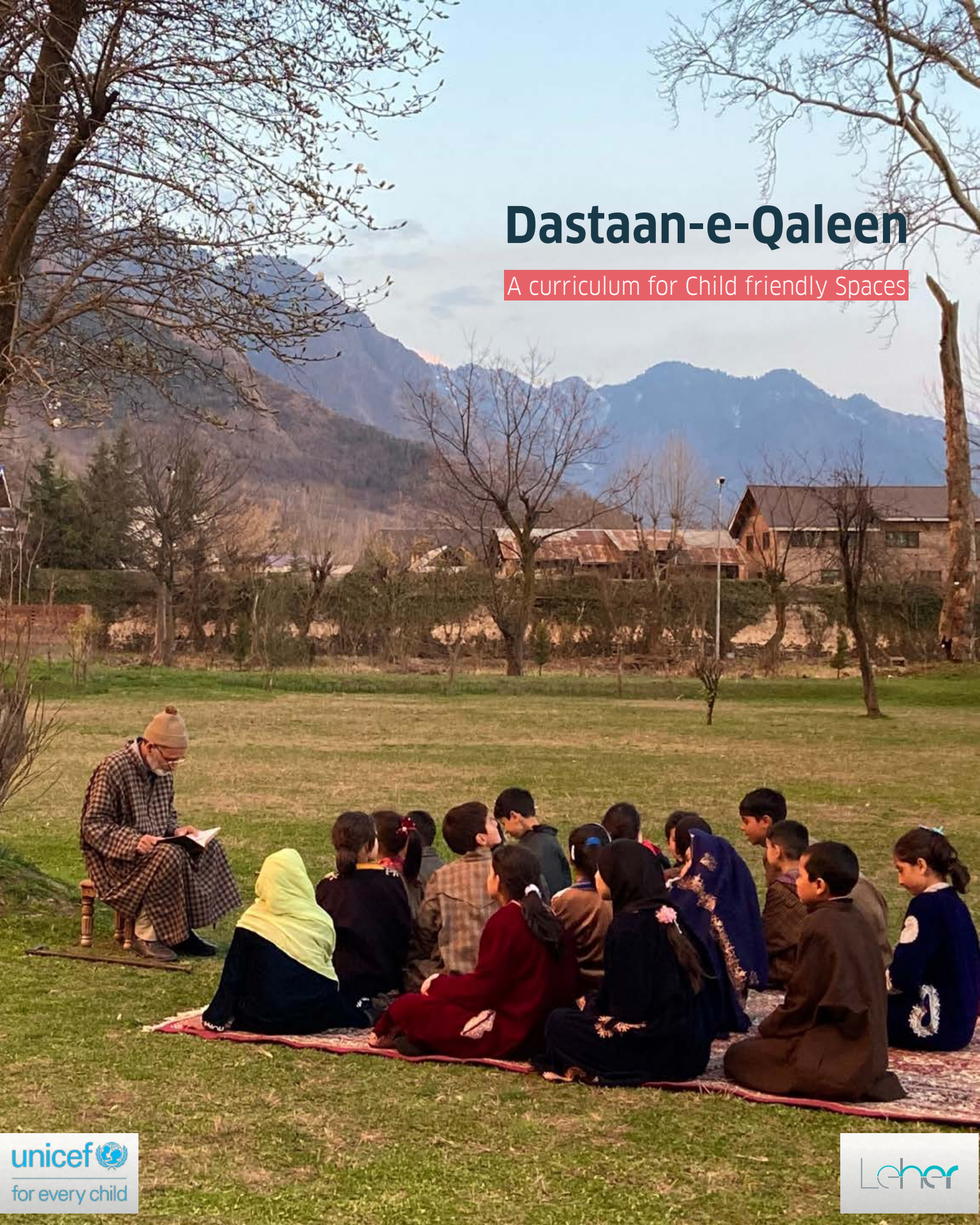


Dastaan-e-Qaleen

A curriculum for Child friendly Spaces







Child Friendly Spaces (CFS) Kashmir:

A partnership between UNICEF, Humanity Welfare Organization Helpline (HWOHL), Jammu and Kashmir Association of Social Workers (JKASW), and Kashmir Women for Inclusive Development and Equality (KWIDE).

***Dastaan-e-Qaleen*, a video story series and curriculum for Child friendly Spaces developed by Leher, supported by UNICEF.**

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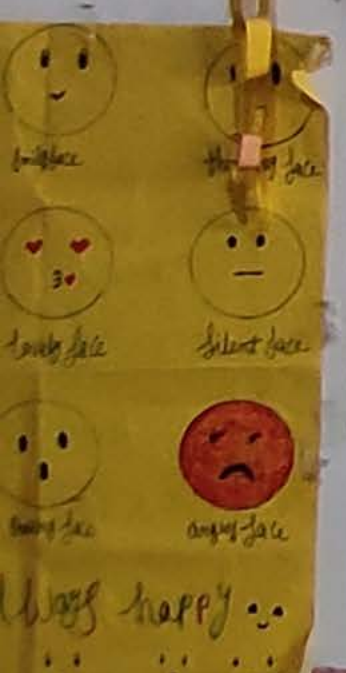
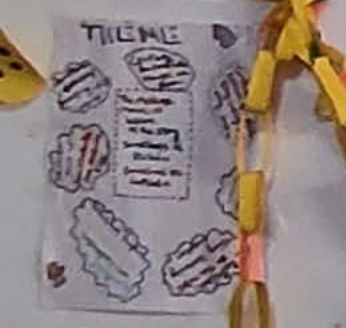
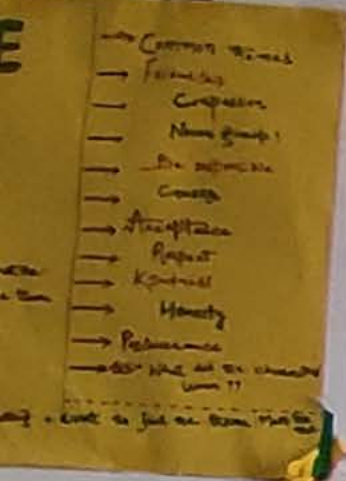
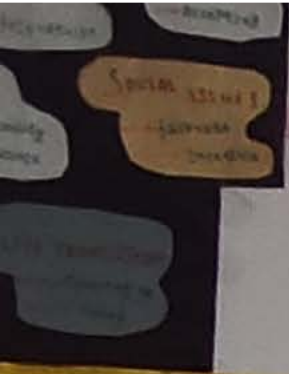
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1. INTRODUCTION

Child Friendly Spaces (CFS) and Adolescent Resource Centres (ARC) are a therapeutic psychosocial intervention in Jammu and Kashmir for children, hosted by civil society organizations in collaboration with local community stakeholders, anchored and supported by UNICEF. A mental health component is integrated into CFS and ARC, through partnership with IMHANS, where proactive preventive, and referral services are provided to ensure preventive and early mental health interventions.

CFS and ARC centres offer a differentiated approach to address the needs of younger and older children, run in districts whose communities that have been affected by Kashmir's conflict, with the purpose of giving children a place to relax their minds, heal, destress, learn life skills to help them build resilience, find means to thrive in circumstance where often little is within their control. CFS caters to children aged 6-10 years of age, while adolescents aged 11-18 years of age, are catered to through ARC.

This document comprises a curriculum for children aged 6-11 years. It has been developed to guide the facilitators who work with the children through structured sessions on a weekly basis. The curriculum focuses on building a foundation in children that enables them to make the best of their middle-childhood years. The curriculum is accompanied by a set of video stories to recall and reinforce the key messages of the sessions in the curriculum that children may watch again and again. It is built on the learning and collective experience of agencies, and individuals who have been associated with the CFS program through its inception. The curriculum will augment the existing play for peace and sports for development activities already being conducted with the children.





2. ABOUT THE CURRICULUM

The curriculum contains multiple sessions and activities along with 10 story videos, covering five thematic areas- Self; Positive emotions; Dreams; Gender, equality and equity; and Safeguarding. The content has been developed and curated to ensure that the little children aged 6-11, grow self-assured, confident in themselves, observing and questioning the world around them, able to discern unacceptable behaviours, and to reach out for help. The content can be considered 'pre-life-skills'.

There are also sessions planned for parents, to be conducted in the monthly parent meetings. A set of simple personalised evaluation tools have been provided to enable facilitators to assess the children's progress and to communicate to parents the impact of CFS program on their children. In addition, the inputs received in CFS, would enable children arrive in adolescence into the ARC program prepared and fully receptive to benefit from

it. The curriculum is designed such that its impact remains with the children, even if they do not have access to the ARC program in their adolescent years.

An added benefit is that the curriculum uses art expression, interactive activities, repetition, read aloud stories, puppet stories, written expression, all of which support learning outcomes for middle childhood. The pedagogy enables children visualise, imagine, learn new words, describe, form and express thoughts. These skills will also support their academic learning in school.

The sessions take into consideration two age groups within the middle childhood phase that is 6-11 years. These are 6-8 years, and 9-11 years, and discussion guidance, activities are differentiated where necessary.



3. PROCESS OF CURRICULUM DEVELOPMENT

Desk research was conducted to develop a tentative outline for the curriculum. It was followed by a field visit to Kashmir and discussions with all stakeholders from UNICEF and partners who have ground experience in implementing the CFS program.

Insights from the CFS staff at all levels informed the curriculum development team on issues and areas where the little children need focus and attention. A focus group discussion was conducted with the leadership, to gain a high-level insight into the needs of the children. A day long workshop was conducted with the CFS facilitators to obtain in-depth insights, which were further validated and added to in group discussions with the coordinators who supervise the facilitators. Field visits were conducted to the centres, brief interaction with volunteers were conducted, to understand the context and observe the centres in action. In addition, the CFS curriculum development team had an interaction with the ARC curriculum team, to align the inputs such that children are prepared to be receptive, to fully benefit from the ARC program in their adolescent years. The UNICEF Kashmir team, which has pioneered and developed the CFS and ARC interventions, provided critical guidance and approvals to the curriculum (pedagogy and content) throughout the development process.

