

department of education



psychosocial support recreational  
activities resource guide



# psychosocial support recreational activities resource guide

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## foreword

As an important provider of basic education to Palestine refugees, serving approximately half a million students across the Gaza Strip, West Bank, Syria, Jordan and Lebanon, UNRWA's Education Programme aims to foster an inclusive, quality and equitable learning environment where the needs of all Palestine refugee children and youth are addressed.

Protracted conflict and displacement across UNRWA's five Fields of operation means that many Palestine refugee children and youth are living under difficult conditions, which affects all areas of their life. To address the educational needs of Palestine refugees during emergencies, and build upon the strength of the UNRWA education system, UNRWA has developed a holistic and innovative Education in Emergencies (EiE) programme. This aims to provide safe and supportive quality education, which promotes and addresses students' well-being.

The *Psychosocial Support Recreational Activities Resource Guide* is part of the EiE support and will help UNRWA teachers, counsellors and community members to organize creative and fun learning and recreational activities for all UNRWA children and youth, especially those living in challenging contexts. We hope that teachers, counsellors and community members find this resource guide useful, and that it encourages and supports recreational and learning activities for children and youth.

Our thanks go to Educate a Child, an Education Above All Programme, for generously funding the development of this Resource Guide. We also thank our colleagues across the Agency's five Fields of operation, whose experience in teaching and providing psychosocial support during emergencies has been invaluable in the development of the Psychosocial Support Recreational Activities Resource Guide.

Sincerely,



Caroline Pontefract  
Director of Education  
UNRWA – Headquarters, Amman

## contents

<b>introduction.....</b>	<b>IV</b>
<b>guidance note for facilitators.....</b>	<b>1</b>
<b>myself.....</b>	<b>9</b>
1. Copying Rhythms .....	10
2. The Egg .....	12
3. Tree in the Wind.....	14
4. Slow Leak.....	16
5. Touch Blue .....	19
6. Grandmother’s Footsteps.....	21
7. The Seed.....	23
8. Illustrating Stories .....	26
9. Feelings Dance .....	28
10. Using Puppets .....	31
11. Name That Feeling!.....	33
12. A Round of Rhythm and Movement .....	36
13. The Chair .....	38
14. Follow the Leader .....	40
15. Cover the Space .....	43
16. Acting Emotions.....	45
17. Recognizing Emotions.....	47
18. Drawing Myself With My Foot.....	50
19. Expressing Feelings .....	52
20. My Flag .....	54
21. I Am, I Have, I Can.....	56
22. Walking Billboard .....	58
<b>my peers.....</b>	<b>61</b>
1. Rainstorm.....	62
2. Picking Mangoes .....	65
3. Train of (Silly) Walks .....	67
4. Swimmy.....	69

5. Working Together .....	71
6. Who is the Leader? .....	73
7. Crossing the River .....	75
8. The Human Knot .....	77
9. Opposite Hunt .....	79
10. Snake .....	81
11. The Mirror Game .....	83
12. Blob Tag .....	85
13. Little Blind Train .....	87
14. Building a Machine .....	90
15. Bodyguard .....	92
16. The Shrinking Sheet .....	94
17. House, Tree, Sun .....	96
18. Trust Walk .....	98
19. The Peruvian Ball Game .....	101
20. Wandering Rings .....	103
21. Draw What I Draw .....	105
22. Brown Bag Skits .....	108
23. Drawing Together .....	111
24. Emotional Relay .....	113
25. Active Listening .....	115
26. Building Bridges .....	117
<b>my community .....</b>	<b>121</b>
1. Pen in a Bottle .....	122
2. The Fist .....	124
3. Emotion and Reaction Quiz .....	126
4. Helping Hands Rainbow .....	130
5. Chairs .....	133
6. Cup and String Game .....	135
7. Different Ways to Handle Conflict .....	138
8. Our Challenges, Our Solutions .....	142
9. Seeing From Different Perspectives .....	145
<b>additional recreational activity resources for facilitators .....</b>	<b>148</b>

## introduction

This document is a recreational activity resource guide for teachers, counsellors, and community members (also referred to as facilitators) working with children in conflict or other challenging contexts. Working on behalf of UNRWA a consultant, Stephen Richardson, compiled the activities in this Resource Guide. References to additional resources are provided at the end of this guide for future consideration.

It is important to note that conducting one recreational activity will not 'heal' a student immediately. Psychosocial Support (PSS) is a holistic field that involves many other services beyond education. However, if a facilitator conducts PSS activities frequently, it may provide positive support for a student, but it will not of course address all of the challenges of a student's current situation outside of school. In short, while facilitating recreational activities is important for normalcy and learning, these activities are in no way the only solution to help students to recover from adverse experiences of conflict, or daily stresses that they face.

Although there are limitations in the role of recreational activities, it is important to note that they are very useful for developing knowledge and skills that can allow students to engage positively with their friends, peers, family and community members.

## resource guide content sources

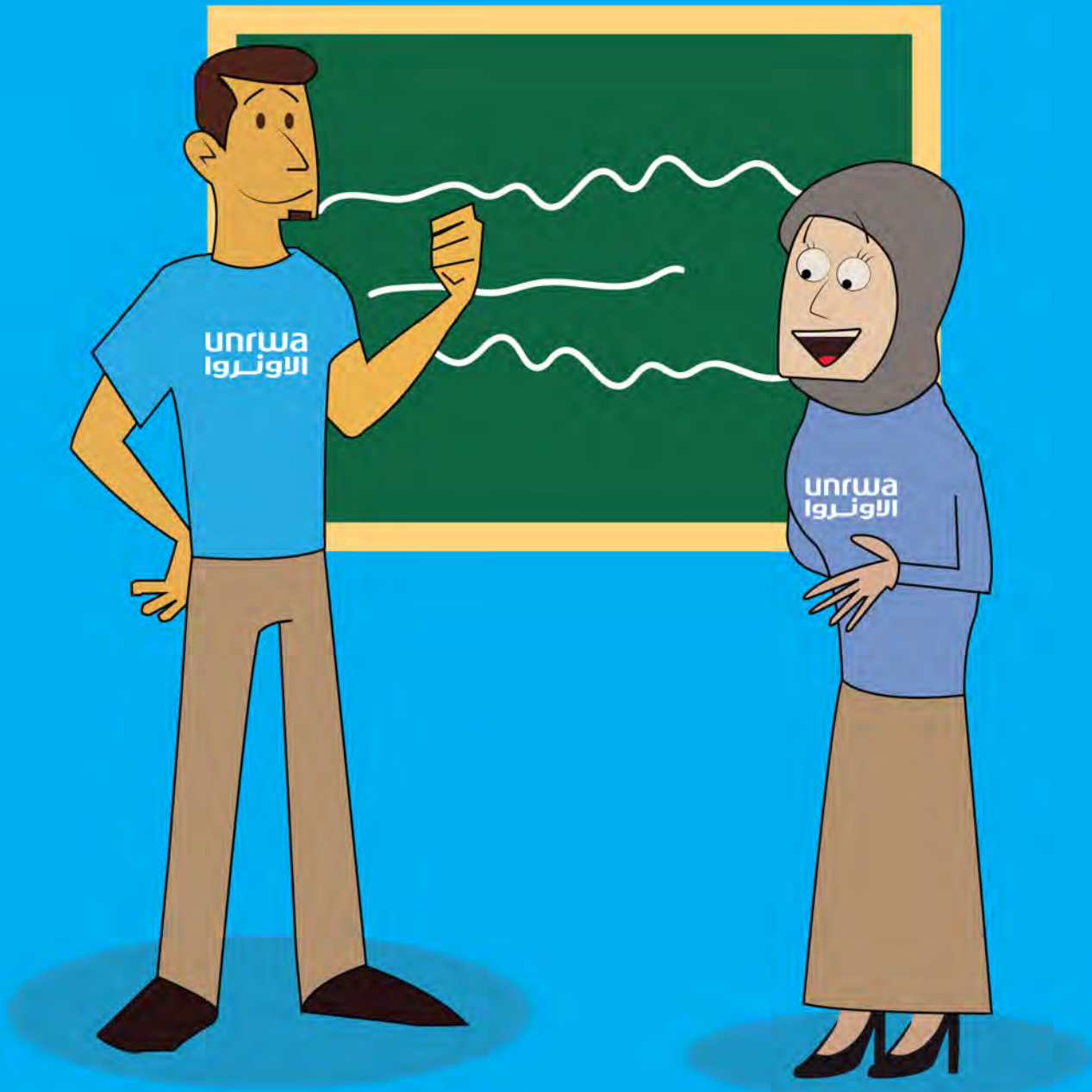
All activities included in this document originate from various PSS training guides and curricula developed by organisations working in conflict and crisis contexts, including those of:

- International Federation of Red Cross and Red Crescent Societies (IFRC)
- International Rescue Committee (IRC)
- Peace First
- Save the Children
- Government of South Sudan, Ministry of Education, Science and Technology
- Terre des Hommes
- United Nations Children's Fund (UNICEF)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- War Child Holland
- World Vision

UNRWA would like to thank these organisations, as well as the Inter-Agency network for Education in Emergencies (INEE), which shared its PSS resource library from which the majority of these activities come. Note: all activities indicate a source of origination for accreditation.



# guidance note for facilitators





## guidance note for facilitators

### ***How do you use this Guidance Note?***

This Guidance Note was written to inform and support your use of the *UNRWA Psychosocial Support (PSS) Recreational Activity Resource Guide* (hereafter referred to as the Guide). The Guidance Note is structured in a 'Question and Answer' format, and it seeks to provide some general information and practical guidance on the use of the Resource Guide.

### ***What is the purpose of the Resource Guide?***

The Guide was prepared as a resource on recreational activities for you to use to support children's psychosocial well-being. The content of the Guide has been organized to help in selecting and carrying out appropriate activities with children affected by conflict, in order to protect or improve their well-being.

### ***How is the Resource Guide Organized?***

This resource guide is not a structured curriculum, but rather a collection of useful activities you can use to address the needs and/or interests of your students, considering the time available for such activities in the school schedule. To help guide your selection, information about the organisation of this guide is as follows:

#### **Themes**

The guide is first organized into three overarching themes of the activities:

- **Myself:** This first section includes activities with the objective to strengthen personal skills that enable students to participate positively in daily life. This includes creativity and imagination, expression and self-confidence, concentration, as well as emotional awareness and empathy. Some of the activities are meditative and relaxing, while others are exciting games.
- **My Peers:** The second section includes activities relating to peer support, with the objective to strengthen social skills that enable students to communicate, understand, and get along with their peers. This includes active listening, cooperation, collaboration, and team building. Some of the activities are quiet, allowing pairs or groups of students to create art, while others are exciting games.
- **My Community:** The third section includes activities that allow students to reflect on their larger communities – those outside the classroom or PSS session – with the objective to strengthen awareness of the students as an active participant in their community. This includes, in particular, conflict resolution. Some of the activities are group work where students solve a problem, while others are exciting games.

## Duration

Within the above themes, activities are organized by duration, with shortest activities first. Acknowledging the diverse needs of the facilitators, there are short activities, of 10-15 minutes; medium-length activities of 20-25 minutes; and long activities of 30-40 minutes.

## Grades

It is important that recreational activities are appropriate to students' age and development. There are activities for Grades 1-4 (ages 5-9), Grades 5-6 (ages 10-11), and Grades 7-10 (ages 12-16). Some activities are appropriate for a larger range of ages, encompassing Grades 1-6, Grades 5-10, and Grades 1-10.

## Activity Types

There are a variety of activity types to meet the needs and/or interests of students. Activities are organized in the following categories:

- **Crafts** activities use a variety of materials for students to create art work, which can include visual arts drawing and painting.
- **Drama** activities are those where students can express themselves through role-play and acting.
- **Game** activities are aimed at presenting students with a particular challenge or exercise to work through. These activities are often, but not always, done in groups or teams.
- **Music** activities are those involving the creation of music by the students. Note that none of the activities in this resource guide require additional musical equipment beyond the sounds students can make with their own bodies.
- **Puppet** activities are those involving the teacher using a puppet to help encourage students to explore their thoughts and feelings. Note that there is only one puppet activity, which outlines an approach to puppetry.
- **Relaxation** activities are those that are intended to calm students and encourage a safe space with the use of breathing, physical stretches, and guided meditation.
- **Visual Arts** activities are those including drawing and painting for self and group expression.

## ***What is the value of the activities in the PSS Recreational Activity Resource Guide?***

Recreation or play activities can play a valuable role in promoting the well-being and resilience of children. Participation in games and other recreational activities provides children opportunities to develop capacities and resources that can help them deal with the emotional, social, and practical challenges that they may face in their lives. Free-play that is initiated and led by children already plays a central role in the natural processes of development

and socialisation. However, in situations where children’s opportunities for recreation may be limited or where they are experiencing especially difficult life circumstances, it can be beneficial if specially chosen activities or games are facilitated for them by responsible adults. These recreational activities will stimulate the development of specific skills and resources, as well as provide safe and supportive opportunities for children to process and learn to manage their experiences.

Each activity in the Guide has been specially selected for its potential to stimulate development in the following areas:

- Emotional self-regulation, management, and personal growth;
- Capacities and skills for collaboration and managing social relationships; and
- Understanding and capacity to solve problems in their communities.

The three areas of development described above roughly correspond to how the activities have been organized in the Guide: 1) Myself, 2) My Peers, and 3) My Community. However, it must be noted that activities categorized in each of the sections may potentially contribute to more than one developmental area.

### ***How do you choose which activities to implement and when?***

While each of the activities included in the Guide can be enjoyable, stimulating and beneficial to children if implemented individually as stand-alone activities, the value of the activities will often be enhanced if they are used in an appropriate context as part of a broader process or series of activities.

Your choice of activity must always be determined by what benefits you think it will bring to the participating children in relation to their psychosocial well-being. Matching the theme of an activity to a particular topic being currently addressed in a classroom, community programme or psychosocial support session will enhance its relevance, meaning, and impact for participating children. Alternately, it may also make sense to facilitate a number of thematically-linked activities in a connected sequence, so that each reinforces, expands and builds on the others that have gone before – consolidating their impact on the participating children.

Very importantly, you should always consider whether there might be any negative consequences of applying a particular recreational activity. Even though activities in the Guide have been carefully chosen for their beneficial nature, it is important that you try to anticipate any ways in which their use may result in experiences or outcomes that are unpleasant or harmful for participating children. For example, you should anticipate if there is a child for whom an activity could unintentionally evoke a recent upsetting memory, or a group activity that could be used by some children in the group to bully or victimize another child. In such cases, if you believe there is a high likelihood of a negative consequence of carrying out a particular activity or if you are not confident that your facilitation skills are sufficient to minimize risks associated with the activity, then you should not choose that activity.

## ***How do you prepare for the chosen activity?***

- **Activities:** It is important for you to read all the instructions before starting the activities in order to understand the objectives, steps, and questions for student discussion. Here are some helpful hints to prepare for facilitating an activity:
  - Carefully read the theme introduction. What is the meaning, what do you want to achieve?
  - Carefully read the activity steps. Is it clear how the steps of the activity flow?
  - Read and create additional *Let's Talk! Evaluating the Activity* questions before facilitating the activity. For example, additional questions can be those that are relevant to events and issues in students' community.

It may be helpful to practice some of the activities with other facilitators to ensure all facilitators can successfully conduct the activities with the students. Also, if possible, you should memorize the sequence of steps to ensure the activity flows easily without having to stop.

- **Materials:** You should consider the availability of materials for a particular recreational activity and whether the type of activity fits with the interests and skills of the participating children. You should check if all materials needed for activities are available, in good shape, and prepare them before starting the activity.
- **Space:** Some of the activities require space. You should make sure to plan ahead to know where you will be conducting the activities, and you should consider the level of energy and noise that recreational activity will produce and require. Once deciding on a space, you should make sure it is safe and free of sharp obstacles or other hazards. Note that some of the activities can be adapted to smaller spaces or crowded classrooms; you can read the activity *Tips* section for ideas before deciding whether or not the activity would be suitable.

## ***How do you explain the chosen activities as a facilitator?***

Students may have a short attention span. If the explanation of a game is long and with many steps, it is better to divide it into smaller parts with related actions.

You should make sure all students understand the instructions. If you notice some students may not fully understand the activity, you can:

- Play one round for trial and, while playing, explain further.
- Start the exercise, and walk around and explain the rules.

### Let's talk! Evaluating the Activity

As part of every activity, there is a section called *Let's Talk! Evaluating the Activity*, which is essential to achieving the learning objectives in this resource guide. This allows students to share and discuss their relevant feelings, experiences, and perceptions, and:

- It helps students think about the skills they have learned and link them to other situations (e.g., after the talk a student might think, 'ah, so when I do something together with my friends or others I will succeed better in my tasks'). In addition, students like sharing their experiences (e.g., 'It was good, because when he tried to tag me, I dodged and managed to get away!').
- It helps you share and discuss what can be learned from the activity with the students. For instance, you might address the importance of team playing in achieving goals (e.g., you might say 'I saw that you tagged everybody very fast after discussing with each other who would go where. So you worked together and that helped!').
- It represents the right moment to clarify any discussion raised among the students during the game. You should give students the opportunity to express themselves, and listen to their comments/inputs about the game. Importantly, pay attention to what any student says, regardless of their perspective, so they feel heard.

In case of any critical or negative comment raised by a student, do not forget to listen without interrupting the student while they express their opinion.

### Can you adapt activities to different contexts without 'breaking' them?

Most of the recreational activities included in the Guide have been used in diverse cultural settings, in different work contexts and with various age groups around the world. While the core of these activities most likely is of relevance to protect and promote the well-being of all children, the way in which the activity is implemented may have to be adapted for a specific group of children. Depending on the activity's setting, children's history and characteristics, or your own facilitation skills or preferences, changes may need to be made. However, it is key to ensure that the integrity of the underlying goal of the activity is maintained. To ensure the original purpose of activities is retained when adapting activities, the following guiding questions can be considered:

Does the activity still help improve expression management or regulation of a child's emotions? What are the ways in which it does this?

Does the activity still help develop a child's interpersonal and social skills, or strengthen her/his social supports? What are the ways in which it does this?

Does the activity still help build capacity to understand and engage with problems in the child's community? What are the ways in which it does this?



In answering the questions above, it is important to consider both the explicit purpose of the activity as well as more implicit goals that are achieved through the process of how the activity is carried out by the participating children. The *Tips* section in each activity listed in the Guide provides some useful ideas on how to use or adapt the activity under different circumstances.

### ***What good practices should a facilitator follow?***

Below are principles that can guide your work as a facilitator:

**1. Do No Harm.** Your first responsibility as a facilitator is to ensure that children do not experience any negative consequences of participating in the activity. As discussed above, this involves evaluating risks prior to selecting recreational activities, taking measures to avoid anticipated risks, and also being alert and ready to respond to any unexpected problems that may arise.

As a facilitator, you should not place children in a situation where they have to take part in an activity that could cause them to experience psychological stress or social difficulties. You should exercise your own judgment as facilitators when choosing and designing activities. In addition, to further ensure activities do no harm, you should make sure children's participation in all chosen recreational activities is voluntary. Children can be informed in advance about the objective and process of the activity, and they should be provided some flexibility so that those who are uncomfortable are either able to participate in a way that makes them feel safe, or are given a way of 'sitting-out' of a specific activity without being stigmatized.

