self-awareness.
- Being socially aware is important as it affects your responses to people and situations.
- Social awareness involves acceptance and respect of others, while recognising our individual differences and uniqueness.
- Social awareness focuses on recognising and understanding others' feelings as well as your own and how they interact.
- Rather than complaining about people who are not understanding of your needs, focus rather on growing your ability to be socially aware of other's needs.
- Stephen Covey says, 'Seek first to understand, then to be understood.'

## Activity 25: Things we have in common<sup>6</sup>

**AIM:** To recognise the individuality of each person and commonalities with each other

**TIME:** 30 MINUTES

**AGES:** 8-12 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Can be done with or without chairs in a circle

### EXPLAIN to the children:

- Say:  
*"There are things that are unique to each of us. In this activity, we are going to find out what we have in common with each other."*



6. The Mental Health Innovation Network; Draft CFS Activities <https://www.mhinnovation.net/>

## ACTIVITY:

- Bring the children together in a circle, either sitting on the floor or sitting on chairs set in a circle. If using chairs, there should be one less chair than the number of children so that one child is standing.
- Explain that one child will start. They walk round the circle, saying something that is true for them, such as *"I have two siblings"* or *"I like the colour red."* If other children could say the same thing about themselves, they can stand up and join their friend in walking around the circle on the outside.
- Emphasise that the children should say true things that are not hurtful or disrespectful of anyone. As the facilitator, you may want to start by demonstrating with a statement like: *"I like to ride a bicycle"* or *"I know how to bake a cake."*

- The children walk in a circle until the facilitator calls *"Stop!"* While the children are walking around the outside of the circle, the facilitator can play music, or all the children can clap their hands.
- When *"Stop!"* is called, explain to the children that they must then find a space to sit in the circle (e.g. an empty chair or taking an empty spot in the circle on the floor). One child will be left standing and will be the next one to say something that is true for them.
- Continue this exercise until most of the children have had a chance to say something that is true for them.

## DISCUSSION:

How was it to find out that there were many things each of you had in common with others in the group?

## Activity 26: What's a friend?<sup>7</sup>

**AIM:** To explore the meaning of friendship and why friends are important

**TIME:** 30 MINUTES

**AGES:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Pencils and paper for each child

### EXPLAIN to the children:

Explain that this activity is about friendship and what it means.



7. <https://reliefweb.int/sites/reliefweb.int/files/resources/pss20and20learning20kits20for206-132c20covid-19-20somalia.pdf>

## ACTIVITY:

- Begin by asking questions about friendship. Choose questions from the list below, depending on how the discussion develops. Make sure that children have a chance to respond to each question before moving on to the next one.
- Questions about friendship:
  - What is a friend?
  - Why do we have friends?
  - How can a friend help?
  - How does a friendship start? Tell us tricks and strategies that you have used to make friends, even if you were in a new situation where you did not have friends.
- What happens if you do something that upsets a friend?
- Can you still be friends with someone even though you do not agree on everything or like exactly the same things?
- What do you like to do with friends?
- Now give each child space, pencils and paper ask them to think about friendship and what it means to them and do a drawing about friendship.
- End by having the children split up into pairs and talk about their pictures with each other.

---

## Activity 27: Cross the line

**AIM:** To stimulate discussion and deepen understanding around the role of empathy in social awareness

**TIME:** 90 MINUTES

**AGE GROUP:** 12-18 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** 10m length of tape stuck on the floor

### EXPLAIN to the children:

- Explain that it is important to do this activity in complete silence, with no laughing or talking at all. Some strong feelings might come up like sadness or anger. All feelings are valid and important. Explain that everyone needs to be respectful and caring about one another's feelings so that everyone feels safe in doing this activity.



## ACTIVITY:

- Ask everyone to move to the masking tape line on the floor facing in the same direction behind it.
- Explain how to do the activity: Say:  
*"I'm going to call out an experience and if you have had that experience, please cross the line and turn around to face the students on the other side of the line. If you do not feel comfortable crossing the line, even though you have had the experience, that's ok. You can stay right where you are and notice any feelings you are having. After a few moments, I will invite those who have crossed the line to come back to your original place so that we are all standing together again".*
- Begin the activity by reading out whichever experiences seem most appropriate from the list. Read them out one at a time and wait for students to cross the line and turn to face the other students.
- Then say: *"Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause.) Notice who is with you (pause). Notice who is not with you (pause)."*
- Ask everyone to come back together behind the tape.

## EXPERIENCES LIST

Cross the line if you.....

- have travelled to a country that speaks a language other than your language
- have felt lonely or sad recently
- have a friend or family member who you are worried about
- are worried about your future
- have ever been bullied in school
- have parents or grandparents that were born outside of...(whatever country you are in)
- have a learning challenge
- have a step parent
- take medication on a daily basis for health reasons
- have been let down in a relationship
- sometimes feel afraid and hopeless
- have caught yourself judging someone before you even met them
- have raised or grown food for your own consumption
- know someone who has been sexually assaulted or raped
- have been followed around a store when you were shopping
- have been the target of a racist or sexist comment
- have got into a physical fight
- have had someone close to you die
- have a friend or family member who has attempted suicide
- have someone that you love effected by alcoholism or drugs
- feel comfortable walking down the street holding hands with someone
- know someone who has a life threatening sickness.



## DISCUSSION:

- What feelings did you have during this activity?
- What was the hardest part for you?
- What did you learn about yourself? About others?
- What do you want to remember about what we've just experienced?
- What, if anything, do you want to tell others about this experience?"

### Close by summarising:

- Empathy can be described as walking in someone else's shoes for 10 kilometres to see what life is like from their perspective.
- When we focus our emotional attention on trying to understand other people's feelings

and/or behaviour, we don't have time to judge or condemn them.

- Judging and condemning is at the root of many 'isms' such as racism, sexism, tribalism, and classism because all of the 'isms' are based on judgement and criticism.
- We live in an increasingly diverse and complicated world that is going through some really tough times due to COVID-19. Empathy is a key skill for surviving and thriving in this challenging new world. The alternative is isolation, bitterness, and unhappiness.
- Without a strong capacity for empathy, you will struggle to manage your interpersonal relationships.
- This week try and practise empathy with as many people as you can.

## Activity 28: Cross the line

**AIM:** To help children understand the basics of empathy and why empathy is so important in life

**TIME:** 60 MINUTES

**AGE GROUP:** 8-12 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** 10m length of tape stuck on the floor



### EXPLAIN to the children:

Explain that it is important to do this activity in complete silence, with no laughing or talking at all. Some strong feelings might come up like sadness or anger. All feelings are ok and

important. Explain that everyone needs to be respectful and caring about other people's feelings so that everyone feels safe in doing this activity.

## ACTIVITY:

- Ask everyone to move to the masking tape line on the floor facing in the same direction behind it.
- Explain how to do the activity:
- *"I'm going to call out something that might have happened to you. If it has happened to you, please cross the line and turn around to face the group on the other side of the line. If you do not feel comfortable crossing the line, even though you have had the experience, that's ok. You can stay right where you are and notice any feelings you are having. After a few moments, I will invite those who have crossed the line to come back to your original place so that we are all standing together again."*
- Begin the activity using whichever experiences seem most appropriate from the list below. Say the first experience and wait for any students to cross the line and turn to face the other students.
- Then say: *"Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause.) Notice who is with you (pause). Notice who is not with you (pause)."*
- Ask everyone to come back together behind the tape.

## EXPERIENCES LIST

Cross the line if you.....

- have travelled to a country that speaks a language other than your language
- have felt lonely or sad recently
- have felt really scared about something you can't control
- have a friend or family member who you are worried about
- are worried about your future
- struggling with a problem you can't solve
- have ever been bullied in school
- have a learning challenge
- take medication on a daily basis for health reasons
- have been let down by a friend
- have judged someone before you even met them
- know someone who has been hit or hurt by someone else
- have been judged unfairly based on whether you are a boy or a girl
- have got into a physical fight
- have had someone close to you die
- know someone who has a life threatening sickness.

