



# **RISING** FROM **RESILIENT ROOTS**

REVISED VERSION FOR CRS YOUTH AND ADULTS:  
Peacebuilding, Migration, Disaster Relief, Youth  
Engagement and Recovery from Violence

2020



# RESILIENT ROOTS

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**WORKSHOP PURPOSE:** To help participants find internal balance, strengthen their identity and learn new coping skills in order to increase hope and well-being in themselves and their communities.<sup>1</sup>

**TIME:** Approximately five and a half hours plus tea breaks and lunch. Do not rush the activities: give the participants time to reflect on their experiences. It usually works to plan lunch after Activity 7 is completed and begin after lunch with Activity 8.

While it is preferable to conduct the whole workshop in one day, the activities may be spread across four sessions: Activities 1-4, Activities 5-7, Activities 8-10, Activities 11-13.

Note: There is a short assessment (See pages 18 & 19) that is intended to be taken before the workshop and some weeks afterwards. Also, if Action Planning is sought as part of Activity 13, more time should be added.

**COMPOSITION OF WORKSHOP:** Allow 15-30 participants per workshop, ages 15 and older. Groups may be mixed or segregated by gender, age, ethnicity, past experiences, etc. If done separately, Activities 5-8 (“Tree of Life”) can be facilitated with a larger group of participants.

**SET-UP:** Arrange the chairs in a large circle. Ensure there is enough space on the floor for drawing or have tables available.

**MATERIALS NEEDED:** Blank name labels for all. Large flipchart-size sheets of paper for each participant plus extra. Also, pens, markers of different colors, crayons and tape, plus a small ball made from rolled paper and tape and a medium-sized basket or box. For Activity 11 you can use two small pebbles for each participant, though small pieces of paper can substitute.

**WHY THIS REVISION?** *Resilient Roots*, the precursor to this manual, was first developed as part of CRS’s Action for the Protection and Integration of Migrants in Africa project in 2018, in order to help West African migrant youth cope with the failure of their intended migration to Europe. The activities in *Resilient Roots* were adapted from other CRS workshop publications, especially [Singing to the Lions](#) with additional input from [Tree of Life](#) and [Journey of Life](#). With the original version of *Resilient Roots*, we seized upon the importance of roots as a source of inner strength—family, faith, community and birthplace. Given the enthusiastic response and the idea that this could be applied in additional settings, we adapted the concept to fit contexts of peacebuilding, youth engagement, recovery from violence, and humanitarian assistance.

# RESILIENT ROOTS

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This latest edition, [Rising from Resilient Roots](#), explores how inner healing can transform our immediate surroundings, communities and societies. Like the previous versions, it embodies three key principles from Catholic social teaching: human dignity, the common good, and option for the poor and most vulnerable. The goal remains to build a more inclusive, fair, equitable and peaceful world.

[Rising from Resilient Roots](#) is applicable to youth leaders, care leavers, faith-based and government representatives, refugees and migrants, survivors of gender-based violence, and people affected by natural or man-made disasters. It has also been used to enhance staff well-being. Depending on the focus, the group composition may be age or gender specific. Facilitators may make changes to the wording in order to make it more suitable for their particular groups.

--Lucy Y. Steinitz, Ph.D., CRS Senior Technical Advisor for Protection

## CHOOSING GOOD FACILITATORS

Two co-facilitators are desired, preferably one of whom can serve as a local resource person to provide direct follow-up or referrals for additional counseling or support after the workshop is over. No advanced degrees are needed to be a facilitator. When identifying the facilitators, choose people who are known and respected by the community—such as a teacher, beloved grandmother or nurse—and who are comfortable working with vulnerable children and/or adults. Facilitators should be:

- Energetic.
- Creative and flexible.
- Sensitive to the needs of vulnerable persons.
- Knowledgeable of the local culture and language.
- A team player able to work with others.
- Collaborative rather than competitive.
- Sensitive to the problems and emotions of trauma survivors.
- Non judgmental.
- A good listener, most of all!

**WHAT IS GOOD LISTENING?** See Appendix A

**WHAT TO DO IF A PARTICIPANT BECOMES UPSET OR DISCLOSES ABUSE.**  
See Appendix B

**SAMPLE MONITORING AND EVALUATION INDICATORS.** See Appendix C

# PART ONE | GETTING STARTED

60  
MINUTES  
TOTAL

25  
MINUTES

## ACTIVITY ONE: INTRODUCTION<sup>2</sup>

### MATERIALS

Labels for everyone to write his or her first name. A ball made of paper and tape around it, or any other lightweight ball.

### SIGN-IN

As participants enter, have them sign in and give them a label on which to write ONLY their first name or whatever they want to be called.

