

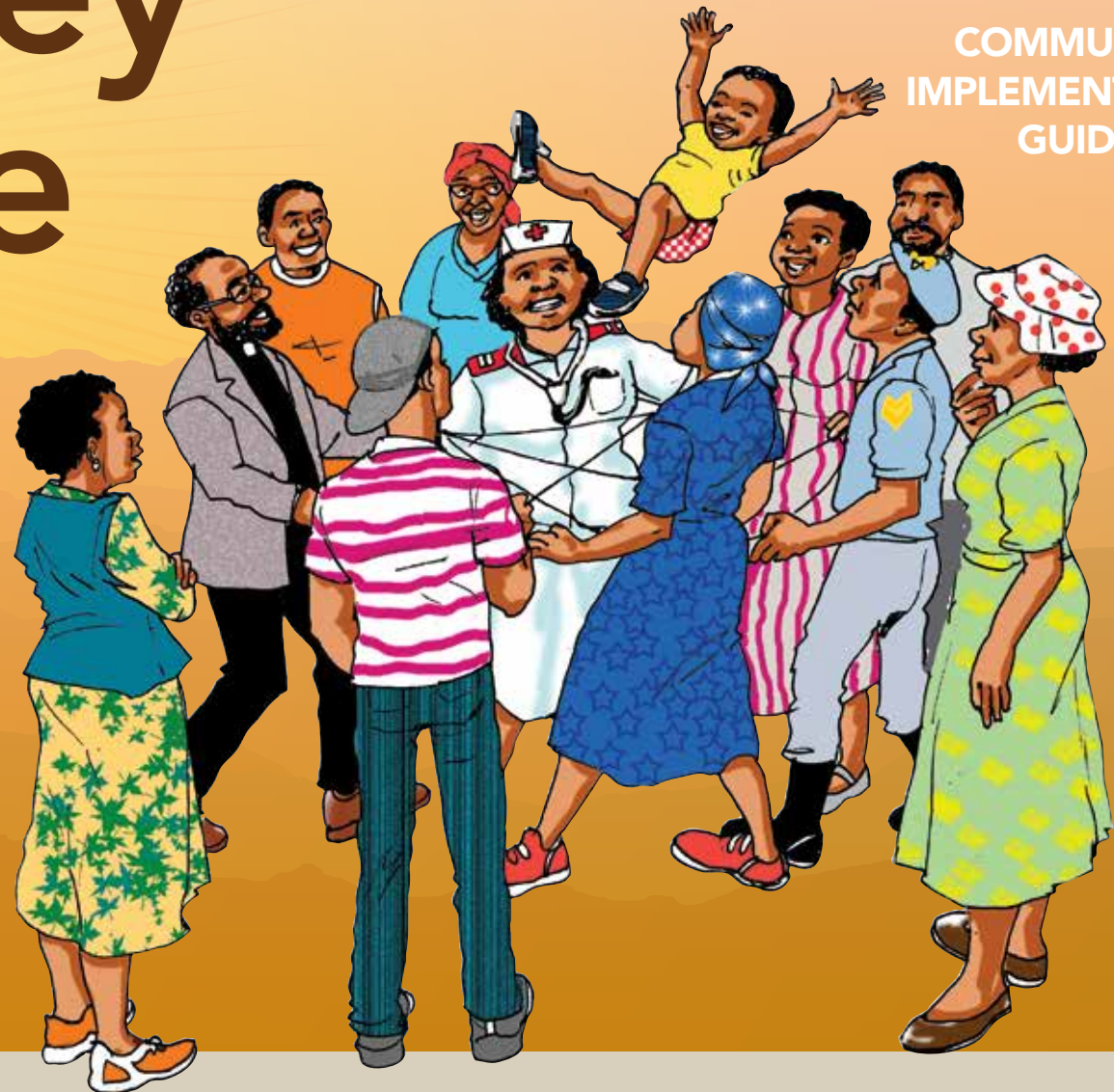
THE Journey of Life

COMMUNITY WORKSHOP
TO SUPPORT CHILDREN



COMMUNITY
IMPLEMENTATION
GUIDE

ACTION
WORKSHOP 9:
**PROTECTING
OUR
CHILDREN
FROM ABUSE**



SEE
BACK COVER
FOR FULL
SERIES

Each workshop comes in both a Facilitator Training Guide (FTG) and a Community Implementation Guide (CIG) – Make sure you have the right version.