## DISCUSSION:

- What feelings did you have during this activity?
- How did you feel watching other people cross the line?
- How did you feel when you crossed the line and had the group looking at you?
- What was the hardest part for you?
- What did you learn about yourself? About others?
- What do you want to remember about what we've just experienced?
- What, if anything, do you want to tell others about this experience?

## Activity 29: Ball of string<sup>8</sup>

**AIM:** To encourage everyone to be included in the group and to demonstrate how we are all connected

**TIME:** 30 MINUTES

**AGE GROUP:** 4-7 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** A ball of string



### ACTIVITY:

- Ask the children to sit in a circle on the floor and say, "We will make a web using this ball of string – this is like a web that connects us all."
- Explain that whoever is holding the ball of string should say something that they are able to give to others.
- Then, holding on to the string, that person will roll the ball of string to someone else in the circle and they will do the same. The game continues until everyone is connected by the ball of string.
- Start by holding the large ball of string and telling the group something that you can give, such as 'a smile', 'an ear to listen', etc.
- Now roll the ball of string to one of the participants, without letting go of the end of the string. Ask that person to say something they can give to others.
- When everyone has spoken, ask the participants to stand up, still holding their string to create a web in the air. Explain how

this web is a symbol of how the group is all connected, how much the group can give to each other, and how everyone needs to work together as a team to encourage one another.

- Then, ask a few children to drop their piece of string. Ask the group what happens to the web when some of children drop their hold on the string. Reflect with the children how the web gets weaker when everyone is not connected to the ball of string.

### DISCUSSION:

- Explain to the group that when someone is not included, the web is much weaker and doesn't work together as well as it could. Emphasise that everyone has a role to play in supporting each other.

8. The Mental Health Innovation Network; Draft CFS Activities <https://www.mhinnovation.net/>

SECTION  
**4**

# Relationship skills

This section contains a number of activities designed to help children and youth build their relationship skills. These skills focus on ways to make and keep healthy and positive friendships with a variety of different people and groups. The relationship skills covered in this section include communication, negotiation, resisting negative peer pressure and conflict resolution.

## Activity 30: Tell me a story

**AIM:** To help young people understand the importance of listening and getting feedback as ways of enhancing their communication skills

**TIME:** 60 MINUTES

**AGE GROUP:** 12-18 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Handouts for 'Tell me a story' from the appendix



### ACTIVITY:

- Ask for volunteers and separate them into two teams (of up to six people in each team). Ask someone to be the observer and give them the score sheet handout. The observer scores the story at the end of the activity.
- Ask the two teams to go outside and wait until they are called back in.
- Once the teams are outside, explain to the rest of the group that Team One will send in one team member who will have a story read to them once by someone with a strong clear voice. No questions will be allowed and no comments by the reader or the hearer and the story will only be read through once.
- Choose a reader from the group left in the room,

- Now invite Team One to send in a member and have the story read to them. Once the story is finished, invite a second member of Team One to come into the room. At this point ask the first member of Team One to retell the story to the second team member, as well as they can remember. No questions are allowed and there should be no interaction between team members.
- Now invite the third team member of Team One to come in and ask the second team member to relate the story as well as they can remember it. This will happen until the fourth team member tells the story to the fifth team member. Again, no questions or interaction.
- The last team member to hear the story then has to then relate the story to the whole group. At this point the observer should score the story on the score sheet, based on how many of the 15 details the last team member remembers.
- Now play the activity again with Team Two in exactly the same way except for one crucial difference. Team Two members are allowed to ask clarifying questions and interact with the storyteller as much as they want when they come into the room.
- Once the last member of Team Two has heard the story they will also retell it to the whole group as well as they can remember. The observer again scores how many out of the 15 details the last team member can remember.
- Team Two will normally score much higher than Team One.

## DISCUSSION:

- How did it feel for Team One not being able to ask any clarifying questions or interact in anyway?
- How did it feel for the storyteller?
- What did you observe during Team One's interaction?
- What did you observe for Team Two?
- Can you recall a time when communication didn't work because it was very one sided?
- Are there times when you don't give others the opportunity to talk?
- Do you know someone who always asks good clarifying questions and shows real interest in what you are saying? How do you feel when you are around that person?
- Can you think of a few people who you would really like to try and listen to and interact with this week? Who and why?

## Close by summarising:

- As families work hard together during the pandemic to manage their relationships so that they are enjoyable and productive, a key area of focus needs to be effective communication.
- Effective communication involves talking clearly, listening carefully, and asking good relevant questions on order to ensure you have heard and understood the message being sent, and that others have heard the message you are sending.
- When we really listen to someone, we are sending a very clear message that we value that person, but only if we are listening to understand and not just to respond.

## Activity 31: I am a good listener when...



**AIM:** To identify key listening skills

**TIME:** 30 MINUTES

**AGE GROUP:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Flipchart, paper, pens or markers

### ACTIVITY:

- Divide into small groups. Give each group paper and markers/pens.
- Ask the groups to write down their ideas that respond to the statement, 'I am a good listener when...'. Ask them to try to come up with as many ideas as they can. For example, they may write:

I am a good listener when I ...

- Do not interrupt
- Listen carefully
- Concentrate on what is being said
- Look towards the person talking
- Keep quiet

- After about 10 minutes, ask each group to share what they have written in turn.

### DISCUSSION:

- How well do you usually listen to other people?
- Is it sometimes ok to interrupt someone? When is that ok?
- What did this activity make you think about your own listening skills?
- How do you feel when you share something with others who really listen to you?
- Who are some of the people in your life you would like to start listening to more?
- Who would you like to listen to you more?

## Activity 32: Simon says

**AIM:** To learn the importance of paying attention and listening well to instructions

**TIME:** 30 MINUTES

**AGE GROUP:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity



### ACTIVITY:

- Have the children stand up with space for movement between them.
- Tell them the game involves you giving them an instruction to do something like "*Simon says touch your nose*" and they have to follow the instruction as quickly as possible.
- Practise this a few times using simple instructions.
- Now tell them they must only follow your instruction if you start by saying "*Simon says*" and that if you don't say "*Simon says*," they must not follow the instruction but must stand still.
- Practise again by giving a few quick instructions using "*Simon says*" and then give an instruction without the "*Simon says*".
- Some of the children will follow the false instruction. Let everyone laugh and then carry on.
- This means that for each instruction, children must listen for two details:
  - whether or not they must follow the instructions
  - what they need to do.
- To make it more fun, make it into a competition by having children sit down if they follow a false instruction and see who the last two children are left standing.
- Some excellent Ideas for actions can be found here:  
<https://empoweredparents.co/simon-says-ideas/>

### DISCUSSION:

- Sometimes it's hard to listen carefully and we end up not doing the right thing. Can anyone remember when that happened to you?
- What can you do to make sure you are listening well?
- Who are some of the important people you should listen to every day?
- If you have not heard properly you can always ask for the person to tell you again what they want you to do.

## Activity 33: Ugli orange

**AIM:** To focus on negotiation and cooperation skills which are an important part of social and relationship management

**TIME:** 90 MINUTES

**AGE GROUP:** 12-18 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Handouts for 'Ugli Orange' from the appendix

### ACTIVITY:

- Break the group up into small groups. Then invite each group to split into two teams - Dr. Smith's team and Dr. Jones's team.
- Give the teams their handout: Make sure that Dr. Jones's team gets handout one – one copy for each person and Dr. Smith's team gets handout two – one copy for each person.
- Give them they have 15 minutes to read their sheet and come up with a negotiating strategy to obtain the oranges they need. Make sure the negotiating teams are far enough apart from the other teams so they can't overhear the negotiations.
- After 15 minutes invite the teams to come together to begin negotiating with one another. Tell them after 15 minutes each team will share with the whole group the final negotiated deal they arrived at.

Some teams will not realise that Dr. Jones's team only needs the juice and Dr. Smith's team



only needs the skin. Both teams can effectively have all the oranges they want, as they require different parts of the orange.

### DISCUSSION:

- Which teams realised that they needed different parts of the orange so both teams could have all the oranges?
- Those that didn't see this, what was going on in your group?
- Once you realised that different parts were needed, what difference did it make to your negotiations?
- Those that didn't pick up the catch, how difficult were your negotiations? What did you eventually decide to do?