### A FORMAL WELCOME—WITH A PRAYER, IF APPROPRIATE

The welcome message should include a short description of the workshop goals, an inclusive prayer (that welcomes everyone who is participating) and/or a reference to CRS's mission. **This may take up to 10 minutes of the scheduled 25 minutes.**

**TO START THE WORKSHOP:** Ask everyone to stand in a circle. Toss the paper ball to one participant and ask that person to say their first name, where they come from, and something they like to do when they have free

time—such as take a walk, talk with a friend or cook a favorite food. Then that person throws it to another who does the same before tossing it to a third person and so on, until everyone is introduced.

**Then say:** *Let's find out some things that all of us have in common. Everyone who is wearing something blue should take one step into the middle of the circle.*

Give a chance for people wearing something blue to step inside the circle. Then ask them to return to where they were before.

**Then say:** *Everyone who is wearing something red should take one step into the middle of the circle.*

Continue with a few other examples such as, *Everyone who knows how to cook cassava*, or *Everyone who likes to sleep long when given the opportunity*, and *Everyone who enjoys playing football.*

End with something that you know everyone will like, such as *Everyone who wants peace and reconciliation in your country.*

10  
MINUTES

## ACTIVITY TWO PURPOSE AND GROUND RULES

**Say to the group:** *We will spend about six hours together today, doing some drawing, some sharing and some other activities. Each activity is based on a specific psychological approach<sup>3</sup> that has been adapted to this setting.*

*Everything today is voluntary. You don't have to say or do anything you don't want. But there is one important rule: everything that we hear*

*about another person in this room should stay in this room. It is confidential, meaning that it is private and should not be told to anybody else. Is that okay?*

**After the group agrees to this rule, say:** *Now, what other ground rules do you want to set for our time together today?*

Write the group suggestions on a flip chart.



25  
MINUTES

## ACTIVITY THREE: CHANGE THE CHANNEL

**Say to the group:** *We will begin by learning that we can change the way we feel by the changing the way we think. This first exercise is called **Change the Channel**. To understand how this exercise works, you must understand that our bodies and our minds constantly communicate with each other. Our bodies do the feeling and our minds do the thinking, and they are connected in our brains.*

*We can use a computer analogy to explain how this works. In this analogy, our bodies are the computer hardware—it is the feeling part. By contrast, the mind contains a variety of different software programs. These software programs are the thinking part and they contain our memories, ideas and different thoughts.*

*Both the hardware and the software are necessary, and they work together. If we switch software programs or plug something different into the hardware, the whole computer is affected. It is the same with thinking and feeling, especially the feeling of emotions like feeling happy or sad. If we change one, the other is affected.*

*Each one of us has the power to change the way we think, and therefore to change the way we feel. The reverse is also true, as we shall experience in this activity.*

**Then say:** *Sometimes, feeling fear or thinking about bad things is helpful because this can protect us from danger.*

*Ask if anyone has an example to share... (One example might be that the feeling of fear makes us more alert when we are in a new place..)*

**Then say:** *But when we are in a safe place, we do not want these thoughts or feelings. The good thing in a safe place is that when*

*someone tries to make us feel bad or fearful, we don't have to feel that way. By changing the way we think about something, we can change how we feel.*

*Ask for examples from participants of ways they can change their feelings when someone else does something that makes them feel bad.*

**Then give this example if it is not mentioned:** *If we think we are worthless, we will feel sad. If we think we are smart or talented, we will feel good. The reverse is also true: If we change our feelings, we can change our thinking. Can anyone give us an example?*

**You may suggest:** *If we feel happy and are enjoying life, we think happy thoughts.*

**Then ask the group:** *Would anyone like to briefly share an experience when you were able to change the way you felt because you deliberately changed the way you thought?*

*Take up to two examples. Then ask everyone to stand up and form a circle.*

**Then say:** *Now let us think of ourselves as radios or televisions, with many channels. When you think of a television or radio, what channels do you like best?*

*Ask respondents to show or act out what their favorite channel looks like, for example a sports channel or a music channel. If there is time, have each respondent do this in turn, one by one.*

**Then say:** *Now imagine that you are alone in a room with a radio or TV and there is a program on that you don't like. What do you do? You change the channel. You can do the same thing inside your head, inside your thinking. Every time we change the channel, we feel different! So, let's do that now. Let's just change the channel!*



Demonstrate a movement that represents changing the channel, such as wiggling your shoulders while taking a big step to one side. Then have everyone do the same.