CIG
9

3rd Edition (for a Global Audience), December 2017





REPSSI (the Regional Psychosocial Support Initiative) is the leading African psychosocial support non-profit organization. It was founded in 2002 and operates in 13 countries across East and Southern Africa, with its head office in South Africa.

REPSSI partners with government ministries (particularly the ministries responsible for social services, education and health), development partners, international organisations, NGOs and CBOs. We provide support to our partners who strengthen the capacity of communities and families to care for and protect their children and youth. Our partners collectively reach at least two million children per year.

REPSSI promotes an enabling environment for communities and families to preserve and nurture the psychosocial wellbeing of boys and girls.

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Catholic Relief Services (CRS) was founded in 1943 by the Catholic Bishops of the United States to serve World War II survivors in Europe. Since then, we have expanded in size to reach 100 million people annually in over 100 countries on five continents.

Our mission is to assist impoverished and disadvantaged people overseas, working in the spirit of Catholic social teaching to promote the sacredness of human life and the dignity of the human person. Catholic Relief Services works in partnership with local, national and international organizations and structures in emergency response, agriculture and health, as well as microfinance, water and sanitation, peace and justice, capacity strengthening, and education. Although our mission is rooted in the Catholic faith, our operations serve people based solely on need, regardless of their race, religion or ethnicity. Within the United States, CRS also engages Catholics to live their faith in solidarity with the poor and suffering people of the world.

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The Journey of Life Series

The Journey of Life (JOL) series is a community mobilization tool which facilitates community conversations and action planning about important issues. The JOL community conversations bring together diverse groups of people to engage in a dialogue about a vision and priorities for improving child wellbeing in the area. The basic methodology is as follows. A group of stakeholders look at a picture, discuss it following a series of prompts, then reflect on a series of key learning points (intended messages of the pictures). The pictures used in this guide tell a story. People talk about the story and how it applies to their own lives. A picture is a useful way to allow groups of people of any educational level to share their knowledge and skills and to develop strategies to improve their lives. Participants share what they think and feel, and listen to what others think and feel. Differences of opinion are respectfully listened to. The goal of the conversation is not to reconcile the differences, but to listen to and appreciate each viewpoint, looking for areas of common ground that lead to specific recommendations on the issues that the conversations focus on. The people who participate in

a community conversation can all live in the same community, or they may be a community who work together at the state or local level on behalf of young children and their families. These conversations encourage the transfer of knowledge and skills within a community and between communities.

Why this is called an action workshop?

Journey of Life Action Workshops are called action workshops (as opposed to JOL awareness workshops) because they result in an action plan in which the community stakeholders develop a plan to address the issue under consideration.

The Journey of Life Action workshops include:

Action Workshop 1: Community Parenting

Action Workshop 2: Supporting Grieving Children

Action Workshop 3: Lessons from Life

Action Workshop 4: Social Connectedness

Action Workshop 5: Making our Communities Safer

Action Workshop 6: Children with Disabilities

Action Workshop 7: Ending Child Marriage

Action Workshop 8: Ending Human Trafficking

Action Workshop 9: Protecting our Children from Abuse

The Community Implementation Guide and the Facilitator Training Guide

There are two guides regarding Protecting our Children from Abuse. The one is the Community Implementation Guide (this one) and the other is the Facilitator Training Guide. They are very similar and as the names suggest, the Facilitator Training Guide prepares facilitators to implement the community conversation with stakeholders of the community.

The Community Implementation Guide is to facilitate the actual community conversation with community members.

Structure of guide

The guide is structured in sessions that are made up of different activities. Each activity begins with a picture, followed by discussion (points) and then learning points. The facilitator is given instructions on what to do and as the length of time recommended for each activity.

Participants

Participants should include parents, caregivers, police personnel, community workers, teachers and religious leaders.