### Close by summarising:

- When most of us enter into negotiations, we tend to only reveal what our positions are and hold back on what our interests are.
- In the Ugli Orange activity, the position would



be that your team needs the oranges and will do whatever they need to do to successfully outbid the opposition. However, the interest for Dr. Jones's team was for the skin, while for Dr. Smith's team it was only for the orange juice.

- When we only bring our position to negotiations, we can only ever achieve a win or lose situation.
- Successful negotiating requires for us to go below the surface and see what the interests of each party are. Once we have established what the interests and values are, we can begin to look for ways of cooperating and move towards a win-win situation.
- Can you think of negotiations you have

had recently where you did not go below the surface and so did not reach a win-win situation?

- How about examples of when you have dug deeper and started cooperating around common interests?
- Are there negotiations you could have this week where you could practise going beyond your position and talk about your interests and values?
- We negotiate every single day of our lives. Not all of these negotiations are important, but many are. When we learn to share and look for common interests and values in our negotiations, we can reach win-win solutions much more often.

## Activity 34: Teamwork

**AIM:** To focus children on the benefits of collaboration and teamwork

**TIME:** 60 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Soccer balls, netballs or other bulky but light objects like stuffed toys or small plastic buckets



### ACTIVITY:

- Create a simple short obstacle course with chairs and tables or other household or classroom objects that children must go around or over safely.
- Split the group up into pairs and give them an object. Explain that they have to transport the object through the obstacle course without dropping it, but they can't use their hands. They can use any other parts of their

body, but it has to be carried by both children and both children have to be using the same body part such as:

- elbow to elbow
  - shoulder to shoulder
  - chin to chin
  - knee to knee
  - finger to finger
  - palm to palm
  - back to back
  - forehead to forehead
  - cheek to cheek
  - hip to hip
  - head to head
- Invite the first pair to start. When they have finished, ask the next pair to go, but they are not allowed to use the same body parts.
  - The goal is to get all pairs through the obstacle course without dropping the object with each pair using a different body part.
  - If a pair drops the object they must go back and start again.

- End the activity by asking the group if they would like to try and get an object around the course with the whole team carrying it. This time hands can be used but all children have to be in contact with the object at all times.

### **DISCUSSION:**

- How did it feel not being able to use your hands?
- Was it easy or difficult to cooperate?
- When we learn to cooperate better it always helps us feel better. There are many things that you can do on your own, but also many things that would be much easier and more fun if you found ways to work together with others cooperatively.
- Can you think of times when you could cooperate more at home or at school or with friends?
- Can you think of one person who you would like to learn to cooperate with this week?

## Activity 35: Cooperative musical chairs<sup>9</sup>

**AIM:** To learn to cooperate by including others

**TIME:** 60 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** One chair or piece of newspaper for each child, music



### ACTIVITY:

- Place the chairs or newspapers in a circle. In the beginning, there should be one chair or piece of newspaper for each child to sit on. Newspaper is good for doing the activity outdoors.
- Play the game as usual for musical chairs. Play the music and ask the children to skip around the chairs. Explain that they must find a chair/place to sit when the music stops.
- Before the second round, take away one of the chairs/pieces of newspaper. This time when the music stops, explain that the children must be creative in helping each other to all have somewhere to sit – e.g., two children will need to squeeze onto one chair or onto one piece of newspaper.
- Repeat as many times as possible. Encourage children to find a way to play so that no one is left out. Don't offer any solutions - let the children work it out for themselves. They will quickly discover that they can share a chair/place by sitting on someone's lap or sitting/standing together.
- Continue to take a chair away at each turn to make the game difficult. When it seems as though a child may be out (i.e. unable to squeeze onto the chair or newspaper), the game ends.
- Repeat the game from the start again a few more times to give the children more opportunities to find creative solutions to include everyone.
- Remember to congratulate the children on their creativity when they succeed in staying in the game while including rather than excluding others!

9. Adapted from the Woodcraft Folk. [http://globalvillage2006.org/en/do\\_something\\_about/co\\_operatives/co\\_operative\\_chairs](http://globalvillage2006.org/en/do_something_about/co_operatives/co_operative_chairs), consulted on March 18, 2008.

## DISCUSSION:

- How did you like the game?
- Did someone try to make room for you in the game? How did that make you feel?
- Have you ever played musical chairs before? How is this game different?
- Did you try to help others during the game? What did you do?
- What can you do to include others when you are playing?
- What are some other things we can do every day to include others?

## KEEP IN MIND:

Remember that in many cultures this activity would not be appropriate for a mixed gender group, as children may have very close physical proximity to each other. If girls feel uncomfortable with an activity they may exclude themselves and reduce their participation, or may even not return again. An option could be to separate the groups into two circles of girls and boys if there are enough children or do this exercise in separate sessions for girls and boys.

# Activity 36: Risky business!

**AIM:** To draw attention to the dangers of submitting to negative peer pressure

**TIME:** 90 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Cards with a recipe of one of your favourite meals that has five or six different ingredients. Blank sheets of paper for each child and pencils or pens



## ACTIVITY:

- Ask the children what they would describe as a risky or dangerous behaviour. What makes behaviour safe, as opposed to unsafe or dangerous?
- Hand out the recipe cards to everyone and say: *"This is a favourite recipe of mine. All the ingredients combined together in a certain way create a delicious meal. If any ingredients or any step in the process is altered, the meal will not turn out the way it should. Have you*

*ever left out an ingredient when cooking so that the finished meal wasn't that great?"*

- Now give each person two blank pieces of paper and a pen or pencil and ask them to create their own 'recipes' for success.
- Explain that one piece of paper is for a recipe describing healthy, productive behaviours. Ask the children to write a recipe including all the feelings, actions and thoughts they think are necessary for a healthy life. For example, helping with housework, one hour of studying each day, regular exercise, eating well, getting enough sleep, being positive. These will help children to be successful every day.
- Explain that the second piece of paper is for a recipe describing risky, unhealthy behaviours. Ask the children to write a recipe including all the feelings, actions and thoughts they think might lead to an unhealthy life. For example, eating poorly, not studying, arguing with my family, engaging in risky behaviour.

### **DISCUSSION:**

- Invite some children to share their recipes.
- What are some of the similarities?
- How will you implement your recipes for success and avoid recipes for failure?

### **Close by summarising:**

- Healthy self-awareness can help you to know when you are at risk of negative peer pressure so that you can self-manage and walk away or say no to negative pressure from friends.
- People who are not self-aware don't stop to think about the consequences of their behaviour. They just act and then deal with the consequences afterwards. Popularity is more important to them than being smart and safe.
- Having high levels of social awareness enable you to recognise when other people are putting pressure on you for the wrong reasons.
- Your social or relational skills enable you to be assertive in these situations and take a stand for what is right.
- Once your friends know that you are not the kind of person that gives in to peer pressure, they will eventually stop pressuring you.
- Be true to yourself always. Don't give away your personal power to someone else to make important decisions about your actions.
- And always remember, what your friends are and aren't doing is their choice. What you do is yours!

## Activity 37: Balloon in a bottle

**AIM:** To draw attention to the reality of peer pressure

**TIME:** 30 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** One used plastic water bottle and a balloon for each pair



### ACTIVITY:

- Split the group up into pairs and give each pair a bottle and a deflated balloon.
- One person blows up the balloon but doesn't tie it off.
- The other person draws a big smiley face on the inflated balloon and then deflates it.
- One of them writes 'Peer Pressure' on the outside of the bottle.
- Now they insert the deflated balloon into the empty water bottle and pull the opening of the balloon over the mouth of the bottle with the balloon hanging inside the bottle.
- Now ask them to try and blow the balloon up while it is in the bottle.
- The balloon will not inflate.
- Once they have all tried and failed have them take the balloon out of the bottle and inflate it and tie it off.

### DISCUSSION:

- Ask if the children can relate the activity to the idea of peer pressure. Explain it by

saying: "The balloon is like you and the bottle is like peer pressure. When you are outside of the peer pressure bottle you can grow into the person you want to be. When you are in the bottle, peer pressure will not allow you to become your own person. Peer pressure can stop you from growing".

