

Singing to the Lions

A facilitator's guide to overcoming fear and violence in our lives



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OCRS
CATHOLIC RELIEF SERVICES

Supplement

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Introduction

Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives is based on the belief that the lives of children and youth who have experienced violence and fear can be transformed. The *Singing to the Lions* workshop offers psycho-educational activities that can enable this process of change when the skills and knowledge that participants learn are reinforced in an ongoing group experience – for example, in an after-school group, at a child friendly space, or as part of a youth club.

Please read *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* first to fully understand what *Singing to the Lions* is about and how it should be implemented.

This supplement has three parts and is intended for use with *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* and with the *Singing to the Lions* **Data Entry Sheet**, both of which can be found, together with this supplement, on the [CRS website](#).

For more information about *Singing to the Lions*, see the facilitator's guide itself or email singingtothelions@crs.org.



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The workshop lessons are reinforced by an ongoing supportive children's group experience – for example, in school, at a child friendly space, or as part of a youth club.
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Further information

on helping children respond to fear and abuse

What do children need to respond effectively to fear and violence?

There are several types of support that children need when they are in violent or abusive settings:¹

- Parents or adults who can emotionally soothe or regulate them
- Consistency of parent or adult responses
- A coherent narrative of their lives
- A parent or caregiver who responds quickly and who is emotionally warm and predictable
- Internal /emotional resources to draw on in times of anxiety and destabilization (for the child and family)
- Help to stay in the present when they are overwhelmed by the past
- Help to create a narrative of strength



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Children in violent or abusive settings need parents or adults who can emotionally soothe or regulate them.
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Singing to the Lions addresses these needs by:

- **Teaching the causes and consequences of violence.** (*Activity 4: Understanding violence, Activity 5: Alternative responses to violence*).
- **Teaching how to calm ourselves** in times of crisis; regulate our emotions (various breathing exercises, *Activity 8: The safe place inside us, Activity 7: Just change the channel!*)
- **Increasing our inner strength and awareness** of how our thoughts influence our emotions (*Activity 2: The Tree of Life, Activity 7: Just change the channel!, Activity 9: The four squares; Activity 10: Mountain, Water, Wind, Fire*)
- **Identifying who we go to for answers and guidance** in our life (*Activity 17: The helpers game*)
- **Letting go of our fears** (various visualization and breathing exercises, *Activity 11: It's not my fault, Activity 15: Lion on the Mountain! Run, Run, Run!*)
- **Strengthening our inner resources**, moving the resiliency process forward and installing emotional resources (*Activity 8: The safe place inside us, Activity 13: The Treasure Tree, Activity 19: Small steps up the mountain*)

1. Adapted from Levine, Peter and Kline, Maggie (2008). *Trauma-proofing your kids*. Berkeley: North Atlantic Books.

- **Strengthening the external environment** by creating a network of helpers (*Activity 17: The helpers game, Activity 16: Safe and dangerous places*)
- **Creating a narrative of strength** (*Activity 2: The Tree of Life, Activity 20: Honoring each other*)
- **Developing the power within individuals and the community to heal from trauma** (*Activity 9: The four squares; Activity 17: The helpers game*)
- **Identifying children in need of further counseling and support.** (The resource person)

Understanding the impact of trauma²

- If trauma (e.g. violence and abuse) is not resolved, it may then be passed on to the next generation.
- Tree of Life, an organization working with victims of violence and torture in Zimbabwe, reports that the children of parents that experienced Gukurahundi (“to cleanse”), a genocidal event in Zimbabwean history, are experiencing the trauma more intensely than their parents.
- Trauma has a bio-psycho-social impact. The brain produces the stress hormone, cortisol, which activates the limbic system. One challenge is how to shut the limbic system off when the danger has passed. This system needs to be interrupted at times, so it can know the difference between when it is on and when it is off. The person may need to be alert but at the same time maintain a calm mind.
- We have three “brains” that speak three different languages. Our thinking brain, the neocortex, the newest part of our brain, speaks with words. Our emotional brain, our midbrain or limbic system, speaks the language of feelings, such as anger, sorrow, joy or fear. Our survival brain works with sensation and sensation-based feeling. Children with feelings of being overwhelmed or stressed can learn the sensations that their body sends them, acknowledge them, and then, through breathing and movement, learn to release these sensations to relieve the body and mind.



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“A trauma resolved is passed on to the next generation as a story; a trauma kept a secret is passed on to the next generation as a trauma to be experienced again.”

Dr. Michel Silvestre
 (personal communication,
 May 2016)

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What is the role of adults

For children experiencing violence and abuse, the regulation of their emotions is crucial. James Garbarino³ notes that the inability to modulate strong emotions is a factor contributing to the actions of those committing violence and murder. He notes that if this ability is not developed in the child’s early years, the adult self turns strong emotions into violent, aggressive actions. Adults provide a filter between the world and the child. They help modulate the child’s emotions, and the modulation of their strong emotions becomes a model for the child’s future management of feelings.

2. Notes consolidated by Dr. Jonathan Brakarsh with adaptation from Levine and Kline (2008). *Trauma-proofing your kids*. Berkeley: North Atlantic Books.