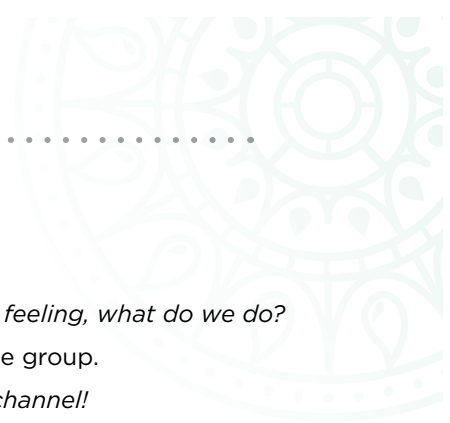
**Then say:** *Try it again: Just change the channel. And one more time: Just change the channel.*

*Wait for the group to try different movements to “change the channel.”*

**Then say:** *Now let’s all show these channels, that may be inside your head. Let’s act them out together:*

- *The happy channel (have everyone smile broadly).*
- *The angry channel (have everyone make an angry face).*

- *The sports channel (have everyone act out their favorite sport).*
- *The fear channel (have everyone make a scared face).*
- *The dance channel (have everyone dance).*
- *The love channel (have everyone make kissing noises).*
- *The run-away channel (have everyone act like they are escaping).*
- *The peace channel (have everyone demonstrate what they think peace looks like).<sup>4</sup>*



**Then ask the group:** *What's your favorite channel inside your head so far?*

Let participants respond.

**Then say:** *Every time we change the channel, we feel different! So, let's do that now. Just change the channel!*

Have everyone do the movement.

**Then say:** *Think of something that makes you feel happy or makes you feel at peace. Maybe it is seeing the sunshine in the morning or eating a good meal. See it in your mind. Feel it with your hands. Hear it. Smell it. **What we think, changes how we feel.** So, just change the channel! It's the happy channel! Or, it's the peace channel! So, when the anger channel or fear channel comes on, say to yourself, "This is how I feel. I am angry now. Or I am scared now. But do I want to hold onto this feeling for a long time? Does it help me?" So, when we are*

*ready to let go of that feeling, what do we do?*

Get responses from the group.

**Say:** *Just change the channel!*

Have everyone do the movement.

**Discussion:** Lead a brief discussion about how everyone is feeling after the activity. Then ask everyone how they will use this skill in their life. Take enough time to get some examples from the participants.

**In summary, say:** *Often we can't change our situation, but we can change how we react to it. We can change the channel!*

Do the special movement with everyone.

**Say:** *There are many ways to react to a situation and that is why we have several channels that we can change. So, what do we do? We change the channel!*

Again, do the special movement with everyone.



## ACTIVITY FOUR GROUNDING EXERCISE

This grounding exercise helps people focus their thinking and can be very calming. It can be inserted at any time if participants seem restless or anxious.

**Say to the group:** *When we have strong feelings about things, it is important for us to feel like we are connected to the earth. This grounding exercise helps us do that. It is another way to change the channel. Sit comfortably on your chairs and keep your eyes open. Now follow my instructions.*

**Then say softly, pausing briefly after each sentence:** *Quietly to yourself: name four things you can see. Name four things you can hear.*

*Name four things you can touch. Touch them. Name three things you can see. Name three things you can hear. Name three things you can touch. Touch them. Now name two things you can see. Name two things you can hear. Name two things you can touch. Touch them. Now name one thing you can see. Name one thing you can hear. Name one thing you can touch. Touch it.*

*Now, Take a big breath in and let it out slowly. Take another big breath in and let it out slowly. How do you feel?*

Let participants respond before moving on to the next activity.

## PART TWO | FROM ROOTS TO A TREE

3  
HOURS  
TOTAL

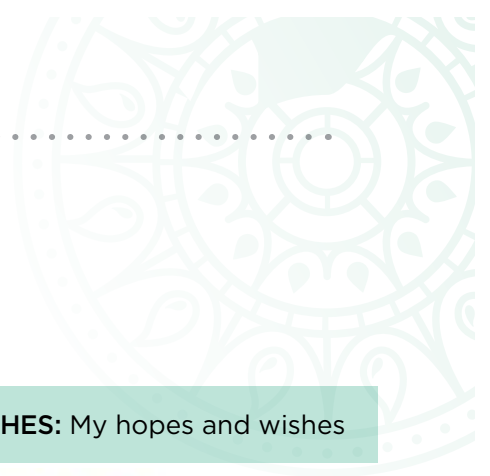
10  
MINUTES

### ACTIVITY FIVE DEMONSTRATION

**Say to the group:** *This activity teaches us about our roots, where we come from and who we are. It teaches us about our strengths so that we can be more confident and powerful. It also shows us our branches, where we are going with our lives.*

