



**The Child-to-Child Trust**

# **INVOLVING CHILDREN IN DISASTER RISK REDUCTION**

**Using the Child-to-Child Approach to Increase Children's Participation  
in Disaster Risk Reduction Programmes**



**(A Short Guide)**

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## INTRODUCTION

Although children's ability to identify, avoid and manage risks is rarely, if ever, recognised, let alone taken into account or developed, children can contribute a great deal to risk management, keeping themselves and other members of their families and communities safe. In this way, they can reduce the impact of disasters and other risks in their lives. However to do so, they need support and capacity building

This manual was originally prepared as part of Plan International's Disaster Management Programme in Mozambique, but has been further developed and amended in the light of subsequent work and experiences. It describes a series of activities designed to be carried out with children to involve them in avoiding risks and mitigating the consequences of disasters, in order to make children<sup>1</sup>'s and young people's lives safer and better by:

- raising awareness of the risks that children encounter in their surroundings
- helping children play an active role in reducing the risks and dangers in their lives;
- helping children learn how to protect themselves.

It also aims to help people working with children:

- get to know children and young people better;
- respond well to their preoccupations, concerns and desires; and
- support them through a process of finding solutions to those concerns.

Whenever and wherever disasters occur, children are usually the most affected by them, and although they form the most vulnerable group within the community, little attention is usually paid to their special needs during such times.

For many years, we have been working to improve the lives of children without asking them what they really wanted or needed. Adults have made these decisions for them, but with recent developments related to child rights and child participation, it is becoming increasingly evident that children have a lot to say about their needs, and that it is definitely worth listening to them. We need to listen to children's voices and ensure greater levels of child participation at each stage of all programmes.

Children's participation is considered desirable for many reasons:

- It forms part of their Child Rights/Human Rights;
- It is good development practice to consult all stakeholders – children form more than 50% of the population in most countries;
- Children become active participants rather than passive recipients of programmes;
- Children develop skills and learn how to behave democratically, so that they become more capable and socially-aware youth and future adults.
- Improved information for programme design and implementation, giving better, more sustainable results;
- Effective child participation can also help achieve gender equality.

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<sup>1</sup> The term "child" refers to all young people under the age of 18, as in the Convention on the Rights of the Child, and is often used to avoid the cumbersome reference to "children and young people", but clearly also refers to this category.

However, it is also important to ensure that children really do participate to the full extent of their ability and interest (see Hart's Ladder of Participation for possible kinds of participation, some of which are not at all desirable, on page 48), and that where necessary they do receive training in the appropriate skills to allow their full participation.

Although many organisations are beginning to realise children's potential and right to participate, they often find it difficult to involve children fully in their activities. Staff perceptions of childhood and children's capacities as well as their skills in working with children can lag behind the organisation's theoretical position, so it is important to ensure that the necessary attitudes and skills are developed both in the children and the staff. Remember that the greatest obstacles to full child participation are often adults' perceptions and prejudices!

With all this and much more in mind, and to involve children in protecting themselves, as part of the Disaster Reduction Programme in Mozambique, it was considered essential to take children's opinions, views, needs and aspirations into account.

### **Child Rights and Consulting with Children**

During a children's consultation, the children should have many opportunities to explore the positive and negative aspects of their surroundings and compare these with the situation in which they would like to live and would like their families and communities to live. Their opinions on matters directly related to their well-being and that of their families and communities should be very carefully listened to and noted with a view to determining future policy. Their solutions to some of the main problems they face should be sought and recorded. Thus a children's consultation provides children with the opportunity to exercise many of their rights, including:

- their right to **express their opinions and to have that opinion taken into account in matters affecting their well-being;**
- their right to **active participation in the community;**
- their right to **be prepared for a responsible life in a free society;**
- their right to **access to information;**
- their right to **freedom of expression;**
- their right to **freedom of peaceful assembly and association.**

Providing children with basic information or training on child rights before the consultation can help them organize their reflections and recommendations better. However, the consultation should also lead to action, preferably with the children, and not just be a theoretical or academic exercise.

The manual uses participatory approaches, which allow children to take an active part in improving their own well-being, and is designed for facilitators with some experience of such

techniques. It is hoped that these activities will enable children to express their views and help the adults working with them to listen to them.

The activities in this manual give children (and adults)<sup>2</sup> the opportunity to explore their villages/communities, resources and problems, as well as the risks and dangers faced by the children who live there, then to plan a response to these and put their plan into effect.

Many of the activities were conceived as educational activities which enable children to gain particular skills while exploring their own situation. Gaining these skills, being listened to and having their opinions respected are factors which increase children's self-esteem and self-confidence enormously. This in turn increases their feelings of competence which again increases their self-esteem further, forming a virtuous circle to the benefit of the children and the communities in which they live. Such skills are rarely developed within families or the formal education system, making this process of particular benefit to the children.

#### **SOME EXAMPLES OF CHILDREN'S INVOLVEMENT IN DRR**

- Young people lobbied their government to get their school moved out of the path of potential landslides in the Philippines.
- Girls and boys in Bangladesh have carried out household visits and community assemblies to share their skills and knowledge on early warning and household preparedness with others.
- A school safety program in India involves children in conducting risk and vulnerability assessments in over 2,000 schools.
- In Thailand, youth are actively engaged in revising community based disaster risk management plans in flood affected areas.
- In Vietnam, children are training their peers on how climate change could affect their communities.

Taken from: Plan-International (AU). *Climate Extreme: How Young People Can Respond to Disasters in a Changing World.*

[http://www.plan.org.au/freestyler/files/Website\\_pdf/ClimateExtremeFINAL\\_LR2.pdf](http://www.plan.org.au/freestyler/files/Website_pdf/ClimateExtremeFINAL_LR2.pdf)

It is important to recognise children as a distinct group, with their own needs, perceptions, skills and opinions. However, not all children are the same. They form as diverse a group as adults and belong to as many different social groups. It is as important to recognise the differences between them as much as those between children and other groups such as adults. From 0 to 18 years is a large range in any case, and we know how much they change in that time. This is particularly the case with the most marginalised children, whose needs are often forgotten. In fact, children usually know their own situation best, can often identify those

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<sup>2</sup> The activities in this manual are suitable for use with adults as well as young people.

aspects which they would like changed and may even have sensible suggestions as to how to go about it. Thus their contributions can be both relevant and useful.

Although we recommend working with all the children aged between six and eighteen years, it is difficult to work with children from this entire range together, as their opinions and needs are so different. It is therefore useful to divide them into three or four different groups, according to their developmental level. Indeed, they develop at different rates and rhythms, but as we do not always have time to evaluate each child's stage of developmental in detail, we have found it worked well to divide the children into several age groups, each group having a maximum age range of three to four years. Care should be taken to include all the different groups (social, ethnic, religious, etc.) of children in the village or district as far as possible, particularly emphasising gender balance, in and out-of-school children, children with disabilities and any marginalised groups.

In many areas, it is advisable to work with all the different age groups simultaneously (even if separately), to reduce the number of observers who can interfere considerably with the work being done. This means having several facilitation teams in the village at the same time, one for each age group, where this is possible. If not, care must be taken to ensure that the children can work without disturbance or interference as far as possible.

It is easier to work in pairs of facilitators especially if the group of children is large, but it should not in any case be more than about 25 children. It is easier to work with a group of 15-20 children at any one time.

It is very important to plan the whole activity carefully in advance, covering the following steps, and deciding for each one, who will do what, where, how, why, when and with whom:

1. Choose the implementing teams and villages;
2. Inform the appropriate authorities of the consultation and obtain their permission;
3. Inform the appropriate people in the village – village/community leaders, Disaster Reduction Organisations, Village Development Committees (CVD), parents, teachers, children, etc, to ensure their agreement.
4. Invite the children to attend;
5. Divide the children into age groups;
6. Arrange the first meetings with each group;
7. Choose an appropriate venue;
8. Carry out the consultation with the children (i.e. Activities 1-6 as shown below)<sup>3</sup>;
9. Investigate the issues and elaborate action plans with each group (activities 7-10).
10. Presentation of the results to the village (including the children).
11. Carry out the action planned.
12. Evaluate the results (Activity 11).
13. Final report and compilation of the results.

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<sup>3</sup> Activity 12 on Children's Rights is optional and can be inserted wherever you have time to do it. However, if you have time to do it first, it provides an excellent framework for the rest.

This whole process will require several meetings with the children and should ideally be ongoing. Two hour sessions may well be as much as they can manage at any one time, so several sessions will be needed, spread out over several months. It is useful to establish a regular meeting (perhaps Tuesday afternoon), so that the children will expect it each week and find it easier to attend. If meetings are less frequent than weekly, continuity will be difficult.

During the whole process, care should be taken to avoid making any promises on your own or anyone else's behalf which cannot be fulfilled. While the children should be encouraged to dream as much as possible about how they would like their futures to be, care should be taken to help children reason about the need for homework and household tasks rather than suggest that we can help these disappear. We should aim to make the children more and not less responsible.

The situation varies so much between villages/communities that doing this exercise in all the programme villages/communities, or as many as possible, would ensure that programmes were better adapted to the needs of each one. It is not advisable to take the results from one village/community and use them in another. In any case the children and young people will be far more interested in working on their own issues than those of another area.

Working and consulting with children is usually both interesting and informative, and we hope that you will enjoy it too, wherever you carry out a similar exercise. Make sure that all activities are interspersed with games and other energisers (see Appendix 3 for some suggestions, but make your own collection of games too.).

Finally, I should like to thank Frantz Ambroise (Save (US) – Haiti) for the photos which appear in this document.

## **THE HYOGO FRAMEWORK FOR ACTION (2005-2015):**

### **BUILDING THE RESILIENCE OF NATIONS AND COMMUNITIES TO DISASTERS**

The Hyogo Framework was agreed by the nations present at the World Conference on Disaster Reduction in January, 2005. It sets three strategic goals and outlines five priorities for action.

#### *Strategic Goals*

1. The integration of disaster risk reduction into sustainable development policies and planning;
2. Development and strengthening of institutions, mechanisms and capacities to build resilience to hazards;
3. The systematic incorporation of risk reduction approaches into the implementation of emergency preparedness, response and recovery programmes.

#### *Priorities for actions*

- **Make Disaster Risk Reduction a Priority** - ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.
- **Know the Risks and Take Action** - identify, assess and monitor disaster risks; enhance early warning.
- **Build Understanding and Awareness** – use knowledge, innovation and education to build a culture of safety and resilience at all levels.
- **Reduce risk** – reduce the underlying risk factors.
- **Be Prepared and Ready to Act** – strengthen disaster preparedness for effective response at all levels.



**GLOSSARY: SOME COMMON TERMS IN DISASTER RISK MANAGEMENT**

**Capacity:** the ability of the community to use resources to reduce the risk of loss due to a disaster.

**Coping Capacity:** the ability of people, organisations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.

**Community-based DRR (CBDRR):** Managing disaster risk by increasing local capacity and resilience and reducing vulnerability to natural hazards. The approach engages the local community in managing local disaster risk often with the collaboration of external actors from civil society, local government and the private sector.

**Disaster:** A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

**Disaster Risk:** The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or society over some specified future time period.

**Disaster Risk Management:** The systematic process of using administrative directives, organisations and operational skills and capacities to implement strategies policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

**Disaster Risk Reduction:** The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

**Disaster Response:** Activities implemented after a disaster has struck.

**Early Warning:** The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

**Exposure:** People, property, systems or other elements present in hazard zones that are thereby subject to potential losses.

**Gender:** Addressing the gender implications of disaster risk reduction (DRR) policy and practice, raising awareness of gendered vulnerabilities of both men and women, and promoting gender-sensitive approaches to DRR.

**Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

**Media:** Advocacy and awareness-raising of disaster risk reduction (DRR) through a proactive approach to reporting news and information on natural hazard risk and vulnerability, and not simply the disaster event.

**Mitigation:** The lessening or limitation of the adverse impacts of hazards and related disasters.

**Preparedness:** The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

**Prevention:** The outright avoidance of adverse impacts of hazards and related disasters.

**Recovery:** The restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

**Resilience:** The ability of a system, community, individual or society, exposed to hazards, to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

**Risk:** The combination of the probability of an event and its negative consequences.

**Risk Assessment:** A methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend.

**Social Impacts:** Consequences of a hazardous event on the physical, economic and psychological wellbeing of individuals and on the functioning of a community.

**Structural Safety:** Any physical construction to reduce or avoid possible impacts of hazards, or application of engineering techniques to achieve hazard-resistance and resilience in structures or systems.

**Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

## EXAMPLES OF HAZARDS

- **Avalanche:** snow avalanche, snow slide
- **Cold Wave:** extreme weather, extreme temperature, cold temperatures
- **Cyclone:** hurricane, tropical storm, tropical depression, typhoon
- **Drought:** deficiency of precipitation, desertification, pronounced absence of rainfall
- **Earthquake:** seismic, tectonic
- **Epidemic & Pandemic:** epidemic: bubonic plague, cholera, dengue, non-pandemic diseases, typhoid; pandemic: H1N1, HIV, smallpox, tuberculosis
- **Flood:** inundation; includes: flash floods
- **Heat Wave:** extreme weather, extreme temperature, high temperatures
- **Insect Infestation:** locust, plague, African bees
- **Land Slide:** debris flow, mud flow, mud slide, rock fall, slide, lahar (debris flowing), rock slide and topple
- **Storm Surge:** coastal flood, wave surge, wind setup
- **Technical Disaster:** chemical spill/leak, explosions, collapses, gas leaks, urban fire, oil spill, technical failure
- **Tornado:** waterspout, twister, vortex
- **Tsunami**
- **Volcano:** crater, lava, magma, molten materials, pyroclastic flows (movement of very hot gas and rocks), volcanic rock, volcanic ash
- **Wild Fire:** bush fire, forest fire, uncontrolled fire, wild-land fire
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### Types of protection children need most in emergencies

Save the Children has identified seven critical types of protection that children require in disaster areas and war zones<sup>4</sup>:

1. Protection from physical harm
2. Protection from exploitation and gender-based violence
3. Protection from psychosocial distress
4. Protection from recruitment into armed groups
5. Protection from family separation
6. Protection from abuses related to forced displacement
7. Protection from denial of children's access to quality education

<sup>4</sup> Policy Brief (2005) *Protecting Children in Emergencies*, Save the Children

## WORKING AND COMMUNICATING WITH CHILDREN

Child-to-Child encourages children to take an active part in the promotion of their own health and well-being and that of their families and communities. In order to do so, it is necessary to establish a different kind of relationship with the children, one in which they are considered as partners with a responsible and valuable role to play in the community. Their opinions and efforts must be respected and encouraged, so that they can develop the knowledge, skills, awareness and attitudes which will allow them to fulfil this important role.

This is rather different to the traditional role children play in most societies and involves a new way of behaving with children and relating to them. This is not always easy because our behaviour with children is very much dependent on how we were treated as children and society's view of how they should be treated. However, in all the places where children have been allowed this type of initiative and responsibility, they have done as much and even more than was expected of them. The role of adults in encouraging them to participate in action to promote health is an important one and can be considered in four main sections:

1. Establishing a good working relationship with the children;
2. Helping them learn and develop their potential;
3. Building their self-confidence and self-esteem;
4. Encouraging them to develop a responsible attitude towards others and a sense of community.

All of these are important but the last three all depend on the first.

### **Establishing a good working relationship with the children**

This means a relationship of mutual respect and trust, in which they are considered partners.

Everyone forms relationships according to their own personality. This is natural and indeed it would be insincere to do otherwise. However, our culture and our own experiences as children also influence how we behave with children. If adults treated us as though we were stupid and irresponsible when we were children, this will affect our behaviour and feelings as adults and in turn how we treat others, especially children. It is important to be aware of this and treat children in a way that will make them feel good and confident.

- Children are people and should be treated as such, even if they are younger and less experienced. We should not treat children as though they know nothing and we know everything. They are not empty vessels, as many adults think.
- Children are almost always shy with people they do not know well. It takes time and patience to get to know each other and build up a relationship of trust, in which it is easy to communicate and work together. Be patient and encourage the children, but do not push too hard or they will feel uncomfortable. Playing games and enjoying yourselves together often helps to establish a more relaxed atmosphere. **It is very important to create a pleasant atmosphere.**
- Not all children are the same and so we need to get to know them in order to find the best ways to work with them.
- Listen to them carefully and let your expression and actions show this. Respect and value their opinions and efforts, their feelings and needs. If they make a mistake,

point this out tactfully and discuss the situation, but do not just criticise them in a negative or brusque way. This will destroy any relationship that you have built up so far.

- Children express themselves in several different ways: verbally, through play, and through gestures (including body language and facial expressions). We need to be aware of all of these and respect the importance of play for children, both as a means of discovering the world but also expressing themselves.
- Be patient and try to understand their needs. Only help them when they need help. If they can do it themselves, let them. **They will learn best by doing.**
- Treating children kindly will achieve far better results than excessive discipline and will build trust, whereas rudeness and unkindness will only make them (like everybody else) withdraw and not want to continue.
- Try to treat all children equally - having favourites can be very destructive.

### **Helping them to learn and develop their potential**

Children spend most of their time learning and preparing for adult life. Through play and imitating others, they are experimenting all the time and discovering as much as they can about the world. We should encourage them as much as possible.

- Teaching means "**helping people learn**", so we are only good teachers to the extent that our pupils learn. Knowing a lot is not enough, neither is talking a lot, if no-one can understand what we say. It should be important to us that our students learn and it should also be important to them. But this often depends on our attitude too. Use stimulating and interesting methods, e.g. discussions, problem-solving, discovery methods, and not just lectures to help the children learn better and develop their potential and self-esteem.
- Avoid the top-down approach. Do not treat them as empty vessels into which your job is just to pour information. Always find out what the children know already and base future work on their experience and knowledge. They already know many things and you can also learn from them. We learn from each other.

### ***Children are not empty vessels to be filled with knowledge***

- If the children participate and are active in the learning process, they will learn better.
- Do not pretend to know everything. Nobody does! Allow questions and criticism as long as this is done in a friendly and respectful way. This honesty will encourage trust.
- Children learn through play, not only how to think, but also how to use their muscles, to co-ordinate their movements, to balance, express themselves, socialize, etc. They should be encouraged in this and helped with toys and games.
- Children are naturally curious and we should stimulate this with questions, discussions and activities which help their intellectual development. We should encourage them to discover things for themselves and to learn to think, observe, question and explore. Small children especially need a stimulating and challenging environment. **But all learning can be interesting and fun.**



*Children are not empty vessels to be filled with knowledge*

### **Building their self-confidence and self-esteem**

If children (and indeed adults) are to play an active role in their communities, they need to feel able to do so and feel that they are valuable members of that community. **All education should increase children's feelings of self-confidence and self-esteem.**

- Use methods and treat the children in a way which encourages them to develop their self-confidence and self-esteem, this will help them feel that they have a valuable contribution to make.
- Allow them to develop their own ideas and initiative. Encourage them in this. Even if their ideas are not the best possible ideas, they are theirs and it is important that the children feel that they are valued. We should be sincere in this and point out any problems or mistakes but in a friendly and constructive way. Holding discussions also helps them gain experience and confidence in their ability to express themselves.

### **Encouraging them to develop a responsible attitude towards others and a sense of community**

What the children learn should be applicable in everyday life and therefore practical. Based on what they know already, it links their home and community life to what they are learning, whether in school or elsewhere.

- Make sure that what they learn can be put into practise in the community and now rather than in a few years time when they may no longer remember it.
- Encourage them to be co-operative, rather than competitive, and to help the children who are a bit slower, for whatever reason.

- Use the information that they bring from their homes and communities as a basis for as much work as possible. This makes it immediately relevant to them and allows them to take what they learn back into their communities, where it may be of use.

*Work with children always needs to be planned very well.  
If they are to perform in school, the community or on the radio,  
they need to be very well-prepared,  
or they will not feel comfortable and the results may be disastrous.*

## **Working with Children – Avoid these Common Errors**

### **Children's work:**

- Support the children in their discussion groups and provide the help they need! As they get used to these methods they will gradually need less support but do not withdraw your support too early. Do allow them time to discuss on their own. Experience will help you assess the support they need.
- Did the children have enough time to explore the issues in depth?
- Were the methods you used the most appropriate?
- Were the seating arrangements the most comfortable?
- Were you well-prepared, both lesson plan and resources?
- Did you find any differences between large and small discussion groups?
- Try to have the children actively involved for as much of the time as possible. Long sessions with just a few busy at any one time tend to become tedious and the children become restless and bored.

### **Attitude to children:**

- Do we respect them? If not, how can we expect them to respect us!
- Don't keep them waiting.
- Don't chat!
- Don't go out of the room unless it is completely essential.
- Look interested and enthusiastic! Don't just sit back and look bored!
- Don't sit in the corner reading! Mix with the children!
- Participate in the games!

### **Team work (if you are working as a team of facilitators):**

- Don't all talk at the same time!
- Don't leave all the work to others!
- Look as though you are participating and taking an interest while your colleagues are working!

## CHILD PROTECTION ISSUES

The term “Child Protection” refers to several types of dangers to which children can be exposed. In many cases, we talk about everyday dangers, such as road accidents, burns, cuts, bruises, and other accidents, as well as violence and child abuse. Discussions on the rights of the child have made us aware of many forms of violence against children which are becoming less acceptable, e.g. early and forced marriage, child trafficking, child soldiers, etc. In addition, many organisations, have become increasingly aware of child abuse perpetrated within their own and similar organisations and have developed policies to protect the children in their care and their own staff from abuse and false accusations. In this manual, we will be referring to all these forms of dangers and risks for children and considering how to protect the children from them.

***It is good to bear in mind, however, that the best way to protect children is to empower them to protect themselves<sup>5</sup>.***

Children’ health and safety must be protected and their best interests must be our guiding principle at all times. To ensure this, many organisations working with children have devised a Child Protection Policy and Code of Conduct which should be adhered to by everyone working with children. Usually people working with children are asked to sign a Child Protection Policy, so you may well have done so already.

We should like to recommend that the following principles be adhered at all times, by all those in contact with children:

- Respect the rights and dignity of the children, families and communities with whom we work, and always act according to the best interests of the children;
- Be loyal and honest in dealings with children, their families and the communities participating in your organisation’s programmes;
- Avoid any behaviour which is or might appear to be less than honourable;
- Never act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse;
- Never discriminate against, show differential treatment to, or favour particular children to the exclusion of others;
- Never hit or otherwise physically assault or physically abuse children;
- Never use behaviour towards children which could be interpreted as being abusive;
- Never develop relationships with children which could in any way be deemed abusive or exploitative;
- Never condone or participate in behaviour of children which is illegal, unsafe or abusive;
- Never develop physical/sexual relationships with children or behave in a manner which could be considered sexually provocative or culturally inappropriate;

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<sup>5</sup> Childhope – Child Protection Training Guide.



- Never use language, make suggestions or offer advice that is inappropriate, offensive or abusive;
- Do not hire children as “house help” or provide shelter for children in your home in inappropriate circumstances;
- Never have a child/children with whom you are working stay overnight at your home unsupervised;
- Never sleep in the same room or bed as a children with whom you are working;
- Do not ignore any behaviour which you consider inappropriate or which contravenes this code, but report it to somebody who can do something about it.

Although this code is geared towards adults in contact with children, it is also important that children’s behaviour towards each other complies with these principles. They should be made aware of the existence of these codes of conduct and know how to act if they are not respected. Introducing **children’s protection rights** before the consultation exercise is often helpful in this respect, e.g. as part of the guidelines for behaviour during the consultation, might be a good opportunity to do so. Do not forget that children quite often hurt each other and therefore such guidelines help protect them in this regards too.

It is also important that you are prepared to respond if cases of abuse or exploitation are reported while you are working with the children. Make sure that you have a clear **plan** prepared should this occur. This should include knowledge of the legal framework, which institutions and individuals should and can intervene as well as how to provide immediate counselling support to affected children.

**Some Golden Rules in Cases of Reported Child Abuse**

- ❖ Look at the child directly;
- ❖ Accept what the child says;
- ❖ Don't seek help while the child is talking to you;
- ❖ Do not appear shocked;
- ❖ Let them know if you need to tell someone else;
- ❖ Ensure them they are not to be blamed for the abuse;
- ❖ Keep calm;
- ❖ Don't panic;
- ❖ Be honest;
- ❖ Never ask leading questions;
- ❖ Don't repeat the same question;
- ❖ Don't push for information;
- ❖ Do not fill in words, finish sentences or make assumptions;
- ❖ Be aware that the child might have been threatened;
- ❖ Take proper steps to ensure the child's safety, this might include seeking specialized help and medical treatment;
- ❖ Make sure you distinguish between what the child said and the inference you made;
- ❖ Do not allow personal doubt to prevent you from reporting the case;
- ❖ Let the child know what you are going to do next and what will happen;
- ❖ Good words to say are: I believe you, I'm glad you told me, you did the right thing in telling me, you're not to blame, I am going to try to help you.
- ❖ Make careful notes of what the child said, sign and date these and keep them in a safe place.
- ❖ Seek help for yourself if necessary.