**2. Pay attention to your facilitation style.** As facilitators, how you behave has a direct impact on the success of the recreational activities carried out with children. How children respond to the activities will be strongly influenced by the clarity and enthusiasm with which you introduce and facilitate every aspect of an activity. If you are not able to give instructions that are easy to understand and follow, then children will be confused and will not be engaged in the activity. If you do not seem genuinely interested in and motivated by the activity, it is unlikely that the children will be either. As facilitators, your role is to lead, encourage, and support children through the activity, often by the example of your own behaviour.

As adults, the children participating in the activity you facilitate will view you as having more authority. As a result, sometimes your role may also create certain expectations amongst children about how you need to interact with them. These expectations or established patterns of interaction may not always be suited to the characteristics you need to adopt to facilitate each activity in the Guide. For example, if there is a social expectation that adults will always behave seriously, it may be difficult to enthusiastically facilitate a game that is 'silly'. Or, it may be hard to resist the expectation that you as a respected adult should give advice or judgment on how to solve a moral problem – and instead only facilitate children in exchanging views to resolve this. To take on the role of facilitator, you must recognize that you sometimes have to temporarily step outside of your usual role, behaviour, and interaction styles in relation to children. While this may be challenging, it also offers the possibility of exploring new styles of interacting with children.



**3. Model the norms that you want participants to follow in their group interactions.**

Remember that children will often follow their facilitator's example of behaviour within the activity or session. Therefore, it is very important that your own behaviour as the facilitator demonstrates respect, tolerance, fairness, empathy, care, focus, openness, and other characteristics that children will hopefully demonstrate in the way they interact with one another.

It is also important that as facilitators, you make an effort to focus on and recognize the positive actions of children, rather than noticing and commenting on the negative. Being sincere and specific about why you are praising a child will help them to know that you are paying attention to them personally, and also will reinforce and build on their strengths. It is important that you give attention to all participants, and demonstrate your interest and respect for them through inviting them to speak, paying attention to them when they speak, and responding sincerely to their ideas. It is also beneficial to involve children in discussing and establishing group norms about how they are to treat each other.

**4. Take action on behalf of children at risk.** As the responsible adult working with children, you have to take action to safeguard children if you learn during the course of your work that they are experiencing serious psychosocial problems or are at risk of harm. For example, you must respond appropriately to stop incidents of bullying or mistreatment of children within the group, or help children with psychosocial problems or other vulnerabilities. This may involve, in more severe cases, seeking skilled help externally. If you are not trained or equipped to deal with serious individual or social problems that children face, you should not try to solve these by yourself. However, as a trusted adult, you still have a responsibility to provide the child with general support and to ensure they are referred to someone who is better able to help.

***What if you face challenges or questions that arise when you are facilitating recreational activities?***

It is not guaranteed that all recreational activities with children will go exactly as you have planned them, and this is usually an opportunity for learning and adaption for next time. However, if you do confront serious issues or challenges in the course of your work, you should seek the advice of a trusted colleague or capable supervisor to reflect on and guide your response to such issues. Don't be afraid to ask for help or support – it is the best way to learn and develop as a facilitator.



recreational activities

# myself

Part 2





## myself

Students exist in a complex environment of relationships. To engage positively with their peers and community, they need to develop knowledge and skills that enable them to participate positively in their daily lives. The activities in this section provide a safe space for students to:

- Have fun and become energized;
- Calm down and relax;
- Express and explore their emotions;
- Express their imagination;
- Learn and apply concentration skills; and
- Begin to establish connections with their peers.

Not all activities will accomplish these objectives simultaneously, and facilitators are encouraged to use as many of the activities in the section (relevant to the ages of their students) to provide many opportunities for students to learn and apply these skills.



Figure 1: Diagram illustrating the connection between the individual (myself), peers, and community, which informs the organisation of this Resource Guide. The following *myself* section focuses on internal processing and skills.

## 1. Copying Rhythms

Theme	Duration	Grades	Activity Type
Myself	10 minutes	1-10	Music



### Overview:

Students participate in a short musical clapping activity without needing any instruments.



### Objectives:

- To develop concentration and listening skills.



### Materials:

- None are needed.



### Steps:

- Have the students sit or stand in a circle.
- Clap a simple rhythm that can easily be repeated continuously.
- Tell the students to join in with the same rhythm until the entire class is clapping together.
- Once all students have caught on, you can stop the rhythm, and clap a different rhythm.



### Let's talk! Evaluating the Activity:

- What happened during this game? How did it make you feel when we were all clapping the same rhythm together?
- How is listening to each other important for this game?
- How can we apply these listening skills to other things we do together?



### Tips:

- If you have a large group with limited space, students can participate standing next to their desks.

- Students may need encouragement to listen carefully rather than clap at random.

### *Variations:*

- The rhythms can be tapped on different parts of the body.
- Words or people's names can be used to accompany the rhythm.
- Students can be asked to lead.
- Instruments can be used.
- Students can 'echo' back short rhythms in a call and response manner.



### **Source:**

War Child Holland. (n.d.). *Music as Psychosocial Intervention for Children and Communities Affected: Activity Resource Manual*. p. 14.

## 2. The Egg

Theme	Duration	Grades	Activity Type
Myself	10 minutes	1-6	Relaxation



### Overview:

Students relax and feel a sense of protection through this short facilitated activity.



### Objectives:

- To feel a sense of calm.
- To feel protected in a safe space.



### Materials:

- Any safe space (as flat and clean as possible).
- If the class size is large (over 35) a larger space may be required. Be resourceful to find a space that is appropriate. See *Tips* below.



### Steps:

1. Ask the students to sit in circle, to bring their knees to the chest, to hug their legs, to rest their head on their knees and to close their eyes. Ask them to imagine that they are very small, so small that they can fit in an egg with a very strong shell.
2. Ask them to roll on the ground if they want to feel how strong their shell is. Then ask them to go back to the sitting position.
3. Say slowly in a calming tone:

*You are very small, in the eggshell; you are protected in there. It is very nice to be inside the egg, it is warm and you can breathe very well. You are there and there is the world outside, you can hear some sounds, but the shell softens them.*

*You are fine in your eggshell, but the sounds outside, make you curious of going out. You can hear the wind, and music coming from far away. How is the world outside? What is happening there?*



*You start breathing a bit more, and then opening your arms, and gently pushing your feet. The shell starts breaking and you can slowly stretch your arms and your legs, until you are all outside of the eggshell.*

*You find yourself in a green garden, the grass is soft and you can smell it; the sun is warm and you can feel it on you; a sweet breeze is blowing and you can breathe it gently.*

*You can see that around the garden there is a fence with a small gate, and you know that you can allow only the people you love and who love you inside.*

*You sit, then stand and go to the gate; you open it and you look around. You can see some family and friends doing things, they cannot see you.*

*Then you slowly close the gate and go back to where you were. You can see the eggshell there on the grass; you lay beside it, on the soft grass. You can see and feel your whole body, from your toes to the top of your head (give 15 seconds).*

*You take a few more breaths and then start moving your fingers, then your toes, your legs and your arms. Turn slowly on your right side, and feel your back; then... 1... 2... 3... you can open your eyes.*

4. Once the students all have their eyes opened invite them to sit up slowly. Give a few more seconds of silence before moving on to Let's Talk.



## Let's talk! Evaluating the Activity:

- How do you feel? Is it different than when we started the activity?
- How do you think relaxation activities like this are good for you?
- Is there anything you do at home that allows you time and space to relax? Have the students provide examples if they are comfortable.



## Tips:

- If you have a large group with limited space, students can participate next to their desks as long as the floor is clean and there is space for them to roll around without injuring themselves.



## Source:

International Rescue Committee (Lebanon). (n.d.). *Focused Psychosocial Activities In Humanitarian Settings*. p. 29.

## 3. Tree in the Wind

Theme	Duration	Grades	Activity Type
Myself	10 minutes	1-6	Relaxation



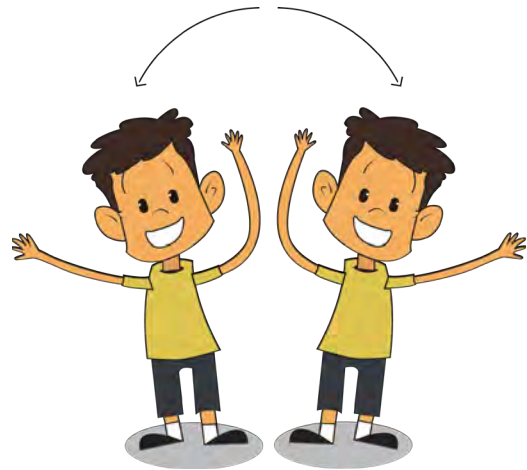
### Overview:

Students relax as they pretend they are trees blowing in the wind in this short facilitated activity.



### Objectives:

- To express imagination.
- To feel a sense of calm.
- To develop a sense of self-awareness.



### Materials:

- None are needed



### Steps:

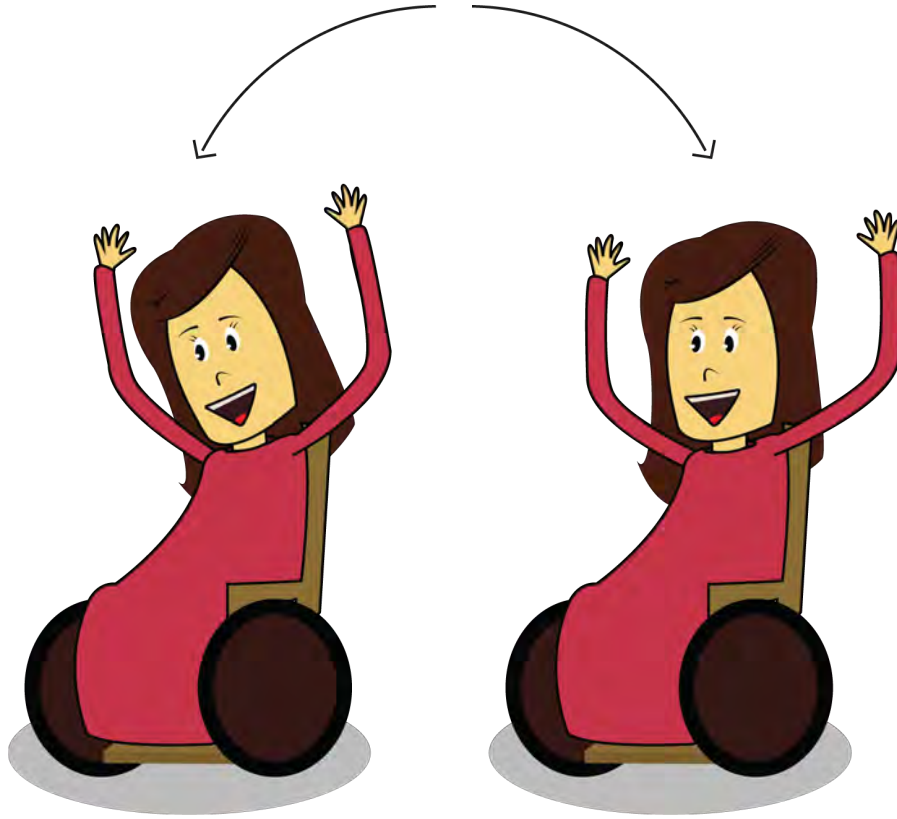
1. Have the students stand up with both arms out, feet placed wide apart, and knees slightly bent.
2. Provide the instructions: *As I say "the wind is blowing," you should move softly as if the wind is blowing through the trees, waving your arms from side to side, and forwards and backwards like a tree in the wind.*
3. Have the students close their eyes and take a few deep breaths.
4. Begin the activity.
5. After a few minutes have the students take a few more deep breaths, standing in silence. Ask the students to open their eyes and put down their arms.



### Let's talk! Evaluating the Activity:

- How do you feel? Is it different than when we started the activity?
- How do you think relaxation activities like this are good for you?

- Is there anything you do at home that allows you time and space to relax? Have the students provide examples if they are comfortable.



### Tips:

- Be sensitive to students who are living with disabilities and may not be as mobile as other students.



### Source:

International Federation of Red Cross and Red Crescent Societies. (2014). *Moving Together: Promoting Psychosocial Well-being Through Sport and Physical Activity*. p. 79.

## 4. Slow Leak

Theme	Duration	Grades	Activity Type
Myself	10 minutes	1-6	Relaxation



### Overview:

Students relax as they pretend they are balloons, inflating and deflating, in this short facilitated activity.



### Objectives:

- To express imagination.
- To feel a sense of calm.
- To develop a sense of self-awareness.



### Materials:

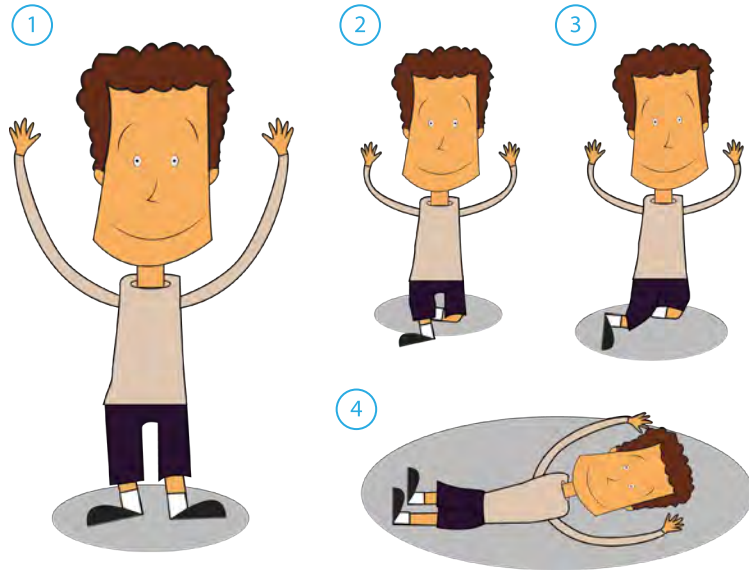
- Any safe space (as flat and clean as possible).
- If the class size is large (over 35) a larger space may be required. Be resourceful to find a space that is appropriate. See *Tips* below.



### Steps:

1. Have students stand next to their desks or in a circle. They should have enough space to lie down on the floor without injuring themselves.
2. Provide the instructions:
  - *We will pretend we are balloons floating in the air.*
  - *In the beginning of the exercise, every time we breathe in, our balloons expand nice and big, stretching our arms to be a big circle above our heads.*
  - *After I say "Slow Leak", our balloons no longer expand when we inhale, but every time we exhale our balloons, slowly, slowly, slowly, start leaking air.*
  - *We continue to leak until our balloon is completely empty and we are lying on the ground.*

- *During the entire activity, I want you to focus on your own body and feelings.*



3. Ask students to close their eyes, and remind them no one should talk during this exercise.
4. Facilitate the exercise in a calm tone.
5. Once the students' balloons have no more air, students should remain on the floor for a few seconds.
6. Ask the students to sit up.



## Let's talk! Evaluating the Activity:

- How did you feel as a big balloon? A deflated balloon?
- How do you think relaxation activities like this are good for you?
- Is there anything you do at home that allows you time and space to relax? Have the students provide examples if they are comfortable.



## Tips:

- If you have a large group with limited space, students can participate next to their desks as long as the floor is clean and there is space for them to roll around without injuring themselves.
- Students with breathing problems can do this activity at their own pace.

- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Do make sure you involve them in a constructive and participatory way.

*Variations:*

- Create new situations: first they start as a balloon, then when they are on the floor, they become balls that roll from one side and to another, etc.
- Do the exercise in pairs.



**Source:**

International Federation of Red Cross and Red Crescent Societies. (2014). *Moving Together: Promoting Psychosocial Well-being Through Sport and Physical Activity*. p. 80.

## 5. Touch Blue

Theme	Duration	Grades	Activity Type
Myself	10 minutes	1-6	Game



### Overview:

Students use their concentration skills to find different object prompts that the teacher or student facilitator says in a game with music and dancing.



### Objectives:

- To energize and engage students through physical activity.
- To develop and practice concentration.



### Materials:

- Music (using a musical instrument like a drum or a phone, computer, CD, or DVD).



### Steps:

1. You or a student play a musical instrument or control the playing of music from a machine.
2. Tell everyone they have to move around or dance fast while the music is playing.
3. When the music stops, the person controlling the music calls "Touch blue", or "Touch nose" or "Touch a shoe" or any other colour or object in the room. Everyone must touch that colour or object on someone else, not on themselves.
4. Each time the music starts, the facilitator changes the command.



### Let's talk! Evaluating the Activity:

- How do you feel now?
- Did you concentrate a lot on finding the command?
- How did it feel when you were looking for the command and *could* find it

easily? What about when you *could not* find it?

- Do you think we could concentrate on other things as hard as we did in this game?



### Tips:

- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups.
- If dancing is not culturally appropriate for students to do in front of their peers in class, have students 'move around fast' instead of dance.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.
- If there are any students with disabilities that prevent them from running, make an additional rule that if they have 'helpers,' the helpers are safe. The 'helpers' (two other students) have to stay close at all times during the game.



### Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*. pp. 51-52.



## 6. Grandmother's Footsteps

Theme	Duration	Grades	Activity Type
Myself	10 minutes	1-6	Game



### Overview:

Students use their concentration skills to avoid being caught by the 'Grandmother' in this fun short activity.



### Objectives:

- To energize and engage students through physical activity.
- To develop and practice concentration.



### Materials:

- None are needed.



### Steps:

1. Select someone who will be the 'Grandmother'.
2. Explain the rules of the game:
  - One person is the Grandmother and faces the wall at the end of the room/ space.
  - The rest of the group must go to the other end of the space and try to creep very quietly towards Grandmother.
  - Whenever Grandmother turns around the group must stop and be completely still – if anyone is moving they must go back to the start.
  - The first person to reach grandmother and tap her lightly on the shoulder becomes the winner and can take the position of Grandmother.
3. Start the game.



### Let's talk! Evaluating the Activity:

- Who liked being Grandmother? Why?

- Who never got caught by Grandmother? How did it feel to succeed? Why do you think you succeeded?
- Do you think we could concentrate on other things as hard as we did in this game?



### Tips:

- If there is a more culturally appropriate word other than 'Grandmother', use that.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.
- If there are any students with disabilities that prevent them from running, make an additional rule that if they have 'helpers,' the helpers are safe. The 'helpers' (two other students) have to stay close at all the times during the game.

### Variation:

- Try the same game, but hopping on one leg.



### Source:

World Vision. (n.d.). *Creativity with Children: A Manual for Children's Activities*. p. 30.

## 7. The Seed

Theme	Duration	Grades	Activity Type
Myself	15 minutes	1-6	Relaxation



### Overview:

Students relax as they pretend they are seeds growing into big trees and connecting with their peers in this short facilitated activity.



### Objectives:

- To relax the students.
- To create a sense of awareness that other students may share similar experiences.



### Materials:

- Any safe space (as flat and clean as possible).
- Recorded music from a phone, computer, CD, or DVD (optional).