3. Keynote address, Regional Psychosocial Support Forum, September 2015, Victoria Falls, Zimbabwe. See also Dr. James Garbarino’s many publications on the internet; also <http://www.psychpage.com/family/library/garbarino.html>

Through body language, facial expression and tone of voice, the adult's nervous system communicates directly with the child's nervous system. It is not the adult's words that have the greatest impact, but the non-verbal cues that create feelings of safety and trust. Before the adult can attune to the child's sensations, rhythms, and emotions, the adult must first learn to attune to their own. Then the adult's calm becomes the child's calm.

Humans are biologically programmed to freeze or go limp when flight or fight is either impossible or perceived to be impossible. Infants and children, because of their limited capacity to defend themselves, are susceptible to freezing and therefore vulnerable to being traumatized. This is why an adult's skill is crucial to providing emotional first aid to a frightened youngster. Adult or parental support can move a child out of acute stress to empowerment and even joy (Levine and Kline, 2008).

The younger the child the fewer resources he or she has to protect themselves. For example, a preschool or primary school child is unable to fight or escape from a vicious dog; similarly infants are unable to keep themselves warm. The protection of caring adults who correctly identify and satisfy children's needs for security, warmth, and tranquility is of paramount importance in preventing trauma. Adults can offer comfort and safety by providing a doll or fantasy character that acts as a surrogate friend.

Safety and guidance provided by adults is crucial to infants and children. The early brain develops its intelligence, emotional resilience and ability to self-regulate (restore equilibrium) by the anatomical-neuronal "shaping" and "pruning" that takes place in the face-to-face relationship between child and caregiver. When traumatic events happen, the imprinting of neurological events is dramatically heightened. When adults learn and practice simple emotional first aid with the tools provided here, they are making an important contribution to healthy brain development in their children (Levine and Kline, 2008)

The goal is to minimize the feelings of fear, shame or guilt that a child is experiencing. However, often adults can be emotionally activated and, because of protective instincts, respond with fear or anger to what has happened to the child. Calm is essential. Tend to your own emotional reactions first; allow time for your body responses to settle. Children read the facial expression of their caregivers as a barometer of how serious the danger or injury may be.

The goal is to develop a calm adult presence. Once your body learns that what goes up (charge, excitation, fear) can come down (discharge, relaxation, security) you can have a more resilient nervous system that can weather the ups and downs of life. You become more like the blade of grass or tall bamboo that bends.

Resolving stress reactions or responses to trauma does more than eliminate the likelihood of developing trauma later in life. It fosters an ability to move through any threatening situation with greater flexibility or ease. It creates a natural resilience to stress.

.....
It is not the adult's words that have the greatest impact, but the non-verbal cues that create feelings of safety and trust.
.....



A nervous system accustomed to experiencing and releasing stress is healthier than a nervous system burdened with an ongoing and accumulating level of stress.⁴

What adults need to do

1. *Become attuned to children's emotional needs*
2. *Protect the children*
3. *Provide for their primary needs - warmth, food, love*
4. *Help children access their innate ability to heal*

This can be done in a variety of ways:

Provide support: Small efforts make a big difference. Be like the teacher in Zimbabwe who smiled at the boy Tafadzwa each morning and asked, with caring, how he was doing after his last living parent died of AIDS. This boy, later said this helped him survive that dark time in his life.

Make emotional connections with a child you are concerned about at least once a day. Ensure that the child feels connected and safe, rather than alone. If something frightening or hurtful has happened to a child, show the child that you care and will do something to help.

Know the triggers. When you know children with fears from the past, find out what things remind them of those past events. Help them find ways to make their present environment less scary. Help them plan how their environment can be made safer for them. Adult input is needed to make these things possible.

Become advocates for the needs of children.

As parents, do things together with your children - eat together, have daily rituals to create security for the child (prayer, games, bedtime story), undertake activities together to strengthen emotional attachment - cooking, fishing, gardening, errands.

Becoming attuned to your child's emotional needs means having the patience to withstand your child's uncomfortable emotions rather than suggesting that s/he should get over them. Give your undivided attention and, with soothing non-judgmental language, set the conditions for your child to move to a healthy sense of well-being.

After assuring your child that any powerful emotions they are having are normal, tell the child that it won't hurt forever and you will stay with them until they feel better.

It is important that a parent's body language and words convey safety. When we are vulnerable, we benefit from connecting to a calm person who is confident of what to do, and able to convey a sense of safety and compassion. Your children will feel safe if they



.....
Daily rituals like play create security for the child.
.....

4. Ibid, p40

know that you are strong enough to withstand their shock without becoming overwhelmed. The parent becomes the container of the shock energy by keeping present and grounded in the knowledge that this is a normal process and the child will recover.

Effective types of intervention

Many studies demonstrate that psycho-education is an effective intervention to address the impact of violence.⁵ Across Africa, psycho-education has been one of the most effective interventions in helping to alleviate trauma. In addition to benefiting the young people who participate directly in psycho-educational activities, it also promotes the involvement of parents, guardians and local community leaders. For example, community members are given the opportunity to learn from the children about violence, trauma and its effects, after which they can discuss how these can best be prevented, and victims supported.