Time

At least 10 hours spread over 2 days should be set aside for this action workshop.

Outcomes

1. A community conversation about the causes of child abuse
2. A community conversation about the effects of child abuse
3. A community conversation about ways to end child abuse
4. A community conversation about ways to support children who have been affected by child abuse
5. A community plan of action to end and address child abuse

Place

The manual has been designed for use during formal or informal community gatherings.

Introduction

Child abuse hurts

Child abuse is any behavior that harms or is likely to cause harm to the safety, health and wellbeing of a person under 18 years of age.

Child abuse can occur in a family by a parent, family member, guardian, caregiver, by an institution or in a community setting. Sometimes children also abuse other children. The perpetrator may or may not be known to the child. Children with disabilities and those living in an institution are particularly vulnerable to abuse.

Child abuse is not confined to any one group or social class, but cuts across all ethnic, religious, social and economic backgrounds.

It is not always easy to find out if a child has been abused, because often that child fears telling anyone about it. Signs and symptoms of child abuse can be emotional, behavioral

or physical depending on the type of the abuse. Neglect is a common type of abuse and also causes harm over time. Other types include child labor, harmful traditional practices and bullying by adults or peers.

Possible indicators of abuse include but are not limited to:

- The child has not received medical attention for an injury or illness, although this was brought to the parents' attention.
- The child is young, but lacks adult supervision.
- The child appears frightened of the parent/guardian/caregiver.
- The child acts in a way that is inappropriate to his/her age and development.
- The child shows sudden changes in behavior.
- The classroom teacher uses harsh physical discipline if a child misbehaves.
- You learn of domestic violence in the home.
- You observe a persistently negative or distant relationship between the parent/guardian/caregiver and child.

Serious cases of abuse, including all cases of sexual abuse, should be reported to the local police, healthcare worker (for a medical examination) and child protection officer or the equivalent. If the abuse is not stopped, it is likely that the child will grow up and abuse others, or else inflict injury to him- or herself.

While it is best to prevent abuse, REPSSI and CRS stand united in our belief that it is never too late to stop perpetrating harm on others, including your own children or other children in the community. Once the immediate hurting stops and the child is provided with loving support, the child can begin to heal – and so can the abuser. Hopefully, this workshop will help that process.

Adapted from <http://facts.net/child-abuse/>

Introduction for the facilitator

This Action Workshop is designed to help communities identify and respond to child abuse in their midst. Abuse hurts everyone in the community, not only those who are directly harmed. By contrast, when communities can come together to stop the abuse, then everyone benefits. Protecting Our Children from Abuse helps participants learn how they can work together

to increase the protection of children in their communities, thereby making everyone feel safer and more secure.

This Action Workshop is designed to help communities understand what makes children and adults vulnerable to abuse, how to stop it, and what can be done to help survivors of child abuse.

The term child abuse includes physical abuse, sexual abuse, emotional abuse and neglect.

This workshop builds on the Journey of Life Awareness Workshop and on the lessons that the workshop participants have learned from their experiences in the community.

Introduction to the Action Workshop

Although participation in the Journey of Life Awareness Workshop is not a pre-requisite for these Action Workshops, it is recommended.

It is best to have two facilitators per twenty participants.



Day 1: Workshop Schedule

8.30 Opening

PART 1: Introduction to Protection

8.45 Activity 1: Balloon Game

PART TWO: Knowledge Building

9.30 Activity 2: Different forms of abuse –
picture exercise

10.30 Tea

PART THREE: Abuse in our community

11.00 Activity 3: Cycle of abuse – picture exercise

12.00 Lunch

PART FOUR: Closing

1.15 Activity 4: Action Plan

2.15 Activity 5: Closing

Workshop objectives:

- To learn how child abuse harms everyone in our community
- To learn about the different forms of child abuse
- To identify ways we can reduce abuse against children and make our community safer for all

Age of participants:

16 years and older

Materials:

Flip chart with marker

Paper for drawing

Pens or crayons

Balloons with string or small bundles of cloth/clothing for a 1/3 of participants

NOTE: This is a suggested workshop schedule. Note that the times are approximate. The activities may take longer.