## Steps:

1. Ask the students to lie down on their backs, or sit on the floor with crossed legs and to wrap their arms around their knees. They should imagine that they are “tiny seeds resting on the earth, beginning their journey as they grow into trees.” This guided imaginary exercise can be done with music playing very softly in the background, but it is optional.
2. Ask the following questions during the course of the guided exercise. You should adapt terminology and instructions to be age appropriate.
  - *What kind of seed are you?*
  - *What colour, shape, textures, are you?*
  - *What kind of tree will you become?*
  - *How does the earth smell and feel around you?*
  - *What is outside?*
  - *What is the environment that you will grow into?*
3. As students are instructed to rise and grow to sitting and standing, ask them quietly to observe the environment around them. Eyes may be closed during the “lying down/seed” phase and opened when they rise to sit.
4. As students rise to stand in place they are encouraged to “open their arms, as if they were branches, and allow their branches to move in the wind.” The group members should be asked to imagine “the kinds of branches that their tree has and if there are any blossoms or fruit on the branches.”
5. The students should do the activity in silence. The students are then instructed to “imagine that your branches could grow to touch the branches of the other trees and to move gently in the breeze.”
6. In a circle the group moves calmly in place, sensing their own strength merging and expanding as they join with others. Ask the students to move together in the circle, hands held, around, in and out, reaching up and down.



## Let's talk! Evaluating the Activity:

- How did it feel to grow from a seed to a tree?
- How do you feel now as a fully formed tree?
- How do you think relaxation activities like this are good for you?

- Is there anything you do at home that allows you time and space to relax? Have the students provide examples if they are comfortable.



### Tips:

- If you have a large group with limited space, students can participate next to their desks as long as the floor is clean and there is space for them to lie down without injuring themselves.
- If it is inappropriate for girls and boys to touch each other in a game (when the branches grow), do this game with same-gender groups, or separate genders on different sides of the room.



### Source:

International Rescue Committee (Lebanon). (n.d.). *Focused Psychosocial Activities In Humanitarian Settings*. pp. 34-3

## 8. Illustrating Stories

Theme	Duration	Grades	Activity Type
Myself	20 minutes	1-6	Visual Arts



### Overview:

Students express themselves through drawing elements or scenes from a familiar story they already know.



### Objectives:

- To express imagination through creativity.
- To increase self-confidence in expression by using a familiar story to illustrate.



### Materials:

- One large piece of paper per student, preferably A1.
- Wax crayons, oil pastels, or paint.



### Steps:

1. Read or tell a story that the students recognize.
2. After a story has been told or read, hand out paper and crayons.
3. Ask students to tell about parts of the story they liked (for example, in Snow White, many students say 'the apples' or 'Snow White' or 'the dwarves').
4. Talk about what these things could look like and let the students draw freely. If some students cannot choose, help them by suggesting something simple, for example, a lovely, big, red apple.



### Let's talk! Evaluating the Activity:

- How did it feel to draw what you typically imagine?
- How do you feel about yourself knowing you can express yourself through art?



## Tips:

- Students can make backgrounds using, for example, the flat part of the wax crayon for even shading.
- If a student is unable to draw due to a disability, have him/her use the buddy system and pair them with another student who can draw with them.
- For older students, you ask for volunteers or assign different key scenes from the story from start to finish, completing the illustration.

## When to use:

- After the students have gotten to know each other.
- When they are able to concentrate and are confident in expressing their interests with the class.
- When learning with their imagination can help them to deal with their feelings and emotions.

## Follow-up:

Hang all works of art around the classroom in story order for an art show.



## Source:

Peace First. (2012). *Feelings Dance*. pp. 1-2.

## 9. Feelings Dance

Theme	Duration	Grades	Activity Type
Myself	20 minutes	1-6	Game



### Overview:

Students practice expressing and recognizing feelings using facial expressions and dance in this fun game.



### Objectives:

- To creatively express emotions through movement.
- To communicate non-verbally and begin to recognize others' expressions.



### Materials:

- Enough space for students to safely move about freely.



### Steps:

1. Establish a Quiet Signal students will be familiar with. See *Quiet Signal Tips* on p. 32.
2. Introduce the activity, Feelings Dance.
3. Explain that the objective of the activity is to use the face and body to practice expressing feelings.
4. Explain to students that this is a silent dance, so they will play with their bodies, not their voices.
5. Tell students that they will walk in a circle and you will call out a feeling. When they hear a feeling called out, each student should start dancing (or moving) in a way that shows that feeling.
6. Brainstorm with students a list of feelings that you will call out. Some suggested feelings are: happy, sad, lonely, afraid, surprised, embarrassed, calm, shy, or angry.
7. Explain that students should dance until you give the Quiet Signal and then they should return to quietly walking in a circle.



8. Remind students to play safely; to keep their hands, feet, and bodies to themselves while dancing; and to give each other enough space to move freely.
9. Ask students if they have any questions about the activity.
10. Ask students to form a circle and begin walking.
11. Call out the first feeling.
12. Give time (ten seconds) for students to show off their dance for that feeling.
13. Use your Quiet Signal to bring the group back to walking in a circle.
14. Call out a new feeling and repeat the process until all of the brainstormed feelings have been used.
15. Explain to students that now they will reflect on how they experienced the activity.



## Let's talk! Evaluating the Activity:

- What happened during the activity?
- Were some feelings harder to dance to than others?
- How does noticing and expressing feelings make you a better person (you can use various identities if appropriate: son, daughter, brother, sister, friend, student, community member)?



## Tips:

- Use this time to reinforce any established expectations that are important for students to remember during the activity.
- If dancing is not culturally appropriate for students to do in front of their peers in class, have students 'move around fast' instead of dance.
- If you have a large group with limited space, students can participate standing around their desks, as long as they can do so without injuring themselves, and importantly, see each other dancing and expressing emotions.
- Before beginning the activity, lead students through a warm-up to reinforce safe play.
- Ask the group to practice a silent dance that keeps their hands and feet to themselves.

- If it is inappropriate for girls and boys to dance in the same room together, do this game with same-gender groups.



**Source:**

Peace First. (2012). *Feelings Dance*. pp. 1-2.

### Quiet Signal Tips:

A Quiet Signal is a gesture that tells students when it is time to stop what they are doing and focus attention on the facilitator/teacher for the next instruction. This is especially important when transitioning between activities, cooperative games and group work, which have students out of their seats, and working together actively (and often noisily). Your school or programme may already have its own Quiet Signal. If not, choose a signal to use consistently with your students.

One commonly used Quiet Signal is a raised hand with two fingers extended upward ("Peace & Quiet"). As soon as students notice you or a classmate using this signal, they immediately stop talking, freeze and give the Quiet Signal themselves. As other students notice, more and more hands go up, the room becomes quieter and quieter, and the ritual has accomplished its purpose. You may also want a second Quiet Signal in mind that can get the group quiet more immediately. Here are some examples:

- Peace and Quiet: Raise your hand or two fingers in a "peace sign" and wait for silence.
- Silent Hand & "Shh": Raise your hand above your head and cover your mouth with one finger.
- Rhythmic Clap: Clap rhythmically and have students repeat the clap.
- Lights Out: Turn out the lights in the classroom briefly.
- Call & Response: Call out a designated word or phrase and have your students respond – for example, "UN" ... "RWA"

**Source:**

Peace First. (2012). *Quiet Signal Tip Sheet*. pp. 1-2.

## 10. Using Puppets

Theme	Duration	Grades	Activity Type
Myself	20 minutes	1-6	Puppets



### Overview:

Students explore situations and emotions through a puppet that they may or may not have experienced, allowing them a safe space to express their emotions without judgement.



### Objectives:

- To understand the connection between certain actions and feelings.



### Materials:

- Pre-made puppet.
- Pre-written situations and possibly affiliated emotions for students to explore emotions of a puppet.



### Steps:

- For the first time you use the puppet:
  - Introduce the human puppet to the group.
  - Ask the students to name the puppet (make sure it is not the name of anyone in the group).
- Give the students situations to explore. For example:
  - Explain that ----- (name of puppet) is unhappy because he/she has had a bad day at school.
- Guide the students in exploring emotion through the puppet. For example:
  - Ask the students to try and find out why the puppet is unhappy/angry/lonely – every suggestion they give is correct, and when the puppet is asked, he/she should answer 'yes'. For example students can ask, 'are you sad because you stepped in a puddle on the way to school?' 'YES'





## Let's talk! Evaluating the Activity:

- Once the group has finished finding out why the puppet is unhappy/angry/lonely you can then repeat the process, but this time the puppet has had a happy day! Ask them to now try and find out why he/she feels happy/safe/cared for/intelligent. Again, every suggestion is correct and should be answered 'YES'.



## Tips:

- This method can be a very powerful way to gain information from students as they often ask questions that they may well have experienced themselves but do not want to expose. They may, however, feel OK suggesting that this may have happened to the puppet.
- It is good if the puppet appears as human as possible – this is helped by how the puppet is made, but also how it is used – giving thought to how its body language should be if it is sad/happy, etc.
- The more human it appears the more the students will engage with the idea.
- This method is a good information gatherer especially from younger students or those with learning difficulties.
- Content free – the activity can be used to gather ideas about health, education, leisure, travel issues, etc. For example, 'the puppet is feeling very unhealthy today - why do you think this may be?'
- Make sure to engage with all students during this activity, and not just the ones who volunteer to respond to questions.

## Variation:

- Adaptation Puppets can also be used to explore communication and relationships – using more than one, or animal puppets.



## Source:

UNICEF (Tanzania). (2006). *Participatory Approaches for Working with Children and Young People in Programme Planning, Implementation and Studies and Evaluation: Toolbox of Participative Tools*. p. 26.

## 11. Name That Feeling!

Theme	Duration	Grades	Activity Type
Myself	20 minutes	5-10	Game



### Overview:

Students play a friendly competition game, in the format of a TV Game Show, associating feelings with events.



### Objectives:

- To understand the connection between certain actions and feelings.
- To understand how other students might have different feelings for the same event.



### Materials:

- Chart paper, markers, index cards.
- Prepare statements on index cards prior to the game (see *Step 9*).



### Steps:

1. Introduce the game Name That Feeling! Use this time to reinforce any established expectations that are important for players to remember during the game.
2. Prepare a large word bank by brainstorming a list of feeling words with players. Write the list on the board or on chart paper for players to see. These may include: afraid, angry, brave, calm, confused, embarrassed, excited, frustrated, happy, hopeful, jealous, lonely, angry, nervous, proud, sad, afraid, and shy. Try to avoid including words like "hungry" or "tired," as these are not really feelings, but physical responses.
3. Tell players that they are going to be contestants, or players, on a game show called Name That Feeling!
4. Shift into a game show host persona and explain the rules of play. The following script is provided as a suggestion:

*Ladies and Gentlemen, it is time for everyone's favourite game show, Name That Feeling! Name That Feeling! is the game where you match up actions with feelings.*

*I am your host, [your own name].*

*I will read a card to all contestants. On the card will be an action or behaviour that causes people to feel a certain way. For example, "When I get to play a game like Name That Feeling! I feel \_\_\_\_\_."*

*Then, contestants will try to name the feeling that is caused. Contestants will show me that they have an answer by raising their hands and I will call on a contestant.*

*The contestant will give an answer. If the answer is correct, the group will earn ten points. The goal is for the group to work together to earn as many points as it can!*

5. The last round will consist of a bonus question valued at a secret amount of points.
6. Ask players if they have any questions about the game.
7. In order to encourage players to name as many different feelings as possible, tell players the group will receive five bonus points each time someone names a new feeling.
8. Keep track of each feeling word players identify by placing a check or tally mark next to the feeling word from the word bank. Write down any new feeling words players say.
9. Below are some suggested statements to use with players for this game. You need to also create many more of your own (see *Materials*), and be sure they cover a wide range of feelings.
  - When my birthday is tomorrow, I feel...
  - When I am a good friend to someone, I feel...
  - When someone will not share with me, I feel...
10. Announce to players the grand total number of points they received together as a group. Explain to players that now they will reflect on how they experienced the game.



## Let's talk! Evaluating the Activity:

- What happened during the game?
- How can we help our community by understanding the feelings of others (or showing empathy)?



## Tips:

- Rather than having two competing teams, students can work together cooperatively to gain as many points as they can. This way, the focus remains on identifying feelings.

### *Variation:*

- Instead of reading statements aloud, you could show the group pictures of a person depicting a feeling and follow with the statement: "Name the feeling this person is showing." This variation can be useful for students who are supported by visual cues. It may also help draw focus back to the activity, since they will need to pay closer attention to remain involved.



## Source:

Peace First. (2012). *Name That Feeling!* pp. 1-2

## 12. A Round of Rhythm and Movement

Theme	Duration	Grades	Activity Type
Myself	20 minutes	5-10	Music, Drama



### Overview:

Students engage in expressive drama to explore as many different sounds and movements as they can without judgement from their peers.



### Objectives:

- To express imagination through creativity.
- To use movement and imitation to get out of their comfort zone.
- To begin to understand the world from another student's perspective.
- To energize and engage students through physical activity.



### Materials:

- Space is needed.



### Steps:

1. Have the students form a circle.
2. Ask one of them to go into the middle and make any kind of movement, as strange or unusual as they like, accompanied by a sound and in a rhythm of their own invention, as long as it is not something they do in their daily life. Students should be made comfortable so that they are not afraid to act silly or strange.



3. All others imitate the student leader, trying to reproduce exactly their movements and sounds, over and over together without stopping. It is important that everyone must try to reproduce everything they see and hear, as precisely as they can, the same movements, the same voice, the same rhythm.
4. Then, still making their movement and sound, this student approaches and stands opposite someone else in the circle, challenging him/her to take their place.
5. The challenged student person goes into the middle and slowly changes the movement, rhythm and sound in any way he/she likes.
6. Everyone follows this second leader, who then challenges a third student and so on.



### Let's talk! Evaluating the Activity:

- What happened during this game? How did it make you feel? What was hard? What was easy?
- What did this game teach us? Why was it valuable to play this game?
- For older students: Do you think that it is easy to understand your fellow students after replicating how they expressed themselves?



### Tips:

- It is natural for students to laugh when the leader does a ridiculous movement. Accept this, but challenge the students to push themselves to be good 'actors' and commit to the activity.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Do make sure you involve them in a constructive and participatory way.



### Source:

Boal, A. (2002). *Games for Actors and Non-Actors* (2nd ed.). p. 92.

## 13. The Chair

Theme	Duration	Grades	Activity Type
Myself	20 minutes	5-6	Relaxation



### Overview:

Students become aware of their immediate environment and identify things that do not cause them stress in this facilitated activity.



### Objectives:

- To identify the things in the environment that are non-distressing.
- To feel a sense of calm.



### Materials:

- None are needed.



### Steps:

1. Have students sit in a comfortable position with their legs and arms uncrossed.
2. Say in a calming tone:

*Breathe in and out slowly and deeply.*

*Look around you and, silently in your head, name five non-distressing objects that you can see. For example you could say, "I see the floor, I see a shoe, I see a table, I see a chair, I see a person."*

*Breathe in and out slowly and deeply. Slowly close your eyes.*

*Silently in your head, name five non-distressing sounds you can hear. For example you could say, "I hear a woman talking, I hear myself breathing, I hear a door close, I hear someone typing, I hear a cell phone ringing."*

*Breathe in and out slowly and deeply.*

*Silently in your head, name five non-distressing things you can feel. For example, you could say, "I can feel this wooden armrest with my hands, I can feel my toes inside my shoes, I can feel my back pressing against my chair, I can feel the blanket in my hands."*

*Breathe in and out slowly and deeply. Slowly open your eyes.*



## Let's talk! Evaluating the Activity:

- How do you feel? Is it different than when we started the activity?
- Was it easy for you to identify non-distressing things?
- Why do you think this is important?
- Do you think you can do this alone? How do you think it would help you?



## Tips:

- Students need to understand the concept of distress and things that are non-distressing before conducting the activity.
- Students should feel comfortable in a safe space, free of judgement, before you conduct the activity.
- If there is a smaller group of students, they can name the five non-distressing things they see, hear, and feel out loud.
- If you have students that are shy, it is important to give them space and time to answer the question, and without judgement if they do not feel comfortable answering.



## Source:

International Rescue Committee (Lebanon). (n.d.). *Focused Psychosocial Activities In Humanitarian Settings*. p. 34.

## 14. Follow the Leader

Theme	Duration	Grades	Activity Type
Myself	20 minutes	7-10	Drama



### Overview:

Students participate in this fun activity to explore the relationship between expression and emotion.



### Objectives:

- To introduce the concept (idea) of different emotions.
- To begin to recognize others' expressions and emotions.



### Materials:

- Space is needed.



### Steps:

1. Welcome the group.
2. Have the students stand in a circle and say: *Let's do a fun activity to see the various ways we can express emotions.*
3. Step forward with a particular sound and movement (for example say "Helloooo" with a happy voice and gesture).



4. Ask the whole group to imitate exactly what you just did.
5. Continue making different sounds and movements using different emotions that the group can imitate. For example, you can say hello in a 100 different ways, such as angry, sad, proud, afraid, hopeful, loud voice, small voice, etc. The more sounds and movements you make, the more you stimulate expression and imagination within the group.
6. When the group gets the idea ask (different) students to help in doing a round.
7. Tell the group: *Emotions are people's feelings. In the game we just did, we also saw a variety of emotions.*
8. Ask the group:
  - Which emotions did you recognize? (Joy, sorrow, anger)
  - Do any of you sometimes feel happy? Sad? Angry?
  - If you feel angry do you stay angry for a long time?
9. Tell the group: *Feelings can change. It depends on what happens in your life. Having those feelings is normal. But if you are always angry, or always sad then there is something wrong. You can give an example of this from your own life.*
10. Explain to the students that there are six basic emotions: joy, sadness, anger, fear, disgust, and surprise. People everywhere in the whole world experience and feel these same basic emotions. It is human. Other emotions like loneliness, confusion and excitement, can be linked to the six basic emotions.



## Let's talk! Evaluating the Activity:

- Do you think that it is important that you know your own emotions? Remind the group that it is important, because you all have emotions and you will react to them. Sometimes you will (re)act in a positive way, but sometimes it can be negative.
- What did you learn from this game?
- Do you think you are able to recognize other's emotions through how they express themselves?



## Tips:

- Identify the word 'emotion' in the local language beforehand. There might not be one single word for it which means you will need some time to explain what an emotion is.

- Make sure to keep up the tempo of the game.
- Be sensitive to students desire to participate, and do not force them to lead the group.
- If you have a large group with limited space, students can participate standing next to their desks, just make sure that the leader stands in front of the class.

### **Follow-up:**

This is activity 1 of 3 of a series, UNRWA suggests the following order:

1. Follow the Leader, pp. 40-42.
2. Emotional Relay, pp. 113-114.
3. Cover the Space, pp. 43-44.



### **Source:**

War Child Holland. (2009). *I DEAL: Dealing with Emotions*. pp. 8-9.

## 15. Cover the Space

Theme	Duration	Grades	Activity Type
Myself	20 minutes	7-10	Game



### Overview:

Students practice quickly expressing a range of emotions in this fun game.



### Objectives:

- To creatively express emotions through movement.



### Materials:

- None are needed.



### Steps:

1. Ask the students to just walk around the space – without talking or making contact with anybody else. Tell them to constantly try and cover the whole space. This means they should keep trying to fill up the empty space.
2. Tell them to “freeze” when you clap. This means that everybody stops moving immediately and freezes into the exact position they are in. When you shout “move”, the students have to start moving again.
3. Repeat this a few times, until you see that they understand the instructions.
4. Now add the following instructions. Explain that before the clap, you will call out different things, in order to make them freeze in a certain way. Things like professions, people, or feelings. Students have to freeze into a position expressing the instruction you gave.
5. Start with easy instructions like: driver, football player, pilot, teacher, etc.
6. Then bring in emotions, like: happy, sad, angry, shy, surprised, etc.
7. Expand by combining a person/profession and an emotion, like: happy student, angry driver.
8. Expand by introducing different situations the students can relate to: a football team that won a game, siblings fighting over food, etc.