**GENERAL GUIDELINES FOR FACILITATORS**

1. **LISTEN TO THE CHILDREN!!! RESPECT THE CHILDREN'S OPINIONS!!!**  
It is important that they feel that they are free to express themselves fully, share experiences, in an atmosphere in which their opinions will be respected. Small discussion groups and working groups are much more effective and less intimidating in this respect, than plenary sessions.
2. It is very important that the children form a representative group and the voices of all sub-groups within the village, especially the most marginalised, can be heard, i.e. boys as well as girls, out-of-school children as well as school-going children, all ethnic groups and children in difficult circumstances, etc. This is not always possible on account of the levels of stigma or discrimination against certain groups or language differences, but should be encouraged where possible as it can also reduce discrimination.
3. If possible, work in pairs of facilitators so that you can be sure to note down all the children's interesting and useful ideas, without missing any.
4. Spend plenty of time getting to know the children, and letting them get to know you. This time is well spent and will ensure greater confidence for the rest of your time together. As always, games and other fun activities should play a substantial role in this process. Appendix 3 suggests many games which are good to play with young people but do add your own suggestions.
5. Establish guidelines for behaviour with the children during this work at the beginning to ensure that everyone feels comfortable and their protection is guaranteed.
6. Take plenty of time with all discussions allowing the children to reflect deeply and talk about as many good and bad aspects of their lives as possible. Aim to go beyond the usual topics mentioned, such as lack of water, health care, etc.
7. Give very clear instructions at all times, making sure that they have been understood.
8. Be careful not to promise anything that you are not sure of being able to deliver. Aim instead to help the children find ways of solving their problems themselves if at all possible.
9. Reassure the children that we are not concerned about their drawing ability but we want to know their feelings, perceptions, ideas, which their drawings will help us understand.
10. It is equally important to reassure the children that this is not school work and that there are no "right" and "wrong" answers. We are not marking them but would like to know their real opinions.
11. Some of these discussions may be a bit sensitive, so allow the children to talk about "things which happen to some children in the village" or "some children in the village may need ...", rather than themselves, if they find this helpful.
12. The children's safety and their best interests should be guiding principles for all our work with them. It is important to follow the Child Protection Policy Code of Conduct at all times and report any abuses of which you become aware to the appropriate body. Children should be made aware of your policy and what behaviour to expect from others, both facilitating adults and peers. They should understand how personal information about them

is being used, be empowered to say “no” and be able to pull out of any activity they want to, and know who to turn to if he/she feels uncomfortable,

13. If the children report cases of abuse during these exercises, their reports must be taken extremely seriously. You do not need to act immediately if you are not sure what to do but the most important thing in such cases is to ensure the child’s safety. Consult with your superiors on the action to be taken and be careful not to act too hastily. It may not always be possible to resolve the issues raised by the children, but you should always try to help in some way. Do not in any case ignore what the child is telling you.
14. Make sure that the results of the consultation and other activities are fed back to the children when these have been compiled. It is important that they are informed at each stage as participants in the process.
15. We would also like this to be a positive experience for the children rather than one in which they are there merely to provide us with information. It should also build their self-esteem and self-confidence.
16. Enjoy the consultation and other activities and make sure that the children do too!

## INFORMING THE COMMUNITY AND OTHER PREPARATIONS

As with many activities, preparations are extremely important and cannot be over-emphasized. Without the community's approval and the children's agreement, this activity will not run smoothly or achieve its objectives. Thus, it is most important to have some meetings in the village/community before you start, to inform all the key figures, including the children, their parents and teachers, of the objectives of the exercise and get their approval. It may also be helpful at this meeting to give some idea of the amount of time that will be involved. Do not, however, at this stage, make any promises. We are just discussing the children's views and do not want them to be manipulated into giving other people's views rather than their own. However, assure the community that they will be informed of the results of the children's discussions.

Make all logistical arrangements e.g. travel arrangements, accommodation, venue, meals, documentation, correspondence, etc. in advance, Ensure that a suitable venue has been found and appropriate times agreed, so that you can begin well, with a reasonable number of children. Make sure that you acquire all necessary materials, such as pencils, masking tape, paper, flip-charts, etc, well in advance. Make sure that all this is done carefully and given the time it needs.

It is important to ensure that all community groups, including the most marginalised, are included and given the opportunity to express their views and needs. Thought must therefore be given in advance to ensure that the group of children is representative of all the sections of the community (boys/girls, out-of-school/school-going, children with disabilities, ethnic groups, age groups, etc.), and the special needs of each particular group can be expressed.

If there are a lot of children, and there is a wide age range, divide them into three or more groups, divided by age: e.g., 6-9 year olds; 10-13 year olds; 14-18 year olds and arrange separate meetings with each of them. Each group should have a maximum age range of 4 years. Groups should not include more than 25 children.

After each meeting, make clear arrangements about the next meeting (and subsequent meetings if appropriate), and make sure that everyone has understood and agrees to these.

If you know the community well already, e.g. if you belong to the community, this work will be much easier, but this is not always the case. If it is possible for you to spend some time in the village before the actual work with the children begins so that you can become very familiar with the lives of the children and community, this will be of great benefit. In this case, it would be good to observe the relations the children have within their families and communities, eating habits, school and homework patterns and anything else that you feel is relevant.

### **Checklist:**

What preparations do I/we need to make in terms of informing the children and the community of what is to happen and making the necessary arrangements (who needs to be informed, venue, times, etc.)

- ❖ What do I/we need to do in advance and how will I do it?
- ❖ Who needs to be informed and how will that be done?
- ❖ Choice of venue, times, etc.?
- ❖ Necessary materials?
- ❖ How will I/we arrange the children in their various age groups?
- ❖ How will I/we ensure that the children form a representative group?
- ❖ How can we feed back the children's views and plans?

**ACTIVITY 1: GETTING TO KNOW EACH OTHER**

During these activities, the children or young people will be working together as a group and need to collaborate very closely. The more they get to know each other and you, the facilitators, the easier this will be. It is therefore useful to give them every opportunity to get to know and value each other, right from the start. Depending upon your group, they may already know each other to some extent, but even if they do know each other, this knowledge may well be limited in depth or to some rather than all the participants.

There are of course many ways of presenting and getting to know each other, but it is good to give the children or young people an opportunity to talk in pairs and then in the large group, so that they begin to get to know each other well, and can continue this process both during these activities and elsewhere.

For the younger children, more playful, songs and dances can also be used to help them learn each other's names.

**OBJECTIVES:**

- To give participants the opportunity to begin to get to know each other and the facilitators.
- To show that fun will also be part of these activities.

**TIME:** 30 min. to 1 hour, depending on the activity chosen and the number of participants.

**MATERIALS:** paper, markers/pens, name labels.

**NOTES FOR FACILITATORS:**

This activity can be very important in setting the tone for the entire programme and establishing the relations between the participants and facilitators, and between the participants themselves. As with all community activities, this can have far reaching effects in terms of future activities within the group.

**PROCEDURE:**

1. Welcome participants, if you have not done so already, and give a brief description of the activities planned. Thank them for coming and explain that although we will do some work and serious activities together, we also hope to have a lot of fun together.
2. Firstly we need to get to know each other a bit better. Do they know everyone in the room? Or are there some people that they know better than others?
3. Ask them to pair with somebody they do not know or that they know less well than the others and to interview that person, finding out their name, where they live, what they do, their favourite food, their favourite activities, and something they do not like. They can take notes if they need to.
4. When everyone has had time to interview someone and been interviewed (about 5 minutes each), ask them to rejoin the large group and present their partners in turn.

**ACTIVITY 2: ESTABLISHING GROUND RULES****OBJECTIVES:**

1. To ensure that everyone feels comfortable and is allowed to contribute fully.
2. To reach a common agreement as to what is acceptable and unacceptable behaviour.

**MATERIALS:** Flip chart paper and markers

**TIME:** 30 minutes

**NOTES FOR FACILITATORS:**

1. It is preferable for these ground rules or guidelines to come from the participants themselves as this is more participatory but also makes compliance more likely.
2. Agreeing ground rules makes it easier to maintain an orderly workshop for everyone, including those who disturb against their own better judgement.
3. A penalty for not abiding by the rules can also be chosen by participants.
4. This activity can be done very successfully with children, and helps them understand some of the guidelines for community living.
5. It is useful to display the ground rules during sessions and, if necessary, the children can be reminded of them at the beginning of each session.

**PROCEDURE:**

1. Explain that we want to come to an agreement about how we will behave and treat each other while working together so that everyone will feel at ease.
2. Divide the participants in four groups and ask each group to represent the way they would like everyone to behave during the activities in one of the following ways:
  - ❖ Drawing;
  - ❖ Drama;
  - ❖ Written list
  - ❖ Song.
3. Draw lots to see which group will use which form.
4. Present after 10 minutes, with the written form last;
5. Ask if anything needs to be added to the written list and if everyone agrees to these guidelines.
6. Ask what the penalty for non-compliance should be.
7. Hang the written list on the wall for reference throughout the workshop.

**Alternative:**

For younger or less experienced groups, a written list can be compiled in plenary with all the young people/children all together, instead of the above creative forms. In which case, the procedure would be as follows:

1. Explain that we want to come to an agreement about how we will behave and treat each other while working together so that everyone will feel at ease.

2. Ask the participants how they would like everyone to behave during the workshop or what they do not want people to do.
3. As they give ideas, write them down on a flipchart.
4. Ask if everyone agrees with everything on the list. Remove everything that they do not all want.
5. Ask what the penalty for non-compliance should be.
6. Hang the written list on the wall for reference throughout the workshop.





### **ACTIVITY 3: GETTING TO KNOW OUR COMMUNITY BETTER**

This session is the beginning of a community diagnosis. The children will probably know their village quite well, but as you walk around, discuss any possible areas of interest or problems, e.g. the school, the water source, with them as you go. What risks or dangers can they see? Encourage them also to consider how people behave and interact as well as the physical aspects of their environment. Can they see any signs of possible accidents or harm to children or others? Or of people not treating each other very well?

#### **OBJECTIVES:**

1. To help the children analyse the situation in their village, both positive and negative aspects, particularly in terms of risks and dangers.
2. To allow children to reflect further on their lives and the aspects that they would like to improve.
3. To identify safe places and resources within their village/community.

**MATERIALS:** Large sheets of paper for group drawings, pencils, coloured pencils/markers.

**TIME:** 1½ to 2 hours

#### **NOTES FOR FACILITATORS**

1. Encourage the children to discuss their situations as much as possible including any dangers, risks, difficulties that they and the other children in their village face, as this will also inform and help plan future activities and programmes better.
2. Reassure the children that the quality of their drawing does not matter. We are interested in their ideas, feelings, dreams and desires, which we would like them to show in their drawings.
3. If the children are not able to annotate their drawings, help them to do this.
4. If you are short of time and the children know their community very well, they may not need to walk around it in order to be able to draw the map, so the walk can be left for a later stage.
5. This activity can also be done in two sessions if necessary as it covers a lot of information.
6. You will need to refer to these drawings later in the consultation so make sure that they are looked after and brought to the next meeting (either by yourself or one of the children). For instance, they can be used to identify safe places in the community (in terms of each hazard identified) and safe exit routes, which should be drilled with the children and if possible other members of the community.
7. In times of disasters, children are usually a particularly vulnerable group, but in fact vulnerability depends on several factors including: age; gender; wealth; ethnicity; health; disability; wealth; assets (social, physical, financial, educational); livelihood; etc. This is an aspect which is worth exploring here, as it might determine particular actions which need to be taken.

#### **PROCEDURE:**

1. Divide the children into small groups of about 6 children, preferably each with an adult, but if this is not possible, ask them to keep together until they return to the venue.

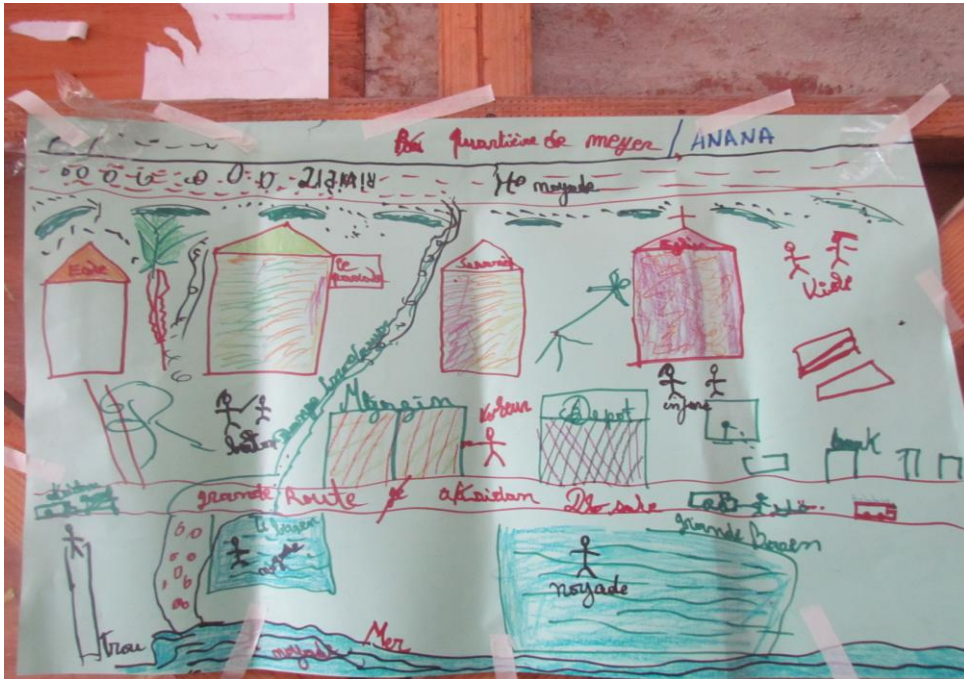
2. Take the children for a walk around their village, discussing with them various things that they (and you) see on the way (e.g. dangers, schools, health centres, homes, safe places, etc.). Ask them to take their note books and a pen or pencil so that they can make notes of anything of interest.
3. On your return, ask the children to work in the same groups of about 6 children (with any necessary support from adults, but basically on their own), and draw their village on a large sheet of paper.
4. Ask them to indicate the main landmarks, e.g., roads, rivers, streets and buildings.
5. Ask them to indicate on the map the places where harm can occur to children. Remind them that we wish to consider all kinds of harm that can occur, physical, emotional, intentional, unintentional, etc.
6. Ask them then to indicate the safe places where they can go in case of danger. These may vary according to the particular danger, e.g. high ground is safer in times of flooding, whereas open areas are safer if there is an earthquake.