The CFS teams informed by their extensive experience working with the children, shared issues in their society that affect

little children, and need to be addressed by the curriculum. Uncertainty, worry, fear, anger –elements of a conflict environment has a long-term impact on families and their children. Children's needs get overlooked. Problem statements included, "our children lack confidence", "parents are unable to give them attention", "no one tells them they are special", "they need positivity", "girls compromise, boys get what they want", "caste discrimination", "our children must learn to dream", "can we combine psychosocial support and learning?" "Even with young children we have two age cohorts so need further differentiated content", "children need self-defence-to speak up for themselves, to be able to say when they are not comfortable".

Based on the above insights, a frame work comprising the five key themes and with them the sub-topics, key messages, activity outlines, providing references for possible activities. Upon receiving and incorporation of feedback from stakeholders, the sessions were created and curated for the curriculum. Further, the key messages were converted into video story rhymes with interactive components to reinforce and recall messages from the sessions in the curriculum. Kashmiri youth have been engaged in the development of the videos to ensure that they are contextualised and hyper-localised to the Kashmiri context such that not just children and their facilitators, but their families, and communities shall find the content relatable.



4. HOW TO USE THE CURRICULUM (MODULES AND VIDEOS)- FOR FACILITATORS AND COORDINATORS

HOW TO USE THE MODULES

The modules must be treated like a recipe book. It has specific instructions and must be kept handy while facilitating sessions. Like with all recipe books, those who use them will make adjustments, find other routes to the same results, or change things around based on preference or comfort. It is recommended that the facilitators make notes on adjustments made while conducting sessions in the curriculum document itself, such that the document may be enriched based on experience.

The content is technical and each module must be conducted one at a time in the order in which it is presented in the document. The facilitators should not mix modules, or omit sessions. The sessions may be conducted indoors or outdoors based on preference, convenience, or weather in all cases, except where there is a specific instruction.

Facilitators must get into the practice of dividing the children into smaller groups while facilitating activities. This ensures that more children get the opportunity to participate, and as young as they are, they learn to help each other, be responsible, and to develop facilitation and leadership skills in their small groups.

Play for peace activities, circle time, must continue to be used at the centres at the start and end of the day's session. Sports activities-such as races, football, cricket etc.

Could be used on days to celebrate the end of modules. Reflection sessions should be conducted after these, linking them to the themes/messages within the module just completed.

The facilitators must discuss and prepare for the sessions. Preparation would involve:

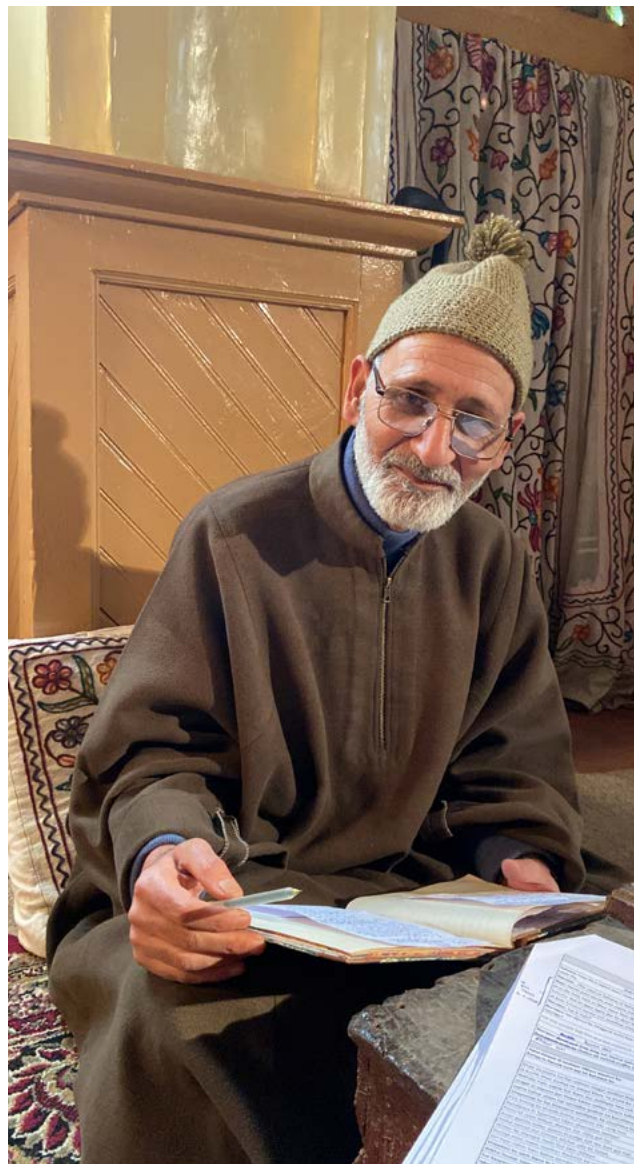
- Discuss and plan ahead to have support from volunteers and or coordinators for sessions that would require multiple facilitators
- Read the session and gain proficiency on the key messages, reflect upon them and adapt them to the language and vocabulary of the children
- Read from the scripts for sessions that are scripted
- Keep materials required for the sessions ready in advance
- Make arrangements to store children's work created as part of the sessions
- Keep a note book to make note of children's responses, comments, interesting anecdotes that may be used in personalised evaluation notes that should be given to the children as far as possible at the end of each module, or twice in a year at the minimum.
- Make note of children who are showing maturity, responsibility, generosity, kindness, leadership, and also those who may appear to be inattentive, naughty, unable to absorb messages, so that strategies may be developed to encourage and support every child based on their need.

HOW TO USE THE VIDEOS

Through story verses, the videos communicate the key messages of the module themes to the children. It is recommended that the links to the videos are shared with the parents, so that the children are able to watch the videos while at home. There are two videos per module-part 1 and part 2. The videos should be played before commencing the module, once in between, and at the end of the module. Part 2 of all the videos have an interactive component, the animator can stop the video, and repeat that section in the classroom. Each story is in a format that can be re-enacted/re-created as a play in school, or in the community, at parent meetings etc.

At the start and end of the module when the videos are screened, the animator should facilitate a discussion as guided below:

- How are you feeling?
- Did you learn anything new? What?
- What did you like in the video?
- Does this video make me think of any experience I have had?
- What message did you take away from it?





AKSA
CFSARC
PUSHK
CEA...



AKSA
CFSARC
PUSHK
CEA...





SIMRAN HUSSAIN
AGE 6 POSITIVE





SELF AND SELF-WORTH

ABOUT THIS MODULE

Children are a mixed bag of different talents, personality traits, emotions, coupled with a desire to explore, impulsive, and without filters. It is important for them to have opportunity to get to know themselves, recognise and express their likes, dislikes, strengths, and express themselves. It is also important for others to get to know them, it helps them feel validated, gives strength, solidarity and even support. This module provides children the opportunity to reflect on who they are as well as to let their peers and facilitators get to know them too.

NOTE FOR FACILITATORS

These activities are put together to guide children through understanding themselves and in the process building self-worth. Liking ourselves and feeling capable are the foundations on which emotional health rests. Each child is truly unique. As parents and as teachers, we must learn to appreciate each child as an individual. They must have space to explore and express themselves. It helps them accept all parts of themselves, be proud of who they are, and where they come from. Knowing myself gives a foundation to build on.

Increasing decisions on what we hear or see from others, but to honor our true selves within. In a world increasingly concerned with “status” (in social media situations mostly dependent on the number of friends or “likes” one receives!) self-confidence is extremely crucial for our children. By teaching them self-confidence we are helping our kids feel good about being themselves which will help them live fuller and more meaningful lives in the years to come.

CONTENTS

Activity	Duration
Routine feelings Check-in (done prior to every session through this module)	20 mins
All about me!	25 mins
Meet my friend-Puppet play	30 mins
I am ready to fly	30 mins
I am special	30 mins
The Apples	30 mins
Evaluation Tool	



FEELINGS CHECK IN

MATERIAL

None required

PURPOSE

This activity enables children identify their emotions and find words to describe them. Check-ins are to be done at the start and end of the sessions, such that children are able to understand how the session impact their feelings.



PROCESS

Seat the children in a circle and tell them that we are going to do a check-in today. Checking in is about peeping into our hearts to see how we are feeling today.

The facilitator asks a question and goes around the circle giving each child the opportunity to share. Examples: What is my colour today and why? If I was an animal, which one would I be today and why? If I was a fruit today, which one would I be and why? How am I feeling in one word, and why?

When this is done, the facilitator carries on with the session for the day as in 1-4 below, coming back to repeat the check in round at the end of the session. Once check-in rounds become routine, children look forward to them very much. Check-ins can be done routinely through all the modules in this manual.

Check-ins enable children process their feelings, observe themselves how the sessions impact their feelings, and over time they will see their emotions change, indicating the more longer-term impact that the CFS sessions are having on them.



1. ALL ABOUT ME!

PURPOSE

This activity is all about getting to know yourself. The purpose of the activity is to get to know the child better for themselves and others in the group. The activity also focuses on the positive qualities and characteristics of the child.

MATERIAL

- Paper to draw/paint on
- Paints (use water colours, since it is easy to write on)
- Cut vegetables, such as Bhindi, stalk of a cabbage, lotus stem, onion etc, (fruit/vegetables that will create a pretty pattern when cut and dipped in paint) (Eg: images)
- Colour pencils and pens.
- Print out/photocopies or hand drawn sheets of the 'flower' shown on the side for each child. Draw a picture of your face in the centre of the flower. The petals of the flower: My loved ones, 3 Words to describe me, Favourite Food, Favourite time of the year/ festival, Favourite game to play, Three things that I am good at.