## Let's talk! Evaluating the Activity:

- Tell the group: As you have seen, emotions can be shown in different ways: through your face, by the way you walk; by the way you behave. Give some examples of what you saw the students doing. For example when you mentioned 'sad' you saw some students 'crying'.
- Emotions are followed by reactions. A reaction to being sad, for instance, is crying. If you are angry, some students want to fight.
- What did this game teach us? Why was it valuable to play this game?
- How easy is it for you to guess someone else's emotions by their expressions?



## Tips:

- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.

## Follow-up:

This is activity 3 of 3 of a series, UNRWA suggests the following order:

1. Follow the Leader, pp. 40-42.
2. Emotional Relay, pp. 113-114.
3. Cover the Space, pp. 43-44.



## Source:

War Child Holland. (2009). *I DEAL: Dealing with Emotions*. pp. 8-9.



## 16. Acting Emotions

Theme	Duration	Grades	Activity Type
Myself	30 minutes	1-6	Drama, Game



### Overview:

Students create a short play in groups and perform them in front of the entire class in order to understand different kinds of emotions.



### Objectives:

- To express imagination through creativity.
- To creatively collaborate with peers.
- To begin to recognize others' expressions in connection with every day events.



### Materials:

- Paper, Pens.
- Prepared prompts for the activity (Step 2).



### Steps:

1. Divide the group into smaller groups of 3-6 people.
2. Each team is given a list with 4-5 different emotions on it, and a location – for example - one team may get the forest as the location, and happy, sad, frustrated, and scared as emotions.
3. Each team creates a short play, which contains all the emotions.
4. Every person must have a role that is created by their group.
5. At the end, gather all the groups, and ask them to show their play to the others.
6. Those that are watching guess which emotions are being carried out.



## Let's talk! Evaluating the Activity:

- Was it easy to show your emotions? Why/why not?
- Does anyone wish the others would show their emotions more or less? Why? Why is it important to let others know how you are feeling?
- Are there times when it is better to hide what you feel?
- What can you do to let others know how you feel?



## Tips:

- Check in on the groups while they are working to make sure they stay on task, and help them if they have difficulty thinking of ideas. Be sure not to give them all the ideas, as they should do some of the creation on their own.
- If there are a lot of students, this game may be extended beyond 30 minutes to ensure all groups get an opportunity to perform their play.



## Source:

World Vision. (n.d.). *Creativity with Children: A Manual for Children's Activities*. p. 49.

## 17. Recognizing Emotions

Theme	Duration	Grades	Activity Type
Myself	30 minutes	7-10	Visual Arts



### Overview:

Students explore and learn about different kinds of emotions through drawing.



### Objectives:

- To express a part of a student's identity, especially in relation to emotions.
- To increase self-confidence in expression.



### Materials:

- One large piece of paper per student.
- Pencils, markers, and other drawing materials.



### Steps:

1. Ask students to sit on the floor comfortably where they can see the marker board.
2. Ask them to work in pairs in order to think of words for emotions and write them on the marker board. Optional: Students can write down the words they think of in their notebooks and journals.
3. Explain: *All emotions are a natural part of life. We cannot control how we feel, but we can try to recognize our emotions and think about how we manage the difficult ones and enjoy the good ones. I am now going to ask you to choose an emotion that is important to you, and to explore it through drawing.*
4. Draw a large rectangle on the marker board, and divide it into four boxes. Explain: *Each of you is going to choose one emotion and make four drawings to describe it.*
  - In the first box, draw a picture of something that makes you feel this emotion.
  - In the second box, draw a picture of what the emotion looks like to you.

- In the third box, draw a picture of how the emotion helps you.
- In the fourth box, draw a picture of how the emotion can be difficult for you.

1. I feel ... when I:	2. To me, feeling ... looks like this:
3. Feeling ... helps me when:	4. Feeling ... is difficult for me when:

5. Give the students at least 20 minutes to draw, and let them have more time if they ask for it. Observe their drawings as they work. Check if any of the students' drawings refer to difficult experiences, as they may need additional support.
6. Ask the students if they would like to share their drawings (for example, as part of a gallery walk), but do not push them to show their work to others if they do not want to.



## Let's talk! Evaluating the Activity:

Ask the students to look at each other's drawings and discuss:

- What makes you feel certain emotions?
- How do you express or show these emotions?
- How are these emotions difficult for you?
- How do these emotions help you?
- What similarities do you see in each other's drawings?
- In what ways is expressing emotion helpful? Can expressing emotions ever be unhelpful?
- In what ways are these emotions helpful for us? Can difficult emotions like sadness or anger ever be helpful?
- When are emotions difficult for us? Can positive emotions like happiness or excitement ever be difficult?



## Tips:

- Let students choose which emotion they would like to explore through drawing, even if they all choose the same emotions.
- Let students explore their emotions in whatever way they choose. Instead of drawing pictures they could express themselves through colours, patterns or words.
- Observe each student and look at their drawings. Notice if any student shows signs that they may need additional support or services such as counselling. If necessary, speak with the student individually outside of the session, and connect them to the support they need.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.
- If the students speak different languages, or if they have recently arrived in a new environment where the language is new to them, teach them a few new words for emotions. (However, limit the number of vocabulary words to ten, to keep the focus of the activity on arts and expression.)

## Follow-up:

Hang all works of art around the classroom for an art show.



## Source:

UNICEF. (2015). *The Adolescent Kit for Expression and Innovation*. pp. 167-169.

## 18. Drawing Myself With My Foot

Theme	Duration	Grades	Activity Type
Myself	40 minutes	1-6	Visual Arts



### Overview:

Students draw self-portraits with an added challenge, using their feet instead of their hands.



### Objectives:

- To express imagination through creativity.
- To increase self-confidence in expression.



### Materials:

- One large piece of paper per student.
- Markers and other drawing materials.



### Steps:

*Drawing (25 minutes)*

1. Ask the students to choose a marker or a brush and to place it between the big toe and the second toe.
2. Tell them that they will now draw a self-portrait. Encourage them to continue even if it seems difficult. Also make your own portrait.
3. When they have finished, express appreciation for the work they have done, and then ask them how they felt while drawing and at the end, when they completed the drawing.
4. Ask them to colour it, to write their name beside it, and a list of qualities they possess. In writing down their qualities, ask the students to consult with their neighbour.



## Gallery (15 minutes)

5. Once the drawings are finalized, ask the students to stick them on the wall and say: *We are in a gallery and here are portraits of very important and famous people. Each one of you will now introduce the person to all of us.*
6. Ask the first student to introduce his self-portrait, to describe the characteristics that are there in the drawing and those listed.
7. When they have finished, ask the other students to add other qualities. End the presentation of each student with clapping and ovations. You also present yourself.
8. At the end of the session, make sure you keep the portraits somewhere safe, because you will use them for the activity “the group picture” in the last session.



### Let's talk! Evaluating the Activity:

- How did the challenge of drawing with your foot make you feel? What was hard? What was easy?
- What do you feel this activity teaches us? What is the major lesson?



### Tips:

- If the activity takes longer, you can split it up over two class periods, with the gallery walk starting on the next available class period.
- You, as the facilitator, should make your own self-portrait.
- If it is inappropriate in the culture to take shoes off and draw with a bare foot, the activity can be done by putting a marker inside the arm, opposite the elbow, to draw.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.



### Source:

International Rescue Committee (Lebanon). (n.d.). *Focused Psychosocial Activities In Humanitarian Settings*. pp. 43-44.

## 19. Expressing Feelings

Theme	Duration	Grades	Activity Type
Myself	40 minutes	7-10	Drama, Game



### Overview:

Students practice expressing emotions non-verbally and guessing each other's emotions in this miming game.



### Objectives:

- To creatively express emotions through movement.
- To communicate non-verbally and begin to recognize others' expressions.
- To encourage the students to discuss and express emotions.



### Materials:

- Space is needed



### Steps:

1. Ask the students to sit in a circle. Now start the activity by explaining the following:

*Feelings and emotions are expressed in many different ways. Body posture shows a person's internal feelings. For example:*

*When someone has a straight back, open palms and seems relaxed, it signals openness and happiness. When someone is tired of physical contact or seems distant when touched, it signals a lack of confidence or trust in others.*

*Facial expressions give a lot of information on emotions. It is easy to see when someone is happy, as they smile. When they are sad, they may cry. The eyes especially help you to see how someone is feeling.*

*Gestures show what someone might be thinking. For example, when you nod your head, it shows that you are interested in a conversation or that you agree with what is being said. When you cross your arms when you talk to someone, it can signal that you are not comfortable and feel uneasy.*



2. Explain to students that they will now do an exercise about recognizing different feelings in other people, and how you can show others how you feel. Divide the students into groups of three.
3. Ask each group to prepare a mime of three different feelings that they will present to the group. Remember that miming is a SILENT activity.
4. In each group of three, each student chooses an emotion they want to present. The students help each other practise a clear facial expression and body posture that fits with the emotion they have chosen.
5. After about 10 minutes, ask the students to gather in one big circle again. The groups now take turns in presenting their emotions. Each student mimes their emotion, helped by their small group if necessary. The larger group guesses what the feeling is. When someone guesses correctly, ask them how they recognized the feeling. Continue with this until everyone has had a turn.
6. Explain to the students that it is important for all people to belong to a group where others can see how they feel and they can understand each other.



## Let's talk! Evaluating the Activity:

- What was it like to express the different feelings?
- Were some feelings very difficult to express? If yes, why?
- What kind of feelings can sometimes be misunderstood as other feelings?
- What can happen if we misread someone's feelings?



## Tips:

- This is a useful activity for students who have experienced a traumatic event or series of events and who are finding it difficult to talk about their feelings and reaction to the event.
- The activity does not encourage the students to share direct personal experiences, but encourages sharing of examples of experiences that can lead to specific feelings.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. pp. 91-92.

## 20. My Flag

Theme	Duration	Grades	Activity Type
Myself	40 minutes	5-6	Visual Arts, Crafts



### Overview:

Students create their own flag through visual arts and crafts that represent themselves in order to explore what makes them unique and enable students to learn more about each other.



### Objectives:

- To express imagination through creativity.
- To increase self-confidence in expression and self-worth through visual arts and crafts.



### Materials:

- Paper or material that can be drawn on or painted on.
- Art materials for as much creativity as possible (e.g. coloured markers, crayons, pencils, glitter, glue, paint, fabric, scissors, old magazines, etc.).



### Steps:

1. Ask the students to sit in groups of 8, and give each group a range of art materials. Tell the students that everyone is going to make a personal flag. It can be related to their heritage and family, their likes or dislikes, or something they can do that they are proud of.
2. Give them about 15 minutes to create their flags. They can do anything they want to with the paper for the flag – cut it into a flag shape, paint it, colour it with crayons, glue pictures from magazines on it, etc. using any of the art materials. Ask the students to write their names on the back of the flags.
3. When everyone has finished, ask them to sit in a circle and talk about the flags they have created.
4. Now ask the students to help attach the flags to a long piece of string. If you can, hang the flags up in the classroom, and display them at the next meeting with the parents and caregivers.



## Let's talk! Evaluating the Activity:

- What was easy about creating your own flag? What was hard?
- Did you learn something about your fellow students that you did not know about before?
- How does it feel that your fellow students now know more about you?
- Do you think this activity will help you appreciate each other more? Why or why not?



## Tips:

- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.
- Be aware of prejudices across students from different groups, and make sure students do not use this information in a negative way against other students.

## Follow-up:

Display the flags at the next meeting with students' parents and caregivers.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*. p. 87.

## 21. I Am, I Have, I Can

Theme	Duration	Grades	Activity Type
Myself	40 minutes	7-10	Visual Arts



### Overview:

Students explore their strengths and resources through drawing.



### Objectives:

- To express imagination through creativity.
- To increase self-confidence in expression and self-worth through visual arts.
- To identify sources of support.



### Materials:

- One large piece of drawing paper per student.
- Markers or coloured pencils.
- A pre-prepared example of the activity product (only to be shared if some students struggle).



### Steps:

1. Ask students to sit comfortably on the floor. Draw a large circle on a piece of flip chart paper. Point to the circle and explain: *In a minute I am going to ask you to draw a big circle like this on your paper. The large circle represents you, and who you are.*
2. Write I AM... inside the circle. Explain: *All of us can finish this sentence in many ways. What are some ways to finish this sentence?* Ask the students to volunteer their answers.
3. Write I HAVE... to the left or right side of the circle. Explain: *All of us have people and things that can help us. I have written this next to the circle because what we have right now is within our reach. What are some ways to finish this sentence?* Students should volunteer their answers.
4. Write I CAN... above the circle, toward the top of the marker board. Explain: *All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?*

5. Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw your ideas inside, around and above your circle. Give students at least 20 minutes (or as long as they want), to work on their drawings.
6. After the students have completed their drawings, organize a gallery walk. Explain: *Your drawings represent your strengths. When we look at each drawing we see the strengths of each person in our group. When we look at them together, we see the strengths of our entire circle.*



## Let's talk! Evaluating the Activity:

- Who are we? Ask the students to give some examples of who they are, and who is represented in their circle.
- What do we have? Ask the students to give some examples.
- What can we do? Ask the students to give some examples.
- Close the session by saying: *Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a circle, let's focus on recognizing our strengths, exercising them to make them stronger, and using them to pursue goals.*



## Tips:

- If space is limited students can participate at their desks instead of a circle on the ground.
- Allow students to respond to questions about their identity in any way they want to, including drawing or writing.
- Encourage students to focus on their strengths and resources.
- You should have your own pre-prepared example should students have trouble thinking about what they can draw.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.



## Source:

UNICEF. (2015). *The Adolescent Kit for Expression and Innovation*. pp. 122-124.

## 22. Walking Billboard

Theme	Duration	Grades	Activity Type
Myself	40 minutes	7-10	Visual Arts



### Overview:

Students create a 'billboard' about themselves through visual arts, enabling students to learn more about each other.



### Objectives:

- To express imagination through creativity.
- To increase self-confidence in expression and self-worth through visual arts.
- To learn more about each other.



### Materials:

- One large piece of paper per student, preferably A3.
- Markers and other drawing materials.



### Steps:

1. Tell the group: *Each student is going to make a personal billboard in order to be able to tell others more about themselves.*
2. Give the students a piece of A3 paper. Divide it into 6 sections, by drawing lines on the page. You can prepare this beforehand or instruct them during the exercise.
3. Ask them to draw the following per section on their big page:
  - Section 1: Their favourite colour.
  - Section 2: Their favourite food.
  - Section 3: Their family.
  - Section 4: The thing they like to do the most.
  - Section 5: The thing they do not like at all.
  - Section 6: What they want to do in the future.

4. After they have finished, get the students to stick their billboard (paper) on their chests with masking tape.
5. Ask them to walk around, looking at each other's billboards. Get them to ask each other about their drawings. This will encourage interaction.
6. Let the students look at and discuss what they have in common with others and where they differ.



## Let's talk! Evaluating the Activity:

- Do you now know a bit more about the others in your group?
- Do you know more about the similarities and differences between you and the others?
- So you see that if you want to get to know others, you have to know yourself too.



## Tips:

- Some students may be shy about drawing; they can also write their favourite food for example in the section but preferably encourage them to draw.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.



## Source:

War Child Holland. (2009). *I DEAL: Identity and Assessment*. pp. 11-12.





recreational activities

# my peers

Part 3





## my peers

Students' relationships with their peers are important as they can serve as an important support system. To enable students to communicate, understand, and get along with their peers, students need to develop and strengthen their social awareness and skills. The activities in this section provide a safe space for students to:

- Have fun and become energized in groups of their peers;
- Express their imagination in ways that engage their peers;
- Develop a sense of empathy for peers;
- Develop positive communication skills including active listening, honesty, and respect;
- Enable cooperation and develop collaboration skills;
- Problem solve collaboratively;
- Build relationships and trust; and
- Support and help their fellow students when they are in need.

Not all activities will accomplish these objectives simultaneously, and facilitators are encouraged to use as many of the activities in this section (relevant to the ages of their students) to provide many opportunities for students to learn and apply these skills.



Figure 2: Diagram illustrating the connection between the individual, peers, and community, which informs the organisation of this Resource Guide. The following my peers section focuses on establishing and building relationships between students.

## 1. Rainstorm

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	1-6	Music



### Overview:

Students work together, explore body language, and non-verbal communication through music.



### Objectives:

- To develop and practice concentration, self-control, and coordination.
- To strengthen short-term memory.
- To cooperate and play well in groups.



### Materials:

- Enough space for all players to stand in a circle.
- This game can become loud, especially with a large group. Be sure to use a space where a few minutes of noise will not disturb others.
- This game includes a suggested variation for larger groups. Refer to the *Tips* section at the end to see if it applies to your group.



### Steps:

1. Introduce the game Rainstorm. Use this time to reinforce any established expectations that are important for players to remember during the game.
2. Explain that the objective of the game is for players to use their bodies to imitate the sounds of a rainstorm.
3. Tell players to stand in a circle.
4. Explain that you are their Rainstorm conductor and they are the orchestra. Players will perform four actions as members of the orchestra. However, they will only perform actions after you show them what to do (when you “activate” them, one by one). You will “activate” players by making eye contact and turning toward them. Once players are “activated,” they must continue with their actions until you signal for them to change.

5. Describe to players that the sound of a rainstorm starts quietly with a few raindrops, builds slowly until rain is pouring and thunder is crashing, and then quiets again as the storm ends.
6. Demonstrate and have the group practice the four actions:
  - Steadily rub your hands together;
  - Snap your fingers in an alternating pattern (one after the other);
  - Slap the palms of your hands against your thighs in an alternating pattern; and
  - Stomp your feet on the floor in an alternating pattern.
7. Ask players if they have any questions about the game.
8. Stand in the middle of the circle, so you can see each student as you rotate and conduct.
9. Begin the game by activating players individually (or in small groups), until all players are activated for each action, before moving on to the next action. The group should hear the rainstorm gradually build until all of the players are stomping their feet—this is the peak of the storm.
10. Lead players through the actions in the reverse order until the storm winds down. Finally, place your hands at your side to bring the storm to a silent end.
11. Relax and enjoy the silence after the storm for a few seconds.
12. Explain to players that now they will reflect on how they experienced the game.



### Let's talk! Evaluating the Activity:

- What happened during the game?
- How did we work together to create the rainstorm? Would the rainstorm have worked as well without everyone participating?



### Tips:

- If you are leading this game with a large group, players can stand facing you (rather than in a circle). In this case, the actions (sounds) will travel from side to side.

- With an especially large group, consider facilitating this game with another “conductor,” one to demonstrate the action and the other to “activate” players (by pointing to different sections of the group).



**Source:**

Peace First. (2012). *Rainstorm*. pp. 1-2.

## 2. Picking Mangoes

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	1-6	Game



### Overview:

Students work collaboratively to overcome physical obstacles in this fun short game.



### Objectives:

- To communicate with their peers in a positive manner.
- To solve a problem collaboratively.



### Materials:

- Rocks or other items for learners to pick up.



### Steps:

1. Choose 4 students to form a group, and have them stand in the front of class. Alternatively, if there is space and enough materials, students can get into groups of fours.
2. Ask students to stand in a circle facing outwards with their backs to each other, and link arms at the elbows.



3. Place a rock 1 metre in front of each student.
4. Ask the students to pick up the rocks as quickly as possible, without letting go of the other students' elbows and without speaking.