- Can you think of ways that peer pressure has caused you or others to stop growing?
- Can you think of ways to not allow yourself to be put in a peer pressure bottle?
- Explain that there are some ways to avoid peer pressure:
  - Spend time with people who are good at saying no to peer pressure.
  - Learn how to say no for yourself.
  - Ask for help from a parent, friend or teacher if you are struggling to resist peer pressure.
  - Even if you are already in a bad situation, you can still walk away and turn your back on peer pressure.

- Choose friends carefully. Don't hang around people who try to force you to be someone you're not.
- Think ahead and avoid even being in a situation where you know you might be put under pressure.
- Realise that it's ok and healthy to be alone sometimes, and that you don't always have to be part of a group.

**Close by saying:**

*"Once your friends know that you are not the kind of person that gives in to peer pressure, they will eventually stop pressuring you. Be true to yourself always. Don't give away your personal power to someone else to make important decisions about your actions. And always remember, what your friends are and aren't doing is their choice. What you do is yours!"*

## Activity 38: Mirror in a box

**AIM:** To enhance self-confidence and self-respect and help young children to be themselves and not submit to negative peer pressure.

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** A cardboard box with a lid. A mirror is glued inside the box at the bottom.



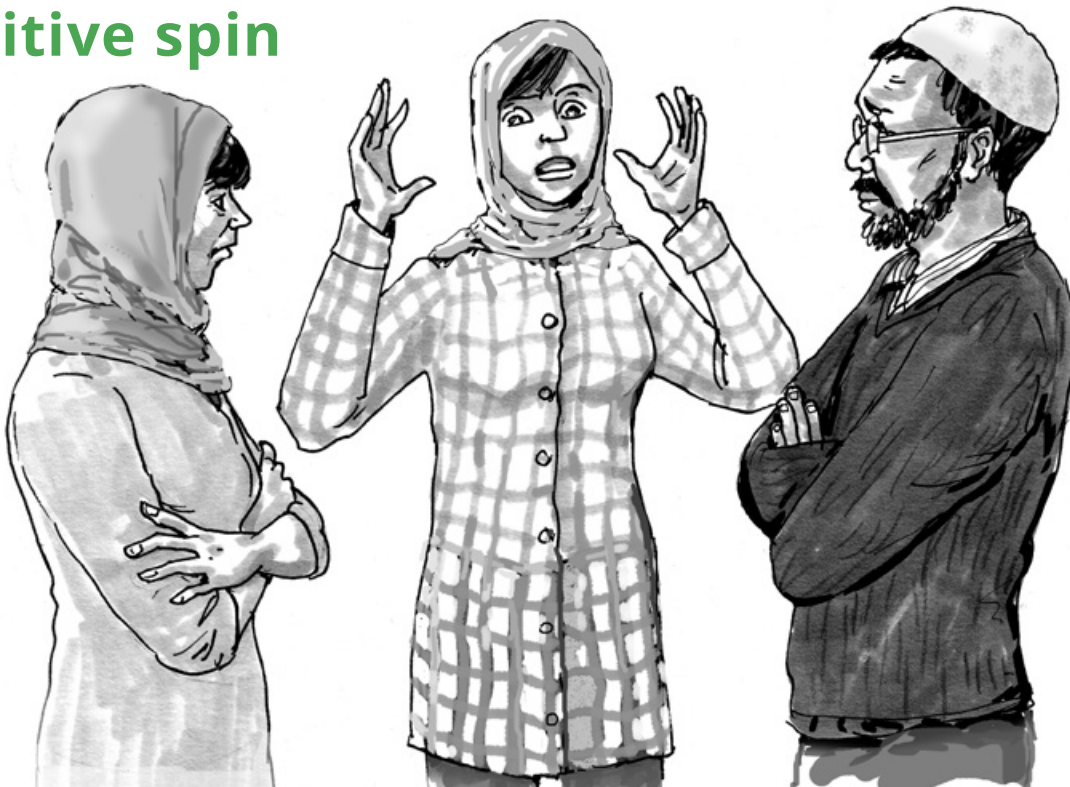
**ACTIVITY:**

- Ask the children to sit in a circle. Place the box in the middle of the circle, making sure the lid is down.
- Explain to the children that they will now take turns at having a look inside the box.
- Tell them they should look inside the box one by one and then close the lid again.
- Ask them not to tell their friends what is in the box, but they should keep it as a surprise for everyone.
- Now say to the children, "This box contains the picture of someone really **UNIQUE**, precious and important that you should respect and take very good care of."
- Now ask the children to look in the box, one at a time. They will see their own reflection in the mirror. When they have had a look in the box, ask them to return to the circle.

## DISCUSSION:

- How did you like this exercise?
- Who did you see in the box? Were you surprised?
- Everybody here today saw something different in the box. No one saw the same thing.
- You are special and unique there is no one else like you in the world.
- Can you imagine how weird it would be if you looked in the mirror and saw your best friend's face!
- Sometimes other people, even friends might try and force you to do something you don't want to do because it's not you.
- Remember the mirror in the box. Be yourself and don't let anyone else try and make you not who you are.
- Can you think of times that this has happened?

## Activity 39: Positive spin



**AIM:** To engage with young people around ways to effectively resolve disagreements and conflict

**TIME:** 90 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:**

- Flipchart paper



- Markers, pens, copies of the 'Team Debriefing Discussion Questions' handout and the 'Conflict styles' handout from the appendix for each team
- Handout the activity sheet or write the questions up on the flip chart.

### ACTIVITY PART ONE:

- Split large groups into smaller teams, forming at least three teams and give each team a sheet of flipchart paper, some assorted markers, pens, and the handout.
- Ask teams to discuss what they understand the word 'conflict' to mean and then to write out their definition of conflict **without using any negative terms** on their flipchart paper and add a drawing to illustrate the word.
- After all teams are finished, invite each team in turn to present their ideas to the group. Hang up the flipchart pages on the wall.

### DISCUSSION:

- How challenging was it to try and put a positive spin on the concept of conflict?
- Do you agree that we tend to see conflict as being a bad thing?
- But now we have all these posters showing the positive side of conflict as well.
- What are some negative concepts of conflict?

- Is it possible to resolve a conflict if we think of it only as a negative thing?

### ACTIVITY PART TWO:

- Ask the teams to read the 'Conflict Styles' handout and follow the instructions given.

### DISCUSSION:

- Invite the teams to come back together.
- How was it trying to think of what animal you represent?
- We sometimes change our animal depending on the conflict. Can you think of examples?
- Mostly we should try and act like the wise owl in conflict situations.
- If handled positively, conflict can be a powerful change agent in your life.
- Are there times when any of these ways would be useful to use, or not useful?
- What are the main reasons people avoid conflict instead of facing it?

## Activity 40: The wise owl



**AIM:** To engage with children around the different ways we deal with conflict

**TIME:** 60 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Print out a poster version of the image of the tortoise, teddy bear, shark and owl in the handout 'Conflict styles' or draw the image on the board

### ACTIVITY:

- Look with the children at the image of the tortoise, teddy bear, shark and owl. Explain that in conflict situations most people tend to act like one of the animals as follows:
- **The tortoise** is afraid of conflict and will pull their head in and hide as soon as conflict develops.
- **The teddy bear** also doesn't like conflict and wants to be friends with everyone so will always give in during a conflict. The teddy bear will do anything to create peace and will even give up on their own needs and wants.
- **The shark** always wants to get their own way and they will fight to get it. The shark doesn't like to give in and will insist they are right and will force others to agree.
- **The owl** tries to cooperate and listens to understand what is causing the conflict and searches for ways to resolve the conflict in

a peaceful way, where everyone is satisfied with the outcome.