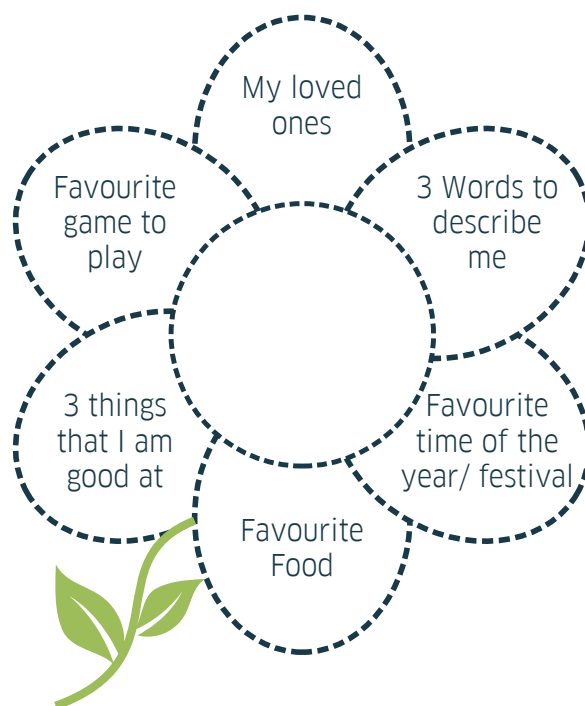


Age Group: (6-11 years)

Indoor Activity

Name _____

All About me ...



PROCESS

1. Prepare the paints and the vegetables for painting
2. Hand out these print outs along with a blank sheet to each child.
3. Guide each child to paint the flower using the vegetables available.
4. Once the children have finished painting, guide them through the process of writing in the petals. They can use a sketch pen of a different colour to write out some of the things.
5. Ask questions that will help them fill up the different parts of the petals.



DISCUSSION POINTS

- Give each child a chance to talk about themselves
- The facilitator responds to each child's presentation of themselves with a comment specific to something that the child has shared. For eg. "Oh wow! I love poppies too! Does anyone else love poppies?, You love to do flower pressing? I've never had the chance to that, maybe one day you can show the class? You love Eid, I'm sure everyone does too! Who all love celebrating Eid, raise your hands! You have 2 little sisters! I am sure you must love being an older brother! My older brother was very naughty. Are you too sometimes?"
- The facilitator wraps up by telling the children how delighted/happy she is to have such a lovely, interesting group of children in her centre, that she is so excited to note that they all have so many special qualities and interests within them, and that she is looking forward to all the things that they are going to do together at the CFS centre through the year.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE:

Everyone is special, different, and there is no one like him or her. Every child is equally lovable, has many strengths, talents and areas to grow. Knowing ourselves, our likes, dislikes, strengths, and being able to state them is our right. We must be proud of who we are. Every child is unique and irreplaceable.



2. MEET MY FRIEND!

PURPOSE

The purpose of the activity is to build communication among children to enable them to be heard, and encourage them to see how special they are. Puppets enable children to open up and communicate.

MATERIAL

- YouTube links to puppet making videos
- Coloured paper and Chart paper
- Crayons and Sketch pens
- Thread
- One sock per child
- Glue
- Buttons for eyes
- Various colour wool

PROCESS

- The facilitator pre-makes a sock puppet as in the image on the side.
- Frame an interesting background story for the puppet. For example. “My special friend is here today. She is Zohra is 25 years old, and she is a pilot. She flies planes that are huge and she flies all over the world! Her favourite destination is New York! Would you like to meet her?”
- The facilitator uses their voice as the puppets voice.
- The facilitator starts the session introducing the puppet to the children and follows the narration below to guide the children through the activity.



Age Group: (6-11 years)

Indoor/Outdoor Activity



(If the weather is good, the facilitator can conduct this activity outdoor too)



Narration

Part 1: Meet my friend Zohra

Facilitator: “My friend Zohra is visiting today. She is from Srinagar, but she is (insert your background story about Zohra here) Zohra is visiting today. I was so excited about the centre. She wants to meet all of you. Say Hello Zohra!”

Children reply: Hello Zohra!! Hello Zohra!! We are so happy to meet you!

Part 2: Telling Zohra what you love about each other

Facilitator: “As we were walking to the centre, I have told Zohra a lot about you, he/she knows why I love all of you so much, but wants to hear why you love you! Can we share with Zohra what we like about each other?”

The Facilitator goes round the circle such that each child has the opportunity to say something nice about the child seated at her/his left.

Zohra: “Wow children! You are amazing! But I am not surprised, Facilitator did tell me that you are a very special group of children.

Part 3: Making puppet friends for ourselves

Facilitator: “Thanks Zohra, I think the children would love to invite their special friends to class today, too. “Just like I have Zohra, Let’s make special friends for each of you.”

The facilitator hands out socks, and other materials to the children. S/he guides them through the puppet building process. Once the puppets are created, the facilitator brings the children back into the circle and continues.

Zohra: “Wow! So many new friends with us! I want to meet them! Will you introduce them to me?”

Part 4: Meet my puppet friend!

The facilitator asks the children to take few minutes to think of a name for their puppets, and a to build a little story about the puppet.

Facilitator: “Just as Zohra is a pilot, she loves to fly planes and visit different parts the world, and learn about different people and places, I am sure your puppets have a story too! Would you like to introduce your puppets? Tell us what they love to do!

The Facilitator goes round the circle such that each child has the opportunity to introduce their puppet.





Part 5: What my puppet friend loves about me

Zohra: Oh wow! I am sure you and your friend have lots of fun playing together. I am sure your friends find you very special too! Would they like to tell me what they love about you?

Facilitator: Yes, Zohra! What a lovely idea I am sure we would all love to hear! Children would you please ask your special friends to share with us what they love about you? But Let me start with Zohra! Zohra would you like to tell the children what you love about me?

Zohra: “Oh Absolutely!! I love that you always care for me. I remember when we were children I was scared of butterflies, and you would hold my hand as we walked to school. You still message me every week to find out how I am. You make me feel so loved..”

Facilitator: “Oh Zohra.. Thank you..” Facilitator gives Zohra a hug and thanks her for all the lovely little presents that Zohra brings her from all the places she visits. “Zohra you were scared of butterflies, but now you fly huge planes!!!! How funny is that!!!”

The Facilitator goes round the circle such that each child has the opportunity to talk about what their special friends love about them.

Part 6: Bye Zohra!

Once this is done. The Facilitator wraps the session. Facilitator: “Goodness! That was so lovely, sharing my friend Zohra with you and getting to know all your friends too!”

Zohra: Children I loved getting to know you and your friends. Each one of you is very special. You have many talents and qualities I can already tell just by listening to you and your friends. Always remember that! And I look forward to seeing you all grow up and hopefully some of you girls and boys will become pilots just like me! I have to go now, Bye!



3. I AM READY TO FLY!



Age Group: (6-11 years)

Indoor Activity

(To conduct this activity with 6-7-year-olds, they can be paired with children aged 8-11, to help them write down their qualities)

PURPOSE

To enable the children to see their own strengths and talents, while also helping the adults around them to see how they can support them.

MATERIAL

- Paper to draw/paint on
- Paints (use water colours, since it is easy to write on)
- Colour pencils and pens.





PROCESS

1. Have the children seated in small groups and divide up the materials between them.
2. Introduce the session by telling the children today's work will be about making a card, that talks about them, and what they need from the adults around them. They can take these home and stick them on the fridge, or cupboard, for their families to see.
3. Have each of the children trace their hands on the paper or a put a handprint on the paper.
4. Next to it, have an adult in the room, (facilitators and other adults present) trace/hand paint their own hand.
5. Add some bird legs, beak, and any other thing, like feathers etc on the outside of the hand and decorate the birds anyway they want.
6. Have the children come up with 5 qualities or talents they have, you can help them if they need some ideas. Write each of the things on their fingers with a black marker.
7. In the bigger bird ask them to add what the need from the adults in their environment, whether in school, home or elsewhere. For example: Love, care, books, support, encouragement etc.
8. The facilitator can help with discussion needs, and also offer to support the children.
9. Some samples of hand painted birds and butterflies below



4. I AM SPECIAL!



Age Group: (8-11 years)

Indoor Activity

MATERIAL

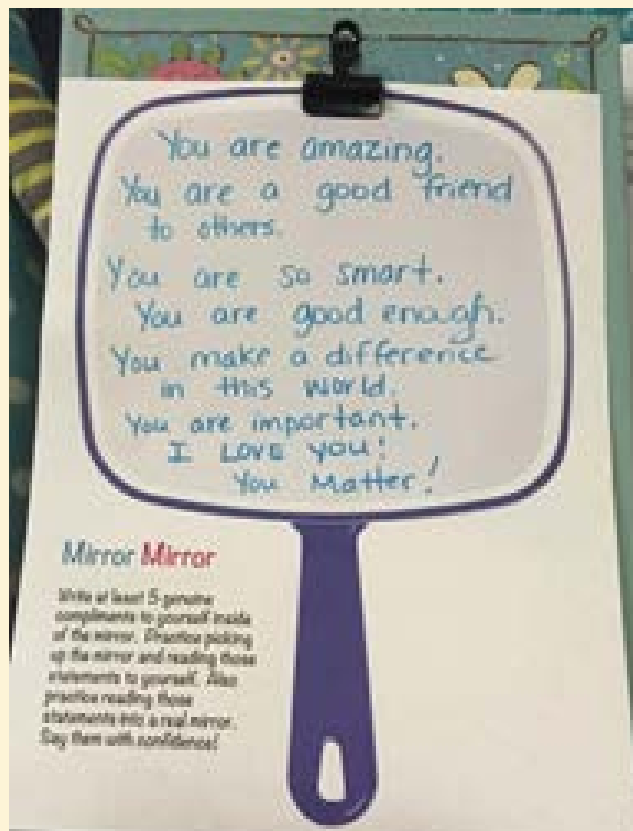
- Mirror sequence or a reflective/mirror silver sheet
- Markers
- Glue
- Card paper for each child

PURPOSE

The activity will help the children understand the importance of self- appreciation

PROCESS

1. Seat the children down in small groups, divide up the materials, and guide them to create their own mirrors. This can be done by sticking little mirrors on an outline of a hand mirror, or by cutting and sticking a silver sheet of paper on the mirror outline.
2. Once they have created their mirrors, ask them to write down at least 5 compliments to themselves on the side of the sheet. "I am smart, intelligent, funny, loving, energetic, beautiful, etc."
3. Go around the room, ask them to pick up their "mirror" and read one or two of the statements aloud.