1. *Everyone stand up and be a tall tree. Show me how you can make your body into a tall tree.*
2. *What is at the bottom of the tree that goes into the ground? (Pause for responses.) The roots. Show me the roots. What are the roots of the tree for? (Pause for responses.) Feel the roots of the tree. Let your legs and feet stretch deep into the ground and make you strong.*
3. *Going up the tree, what is next? (Pause for responses.) The trunk. Show me the trunk. What is it for? Feel the strong trunk of the tree. It has its good years and bad years, but it keeps growing. It grows taller and taller over the years and moves the tree toward the sky.*
4. *And what part of the tree reaches up into the sky? (Pause for responses.) The branches. Show me the branches of the tree, reaching to the sky. What are the branches of the tree for? They carry fruit, so nice to eat, and leaves to give us shade.*
5. *And now show me the leaves of the tree. What do they do? They keep us cool in the heat of the afternoon.*
6. *And now show me the fruit of the tree. So nice to eat on hot days.*





**LEAVES:** My talents, skills and achievements

**BRANCHES:** My hopes and wishes

**FRUIT:** What is good in my life now



Difficult times in my life

Good times in my life

**HARMFUL INSECTS:** What stops me from achieving my hopes

**ROOTS:** Where I come from



## ACTIVITY SIX

### DRAWING THE TREE

**Say to the group:** *On a large piece of flipchart paper each of us will draw our own tree.*

Distribute a large piece of flipchart paper to each participant, sharing out the colored pens and markers. Then show the cover picture of the TREE OF LIFE to the group. If you have a co-facilitator, she or he may draw each part of the tree as you speak.

**Then say:** *This is your TREE OF LIFE. It is divided into three parts: the ROOTS, the TRUNK, and the TOP, which consists of the branches with their leaves and fruit. Follow my instructions and we shall our trees together.*

You will need to ask specific questions for each part of the tree. Wait until the participants have completed that section of the drawing before moving to the next set of questions. Remind them not to draw other parts of the tree until you describe how each section should be done. Walk around the room and observe the tree drawings to ensure that the participants understand. Do not rush the activity.

**Then say:**

1. *Draw the ROOTS and write where you come from, and where your parents, relatives and ancestors come from. What town or village do you come from? What town or village do your parents come from? What town or village do your grandparents come from? These are your roots. Roots can also be the people who have loved you and helped you in your life. No matter where you travel in life, your roots are in this ground, in this place.*

Pause while participants complete their drawings.

2. *Now draw the TRUNK. On the right side of the tree write down some of the good events in your life. What made you happy? What are the times you celebrated? On the left side of the tree, write about some of*

*the difficult times in your life. If you had a very difficult time in your life, you can show it as a scar on the tree or a broken branch. Imagine yourself climbing the tree, from the roots to the trunk and now the branches.*

Pause while participants complete their drawings.

3. *Now draw the BRANCHES. On the branches, write your hopes and wishes for the future.*

Pause while participants complete their drawings.

4. *On the LEAVES, write your talents (what you are good at), skills (what you are able to do), and achievements (what you have accomplished).*

Examples to give the group: I am strong; I am good at taking care of others; I am a good listener.

Pause while participants complete their drawings.

5. *On each branch draw the FRUIT—the fruits are the good things in your life right now. The fruits can also be people who help you, love you or inspire you now, such as teachers, religious leaders, even someone you have never met.*

Pause while participants complete their drawings.

6. *Finally, draw the HARMFUL INSECTS that are the obstacles in your life. These are the things in your life that stop you from achieving your hopes. They may also be the beliefs about yourself that interfere with your growth, such as thinking you are worthless or stupid. Just remember: harmful insects do not have to be permanent. They can be removed or overcome.*

Pause while participants complete their drawings.



## ACTIVITY SEVEN

### THE SHARING

#### INFORMATION FOR THE FACILITATOR

The objective of The Sharing is for participants to develop a positive view of themselves and to build hope for the future, based on their skills, achievements and what they have learned from their lives so far, despite its difficulties and disappointments. The Sharing should be done at least twice, preferably three times—the first time with guided questions and the second and third times without.

Have the participants sit in pairs, preferably with someone they don't know so well. Give them enough time—at least eight minutes for each person—to tell the other about his or her tree, starting from the roots and working upwards. If there is an odd number of participants, a facilitator or another adult should join as a participant. This is an important part of the activity, as much of the therapeutic value inherent in TREE OF LIFE occurs during these listening and telling segments.

**NOTE:** Remind participants that sharing one's story is voluntary: they should only share what they are comfortable letting the other person know. Also reinforce that, "what is said in the room, stays in the room." At any time, if you sense that participants are feeling a bit restless, you can interject a quick energizer or deep breathing activity. See ACTIVITY 9 for instructions on deep breathing.

#### FIRST SHARING

To guide this sharing, you should ask participants to describe their tree to the other member of their pair, using the prompts provided. You will say each prompt twice: the first time you say a prompt, one person tells about his or her tree. When that person is finished you say the same prompts for the second person to do the telling. Remind participants that it is important to listen carefully to the other person without interrupting, until that person is finished. Allow enough time for participants to finish before moving to the next part of the tree.