It is also important to create a support system of community-based alternative resources. For example, a retired teacher could organize a “homework club” at her house for children who are falling behind in school. A group of youth could organize soccer games every Saturday, making a point of including marginalized children. Community members could come together to monitor village children to help them stay in school and avoid early marriage, trafficking or forced labor. These helpers in the community demonstrate that ordinary people can be highly effective in supporting children.

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Community members can come together to monitor village children to help them stay in school and avoid early marriage, trafficking or forced labor.
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Many mental health services can be effectively delivered by para-professionals and lay people rather than specialized psychiatrists and doctors. This is especially true of those unexpected or informal moments when a community member will suddenly and profoundly change a person’s life, for example by providing access to a job or health service, offering emotional understanding, or ending a dangerous living situation. The involvement of caring adults in *Singing to the Lions* workshops may include teachers, social workers or concerned parents, and they are vital for advocating and implementing needed changes in the lives of children.

Many trauma and peacebuilding responses are reactive, providing skills and strategies once a tragedy has already happened. *Singing to the Lions* wants to be both reactive and proactive, providing all children with skills and strategies to react effectively to violence and fear in their lives in the present and future – whether it be an incident of bullying, a drive-by shooting, a car accident, or war.

There are certain essentials for a psychological intervention such as *Singing to the Lions*. It should be:

5. Dr. Tony Reeler, personal communication, May 2016

1. **Community-based** – The intervention should be done in a defined setting such as a school, child friendly space, church or geographic area. It is a defined place or location where people live and frequently gather in close proximity to one another.
2. **Group-based** – The impact of the intervention becomes amplified and sustainable because of the group context and tightly defined community or location, where the participants are familiar with one another. The group becomes a place of safety and a container for their emotions.
3. **Building on community process** – Everyone has a say and contribution and, when possible, uses the methods of communication familiar to the community.
4. **Context-sensitive** – Does the culture of the community respond better to a direct, prescriptive “do it this way” intervention or an indirect “what do you think?” intervention?
5. **Meaningful** – The intervention model must fit its setting.

Finally, there should be follow-up efforts that come from the community where the participants live – how does the community change as a result of the intervention? It is essential to measure this, for example through the Monitoring and Evaluation that is suggested in *Singing to the Lions: A facilitator’s guide to overcoming fear and violence in our lives* (**Appendix 7**) and this supplement.

Trauma and what children need

Resilient children tend to be courageous. They are open and curious as they explore their world. They can set boundaries for their personal space and possessions. They are in touch with their feelings, expressing and communicating in age appropriate ways. And when bad things happen they have a wondrous capacity (when supported) to breeze through them.

Trauma can result from events that are clearly extraordinary such as violence and molestation, but it can also result from everyday ordinary events. In fact common occurrences such as accidents, medical procedures, and divorce can cause children to withdraw, lose confidence or develop anxiety and phobias. Traumatized children may also display behavioral problems including aggression, hyperactivity and, as they grow older, addictions of various sorts. The good news is that, with the guidance of adults, children can rebound from stressful or traumatic events. As children begin to triumph over life’s shocks and losses, they can grow into more competent, resilient and vibrant human beings.⁶

We create ourselves through the interplay between our inner world and experiences and the outer world with which we interact.



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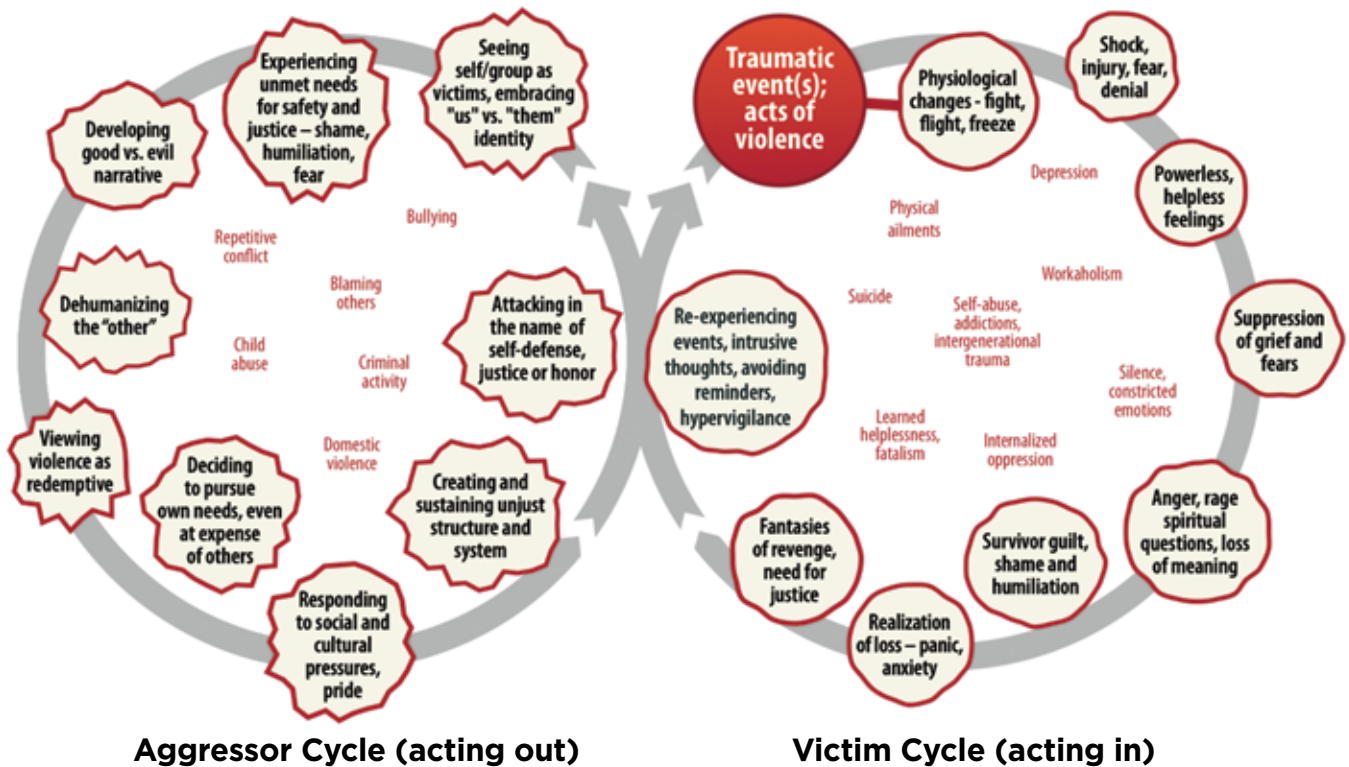
6. Levine and Kline, 2008