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Very often, we find it difficult to think of things we love about ourselves. For us to grow into caring, kind individuals, we need to be able to care for ourselves first. Starting by recognising what we find special about ourselves. Remember to look into the mirror every day and think of at least three things that you love about yourself.



I am Special

Name: _____ Date: _____

	I am not satisfied	I am feeling hopeful	I am feeling good
How do you feel about my learning?			
Was I able to communicate with my friends?			
How do I feel about myself?			

One thing I learnt about myself!

One thing I learnt about my friend!

5. Do No Harm

Note for facilitators: Before we go into the next Module, it is important to spend some time thinking about the possible dreams and goals that children may come up with. While we hope that most of these will be positive, we must be prepared to address any negative or unhealthy dreams and goals that may be expressed. These can be activities that may bring harm to others or may bring harm to the children themselves.

It is important that while we encourage the children to share from their heart and honestly, we must also address sharing or thoughts that maybe harmful. The aim of the CFS center is to provide ALL children a safe space, which means that sharing that maybe physically violent in nature must be addressed and not encouraged. While doing the activities in the module, pay especial attention to any dreams or goals that maybe violent in nature, in cases where such dreams or goals are expressed, have conversations with the children involved to better understand what is guiding them to have these aspirations and at the same time, guide them to come up with more constructive aspirations.

It is important to have conversations with the children prior to beginning the module. Below is an activity that can be conducted to facilitate this conversation with the children

Activity:

MATERIAL

- Leaves, flowers, stick etc., That can be found in the surrounding (items used should be able to form some sort of tower) up OR Jenga blocks

PROCESS

1. Divide the children into two groups.
2. Ask the children to make a tower with the stones they have collected.
3. They must try to build as high a tower as they can without dropping it.
4. Everyone in the group must contribute to the building of the tower.
5. You can do this a few times, if the children are enjoying it.
6. When the tower falls guide the children through the following discussion:

DISCUSSION

1. Did you discuss among yourself what would be the best strategy to do this? What were some of the suggestions that were given to you when you were placing your block?
2. How did you feel as you saw the tower getting higher and higher?
3. What were the feelings you felt went when the tower came down?
4. Did you think of something that would have prevented it from falling?

Tell the children, as we can see, these towers that we tried to build were going higher and higher till we caused a disbalance to it. Now



if we were to look at each one of ourselves as these stones, and together we build something tall and grand, but sometimes, when we say or do something, it may cause a disbalance and cause whatever we have built together to come crashing down.

Going ahead we will be talking about our dreams and goals, and while we want each other to share and grow together, we must ensure that we do not cause a disbalance in our building thereby cause harm to each other. It's important to keep this in mind when we are dreaming, making goals or even sharing. Are our thoughts or words harmful? Our aim should be to Do No Harm. Why do we want to make sure we do no harm? Because our goal as a group is to Make Things Better. It's important for us to help each other and our communities without hurting others.

DISCUSSION round 2

- Are there some ways in which we may unknowingly or knowingly cause harm to others?
- Is there something we can do to make sure we cause as minimum harm as we can?

Extension activity:

Once the discussion is done, the group can come together to make a pledge to cause no harm. Below is an example of it



Key Message: Our dreams and goals are important, they help us live life in a meaningful manner, however it is important to ensure that our dreams and goals do not endanger or harm other people. Our actions should be constructive and help us grow as humans, without harming those around us, whether physically or emotionally.

DREAMS AND MAKING THEM COME TRUE

ABOUT THE MODULE

Children have vivid imaginations. This module enables children to start to dream. Starting with fun, bizarre, dreams, the modules progress to giving children skills to nurture aspirations, build focus and take steps towards achieving their dreams. The module briefly touches upon fears that hold children back, nudging them to find ways to address them. The module points out places where children can look for inspiration by introducing them to stories of people who have achieved their dreams, and also introduces the concept of role models.

CONTENTS

Activity	Duration
Dream Board	30 mins
Three Crowns and a star!	30 mins
Mapping my Interests	30 mins
Stairway to dreams	45 mins
Talking about fears	60 mins
Role Models	30 mins

IN DREAMS LIE REALITY,
EVERYTHING STARTS WITH A DREAM

NOTE TO FACILITATORS

As children grow, people in their world start to draw boundaries around them, telling them what they can or cannot do, framed by underlying biases of gender, caste, and class. Yet, 6-11 is the age where children have not yet been conditioned by their adults, and society, everything is a possibility. It is the ripest time to propel them to dream, imagine, and start to frame goals. Being able to dream builds purpose, resolve, passion, and also resilience to cope in tough times. Dreams can be of different types, big and small, wild and seemingly out of reach! Dreams can be hobbies, places to visit, food to eat, games to play, learning art, anything! All children must have dreams. No one can control dreams, dreams belong to the dreamer alone.





1. DREAM BOARD

PURPOSE

To help children to imagine, visualize and articulate their dreams, wishes and aspirations, capturing them in individual dream boards as a visual reminder so that they do not forget.

MATERIAL

- Old magazines/newspapers with lots of pictures of food, toys, places, gadgets, vehicles
- Chart paper
- Scissors
- Crayons
- Water colours
- Paint brushes
- Sketch pens
- Decorative materials (stickers of stars, sun, moon, rainbows, flowers, etc.)
- Glue
- Two-sided self-adhesive tape

PROCESS

1. Ask children to sit in a circle. If there are more than 10 children then divide them into groups of five.
2. Divide up all the materials such that each group gets 1 set of materials to work with.
3. Ask the children to go through the materials/magazines/newspapers and cut out pictures, chose from decorative materials



Age Group: (6-11 years)

Indoor Activity

Divide children into different age groups during the discussion, division mentioned in the activity

items that represent their dreams/wishes/aspirations.

4. If the children say that they have some pictures in their mind but are not able to find that type of picture in the given magazine/newspaper, then tell them to draw an image that represents what they were looking for, colour it and cut it out.
5. Give each child a sheet of paper, ask them to paste their collection of images/pictures on it.
6. Then give them a few minutes to decorate their pictures with colors and other decorative materials with them and to end by write his/her name at the bottom of the sheet of paper.
7. Do a round of sharing where children are invited to share their dreams
8. When everyone is done with their art & craft work and with sharing, let them hang their Dream Board on the wall. If the centre has adequate space, the dream boards may stay permanently and can be termed the 'dream wall'. The Dream Wall should be a prominent wall, where children and visitors to the centres may constantly be reminded of their aspirations.
9. Allow the children to take a gallery walk have a look at each other's dream boards.

DISCUSSION

Once they are done, have the children set in a semi-circle facing the dream board and facilitate a discussion on the following:

6-8 years of age	9-10 years of age
Did you have fun? Which part did you like the most? Is there anything that you did not like?	
Did you learn something new about yourself through your dreams?	Ask each one to go to their dream board and to talk about what the different pictures represent, and to share ideas on how they can achieve their various dreams/wishes / aspirations.
What about your dream is important/significant to you?	If any child's dream is pointing to a single big aspiration to be achieved, the facilitator can help the child break them up into smaller goals towards achieving their larger dream.

TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

Dreams are very important. They belong to us alone. No one can control our dreams because they are in our hearts and minds. They motivate, inspire, help us improve ourselves, and aid in achieving our goals. Without a dream it would be very difficult to move forward. A dream board helps us think, visualise, imagine and give words to our aspirations and wishes. Dreams give us a starting point where we can then work through our strengths, weaknesses, opportunities, resources to plan our lives and make our dreams come true.

Note: dream board and dream wall exercise can be done again after the one/two years of gap again with the same children and their dreams /aspirations/wishes can be compared with the previous one and updated according to time and maturity. It is important to reiterate here that dreams /aspirations /wishes changes with the change of situation, time, age, and maturity, but our movement should be in the right and positive direction.



2. THREE CROWNS AND A STAR (SELF-EXPLORATION)



Age Group: (6-11 years)

Indoor Activity

Divide children into different age groups during the discussion, division mentioned in the activity

PURPOSE

Help children to identify and reflect upon their strengths and talents, and areas for learning, a positive enjoyable manner.

MATERIAL

- Coloured chart paper sheets
- Crayons /watercolours
- Painting brushes /sketch pens

PROCESS

1. Ask children to sit in a circle and give one chart paper to each child.
2. Tell children to draw and decorate three crowns on their sheet of paper. Think and come up with "Three Crowns," i.e., Three things they know they do well. This can be anything from sports to social behaviour or studies, like- solving math problems, writing stories/poems, singing songs, dancing, racing, or helping their parents/ neighbours, or friends when they're in need.
3. Now ask them to draw a star, colour it and tell them that the star relates to a wish. A wish should be something that the child wants to learn, needs to improve on, or work on further.

About Crown/ Wish	Draw something related to that crown
My 1st Crown	
My 2nd Crown	
My 3rd Crown	
My Wish	

4. Once they are done, ask the children to decorate their drawings, if they wish to and to write his/her name at the bottom of the sheet of chart paper.

big round of applause for each other for doing such a great job.
5. When everyone is done with their sheets, ask them to sit in a circle and show their 'Three crowns & A Wish chart paper' to each other by holding it in their hands. A
6. Now tell the children that it is discussion time and have them seated in a circle.

6-8 years of age	9-10 years of age
Did you have fun? Which part did you like the most? Is there anything that you did not like? How does this activity make you feel? Let us put some words down.	
How did you become so good at your 'crowns'? Did you practice? Is it a natural talent? Did you magically acquire these skills all of a sudden?	
Is there anything you can do towards fulfilment of your 'star' or wish?	
--	Do you know about chance? And choice?
--	Most of the time it is not chance, but it is choice/decision to work hard and succeed. Ever thought about this? Success most often comes from continuous hard work, focus and effort. We must set our goals and work at them continuously for them to become our reality. What do you think?