#### PROMPTS

- **Say:** Tell about your Roots, where your parents lived when they were growing up and the home of your ancestors.
- **Say:** Tell about the Trunk. What are the times or events you have found to be difficult in life and those that have been good?

- **Say:** What lessons have you learned from these experiences?
- **Say:** Do you have Insects on your tree? What do they represent? These are things you have to watch out for in the future.
- **Say:** What about your Leaves and Fruits? Who are the important people in your life? How have your talents and skills helped you in your life? (For example, you may say: patience has helped me to get through difficult times until things change for the better; when I don't know what to do, I seek help from others; in the face of misery I can laugh and that helps me find a solution.)
- **Say:** Finally, describe your Branches that reach up to the sky. These are your hopes and wishes for the future. What are the messages of hope in your life—when life gets hard, what do you tell yourself to continue on?

**NOTE:** If a participant becomes upset while telling their story, have the one of the facilitators meet with the individual during this session. If several people are upset by what another person is saying, have everyone come into a circle and hold hands or stand close. You should emphasize that in this workshop we are all together. We all have pains and joys in our life, and we share them here. A referral for counseling or follow-up support may be provided, as needed.

After the sharing, ask for some feedback: *How are participants feeling? Was this difficult to do, or easy?*

Get a few responses before moving on.

Explain that we will be doing this again with a new partner, giving about 8-10 minutes for each participant, but this time without the prompts. Encourage participants to tell their stories deeply, starting from the Roots and working upwards.

## SECOND SHARING

### 8-10 MINUTES PER PERSON

Ask participants to find a new partner—again someone they don't know very well. One partner in the pair should speak first, sharing the same way they did before, but going a bit deeper into what they share, if they are comfortable. Remind participants that they should listen with full attention. After each person is finished, the other can ask questions. After 8-10 minutes, ask the pairs to switch speakers.

At the end, ask the group for some feedback: *How are participants feeling? Was this more difficult to do compared to the first sharing, or was it easier?*

Get a few responses before moving on.

## THIRD SHARING

### 10-12 MINUTES PER PERSON

Explain that we will be doing this one more time with a new partner, giving about 10-12 minutes for each participant.

Ask that participants find a new partner who may be different in age or gender or where she or he is from. Encourage everyone to tell

their stories even more deeply—about 10-12 minutes each—starting from the Roots and working upwards.

After the participants are finished, ask the group for some feedback: *How are participants feeling? Was this more difficult to do compared to the second sharing, or was it easier?*

## CLOSING THIS ACTIVITY

After all the sharing, ask everyone for feedback.

**Examples of questions you can ask:** *How are you feeling? Did you hear some themes or about some experiences that were similar to yours? Do you feel different now than when you started this workshop a few hours ago? In what way? Does anyone have any other comments or questions?*

Explain to participants that they are free to tell their own stories to other people, as much or as little as they want, but remind them that the stories they heard from other participants should remain confidential.

**Then conclude by saying:** *We all have fears, and bad things can happen to any of us. But we are not alone. We are connected to others. We have so much in common. We all experience happiness and pain. All of us have had disappointments and we suffered in some way.*

*But that's not all. In addition, we all have skills and strengths to help us overcome obstacles. We all come from somewhere; we all have roots that remind us of who we are. We share the same soil and water. And like a tree, we can heal ourselves and if our branches—our hopes—are cut, we can grow strong, new ones.*

*We can draw our strength from those who came before us, from our faith, from our families, friends and teachers, and from the people who have helped us as we grow.*

Ask for comments. Then continue.

**[A break may be taken at this point, allowing participants time to eat and refresh themselves.]**



## ACTIVITY EIGHT THE WALKING

**To begin, ask the group:** *What can happen if a tree stands alone in a field and suddenly there is a big storm? Spend a couple moments getting information about what can happen. For example, the tree can lose a few branches. It can lose all its leaves. It can fall down or die. Then, ask participants to hang up their tree pictures next to each other on the same wall.*

Invite participants to look at each of the trees, in a kind of gallery walk. Allow enough time for this.

**Say:** *Let us walk up to the forest and look at each other's trees. What do you see?*

Encourage various answers. You can mention that the trees look like they are different species and also that their roots/identities don't show above ground. Yet, they still stand straight and tall next to each other. Or you may explain how real trees communicate with each other through their roots and through the

chemicals or scents they emit in order to ward off pestilence and other dangers.

**Then say:** *When our trees hang together, they form a forest. See how big and strong our forest is. See how well our trees form a unit—a community of trees. We are not alone. When there are a group of trees together, they protect each other. If there is a storm in a forest, some of the trees may still get hurt, but overall the forest will survive. Our trees are all different, but in many ways they are alike. And they can all support each other.*

*This is also true for people. We are different but we are also the same. Our lives are like a part of a forest when we all support each other and grow together, connected in ways that makes us stronger.*

Ask for comments. Then ask for everyone to sit down.