Opening



Open the workshop in a way appropriate to the culture or country (e.g. a song, prayer or dance). Follow with this introduction:

“Welcome to Protecting our Children from Abuse. The activities in this one-day workshop will teach us about different types of abuse affecting children in our community, and then help us identify ways that we can better protect our children and make our community safer in the future. Let us begin by clarifying what we mean by abuse.”

Definitions:

Ask participants key words that they associate with abuse against children, and write a few on the flip chart (e.g. physical punishment, rape, emotional abuse, etc.) Then ask if there is a committee in the community that pays particular attention to the needs of vulnerable children and families. If so, what is that committee called?

Facilitator defines child abuse:

Abuse against children includes physical, sexual, and emotional abuse, and it may also involve neglect or deprivation. The abuse may occur in the home, school, community and over the Internet. There are many perpetrators – for example, a family member, teacher, neighbor, stranger and other children. All children have the right to protection from abuse, regardless of the nature or severity of the act. It is important to remember that the abuse can be a single incident, or it can be a number of different incidents that take place over time. What matters is that the child has suffered harm in the past, or is suffering harm now, or is considered at risk of suffering harm. It can also mean that the child does not have a parent or caregiver who is able and willing to protect him or her from harm.

Note to the Facilitator:

You may mention that child labor, early marriage, corporal punishment and the trafficking of children are all forms of abuse. All of them cause emotional harm and may also contain elements of physical abuse, sexual abuse and/or neglect. If you would like to learn more about human trafficking please refer to the Journey of Life Action Workshop "Ending Human Trafficking".

Facilitator defines Community Protection Committee:

In this workshop, we will be talking about Community Protection Committees, although in some countries a different name may be used. A Community Protection Committee (or CPC) is a group of local leaders who come together periodically to support the needs of children and vulnerable adults or families in their area. CPCs may include representatives from nearby schools, health facilities, the police, local government and non-governmental organizations, as well as parents, grandparents and children.

PART 1 Introduction to Protection

Activity 1 Child Protection Game* Game



* Adapted from Save the Children, <https://resourcecentre.savethechildren.net/sites/default/files/documents/5403.pdf>

Purpose

To introduce the topic of child protection in a fun, non-threatening manner

Materials

- Balloons tied to a string – enough for one quarter of the participants (Note: light jackets, scarves or towels can be bundled into a ball instead of using balloons)

- Large space that is large enough for people to move around freely
- Pens

STEPS

1. Divide the participants into four groups – three of equal size and one with just 2 or 3 people. Take one of the larger groups out of the room with you and explain that they will be Group 1. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Tell them nothing else. (If clothes or towels are used, give one to each member of the group to hold onto, any way they choose.)
2. Request the second group (same size as the first group) to step out of the room with you. Their instruction is that when the game starts they must each stand by one person with a balloon and protect that one person only. They must not talk at all. They are Group 2.
3. The third group is the group comprised of 2 or 3 people. Tell them that their task is to pop all the balloons as quickly

as possible and they can strategize however they like without hurting any individuals. (If clothes or towels are used instead of balloons, they should grab these away from the 'owners'. If balloons are used, this group may use pens as poppers.)

4. The remaining participants are told to watch. They are Group 4.

Do not inform Groups 1 or 2 or 4 what the aim of the game is. Only Group 3 knows.

THE GAME

1. Have everyone re-enter the room.
2. Call the group to silence.
3. Instruct Group 2 to stand by Group 1 people. One-on-one.
4. Call – start the game.
5. The game is finished after 1–2 minutes. Usually 1 minute is enough to pop most or all of the balloons.

Debrief

1. Sit all of the participants in a circle.
2. Ask the people with the balloon how they felt during the exercise?

Typical comments are – “didn’t know what was going on”, “frightened”, “attacked”, “frustrated”, “looked for help from someone bigger”, “didn’t trust the person standing next to me” etc.