7. When everyone has finished, display the drawings and ask one person from each group to explain their drawing.
8. Thank the children and explain that they can add any new ideas they may have at a later date.
9. Make a common list of all the difficulties, risks and dangers noted.
10. For each one ask which child right is not being fulfilled. How is it not being fulfilled and who is responsible for ensuring the fulfilment of the right? Are there any groups of children or people who are more at risk than others? Who are they? Make a note of the

replies. Explain that we use the term vulnerable for people who are at risk and so we are trying to identify the most vulnerable groups in the community.

11. Set the time and place of the next appointment and make sure that everyone has understood and agrees.



**ACTIVITY 4: 24 HOURS IN THE LIFE OF A CHILD IN OUR VILLAGE**

This activity should provide more information on the problems and dangers faced by children. If this is kept general, you will probably get more information, than if you make it too personal. Encourage the children to enjoy this activity and be as creative as possible.

**OBJECTIVES:**

1. To give the children more time to analyse their situation and that of all the village children.
2. To obtain a longer and more comprehensive list of problems that the children face to help us orient our response better.
3. To stimulate the children's creativity.
4. To have fun with them.

**MATERIALS:** The drawings and common list produced at the last session, crayons, coloured pencils/pens, and flip chart paper.

**TIME:** 1 to 1½ hours.

**NOTES FOR FACILITATORS**

1. Make sure that all the children have understood the instructions and give them enough help with this task. You may need to explain role-play quite carefully as some children have no experience of this.
2. This is another opportunity to consider the children's emotional needs, as well as physical needs. Encourage them to think about how children are treated and whether or not their rights are being respected.

**PROCEDURE:**

1. Explain to the children that we would like to know more about the lives of the children in the village and are going to do some role-plays with them.
2. Divide the children in groups of about six and ask them to think about an entire day in the life of a child in their village. It can be themselves or any child in the village. What happens to them during the 24 hours of an entire day? Think of some of the nice things and some of the not nice things that can happen to a child. They will act these in the role-play.
3. In each group, one child will play the child in question and the others will play various people with whom the child comes into contact during the day, e.g. parents, other relatives, brothers and sisters, teachers, etc.
4. Give the children 15 minutes to prepare the sketch and then five minutes for each group to present it. Tell them clearly that they will only be allowed five minutes to perform.
5. After each presentation, discuss the good and bad things that happen. Do all children experience these situations, or just some? Is it many or just a few?
6. Look at the drawings and list of problems produced at the last session and ask the children if we need to add anything to them. Help them add any new ideas to the common list.
7. Again, for each one, ask which child right is not being fulfilled. How is it not being fulfilled? Who is responsible for ensuring the fulfilment of the right? Are there any groups of children for whom this right is fulfilled less than others? Who are they? Is this correct that a right should be fulfilled for some children and not all?
8. Thank the children and explain that they can add any further ideas they may have at a later date.

## ACTIVITY 5: CHILD PROTECTION

The term “Child Protection” refers to several types of dangers to which children can be exposed. In many cases, we talk about everyday dangers, such as road accidents, burns, cuts, bruises, and other accidents, as well as violence and child abuse. Within the context of Disaster Risk Reduction activities, we also refer to the risks to which children are exposed during disasters, e.g. cholera, drowning, loss of family members, home and personal property.

Discussions on the rights of the child have made us aware of many more forms of violence and abuse against children which are becoming less acceptable, e.g. early and forced marriage, child trafficking, child soldiers, etc.

In addition, many organisations have become increasingly aware of child abuse perpetrated within their organisations and have developed policies to protect the children in their care from harm, and their own staff from accusations. In this manual, we will be referring to all these forms of dangers and risks for children and considering how to protect the children from them.

The exercise also aims to give a concrete idea of the actual dangers faced by children, and reduce the tendency to feel that there is danger everywhere.

### OBJECTIVES:

1. To raise awareness among children and young people of the dangers that they face.
2. To initiate discussions as to how such dangers can be avoided and what to do in cases of abuse.
3. To help participants establish basic rules or guidelines for acceptable behaviour to ensure their safety at all times.

**MATERIALS:** flip chart and markers.

**TIME:** 1 to 1½ hours

### NOTES FOR FACILITATORS:

1. We are all exposed to many risks in our daily lives, ranging from small cuts and bruises to national disasters, such as earthquakes, floods, tsunamis, etc. However, children are more vulnerable and less able to defend themselves. The aim of this series of activities is to help them recognise such dangers and learn how to prevent or minimise them.
2. Remember that the children while working in a group can hurt each other and themselves.
3. Children as well as adults need to know what is acceptable behaviour and what is or is not safe behaviour.
4. Some programmes/projects/activities can expose children to accidents and risks, both from adults and other children, which they would not otherwise encounter, so we need to be aware of this and ensure that they are protected from both intentional and unintentional harm.
5. Children as well as adults need to know what to do in the case of abuse, in their normal everyday lives as well as during activities with organisations.
6. It is also possible that participants have themselves been abused and this exercise could provoke strong and unpleasant feelings, which also need to be treated sensitively.

**PROCEDURE:**

1. Prepare and display a sheet of flipchart divided it into four equal sections, entitled: at home, at school, in the village/community, during disasters (note that some dangers may be unintentional but give rise to accidents if inadequate care is taken.).

<b>At Home</b>	<b>At School</b>
<b>In the Village/Community</b>	<b>During Disasters</b>

2. Divide the group into small groups of about 6 participants and ask them to brainstorm on the ways that children can be harmed at home, at school, in the community and during disasters. Ask them to list their ideas on the flipchart in the four sections mentioned. Encourage them to think of all the various forms of harm that occurs to children, including mental, physical, negligence and sexual. Children can also harm each other.
3. Ask them to consider how children can be protected from each of these dangers.
4. Ask them to discuss what they should do if they become aware of a case of child abuse:
  - ❖ at school;
  - ❖ at home;
  - ❖ within the community;
  - ❖ by another child in the group;
  - ❖ by a member of staff of an organisation?
5. Allow each group to present its results and have a plenary discussion of all the issues which arise.
6. Add any new risks to those already on the list compiled from previous activities.
7. Thank the children and arrange the next meeting

**ACTIVITY 6: CHOOSING A PRIORITY**

The children should by now have a list of dangers that they face in their daily lives and have thought about how they would like their lives to be. We would like to move towards that goal where they will be much safer and healthier. However, we cannot deal with all the issues raised at the same time. We need to identify the most urgent issues to deal with and deal with them one at a time.

**OBJECTIVES:**

1. To identify the most urgent issues or serious threats to the children's well-being, so that we can plan action to deal with them in order.

**TIME:** 30 to 45 minutes

**MATERIALS:** flipchart paper, markers/pens.

List of dangers compiled during the previous activities.

**NOTES FOR FACILITATORS:**

It is important to phrase the question carefully. We might say the "most important problem" but it can be useful to analyse this and give a more specific question, such as "the greatest threat to children in our village" or "the risk which affects most people".

**PROCEDURE:**

1. Display the list of risks collected with the children.
2. Ask them to look at the list and consider which are the most important. We would like to take action to reduce the risks for children but we cannot deal with all of these at once. So, which do they feel are the most urgent to deal with first?
3. Divide them into groups and ask each group to discuss the list and identify the three issues that they would like to deal with first, i.e. the three most important issues, numbering them 1, 2 and 3.
4. Ask each group to present and collect the results together.
5. If there is a clear first, second and third in the large group, then you are done. If not, allow the groups to vote again until they reach agreement.
6. Explain that we will now begin work on the first issue and aim to reduce the danger it presents. We will then gradually work our way down the list.
7. Thank the children for their hard work and set the time and place of the next appointment and make sure that everyone has understood and agrees.

**ACTIVITY 7: THE PROBLEM TREE**

The problem tree presents a very clear picture of the causes and consequences of a risk or problem and helps us go more deeply into the causes of causes until we reach the root cause of our problem (similarly for the consequences). It is fun and very instructive.

**OBJECTIVES:**

- ❖ To analyse the causes and consequences of a particular problem or risk;
- ❖ To encourage children to look more deeply into the causes and consequences of the situations they would like to change, as this is ammunition to support their case.

**MATERIALS:** flip chart paper, Scotch tape, coloured markers.

**METHOD:** Problem tree

**TIME:** 1 to 2 hours (in several sessions – possibly spread out over time).

**NOTES FOR FACILITATORS:**

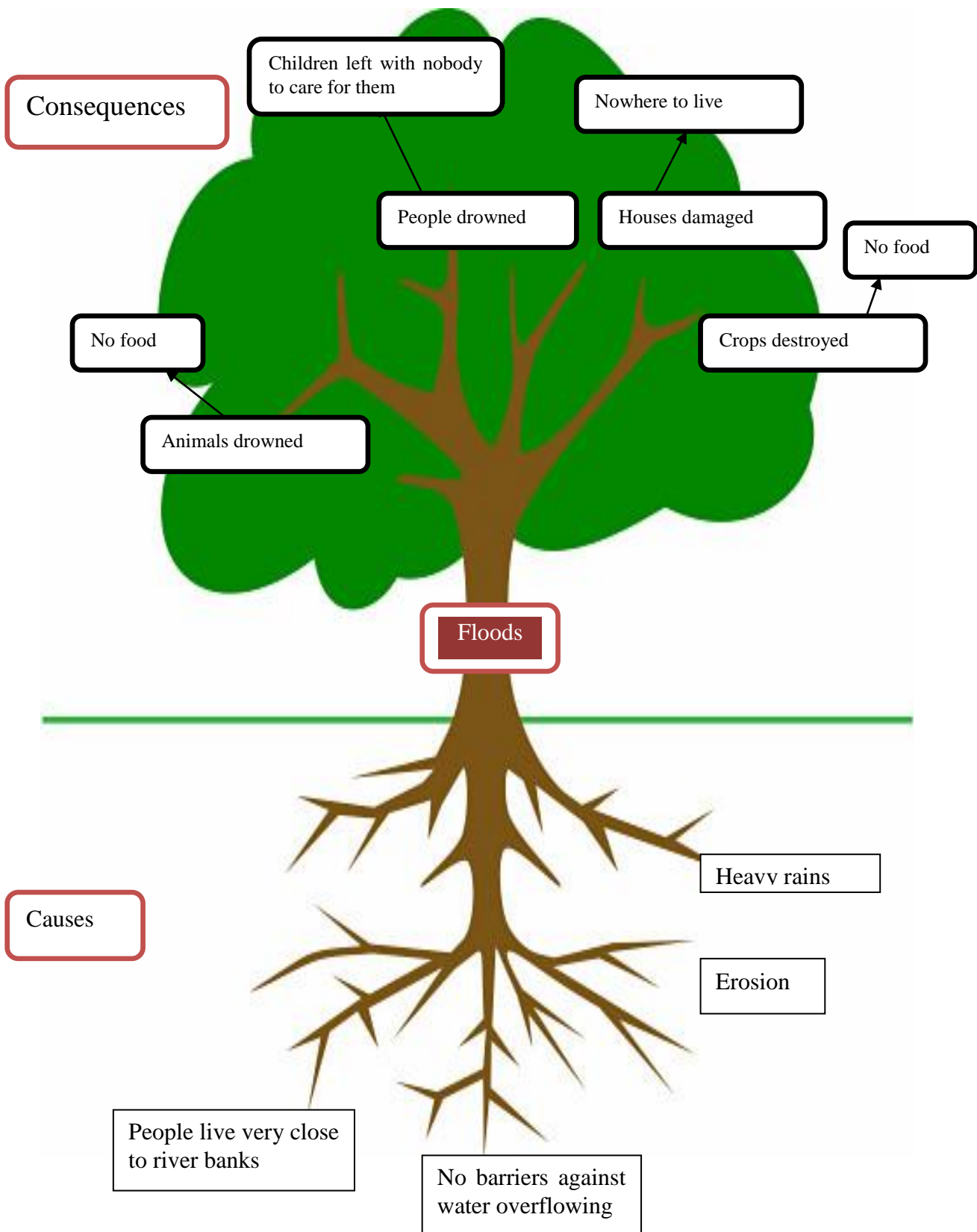
- ❖ The quality of this analysis will affect the quality of the resulting action, so it is important to do it carefully and well.
- ❖ It is necessary to distinguish carefully between cause and effect in this exercise.
- ❖ Continue looking for causes of causes of causes until this is exhausted, and this will allow you and the children to target future activities very precisely.
- ❖ Pinpointing the consequences with precision helps support future advocacy activities as these are the reasons for taking the requested action, and thus form the main arguments for support of the issue.
- ❖ Discuss the causes and the consequences separately, otherwise this can get very confused.
- ❖ The quality of the children's drawings is not important. We are interested in their ideas and explanations for the issues arising much more than having beautiful paintings.
- ❖ If the children are not very old, it may be helpful to draw the trunk of the tree and a few roots and branches to start them off, before letting them continue on their own.
- ❖ Small pieces of card can be used for the causes and consequences, to avoid spoiling the whole tree if there is a small mistake. In this case they can be attached with adhesive tape.
- ❖ Younger children may need quite a lot of support, at least to get started and it may be worth doing a rough copy before using the flip chart paper.

**PROCEDURE:**

1. Show the children a drawing of a tree on a large piece of paper and explain that we are going to consider the causes and consequences of the risk they have selected, and represent them on the tree. The trunk represents the problem, the roots the causes and the fruit and branches the results or the consequences. Show an example: e.g. girls do not perform as well in school because they do not have time to do their homework, because they have to do housework, because their mothers are very busy, because boys don't do housework, etc. ....