Breaking the cycles of violence

Unaddressed trauma can lead to entrapment within **cycles of violence**. As seen in the illustration below, the Victim (acting in on self) Cycle and the Aggressor (acting out against others) Cycle are interlinked.

As long as victim thinking confuses revenge with meeting needs for justice, this can lead the victim group into the aggressor cycle. And as long as the aggressors see that they are attacking in the name of justice, self-defense or honor, they will create new victims.

Cycles of violence⁷



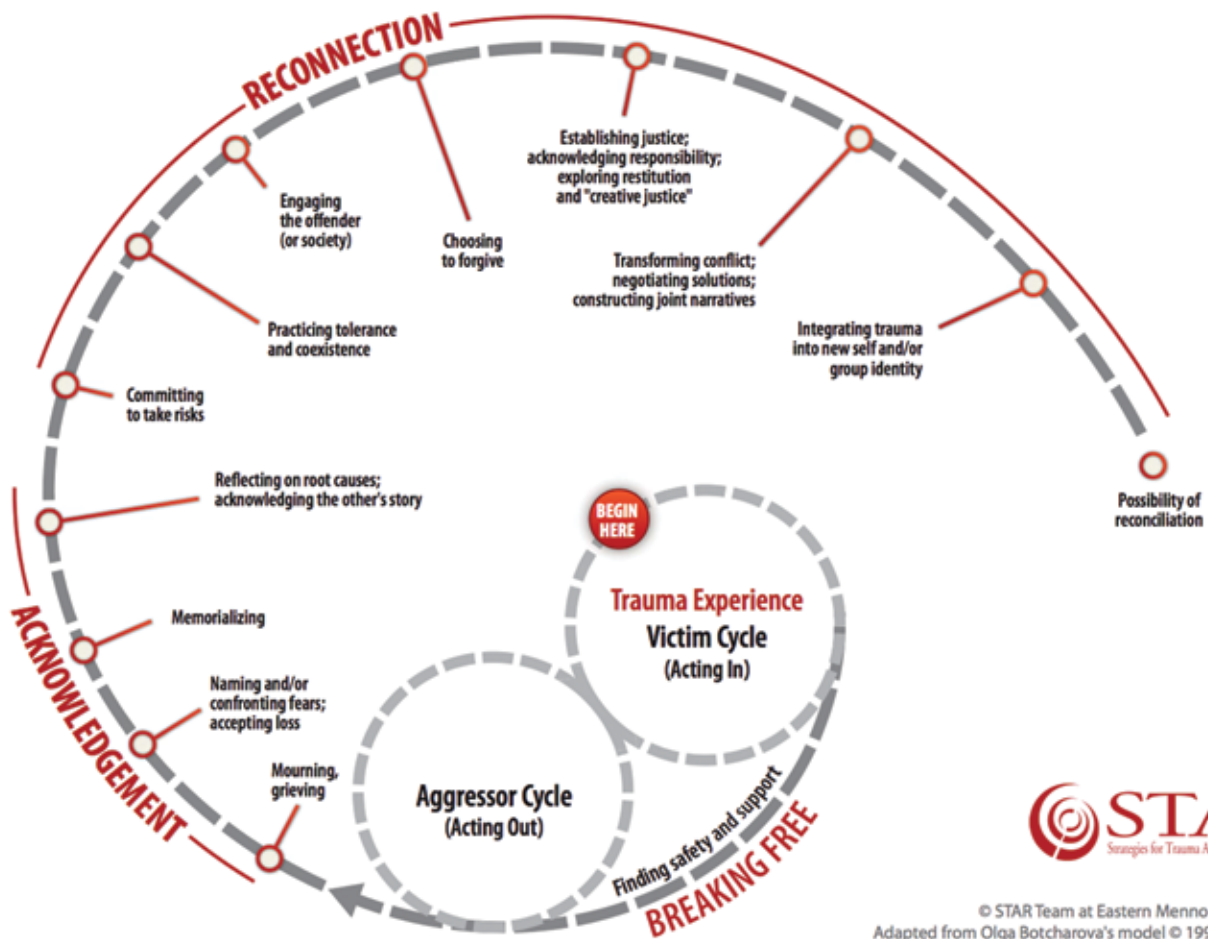
© Carolyn Yoder and the STAR Team at Eastern Mennonite University. Based in part on the writings of Olga Botcharova, Peter Levine, Vamik Volkan and Walter Wink.