3. Ask Group 2: How did you feel? Typical comments are: “frustrated because I didn’t know what the game was”, “didn’t have time to prepare”, “couldn’t protect the person well because the attackers seemed to have a plan”, “thought I could protect at the beginning then had no chance”, “helpless, didn’t really know what to do”.
4. Ask Group 3: How did you feel? Typical answers: “great”, “easy to pop the balloons”, “sneaky – they were in more control”.
5. Ask Group 4: How did you feel? Typical answers are: “Wanted to do something but didn’t know what I could do”, “helpless”, “entertained”.

Explanation

Ask the participants if they can guess who each group represents.

***Group 1** represents children who need protection

***Group 2** represents adults who are doing their best to protect children

***Group 3** represents those adults who have no regard for child rights and therefore abuse children in a variety of ways... or those who, through ignorance, allow children to become more vulnerable. Group 3 can also represent negative actions that can harm children. Although the group, organization, person may believe they are helping the child, through their lack of knowledge on child rights, child protection, and children's development, their ignorance may lead to negative actions thus causing harm to children.

***Group 4** represents those people who just watch and do nothing. They may want to do something but don't know what to do. Or they may not think that something is so wrong.

Ask participants what was needed to stop the balloons from being popped by Group 3?

Some potential responses:

Children

- Need to know what is happening.
- Some have skills to resist but others are more vulnerable (refer to the balloon game – some ran away and others were caught quickly). Sometimes children team up together and protect each other.

- All need some skills to protect themselves but they are not responsible for protection – adults are.

Protectors

- Need to know what was going on.
- Need to combine forces and protect as a group not just as individuals.
- Needed to know the tactics of those who intentionally abuse children or need to know how children become more vulnerable.

Abusers

Need to know that their behavior is not acceptable. Ignorant – need to know how their actions make children more vulnerable.

Observers

- Must actively participate in protection and not just observe.
- Need to know how to recognize protection problems and how and when they should respond.

Note to the Facilitator:

Best practices for child protection and abuse prevention

Children need to be protected from:

- Sexual, physical and emotional abuse
- Losing their property rights
- Stigma
- Missing out on school
- Losing their family structure by separating siblings

How adults can protect children by:

- Listening to them
- Giving children permission to say “NO” if an adult tries to hurt them
- Defending the child’s right to education, shelter and freedom from exploitation

How adults can understand children by:

- Putting themselves in the shoes of the child (empathy)
- Spending quality time with the child each day
- Giving children time to play and be with their friends
- Giving children time to grieve and provide support

- Inviting children to share their problems with the family
- Showing respect to children
- Helping the children feel that they are being trusted
- Focusing on children’s spiritual needs
- Nurturing and loving children

How adults can encourage children by:

- Supporting children’s efforts at school and in the home
- Expressing hopefulness
- Believing in children’s ability to solve problems
- Expressing confidence in the child’s ability to cope with life’s challenges
- Using positive, helpful words

How adults can better communicate with children:

- Checking for understanding
- Speaking kind words
- Not shouting
- Making time to talk
- Informing children about difficult issues like death in a simple way

PART 2 Knowledge Building

Note to the Facilitator:

While neglect, sexual, physical and emotional abuse are the main categories of child abuse, there are forms of abuse which encompass two or more of these categories. For example, bullying can include physical and emotional abuse.

We have listed a few below for your information.

Additional forms of child abuse:

- Child marriage
- Corporal punishment
- Child labor
- Bullying/Teasing
- Stigma and discrimination
- Human trafficking



60 MINUTES

Activity 2 Picture Exercise

Exercise and Small Group Discussion

"Abuse goes on in our communities and we all have a role in it, but we also can all have a role in stopping it."

STEPS

1. Myth vs fact exercise. Have all participants stand on one side of the room. If participants believe a prompt to be true they should walk to the other end of the room. If participants believe the prompt to be false they should stay in the same place. Have participants briefly explain why they thought

the prompt was true or false. Facilitator explains after each prompt that the answer is false (these are myths) and explains that abuse comes in a variety of forms and there is no 'typical situation', i.e. good people versus bad people.