*The Problem Tree - Causes and Consequences of Floods (Partially worked example)*



2. Divide the children into groups of about 6 (boys and girls separately, if appropriate) and give each group a sheet of paper and some crayons.
3. Ask them to draw a tree in the middle of the paper, with the trunk representing the problem that we are discussing [or give them sheets of paper with the trunk and some roots and branches already drawn].
4. Ask the children to think first about the causes of the issue chosen, and to write each cause on a root of the tree. For each cause, ask "why", until there are no more sub-causes. Write each sub-cause on a root or sub-root, until there are no more causes.
5. Then ask the children to think about the results or consequences of the problem. Write each consequence on a branch. Are there any further consequences of the consequences they have already mentioned? If there are, ask them to write these on smaller branches forking from the first one, until there are no more consequences.
6. Ask each group to present their tree and explain their conclusions.
7. Make two combined lists; one of the causes and one of the consequences of the problem (from the work of the groups working on this issue).
8. Point out that we are going to try and resolve the problem mentioned but it is usually more effective to work on the causes of the problem and that is why we have done this exercise.
9. Thank the children and arrange the next meeting.

## ACTIVITY 8: KEEPING SAFE! PREVENTION, PREPARATION AND MITIGATION

The children will soon be asked to plan action, so this and the next exercise (which is optional) are designed to help them start thinking along the lines of taking action. We would like them to concentrate on action that they can take themselves. Such action may include encouraging others to do something. In this case, advocacy will be necessary, but it is important that they think in terms of what they can do and not what others can do. We hope that they will join with adults in disaster risk reduction groups or committees to strengthen them and their own action.

### OBJECTIVES:

1. Encourage participants to start thinking of some solutions, bearing in mind the various stages of a disaster and therefore the various moments when intervention can be useful.
2. At this stage, it is worth considering advocacy as a useful tool.
3. Encourage the children to think about others who may be more at risk and how they can be supported or encouraged to reduce their risk or vulnerability.

**MATERIALS:** large sheets of paper, pencils, coloured pencils/markers.

**TIME:** 1 to 1½ hours.

### NOTES FOR FACILITATORS

- To reduce the impact of hazards on our lives, we can try to prevent the event, reduce our vulnerability or exposure (see diagram<sup>6</sup> below). Prepare a copy to show the children in advance.

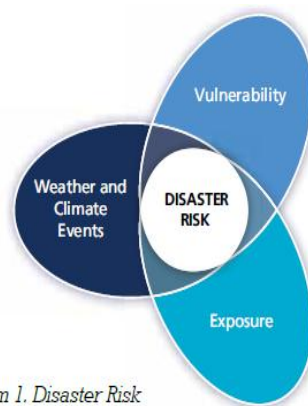


Diagram 1. Disaster Risk

- Concentrate on action that the children can take, and encourage them to be very practical and concrete in this.
- Give as many examples (if possible some that the children have experience of) to help orient them to do this exercise in a practical and realistic way.
- It is useful at this stage (if possible) to consult with local authorities (national, regional and local), other organisations and ngos to find out what if any plans exist for disaster risk reduction.
- This exercise can be repeated for each hazard which occurs in the area in which the children live.

<sup>6</sup> Taken from: Plan-International (AU). *Climate Extreme: How Young People Can Respond to Disasters in a Changing World.*

**PROCEDURE:**

1. Remind the children of the priority they chose and the causes and consequences identified during the previous exercise. Our aim is now to start finding some solutions; ways of making our community and its members less vulnerable and more resilient to disasters.
2. Show a copy of the diagram you have prepared to the children and explain the terms and that we can work on three areas to reduce the effects of hazards or dangerous events: preventing the event (where possible), reducing the exposure or the vulnerability of the community. Prevention is not always possible and so we work on reducing the impact, i.e. mitigation.
3. We are going to think about three main aspects: prevention, preparedness and mitigation, but within the area of mitigation, we need to consider what is to be done before (preparedness); during and after, so we are going to prepare a table like this one:

Risk Management						
Hazard	Early Warning Signs	Early Warning System	Prevention	Mitigation		
				Before (Preparedness)	During	After
Earthquake		Radio announcements				

4. Divide the children into groups of 5 or 6 and ask them to complete the table with as many ideas as they can. Explain the various terms (prevention; early warning signs; early warning system; mitigation; preparedness) making sure that these have been well understood.<sup>7</sup> Begin completing the table with them, to be sure that they have understood well.
5. Remind them of the early maps that they drew and the groups they identified as most vulnerable. Do special measures need to be taken for any of these groups? Can anything be done to make them less vulnerable, and more able to cope in the case of disasters occurring?
6. Have they thought about preparing an emergency kit, should they need to leave suddenly? What would that contain?
7. Give them enough time to reflect sufficiently on this exercise and then ask them to present their findings.
8. Thank them for this hard work and ask them to remember it well as we will be using this to plan our action in the next session or the one after that.

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<sup>7</sup> **Prevention and mitigation activities:** All action which avoids the possibility of a risk being created and to minimize the impact of risk by protecting, reinforcing, rehabilitating, or reconstructing (e.g., prevention activities include not building in hazardous areas, building flood containment walls; mitigation activities include putting straps on the roof to stop it blowing away during a hurricane).

• **Preparedness activities:** All action which strengthens the capacity of the community to respond efficiently and effectively when an emergency takes place (e.g. emergency drills). (*Child-Centred DRR Toolkit – Plan International*)

## 9. Arrange the time and place for the next meeting.

What survival skills should we be developing in children? The skills which will help them survive before, during and after a disaster better.

Please consider the following practical examples<sup>8</sup>

In India the program formed and strengthened a number of Task Force Groups (TFGs) in each community, teaching them the necessary skills for their group. The groups are comprised of both adults and children. The different types of TFGs are:

- **Early Warning group:** who are usually 12 -18 years old and are trained to understand radio warnings and acting fast to spread the warning throughout the village during times of emergency.
- **Search and Rescue group:** who need to be physically strong and mentally tough, are trained in evacuation and rescue methods.
- **First Aid group:** who are carefully selected with gender balance in mind in order to be able to treat men and women, girls and boys - these members go through intensive first aid training.
- **Evacuation group:** who are trained to prepare thoroughly for evacuation.
- **Shelter Management group:** who collect and distribute relief materials such as food, utensils, clothes, kerosene, diesel, etc. and coordinate the relief requirements of the other action groups.

Each TFG is provided with supplies of necessary safety materials e.g. megaphones, sirens, radios, bicycles, rain coats and waterproof shoes and trained in ways of maintaining this kit so the TFG is always ready to respond.

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<sup>8</sup> Save the Children. Child-Led Disaster Risk Reduction: A Practical Guide.

**ACTIVITY 9: MY DREAM LIFE/VILLAGE**

In this activity, the children are already beginning to propose alternatives, showing what they would like to see in their village. Encourage them to fantasize as much as possible. They are telling you indirectly what they would like from the world. Do not be too discouraged if their dreams are too difficult for us to fulfil. Note everything down and it can be discussed later. We will surely be able to do something to move towards those dreams.

**OBJECTIVES:**

1. To allow the children to fantasize about how they would like their lives to be.
2. To encourage children to express their dreams and wishes.
3. To obtain more ideas about how we could improve the children's lives.

**MATERIALS:** large sheets of paper, pencils, coloured pencils/markers.

**TIME:** 1 to 1½ hours.

**NOTES FOR FACILITATORS**

1. Make sure that the children realise that the quality of the drawings is not important. We are most interested in understanding their perceptions, dreams and desires, so they should try to represent these in their drawings.
2. If you have children from different villages, it may be useful to divide them by village or location, so that they can draw their own village but with the improvements that they would like to see.

**PROCEDURE:**

1. Ask the children to think for a few minutes individually about how they would like their lives and their village to be. What would it be like? How would everyone live in the village? What would they do? How would it be different to the village that they live in now? How would the lives of the children be?
2. Divide them into groups of five or six (as far as possible from the same village or area) and ask them to discuss their ideas in their groups.
3. After about 10 to 15 minutes, give each group a large sheet of paper and some coloured pencils/ markers.
4. Ask them to draw their village or area and their lives as they would like them to be. They can write on their drawings to explain the good things that they have included, to help us understand their dreams. Help them with this, if they need help.
5. Display the drawings and then ask one person from each group to explain their drawing.
6. Thank the children and explain that they can add any further ideas they may have at a later date.
7. Set the time and place of the next appointment and make sure that everyone has understood and agrees.

**ACTIVITY 10: PLANNING ACTION**

The children have now identified the problem or problems that most affect them, and have had time to study this question in greater detail. In this session, the children and the facilitators discuss how to tackle these problems to reduce the effects on children and the communities in which they live.

**OBJECTIVES:**

- ❖ To plan actions to solve the priority problem identified by the children
- ❖ To allocate responsibilities to the children and secure resources to act on the problem
- ❖ To get adults to recognise children's contribution in community development

**MATERIALS:** Flipchart paper, markers, masking tape

**TIME:** One hour and half

**NOTES TO THE FACILITATOR:**

- ❖ By now you should have ensured that they know enough about the problem to be able to suggest some solutions.
- ❖ Emphasise that children have the power to solve their own problems. Children need to identify the actions, the amount and location of resources needed, and useful allies in solving the problems.
- ❖ Involve the children in discussing their roles and responsibilities.
- ❖ Make sure that the children are well prepared for any action they decide to take, especially in terms of advocacy. We need to be very careful about how the children communicate their problems to the adults, as most issues that children raise will touch upon adult failures and responsibilities. They need to be very polite and in line with local customs.
- ❖ If necessary, assist them in contacting adults when they need additional help or support. As a facilitator, you should be with the children when they are carrying out an action and should help to clarify issues to adults when children are unable to do so themselves.
- ❖ When planning actions, ensure that adults are mobilised to support and listen to the actions.
- ❖ When at school, make sure the school staff are informed of and support the children's actions.
- ❖ Discuss with the children how they can inform adults in the community of their ideas.
- ❖ Advocacy actions should be planned in such a way to bring out the situation of the children affected by the problems as well as showing that collectively children and adults together can make a difference.

**PROCEDURE:**

1. Start with energizers to build up excitement and teamwork among children. The children should also be asked to develop or suggest their own energizers.
2. With the children, review all of the stages they have gone through, discussing the significance of each stage and what they have learnt on the topic.

3. Ask children to reflect on the problem and what they have learnt about it. Point out that many more children are affected by the same problem, so action is needed.
4. Divide the children into groups of about 6 and ask them to think of possible actions they could take to help resolve the problem. These can be before, during or after the hazard to avoid the consequences of the hazard or mitigation to reduce the harm done. Let each group list three possible actions they could take to improve the situation.
5. Make a single list with the children of all their suggestions and then discuss them together to see which ones the children can really do. Will they have the resources required? Reduce the list to those which you all agree are possible solutions.
6. When you have decided on a few possible actions (five is usually as many as they can realistically carry out), ask them to think about who they need to inform of their planned activities. Discuss this in detail – as it may be necessary for them to inform community leaders, parents, teachers, etc., and it is important that this is done appropriately. This may involve adding another action to your list.
7. Ask them to think about who could help them with this activity, e.g. other ngo's, the appropriate government departments, etc. How can we get their support? Contacting these will also be another action on the list, if it is not already there.
8. When these issues have been settled, show the children the following table and explain the various columns to them. Write the list of actions to be included in the first column, putting them in order with the first things to do first, as far as possible.
9. For each action, move across from left to right, filling in all the squares. If possible, complete it with them, bit by bit, by asking the questions given.
10. When all the actions have been planned thoroughly and everyone knows that they should be doing and when, discuss the possibility of the children presenting the results of these discussions to the community at a future date.
11. Discuss what they would like to present to the community, in terms of raising awareness of the problems they face. Plan this thoroughly too, ensure that children have had enough practice and that they feel confident in performing their roles.
12. After the activity has been completed, remember to evaluate the process and make sure that the children have really understood it well and their future roles.
13. Plan future meetings to monitor progress and correct any problems which might arise.





## ACTIVITY 11: EVALUATION

Before evaluating their action, the children should have already taken some action themselves to help resolve the problem that they identified. We would like to evaluate that action, as well as our own work with them.

### OBJECTIVES:

- To evaluate with the children the action they have taken already;
- To evaluate with the children the sessions we have done with them so far.

**MATERIALS:** flip chart paper and markers.

**TIME:** 1 to 2 hours

### NOTES FOR FACILITATORS:

1. Children have valid opinions on many things and that we can and should learn from them.
2. The children can present the results of their action in role plays, if you prefer, as this also provides a lot of information about how they carried out their action.
3. Children are experts on being children, so we should seek their opinions on certain things, including how we could improve our sessions with them.

### PROCEDURE:

1. Begin as usual, with games and fun activities.
2. Ask the children what they have already managed to do from their action plan. What went well, less well and what needs to be improved?
3. After a short general discussion, divide them into small groups of about 6 and ask them to discuss their results in their groups – how did it go?
4. Let the groups present their findings (report, role-play, etc.) and make notes of their answers on a flip-chart paper. Take time to discuss how we could have done better.
5. Ask them about the sessions that you have done together with them – we would like their views on these too. There are several ways to do this but the body map is a fun way which can give some useful information.
6. Ask them to return to their groups and invite one child in each group to lie down on a large sheet of paper and let the others draw the outline of his or her body.
7. Ask the children to write everything they have learnt, felt, done during your sessions together, on the large sheet, near the part of the body involved (e.g. if they have learnt to dance, they can write this near a foot, if they were happy about the drawings, they can put this next to the heart or a hand, if they enjoyed making new friends, they can write this near their hearts.).
8. When they have all finished, ask the children to display and explain their drawings.
9. Thank the children. If there is to be another meeting with them, and we hope that there will be, arrange this or at least how you can contact them. If this is your last meeting with them for the moment explain what will happen next and how you will keep in touch with them.