7. Illustrations published with the permission of STAR: Strategies for Trauma Awareness and Resilience, at Eastern Mennonite University (www.emu.edu/star).

There is a way out of both the Victim and Aggressor cycles. Breaking free from these cycles involves finding safety and support, acknowledging the truth of what has happened, and reconnecting relationships. The other steps towards the possibility of reconciliation are illustrated below. They are not designed as a sequential path, but rather each location represents one strategy to build resilience, address harm and break free from cycles of violence. *Singing to the Lions* encourages participants to reflect on these cycles and find peaceful ways to both respond to violence and build resilience.

Breaking the cycles of violence • Building resilience



© STAR Team at Eastern Mennonite University. Adapted from Olga Botcharova's model © 1998. Published in *Forgiveness and Reconciliation*, Templeton Foundation Press, 2001.

How to train facilitators

Introduction

To become a trained facilitator for *Singing to the Lions* you should participate in a 3-day training workshop. Facilitators should receive a copy of *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* in advance so that they can read through its contents prior to the workshop. In particular, facilitators should read the *Introduction* and the six areas of knowledge and skills that *Singing to the Lions* teaches.⁸ They should also understand how this workshop is part of a larger program or group for children within the community, where children and adults work together to find solutions to issues affecting children that they identify in the workshop.



Prepare for a long day: Each day of the training workshop should include 8 hours plus lunchtime. Every facilitator needs his or her own *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* (hard copy) plus one supplement. The same supplies are needed as for the workshop itself.

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Children and adults work together to find solutions to issues affecting children that they identify in the workshop.
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How does one become a trainer of other facilitators?

To become a master trainer (i.e., a trainer of other facilitators) you should first be an excellent facilitator and complete four 3-day workshops or their equivalent (complete all six modules on four different occasions). Having advanced psychosocial training is helpful for a master trainer.

Day One

Morning

Trainer and facilitators introduce themselves. Ask the facilitators what their interest is in becoming *Singing to the Lions* facilitators. The trainer discusses why *Singing to the Lions* was written, who it is for, and how it can change lives. The trainer talks about the qualities of a facilitator. Mention the importance of the facilitator interweaving culture through the workshop, using song, music, and dance. Point out that in some countries a lion may not be known so another animal may be substituted, for example, a large snake or tiger. The appendix includes alternate pictures for this purpose.

Review Section 2 – *Implementing Singing to the Lions*. Discuss the workshop outline and schedule, and the pre- and post-workshop meetings and their purpose. Discuss the pre-workshop meetings before the workshop, including the agreement by the parent/guardian and child to participate as well as the collection of some baseline M&E data. Finally, discuss the six themes of the workshop and the main message of each theme.

8. Remember to use tigers or snakes (or another animal) in place of the lion, if this other animal is a better fit for the local culture. See Appendix 9.

Afternoon

Assuming that facilitators have read through the facilitator's guide before the training workshop, the trainer summarizes activities that are easy to understand but where there might be questions. Suggested activities to summarize: Activity 3 (*Recap 1*); Activity 8 (*Safe place*); Activity 11 (*It's not my fault*); Activity 12 (*Letting go of problems*); Activity 13 (*The Treasure Tree*); Activity 14 (*Recap 2*); Activity 16 (*Safe and dangerous places*); Activity 20 (*Honoring each other*); Activity 21 (*Messages*).

Depending on the size of the training group, assign 3 facilitators to each of 6 groups. (If the number of facilitators is smaller or larger than 18, adjust either the number of groups or the number of facilitators assigned to each of the 6 groups.)

There are 13 remaining activities, so assign 2 activities to each of the 5 groups and 3 activities to Group 6. (Adjust accordingly, if there are fewer than 6 groups.) Tell each group to review their assigned activities in the evening and prepare to present an *abbreviated* version of each activity in the morning. For example, if the recommended time is 60 minutes for an activity, they will do it in 30 to 40 minutes (about a half to two-thirds of the time allotted). Here are the recommended activities:

- Group 1 – *Activity 1: Introduction, Activity 2: Tree of life.*
- Group 2 – *Activity 4: Understanding violence, Activity 5: Alternative responses to violence*
- Group 3 – *Activity 6: Understanding fear, Activity 7: Just change the channel!*
- Group 4 – *Activity 9: The four squares, Activity 10: Mountain, Water, Wind, Fire*
- Group 5 – *Activity 15: Lion on the mountain! Run, run, run!, Activity 17: The helper's game*
- Group 6 – *Activity 19: Small steps, Activity 22: Evaluation, Activity 23: Singing to the Lions – A celebration!*

End with a breathing exercise, one of your favorites from the workshop. Discuss briefly the importance of breathing in dealing with fear in our lives and that breathing exercises run throughout the workshop.