Note for the facilitator: Make sure that the individual sheets that children write on are preserved. Older children especially can write about their progress towards their wishes at regular intervals.

TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

Self-exploration or reflection on our strengths/talents, helps us identify our purpose, interests, areas we would like to grow, and enables us make room for them in our daily lives. It takes us a step closer to developing what we need helps us learn about ourselves, our interests, leads to the

accumulation of self-knowledge that enables us get closer to achieving your dreams. Self-exploration is essential for making decisions about our life and which road to travel down. Sharing and writing down our wishes regularly reminds us of what we need and desire, it makes it more likely for us to realise them.



3. INTEREST MAPPING

PURPOSE

To start a journey of alignment between enjoyment, interests, talent, aptitude, to enable children unlock their potential that might translate into passion areas, life goals as they grow older.

MATERIAL

- Coloured chart paper
- Sketch pens
- Pencils
- Crayons.

PROCESS

1. Ask the children to sit in a circle and give them A4 sized sheets of chart paper.
2. Invite the children to think of 7 things they love doing.
3. Request them to draw pictures that represent what they love doing and write below the picture what it is if they can.
4. Invite a few children to share. After which, give the children a few moments to add anything they would like to, to their list.
5. Now invite the children to think of what they love most from their list, and to circle them with sketch pens.
6. Now separate the children into groups that club the older children together and the younger children together.



Age Group: (6-11 years)

Indoor Activity

Divide children into different age groups during the discussion, division mentioned in the activity



DISCUSSION QUESTIONS

Seat the children in small groups and proceed with discussions.

6-8 years of age	9-10 years of age
Was that fun? How do you feel about this activity? Was there anything new you learned while you did it? If there was something you did not like would you like to talk about it?	
--	Do you see any connection/patterns across the things you like and love doing? Would like to talk about it? For example, the children might like reading (and writing) songs, essays, poetry, or sports, singing – dancing or music, drawing or painting, arguing and proving their point with proper reasoning/logic, reading about historical stories or science-related stories or doing calculations/maths, etc. Do these patterns give any signals to what your aims or goals could be?

TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

Children learn a lot about themselves by paying attention to their interests and patterns that lie within their interests. Noting down their favourite things to do (mapping them) enables them to find patterns, and attributes that can nurtured, supported, be further developed based on which they form life goals as they get older. Things they enjoy can be playing with passion, drawing with emotion, singing with devotion, working with people with empathy, Loving Animals and playing with them, taking care of them, gardening, flower pressing, catching insects, helping at home, taking care of siblings, math, reading, poetry. The list is limitless.





4. STAIR-WAY TO DREAMS COMING TRUE (8-10 YEARS)¹

PURPOSE

To enable children to understand there is no such thing as a far-fetched dream, all dreams can come true. Children can break down goals into systematic steps towards making their dreams come true.

MATERIAL

- Coloured chart papers
- Bold marker pens
- Sketch pens.

PROCESS

1. Seat the children in a circle and give one A4 chart paper to each child.
2. Ask children to recall the session on dreams, and interests, for 2 minutes and select one of their dreams/interests/wish for this.
3. Then tell them to draw a 5-step stair-way as shown in the picture on the given chart paper. The facilitator can have sheets with printed stairways kept ready in advance for children who are unable to draw one.
4. Ask the children write down their favourite dream at the top of the staircase.
5. Tell them to think carefully and write down their first goal at the very bottom of the staircase to achieve their dream, followed by the first action towards achieving that goal.



Age Group: (6-11 years)

Indoor Activity

Divide children into different age groups during the discussion, division mentioned in the activity

6. Similarly, ask them to think and write down their second goal at the bottom of the 2nd staircase to achieve their dream and the first action towards the 2nd goal. Repeat this for to document 5 goals and actions towards achieving dreams.
7. If children want, they can add more steps to their stairway to continue “climbing” the stairs, framing goals and actions towards achieving their dreams.

Stair Step Goals



¹Adapted from some of the exercises shared in <https://biglifejournal.com>

Tip for facilitator: For example, if a child chose 'TO BE CRICKET PLAYER' as a DREAM. They can now create goals based on their dream such as:

- Practice /play cricket every day for 45 minutes
 - Run 2Km every day
 - Score 50 runs (if batsman) / take 4 wickets (if bowler)/ Take 5 catches/LBWs per /inning/match
 - Play 2 matches every week etc.
8. The first action of all these goals must be decided keeping in mind the goals.
9. When everyone is done with their exercise, tell them to sit in a circle and display their 'Stair- way to dreams' by holding it up in their hands.

VARIATION ACTIVITY FOR YOUNGER CHILDREN (6-7 YEARS OF AGE)

PROCESS

1. Give the children A4 sized chart paper sheets (1 each) along with crayons, and sketch pens.
2. Ask them to draw and colour a big heart on the sheet that represents their own hearts.
3. Ask them to talk about what their hearts desire and want, in terms of things they love to do? Ask the children to draw arms and legs on their hearts. If they are able to write ask them to write on each arm and leg, things that they dream of doing. Facilitator and older children might help children with the writing work.
4. Then ask them to talk about anything they can do to achieve their desires? If possible ask them to write these too for each of their favourite desires/dreams.

DISCUSSION QUESTIONS

6-8 years of age	9-10 years of age
Was that fun? How do you feel about this activity? Was there anything new you learned while you did it? If there was something you did not like would you like to talk about it?	
Would you like to share your dreams and goals?	Would you like to share your dreams and goals? (Each child gets a chance to talk about their goals and their plan to achieve them) Facilitator invites suggestions, or feed-back from the children in case children have any to offer each other.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Setting goals helps us take control of our lives. Goals keep us moving forward and provides a focus with which we get into the habit of making mindful decisions. There will be challenges and set back, but having goals will help is train ourselves to deal with them. Goals also help us visualise what we want in our lives.



5. TALKING ABOUT FEAR



Age Group: (6-11 years)

Indoor Activity

Divide children into different age groups during the discussion, division mentioned in the activity

PURPOSE

Discussing thoughts that are causing the fear and what can be the first step for addressing & overcoming it.

MATERIAL

- Chart papers and sketch pens

PROCESS

1. Ask children to sit in a circle.
2. When they are settled read aloud following stories in front of them.
3. After reading each story have a round of discussion. Ask the children whether this has ever happened or happens to them too. If yes, ask some children to share their experiences if they are comfortable to.

Shahin's Story:

Shahin is afraid of the dark. She refuses to walk on the dark patches of the streets without her parents /siblings. She is scared. She does not prefer to enter a dark room even in her house. Even though she loves shopping, she will not step out to a shop, after the sun has set.

Wahid's Story:

Wahid feel very worried. His father has not had work for 1 year. His family is worried about expenses. His grandmother has a lot of medical needs. He does not know what will happen. When he hears his father and grandfather discussing, he gets very scared.

Gauhar's Story:

Gauhar is very shy. Even though she understands and knows all the answers, she never raises her hand in class. When the teacher asks her a question, she hesitates, and finds it very hard to speak out. When everyone looks at her she feels blank. Even though she knows. She is also scared to talk to her father and grandfather, she cant look at them when she speaks.

Sahil's story (anxiety):

Sahil gets anxious around his classmates and has not been able to develop any friendships in school, even though he has been studying in the same school for 2 years. He tends to avoid the tiffin break, sports, or free period and will only discuss study-related things with classmates. Sahil would like to be able to make new friends and feel comfortable interacting with his classmates.

Shagufta's story:

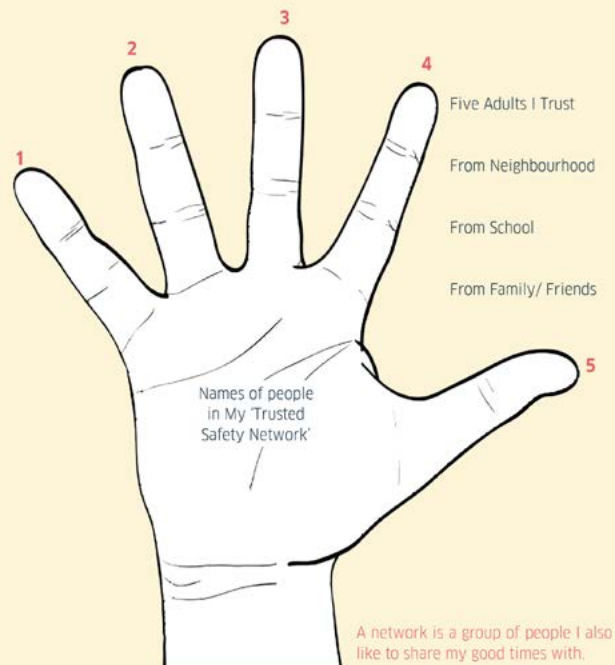
It has been two months since Shagufta has not been able to go out of the house. Her whole family has been stuck at home. Other than her family she has not been able to interact with anyone. She hears her parents talking about their business suffering due to this taking a hit due to this. She is scared about what will happen to her and her family.

DISCUSSION

- What signs does my body give me when I am scared or worried or anxious? Facilitator can draw a body map/outline of a child and they can discuss how different body parts give signs when there is fear.
- There are things that we can do to calm ourselves/cope when we feel fear and anxiety. What could some of these be? (Deep breathe, think of something else, drink a few sips of water, talk to a friend, share with my friend etc.)
- Have I ever thought of asking for help?
- What help do I need? Who can I ask for help? Who do I trust? Who will listen to be?

My Hand Network

A network is a group of people I trust who I can talk with if I have a problem. They will listen to me, believe me and do something.



My Hand Network

A Network is a group of people I trust who I can talk with if I have a problem. They will listen to me, believe me and do something.