## ACTIVITY 12: CHILD RIGHTS

This exercise is presented as optional, if you do not have enough time to cover all the activities presented, but it is a very important exercise and provides a framework in which much of the other activities fit. Please do try to find the time to do this activity. If time is not a problem, it makes an excellent first activity.

### OBJECTIVES:

- Raise awareness of child rights, in particular those where most attention is required in the particular context;
- Ascertain the level of knowledge of the group and fill any gaps;
- Identify any groups which are discriminated against in the village or community, in terms of child rights;
- Identify duty bearers and consider ways of approaching them to ensure the respect and fulfilment of child rights, particularly child protection;
- Start thinking about how they can improve child rights and protection, in their communities.

**MATERIALS:** flip chart and markers

Copy of the Child-Friendly Version of the **Convention on the Rights of the Child** for each participant (see Appendix 2)

**TIME:** 2 hours

### NOTES FOR FACILITATORS

- This is an optional exercise. It will increase the children's understanding of the issues involved, but if time is short, it can be omitted.
- This activity can be done in stages with presentations after step 8, if it seems too long.
- Depending on your group's familiarity with the topic, you can do as much or as little of this exercise as you feel appropriate. A younger group or one less experienced in participatory activities may be happy to stop after step 8 and then present. They can continue at a later stage if they wish to. In this case, let them present their results after step 8.
- This exercise assumes that the participants have already some knowledge about child rights and aims to fill in the gaps and identify where action is needed to improve the respect of child rights in the communities where the participants live.
- Child rights are human rights, but with some special provisions related to the particular situation and vulnerability of children.
- Rights are legally protected standards, they are not "gifts"; everyone is born with these rights and nobody is allowed to take them away.
- The main child rights can be grouped as follows:
  - ❖ Education/information
  - ❖ Equality/non-discrimination
  - ❖ Family/Home
  - ❖ Food
  - ❖ Freedom of culture and religious freedom

- ❖ Healthy environment and health care
  - ❖ Liberty of expression
  - ❖ Life
  - ❖ Name and Nationality
  - ❖ Participation
  - ❖ Protection
- These can be expressed in slightly different ways, but this is not important. The participants should know these and we can see from their drawings whether or not they do. Those that they do not mention should be discussed with them, after the presentations. Reference can be made to these as mentioned in the **Child-friendly version of the Convention on the Rights of the Child**, which should be distributed during the session.
  - All rights are interconnected. Thus, if you try to improve the respect of one right, you are very likely to also improve another one at the same time. For example: if you improve girls' education, you are likely to improve children's health at the same time, as better educated women can take better care of their children, as well as their own health.
  - For each right, there are different groups of people who have the duty to help ensure that that right is respected, promoted, fulfilled and protected. For example, parents are responsible for caring for and protecting their children. And children themselves need to respect the rights too and not do anything that could harm other children or violate other people's rights. The government has the duty to make sure that there are adequate laws in place, that those laws are enforced and that an adequate budget is made available to help realize these rights.
  - During the exercise, we hope to identify the rights which need most urgent attention and any groups of children whose rights are respected less than others, as this information will help you direct any action to improve child rights in your area.
  - The quality of the drawings is not important here – we are more interested in the information that we can obtain from them. In this case, the drawings will tell us how many rights participants are familiar with, which rights are and are not respected in their communities and what needs to be done about this. They should in the process of the exercise identify the areas which are most in need of intervention.

#### **PROCEDURE:**

1. Divide the participants by gender into groups of about 6 and give each group a large sheet of paper and some coloured markers or crayons.
2. Ask each group to draw a child in the middle of the paper – not too big, as they will need to write around it. The girls can draw a girl and the boys a boy.
3. Ask them to give their child a name.
4. Ask the participants to write the names of all the child rights that they know around the child, spacing them out so that they can add other comments during the exercise. Show them how if necessary.
5. Give them time to work on this. When they have finished check to see if they have forgotten any important rights. If so, mention these and allow them to add them to their drawings. (They can consult the Child-Friendly Version of the CRC for this too – see Appendix 2).

6. Remind them that certain rights can be grouped together. Thus, in some cases they may be able to add them in brackets to what they have already written (e.g. the right to health includes the right to vaccination).
7. Ask the participants now to consider each right in turn and decide to what extent it is respected and fulfilled for the children in the communities in which they live. They can use codes on the drawing (e.g. A=All; M=Most; Few=Few; N=None of the children in our community), but they will need to put a key at the bottom to explain their codes.
8. Are there some children for whom each right is less respected than others? If so, which? For example, is the right more respected for boys than for girls, or for another group of children (because of their age, religion, social class, physical condition, etc.)?
9. Discuss where child rights are violated most in their community (e.g. in the home, at school, in the community) and who respects their rights least. Can they think of any reason why their rights are not respected? And why the rights of certain groups are less respected than others?
10. Discuss who is responsible for ensuring that child rights are respected (the children themselves, their parents, other adults, government, etc.), i.e. the duty-bearers.
11. Ask which rights the children in their community most need to have promoted at present? What can they do when they realise that their rights or the rights of a particular child are not being respected?
12. When they have finished and noted all their answers on their drawings, ask each group to display and explain its drawing.
13. Compare the drawings produced by the various sub-groups. Do they agree about the rights which are and are not respected in their communities? Is there any difference between the boys' and girls' conclusions? Discuss these differences with them. The table on the next page can be used to summarise each group's conclusions and reinforce the learning of this exercise.
14. If you and the children would like to, you can collect the results of the various groups' drawings in the following table. This will make the overall conclusions clearer. If time is short you can do this yourself and present the table to them at another time.
15. Do they all feel that intervention is required to improve the respect for child rights? Where do they feel most needs to be done? And most urgently?
16. Discuss with them how child rights are monitored in your country and what needs to be done in cases of violations of child rights.
17. Explain that in this exercise we have been looking at all child rights but that during the previous activities we were considering child protection in particular.
18. Thank the group for their hard work and have a break.



## EXTRA ACTIVITIES TO REDUCE DISASTER RISKS

1. Identify safe places in the area for each type of hazard, make sure that these are well known to the young people and children, and that they have spread the word within the community and their families. [You can use the village maps to identify the safe areas.]
2. Identify safe exit/evacuation routes for each type of hazard and make sure that these are well-known (and practised) by the young people and children, and that they have spread the word within their communities and families. [You can use the village maps to identify safe exit routes.] Regular drills following these escape routes can be very beneficial
3. Prepare lists of items to be included in emergency kits and encourage the young people and children to have these items close at hand, or even to prepare and maintain emergency kits, particularly during the at risk period.

### **Emergency kit**

If a flood or a cyclone might hit your area, the government issues a warning by radio, one or two days before the possible disaster. If the danger is high for your community, you will be asked to evacuate your homes. Then you have to take your emergency kit with you and go to a safe place or shelter, where you stay until the danger has passed.

In the case of a Tsunami, the warning only comes a short time before the wave hits the coast and you must immediately move to a safe place or higher ground. It is good to prepare the emergency kit in advance so that you do not lose time when you have to leave your home.

#### **Some useful things for your kit:**

- Drinking water
- Dry rations
- Spare clothes
- Essential medicine
- First aid equipment
- Money
- Mobile phone with charger
- Identity cards and other important documents
- Washing bowl and soap
- Battery operated torches
- Transistor radio and batteries
- Baby food and clothes (if necessary)
- Walking sticks and spectacles for elderly (if necessary)

- Consider the dangers and risks indicated in the village map. Do the authorities and community leaders know about these? If not, how can we inform them and convince them of the risks which exist and that we need to do something about them to avoid serious consequences?

- Find out what plans the local authorities (at national, regional and local levels) as well as other ngos and organisations have for disaster risk reduction (prevention, preparedness and mitigation). Are they adequate or do we need to add to these?
- Advocate where necessary for structural or community improvements which will reduce the consequences of hazards. Help the young people identify issues and target audiences, and to prepare campaigns.
- Training in simple first aid.
- Prepare entertaining sketches, songs, posters to inform the community of important aspects of safety in the case of disasters.



## APPENDIX 1: HART'S LADDER OF PARTICIPATION

Hart's ladder of participation<sup>9</sup> has become a standard by which we can measure the extent to which children are really participating in activities. Here we start at participation in the form of mere presence and move progressively to a form of participation where children are effectively the decision-makers.

This ladder shows a form of progression but the highest point is not always the most appropriate. For each programme and in each context, it is useful to consider the appropriate level of participation to ensure that children's views are fully-represented but that they are not being encouraged to do tasks which are beyond their means or wishes.

- **Activities initiated and directed by children:** Children initiate the activity and decide how it will be carried out (children's play usually fits into this category). Adults are available but do not take charge.
- **Activities initiated by children, shared decisions with adults:** Children have the idea, set up the project but come to adults for advice and support.
- **Adult-initiated, shared decisions with children:** The activity was initiated by adults but the children are involved in the planning and implementation. They have some decision-making power to reach decisions with the adults.
- **Children are consulted and informed:** The activity is initiated by adults but the children are consulted and their views respected. They understand what is being done and why.
- **Children assigned but informed:** The children are given tasks by the adults but they are informed of the project and its significance.
- **Tokenism or Symbolic Participation:** The children may be present to pay lip-service to the idea of child-participation, but in effect that is all they are contributing. They are not consulted and their opinions are not taken into account. This is not participation in any way.
- **Decoration:** The children may perform some dances or songs to add attraction, but are not participating in any real sense.
- **Manipulation:** The children are exploited to do work that the adults do not want to do.

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<sup>9</sup> Hart's ladder is often criticised for over-simplifying the situation and suggesting that the top rung is the ideal place, whereas the best place depends on the particular context and activity, but it does provide a useful and clear overview.

**APPENDIX 2: CHILD-FRIENDLY VERSION OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD<sup>10</sup>**

All the rights in this document are for **all** children, no matter who they are. Here are these rights:

**Article 1:** All children under the age of 18 are entitled to all of these rights

**Article 2:** You have the right not to be discriminated against in any way.

**Article 3:** You have the right to have good decisions made for you.

**Article 4:** You have the right to have your rights respected and made real by the government.

**Article 5:** You have the right to be looked after by your parents if you have them.

**Article 6:** You have the right to a life.

**Article 7:** You have the right to be given a name and a nationality.

**Article 8:** You have the right to be an individual.

**Article 9:** You have the right to live with your parents, unless this would not be appropriate.

**Article 10:** You have the right to live with your parents in the country that they live.

**Article 11:** You have the right not to be kidnapped or moved to another country.

**Article 12:** You have the right to say what you think and you must be listened to.

**Article 13:** You have the right to get information and say what you think.

**Article 14:** You have the right to believe what you want, and you can follow any religion that you wish.

**Article 15:** You have the right to meet up with other people and to set up youth clubs.

**Article 16:** You have the right to have a private life.

**Article 17:** You have the right to have information from TV, radio, books, etc.

**Article 18:** You have the right to live with your parents who are responsible for your care and development.

**Article 19:** You have the right to be protected from being hurt, abused and neglected.

**Article 20:** You have the right to have protection and care if it is not possible for you to live with your parents.

**Article 21:** You have the right to have a good adopted home if you don't live with your parents.

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<sup>10</sup> Source: [Human Rights Education Association Resource Centre: First Steps: A manual for starting human rights education](#)

**Article 22:** You have the right to have protection and help if you are a refugee.

**Article 23:** If you have a disability, you have the right to have special care and education.

**Article 24:** You have the right to good health care.

**Article 25:** You have the right to have your placement checked regularly if you do not live at home.

**Article 26:** You have the right to help from the government if you are poor or need help in some way.

**Article 27:** You have the right to have a good place to grow up in.

**Article 28:** You have the right to have a good education.

**Article 29:** You have the right to have an education that will help you learn about yourself, other people and their rights.

**Article 30:** You have the right to speak your own language and practise your own religion or culture.

**Article 31:** You have the right to play and have time in which to play.

**Article 32:** You have the right not to take part in work that may be unhealthy for you, or that stops you from getting a good education.

**Article 33:** You have the right to be protected from using, making or selling dangerous drugs.

**Article 34:** You have the right to be protected from sexual abuse and harassment.

**Article 35:** You have the right not to be kidnapped or sold.

**Article 36:** You have the right not to be exploited.

**Article 37:** You have the right not to be punished cruelly or tortured. You also have the right not to be placed in a prison with adults.

**Article 38:** If you are under 15, you have the right not to join an army or fight in a war. If you are in a war zone, you have the right to be protected from any harm.

**Article 39:** If you have been hurt, badly treated or neglected, you have the right to be given help to put things right.

**Article 40:** You have the right to help when defending yourself in court. If you have broken the law, your age must be taken into account.

**Article 41:** If the rights in any country are better for you than any of the ones here, you are entitled to that right, rather than the one written here.

**Article 42:** You have the right to know about your rights. The government must make sure that

this happens.