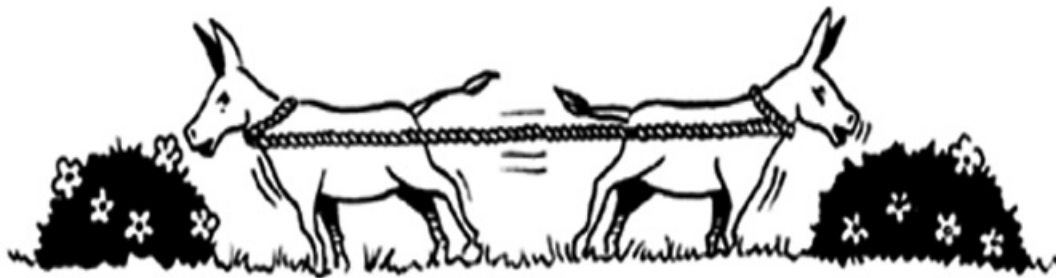
- Split the group up into fours and create a different scenario for a disagreement for each team. For example, it could be whose house to go to watch a movie or what game to play or where to eat, etc. Tell them that they all want to do something different and can't make up their mind.
- Now ask them to role-play resolving the disagreement but each member acts like one of the animals. The tortoise just withdraws, the teddy bear agrees with everyone, the shark tries to force everyone to get their own way and the owl tries to see if there is a way that they can all agree.
- In turn, invite each group to act out their conflict resolution in front of the whole group.

### DISCUSSION:

- How did it feel for the tortoises? The teddy bears? The sharks? The owls?
- Which do think you are most like in an argument?

- Sometimes it's ok to be like a tortoise or teddy bear or shark, but mostly if the issue is important, it's best to try and be like an owl.
- Here are some tips for being an owl:
  - Listen to all sides carefully and show them that their ideas are important to you.
  - Don't shout or lose your temper.
  - Ask the tortoise to come out of their shell and talk about what they really want.
  - Ask the teddy bear to be careful not to always give in but also to share their thoughts on what they really want.
  - Ask the shark to cool it and listen to others and see if there is a way they can cooperate.
  - Ask the group if there are things they could give in on to find a way forward for everyone whilst staying friends.
- Let's all think this week about ways we can cooperate with our family and friends and find ways to solve our disagreements without being a tortoise, teddy bear or shark. Let's all try to be owls this week and see how it feels.

## Activity 41: Two hungry donkeys



**AIM:** To understand that people have different needs, and how this can create conflict.

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Can be adapted for use with a single child or can be used as a group activity

**MATERIALS:** Hungry Donkeys Poster form Appendix

### ACTIVITY:

- Put up the poster Two Hungry Donkeys from the appendix and tell them the story:

*"A farmer tied two donkeys together to stop them moving too far from one another. One donkey sees some delicious grass in one place and the other sees some delicious grass in a different place. They both try to move in different directions to eat the grass, but they cannot reach it because they are tied together. A clever bird flies down and tells them, if you take it in turns, you can both eat your food! The donkeys listen to the advice and soon they are both very happy eating delicious grass".*

### DISCUSSION:

- Ask the children if they have been in a similar situation as this one. Listen to some examples from the children and discuss how they solved them.

SECTION  
**5**

# Responsible decision-making

This section contains activities designed to help children and youth understand the importance of making healthy decisions and develop effective problem solving skills.

## Activity 42: Lost in the desert

**AIM:** To introduce young people to an effective system for making wise choices

**TIME:** 120 MINUTES

**AGE:** 12-18 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Copies of the 'Lost in the desert' handout and a poster or drawing of the STEP system



### ACTIVITY ONE:

- Break the group up into teams and give each team a Lost in The Desert handout.
- Ask them to read the instructions and then ask if they have any questions.
- Once everyone understands the activity, give them 30 minutes to complete it.
- Bring the whole group back together and have one person from each group read out their rankings.

Once they have all read out their ranking, put a poster up of the Expert Ranking and go through it with the group.

- Explain that the experts all say that it's best to stay put and wait to be rescued which explains their ranking.
- Let the group interact around the expert ranking.

### DISCUSSION:

- What happened in your groups? Who was driving the decision-making process?

- Was your voice heard?
- How were the choices made?
- Did any groups vote?
- When there was a disagreement, how was it resolved?

## ACTIVITY TWO:

- Say: *"Let's hope you never get lost in the desert and have to decide what to do to survive. Chances are this will never happen to you. But you will face some very important decisions in your life that will have far-reaching effects. Many people are not good at making wise decisions. They either avoid making the decision and hope it will solve itself, which it seldom does, or they make a rushed impulsive decision based on the wrong information. The result is that many people are trapped in a cycle of poor decision making resulting in bad consequences and lots of regret."*
- Explain that there is a simple recipe for making wise choices. Although it's simple, very few people use the system. It's called the STEP System. It works like this:

Put STEP Process POSTER from the appendix

Explain each stage as follows:

### 1 Say it out loud

When faced with a tough decision it helps to talk about it out loud. Make it real. Talk to others. Write it down. When you actually talk about a big decision it makes it real rather than something vague at the back of your mind. When you talk about a big decision that has to be made, you are making yourself accountable to make a good decision.

### 2 Think about your options

There are always options that have to be taken into consideration when making a decision.

At this stage you are thinking hard about all the ways you could act. Go left, go right, go straight, go back. Stay where you are! Lots of choices. At this stage you are just coming up with the most logical options you have.

### 3 Explore the consequences

Once you have all your options, go through each one and ask yourself the tough question - what is likely to happen if I make this particular choice? Really brainstorm this stage because it will determine the choice you make. Be honest and accurate with the consequences of your decision. This stage is what gets many people into difficult situations because they don't take the time to think through what the end result will be of a particular behaviour.

### 4 Pick one

Once you have carefully looked at all your options, choose the best one. This is a really challenging part of good decision making because once we have made our choice, all the other choices must be discarded, and we don't like that. We like to have as many options open at any one time as possible! This cripples decision-making. Carrying around a bag of options but never acting on them. Not a good recipe for growth and change and progress in your life. **So just pick one!**

### 5 Step out

Once you have picked what you consider to be the best option, it's time to take action. Stride out confidently and implement your decision with no regrets about the choices you have had to let go. And here's the good thing: if your choice isn't working out, you can always go back and rethink the process using the five steps.

## Activity 43: Stranded on a desert island

**AIM:** To introduce young people to an effective way of making wise choices

**TIME:** 60 MINUTES

**AGE:** 8-12 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants

**MATERIALS:** Paper and pens and STEP Process Poster from Appendix



### ACTIVITY:

- Ask the children to form small groups and give the following instructions:
- Unfortunately, your cruise ship has hit a sandbank and is grounded. You escape on a small boat to a small island close by.
- You will be stranded for an indefinite length of time.
- You may only bring one item each from the ship to the island, and you only have a few minutes notice.
- Decide what you will bring and share what it is and why you decided on it with the rest of your group. Talk about what you want to do with your object.
- After everyone has shared, instruct the groups to figure out how they can improve their chances of survival by combining the items in creative ways or convincing each other to bring something different.

- Allow ten to fifteen minutes of brainstorming time, and then have each group present their ideas.

### DISCUSSION:

- Let's hope you never get stranded on a desert island and have to decide what to do to survive. Chances are this will never happen to you.
- But you will face some very important decisions in your life that will have far-reaching effects.
- Many people are not good at making wise decisions. They either avoid making the decision and hope it will solve itself, which it seldom does, or they make a rushed impulsive decision based on the wrong information.
- The result is that many people are trapped in a cycle of poor decision making resulting in bad consequences and lots of regret.

- There is a simple recipe for making wise choices, however. Although it's simple, very few people use the system. It's called the STEP System. Let's look at it.
- The STEP System works like this:

### Put up STEP Process Poster or drawing

#### Explain each stage as follows:

##### 1 Say it out loud

When faced with a tough decision it helps to talk about it out loud. Make it real. Talk to others. Write it down. When you actually talk about a big decision it makes it real rather than something vague at the back of your mind. When you talk about a big decision that has to be made you are making yourself accountable to make a good decision.

##### 2 Think about your options

There are always options that have to be taken into consideration when making a decision. At this stage you are thinking hard about all the ways you could act. Go left, go right, go straight, go back. Stay where you are! Lots of choices. At this stage you are re just coming up with the most logical options you have.

##### 3 Explore the consequences

Once you have all your options, go through each one and ask yourself the tough question - what is likely to happen if I make this particular choice? Really brainstorm this stage because it will determine the choice you make. Be honest and accurate with the consequences of your decision. This stage is what gets many people into difficult situations because they don't take the time to think through what the end result will be of a particular behaviour.