### Let's talk! Evaluating the Activity:

- How long did it take everyone to get the rocks?
- Did you work as a team or individuals?
- Was there a conflict getting the rocks?
- How did you solve conflicts?
- What prevented a conflict?

#### Key Considerations for Discussion:

- Each learner was trying to reach their own rock.
- But because their elbows were linked, nobody could move alone.
- This can lead to a conflict.
- But if the learners cooperate, they can solve the problem.
- We can solve problems by talking.



### Tips:

- If you have limited space and items to pick up, volunteer or select four students at random to do the activity. Do this a few times to allow more learners to participate, while the rest of the class watches.



### Source:

Government of South Sudan, Ministry of Education, Science and Technology & UNESCO. *Skills for Life for Children: Life Skills and Psychosocial Support for Children in Emergencies, Teacher Guide for Children*. pp. 63-64.



### 3. Train of (Silly) Walks

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	1-6	Game



#### Overview:

Students mimic a student leader and cooperate as a group in this fun game.



#### Objectives:

- To energize and engage students through physical activity.
- To cooperate well as a large group.



#### Materials:

- None are needed.



#### Steps:

1. Have the students stand in a circle.
2. Have the students turn to their right, as if in a line.
3. Select a student to be the beginning and a student to be the end of the circle.
4. The line starts to move, the leader at the front does their normal walk, the person behind the leader must be very careful to imitate them correctly, without exaggerating too much. The person behind does the same, and so on, until the whole 'train' is walking in unison, in exactly the same way.
5. The train can move anywhere, the leader can make noises or wave their arms and legs and the rest copy.
6. After a while the leader goes to the back and there is a new leader.
7. The game continues.



#### Let's talk! Evaluating the Activity:

- What happened during this game?
- What did this game teach us? Why do you think this game was important?



### Tips:

- If it is inappropriate for girls and boys to be close to each other in a game, have two trains with same-gender groups.
- If you have a large group with limited space, students can do their train of (silly) walks around the desks.

### Variation:

- Try the same but with silly, unusual walks.



### Source:

World Vision. (n.d.). *Creativity with Children: A Manual for Children's Activities*. p. 34.

## 4. Swimmy

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	1-6	Game



### Overview:

Students explore the concept of helping their fellow students (pretending to be fish) in this fun tag game.



### Objectives:

- To energize and engage students through physical activity.
- To support and help their fellow students.



### Materials:

- A large space that is safe for running.
- Two objects to serve as bases.



### Steps:

1. Prepare two bases parallel to one another in an open space. They are the 'safe fish caves'.
2. Now explain that the students are fish, and they are safe when they make contact with either base.
3. Whenever they want, they can swim (run) from cave to cave (base to base).
4. The object is to travel safely without getting gently tagged by you, the facilitator. You stand in the middle, between the two bases.
5. If you tag a student while they are off the base, they have to sit down right where they were tagged, until another fish (student) can free them.
6. The game ends either when the students seem tired, or if all the students are caught.



## Let's talk! Evaluating the Activity:

- How did you feel when you rescued one of your fellow fish?
- How did you feel when you were rescued by one of your fellow fish?
- Why is it important to help each other?
- Do you think we can apply this lesson in every day life? How?



## Tips:

- As with all tagging games, the facilitator should check, prior to the start of the game, if the students feel comfortable being tagged. You should demonstrate how you would tag a student.
- If any of the students feel uncomfortable, let them watch. Do not force anyone to participate if they do not want to.
- If there are any students with disabilities that prevent them from running, make an additional rule that if they have 'helpers,' the helpers are safe. The 'helpers' (two other students) have to stay close all the time in the game.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. p. 15.

## 5. Working Together

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	5-10	Game



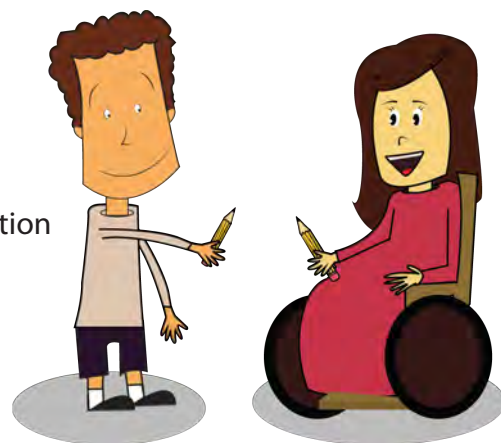
### Overview:

Students overcome a challenge collaboratively and practice concentration and co-ordination with their peers in this game.



### Objectives:

- To communicate with their peers in a positive manner.
- To practice concentration and collaboration with another student.
- To encourage respect for one another and team building.



### Materials:

- A pencil (or a pen with a lid on it) for each student.



### Steps:

1. Give each pair of students two pencils, preferably of equal length.
2. Ask the students to stand facing each other about the same distance apart as the length of the pencil.
3. Demonstrate with one of the students what the activity requires: place one end of the pencil against the tip of the index finger of the first student's right hand and the other end at the tip of the index finger of the second student's left hand.
4. To keep the pencil balanced, both students have to apply a little pressure.
5. Now ask them to place the second pencil between the tips of the index fingers of the other's free hand. Now ask them to try taking a step to the left or right whilst holding the sticks steadily!

6. End the game once everyone has managed to keep the pencils steady for a period of time.



### Let's talk! Evaluating the Activity:

- Was it difficult to keep the pencils balanced?
- What did you have to learn to make this work?
- If some of the students also try to do the activity in bigger groups, ask them: Was it more difficult when there were more students? What did you learn about communication and patience?



### Tips:

- The aim of the game is to keep the pencils from falling on the floor. To keep the two pencils stabilized, the students have to watch each other closely and react quickly. Both students have to learn to adjust to each other's movements. This is not easy.
- Depending on the number of students, the game can be played with students standing in a triangle, in two lines or in circles. The game becomes more difficult if more students participate.



### Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*. p. 87.

## 6. Who is the Leader?

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	5-10	Game



### Overview:

Students participate in a short game where they try to 'trick' a student volunteer from guessing who the leader of the group is.



### Objectives:

- To develop and practice concentration.
- To strengthen relationships between students through collaborative play.



### Materials:

- None are needed.



### Steps:

1. Explain: *We are going to play a game where the volunteer has to try to see who the leader of our group is.*
2. Ask for a volunteer to leave the room.
3. Ask all students to turn and face each other in a circle, so they can see everyone.
4. Once the volunteer has left, have the group select a leader for the group. This leader will move their body slowly and the rest of the group has to try to mirror the leader's actions.
5. Start moving and following as a group, and invite the volunteer back into the room, telling them, they have to observe the group carefully, from the centre of the circle, and try to figure out who the leader is.
6. Repeat several times with new volunteers and leaders.



## Let's talk! Evaluating the Activity:

- Volunteers: was it difficult to find the leader? Why or why not?
- Followers: did you have to concentrate a lot to play the game?
- Leaders: how did it feel to have everyone follow your lead in actions?
- Do we think that leaders always have to be known by everyone? Or, can leaders lead without a lot of attention?



## Tips:

- Keep the momentum going for the game.
- Only do three or four rounds, depending on how fast the leader is being found, as the game can get old quickly.



## Source:

International Rescue Committee (Jordan). (n.d.). *Vision Not Victims Session Guide*. p. 49.



## 7. Crossing the River

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	5-10	Game



### Overview:

Students try to problem solve collaboratively in this fun game where they have to get across an imaginary river using stones without leaving anyone behind.



### Objectives:

- To raise energy levels and encourage cooperation.
- To solve a problem collaboratively.



### Materials:

- Space is needed.
- Large sheets of paper or cardboard.



### Steps:

1. Divide the students into teams of six to eight students.
2. Mark a river on the floor with chalk or other object. Ask all the students to stand on one *imaginary* riverbank.
3. Explain that students will have to get to the other bank quickly, but there are *imaginary* crocodiles (or some other contextually relevant predator) in the river and that they can only get across by using stones (pieces of paper).
4. Hand out three pieces of paper to each team (which is not enough to cross the river), and tell them to go.
5. Once the students have crossed the river, OR if the students have found that they cannot cross the river, explain that there are often times in our lives where we can only succeed if we cooperate with others.



## Let's talk! Evaluating the Activity:

- What happened during this game? What was hard? What was easy?
- How were ideas communicated? How did you decide which idea to use?
- Who solved the problem within each group?
- Are there any lessons from this activity that we can apply to everyday life?



## Tips:

- The students will not be able to cross the river unless the team members communicate. Do not explain this to the students before the activity begins – wait to see what they do.
- If it is inappropriate for girls and boys to be in the same group, do this game with same-gender groups.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. pp. 145-146.

## 8. The Human Knot

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	5-10	Game



### Overview:

Students collaboratively problem solve in this fun game where they have to untangle themselves out of a 'human knot'.



### Objectives:

- To communicate with their peers in a positive manner.
- To encourage cooperation amongst students.
- To solve a problem collaboratively.



### Materials:

- Space is needed.



### Steps:

1. Explain that the group is going to tangle itself up into a knot and then work together to see how far they can untangle themselves.
2. Ask the students to stand in a circle.
3. They should now put their right hand in the middle of the circle and take anyone else's hand in the circle, except the person standing to their immediate right or left.
4. When everyone has their right hands connected, they then put their left hand in the middle of the circle, taking anyone's hand, except the persons to their immediate left or right or the person with whom they are already holding hands.
5. Now they should attempt to untangle themselves **without letting go of each other's hands**.



## Let's talk! Evaluating the Activity:

- What happened during this game? What was hard? What was easy?
- How was the problem solved (or not solved)?
- Were there any leaders? Why did the group follow them?



## Tips:

- If the group is larger than ten students, the facilitators should divide the group in two, after giving the instructions.
- It may be appropriate to divide the students into same-gender groups, as this activity requires close physical contact.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. p. 93.

## 9. Opposite Hunt

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	5-10	Game



### Overview:

Students try to find another student who has a card with a word that is opposite of their own, encouraging them to ask questions, listen, and problem solve.



### Objectives:

- To communicate with their peers in a positive manner.
- To practice cooperation through a group matching challenge.



### Materials:

- Index cards (one per student) and markers.
- Enough space for students to move about freely.
- Write one word on an index card for each student. Words should include opposites like hot/cold, up/down, happy/sad, etc. Make sure each index card has a matching opposite.



### Steps:

1. Introduce the activity Opposite Hunt. Use this time to reinforce any expectations that are important for students to remember during the activity.
2. Distribute one index card to each student.
3. Tell students that someone else in the group has the opposite of their card.
4. Explain to students that they must walk around the space and talk to each other to find the member of the group with the opposite of theirs.
5. Model this conversation for students by saying: *I have a card that says soft, and I am looking for the card that says the opposite of soft.*
6. Tell students that when they find their opposite, they should sit down with their partners until everyone has found their opposites.

7. Ask students if they have any questions about the activity.
8. Give time (five minutes) for students to walk around the space and converse with the other members of the group to find their opposites.
9. The activity ends when all students have found their opposites. Explain to students that now they will reflect on how they experienced the activity.



### **Let's talk! Evaluating the Activity:**

- What happened during the activity?
- How did you communicate what opposite you were looking for?
- What skills did you use during this activity? How can you use these skills outside of the game?



### **Tips:**

- For older students, this activity can be used as a transition into paired conversations on any topic. Challenge them to find their partner without talking, but with actions.



### **Source:**

Peace First. (2012). *Opposite Hunt*. pp. 1-2.

## 10. Snake

Theme	Duration	Grades	Activity Type
My Peers	10 minutes	5-10	Game



### Overview:

Groups of students pretend to be snakes (one is the head, the rest are parts of the body), and are challenged to touch another snake's tail in this fun cooperative game.



### Objectives:

- To energize and engage students through physical activity.
- To encourage cooperation amongst students.



### Materials:

- A large space that is safe for running.



### Steps:

1. Divide the students into groups of five. Tell them to stand one behind the other and to hold onto the person in front of them, either by the shoulders or the hips, to form a snake. The player at the front is the head and the one at the back is the tail.
2. Now explain that the objective of the game is for the head of each snake to catch their tail. This is all done while running, but making sure that all the players hold onto the person in front.
3. The snake must never separate. Once the head has managed to touch the tail, that person (the head) goes to the back, and becomes the snake's tail and so on until each person in the group has been in every position.



### Let's talk! Evaluating the Activity:

- What happened during this game? What was hard? What was easy?
- To the snake heads, how did it feel to control your fellow students' actions?
- To the snake bodies, how did it feel to not have control over where you were going? What would you have done differently (if anything)?



### Tips:

- If there is not a lot of space, make slightly bigger groups (up to eight students, maximum) and then they can take turns playing the game. Students like this game a lot, but it can quickly degenerate if the facilitator doesn't establish firm rules for the students' safety. In their rush, students can hold each other roughly, tend to let go very quickly and fall easily. This does not work towards the objective of the game, which is harmony and cooperation in the group. For safety's sake, tell them not to hang onto each other's clothes, but to hold onto their shoulders, and to start slowly.
- The snake's head is responsible for not losing the body and may need to slow down so that the others can keep up.
- The tail must stay away from the head at all costs – but without letting go of the body.
- Those in the middle need to trust their friends!
- It is very important to make sure the students change positions along the snake's body, so that everyone can experience the different responsibilities at each point. There is no point in starting the game with too many people (no more than eight players), because it becomes too difficult. Once the students have got the hang of the game, the longer the snake, and the more motivating the game.
- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



### Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. p. 45.



## 11. The Mirror Game

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	1-10	Game



### Overview:

Students mirror each other in pairs and express different emotions in this game.



### Objectives:

- To creatively express emotions through movement.
- To stimulate cooperation and concentration.



### Materials:

- Space is needed.



### Steps:

1. Ask the students to stand in two lines.
2. Explain that one line will be mirrors, and the other line will be actors.
3. The facilitator and co-facilitator then demonstrate the game. The facilitator calls out a positive emotion, such as strength, courage, bravery, happiness, peacefulness, and the actors act out this emotion.
4. The mirrors try to copy the actor in every detail.
5. Each line takes turns being the actor and mirror for each emotion – the facilitator keeps everyone in order! The facilitator calls out the emotion, and also when the actor and mirror should change roles.



### Let's talk! Evaluating the Activity:

- Was it easy to be a mirror? Was it fun?
- Was it easy to be the one making the gestures? Did you like that?
- Did the exercise give you a good feeling about your partner?

- Was it easier with a close friend or with somebody you don't know so well? Why?
- What happened during the game?
- What was your experience as the Leader? The Mirror?
- How do you think this game helps you pay attention to how people are feeling?
- Tell the group: *Closely looking at each other can be very important in a group. You need to look at and listen to the other person carefully in order to understand them.*



### Tips:

- If you have a large group with limited space, students can participate standing next to their desks.
- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups or pair same genders.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



### Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*. p. 83.

## 12. Blob Tag

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	1-10	Game



### Overview:

Students begin to explore the benefits of being on a team in this collaborative tag game.



### Objectives:

- To explore teamwork in an active tag game.
- To raise energy levels and encourage communication, cooperation, and collaboration.
- To encourage respect for one another and team building.



### Materials:

- Enough open space for players to run freely.
- Define the boundaries of the space that players cannot cross.



### Steps:

1. Introduce the game Blob Tag. Use this time to reinforce any established expectations that are important for players to remember during the game, especially as players will be running around.
2. Explain to players that large, slimy, people-eating blobs have invaded Earth and that one of these blobs is right here!
3. Ask for one player to be "it", known as the "blob."
4. Explain to players that this game is like the game tag, but when the blob tags a player, that player is absorbed and then links their arms with the blob, making a larger blob. Tell players that once they are a part of the blob, they cannot separate from it. Explain that this process will continue until everyone has been tagged and been absorbed into the blob.

5. Point out the boundaries of the space that players cannot cross, and if they do, they will automatically become part of the blob.
6. Ask players if they have any questions about the game.
7. Begin the game.
8. The game ends when the blob has tagged everyone. Explain to players that they will now reflect on how they experienced the game.



### Let's talk! Evaluating the Activity:

- What happened during the game?
- What was harder, avoiding the blob or being part of the blob? Why?
- How did you feel during this game? What skills did we use to play this game and how can we use them outside of the game?



### Tips:

- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



### Source:

Peace First. (2012). *Blob Tag*. pp. 1-2.

### 13. Little Blind Train

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	5-10	Game



#### Overview:

Students explore ideas of trust through a silent game where participants pretend to be a train, and the front of the train is blindfolded while the back of the train makes decisions of where to go.



#### Objectives:

- To develop trust and non-verbal communication.
- To understand why honesty is important when communicating with peers.



#### Materials:

- Space is needed.



#### Steps:

1. Have the students line up one behind the other in groups of four or five with their hands on the shoulders of the person in front in front of them. The one at the back, the engine, keeps their eyes open, the others, the carriages, have their eyes closed (or perhaps blindfolded).
2. The engine (student at the back) drives the train by giving non-verbal instructions through touch:
  - To go straight on, they press with both hands at once on the shoulders of the player in front who, repeats the message they received, until the one at the front gets the message and starts moving; to go right they press on the right shoulder;
  - To go left they press on the left shoulder;
  - To stop they lift both hands off the shoulders (breaking contact).

3. The aim of the game is to walk around in a pre-defined space without any of the trains colliding with each other.



### Let's talk! Evaluating the Activity:

- Which was your favourite role? Can you explain?
- Which position was the easiest? Can you explain?
- Was it difficult to trust with your eyes closed?
- Were there differences between the engines? Can you explain?
- What was the best way to avoid the other trains?



### Tips:

- To make the game more difficult, it is possible to make an obstacle course whereby each little train has to go around the obstacles without touching them.
- The same game can also be done at jogging speed or with longer trains with more players.
- The facilitator should insist on concentration, precision of the messages, and softness of the contact. To compensate the lack of vision, the tendency is to harden the contact.
- The difficulty is in the delay between giving the order and the movement being carried out. The tendency is to receive the message, understand and carry it out before even transmitting it. The pressure should not be continuous, but pass as quickly and clearly as possible from the last to the first player, who obeys it.
- Often, the first time the game is played, the trains crash into each other on purpose, although the aim is to avoid it. It is useful to remind students that this is a game for learning to trust (the carriages) and to be worthy of trust (the engine). Insist on the need to anticipate changes in direction (the engine).
- Since the roles are quite different (middle, front and back) it is important to change positions so that everyone tries out the different roles.
- This activity is good for starting or ending a session calmly, or for refocusing a group that is scattered.

- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups, or by same-gender teams.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



**Source:**

Terre des Hommes. (2007). *Laugh, Run, and Move to Develop Together: Games with a Psychosocial Aim*. pp. 38-39.

## 14. Building a Machine

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	5-10	Game



### Overview:

Students become a 'machine' where a student leader designs movements for their fellow students.



### Objectives:

- To express imagination through creativity.
- To practice concentration and collaboration with a group of students.
- To understand that a student is part of a larger group (students, community member, etc.).



### Materials:

- Space is needed.



### Steps:

1. Divide the students into smaller groups of six to eight. One student at a time becomes the builder. The builder chooses other students one at a time to be parts of the machine.
2. The builder moves the building block (another student) into place and sculpts the body into position. The builder then gives the building block a simple repetitive motion (e.g., one arm swinging back and forth) and a sound to repeat.
3. When that part of the machine is in place, the builder chooses another student for a building block and adds that part to the machine. Each successive part should be close enough to touch the other parts.
4. When the builder is satisfied with the design, the next builder starts anew (all students do not have to be used in each machine).