Day Two

Morning

Play lively dance music as facilitators come into the training session. This will give them a feeling for what *Singing to the Lions* is about and how each morning should be started. Do a breathing exercise that you enjoy from the workshop. Ask the facilitators if they have any questions or thoughts about the previous day. Allow each group up to 1.5 hours to make their presentations, including time for feedback.

Have Groups 1 and 2 present. The remaining facilitators will play the role of workshop participants. The trainer and audience will provide feedback on what worked and what needs clarification in each activity.



Afternoon

Have Groups 3 and 4 present, using the same process. Review what everyone liked about the day and what they learned. Do a breathing exercise to end the day.

Day Three

Morning

Play lively dance music as facilitators come into the training session. Ask the facilitators if they have any questions or thoughts about the previous day. Have Groups 5 and 6 present. Repeat the same process, where the remaining facilitators play the role of workshop participants who provide feedback on the presentation.

Afternoon

Discuss the Appendices, including Monitoring and Evaluation. Refer to this supplement, if needed. Spend the remaining time discussing the roll-out (logistics, follow-up, etc.) and address any remaining issues that have not been adequately covered.

The trainer emphasizes any main points that have arisen during the workshop. End with a song and/or dance.



Orientation session: Outline

The sample outline below is for an in-depth orientation session – of three or more hours – for partner organizations, government representatives, professionals and/or other community members including parents and caregivers. (For a description of a shorter session for the community and for parents and caregivers, see **Appendix 2** on **Page 61** of the facilitator’s guide – <http://www.crs.org/our-work-overseas/research-publications/singing-lions>)

Materials needed: A4 paper, crayons, and a source of local dance music. Arrange chairs in a circle with a large space in the center.

As participants enter: Play popular dance music. Ask some staff in advance if they would dance with you as people enter and whether they could invite others to dance. Welcome everyone to ***Singing to the Lions***.

PART ONE: INFORMATION

- a. Why this guide is important (Pages 1 and 2): Research shows the impact of violence on children’s psychological and physical health. Violence is a worldwide phenomenon. Even children who are not in a conflict zone or significantly dangerous area have childhood fears that need to be addressed.
- b. Who the workshop is for (Page 4):
 - Children aged 11 and above, including young adults.
 - Children aged 8–10 can participate with extra support.
 - Also parents, guardians and community leaders (so they can support children, better deal with their own fears, and understand the issues that the children might bring to them).
- c. What children and youth will learn: Focus on the six areas of skills and knowledge (**Pages 3 and 4**) and the six themes (**Page 5**).**
- d. Background: What does the title mean to them? (encourage some interaction)

** There are two ways we can react to fear and violence in our lives. One is to try to change the situation. Even if we can’t achieve complete success, there are still things we can do to make a positive difference and reduce the problem. We can reach out for help, strengthen our connections with friends and loved ones, develop our problem-solving skills and take small steps to overcome our situation.

The other thing we can do is control the way we respond to the situation, to our fear, so that it doesn’t overwhelm us. We can practice breathing techniques and other calming exercises. We can feel better about who we are by realizing our talents, our strengths and that we have already overcome past difficulties and can do so again. *Singing to the Lions* teaches us these skills by enabling us to experience them through the workshop – and by enabling us to have some good fun at the same time.

DO Activity 1: Introductions (Page 14), starting with “The facilitator points to the two pictures of the children singing and the lions roaring.” Go through to the bottom of the page. (40 minutes)

- e. Evolution/history: The current facilitator's guide evolved from a 2013 research study with children in Zimbabwe on the impact of violence and fear in children's lives. One specialist from that study, Dr. Jonathan Brakarsh, gathered input from around the world before writing this facilitator's guide with support from Catholic Relief Services.
- f. Features of the workshop:
- The workshop is embedded in the community. It is either a part of a larger community strengthening/peacebuilding program or it collaborates with existing community mechanisms, such as child protection committees, to initiate a dialogue between children and influential adults on key issues creating fear and vulnerability in children. It works best when children are part of ongoing groups or clubs, as there are planned activities that should take place before and after the workshop to reinforce what the children learned and help them work with adults to make positive changes in their lives. (**Appendix 2.**)
 - The workshop uses art, drama, dance, music, games and – above all – the participants' imagination to teach them how to increase their resilience and find effective ways to either change their situation or, if the situation cannot immediately be altered, learn a more adaptive response.

DO Activity 8: The safe place inside us (Page 29) When life becomes difficult, we all need a safe place to go (20 minutes) *Note: if there is time for just one activity, you may substitute Activity 13: The Treasure Tree (Page 40).*

- *Singing to the Lions* is adaptable across cultures, and facilitators are encouraged to interweave the workshop with the songs and dances of their country or region. This begins when participants first enter and the facilitators dance with them, using local music and songs. Depending on the local culture, some of the workshop's words or phrases may also be changed.
- *Singing to the Lions* applies a modular structure, whereby the workshop can either be 3 full days or 6 separate segments of a half-day each – for example, once a week. It has a built-in M&E process.
- To maintain quality, each workshop requires two to three facilitators, including one who is a local resource person (for follow-ups). Facilitators should be trained before implementing *Singing to the Lions*.