##### 4 Pick one

Once you have carefully looked at all your options, choose the best one. This is a really challenging part of good decision making because once we have made our choice, all the other choices have to be discarded and we don't like that. We like to have as many options open at any one time as possible! This cripples decision-making. Carrying around a bag of options but never acting on them. Not a good recipe for growth and change and progress in your life. **So just pick one!**

##### 5 Step out

Once you have picked what you consider to be the best option, it's time to take action. Stride out confidently and implement your decision with no regrets about the choices you have had to let go. And here's the good thing: if your choice isn't working out, you can always go back and rethink the process using the 5 steps.



## Activity 44: Solving problems<sup>10</sup>

**AIM:** To introduce young people to an effective way of making wise choices

**TIME:** 30 MINUTES

**AGE:** 4-7 YEARS OLD

**PARTICIPANTS:** Requires a group of six or more participants



### ACTIVITY:

- You will need six or more students. Other children can watch or form another group.
- Ask one person to step away from the group and close their eyes.
- Ask the rest of the group to make a circle, holding hands. Without letting go of each other's hands, the group should try to form a giant knot. They can do this by crossing over and under each other's arms.
- Ask the person on their own to open their eyes and try to untangle the arms to make a circle again. The group have to remain holding hands the whole time.

### DISCUSSION:

- What did you do to untangle the knot?
- Can you compare this knot to solving problems in your life?
- How do you normally solve problems?
- Today we have learnt about solving problems as a group. It is not always easy but together we can find a solution.

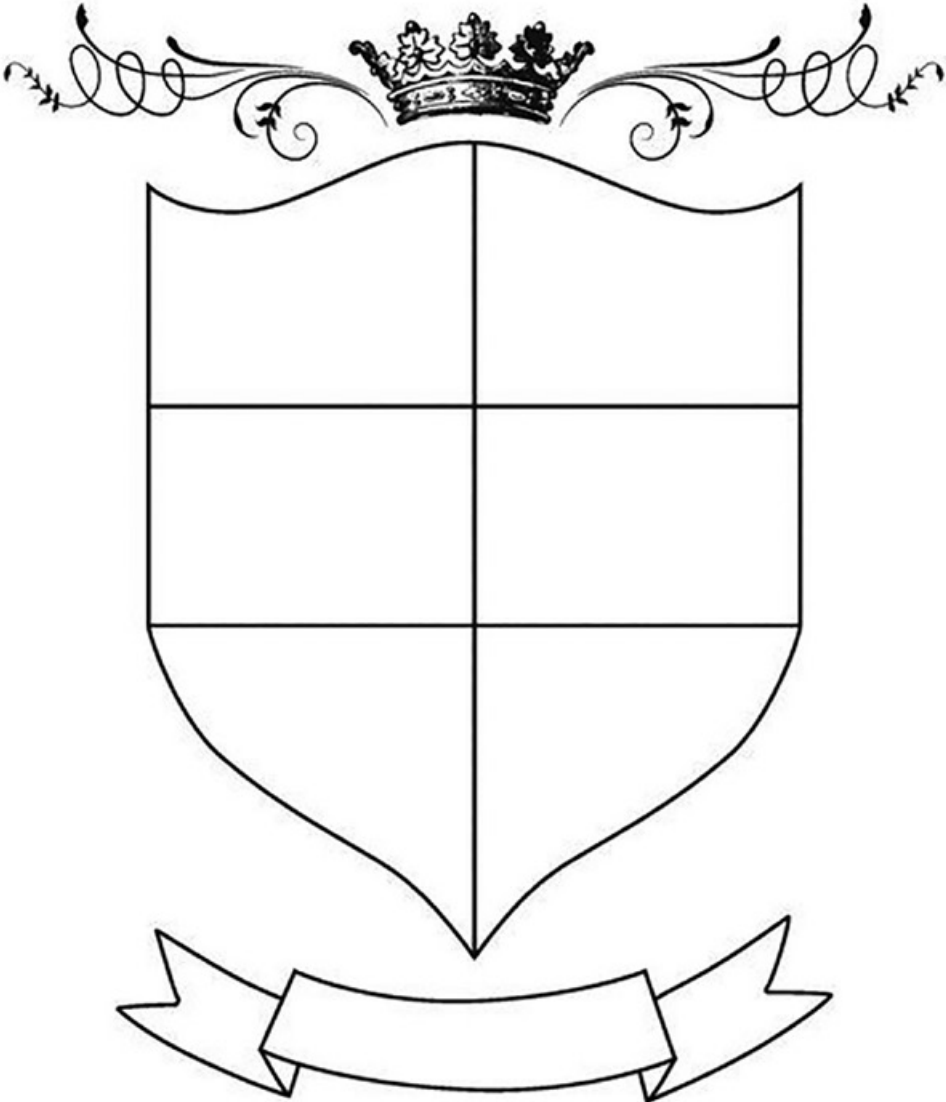
10. <https://www.unicef.org/southsudan/media/2271/file>

# Appendix: Handouts

---

# Activity 1 and 2: I am me

PERSONAL COAT OF ARMS



## Activity 4: Feelings are friends

---

***NAIL IT!***

*Name it*

*Accept it*

*Investigate it*

*Let it go!*

# Activity 8: Believe in me

## Personal Statements

1. My best friend is:

---

---

2. Sometimes I wish I could:

---

---

3. I always feel better when:

---

---

4. I love it when:

---

---

5. I really believe that:

---

---

6. I feel strong when:

---

---

7. My family is proud of me because:

---

---

8. I am good at:

---

---

9. I'm looking forward to:

---

---

10. My greatest accomplishment this month was:

---

---

11. Today, I am grateful for:

---

---

### **Harmful Self-Talk**

Harmful self-talk is when we tell ourselves things that are negative and not true again and again such as "I am too stupid to do well in school" or "I am not a nice person, and I will never have any good friends."

Write down three negative things you sometimes tell yourself that are harmful:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now think of a different, more positive way of thinking about the three things on your list such as "Sometimes I am sad but I am a friendly, kind person" or "Sometimes I get scared but I will try and be brave and hopeful about things."

Write down three positive things you can tell yourself instead of the harmful things:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Activity 13:

## My personal mission statement

1. My big dreams for my life are:

---

---

---

---

2. I want my life to stand for:

---

---

---

---

3. I am uniquely able to achieve these things if I put my mind and heart to it:

---

---

---

---

4. I am good at:

---

---

---

---

5. I believe my purpose or mission is in life is:

---

---

---

---





# Activity 14: What's your superpower?

---

## Question Sheet

1. If you were a superhero, what would your name be?

---

---

2. What would your superpowers be?

---

---

Why?

---

---

---

---

3. What issues would you fight the hardest for as a superhero?

---

---

---

---

Why?

---

---

---

---

4. How much do you think you would you enjoy doing good deeds even if no one knew you were responsible?

---

---

---

---

5. Would you be willing to help someone you did not like?

---

---

---

---

6. Would having a superpower change how you feel about yourself?

---

---

---

---

How?

---

---

---

---

## Activity 16: Smart goals

---

# SMART GOALS

*Specific*

*Measurable*

*Achievable*

*Relevant*

*Timely*

## Activity 24:

# Crossing the crocodile river

---

### The Story

There once were two best friends called John and David. They lived in different villages separated by the great Crocodile River, which was infested with crocodiles and unsafe to go near, but they would cross the bridge over the river to meet up every day after school.

One day, John and David were exploring the woods near John's house and they discovered an ancient hidden treasure chest full of gold coins, deep inside a cave, worth more money than they could imagine. They decided to keep the treasure a secret until they left school, when they would use it to buy some big trucks to start their own transport business. They promised each other they would keep the location of the treasure a secret and never tell anyone else about it.

That year a huge flood washed the bridge over the Crocodile River away which sadly meant John and David were not able to meet up anymore. Building a new bridge would take years. A long time went by and the two friends missed each other a lot. They would often wave at each other from their side of the river and remember their dream to one day start their own business and be rich successful men.

There was a deceitful unkind man called Peter who lived in John's village. He was the only person who had a big enough boat and the skills to cross the Crocodile River. He asked John one day if he would like to be taken across the river to meet up with his friend David. John was excited about possibly seeing David again, but Peter was charging a lot of money for the trip - money which John did not have.