## ACTIVITY NINE DEEP BREATHING

These exercises can be used at any time during the workshop or afterwards. For this activity, pick one exercise to do now. *(Alternatively, substitute a longer mindfulness meditation of your choice.)*

### PUMP-BREATH EXERCISE

**BREATHE!** *In this exercise you are like a water pump. Put your fists next to your shoulders, facing outwards with your arms bent. Breathe in, push arms up straight up over your head, fists into the air. Exhale, pull fists back to shoulder height, saying the word "Ho!" Do this rapidly three times and you will feel energized.*

### FULL-BELLY BREATHING EXERCISE

**BREATHE!** *Put both your hands below your belly button. When you breathe in, feel your belly expand and get bigger. When you breathe out, feel your belly get flat again. Do this exercise three times. Say to yourself "BIG*

*Belly!" when you breathe in and "SMALL Belly!" when you breathe out. Feel your feet on the floor. Feel your breath in your belly. How do you feel?*

### LONG-BREATH EXERCISE

**BREATHE!** *Take a deep breath in to the count of three, and now breathe out slowly like you are breathing out through a straw or whistling silently to the count of four. Let's do it again. Feel your feet on the floor, take a deep breath in to the count of three and breathe out slowly to the count of four. Just concentrate on breathing out slowly. How do you feel?*

## PART THREE | CLOSING

90  
MINUTES  
TOTAL

30  
MINUTES

### ACTIVITY TEN

### VISION OF PEACE<sup>5</sup>

Divide participants into groups of four to eight people. Give each group one large sheet of flip chart paper and some colored markers.

**Begin by saying:** *Sit comfortably and lightly close your eyes. Visualize in your mind what PEACE looks like to you. What are you seeing? What are the different colors that you see? Are there people, and who are they? What are they doing? As a woman or as a man, or as a young person or an old person, how do you see yourself fitting into this picture?<sup>6</sup> Stay quiet for a few more moments and enjoy your vision.*

Explain that, within each group, every member should briefly share one or two things that were part of their own VISION OF PEACE.

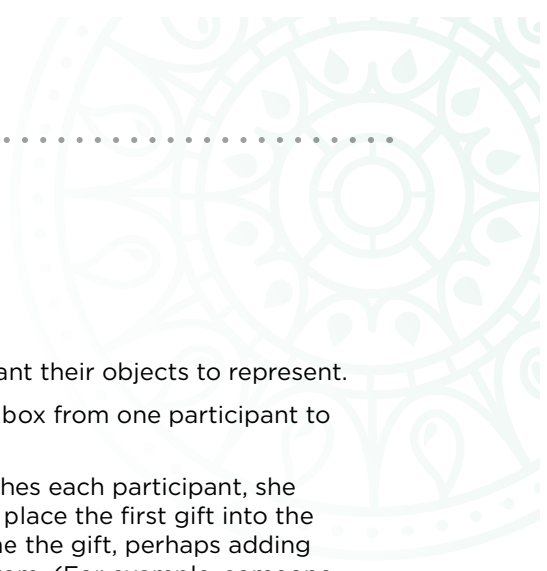
Once the sharing is completed, each group should decide how they want to combine these ideas to come up with a common VISION OF PEACE. Instruct each group to draw their common vision on their paper. Give each group 15 minutes for this part of the activity.

**Then say:** *Now it is time to share our group visions.*

Allow each group to shares for 2-3 minutes each.

**Then ask:** *What common elements do you see in all these pictures? How does that feel? What can we learn from this activity?*





30  
MINUTES

## ACTIVITY ELEVEN

### THE GIFT BOX

#### DIRECTIONS

If the number of participants is small, everyone can do this activity in one circle. If the number of participants is large, ask that each group from ACTIVITY 10 conduct this activity just among themselves, or with one other small group.

Note that if the workshop focus is on peacebuilding, ask that the second gift—the one that each individual wants to give away—should contribute to building peace. Adaptations for the second gift can also be made if the workshop focus is on youth engagement or recovery from past violence or disaster. You will need small pebbles or small pieces of paper, and a box or basket for each table/group.

1. Ask every participant to pick up two small objects (e.g. pebbles or rolled paper) to put into the gift box. Explain that the first small object represents a gift that you received as a child or youth from someone else. Explain that you are not talking about a material gift, but rather a gift of inspiration or another kind of support. The second small object represents the gift that you want to give someone else in the future or to a community. Make sure to give participants time to think

what they want their objects to represent.