***The rest of the articles do not give any more rights, but they discuss how governments and other organisations will work together to make sure that all children get all of the rights listed here.***

There are four general principles in the Convention on the Rights of the Child:

- Non-discrimination (see Article 2)
- The best interests of the child (see Article 3)
- Right to life, survival and development (see Article 6)
- Respect for the opinion of the child (see article 12).

Sometimes people place all the child rights under four main categories:

- Survival
- Development
- Participation
- Protection.

### APPENDIX 3: CO-OPERATIVE, OR NON-COMPETITIVE, GAMES AND ENERGISERS<sup>11</sup>

In co-operative, or non-competitive, games, there are no winners and no losers, and no-one should feel excluded<sup>12</sup>. They are fun and create a feeling of togetherness, so that many group activities become easier, especially once the group has been playing such games for some time. They help children (and adults) acquire social skills, confidence, concentration, communication and co-operation, as well as the academic subjects included in school. Thus they help develop the whole person and not just the intellect. They can also be refreshing after long, strenuous sessions in class.

Not all children will want to participate in every game and they should not be obliged to do so. If they sit out one game, they very often want to play the next. The teacher/trainer/ facilitator should always participate for maximum effect, and not just explain the game. These games should help create a pleasant, friendly atmosphere in the classroom and I hope that you enjoy them all.

#### **Animal Parade**

The game starts with everyone sitting in a circle on chairs and one person standing outside the circle – this is the parade leader, who begins making an animal noise and movements, and starts walking around the circle behind the group.

*The parade leader (only)* taps the shoulder of people sitting in the chairs at random, and they come up and join the parade, making the same noise and actions.

When the leader decides, everyone finds a seat and sits down, but they must move around the circle until they find an empty seat. The last one to find a seat begins the next round as parade leader, choosing a new animal.

#### **Bubbles**

Everyone finds a partner and holds hands. Use all the space you can. Imagine you are bubbles floating in the sky, and walk very slowly and gently around the room. When you bump or brush against another couple, your bubble *pops* and you swap partners. This is not a race.

**\* A getting-to-know-you game. If being used as an introductory game, encourage people to talk to each other as they walk around.**

#### **Buzz**

Players sit or stand in a circle and count off, except the word “buzz” is substituted for the number seven, any number containing seven or any multiple of seven. Thus, seven is “buzz,” seventeen is “buzz,” twenty-one is “buzz,” and seventy is “buzz.” Players count as fast as they can, but each

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<sup>11</sup> Adapted from “*Co-operative Games: Activities for a Peaceful World*” by Clive Baulch, Judith Holland, Maggie Freake, Mildred Mashedor, published by the Peace Pledge Union, and others.

<sup>12</sup> There are many games such as “Zip, Zap, Boing”, “Mrs. Mumbly”, “Elephants and Palm Trees”, which many people play as elimination games, but we prefer not to do so. If a person “makes a mistake”, everyone has a laugh, and then it the game continues with the next person. The only exception to this is “Islands – Frogs and Crocodiles”, where you need the elimination of both “lily-pads” and people to get participants to help each other, and that counteracts any tearing down of community. If the music you play is lively enough, the people eliminated stay emotionally involved from the sidelines. Alternately, the people who are caught by the crocodile can become crocodiles too and help catch the frogs, thus they do not leave the game.

time a mistake is made, they must start again. When this has been well established, we can add the word “Fizz” for numbers which are multiples of five, e.g. 5, 10, 25, etc. For 35, which is a multiple of both 5 and 7, we say “Buzz, Fizz”.

### **By the Numbers**

The first step is to find two volunteers. Ask them to go out of the room and decide on a conflict situation. Then they are to come back into the room and act out the situation using gestures and numbers only. For example one may say questioningly “One... two three four... five six seven!” while the other replies emphatically, “Eight nine ten eleven twelve!!!” etc. Judging from their body language and vocal intonation, the group must guess the subject or the conflict.

### **Car and Driver**

Ask everyone to stand and move the chairs against the wall. Divide into pairs. Explain that one participant in each pair will be the car and the other person will be the driver. The car doesn't know where it is going so cars put one of their hands over their eyes and extend the other hand out in front of them to serve as a bumper. The drivers are to stand behind the cars and place their hands on the shoulders of the cars. The drivers are to guide the cars around the room and avoid any collisions. After a few minutes, ask the cars and drivers to exchange places.

(This L&L is an experience in trust and leadership. If you are doing this exercise in a Training for Trainers, you may debrief the exercise. Ask the drivers how it felt to be a leader and did they feel any responsibility for the cars who were participants? Then ask the cars how it felt to be a participant and trust their leaders to keep them safe?)

\* A trust game.

### **Chairs**

Chairs are arranged in a circle, facing outwards, with the same number of chairs as players. One person stands up and runs round the circle trying to find an empty chair but the remaining players must move round to fill the empty chair on their left as soon as it becomes vacant. The unseated player rushes faster and faster to get a seat.

\* **A hectic, fun and energising game, that gets everyone moving.**

### **Control Tower**

Everyone chooses a partner, and each pair decides who is to be the *plane* and who the *control tower*. Make a runway of two rows of chairs and place obstacles along its route. The *plane* is blindfolded and the *control tower* verbally guides it along the runway and round all the obstacles in its path to a safe landing. If successful, or if the plane crashes, the roles are reversed.

\* **Instructions, listening. Success builds trust.**

### **Cooperative Musical Chair**

That's right, Musical Chair! We all know the game of musical chairs but this is different. This is a cooperative game. The rule is that the game ends if there is one person that can't find a seat. Chairs are arranged in the centre of the room, back to back, facing outward. The participants march around the chairs and when the music stops, everyone must find a place to sit. One chair is removed each time the music is played. Of course, people will need to find ways to sit on each others laps, shoulders, etc. You may not get down to one chair, but ending up with four chairs is quite an achievement.

### **Do you love me, honey?**

Sit in a circle. Starting with the person on leader's left or right, the leader asks: ‘*Do you love me, honey?*’ That person responds: ‘*I love you honey, but I just can't smile.*’ The first person then attempts to make the second person smile. This can be by making a funny face, or perhaps telling

a joke, or tickling. It is up to the leader to choose what will be allowed or disallowed in the round. This continues around the circle until the first person asked: ‘*Do you love me honey?*’ is made to smile.

\* **Concentration, silence, fun, memory.**

### **Dragons**

Get into teams of six to eight and find some space for each group. Each team lines up and each person holds the waist of the person in front. These are the *dragons* – young and playful – and just like puppies, they are always chasing their tails. The *head* of the dragon must try to touch the *tail*, but everyone in between must try to prevent that from happening and protect the tail by jiggling and twisting about. When the *head* has managed to catch the *tail*, they can change places.

\* **An energising tag game. Great fun.**

### **Elephant and palm tree**

Begin with everyone standing in a circle. One person stands in the middle and points to someone in the circle, saying *elephant* or *palm tree*. To make an elephant, the person pointed to leans forward, clasp his/her hands to make a *trunk*. The person on the left makes the elephant’s left ear by holding up their left arm and touching the top of their head with their left hand. The person on the right of the *elephant trunk* does the same with their right arm to form the right ear. To make the *palm tree*, the person pointed to stand with arms straight up (the trunk). Those on each side hold up their outside arms, hands drooping, to make the *fronds*.

When the elephants and palm trees become well known, we can add some more challenging items, e.g. When ‘cow’ is called, the middle person holds arms in front and interweaves fingers together with palms facing self [point fingers of one hand at fingers of second hand; keep fingers straight and slide together like plugging an appliance into a wall socket]. Then turn palms out, which leaves thumbs hanging down separately. Person on each side grabs a thumb and milks the cow.

We can also add jelly. When ‘jelly’ is called, each side person holds arms out like a bowl [like the elephant ear lying flat] and the middle person wiggles like jelly!

\* **Fun and concentration.**

### **Earthquake**

Ask the participants to divide into groups of threes. All participants should be in a group of three except the leader. Ask two members of each group to form a “house” by facing each other, raising their arms above their heads and joining hands. The third member of each group is the “tenant” and stands in the middle inside the “house.” The leader, who is the odd person out, may call one of the three following commands:

C. “Tenants” In this case the houses stay in place and each tenant must move to a new house. The leader tries to find a new house and the person that is left out is the new leader.

B. “Houses” In this case the tenants stay in place and each house must move to find a new tenant. The leader tries to find someone to make a new house with.

C. “Earthquake” In this case all the houses are destroyed and everyone must change. New pairs make houses and tenants jump in to occupy them.

\* **Fun and concentration.**

**Face to Face**

Ask everyone to stand and move the chairs against the wall. Divide into pairs. The leader is the odd person who does not have a partner. The leader calls positions rapidly such as “Face to Face” or “Back to Back” and the pairs follow the positions. The positions may be varied such as, “Toe to toe, elbow to elbow, shoulder to shoulder, knee to knee, head to head” etc. The leader can also call “Change” and everyone must change partners and maintain the previous position. At this point the leader can find a partner and the odd person becomes the new leader.

\* **Requires some concentration and movement.**

**Farmyard**

The players stand in a large circle and choose a number of animals. For a group of twenty about six will be suitable. The names of the animals are written on pieces of paper, with as near the same number of each animal as possible. Then the players close their eyes and walk around trying to find another animal of the same kind by constantly making that animal’s noise, e.g. baa, baa, or meow, meow, etc. When two animals of the same kind find each other, they should join hands and continue searching until they have found all the animals of their group and have all joined together. The idea is not to finish first but to find others of your own kind.

\* **An introductory game. Trust game.**

**Football**

The purpose is to develop a spirit of cooperation in the group. The materials required are two tennis balls for each team. The object is for each team to move as many balls as possible across the finish line. Divide into teams of four. Each team of four will include three players and one ball placer.

Draw a finish line on the floor about 10 or 12 feet from one wall using chalk or masking tape. Divide the area between the wall and the finish line into lanes, one lane for each team. The three players will line up with their backs to the wall and hold each other by the shoulder. The outside players should place their inside feet adjacent to the feet of the middle player.

Give two tennis balls to each ball placer. The ball placer puts a tennis ball on the floor between the feet of the middle player and the two outside players.

The players must walk from the starting line to the finish line in step keeping the ball between the feet of the outside players and the middle player. Players must move their feet in unison in order to move the ball. (This is sort of like a three-legged race.) If the players lose the ball, they must stop and the ball placer can put the ball between their feet again.

After they get across the finish line, the team returns to the starting line and repeats the process.

**Fruit salad**

The players sit in a circle with one person standing in the centre (caller). The caller asks three people to name their favourite fruits and then goes around the circle giving each person including themselves the name of one of the fruits in turn. (e.g. if the fruits are mango, pineapple, orange, go around in the same order over and over again until everyone has been given the name of one of the fruits.) When the caller calls out the name of one of the fruits, all the people who are apples must change seats and the caller tries to take one of the empty seats. The person left standing then becomes the caller. If the caller calls ‘fruit salad’, everyone changes seat.

\* **This game is lots of fun, helps to break down barriers and encourages players to think and move quickly.**



### Going on a Safari

Imagine that you are going on a safari and you can take anything you want from a teddy bear to a dozen purple elephants. The more outrageous the object, the better.

One by one, the players states what they would like to take with them on safari but must also repeat all the items named by the previous members of the group. Thus, the last person must remember every item named by the entire group.

**\*This exercise is a sure way to lighten up tensions after a heavy exercise.**

### Slow Boat to China – Variation on Going on Safari

This is similar to Going on a Safari except that there's a catch. The items named must begin with the first letter of your name. However, the participants are not told about the catch. The leader gives an example such as: "I'm Mike, I'm going on a slow boat to China and I'm going to bring some music and some money." Then the question moves around the circle as follows: "My name is ... and I'm going on a slow boat to China and I'm going to bring .... Can I get on board?" The leader responds "yes" or "no" depending on if the items match his name. The participants begin to catch on as the question moves around the circle.

### Hand Slap :

- Sit in a circle on chairs, with knees close together, so that you can reach your partners knees on either side of you.
  - Slap your own palms on your own knees twice
  - Reach across to your right and slap your palms twice, one on your right knee and one on your neighbours left knee
  - Back to your own knees.. slap twice
  - Across to your neighbour on left and as with above, slap your left knee and their right knee twice
  - Slap own lap twice
  - Clap hands twice
  - Click fingers twice
  - Jerk knee up once
  - Call out "hey!" or something similar
  - Repeat slowly to get everyone into it, then getting faster until everyone is doing it together!
- \* A rhythm game which brings the group into wakefulness, focus, is fun and quite fast.**

### Here I Sit

The Light & Lively begins with all participants seated in a circle with one empty chair. The person to the right of the empty chair moves into the chair and says, "Here I Sit." This leaves an empty chair vacated by the first person and the person next to the chair moves into it and says, "In this chair." This leaves an empty chair vacated by the second person and the third person sitting next to it moves into it and says, "With my friend ... " (and names a person on the other side of the circle. The friend from the other side of the circle then moves to the seat vacated by the third person, leaving an empty seat on the other side of the room where the process repeats itself. Encourage the group to move quickly so that the game progresses with a good rhythm.

It can be helpful to put up a poster:

HERE I SIT....  
IN THIS CHAIR....  
WITH MY FRIEND \_\_\_\_\_

\* **Fun and invigorating if a good rhythm is kept up.**

### **Hot and cold**

Explain that in this game a volunteer will leave the room for a minute while the group chooses a spot in the room for the volunteer to find. The volunteer will find the spot by listening to everyone slap their thighs.