John thought about this for a long time and finally made the decision to break his promise to David. He decided to tell Peter about the treasure and offer to give some of it to him if he would cross the river and bring David back to his side. John had decided it was time for him and David take the treasure and travel to a big city nearby to start their new business. He sent a letter over with Peter explaining the plan to David and to his delight the next day David came back with Peter. There was a great reunion and the two friends spent hours catching up with each other and planning their move to the big city.

The next day they went into the woods to collect their treasure only to find that Peter had stolen it all and disappeared in his boat upriver. They worked out that Peter had secretly followed John one day and worked out for himself where the treasure was buried.

David was furious with John for breaking his promise and told him he would never trust him again and that he never wanted to see John again. He said some very unkind things to John and walked away, never to see him again.

John was very sad and confused and did not know what to. So, he spoke to a village elder called Katherine the Wise and told her the whole story. He said he was so upset he felt like finding Peter and throwing him into the Crocodile River. He asked Katherine the Wise what he should do. Katherine, who knew what a bad man Peter was and was afraid of him, said the whole thing had nothing to do with her and that John should do what he felt was right and chased him away.

So, John searched for Peter and found him one day on his boat. They got into a heated argument and John struck Peter who accidently tripped and fell off his boat into the Crocodile River. He was eaten alive!

Another boy from the village called Timothy who knew that Peter was a bad person and that he had stolen from a lot of people including having stolen John and David's treasure saw John and Peter fighting that day. He saw Peter fall into the river and get eaten by crocodiles. Timothy reported this to the police who arrested John and put him in prison for life.

David never forgave John and lived the rest of his life an unhappy, sad and angry person.

### Scoring Chart

As a group you have to decide who of the five people in this story behaved the worst keeping in mind the reasons for their behaviour and consequences of their actions. Score each person from 1-5 in the table below. A score of 1 is the least badly behaved and a score of 5 is the worst behaved. Everyone should be in agreement with the final scoring.

Character	Score
John	
David	
Peter	
Katherine	
Timothy	

# Activity 30:

## Tell me a story

### The Story

A farmer who grew pineapples in the desert built a large barn with a strong tin roof to store his fruit in before it went to the market in the city. Then, a powerful dust and windstorm blew the roof completely off his barn. It was twisted and mangled beyond repair. A friend of his who was an engineer suggested he should pack up the mangled roof and sell it to the Toyota car factory in the nearby city called Northwind City because he had heard they buy scrap metal for an excellent price. The farmer packed the damaged tin roof into a very large wooden crate and sent it off to the Toyota factory with a clear return address printed on the crate so that they could send payment. 12 weeks passed but the farmer heard nothing. He was concerned and was about to write and enquire, when he received a letter in the mail from Toyota saying:

“Dear Sir, We don’t know what hit your Toyota, but we’ll have it fixed and ready for you by the 15th of next month.”

### Score Sheet

Detail	Group One	Group Two
A pineapple farmer		
Desert		
Large barn for storing fruit		
A strong tin roof		
Powerful dust and windstorm		
Twisted and mangled beyond repair		
A friend of his who was an engineer		
Toyota Motor Company		
Northwind City		
For an excellent price		
Into a very large wooden crate		
Clear return address printed		
12 weeks passed		
Was about to write and enquire		
By the 15th of next month we will have repaired your Toyota		
Total Correct		

# Activity 33:

## Ugli orange

---

### Handout One: Confidential Instructions for Dr. Smith's Team

Your team works for Dr. Smith, a scientist working for a drug company in Mega City who has discovered a chemical for curing COVID-19 which is made from the Ugli Orange. Only about 4,000 of these rare oranges were grown in the whole world this year by a farmer called Mr Green. If you could obtain all 4,000 of these Ugli Oranges, your team could make enough serum from the juice of these oranges to help save hundreds of thousands of people, particularly older people who are more prone to COVID-19. However, you have been told that a Dr. Jones from a competing drug company in Ultra City is also urgently seeking Ugli oranges from Mr. Green the farmer. Dr. Jones needs the Ugli Oranges for a cure she has found for a rare form of cancer that kills many thousands of people each year.

Your team has been authorised by your company to approach Mr. Green to purchase the 4,000 Ugli Oranges. You have been told that he will sell them to the highest bidder. Your company has authorised you to bid as high as \$100,000 for the 4,000 available oranges. Before approaching Mr. Green, you have decided to meet with Dr. Jones's team to try and negotiate a deal with them. Think carefully about what information you are willing to tell the other side and what information you will not disclose.

### Handout Two: Confidential Instructions for Dr. Jones's Team

Your team works for Dr. Jones, a scientist working for a drug company in Ultra City who has discovered a cure for a rare form of cancer which kills many thousands of people every year. The serum you discovered for curing the cancer is made from the Ugli Orange which is a very rare fruit, only about 4,000 of these oranges were grown in the whole world this year. You have been told that a farmer Mr. Green has 4,000 Ugli Oranges for sale. If you could obtain all 4,000 of these Ugli Oranges, you could make enough medication from the skin of the oranges to cure the deadly cancer in many people who would have died. However, you have been told that a Dr Smith from a competing drug company in Mega City is also urgently seeking Ugli oranges from Mr Green. Dr. Smith needs the Ugli Oranges for a cure he has developed for treating COVID-19.

You've been authorised by your company to approach Mr. Green to purchase the 4,000 Ugli Oranges. You have been told that he will sell them to the highest bidder. Your company has authorised you to bid as high as \$100,000 for the 4,000 available oranges. Before approaching Mr. Green, you have decided to meet with Dr. Smith's team to try and negotiate a deal. Think carefully about what information you are willing to tell the other side, and what information you will not disclose.

# Activity 39: positive spin

---

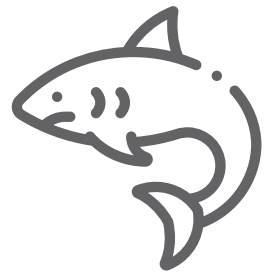
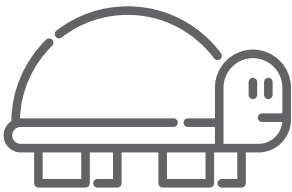
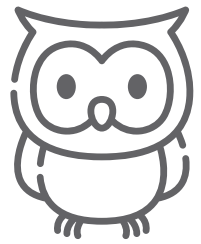
## Conflict Styles

Most people approach conflict in one of the following four ways:

1. **The Tortoise:** The tortoise is afraid of conflict and will mostly pull their head in and hide as soon as conflict develops.
2. **The Teddy Bear:** The teddy bear also doesn't like conflict and wants to be friends with everyone so will always give in during a conflict. The teddy bear will do anything to create peace and will even give up on their own needs and wants.
3. **The Shark:** The shark always wants to get their own way and they will fight to get it. The shark doesn't like to give in and will insist they are right and will force others to agree.
4. **The Wise Owl:** The owl tries to cooperate and listens to understand what is causing the conflict and searches for ways to resolve the conflict in a peaceful way, where everyone is satisfied with the outcome.