2. Pass the gift box from one participant to another.

When it reaches each participant, she or he should place the first gift into the box and name the gift, perhaps adding who it was from. (For example, someone may say, Courage from my father.)

3. Ask participants to repeat the exercise naming the second gift as well. Ask participants to be as specific as possible. (For example, someone may say, I will help guard the water pump so no one has to be afraid to gather water in my village.)
4. Ask for feedback.

**Ask:** *How did you feel about the activity? What have you learned from this exercise?*

**Then ask:** *How can we use what we learned to strengthen relationships and build social cohesion between each other within our own group—and also in the community-at-large, across different groups?*

5  
MINUTES

## ACTIVITY TWELVE

### DEEP BREATHING

Repeat from ACTIVITY 9, the same breathing practice or another one.

To conclude, go around the circle and ask every participant to mention one thing they learned or the enjoyed in the day's activities. (Do not force anyone to speak if that person does not want to.)

**25**  
MINUTES

## ACTIVITY THIRTEEN

### ENDING / NEXT STEPS

To conclude, go around the circle and ask all participants to mention one thing they will do differently in their lives, based on the day's activities. (Do not force anyone to speak if that person does not want to.)

Alternatively, divide participants according to where they came from and ask them to come up with a shared commitment about how they will

follow up as a group, based on this workshop. If a fuller action plan is wanted, this will take a little longer so more time should be set aside.

Thank everyone for coming. Tell the participants they can take their trees with them, if they want.

## APPENDIX A

### WHAT IS GOOD LISTENING?

What do we mean by good listening?

- Maintaining eye contact with the other person, as culturally appropriate.
- Showing understanding and compassion or care, non-verbally.
- Putting oneself in the other person's place to understand facts and feelings.
- Not telling the other person about your own feelings and problems.
- Not interrupting.
- Not giving suggestions or advice.
- Asking open-ended questions.
- Restating the most important facts and feelings you heard.
- Not judging, showing respect.
- Asking questions that seek the other person's strengths.
- Using silence when appropriate.





## APPENDIX B

### WHAT TO DO IF A PARTICIPANT BECOMES UPSET OR DISCLOSES ABUSE.

If a participant becomes upset, you may suggest that she or he steps to the side. If there are two facilitators present, one of you should accompany that person, just stand nearby to help her or him feel secure. If there is only one facilitator, you may suggest the person sits towards the side of the room, but do not leave the person alone. Return to the individual as soon as possible. Depending on local culture, you may place a hand gently on the participant's hand or shoulder. Be sensitive to the person's sense of safety and protection by not going to a private room—especially if you are of a different gender—and by not adding pressure in any way. It is important to be patient and just listen.

If a participant tells a facilitator that she or he has been, or is being, abused or exploited, immediately offer your emotional support and do what you can to protect the individual's dignity and self respect.

To begin, this means making sure you are fully focusing on the individual, with no distractions. Listen carefully and give the person time to tell her or his story as completely as the individual wants. Don't interrupt, as she or he might not speak about it again. Don't add more pressure by asking many questions. Be patient and listen with sensitivity. The empathy and sense of caring that you offer can strongly influence the individual's ability to recover from this abuse in the future. But do not make any promises that you cannot keep, including about confidentiality.

Your immediate response can be summarized in five messages that are important to

communicate. Although these statements don't need to be said in exactly these words, it is good for you to memorize them so they can be recalled easily if the need arises:

1. *I believe you.*
2. *I am glad you told me.*
3. *I am sorry this has happened to you.*
4. *It is not your fault.*
5. The fifth message is more complicated, depending on whether the individual was a child or an adult when the abuse happened. In the case of a child, reporting to the police is generally mandatory in accordance with local laws. Depending on when this happened, he or she may also require medical attention. To a child, you can say either:
  - a) *I need to tell someone else who can help you.* This might be someone like a family member, aunt or police.
  - b) *Let's go together to one of the people or places that can help you*

For adults, you may also encourage reporting to the police, and you should refer the individual for additional support—for example to the local hospital or clinic for medical assistance, to a religious leader or counselor for psychosocial support, or to another organization that may have trained staff who can assist.

If the individual discloses abuse or exploitation by someone from your organization or partner NGO, you are obliged to report this case via your own organization (e.g. at CRS to the Country Program or via [Ethics Point](#)).

# APPENDIX C

## SAMPLE MONITORING AND EVALUATION INDICATORS

Recommended Workshop Evaluation Indicators

check: Male\_\_\_\_ Female\_\_\_\_

**GOAL**  
 Participants feel increased internal resilience and contribute to positive change in their families and communities.

**STRATEGIC OBJECTIVE 1**  
 Participants experience increased internal resilience

**INTERMEDIATE RESULTS 1** (1.A) Participants feel an internal balance (homeostasis) in their lives.  
 (1. B) Participants feel connected to other people, for example to family members, friends and/or people in their communities.