PART TWO: INSPIRATIONAL/EXPERIENTIAL (optional)

*Here is a sample of activities that make the greatest impact. They may be used selectively and do not need to be done in order. Intersperse breathing exercises from **Appendix 1**. After each activity ask participants what they learned/experienced. Add further information, where necessary, of the specific activity's significance in the context of the workshop.*

DO Activity 13: The Treasure Tree (Page 40) The change is that the participants now have a sense of their inner goodness which cannot be taken away from them (40 minutes).

DO Activity 9: The four squares (Page 30) The significance is that this activity helps us reduce our fear so as to live life with less stress and make better decisions (60 minutes).

DO Activity 17: The helpers game (Page 48) (some excerpts) This is important because when people experience fear and/or violence, they can become socially isolated rather than coming together in solidarity. You need to know who you can go to in times of crisis (15 minutes).

DO Activity 19: Small steps up the mountain (Page 52) (Part 1 only) People can become overwhelmed by their problems or life situation, then they become paralyzed. They need to know how to break seemingly insurmountable problems down into manageable chunks (15 minutes).

End: Appendix 1: Breathing and grounding exercises (Page 60) Add a brief description of the appendices and supplement. Leave time for questions.

Additional guidance on Monitoring and Evaluation

This section offers further guidance for facilitators implementing the *Singing to the Lions Monitoring and Evaluation plan* (**Appendix 7**). Please read Appendix 7 of the facilitator's guide before reviewing this additional M&E guidance.

Instructions for using the Data Entry Sheet

The Monitoring and Evaluation plan includes a 20-item assessment questionnaire to be completed by participants at three different times: (1) directly before the workshop (Pre-workshop assessment); (2) immediately after the workshop (first post-workshop assessment); and (3) 3 months after the workshop (second post-workshop assessment). The

Data Entry Sheet is an Excel workbook designed to help facilitators log and summarize participants' responses to the assessment questionnaire.

The Excel workbook is configured to measure change only at the aggregate level; that is, changes are measured at group and sub-group levels – not individually. Sub-groups included are sex (male/female) and age groups (ages 8-12, ages 13+).

Step-by-step instructions for using the Excel workbook

Download the Excel file from <http://www.crs.org/our-work-overseas/research-publications/singing-lions>. Save this file to your computer to begin editing. Follow this naming convention when saving: COUNTRY NAME_COMMUNITY NAME_FACILITATOR NAME.xls.

There are four additional tabs in the workbook (in addition to the instructions tab). Click the tabs at the bottom of the workbook to navigate between them. Tabs 2, 3, and 4 provide spaces to enter the responses of each participant who completed an assessment. Tab 2 should be used to record pre-workshop assessment responses, Tab 3 to record responses from post-workshop assessment completed immediately after the workshop, and Tab 4 to record responses from post-workshop assessment completed 3 months after the workshop.

Each row in Tabs 2 through 4 corresponds to one participant, while each column corresponds to one item/question. Enter responses from one participant at a time. First, in the "Sex" column, note whether the participant is male or female; use "M" for males and "F" for females. Next, enter the participant's age in the "Age" column as a whole number. Then, go down the row to enter their response to each question in the corresponding column. Enter only 0 or 1 (see scoring sheet for coding instructions). If a participant skips a question (does not respond), enter 0 in the corresponding cell. Once you have entered all responses from a single participant, go on to the next participant and repeat this process. Follow this process for each Tab 2 through 4.

NOTE: Only enter data in blue cells.

Data entered in Tabs 2 through 4 should automatically populate Tab 5, which contains a summary of your data:

- Demographics – total number of participants, total male and female participants, total participants in age groups
- Average scores for each item (questions 1-20) for the pre- and post-workshop assessments
- Average total score for each questionnaire (pre- and post- workshop assessments)
- Average total score by sex
- Average total score by age group
- Average scores for intermediate results (refer to *Scoring Calculations and Interpretations* in **Appendix 7, Page 71**, of the guide)
- Average scores for knowledge and skills items (refer to *Scoring Calculations and Interpretations* in **Appendix 7, Page 71**, of the guide)
- Average scores for behavior items (refer to *Scoring Calculations and Interpretations* in **Appendix 7, Page 71**, of the guide)

Facilitators using this tool should email completed workbooks to singingtothelions@crs.org.