If the volunteer is going near the spot or “getting hot,” everyone will slap loudly. If the volunteer is far away from the spot or “cold,” the slapping will become quiet. If there are no questions, ask for a volunteer and have her/him step out of the room.

Ask someone to pick a spot and then have the volunteer come back into the room.

After the first volunteer finds the spot, ask for another volunteer to step outside the room. Continue, in this way for a while ...

### **How do you do?**

Standing in a circle, one person volunteers to be the host of this very funny party. The host walks around the outside of the circle and selects one player by tapping them on the shoulder. The host shakes the hand of the guest and introduces him/herself saying: ‘*How do you do?*’ The guest answers: ‘*Fine, thank you.*’ And says his/her name. They do this three times, and after the third time, the host makes a dash around the circle in the original direction of travel, while the guest goes in the opposite direction. They are both trying to get back to the empty space, but when their paths cross they must stop and go through the entire ritual again, but with the guest becoming the host. You do not have to run, you can hop or crawl.

\* **An energising, introductory name, game possibly not suitable for younger children.**

### **Indian Ball Pass**

Sit on floor in tight circle and extend feet toward centre. A ball is placed on one player’s lap. The idea is to move the ball around the circle as fast as possible without using hands.

**Variations:** Vary the size and number of balls; reverse the direction of the ball. (We take in blow up beach balls for large ones) If it doesn’t work first time, try again.

### **Islands – Frogs and crocodiles**

The frogs are having a lovely time in the river, but there is a crocodile who likes to eat them. When he sleeps they can play happily but when he wakes up (i.e. the music stops), they are only safe on a lily pad, represented by the sheets of paper.

Place several sheets of paper on the ground, to represent the lily pads. Players *swim*/walk around the room until the music stops, when they must stand on an *island*. Players move around once more and an *island* is removed. At the given signal, once again, everyone must stand on an *island*. The game continues, with an island being removed each time, until only one or two are left, depending on the size of the group. No-one must be left outside when the time for standing on an island comes. It can be done, if everyone helps. This can really be made into a cooperative game by insisting that as many people as possible can be saved.

\* **Togetherness/co-operation. Problem-solving.**

### **Jack in the Box**

The participants form a circle one behind the other, so that they can all move around the circle in the same direction. Then ask the members of the group repeat this little rhyme:

“Jack-in-the Box! Jack-in-the Box! I move like this, I move like that, I balance well, I balance well.”

As they move, they all together thrust their right hands out calling “Jack in the Box”, and repeat with the left hand. One by one, each person goes into the middle, calling:

“Jack in the Box, Jack in the Box	-	repeated by the rest of the group
I do like this (accompanied by one gesture, usually to the right)	-	repeated by the rest
I do like that (accompanied by the same gesture but to the left)	-	repeated by the rest
And I balance well.”	-	repeated by the rest.

They then return to the circle and the next person comes in.

\* **Good fun and invigorating.**

### **Jungle morning**

Everyone lies still on the floor. Imagine it is night in the jungle and all the animals are asleep. With the first light of dawn the animals stir, awaken, stretch themselves, yawn, begin to greet each other with their voices. The animals begin to move around, to touch each other, to speak by roaring, whistling, snorting, barking, etc., at each other – all the noise of a jungle waking up.

\* **An introductory and energising game.**

### **In the Forest**

Everyone sits in a circle, with one empty chair. The person to the right of the empty chair moves into it saying, “Here I sit,” The next person moves into the empty chair, saying “in the forest,” and the next person moves into the empty chair saying “with my friend ...” and names someone from the group. That person moves into the empty chair next to him and the quicker of the two people on either side of the vacated chair start the process all over again.

### **Let’s build a machine**

Divide into groups of four-seven and ask groups to build a machine using themselves for all the parts. See that each person is completely involved, either as part of the machine, the operator or the product. Show the *machine* to the other groups. The leader/teacher could assign each group a specific machine. A variation might be to make a factory, using all the machines together.

\* **A game for all abilities, developing inclusion and decision-making.**

### **Magic microphone**

All sit in a circle. An object such as a pen, shell, stone, etc. is passed from one person to another. Only if you have the object are you allowed to talk, otherwise you must stay silent. People must decide for themselves if they wish to talk, or pass the object on without speaking.

Can be used for co-operative story telling or for a class to tell the teacher their news, or to initiate a discussion where the teacher wants the shyer class members to participate.

\* **Concentration, listening skills, social development.**

### **Mirrors**

Stand in a circle. Watch the leader. Leader moves very slowly using just hands, then other parts of the body and face. The others must move with the leader as if they were his/her reflection. The leader should stress the slowness and the togetherness of this game. Illustrate the difference between following and mirroring. Alternatively, the teacher should choose to do this as a paired exercise, in which case the pairs could take turns at being mirror and reflection, i.e. leader and follower.

**\* This game develops concentration, observation, group togetherness and silence. It is very good for drama warm-up and mime training.**

### **Mountains and Valleys**

This game was originally a values clarifications exercise and isn't very active, but it gets people moving and thinking, and can be good when people have been involved in some tiring work.

Everyone stands up. The leader invites them to move to the side of the room that they prefer, according to their answers to the following questions. Ask them:

Would you prefer to be a Mountain or a Valley?

They go to the side they want to be. Some won't choose, so they can be in the middle.

Ask those on each side why they chose that side. A quick go round is all that is necessary.

Then proceed to other questions.

Are you more an island or a wave?

Picture or a window?

Countryside or city

clothesline or kite string

file cabinet or liquor cabinet

bubbling brook or placid lake

Then, you could do four corners with four seasons...

**\* The awareness that comes from the choices made and the reasons given helps groups looking at differences or building community.**

### **My name is ... and I like ...**

The players stand in a ring, and each person thinks of something they like beginning with the same letter as their name, e.g. "My name is Therese and I like tea.". Moving in a clockwise direction, each person presents the person to their left (telling the group what that person said they liked) and then his or herself and what he or she likes.

**\* A name to build confidence and get to know each other.**

### **Name train**

Stand in a large, loose circle. One person is a railway engine and chuffs around the inside of the circle. The engine stops in front of a person and, if they know that person's name, shouts it out, while simultaneously leaping up and down making semaphore movements. The occasional whoop-whoop of the engine whistle is also effective. The engine reverses and 'couples up' and then both engine and carriage go chuff-chuffing around the circle again until the engine stops in front of another person, when both engine and carriage shout out the name and make semaphore movements and whoop. Then the engine reverses and couples up again and goes around the circle until a name train composed of everyone is chuffing around the playground.

**\* An energising affirmation name game.**

### **Pass the squeeze**

Sit in a circle. Link hands. One person **gently** squeezes the hand of the person on the left or right. That person passes the squeeze on to the next person, and so on around the circle and back to the first person. Some variations – the leader could pass a squeeze to both the people on the left and right. Watch the funny confusion!

**\* The first of a few sitting down games for catching breath and calming down.**

**Points of contact**

Divide the players into small groups of three or four and explain that each foot, finger or thumb can be made a point of contact with the floor. You are going to tell them a certain number and each group must arrange to have that number of points of contact with the floor. Everyone in the group must participate, nobody can sit out. Give three fairly simple examples, eg. 48. And then give the number equal to the number in each group minus one (i.e. if there are six in each group, call out five.) Discuss the skills needed to play this game (e.g. cooperation, team-work, balance, counting skills, trust, etc.)

**Scream**

Participants stand in a circle, looking down toward floor. Leader calls “Go!” and everyone looks up and looks at someone. If the person you are looking at is looking back at you, you both scream. The leader then directs you to look back at the floor and do it again. Sometimes no one will scream, sometimes many people will. Do this over and over until it feels finished. This is a great L&L if time is limited, because it can be a lot of fun in just 2 or 3 minutes.

**Sticky popcorn**

Everyone finds a space and walks around the room with their arms outstretched and eyes closed. When you brush against someone else, you *stick* together by holding hands, just like sticky popcorn. Eventually, the whole class should get stuck together until all the children are just one giant ball of sticky popcorn.

\* **Another funny ‘getting-to-know you’ game. Younger children especially like this game.**

**Stone, Scissors, Paper**

The players are divided in two groups and each group decides whether it will choose stone, scissors or paper and at the count of three the two teams show their hands according to the team’s choice:

- Paper wins over stone, as it can cover it;
- Stone wins over scissors, as it can sharpen them;
- Scissors win over paper, as they can cut it.

The first team to win twice is declared the winner.

A variant is lion, Samson and Delilah where the lion shows his teeth and arches himself to attack, Samson raises his forearms and shows his muscles, and Delilah curtsseys:

- Samson defeats the lion but is defeated by Delilah;
- Delilah defeats Samson but is defeated by the lion, and
- The lion defeats Delilah but is defeated by Samson.

Another variant is wizards, giants and elves:

- Wizards- arms stretched out in front,, and fingers ‘zapping’ a spell
- Giants- hands above head, clenched fists, stomping feet
- Elves- bending down, hands with palms upright, fingers wriggling, trying to grab the treasures from someone’s pockets

- Wizards can eliminate giants but need to run away from elves
- Elves can grab wizards, but need to run away from giants
- Giants can stomp on elves, but need to run away from wizards

**Stop the Music**

Ask all the participants to stand in a circle. Then take a tennis ball and begin to toss it around the circle in a random pattern. The leader then stands outside the circle and faces away from the

group so he or she cannot see who has the ball. The leader then begins to sing a song. It can be any kind of a song that the person chooses. The leader then stops singing, perhaps in the middle of a phrase. The person in the circle that has the ball at the time the music stops is the next leader. The new leader then steps out of the circle, turns away from the group and sings another song.

\* **A fun game, that needs little concentration and so can be quite relaxing.**

### **The sun shines on all my friends who ... (or the wind blows on all who ...)**

The participants all sit on chairs in a circle, except for one who stands in the middle and gives the orders. The person in the middle chooses something which is true for him or herself and several people in the group (s/he may not know who) and pronounces that the sun shines on all their friends with that particular quality (e.g. brown shoes, two brothers, who have had an argument that day, etc.) "The sun shines on all my friends who are wearing brown shoes."

Immediately everyone with that particular quality (e.g. brown shoes) must get up and move to the seat vacated by someone else with that quality. The person in the middle attempts to find a seat while the others are moving about, leaving someone else without a seat. That person then moves into the centre and the game begins again.

### **Throw the mask**

Sit in a circle. The teacher can choose someone to start, who has to make a mask of their face, as gruesome or as funny as they can make it. Then that person puts their hands up to their face, takes the 'mask' and 'throws' it across the circle to someone else who 'catches' it, puts it on their face and imitates it before wiping it off and making one of their own which they, in turn, must 'throw' to someone else in the circle.

\* **Observation and imitation. A good pre-drama warm-up game.**

### **Titanic**

Everyone stands anywhere in the room and imagines that they are on the Titanic which is sinking and shuddering in all directions. When the caller calls "Left", everyone runs to the left side of the room (previously indicated), similarly for "right", "front", and "back". When the caller calls a number, the players must form groups of that number exactly to go into the lifeboats as the boat will sink if it contains any other number. This is a lively game to get people moving around the room and can also be used to form groups.

### **Touch blue**

Everyone finds a space and stands in it. The leader says 'Everyone touch blue' (or another colour). Players must touch that colour on another person. Endless variations are possible with this game, especially if you introduce objects and body parts, e.g. touch elbow to another elbow.

\* **An introductory game; very good for the less able-bodied.**

### **Tropical rainstorm**

Stand in a circle. One person acts as the *conductor* of the storm and starts off this symphony by rubbing his/her hands together, which the person next to them, which the person next to them (choose which way you are going before you start) imitates, and then the next person and so on, until everyone is performing the same action. This is the increasingly heavy rainfall. The *conductor* then repeats the whole process with another action, e.g. snapping fingers, hands slapping thighs, stamping feet – which makes the sound of the crescendo of the storm. As with any sudden storm, the conductor decreases the volume of the storm symphony by going through the above steps in reverse until the last person rubbing hand is silent.

\* **A finishing game. Younger children are often awe-struck by this games effects, and are left with a nice magic feeling. If there is stillness, allow a moment to enjoy it.**

**What If?**

Hand each participant a 3"x 5" slip of paper with the words "What if" written on the upper left corner. Each participant is asked to complete the statement in whatever way they wish, such as: "What if all prisons were closed?" or "What if an elephant moved into the house next door?". Then each slip is handed to the person on the right and the person is asked to turn the paper over and complete the statement on the front. This might be: "Inmates would have to look for jobs." Or "He'd have to buy a cast iron sofa." Then each slip is handed to the person on the right. Each person is asked to read their slip, reading the answer first and then the question, which sounds quite funny.

**Who Am I?**

Print the names of well-known people such as Elizabeth Taylor, Madonna, George Bush, etc. on cards. Make enough cards for all participants. Ask all participants to stand. Then tape the cards on the packs of all the participants without allowing them to see the names on their backs. The objective of the exercise is for each person to find out what name is taped on their back by asking other people questions about themselves. You can only ask two or three questions of each person, then move on to another person. All questions must be answered only by "yes" or "no." When you have guessed correctly, move the nametag from your back to your front and continue until everyone finds out who they are. (This exercise might be used before role plays.)

\* **Fun but can also be quite demanding as regards general knowledge.**

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