- It's only abuse if it is physical.
- Only bad people abuse their children.
- Most child abusers are strangers and not family members.
- Bullying is not a form of abuse.
- Early child marriage is not abuse if the parents agree.
- Child labor is okay as long as the child is paid.
- Discriminating against a child due to their gender is not a form of abuse.

2. Using the "Illustrations of Abuse" (Creating four illustrations of abuse: Physical; Sexual; Neglect; Emotional) go through each picture with the group using the following prompts:

- What do you think is going on in this picture?
- Is this some kind of abuse? Why or why not? If yes, what kind of abuse?
- What might have led to the child being vulnerable in this scenario?

3. Create four small groups (with each group assigned a different form of child abuse). Have the groups discuss together the following items:

- Is there anything you could do in this situation to help as an individual? What and how?
- Is there anything that the local Child Protection Committee could do to help? What and how?

4. Have groups briefly report back on how they would react as an individual and how they would react as a CPC. Take note of similar themes and differences between the two roles by writing them on the flip chart paper.



Illustrations of Abuse

Activity 3
Changing the cycle of abuse
Discussion



Purpose

To help participants understand and respond to the cycle of abuse in their community

"We have started to explore and understand some issues related to types of child abuse. The person who is abusing the child may have some underlying history which has developed into abusive actions."

STEPS

1. Say: Children often don't talk about the abuse they have experienced, so it can be difficult for others to know what is going on. To help us identify the signs and symptoms of abuse, we are now going to do a short exercise.
2. Divide the participants into four smaller groups and assign each group one of the following topics, with a sign that they should hold up (made from flip chart paper): Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect. The facilitator will state signs of abuse and each small group must agree if it is their type of abuse or not. (Some signs and symptoms can call into more than one category). The small group will raise their hands if they believe that the characteristic is a possible sign of abuse for their group:
 - Unexplained injuries or bruises
 - Missed days of school, with poor or no explanation
 - Pregnancy (by a young or unmarried girl)
 - Feelings and expressions of hopelessness, depression
 - Decreased communication during school times or with friends and neighbors
 - Complaints of genital pain or signs of sexually transmitted disease (STD)
 - Loss of self-esteem and/or self-confidence

- Decrease in school performance, e.g. scoring lower marks or behavioral changes in the classroom
- Loss of identification papers
- Expressing anger, fear or anxiety in the presence of a particular person (or simply, when that person is mentioned)
- Poor weight gain
- Abuse (injury to) of animals or younger children
- Untreated medical problems
- Sexual behavior inappropriate for the child's age
- Signs of discomfort when abuse or sexual abuse is discussed
- Lack of clothing or supplies to meet physical needs
- Regression – meaning, child acts younger than their age, behavior can include thumb-sucking or urinating in bed.

3. Researchers tell us that children who experience abuse or other forms of violence often grow up to become violent or abusers to others. One reason is that they never learned about other ways to solve a problem or resolve a dispute. But it doesn't have to be this way. People can change and they can stop the cycle of abuse from continuing from one generation to the next. Communities can also take actions to reduce or prevent abuse from spreading.

We are now going to look at a picture that illustrates this idea and then talk about it.

In plenary, look at the picture. Facilitator asks:

- What is happening in this picture?
 - What do you think is happening as the boy walks around the table?
 - What happens when the young boy becomes a man?
- 4.** Have the large group break up into the same four small groups as before, and discuss. Ask the small groups to consider how they may intervene with the young man as a CPC. If you could advise this young man on ways to stop the cycle of abuse, what are some things you would say?
- Does this picture remind you of any real life situations you know? Without mentioning any names, what would you advise in that real life situation?
 - Assuming the youngest boy did something wrong, what other ways does the parent have to discipline the child? What if the boy were older and did something wrong? What ways does the parent have to discipline an older child?



Note to the Facilitator:

*Adapted from CRS' Better Parenting Plus Guide

There are many positive methods to discipline your children:

- Focus on the good: Acknowledge and celebrate good behavior and try to focus less on bad behavior.
- Re-direct the child's attention: Stop the child's misbehavior and show him/her the correct behavior.
- Withhold privileges: Children should learn that privileges come with responsibility and they need to be earned. If a child misbehaves, reduce something that the child likes to do or have, for example less playtime on the weekend with friends.
- Grounding: Not allowing the child to leave a certain space for a period of time, usually the home or his/her room.
- Time-out: Send your child to the corner of the room with nothing to do and ignore the child until he/she is calm and quiet.