## Let's talk! Evaluating the Activity:

- What happened during the game?
- How did your group work together?
- If your group were to do the game again, what would you do differently?



## Tips:

- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups, or by same-gender machines.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



## Source:

UNICEF (MENA). (2002). *Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances*. pp. 40-41.

## 15. Bodyguard

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	5-10	Game



### Overview:

Students learn the role of protection through a physical activity where students protect their peers from getting hit by a soft ball.



### Objectives:

- To stimulate an understanding and discussion on student protection and trust.



### Materials:

- A soft ball.
- Space is needed.



### Steps:

1. Ask the students to form a circle, and explain that you need two volunteers to stand in the middle of the circle.
2. One of the volunteers will be the 'protected student' and the other will be their 'bodyguard.'
3. Now give the group a soft ball. The aim of the game is to throw the ball at the protected student. The job of the bodyguard is to stop the ball from hitting the protected student.
4. The bodyguard may be hit in the process of protecting the student. The two volunteers should have about 15-30 seconds in the middle of the circle, before two new volunteers replace them. Play until everyone who wants to has had a chance to be in the middle.
5. Complete the activity with the follow-up questions below.



## Let's talk! Evaluating the Activity:

- What did it feel like to stand in the middle and be the 'protected student'? And to be the 'bodyguard'?
- What did it feel like to try to hit the 'protected student'?
- Why do you think it is important to protect your peers? What are the ways you can protect them?



## Tips:

- Make sure that the group understands that the ball should only be thrown gently in this game. It is important to use a soft ball, as the aim of the game is to hit whoever is in the middle. Do not force anyone to be in the middle if they do not want to.
- Be critically aware of tensions between mixed groups (race, ethnicity, nationality), and do not allow this game to position one group in conflict with another.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. p. 60.

## 16. The Shrinking Sheet

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	5-10	Game



### Overview:

Students collaborate to overcome a challenge of a 'shrinking sheet', where they must turn the sheet over as a group while standing on it.



### Objectives:

- To communicate with their peers in a positive manner.
- To encourage cooperation amongst students.
- To solve a problem collaboratively.



### Materials:

- A large blanket or sheet that people can stand on with their bare feet. For a large group you may need multiple sheets.



### Steps:

1. Lay the sheet or blanket on the floor. Work out how big the sheet should be – if it is a small group, fold the sheet over. Now ask all the students to take their shoes off and stand on the sheet. The students should not have much room to move once they are standing on it together.
2. Now explain that the ground around the sheet is toxic and they are not allowed to step off and touch it.
3. The aim of the game is to turn the sheet over, without anyone stepping off onto the toxic ground.
4. Give them enough time to work out how to do this. If they get stuck, encourage them and tell them it can be done as long as the group cooperates. It may take longer than planned, but remind them that it is possible.
5. When the activity is over, praise the students and ask them to sit in a circle to follow up with the questions below. If they do not mention it themselves, say that this activity is a good reminder of how things may seem impossible at first, but when we help each other, everything is possible.



## Let's talk! Evaluating the Activity:

- Did you enjoy the activity?
- What was difficult about this activity?
- How did you solve the challenge of turning the sheet over? Did someone take on the leader role or did you all work it out together?
- What did you learn from the activity?



## Tips:

- This activity involves close physical contact – at times the students may have to carry each other or lean closely on each other. Divide the students into same-gender groups, if this is more appropriate. The two groups could then play the game one at a time or make it a competition between them on two separate sheets.
- Students playing this game usually manage to turn the sheet over, by gradually moving most of the group to one side of the sheet, while one person starts turning over another section of the sheet. The sheet shrinks in size as they do this, and they will have to shuffle around, as they gradually turn more of the sheet over.
- Be observant of the different roles that the students take in this activity. There are usually a few students who take charge and start giving instructions to others.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*. pp. 99-100.

## 17. House, Tree, Sun

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	1-6	Visual Arts



### Overview:

Students collaboratively and silently draw a house, a tree, and a sun with one marker, and one sheet of paper.



### Objectives:

- To communicate non-verbally.
- To express imagination through creativity.
- To practice concentration and collaboration with another student.



### Materials:

- One large piece of paper for every two students.
- Coloured markers for drawing.



### Steps:

1. Divide students into pairs, and give each pair a marker and a large piece of paper.
2. Tell the students that the exercise will be done without talking.
3. Each pair sits facing each other, with the paper between them.
4. Both people hold the marker together and jointly draw a house, a tree, and a sun.
5. When they have finished, they should present their drawing to the group and describe their experiences creating it.



### Let's talk! Evaluating the Activity:

- Did you find this activity difficult?

- How did you communicate what you were going to draw with your partner without speaking?
- Working together, whether in this activity or in our daily lives, involves verbal and non-verbal communication. Sometimes we forget about the power of non-verbal communication, but through this activity, you were able to realize the importance of non-verbal communication.



### Tips:

- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender pairs.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them, but the 'able' student should draw based on the other student's lead.

### Follow-up:

Hang all works of art around the classroom for an art show.



### Source:

International Rescue Committee (Lebanon). (n.d.). *My Safety, My Wellbeing: Equipping Adolescent Girls with Key Knowledge and Skills to Help Them to Mitigate, Prevent and Respond to Gender Based Violence*. p. 23.

## 18. Trust Walk

Theme	Duration	Grades	Activity Type
My Peers	15 minutes	7-10	Game



### Overview:

Students lead, and are led by, their peers in a blind trust walk.



### Objectives:

- To act courageously and learn to trust members of the group.
- To encourage team building and respect for other people.
- To begin to develop a sense of empathy.



### Materials:

- Blindfolds (one per pair).
- Enough space for players to safely move about freely.
- Designate and label a Point A at one end of the space, where players will begin; and a Point B at the opposite end of the space, where players will end.
- Leave or place obstacles in the space that players will be crossing.
- In this game players will be working in pairs. Consider whether you will assign partners before the game or guide players to choose their own partners.



### Steps:

1. Introduce the game Trust Walk. Use this time to reinforce any established expectations that are important for players to remember during the game.
2. Explain that the objective of the game is to guide your partner from Point A to Point B while avoiding obstacles.
3. The challenge of this game is that one player in each pair will be blindfolded.
4. Tell players to divide themselves into pairs. If possible, pair players with someone who is not very familiar to them.



5. Tell players that one person in the pair will act as a guide to lead their blindfolded partner from Point A to Point B. The guides may not touch their partners unless it is to help remove the players from harm. The pairs should rely on verbal communication.
6. Ask players if they have any questions about the game.
7. Distribute blindfolds to each pair and tell pairs to determine who will be blindfolded and who will be the guide.
8. Explain to players that the roles will switch after the first round.
9. Begin the game.
10. Once the pairs have successfully travelled from Point A to Point B have the partners switch roles and begin the game again.
11. The game ends when all players have had a chance to be blindfolded and guide. Explain to players that now they will reflect on how they experienced the game.



### Let's talk! Evaluating the Activity:

- What happened during the game?
- What was easy or hard about being blindfolded? Why?
- How did it feel to be the guide? What about it was easy or hard? Why?
- What skills were needed to be a successful guide? To be guided?
- How can these skills be used inside and outside the classroom?



### Tips:

- For an extra challenge, add additional points players must go to, rather than just from Point A to Point B.
- Depending on the size of the space, have all pairs play at once or have multiple rounds, with a few pairs in each round.
- Consider changing the locations of Point A and Point B for the second round for an extra challenge.
- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender pairs.

- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



**Source:**

Peace First. (2012). *Trust Walk*. pp. 1-2.

## 19. The Peruvian Ball Game

Theme	Duration	Grades	Activity Type
My Peers	25 minutes	7-10	Game



### Overview:

Students act like they are in possession of a ball in this dramatic exercise, and play a game where they pass imaginary balls to their peers.



### Objectives:

- To express imagination through creativity.
- To creatively express emotions through movement.
- To use movement and imitation to get out of a comfort zone.
- To begin to understand the world from another student's perspective.



### Materials:

- Space is needed.



### Steps:

1. Provide the instructions: *Each student imagines they are in possession of a ball – football, tennis ball, Ping-Pong ball, beach ball, any kind of ball or balloon; they imagine what material their object is made out of, and they play with it, in a repetitive rhythm, in such a way that their whole body is involved in the playing and their voice is reproducing, rhythmically, the sound of their own particular type of ball.*
2. Give the students a few minutes to establish a regular, repetitive, rhythmic action and sound, which they practise while walking around the space.
3. Give the command, "Find a partner." At this point each student finds a partner and the two of them must continue playing with their own balls, facing each other, while at the same time carefully observing the smallest details of their opposite number's ball, its motion and its sound.

4. After a minute or so of simultaneous playing and observing, say “1, 2, 3 – exchange balls”; and each partner must immediately take over the other person’s ball, adopting that person’s particular movements and sounds as exactly as they can. And off they go around the space, with their second ball.
5. After a few more minutes, say “Find a partner”; and the players find a different partner, and then say “Exchange balls” to swap balls for a second time. And off they go again, now with their third ball.
6. Do the whole sequence for the last and final round, for the fourth ball.
7. Finally, say “Get your original ball back” and, from that moment on, all the students must try to find the balls they started with, all the while continuing to play with the last ball they acquired. As soon as they have located their original ball, they go up to the person who is in possession of it at the time and say, “That’s my ball – out you go.” That person then goes and stands on the side and if they haven’t yet located their own ball, they search for it from the side-lines – if they spot it, they go up to the person who has it and informs them in the same manner. The game goes on until everyone has found their original ball!



### Let’s talk! Evaluating the Activity:

- What happened during this game? How did it make you feel? What was hard? What was easy?
- What did this game teach us? Why was it valuable to play this game?



### Tips:

- If at the end of the game there are still some people who haven’t found their ball, you can attempt to piece together the paths of the various balls by asking them who they first swapped with, and then asking those people who they swapped with, and so the eventual destination of the ball is established.
- This ball ‘history’ is sometimes impossible to establish, but it can provide a useful illustration of the way actions and sounds have been modified, if each player in the history of a particular ball is asked to demonstrate how they played with it; then the three versions of one ball can be lined up side by side, to show the differences.



### Source:

Boal, A (2002). *Games for Actors and Non-Actors* (2nd ed.). pp. 96-97.

## 20. Wandering Rings

Theme	Duration	Grades	Activity Type
My Peers	30 minutes	1-10	Game



### Overview:

Students overcome a challenge as a group in this fun game where students have to pass a hula-hoop around a group while standing in a circle holding hands.



### Objectives:

- To encourage cooperation, team spirit, group-cohesion, and self-esteem through overcoming obstacles.



### Materials:

- Hula-hoops, length of rope or strips of material about 1.5 m long and tied in a circle.
- Space for physical movement.



### Steps:

- Ask the students to stand in a circle. Explain that the most important rule for this game is that you must always hold hands.
- Ask the students to hold hands. Put a hula-hoop (or rope or material – whatever you are using) somewhere in the circle – hang it loosely over clasped hands. The students must now make the hula-hoop move around the circle without breaking the circle. Do not explain how to do this. Let the students work out how to do it.
- The first student's neighbour must repeat the process (The trick is to step through the hula-hoop feet-first and then with the help of neighbours, jiggle the hula-hoop up until they can squeeze their head through!).



### Let's talk! Evaluating the Activity:

- In the beginning, how did you feel when you got stuck and did not know how to get through the hula-hoop?

- What helped you get through the hula-hoop?
- Can you think of situations in real life where you have to adjust to other people's needs so that everyone can reach a goal?
- How does it feel when you have to respond to the needs of different people at the same time?
- If additional rings are used: How did you feel when there were three hula-hoops moving around the circle?



### Tips:

- In the beginning this will take some practice. The students will realize that they have to help one another, by allowing their hands to be pulled in various directions, as each student wriggles through.
- Let the students work out how to do it themselves: Only help them if they do not seem to be getting the hang of it after a period of time.
- To make it more interesting, you could add a second hula-hoop at the opposite side of the circle. Everyone in the circle is interconnected and is either helping or climbing, so everyone is involved in the activity. The hula-hoops will only move around the circle, if the students observe and respond to the needs of their neighbours and work together as a team. For really advanced teams you could have three hoops moving around the circle at the same time!
- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups, or separate genders on different sides of the room.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



### Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*. pp. 90-91.

## 21. Draw What I Draw

Theme	Duration	Grades	Activity Type
My Peers	30 minutes	5-10	Visual Arts



### Overview:

Students instruct their fellow students in pairs what to draw without seeing what their partner is actually drawing.



### Objectives:

- To express imagination through creativity.
- To practice active listening and communication in order to complete the given task.
- To practice concentration and collaboration with another student.



### Materials:

- Pencils or markers, blank sheets of paper (one per student).
- Enough chairs or floor space for each pair or team to have their own space.
- In this game, players will be working in pairs (or triads if needed). Consider whether you will assign pairs before playing or guide players to choose their own partners.
- This game includes suggested variations for using different materials (e.g., blocks or small objects) and types of groupings (partners or one large group). Refer to the *Tips* section at the end of this activity to see if any apply to your group.



### Steps:

1. Introduce the game Draw What I Draw. Use this time to reinforce any established expectations that are important for players to remember during the game.
2. Explain that the objective of the game is for partners to draw two pictures that are identical. The challenge is that the first players must describe their pictures to their partners to recreate using only their voice.

3. Pair players and ask them to sit on the floor or in chairs back-to-back with their partners.
4. Tell players to choose who in their pair will be the “Designer” and who will be the “Builder.” (In the case of a triad, two players can take on either role.)
5. Explain that the Designer will draw the original picture and then describe the picture to the Builder. The Builder will recreate the picture based on the description he or she hears from the Designer.
6. Distribute a blank piece of paper and a pencil or marker to each player.
7. Tell the Designers to draw a simple picture on their pieces of paper. Remind Builders to keep their backs to their partners.
8. Give time (five minutes) for Designers to complete their pictures.
9. Ask Designers to begin describing their pictures to their Builders in order to help them duplicate the pictures.
10. Give time (five minutes) for Builders to complete their pictures.
11. Tell partners to compare their drawings with one another. If time, have partners switch roles and repeat the game again.
12. Explain to players that now they will reflect on how they experienced the game.



### Let’s talk! Evaluating the Activity:

- What happened during the game?
- What was it like being the Designer? The Builder? What was hard/easy?
- Did you run into any communication roadblocks? What happened when you did?
- How do good communication skills help you to be a better student, friend, family member, community member, etc.?



### Tips:

- For younger players and/or to save time, show Designers your own sample and encourage them to make similarly simple drawings using easy-to-describe shapes.
- Make it clear that the objective of this exercise is to practice communication, not to have great drawing skills.



- You can offer the group some communication and listening strategies that may help them complete the task with their partners. For example:
  - Give one direction at a time to your partner. By slowing down and communicating clearly, people have a better chance of understanding you.
  - When listening, make sure not to interrupt your partner so that you can hear the directions clearly and completely. If you have a question, wait until your partner has finished speaking.
- If a student is unable to draw due to a disability, have them be the Designer.
- The activity may take longer than 30 minutes, plan the next class period appropriately to finish the activity in its entirety, and do not skip the *Let's talk!* debrief section.



**Source:**

Peace First. (2012). *Draw What I Draw*. pp. 1-4.

## 22. Brown Bag Skits

Theme	Duration	Grades	Activity Type
My Peers	30 minutes	5-10	Drama



### Overview:

In small groups, students collaborate and create a skit with defined prompts, and then perform the skit for their peers.



### Objectives:

- To practice thinking creatively within a group setting.
- To increase self-confidence in expression.
- To raise energy levels and encourage cooperation and collaboration.



### Materials:

- Paper bags, index cards, an assortment of everyday objects.
- Enough space for multiple groups to work independently.
- Prepare a bag for each group. Each bag should include an index card with an opening and closing line for the skit, and a few (at least four) everyday objects to be used as props.
- Some suggested opening/closing lines are:
  - "A great hero stood above his city."/"And our hero hung up their cape for the last time."
  - "Once upon a time there lived a little frog."/"And the frog lived happily ever after."
  - Some suggested objects are: an apple, a hairbrush, and a paper cup.



### Steps:

1. Introduce the activity Brown Bag Skits. Use this time to reinforce any established expectations that are important for students to remember during the activity.

2. Explain that the objective of the activity is for groups to plan and perform skits using and incorporating a collection of everyday objects.
3. Explain that groups will receive a bag and will have ten minutes to plan a skit they will perform for everyone.
4. Explain that the groups will have some guidelines they must follow:
  - The skit must begin with the first line on the index card and end with the last line on the index card.
  - Everyone in the group must have a role in the skit.
  - Every object in the bag must be used in the skit.
  - Only the objects in the bag may be used in the skit.
5. Form groups of four to six students.
6. Ask students if they have any questions about the activity.
7. Distribute the bags to each group.
8. Give time (ten minutes) for groups to plan their skits.
9. The activity ends when all groups have performed their skits. Explain to students that now they will reflect on how they experienced the activity.



## Let's talk! Evaluating the Activity:

- What happened during the activity?
- What was challenging about this activity? What was fun?
- How did you come up with the idea for your skit?
- How did your group work together?
- How did the groups plan their skits?
- What skills did you use while planning and performing the skits?



## Tips:

- In this activity students will be working in small groups. Consider whether you will assign groups before the activity or guide students to choose their own groups.

- If it is inappropriate for girls and boys to participate in the same group together, do this game with same-gender groups.



**Source:**

Peace First. (2012). *Brown Bag Skits*. pp. 1-2.

## 23. Drawing Together

Theme	Duration	Grades	Activity Type
My Peers	30 minutes	5-10	Visual Arts



### Overview:

Students draw together in groups, trading off the same drawing, or simultaneously drawing something collaboratively.



### Objectives:

- To express imagination through creativity.
- To practice concentration and collaboration with another student.



### Materials:

- One large piece of paper per student.
- Pencils, markers, and other drawing materials.



### Steps:

1. Make groups of 2 – 8 students.
2. Introduce the activity Drawing Together.
3. Select one of the following variations based on group size and provide the relevant instructions:
  - ‘Passing Around’ – e.g. 4 students. Each student chooses one colour and draws something on their own piece of paper. After a few minutes, they pass it on to their left-hand neighbour. Draw on this new piece of paper with your own colour crayon. Continue passing on until the student receives their original paper back. (The other 3/4 students have drawn on their own paper and finished the drawing.)
  - 2 or 3 students take turns drawing on 1 piece of paper. It can be a free drawing, with each student adding something. The students can also draw at the same time, but make sure the paper is big enough and that they do not only stay on their section of the paper – e.g. roads can be drawn between houses to connect to each other’s drawings.



- Large groups of students work simultaneously around 1 large piece of paper – use themes e.g. summer, village life, things you like, etc.
4. Asks student to come to a stopping point with their artwork.
  5. Have the groups come together, and ask the students if they would like to share their drawings (for example as part of a gallery walk).



### Let's talk! Evaluating the Activity:

- What did you like about this activity?
- When you drew with your fellow students, did what you draw change based on what they drew? Why or why not?
- How did you feel knowing that your drawing is part of a larger work of art? Is this similar to anything else that you do?



### Tips:

- Use as a group bonding exercise near the beginning of a programme, and where more social interaction is needed.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.

### Follow-up:

Hang all works of art around the classroom for an art show.



### Source:

War Child Holland. (n.d.). *Arts Manual Uganda*. pp. 44-45.