Five Adults I Trust

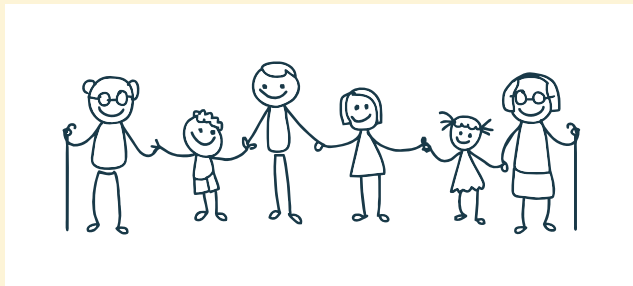
From neighbourhood

From School

From Family/ Friends

Names of People in My 'Trusted Safety Network'

A network is a group of people I also like to share my good times with.



PEOPLE IN MY 'TRUSTED SAFETY NETWORK'

"A Trusted Person Will Listen to me, Trust Me & Do Something To Help Me Feel Safe"

People From My Family Network

Names of My Trusted Persons

People From My School Network

Names of My Trusted Persons

People From My Neighbourhood Network

Names of My Trusted Persons

Other Important People of My Network

Names of My Trusted Persons

People in My 'Trusted Safety Network'

A Trusted Person Will Listen To Me, Trust Me
And Do Something To Help Me Feel Safe

People From My Family Network

Names _____

People From My School Network

Names _____

People From My Neighbourhood Network

Names _____

Other Important People of My Network

Names _____



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Tell children that everybody has fears/ anxiety/worries/challenges whether it is children or grown-ups. Whether our fears/ troubles/worries are big or small, it is possible to work through them and overcome them too. Sometimes, our fears, anxieties, come in the way of achieving our dreams goals. Understanding our fears, what triggers them, learning ways to cope, finding solutions, and seeking help can greatly help in addressing/facing/overcoming our fears.

Adapted from the exercises shared in: <https://www.twinkl.co.in/resource/au-s-222-trusted-network-activity> and Posters - Empowering children in Body Safety, Gender Equality and more – Educate2Empower Publishing (e2epublishing.info)

6. ROLE MODELS ²

PURPOSE

To help children identify role models in people around them and also to enable them identify qualities that they would like to see in themselves.

MATERIAL

- Coloured chart papers
- Bold marker pens
- Sketch pens.

PROCESS

1. Ask the children to sit in a circle
2. Divide them into pairs and give each child one A4 size sheet of chart paper to each child.
3. Ask each child to identify someone (from their environment) whom they admire, and whom they would like to be like. It would be someone they know (like a teacher, parent, sib etc.), A historical figure, a social worker, a politician, a community worker, a sports personality, an actor, a signer, or some other person.
4. Encourage each child to reflect on the reasons they admire that person, perhaps because of qualities such as dedication to any cause, enthusiasm in getting things done in the right way, caring/loving nature, involvement, and empathy, their achievements, kindness, humor, talents, amongst many others. Give them a few minutes to share with each other in their pair.



Age Group: (6-11 years)

Indoor Activity

Divide children into different age groups during the discussion, division mentioned in the activity



5. Ask each child to draw a sketch of the person they admire /their chosen role model (in the middle of the chart paper).
6. When everyone is done with their exercise, tell the children to sit in one big circle and display their sheets to everyone.

²Adapted from exercise shared on <https://education.gov.scot>



DISCUSSION QUESTIONS:

6-8 years of age	9-10 years of age
Tell about the people in your community who you feel have positive qualities and are a good influence on others.	
- Have you identified qualities you admire in those people, if yes what are those qualities? - Would you like to have those qualities in you as well, if yes which qualities?	- Who are the people you look up to for guidance and inspiration? - Have you identified qualities you admire in those people, if yes what are those qualities? - Any values/ qualities you found common across all role models? - Would you like to have those qualities in you as well, if yes which qualities and Why? - What should we look for in a role model?

The facilitator summarizes the discussion by sharing the 5 qualities a role model should have as shown in the image below³:



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

When children are growing up, there is always an older person they admire and love/like for many reasons. Usually, it is parents, teachers, siblings, cousins or uncles/aunts, local leaders, sports persons, singers, or artists that they look up to and imitate. Some of them may do this intentionally, while, others do it without realizing how much they are influenced by them. Role models influences and bring about change as children grow up, as their preferences and needs change. It is very important to have role models in one's life, they influence how children develop. Positive role models impact our actions and inspire us to discover our true abilities and overcome our limitations. When we have role models, they drive us to make the most of our lives. Role models also give us strength to believe in ourselves.

³ Take from <https://www.rootsofaction.com/role-model/>

My Key Goal!

Name: _____ Date: _____

	Sort of	Mostly	Got it
WAS I ABLE TO IDENTIFY MY STRENGTHS			
WAS I ABLE TO DREAM A NEW DREAM			
HOW DO I FEEL ABOUT ACHIEVING MY DREAMS			

DREAMS

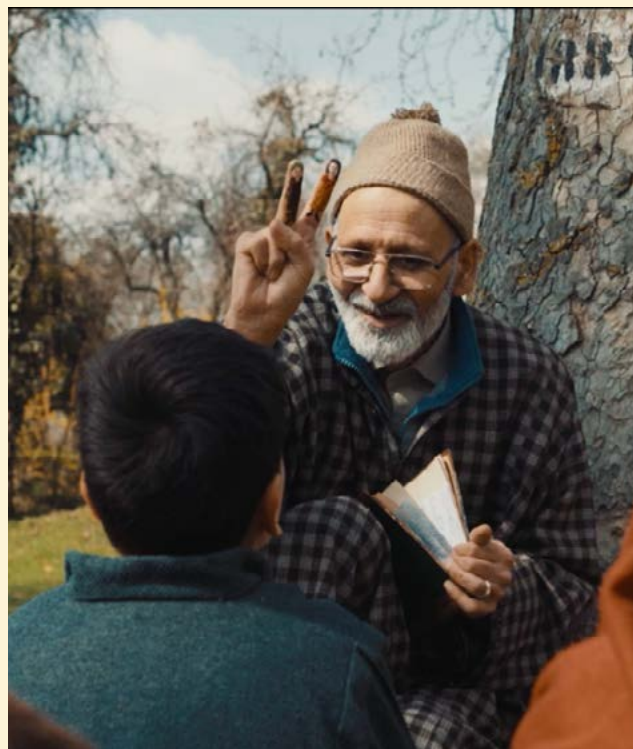
Dreams will still be dreams if you don't get up and make it happen, and this is how I will make it happen.



POSITIVE EMOTIONS, APPRECIATION AND POSITIVE REINFORCEMENT.

ABOUT THE MODULE

This module focuses on positivity and appreciation. It helps children identify positive emotions, process and name feelings/emotions, find triggers for positive emotions in their surroundings, to experience joy in giving and receiving appreciation. The module also touches upon taking instructions/doing what is asked/expected from the adults in their environment and how it makes the experience positive and beneficial for children.



CONTENTS

Activity	Duration
Tree of Appreciation (pre-module activity)	60 mins
Scavenger Hunt	40 mins
Kindness Rocks	60 mins
Safoora Says	20 mins
Journey to the grateful garden	30 mins
Hot Seat	40 mins
Monster face	20 mins
Red light, Green Light	40 mins

NOTE FOR FACILITATORS

There are several positive emotions and feelings that make life fun for children. It is important to create space for them to experience, process and name these emotions. Accepting appreciation of oneself is very important as it makes us feel good, enables us value and believe in ourselves. Knowing why we are appreciated by people around us also gives us strength at times when we experience hardship. Sometimes it is also a welcome surprise us to know how much and for what we are appreciated! And finally, Children need to learn that taking instructions, doing simple chores like cleaning up, can be enjoyable, are mutually beneficial.

1. TREE OF APPRECIATION (PRE-MODULE ACTIVITY)⁴

PURPOSE

Tree of appreciation is a visual indicator of positive reinforcement. The idea is to build a tree in one corner of the room, to put up the rewards children achieve during their time here. To give them a visual representation of their progress every time they step into the space.

MATERIAL

- Chart paper, in colours that represent trees
- Paint/markers/colour pencils etc.
- White sheets of paper, (cut into 1/6th size of A4 sheets, big enough to write the children's names on it.
- Passport size photo's of the children

PROCESS

1. Gather the children and introduce the session: Tell them that today's project is to start work on a big tree for the CFS room. The tree will be put in the corner of the room.
2. Give instructions to the children. Break them up into smaller groups to work on different sections of the tree.
 - Group 1 can work on the trunk: They can either paint on white chart paper or cut up brown and black chart paper and make a tree trunk
 - Group 2 can work on the leaves, these can be different shades of green, red and orange.



Age Group: (6-11 years)

Indoor Activity

- Group 3 can work on making the fruits, flowers and hearts. These will be stored with the facilitator and will be used to record appreciation/positive comments that the child receives and stuck around the place holder of each child as the module proceeds and children begin to receive appreciation. The hearts must be reserved for the teacher to record her positive comment/appreciation for each child.
 - Group 4 (this can have maybe only two children) can work on making the place holders for the children. Then need to make small card sized papers with each child's name on it, if we are using photographs, we can stick these photos on these pieces of paper.
3. As the sessions progress, the positive comments given by the children about each other must be documented on the fruits and flowers and affixed around each child's place holder. The opportunity to write something positive must be offered to children at the end of each session. Not everyone needs to write each time, but the facilitator must manage such that by the end of the module each child has accumulated at least 5-6.
 4. The facilitator must ensure that by the end of the module on positive emotions and appreciation she must have a heart with an appreciation documented and affixed for each child.

⁴ This activity to be used as the evaluation tool for this module



5. At the end of the module, the facilitator can take a zoomed in photograph (print and share with each child), of each child's place holder so that she/he will have a record of all the appreciation/positive comments she/he has received to preserve and remember.

2. SCAVENGER HUNT⁵

PURPOSE

To help children find triggers to positive emotions/feelings from the environment around them.

MATERIAL

- Crayons or colour pencil to mark things found.
- Optional: a carry bag to put the things in
- A Scavenger hunt list as in the image on the side.