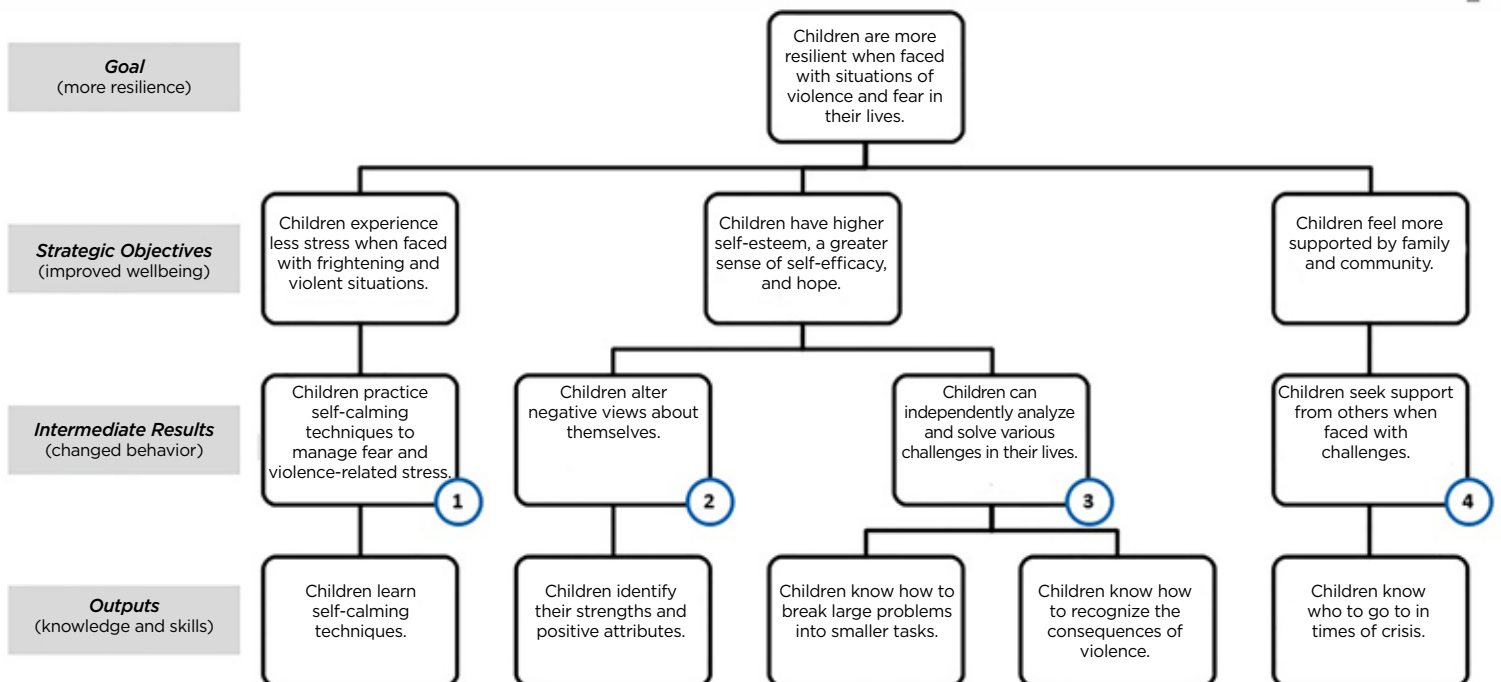
Guidance for measuring change at the individual level

For ease of implementation, the **Monitoring and Evaluation plan** aims to measure change at the aggregate (group) level. As such, participants are not asked to write their names on Assessment forms (see Assessment form in **Appendix 8** of the guide). Facilitators wishing to measure change at the individual level can ask participants to write their names at the top of the Assessment form. Alternatively, facilitators who wish to preserve anonymity may assign unique ID codes to each participant. To adapt the **Data Entry Sheet** (Excel workbook referenced above) to measure individual change, add a column for Participant ID Codes in each tab 2, 3, and 4 to the left of the “Sex” column. In this new column, enter one participant’s name or ID code per row. Then, go down each row to enter the responses that correspond to the code in that row.

Measuring objectives and goals with validated measures

The **Monitoring And Evaluation plan** (Appendix 7 of the guide) is designed to measure changes in participants’ knowledge and skills (outputs) and behaviors (intermediate results). Changes related to the intervention’s strategic objectives and goal – reduced stress, self-esteem, hope, self-efficacy, feeling of support, and resilience (see Figure 1 below) – are complex constructs whose measurement may not be appropriate for the scale and time frame of the intervention.

Figure 1: STL Results Framework



Facilitators who wish to develop a more robust M&E system that addresses the strategic objectives and goal, should consider using trained enumerators as well as relying on externally validated scales. Below are some suggested scales that were considered during the creation of *Singing to the Lions*. Click on the associated links for information about each scale. This list is not intended to be comprehensive, but rather, a starting point for facilitators wishing to explore more intensive M&E.

- [Screen for Child Anxiety-Related Emotion Disorders \(SCARED\)](#)
- [Revised Children's Manifest Anxiety Scale \(RCMAS\)](#)
- [Children's Coping Questionnaire](#)
- [Rosenberg Self-Esteem Scale](#)
- [General Self-Efficacy Scale](#)
- [Children's Hope Scale](#)
- [Child and Youth Resilience Measure \(CYRM\)](#)
- [Five Facet Mindfulness Questionnaire](#)
- [Responses to Stress Questionnaire - Violence](#)

CRS users of *Singing to the Lions* can access the Self-Esteem Scale, Self-Efficacy Scale, Hope Scale, and CYRM via the [Protection Measures Compendium](#) on SharePoint. CRS users should contact the MEAL team for additional information and support.



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This supplement accompanies *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives*, a guide to enable facilitators to help children and youth develop skills to resolve the impact of violence and abuse in their lives and to heal.