(Note: The number of minutes in time-out should never be more than the child's age, e.g. 3 minutes for a 3 year-old child; 15 minutes for a 15 year-old.)

Be wise in your choice of discipline:

- Discipline should be applied according to the child's age. The methods that are used for young children may not apply for older children.
- Before the discipline is imposed, ask the child why he/she misbehaved. (Maybe there is a good reason.)
- Choose the appropriate 'punishment to fit the crime'. Older children may suggest what they think is a fair disciplinary response.
- After the discipline is over, ask the child what he or she learned.
- Remember that the goal is to prevent the same misbehavior in the future. Be sure that the amount of discipline fits the misbehavior; also that it is appropriate for the child's age (generally less for a younger child, more for an older child).

Activity 4
Action Planning
Discussion



60 MINUTES

Purpose

To help participants understand how to respond to abuse in their communities

“ One way we can protect children is by working to prevent child abuse in the home – within families. But sometimes, children are unsafe in parts of their communities, in areas that you consider to be unsafe. We are now going to look at areas in our communities that are safe and unsafe for adults and children, as well as boys and girls. You will draw a map of your community and circle the places that are safe and draw a square around places that are unsafe.”

STEPS

1. Distribute paper and markers for map drawing. Have people group together according to their neighborhood or village.
2. Continue the conversation and discuss. Writing on flip chart, write down the responses of the group
 - What are areas that are safe? What makes them safe?
 - What do you see as areas that are unsafe for adults and children in our community?
 - What about areas that are unsafe for girls and boys?
 - Why are they unsafe?
 - What can we do to make these communities safe?
 - What are some activities you could do when we see someone being abused?
 - What could we do, as a community, to stop the cycle of abuse?

“We have spent the workshop looking at child abuse and how we can intervene as a community. We will now look at what next steps you can take in your community to identify and prevent child abuse.”

3. Facilitator breaks participants into the same groups of 2–3 persons as earlier. Ask each group:
 - What did you learn today that you can bring back to your community?
 - Name at least one thing that individuals can do to end child abuse in their community?
 - Name at least one thing that the community Child Protection Committee can do to end child abuse in their communities, and/or make life better for children?
 - What is your personal commitment of what you will do after you get home, based on what you learned or discussed today?
4. Bring the small groups back to the main group and ask each group to briefly mention one thing that they discussed. Add that participants are welcome to share their personal commitments, if they want.
5. Ask if anyone wants to add anything. If any steps were identified during the workshop for follow-up by the community's Child Protection Committee or another group, be sure to remind everyone of that now.

TIP:

If certain groups want extra time for action planning as a group, this time should be set aside with a simple matrix: If desired smaller sub-actions or steps can also be described.

Actions	Goal (should be SMART)	Description	Who is the leader?	Who are other members involved?	When should results be expected?	What resources are needed?

SMART = S (SPECIFIC), M (MEASURABLE), A (AGREED UPON), R (REALISTIC), T (TIME BOUND)

Activity 5
Closing
Discussion



Purpose

To allow participants to discuss what they have learned from the workshop

STEPS

1. End the workshop by asking all participants to mention one thing that they learned in the workshop (or one thing that they will do differently now based on what they learned). This can be done by crumpling up a piece of paper into a ball and tossing it around the circle of participants so that everyone gets a chance.

TIP:

The closing action can express participants' commitment to their action plans and to protection of the community.

The facilitator thanks the workshop participants for coming.

"Thank you for coming to this workshop. The next step is to have meetings within your community and your community groups to talk more about what you have done with your action plans, and other matters affecting the protection of your community. You may wish to have a follow up meeting to make more detailed action plans. We wish you all the best and know that the everyone living here will benefit."