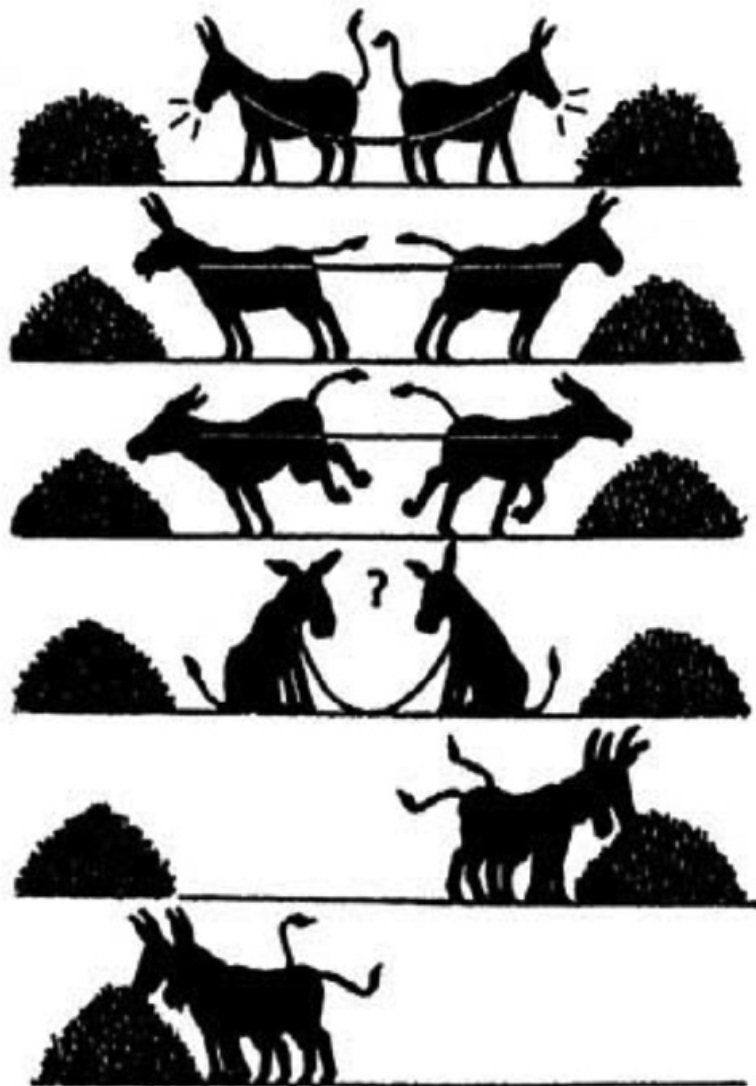
Go round your group in turn and decide which animal best matches each person's approach to dealing with conflict. Write their name in the box next to the chosen animal on the picture:





With thanks to Freepik for the images

## Activity 41: Hungry donkeys



## Activity 42: Lost in the desert

You are part of a school science field trip into a desert close to your town. You have been driving on dirt roads since sunrise and the bus driver has just admitted that he is completely lost! At 12:00 the driver attempts to cross a dry riverbed, but the vehicle is too heavy and sinks down to the axles in the river sand and becomes stuck. The vehicle is going nowhere! You have no cell phone coverage and no satellite phone. The town you were coming from is approximately 100 kilometres from where you are, but no one knows how to get back. No one back in town knows exactly where you are, and you are only expected back in three days' time.

The area around you is very dry and the daytime temperature is going to reach well over 40° C making the surface temperature over 45° C. At night, the temperature will go down to below freezing and you are all dressed in lightweight clothing. The first thing your group does is search the bus; you find twelve items that might be of use to your survival.

Your group's task is to rank on the table below the 12 items found in the bus according to their importance for survival.

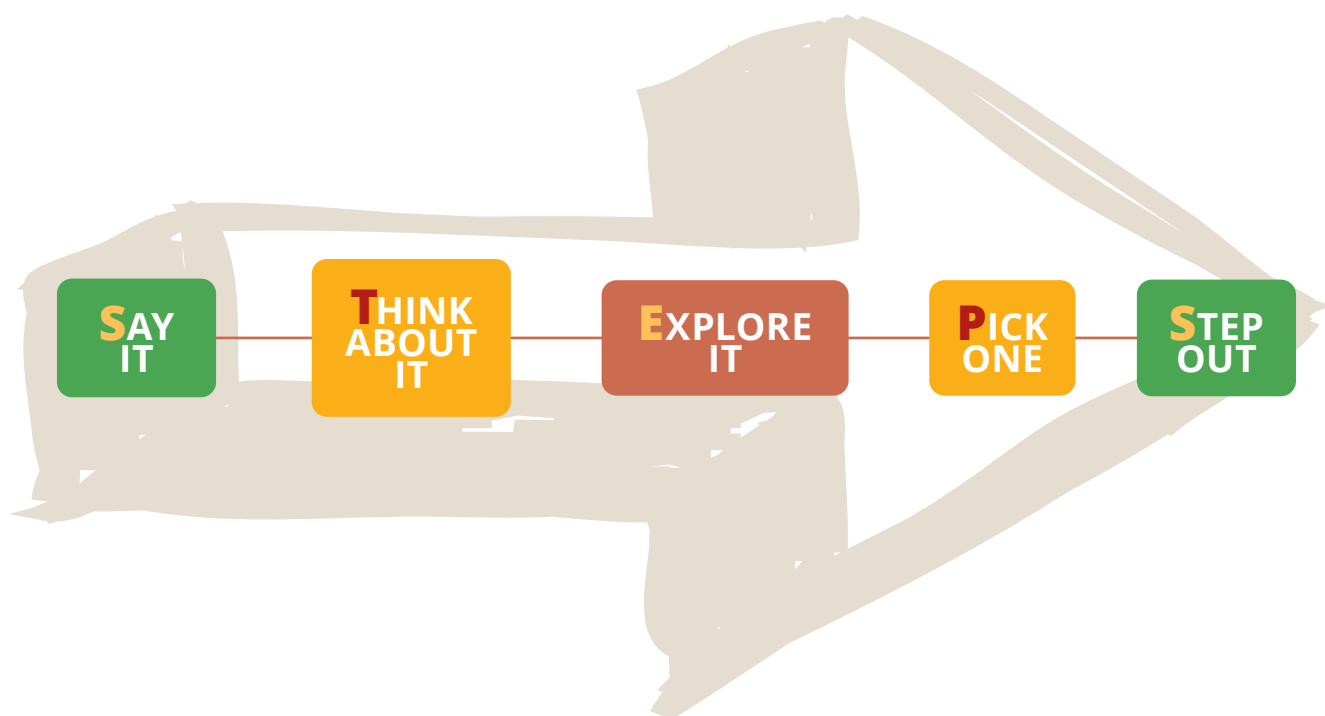
The range is from #1 which is the most important item to #12 which is the least important item for survival.

Rank	Survival Item	Rank	Survival Item
	An accurate map of the area		A large box of matches
	A magnetic compass		One 5m x 5m piece of heavy-duty plastic canvas sheeting
	The rear-view mirror from the bus		A book on the plants of the desert
	A large knife		One jacket per person
	A torch (four battery type)		One transparent plastic ground sheet per person (2m x 1m)
	A .38 calibre loaded pistol		A full two litre plastic water bottle per person

A group of survival experts compiled the following ranking: (Share this only after the group finish their ranking)

RANK	SURVIVAL ITEM	RATIONALE
12	A magnetic compass	This is not needed since you should not attempt to walk from the site of the breakdown
11	An accurate map of the area	This is not needed since you should not attempt to walk from the site of the breakdown
10	A book on plants of the desert	Hunger will not be the problem; thirst will be the greatest challenge so a book on plants is not essential
9	A .38 calibre loaded pistol	This is a dangerous item to have because of the physical and emotional stress of the group
8	A flashlight	This is mostly not needed but might be helpful to draw attention at night or for those that might need to walk out into the desert at night
7	One 5x5 meter piece of heavy-duty plastic	This provides shade during the day to prevent dehydration and to collect water at night
6	A large box of matches	This is useful to light a large fire for warmth at night, keep predators away and draw the attention of potential rescuers
5	A large knife	Since cactus is available, you can use the knife to cut the cactus and use it to get moisture to keep you hydrated
4	One transparent plastic sheet per person	This can be used to collect condensing water (dew) at night
3	A full bottle of water each	It is essential to stay hydrated until rescuers arrive
2	One jacket per person	The best thing to do is to attempt to restrict the airflow around your body to decrease the amount of water evaporation that results in dehydration and death
1	A rear-view mirror	In the sun, the mirror can reflect incredibly bright light that can be seen from 50 kilometers away and used to catch the attention of potential rescuers

## Activities 42 and 43: Step problem solving and decision making process







REPSSI

PO Box 23076, Randburg West

2167 266 West Avenue,

Cnr Republic Road Unit 2

Waterfront Office Park,

Randburg 2194, South Africa

<https://repssi.org/>

[info@repssi.org](mailto:info@repssi.org)

Twitter: @REPSSI

Facebook: [www.facebook.com/REPSSIHQ](http://www.facebook.com/REPSSIHQ)