## 24. Emotional Relay

Theme	Duration	Grades	Activity Type
My Peers	30 minutes	7-10	Game



### Overview:

Students learn to read different emotions from people's facial expressions in this competitive game.



### Objectives:

- To practice communication and collaboration with other students.
- To communicate and recognize others' expressions of emotions.



### Materials:

- Prepared emotion cards (see *Step 5*).



### Steps:

1. Divide the group into 4-6 smaller groups. Get the groups to stand at a distance from one another, so that the groups will not disturb each other.
2. Ask each group to stand in a line behind each other.
3. Explain to the group that they are going to have a small competition between the groups. The aim of the game is to see which group is the fastest in passing on an emotion from student to student without using words.
4. Let the number 1s (those students standing at the front of the line) face you. Ask all the others to turn their backs, so they cannot see what happens.
5. Ask the number 1s to come forward and show them one of the prepared cards with an emotion on it. (Or whisper the emotion into their ear).
6. Ask the number 1s to run back to their group, tap number 2 on the shoulder, who then turns around. The number ones express the given emotion to number 2s, without talking.
7. Now number 2 should tap number 3 on the shoulder and show them the same emotion, and so on down the group until all the students have had a turn.

8. As soon as the last one in the line has been shown the emotion, let them run forward to you. The student picks the card with the correct emotion on it. If correct, it is worth a point. Keep the score for the 4 groups.
9. Repeat the game with a new number 1; preferably as many times as necessary to give every student the opportunity to be number 1.
10. The group with the most points is the Emotion Champion of that session!



### Let's talk! Evaluating the Activity:

- Tell the group: it is important to recognize emotions. You can read emotions from somebody's face.
- Ask the group: What other ways are there to know what someone is feeling?
- How would you, for instance, see that somebody is angry?
- Let the students answer and ask them to demonstrate what they mean using gestures, body language or tone of voice.



### Tips:

- If it is inappropriate for girls and boys to touch each other in a game, do this game with same-gender groups.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.

### Follow-up:

This is activity 2 of 3 of a series, UNRWA suggests to the following order:

1. Follow the Leader, pp. 40-42.
2. Emotional Relay, pp. 113-114.
3. Cover the Space, pp. 43-44.



### Source:

War Child Holland. (2009). *I DEAL: Dealing with Emotions*. pp. 10-11.



## 25. Active Listening

Theme	Duration	Grades	Activity Type
My Peers	30 minutes	7-10	Game, Drama



### Overview:

Students learn how to listen to others respectfully in this fun role-play game.



### Objectives:

- To understand the difference between active and non-active listening.
- To encourage respect for one another through positive communication.



### Materials:

- None are needed.



### Steps:

1. Divide the group into pairs. Let the pairs sit down facing each other. Let them decide who is number 1 and who is number 2.
2. Tell all the students to start talking to their partner about any subject they wish, at the same time, so that they are both talking. The students should try to make their partner listen to them.
3. After 1 minute make a sound (drum, whistle or clapping) to show that everyone should stop talking.
4. Ask the students how they felt about their partner not listening to them.
5. Now instruct the number 1s to talk to the number 2s. This time the number 2s should keep quiet but pretend not to be interested at all in the story that number 1 is telling them. Ask them to show their boredom, be distracted, or even show disapproval (shaking their heads for instance).
6. After 1 minute make a sound (drum, whistle or clapping), and let them change roles: now number 2s are the ones to do the talking and the number 1s pretend not to listen.

7. Again stop them talking after 1 minute and ask how the students felt about the other person not being interested in their story. And ask how it felt to show no interest at all while the other person was talking – did you hear the story?
8. Now ask the number 1s to talk to their partner again. This time, number 2 is really listening and really showing interest in their partner.
9. After 1 minute ask numbers 1 and 2 to change roles.
10. One minute later, ask how the students felt now that somebody was listening to them, and ask them to describe the difference between listening carefully to their partner and not being interested in listening at all.



### Let's talk! Evaluating the Activity:

- Tell the group: Relationships are about interacting and communicating with each other. In this exercise, we used words – but not only words. Lots of messages are communicated without words.
- Ask the group: How can you communicate without words? Ask the students to give examples. Make sure you have several examples of nonverbal communication yourself as well.



### Tips:

- Be aware of existing conflicts between students when pairing, as this combination if they are not ready to respect each other, can cause unnecessary additional conflict.



### Source:

War Child Holland. (2009). *I DEAL: Peer Relations*. pp. 15-16.

## 26. Building Bridges

Theme	Duration	Grades	Activity Type
My Peers	1 class period (40 minutes)	7-10	Crafts



### Overview:

Students work cooperatively in groups to respond to the challenge of building a bridge out of everyday craft items.



### Objectives:

- To express imagination through creativity.
- To encourage cooperation amongst students.
- To solve a problem collaboratively and address group conflicts as they arise.
- To encourage respect for one another and team building.



### Materials:

- A ball (about the size of an orange) for each group, and 6 pages of newsprint, 4 paper plates, 4 paper/plastic cups, a ruler, scissors, roll of tape, and 4 toothpicks.
- Enough space for groups to spread out and work independently on a hard surface (e.g., floor or desk).
- In this activity students will be working in small groups. Consider whether you will assign groups before the activity or guide students to choose their own groups.
- Prepare packages of materials for each group by gathering the materials in the spaces where groups will work.



### Steps:

1. Introduce the activity Building Bridges. Use this time to reinforce any established expectations that are important for students to remember during the activity.
2. Explain that the objective of the activity is to build, out of common materials, a bridge that is sturdy enough to roll a ball across.

3. Divide students into groups of 4-7.
4. Tell groups to find a space with the materials you gathered before the activity.
5. Explain that the groups may only use the building materials you have distributed to build a bridge. The bridge must be able to support the weight of a small ball rolling from one side to the other and must also adhere to the following specifications:
  - It must be at least .5 metres tall.
  - It must be at least 1 metre wide.
  - It cannot be anchored to the table or floor.
6. Assign a leader to each group, but do not give them any specific responsibilities; instead, allow them to find their own leadership style. This is an important opportunity to allow students to demonstrate the many types of leadership and observe each other.
7. Explain that groups have 10 minutes to plan their bridge before building it, during which time they cannot touch the building materials.
8. Explain that groups will then be given another 10 minutes to build the bridge, during which time they cannot speak.
9. Ask students if they have any questions about the activity.
10. Give time for groups to plan their bridge.
11. Give time for groups to build their bridge silently.
12. Ask each group to present their bridge one at a time and then measure and test the bridge.
13. Explain to students that now they will reflect on how they experienced the activity.



### **Let's talk! Evaluating the Activity:**

- What happened during the activity?
- How did you plan your bridge design as a group?
- What role did your assigned leaders play?
- How were they able to lead the group?
- When building the bridge silently, what challenges arose?

- How did you resolve the challenges?
- What was the assigned leaders' role in resolving the challenges?
- How might the skills from this game be used to make a more peaceful community?



### Tips:

- Consider assigning the leadership roles to players who do not often have the opportunity to lead so that they can find their leadership style and demonstrate the different types of leadership to the other players.
- If it is inappropriate for girls and boys to participate in the same group, do this game with same-gender groups.



### Source:

Peace First. (2012). *Building Bridges*. pp. 1-2.



recreational activities

# my community







## my community

Students affect and are affected by their community. To engage with their community, students should be aware they are an active participant in their community, and develop and strengthen skills to affect change and support members of their community in need. The activities in this section provide a safe space for students to:

- Express their imagination,
- Communicate with their peers and community members positively,
- Develop tolerance and empathy for others,
- Understand the causes and dynamics of conflicts,
- Solve a problem collaboratively and address group conflicts as they arise, and
- Understand and apply different conflict resolution strategies.

Not all activities will accomplish these objectives simultaneously, and facilitators are encouraged to use as many of the activities in the section (relevant to the ages of their students) to provide many opportunities for students to learn and apply these skills.



Figure 3: Diagram illustrating the connection between the individual, peers, and community, which informs the organisation of this Resource Guide. The following my communication section focuses on communication, collaboration, and conflict resolution applicable outside of students' immediate peers.

## 1. Pen in a Bottle

Theme	Duration	Grades	Activity Type
My Community	10-15 minutes	5-10	Game



### Overview:

Students problem solve in this interesting challenge of getting a pen in a bottle through collaboration.



### Objectives:

- To raise energy levels and encourage cooperation and collaboration.
- To develop and practice concentration.



### Materials:

- Empty bottle.
- Pen or a small straight stick.
- Yarn or string.
- Prepared pen or small straight stick with yarn or string tied to it.



### Steps:

1. Start the activity by dividing the group into four teams. Ask the team members to stand in the four corners of the selected space for the game.
2. Explain: These four teams represent North, South, East, and West. This is not a competition but an exercise where everyone has to cooperate to succeed.
3. Place the empty bottle in the centre of the area. Request each team to select a team leader.
4. Give each team leader an end of one of the strings attached to the pen.
5. Explain: *You have to cooperate by pulling the string with equal force from each corner to bring the pen into the bottle. The team leader holds the string, but is not allowed to move from where they are standing. Team members can help by giving verbal instructions to the team leader.*

6. When the team leaders have succeeded in bringing the pen into the bottle, request the teams to choose new team leaders and repeat the activity until as many as time permits have had the opportunity to pull the string.
7. Thank the students for their collaboration and remind them that cooperation with others is critical if we are to succeed in life and overcome challenges.



## Let's talk! Evaluating the Activity:

- What happened during this game? What was hard? What was easy?
- What did this game teach us? Why was it valuable to play this game? Why is it important to practice team building, communication, or inclusion?
- How can we use what we learned in this game outside school? Are there skills we learned that we can use elsewhere?



## Tips:

- Prepare the exercise by tying four long pieces of string or yarn to a pen or small straight stick the size of a pen.
- The activity will be more challenging if the strings are long. The activity can be made even more difficult if the team leader closes their eyes or turns their back to the team.



## Source:

Save the Children. (2013). *Psychological First Aid Training: Manual for Child Practitioners*. p. 38.

## 2. The Fist

Theme	Duration	Grades	Activity Type
My Community	15 minutes	7-10	Game



### Overview:

Students explore ideas about how to solve conflicts non-violently with a short exercise followed by a long reflection and discussion on current conflicts existing in the community.



### Objectives:

- To energize the students and to get them to think about how violence is widely accepted as 'normal'.



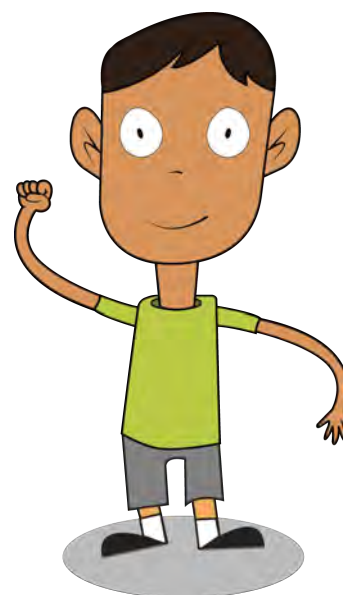
### Materials:

- Newspapers for the second part of the activity: one for each group of 4.



### Steps:

- Ask everyone to find a partner. Now ask one person in each pair to hold up their hand and make a fist. Their partner then has to find ways of opening the fist.
- Give them one minute to do this.
- Stop the action and ask what kind of things the second person did. You will probably find that most people tried to open the fist physically, when they could have just asked their partner to open it.
- Then ask the students to gather in a circle and follow up with the questions below, before going on to the second part of the activity.



- Why did so many of us try physical ways of solving this problem first?
- What does this activity tell you about violence in society?

- Do you think violence is widely accepted in this community?
5. Ask the students to make groups of four and give each group a newspaper. Ask them to look at the newspapers and find how many stories are about violence in their community.
  6. End the activity by asking the students what they think about this.



## Let's talk! Evaluating the Activity:

- How many stories are there about non-violent ways of solving problems?
- Why do you think it is important to solve conflicts non-violently?
- What can you do to address personal conflicts non-violently? Would anybody like to share their own strategies?



## Tips:

- Be aware of any conflict that may cause students to be distressed. If this is the case, change newspapers to a preselected group of articles of your choosing.
- Be aware of any students that are prone to aggression in class, if you foresee any issues, this activity may not be appropriate.



## Source:

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*. p. 71.

## 3. Emotion and Reaction Quiz

Theme	Duration	Grades	Activity Type
My Community	20 minutes	7-10	Game



### Overview:

Students participate as a group in an out-loud quiz by running to the best answer. This particular quiz tests students' current understanding of appropriate emotional reactions to conflicts.



### Objectives:

- To discuss emotional reactions.
- To understand the appropriate emotional reactions to conflicts amongst peers, family members, and community members.



### Materials:

- You will need the following materials: 3 cards with the letters A, B, and C written on them. Each of the cards should have a different colour.
- Make 3 'answering posts' with the coloured cards you prepared: A, B, and C. These are places. You can do this for example by attaching the 3 cards to the wall at a distance from each other.



### Steps:

1. Let all the students stand in a line, about 10 metres away from the answering posts. Position yourself so all students can hear you.
2. Read the first quiz question aloud from this activity called Emotions and Reaction Quiz.
3. Read the 3 possible answers aloud. Each answer is either A, B, or C. Ask the students to choose an answer that best shows what they would do in such a situation. The students can then run to the post with the letter of the answer they have chosen.
4. Ask the group what they think the best answer is (i.e., the most positive and helpful reaction) – and why.

5. Give the right answer and explain why. Reasons why the other options are not right (e.g., not solving the problem could make the emotion grow instead of go away, which causes another negative emotion and will make the problem bigger, etc.).
6. Go to the next question and follow steps 3 to 5 again.

## Emotions and Reactions Quiz

1. What do you do when a boy in class calls you a liar?
  - A. You kick him.
  - B. You ask him: "Why did you call me a liar?"**
  - C. You start crying and run to your mother.
  
2. Your friend just won a football match. You also love to play football, but you were not chosen for the team. You are still angry about that. Your friend comes to tell you that he won the match. He is very excited and wants to talk about the match. What do you do?
  - A. You tell him to stop bothering you.
  - B. You pretend to listen, but you do not want to hear what he is saying.
  - C. You listen to him. It is not his fault that you are not on the team.**
  
3. You had a very good mark for mathematics at school and you are very happy. What do you do?
  - A. You run home and start talking about your marks to the first person you meet.
  - B. You tell your best friend.**
  - C. You do not tell anybody.
  
4. Your mom is angry with you, but you do not know why. What do you do?
  - A. You run away from home and go to your aunt's place.
  - B. You find out why she is angry.**
  - C. You get angry too.

5. Your friend asks you to come with him, because he wants to tease a girl near the waterhole. What do you do?
  - A. You go with him.
  - B. You say that you are busy doing other things.
  - C. You tell him that teasing others is not a nice thing to do.**
  
6. A friend accuses you of stealing his books. This is not true, but your friend is really angry. What do you do?
  - A. You fight.
  - B. You go home and decide this boy is no longer your friend.
  - C. You ask him why he thinks that you stole his books and explain that you did not.**
  
7. A boy or girl tells you he/she is in love with you. You like him or her but you feel you are too young for love. What do you do?
  - A. You start crying.
  - B. You tell him that you are too young and just want to be friends.**
  - C. You run to the teacher and tell him or her.
  
8. You and your friends are at the waterhole. A man comes to you and starts pushing your friend, who is a girl. The man wants to hurt her. What do you do?
  - A. You run away and hide, leaving your friend behind.
  - B. You start shouting for help.**
  - C. You report to your parents.
  
9. You didn't sleep well. You had a bad dream. What do you do?
  - A. You tell somebody you trust.**
  - B. You run away from home, because you're afraid at home now.
  - C. You keep quiet.
  
10. You have been asked to perform at the school's music gala. You feel very pleased, but also scared to perform. What do you do?
  - A. On the day of the gala you say you are sick and run away.



**B. You tell yourself: "I can do this!"**

C. You tell your teacher: "Please ask somebody else!"

**Source:**

War Child Holland. (2009). *I DEAL: Dealing with Emotions*. pp. 24-25.



**Let's talk! Evaluating the Activity:**

- Why do you think having the appropriate emotional reaction is good for you? Your peers? Your Community?
- Could conflicts be avoided if people had a better emotional reaction? Why or why not? Could you provide an example?
- How are you going to consider the better emotional reaction when faced with conflict in the future?



**Tips:**

- The aim of this quiz is to make students think. This is not an assessment to see how many students know the correct answer. So do not mark results as a teacher does at school. Instead try to get the discussion going with the students about the emotional reactions given.
- Another way of doing this quiz is to allow the students to work in small groups and discuss the answer before choosing one.
- Some of the questions may not be culturally appropriate, the facilitator should review and remove questions deemed inappropriate, for example questions 7 and 8.



**Source:**

War Child Holland. (2009). *I DEAL: Dealing with Emotions*. p. 20.

## 4. Helping Hands Rainbow

Theme	Duration	Grades	Activity Type
My Community	25 minutes	1-6	Visual Arts



### Overview:

Students complete an art project that focuses on the ways that they can help each other and members of their community.



### Objectives:

- To express imagination through creativity.
- To increase self-confidence and self-worth through expression.
- To identify ways of helping one another and working together.



### Materials:

- Coloured construction paper, coloured pencils, and Scotch tape.
- Enough space for participants to be able to have their own workspace.



### Steps:

1. Introduce the activity Helping Hands Rainbow. Use this time to reinforce any established expectations that are important for participants to remember during the activity.
2. Tell participants that they are going to work together as a group to create a special art project, a Helping Hands Rainbow. Explain that they will create a rainbow out of their ideas for how to help others.
3. Tell participants that each of them will be tracing their hands onto coloured construction paper. Inside of the hand outline, they will draw a picture of how they can help a friend, family member, or group of people. Then underneath, to describe their drawing, they will complete the sentence:
  - I can help \_\_\_\_\_ by \_\_\_\_\_. (For example, "I can help my teacher by cleaning up my crayons.")

4. Ask participants if they have any questions about the activity.
5. Distribute a piece of coloured construction paper to each participant (try to distribute all colours of the rainbow equally among participants).
6. Give time (ten minutes) for participants to complete their helping hands.
7. Circulate around the room to help participants while they work. As they finish, make sure they write their names on the backs of their hand drawings.
8. When everything is complete, invite participants to group themselves in a rainbow line of alternating colours—purple, blue, green, yellow, orange, and red.
9. Tape the hand pages together on a large piece of paper that you will hang up or staple them to a bulletin board to form a Helping Hands Rainbow.
10. As you attach the pages together, ask participants to share their helping ideas with the group.
11. When all hands have been included and the rainbow is complete, tell participants that they needed all of their ideas to make this beautiful rainbow. Explain that now they will reflect on how they experienced the activity.



### Let's talk! Evaluating the Activity:

- What happened during the activity?
- How do you help others in this group? Your family or neighbourhood?
- How does helping someone make you feel?
- How does helping each other make our community more peaceful?



### Tips:

- Encourage participants to think about all the different people (or groups of people) they can help: friends, family members, their school, a neighbour, etc. Remind them that they can help in big or small ways.
- If a student is unable to draw due to a disability, have them use the buddy system and pair them with another student who can draw with them.



### Source:

Peace First. (2012). *Helping Hands Rainbow*. pp. 1-2.

## 5. Chairs

Theme	Duration	Grades	Activity Type
My Community	25 minutes	7-10	Game



### Overview:

Students explore how conflicts can stem from competing interests through an activity moving chairs into different directions and configurations.