PROCESS

1. Since this may be the first time the children are doing a scavenger hunt. This activity may be done twice. The first time the facilitator leads the children on the scavenger. And in the next sessions the activity may be done in teams as below.
2. Divide the children into small teams. Preferably mix up older with younger children.
3. Give each team a crayon or marker along with their sheet.
4. Go outside and begin the scavenger hunt. This can be done in your courtyard, inside the room, or outdoors in general.
5. Give each group of children the list of items that they have to find from nature around them
6. Whoever brings all the items first, wins the game. There can be a small prize for the winning team.

Age Group: (6-11 years)



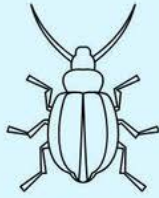
Outdoor Activity



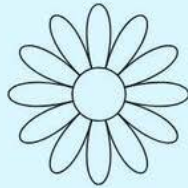
DISCUSSION

- Did you enjoy? Was that fun?
- Each team shares five things that they collected/have drawn. They talk about each item and the positive feeling/emotion it triggers in them.
- Have an open round where any child can have the opportunity to share about an object that triggers a positive feeling in her/him.
- The facilitator too can share with the children about objects that trigger positive/happy feelings in her/his environment.

⁵ Adapted from <https://allnaturaladventures.com/finding-gratitude-in-nature-savenger-hunt/>
<https://www.doinggoodtogether.org/projects/try-a-nature-savenger-hunt>



BUG



FLOWER



SOMETHING
SURPRISING



NEST



ANIMAL
TRACKS



PINECONE



FALLEN BRANCH



WORM



BIRD



THREE DIFFERENT
KINDS OF TREES



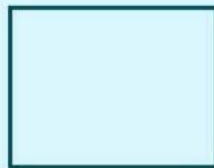
WATER



SOMETHING
COLORFUL



SEED



SOMETHING
BEAUTIFUL



THREE DIFFERENT
KINDS OF ROCKS



SQUIRREL

What else did you find? Write or
draw an item you found
interesting that wasn't on this list:



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

There are so many things around us to remind us to be positive. Things that smell wonderful, taste good, touch soft, are beautiful, that make us feel happy, a lovely spot to sit and think, sounds beautiful, and so much more. Whenever we think we may be feeling a little sad, we remember to look around and remember to find the little things in our beautiful outdoors that make us very happy. We don't need to be sad to remind ourselves that there are so many things that make us happy around us. Perhaps, we could try and do this every day when we are walking home from school, or playing outside with our friends. We can even play this game with our friends at home or in school.

3. KINDNESS ROCKS⁶



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Kindness Rocks are a way to spread joy, kindness and send appreciation messages to people we care for. Creating these rocks with the children with an intent guide them to appreciate people in their lives. They can create these rocks to give them as gifts to their parents or friends in the group.

MATERIAL

- Smooth rocks for each child
- Acrylic Paints and brushes



PROCESS

- Pre session:
 - » The facilitator can ask the children to each bring 1 stone each as big as a child's fist, flat or round with round edges and a smooth surface.
 - » Wash Rocks and dry them prior to the session.
- At the session:
- Gather the children and seat them in a circle.
- Let them know that in today's session they will be making a gift for a person of their choice whom they care for.
- Hand out a stone to each of them and tell them that they will be painting them together. Provide the paints and brushes to the children.
- Guide the children such that they paint solid colours first and then paint designs/patterns/motifs on the stone.
- Facilitate a conversation with the children while they are working on their stones and give them the opportunity to answer:
 - » Who are you painting the rock for?
 - » What is one thing you like most about them?

⁶ Adapted from <https://www.mindfulmazing.com/>



- » What makes that person special to you?
- » Are you grateful for that person?
- » Would you want to say thank you to them for something?
- Once the rocks are painted, leave them to dry on the window sill to dry out. Or in a corner of the room. While they dry, play a game (Activity below) with the children, to get the children to help clean up.
- The rocks might take a while to dry depending on the weather. In case they do not dry by the end of the session, the children may take them home to present to their loved ones at the next session.
- When it is time to send the children home, ask them to go pick up the rock they painted and take it and give it to the person who they have made it for, they can make this even more fun, by hiding it somewhere the parent/caretaker may look, to make it a surprise find.
- Have a feedback session on the response received from the loved one, and how that made the children feel.



TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

There is a lot of happiness to be experienced when we make someone else feel good. Expressing gratitude is a great way of creating two-way happiness!

4. SAFOORA SAYS

PURPOSE

Use the game to get the children to organize the room and clean up the supplies used for the activity. It is a classic game that enables children have fun as they follow instructions

PROCESS

1. The facilitator is Safoora and what Safoora Says, all the children have to do. Call out commands—" Safoora says touch your toes!—The children have to follow them.
2. Commands are to be performed only upon hearing the words "Safoora says"—if you call out a command like "Jump up!" Without saying 'Safoora says', and any child does the command, they can be eliminated.
3. You can keep asking the players who have been eliminated to re-join before you give a task leading to cleaning the room.
4. Be sure to throw in some funny commands, too—do a silly dance, wiggle your ears, hop like a frog!
5. After a few fun commands, call out—Safoora says, gather your paint brushes. Safoora says put them in their box. Add more instruction commands mixed with fun commands, till the room is tidied up.
6. At the end of the game appreciate the children's great job at tidying up the centre, and have a round of sharing about how children feel, with the following questions:



Age Group: (6-11 years)

Indoor Activity

- a. Was that fun?
- b. Are there things we can do at home for ourselves? What could those be?
- c. Can we help with some additional work to make it a little easier for our care-giver, ask them whether the care-giver who does the house work is mostly their mother? How can they help her? At this time, the facilitator should focus more on the boys in the group?

TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

Sometimes when adults tell us what to do, we do/feel like doing the opposite. Sometimes we know what we should be doing but still do the opposite. Yet, like we just did in "Simon says" listening, being responsible, is beneficial and can be enjoyable too! While having fun I can also help my care-givers. Whether it is my mother, father, grandparent, or teacher, by being responsible for my own things, making my bed, tidying my Almari, folding my clothes, cleaning my shoes, helping in the kitchen etc. I can take a little bit of the load off my parents.



5. JOURNEY TO THE GRATEFUL GARDEN⁷



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Build appreciation among the children for themselves, peers and to help them understand the journey of emotions

MATERIAL

None needed other than lots of energy and a loud voice

PROCESS

Start the Journey: Stand up in front of the group. Explain that you are all going on a trip to the Grateful Garden, but to get there you have to go through three dangerous places! (Insert a word other than “dangerous” if more appropriate to the age group).

The Frowny Forest: The first stop is the Frowny Forest. Have the kids all mimic you as you frown, cross your arms, and hunch over. There is a lot of wind in the Frowny Forest, so mimic being tossed about by the wind, turning back and forth as if you are trying to fight it. The only way to leave the Frowny Forest is to feel happy again, so ask the kids to shout out things they are appreciate/like about themselves. After they have named a few things, mimic great relief, with a big smile.



The Sad Swamp: But, oh no! Just beyond the Frowny Forest is the Sad Swamp! Hunch over again, swing your arms down low, and walk (in place) in big, heavy steps, as if walking through mud or water. Again, have the kids shout out things they are appreciate/like about the person next to them, so you can all leave the Sad Swamp.

The Mad Mountain: Past the Sad Swamp is the Mad Mountain. Have them imitate you as you pretend to climb up the mountain with great effort, making angry faces. Again, have the kids shout out things they appreciate/like about themselves, so you can all feel happy again.

The Grateful Garden: Finally, you have all arrived at the Grateful Garden! What a good job they have done! To celebrate, everyone can do a Happy Hop!

⁷ Adapted from <https://alldonemonkey.com/2012/11/02/journey-to-the-gratitude-garden-activity-for-thanksgiving/>



DISCUSSION

- How many different feelings did we feel? Was that fun?
- Do a round of sharing to let children express how they feel post the activity? Take about 10 responses.
- Was it nice to be appreciated? Would anyone like to share what their friend said about them and how it made them feel?
- Was it nice to appreciate yourself? Do you do that often enough? Would anyone like to share anything more about how they appreciate themselves. The facilitator too can share how she appreciates herself to get the conversation going.

TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

We experience so many different types of feelings. Sometimes it takes the negative feelings to realise the value of the positive feelings. As we did in this activity, remembering to appreciate ourselves, our peers, and our loved helps us build positive, happy, warm, hopeful feelings in our hearts. It helps us make our little world a happier more positive place.



6. HOT SEAT

PURPOSE

Hot seat is a group activity to build appreciation for each member of the group.

MATERIAL

A chair

PROCESS

1. Invite the children to form a circle.
2. Tell the children that we are going to do a check-in. If we had to describe how we feel as a colour what would my colour be? And why? Give each child a turn to speak. Ask the children to remember their colours.
3. Once the check-in is complete, place a chair at the centre of the circle.
4. The children can make up a chant to which said child is invited to sit on the chair in the centre. Once the child is in the centre of the circle, the facilitator asks up to (any) five children can volunteer to say one thing nice about him/her.
5. Turn by turn, each child is invited to sit at the centre of the circle and five volunteers say 1 nice/positive thing about them.
6. Now do a check-out round by asking children to describe how they are now feeling, by giving it the name of a colour? And to share reasons for the choice of the colour.



Age Group: (6-11 years)

Indoor Activity

DISCUSSION

- How is everyone feeling?
- Go round the circle and give the children a chance to share in response to each of the questions below:
- How does hearing nice things about us make us feel? (e.g., Happy, shy, awkward, excited, refreshed, energetic)
- How does saying nice things about others make us feel? (e.g., Warm inside, happy, shy, good, smile to my face)
- Are any of us surprised hearing what others had to say about us? Have we learnt something new about ourselves?
- How many children's colour changed from the check-in to the check-out round?
- Ask the children to say after the facilitator. "I am good enough. A lot of people appreciate many things about me!" A big round of applause of all of us.