<b>OUTPUT STATEMENTS</b>		<b>NOT TRUE</b>	<b>HARDLY TRUE</b>	<b>MODERATELY TRUE</b>	<b>EXACTLY TRUE</b>	<b>DON'T KNOW</b>
Read each statement and determine whether it is “Not true”, “Hardly true”, “Moderately True” or “Exactly True” for you. Circle the most appropriate response.	It is easy for me to stick to my aims and accomplish my goals. <sup>7</sup>	1	2	3	4	
	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4	
	I can solve most problems if I invest the necessary effort.	1	2	3	4	
	I can remain calm when facing difficulties because I know I can rely on my coping abilities.	1	2	3	4	
	I know there are people in my life who care about me.	1	2	3	4	
	I feel I can contribute to promoting a more peaceful and inclusive society.	1	2	3	4	

TO STAFF:

*Frequency of data collection: Data should be collected before the workshop is held (T1) and again after the workshop has been completed (T2). It is strongly recommended that T2 be conducted several weeks after the completion of the workshop.*

*Analysis: Each statement may be analyzed separately or all six items can be calculated for an overall score.*

*To calculate the score for each individual statement, add up all the scores under “Strategic Objective 1 for all participants” and divide by the total number of participants. This will give you the mean or average response for each separate statement. Remember that if a participant answers EXACTLY TRUE, the response receives 4 points, MODERATELY TRUE receives 3 points, HARDLY TRUE receives 2 points, and NOT TRUE is 1 point.*

*To calculate the overall average score under Strategic Objective 1 for each individual each individual, add up the responses for all six statements. Then add up all of the individuals’ total scores and divide by the number of participants. It is important that each individual respond to all of the questions, if you want to calculate the overall average score. If a participant answers DON’T KNOW remove that statement when calculating an overall average score. To compare responses by gender, separate all male respondents from all female respondents and calculate separately.*

*To determine a change in scores before and after the workshop, compare the scores at T1 to the scores at T2.*

(continued next page)

## SAMPLE MONITORING AND EVALUATION INDICATORS (cont'd)

Workshop location and date \_\_\_\_\_ current date \_\_\_\_\_

### GOAL

Participants feel increased internal resilience and contribute to positive change in their families and communities.

### STRATEGIC OBJECTIVE 2

(2.A) Workshop participants take actions that contribute to positive change in their families and communities.

### INTERMEDIATE RESULT 2

(2.A) Participants are involved in activities with government officials and/or other local groups that respond positively to their own and their community's needs.

### OUTPUT STATEMENTS

After the workshop (T2) only.

TO STAFF: Short description of activities and/or significant changes several weeks *after* the workshop only.

## ENDNOTES

1. By finding Internal balance, we mean achieving a state of subjective well-being that helps the person function at an optimal level; feeling generally positive about her/himself. This is often achieved by increased resilience (hence the title, *Rising from Resilient Roots*), which helps the person use mental processes and behaviors to cope with current or past difficulties in ways that protect the person from serious health problems or other negative effects.
2. If participants have not filled out the M&E Assessment (8 indicators) prior to the workshop, this can be done now. See Appendix C. The same Assessment should be undertaken 2-3 months after the workshop.
3. Facilitator's note: Activities in this workshop are based on principles of cognitive behavior therapy, interpersonal and narrative therapy, visualization, artistic expression and mindfulness.
4. Can be changed to the youth channel, to the calm channel, etc. – with accordant actions.
5. Note: this activity can be changed to: Vision of NON-VIOLENCE; Vision of RECOVERY, Vision of YOUTH LEADERSHIP, etc.
6. This can be changed, you may also say “As a Muslim or as a Christian” or mention the different ethnic groups in the area.
7. Indicators 1-4 are from the General Self-Efficacy Scale (GSE)/short form.  
See: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3578200/>

## ACKNOWLEDGEMENTS

*Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives*, by Jonathan Brakarsh with Lucy Steinitz, CRS, 2017 ([crs.org/our-work-overseas/research-publications/singing-lions](https://crs.org/our-work-overseas/research-publications/singing-lions)) with additional input from *Tree of Life: A workshop methodology for children, young people and adults Global edition, REPSSI and CRS, 2016* ([crs.org/our-work-overseas/research-publications/tree-life-andrepssi.org](https://crs.org/our-work-overseas/research-publications/tree-life-andrepssi.org)) and *Journey of Life: A Community Workshop to Help Caregivers and Children in Need, REPSSI and CRS, 2018* ([crs.org/our-work-overseas/research-publications/journey-life-community-workshops-support-caregivers-and](https://crs.org/our-work-overseas/research-publications/journey-life-community-workshops-support-caregivers-and))

Artwork by Marika Matengu.



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