### Objectives:

- To understand the causes and dynamics of conflicts.



### Materials:

- Chairs are needed.
- Prepared instructions on individual slips of paper (see *Step 2*).



### Steps:

- Put enough chairs (or other objects like balls or cones) in a certain (marked) area. There should be about the same number of objects as there are active students.
- Give the instructions on individual slips of paper to each student:
  - A: Put all the chairs (or other objects) in a circle.
  - B: Put all the chairs (or other objects) close to the door (or other point in your working space).
  - C: Put all the chairs (or other object) close to the window (or other point in your working space).
  - D: Observer. Stand at the side and watch what happens.
- The students can read the instruction but shouldn't show it to anyone else.
- Give the group 5 minutes to carry out their instruction. You can choose if you will allow the group to speak during the exercise, or if they are not allowed to speak. In both cases they are not allowed to reveal their instructions to others.



### Let's talk! Evaluating the Activity:

Ask the group (let the observers speak first):

- Did you see conflicts?
- What type of conflict did you see?
- How did the group/students (try to) solve the problem?
- Did anyone use physical force?
- Did they follow their instruction at any cost?
- How could they have solved the problem?
- What can we learn from this exercise?
- What did you experience?
- What problems/conflicts did you encounter?
- How did you deal with the problems?
- How did others deal with the problems?
- Were they solved? How?
- If not, what happened instead?

Tell the group:

- *In this exercise, you had conflicting interests, because you had different assignments. This is also the case in real life; people have different interests, goals or needs. We all experience conflicts; it is part of our lives. But sometimes it is hard to deal with conflict situations.*

Ask the group:

- Who experienced a conflict and would like to tell us about it?
- Allow the students to tell their personal examples of conflict. Try to list the examples of conflicts the students come up with. If there are a lot, let the students choose two conflict situations that are most common. You want to get one concrete and relevant situation or incident so that the whole group can identify with the situation.



### Tips:

- The instructions can also be drawn on the cards or whispered into the ear of each student.

- It is important to be able to stop the students if they get carried away, so beforehand you need to agree on a signal at which they will freeze or stop.
- Be sensitive to students who are living with disabilities and may not be as mobile as other students. Make sure you involve them in a constructive and participatory way.



**Source:**

War Child Holland. (2009). *I DEAL: Conflict and Peace*. pp. 14-15.

## 6. Cup and String Game

Theme	Duration	Grades	Activity Type
My Community	30 minutes	5-10	Game



### Overview:

Students practice effective communication and teamwork to complete a challenging task.



### Objectives:

- To communicate with their peers in a positive manner.
- To encourage cooperation amongst students.
- To solve a problem collaboratively and address group conflicts as they arise.
- To encourage respect for one another and team building.



### Materials:

- Six paper/plastic cups per team, rubber bands, scissors, and string.
- Enough table top or floor space for each team of four to have their own space.
- In this game players will be working in groups of four. Consider whether you will assign groups before playing or guide players to choose their own groups.
- Prepare rubber band tools by tying four pieces of string (each about .5 metres long) evenly spaced around one rubber band. Make one rubber band tool for each group.



### Steps:

1. Introduce the Cup and String Game. Use this time to reinforce any established expectations that are important for players to remember during the game.
2. Explain that the objective of the game is for players to work as a team to stack all the cups in a pyramid. The challenge is that players cannot touch the cups. They may only use the rubber band tool and their voices.

3. Place six cups and the rubber band tool you prepared for one group before the game on the table—or floor space—in the middle of the four players who will serve as your demonstrators.
4. Give each of the demonstrators a string and explain that they must pull on their string to stretch out the rubber band to fit around the cup. Direct the group to try to move one cup, and point out how each member of the group must use the tool together and adjust the tension they place on the string for it to work effectively.
5. After the group moves one cup, tell them to pause.
6. Explain to all players that each group will first try to stack the cups into a pyramid tower before being given additional challenges.
7. Ask players if they have any questions about the game.
8. Separate players into groups of four and spread them out around the space.
9. Distribute supplies and allow groups to begin.
10. Circulate around the room, observing the groups' different strategies, and giving new challenges when appropriate.
11. The game ends once all groups have stacked their cups, completed their challenges, or time has run out. Explain that now they will reflect on how they experienced the game.



### Let's talk! Evaluating the Activity:

- What happened during the game?
- What was easy or hard? How did your group work together?
- Were there conflicts? How did conflicts impact your success? How did you resolve the conflicts that came up?
- Did any specific roles emerge in the group? Was there one player leading or resolving conflict in your group?
- What skills did you use during this game? How can you use these skills outside of the game?



### Tips:

- This game is easier to demonstrate than to explain. Use four players to demonstrate and invite the rest of the group to gather around and watch.



- Each group will work at a different pace. Be prepared to have additional challenges ready. Some challenges include:
  - Stacking cups in a unique structure
  - Stacking cups without talking
  - Stacking cups with one or more players in the group blindfolded



**Source:**

Peace First. (2012). *Cup and String Game*. pp. 1-2.

## 7. Different Ways to Handle Conflict

Theme	Duration	Grades	Activity Type
My Community	40 minutes	7-10	Drama



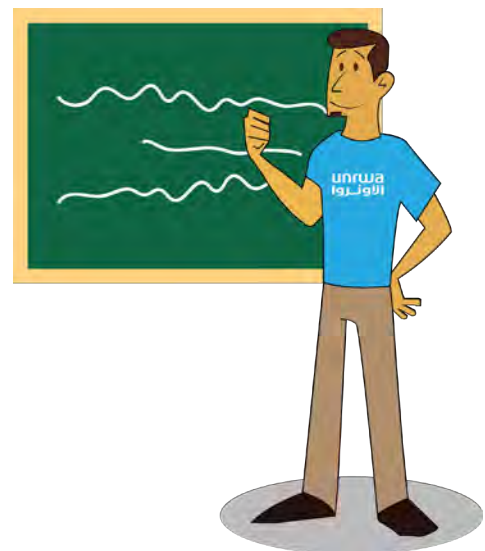
### Overview:

Students learn about and practice different strategies for handling and resolving conflict.



### Objectives:

- To express imagination through creativity.
- To solve a problem collaboratively and address group conflicts as they arise.
- To understand and apply different conflict resolution strategies.



### Materials:

- Marker Board and markers.



### Steps:

1. Ask the students to sit in 6 small groups and place the marker board where they can see it.
2. Explain: In one of our previous sessions we talked about conflict, and how it is a natural part of life. What are some negative things that come from conflict? What are some positive things that come from conflict? Allow the students to discuss.
3. Explain: Today we are going to talk about different strategies for handling conflict, and the different results – positive and negative – they can lead to. Write the following strategies on the marker board and explain each one carefully.
  - **Aggression** means trying to force or intimidate someone to do things a certain way. Examples: Physical fighting, yelling, insulting.

- **Compromising** means that both sides give up a little bit of what they want to try to find a middle point and solution.
  - **Giving in** means that one person lets the other person have things the way they prefer.
  - **Avoiding or delaying** means pretending there is no problem.
  - **Appealing to an authority** means asking someone in a higher position (such as a leader, a judge, a teacher or another adult) to settle the conflict.
  - **Collaboration** means trying to find a solution together. Collaboration usually includes finding common goals and hopes, listening and understanding each other's point of view, and suggesting creative ways forward. Let the students ask questions and help each other to grasp the concepts. Make sure they have a clear and accurate understanding of each strategy.
4. Assign one strategy to each group and explain: *Each group is going to organize a role-play focusing on one of these strategies. All of you will use the same conflict scenario, about two girls named Amina and Mary. Use your group's strategy to help Mary to resolve her conflict.*
  5. Conflict scenario: *Amina and Mary both have younger brothers and sisters in primary school. Amina promises Mary that she will take Mary's younger brother home from school that afternoon when she goes to get her younger sister. This would give Mary time to meet with her study group to work on a school project. But when the afternoon comes, Amina tells Mary that she can't help her after all, because she has to go home early to do her homework.*
  6. Give all of the groups time to practice and prepare for their role-plays. Encourage them to keep their role-plays short so that there is time for discussion afterwards.
  7. Ask all of the groups to perform their role-plays and then discuss which conflict strategies led to the best results.



### Let's talk! Evaluating the Activity:

- Discuss the advantages and disadvantages of each strategy. There is no one right way to handle conflicts. However, some of the strategies can make conflicts better or worse. For example:
  - Aggression can cause harm to people, their lives and their feelings.
  - Compromising can result in an agreement that reduces anger and frustration (if both people think it is fair). However, a compromise may not last if neither person is happy with it.

- Giving in means that one person's voice is not heard. That person may remain frustrated and the conflict could arise again. Also, when one person gives in the other person does not have the chance to learn from their perspective – and may not even realize there was a conflict. However, giving in can work well if one person decides that they actually agree with the other person's point of view (this is also a kind of collaboration.)
- Avoiding or delaying also means the conflict is likely to come up again in the future, and may become more difficult over time. However, sometimes a short delay can give both people a chance to cool down and think about solutions.
- Appealing to authority does not give the two people involved in the conflict a chance to be part of the solution or to rebuild their relationship. However, sometimes it can help to ask an authority to step into a conflict if both people are unable to find a solution that works, or if the conflict may lead to harm for either person.
- Collaboration can be a very good way to resolve a conflict as it can lead to a solution that works for both people. When two people collaborate, they can also rebuild trust and good feelings. However, it can be challenging to collaborate, especially if one person in the conflict does not want to, or if both people do not trust or feel good about each other.
- Give the students some Take-Away questions to think about after their session:
  - Observe how the different people you see deal with conflict, and which strategies they use. See whether the strategies lead to positive or negative results for the people involved.
  - Reflect on the strategies you use in the conflicts in your life. What results do you get?
  - Think of a different strategy you would like to use the next time you are in a conflict. If students are interested, take time in follow-up sessions to reflect on how well they have used that strategy, and what may have changed as a result.



### Tips:

- Discuss ways that students can constructively explore a conflict that has affected them in follow-up sessions (if they want to).

### Follow-up:

- Students can transform their role-play into a full-length drama. They could organize several skits to educate their peers about strategies for handling conflict and promote constructive behaviour. Alternatively they could create a longer play based on a conflict that affects two or more characters.
- If students want to understand a specific conflict that they have witnessed or that has affected their lives, plan activities that will help them to explore the conflict constructively, and contribute to a positive solution.



### Source:

UNICEF. (2015). *The Adolescent Kit for Expression and Innovation*. pp. 104-106.

## 8. Our Challenges, Our Solutions

Theme	Duration	Grades	Activity Type
My Community	30 minutes	7-10	Drama



### Overview:

Students identify challenges that they face, and explore ways to cope with them through role-play.



### Objectives:

- To use critical thinking skills for decision-making.
- To identify positive strategies students can use to face challenges in real life.
- To develop conflict resolution strategies.
- To identify the role and need of a leader to solve problems.
- To develop a sense of motivation and agency.



### Materials:

- Marker board and markers.



### Steps:

1. Ask students to sit together in pairs or groups of 3.
2. Ask: *What are some of the challenges girls and boys your age experience in this community? Ask them to write down or think of specific examples.*
3. At the top of your marker board write: BOYS | BOTH BOYS AND GIRLS | GIRLS (or draw pictures to represent them).
4. Ask the students to share their ideas. Write their answers on the marker board (or draw pictures to show the challenge).
5. Ask the students to choose one challenge that they would like to explore during the day's session. Then, ask three or four students to volunteer to do a role-play about the challenge. (Alternative: If students are already familiar with role-plays, organize all of them into groups of four or five, and each of them can do a role-play about a different challenge).

6. Ask one of the students in the role-play group to act the part of a boy/girl character facing the challenge they have chosen. Choose some characteristics for the character, including a name, an age and anything else. **(Do not use the real name of that boy or girl)**. Ask everyone else to suggest other characters in the role-play. Ask questions such as: *What other people might be involved in creating this challenge for this boy or girl? What other people might be part of this character's life? How should the drama start? Where should the main character be? What should he/she be doing?*
7. Give a cue to the students to start improvising their role-play.
8. Repeat the role-play two or three times, or more if the students are still engaged. Suggest that the students improvise with different characters, scenarios and strategies for facing the same challenge.



### Let's talk! Evaluating the Activity:

- What were some of the strategies that these characters used to face their challenges?
- What resources and strengths did these characters have to face these challenges?
- Would these strategies work in real life? How can we adapt these strategies so that we can actually use them?



### Tips:

- Help students to find positive strategies that they can use to face challenges in real life.
- Encourage students to use their group rules to help them to share feedback about each other's role-play respectfully.
- Consider pausing the role-play for discussion if the action begins to include insults, violence, or any other behaviour of concern.
- Acknowledge and discuss the positive strategies that students demonstrated during their role-plays.
- Take immediate action if students discuss serious threats to their safety or wellbeing.
- Students can explore the challenges they face, and ways to address them through:
  - Drawing, singing, storytelling, dancing or any other type of creative expression.

- Holding an inter-generational dialogue with adults to share their concerns and look for solutions together.



**Source:**

UNICEF. (2015). *The Adolescent Kit for Expression and Innovation*. pp. 140-142.



## 9. Seeing From Different Perspectives

Theme	Duration	Grades	Activity Type
My Community	40 minutes	7-10	Drama



### Overview:

Students explore other people's perspectives through writing.



### Objectives:

- To solve a problem dealing with relationships between people.
- To begin to understand the world from another student's perspective.
- To develop tolerance and empathy for others.
- To develop conflict resolution strategies.



### Materials:

- At least one piece of writing paper.
- Pen or pencil for each student.



### Steps:

1. Ask the students to sit comfortably on the floor (or at their desk), and give each of them a piece of paper and a pencil or pen.
2. Ask for two student volunteers to perform a role-play based on the following role-play scenario:

*Two students have just arrived in the community and don't know each other yet. One is very enthusiastic and friendly, and is excited to make friends. She likes to talk, and likes it when new people want to talk with her. When people are quiet around her she takes it as a sign that they don't find her interesting. The other student is very quiet and respectful. She wants to make friends and to meet new people. It makes her feel comfortable when people are quiet and not too talkative, so she tries to be the same way. If someone is too talkative she thinks it's because they find her boring.*

3. Give a cue for the students to start the role-play. They should start when the two students meet for the first time. (Choose a location for the scenario where students might meet and gather in their community.) Let them improvise for a few minutes and then give a cue to freeze the role-play.
4. Explain to the circle: Now, you are going to write a short letter from the perspectives of both of the girls in the role-play. Take your piece of paper and fold it down the middle lengthwise. On the left side, write a short letter from the point of view of the talkative girl about her interaction. Imagine that she is writing a letter to a friend from home. Your letter can start: *Dear Zarah, Today I met another girl...* Give the students a few minutes to write their letters.
5. Explain: On the other side, you are going to write from the point of view of the quiet girl. Your letter can start: *Dear Amina, Today I met another girl...* Give the students a few minutes to write their letters.
6. When the students have finished writing, ask for volunteers to read the letters from the talkative girl. Discuss:
  - How did the talkative girl see the other girl?
  - How did she feel about the interaction?
  - What did she remember?
  - What was most important for her about the interaction?
7. Ask for volunteers to read the letters they wrote from the quiet girl. Discuss the same questions from her point of view. For example: How did the quiet girl see the other girl?
8. Ask students to write a letter from the point of view of someone else in their life. Explain: *Trying to imagine what the world looks like from someone else's perspective can be challenging, but it is important for resolving conflicts. It is also a great skill to use when you are creating stories, drama or art.*
9. Explain: *To practice, try to think of a recent moment when you and someone else had different perspectives about something. You can choose a time when you disagreed or argued with someone, or simply had a different opinion or experience. It could be a conversation you had with a parent, someone working in a shop, a friend, or anyone else.*
10. Explain: *When you are ready, try to write a letter from the point of view of that other person and describe the situation.* Give students 10-20 minutes to write their letters.
11. Ask for volunteers to read their letters out loud.



## Let's talk! Evaluating the Activity:

- Was it easy or hard to imagine the conversation from the point of view of the other person?
- Did writing about the conversation or interaction change the way you feel about it or remember it?



## Tips:

- Allow the students time to answer the questions honestly. Some may find it easier than others to imagine or remember a conversation from another person's point of view. Some students may find it changes their feelings about that conversation.
- Ask students' permission to read their letters as they write them. Respect their preferences.
- Give students a chance to show what they have written to you or others individually, if they want to share their work but do not want to read it aloud.
- Low literacy: Instead of writing letters from the point of view of characters in this scenario, students can prepare short monologues in which they say what they think each character might have thought during or after this dialogue.
- Students can experiment with seeing the world from different perspectives in many ways. They can:
  - Draw pictures from the point of view of different people or characters.
  - Create stories by writing journal entries or letters from the point of view of different characters they invent or real people (such as historical figures).



## Source:

UNICEF. (2015). *The Adolescent Kit for Expression and Innovation*. pp. 182-184.

## additional recreational activity resources for facilitators

There are more PSS recreational activities than the ones selected and adapted for this UNRWA guide. Developed to meet the collective needs identified by UNRWA staff supporting children and youth in Gaza, The West Bank, Lebanon, Jordan, and Syria, this guide is not inclusive of all current and future needs. In order to provide more resources, UNRWA staff, PSS facilitators, and teachers can use a list of curated quality external resources provided below. Note that the objectives, content, and audiences of these additional resources vary, and facilitators should review them first to ensure they meet the needs of children and youth.

### External PSS resources that include some of the activities selected for this UNRWA PSS Resource Guide:

Boal, A. (2002). *Games for Actors and Non-Actors* (2nd ed.).

International Rescue Committee (Lebanon). (n.d.). *Focused Psychosocial Activities In Humanitarian Settings*.

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 1: Getting Started*.

International Federation of Red Cross and Red Crescent Societies & Save the Children Denmark. (2014). *Children's Resilience Program: Psychosocial Support In and Out of Schools, Facilitator Handbook 2: Workshop Tracks*

Peace First Activities and Games Online Database:

<http://peacefirst.org/digitalactivitycenter/resources/search>

Terre des Hommes. (2007). *Laugh, Run, and Move to Develop Together: Games with a Psychosocial Aim*.

UNICEF. (2015). *The Adolescent Kit for Expression and Innovation*.

War Child Holland. (n.d.). *Arts Manual Uganda*.

War Child Holland. (2009). *I DEAL Series: Identity and Assessment, Dealing with Emotions, Peer Relations, Relationships with Adults, Conflict and Peace, The Future*.

### External PSS resources that are not used in this resource guide, but helpful for focussed support:

Norwegian Refugee Council. (2013). *Increasing Learning Capacity Among Pupils in Ongoing Crises Manual for Improving Self-Regulation: Classroom Sessions*. [Note: Contains breathing and meditation exercises.](#)

Regional Psychosocial Support Initiative (REPSSI). (2009). *Making a Hero (Active Citizen) Book: A Guide for Facilitators*. [Note: Facilitators would need to use this manual in its entirety.](#)

Regional Psychosocial Support Initiative (REPSSI). (2011). *Tree of Life*. [Note: Facilitators would need to use this manual in its entirety.](#)

**External PSS resource to use specifically with adolescent girls:**

International Rescue Committee (Lebanon). (n.d.). *My Safety, My Wellbeing: Equipping Adolescent Girls with Key Knowledge and Skills to Help Them to Mitigate, Prevent and Respond to Gender Based Violence*.







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