End of Workshop

Annex 1: Games and Energizers for the workshop

1. The sun shines on

The participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out, for example, “the sun shines on all those wearing blue”. All the participants wearing blue must change places with one another. The person in the middle tries to take one of their places as they move so that there is another person left in the middle without a place in the circle. The new person in the middle shouts out the same thing, this time using another color or type of clothing and the game continues.

2. Pass the energy

Standing or sitting in a circle, the participants hold hands, stay quiet and concentrate. The facilitator sends a series of ‘pulses’ both ways round the group by discreetly squeezing the hands of those next to her/him. The participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them and literally ‘energizing’ the group.

3. Pass the person

The participants stand facing each other in two lines. Each person tightly grasps the arms of the person opposite. A volunteer lies face up across the arms of the pairs at the beginning of the line. Gently, the person is ‘bumped’ all the way along the line by pairs putting their arms up and down to move the volunteer on.

4. Heads to tummies

People lie on the floor in a chain so that each person has their head on another person’s stomach. Someone will laugh. Hearing someone laugh through his or her stomach makes the next person laugh and so on round the chain.

5. Yes/No Game

The participants split into two lines, so that each person faces a partner. One line has to say, “Yes” in as many different ways as possible, while in the other line the opposite person is trying to say “No”. Swap around so that each line has said both “Yes” and “No” and then discuss how people felt/which one was easier to say etc.

6. People to people

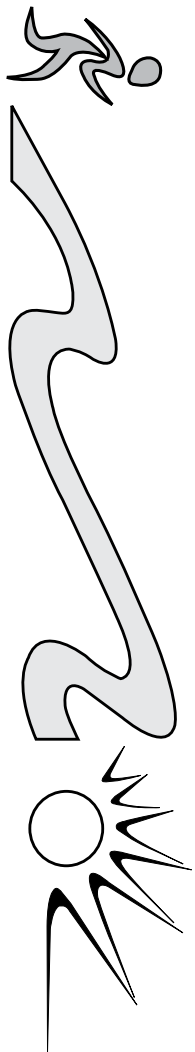
Everyone finds a partner and one person is the leader and calls out actions, e.g. nose to nose, back to back, head to knee etc. The participants have to follow these instructions in pairs. When the leader calls "People to people" everyone must change partners.

7. What am I feeling?

The participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.

8. Clap exchange

The participants sit in a circle. Send a clap around the circle by facing and clapping in unison with the person on your right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps around the circle at the same time.



THE **JOURNEY** OF **LIFE**

Certificate

_____ has successfully completed the

_____ workshop

in the Journey of Life Series.

_____ (Facilitator)

_____ (Organisation)

_____ (Date)

Acknowledgements

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JOL COMMUNITY CONVERSATIONS SERIES

Each workshop comes in both a **Facilitator Training Guide (FTG)** and a **Community Implementation Guide (CIG)** – The FTG prepares facilitators to implement the community conversation (using the CIG) with stakeholders of the community. Make sure you have the right version.

Number	Manual	Content	Where to access
1, 2, 3	The Journey of Life Community Workshop to Support Children	Facilitation Skills Workshop + JoL Awareness Workshop	www.repssi.org www.crs.org
	Action workshop 1	Community Parenting	
	Action workshop 2	Supporting Grieving Children	
	Action workshop 3	Lessons from Life – Teaching Life Skills to Children	
4	Action workshop 4	<i>Social Connectedness</i>	www.repssi.org
5	Action workshop 5	<i>Making our Communities Safer</i>	www.repssi.org
6	Action workshop 6	<i>Children with Disabilities</i>	www.repssi.org
7	Action workshop 7	<i>Ending Child Marriage</i>	www.repssi.org
8	Action workshop 8	<i>Ending Human Trafficking</i>	www.repssi.org, www.crs.org
9	Action workshop 9	Protecting Children from Abuse	www.repssi.org, www.crs.org

- The JOL series has developed in response to the changing needs of children and other action workshops have been added to the original package.
- If facilitators have prior experience in facilitation and community mobilisation it is not necessary to begin with the Facilitator Training Guides and they can begin with the Community Implementation Guides.