TAKE AWAY NOTE FOR CHILDREN -KEY MESSAGE

Accepting appreciation of oneself is very important as it makes us feel good, enables us value and believe in ourselves. Knowing why we are appreciated by people around us also gives us strength at times when we experience hardship. Sometimes it is also a welcome surprise us to know how much and for what we are appreciated!

7. MONSTER FACE⁸



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Help children identify emotions and understand body language of others.

MATERIAL

Feeling Face card print outs Have two of each feeling and emoji card.



PROCESS

- Before the game begins, show students each feeling card and have students practice making a face that demonstrates each feeling.
- Give each student a monster feeling card. Tell students that they can look at the card, but they can't show their friends.
- Once everyone has found their matching feeling friend, announce that they can show each other their feeling cards to see if they have the right match. You can play with just the feeling monster cards or with both the feeling monster cards and the emoji feelings cards.
- When we teach feelings, often we focus on how the mouth looks. When someone is happy, they have a smile.
- Don't forget to talk about the rest of the body and tone of voice! When someone is sad, other characteristics a person may show could be that their eyes are droopy, their eyebrows go down, their head hangs down, and their body is limp.



⁸ adapted from <https://pocketofpreschool.com/monster-feelings-cards/>



8. RED LIGHT, GREEN LIGHT

PURPOSE

This game teaches children to follow instructions and carry them out appropriately, a skill they use repeatedly at home and school. The discussion that ensues enables them to adapt to real life situations and helps them break down what often are reasons for not taking instructions, to understand what they need to enable them to take instructions/listen to what they are told, and to explore the positive/beneficial aspects of doing what is expected of them.

MATERIAL

None needed other than lots of energy!

PROCESS

1. The Red Light, Green Light game rules are simple:
2. Children stand in a line against a wall, starting line on one end of the playground.
3. Stand opposite of the children at the finish line (or the other end of the room or playground.)
4. When you shout “green light” the children must all run towards you, but when you shout “red light” they must stop and freeze.
5. Anyone who moves when you say “red light” must go back to the starting line and start again.
6. The object of the game is to cross the finish line as quickly as possible.

Age Group: (6-11 years)



Outdoor/Indoor Activity



It is best played outdoors with a group of children, but can also be adapted as an indoor game.

7. The game ends when the entire group crosses the finish line. Then you can start a new round.
8. The facilitator must observe the children closely, and make note of those who are following the instructions and those who are not.

DISCUSSION

- Seat the children in a circle and have them take a few deep breaths to calm down. Let them give themselves a big round of applause for playing so well. Tell them that they were wonderful.
- Ask the children how they are feeling after playing the game. Did they learn anything new?
- Did they find it easy to do what the facilitator was asking them to do?
- Did any children find it hard to follow what the facilitator was asking them to do? Ask them to talk about why that was.
- Were there children who understood instructions but still chose to not listen?

- Move on to real life situations when children have to take instructions. Ask for examples of the following and have discussions on them:

When I don't understand instructions or what is expected of me	When I don't want to listen to what I am being asked to do	When I understand and do what is expected of me?
Situations e.g. When my teacher explains math fast and I don't understand.	Situations—eg. My mother forces me to drink milk and I throw it in the sink	Situations – I walk to school with my little sister and drop her to her class.
How do I feel—eg. I feel bad, so I start thinking of something else.	How do I feel—I do not like the milk, it makes my stomach pain. But mother does not listen to me.	How do I feel—I feel I am helping my parents, mummy does not worry, and does not have to drop her to school.
What can help me—telling the teacher to explain to me again, asking my older sister to explain at home.	What can help me—if mother can give me something else to drink in the morning.	What can help me—I think it would be nice if my parents said thank you to me!

VARIATIONS OF RED LIGHT, GREEN LIGHT

There are many ways you can tweak the game to make it more fun, to teach a different skill or to suit the age of the children who are playing. See below:

- **Add in a Yellow Light:** When the leader calls “yellow light” the children must slow down or start walking instead of running.
- **Hold Hands:** Teach the children to work together by holding hands and trying to cross the finish line together. They have to learn to control their bodies so they don't push or pull anyone they're holding hands with, causing them to move when it's a “red light.”
- **Make a Child the Leader:** Once children have played a few rounds and know how the game works, nominate one of them to be the leader and call out the actions. This gives kids the responsibility of learning to space out the calls, alternate commands and spot those who are moving.
- **Change the Actions:** A great way to develop memory and concentration is to change the actions so kids have to think carefully about what action the command requires, and also react quickly without being caught out. Either change up the commands and play opposites (“red light” means go, “green light” means stop) or make up different actions entirely.



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Often when we don't listen, or do not do what is expected of us, it is not because we are naughty or that we do not like to listen. If we think about it there could be many reasons. We don't understand what is going on, so it does bore us, we get distracted by other things; or we feel no one explains/reasons with us what is going on, or asks for our opinions; or we simply do not want to do something as we have no interest or aptitude for. Yet, we do all have experiences where we have done what was asked/expected of us, and seen that both we personally, and others (our family members, friends, community members) enjoyed/benefitted. Therefore, we must try and be mindful of when there is a gap between what we do and what is expected of us. We can reflect on it and think of what could help us to reduce the gap.

- Some ideas of actions for “green light”, instead of run:
 - » Walk
 - » Crawl
 - » Gallop like a horse
 - » Skip
 - » Hop
 - » Run backwards
- “Red light” could still mean stop or could be an action such as stop and turn on the spot, stop and do jumping jacks, etc.

EVALUATION TOOL

At the end of the module, the facilitator can take a zoomed in photograph (print and share with each child), of each child's place holder on the tree in the classroom so that she/he will have a record of all the appreciation/positive comments she/he has received to preserve and remember.

DIVERSITY, GENDER AND EQUALITY AND EQUITY

ABOUT THIS MODULE

It is often said that children are like sponges, observing and absorbing everything around them from what is said, to attitudes, behaviours, to subtle and non-subtle actions. However, they are still at the age where their attitudes and behaviours are not formed. This module helps children appreciate diversity, introduces understanding and questioning around gender equality, the concept of equity with responsibility for building equity.



NOTE FOR FACILITATOR

Children observe and learn behaviour patterns from adults from a young age. They notice the way different people/groups are treated and imitate what they see (they see they learn). Children also notice and understand injustice, and if they do not learn to question it, they learn biases and conduct themselves in a biased manner like adults in their environment.⁹ However, they are still at the age where their attitudes and behaviours are not formed. They need learning experiences and opportunities that help them develop an understanding of diversity, to observe and question, and sometimes certain groups need more or different things. It is important to provide experiences/exposure to diversity that exists around them and let it help them appreciate the differences and similarities

CONTENTS

Activity	Duration
My garden named harmony	60 min
Rainbow Sky	20 min
Read aloud stories from around the world	20 min per story
<i>Questioning Gender Roles</i>	
Girls can boys can all children can	20 mins
Toys are toys	20 mins
Read Aloud stories	15 min per story
<i>Equity vs equality-thought triggers</i>	
How do I climb the tree?	20 mins
The band-aid	15 mins
Cooperative Musical Chairs	20 mins

⁹ <https://www.verywellfamily.com/teaching-kids-about-race-and-cultural-diversity-621099>



1. MY GARDEN NAMED HARMONY (ALL CHILDREN)

Age Group: (9-11 years)



Outdoor/Indoor Activity



PURPOSE

This activity enables children to understand how different people come together to create a beautiful society. The aim is to introduce diversity to the children and speak about how we can live together harmoniously, even though we may be different.

MATERIAL

- A 3/4 size card paper for all, or one big chart paper (if we want the children to make the garden together)
- Nature objects: Various leaves, flowers, twigs, pebbles etc from outside.
- Glue, sketch pens, colour pencils/crayons

PROCESS

1. Take the children outdoors for a walk and ask them to collect as many different types of items from the nature they see around them, leaves, wild flowers, twigs, pebbles of different, little seeds, colours/shapes, etc. The smaller the better.
2. Bring them back in and seat them down.
3. Handout the card paper to all the children. OR place the big chart paper in the centre. (You can also divide the children into smaller groups of 2s or 3s)
4. Ask them to lay out the different objects that they have brought in from outside and introduce the activity, tell them that they are going to be building themselves a garden today. Using all the materials that they have brought in from outside.
5. Give them glue, pens, colour pencils too.
6. Before they begin ask them to imagine what kind of garden they could make with all these items from nature sticking them onto the sheet of card paper that has been handed to them. Imagine their garden. Plan how they would like to use the materials and once they are ready, they should get going.
7. Once the gardens are complete go into a round of discussion. Ask these leading questions to guide the children to think about the diversity of their garden.



DISCUSSION

- Can a few of us share what all we have used to make our garden?
- How many different types of leaves did you use? How many different types of flowers have you got? How many different types of pebbles have you got?
- Would your garden have been as beautiful with just a single item? If not would you like to discuss what makes you think so? Give a few children the opportunity to share.
- Can you notice how different colours, textures, sizes, come together to make something beautiful? What would like to talk about that? Give a few children a chance to share.
- The facilitator lets the children know that this fun activity was to help them think about something in real life and proceeds to ask:
 - » Just like the beautiful gardens you have all made with different shapes, sizes, textures, our worlds (family, neighbourhood, society) too are made up of people who are different from each other.
 - » How are people different from each other? (Physical, intellectual, personality, roles in society).
- Give the younger children (6-8-year-olds) paper to draw different people, while the older children proceed into a more nuanced discussion as below:
 - » Do we notice that certain people are treated differently? Can we share some observations? Facilitator shares some examples to get the children started.
 - » Do we remember what we learnt when we made the beautiful garden? Facilitator gives the children some time to share?
 - » Can we then say that the same applies with all the wonderful people who make up our families, neighbourhood and society? Ask the children to comment on this statement.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

When we see the garden, we have made and the different elements we use, it comes together beautifully, if used just one element, it wouldn't look as beautiful. Just like this garden, we are surrounded by people who are different from us, while we may like to be surrounded by people who are like us, we can remember that different people can come together to make our world/lives better and even beautiful. When we see others being treated poorly for being different, we must notice and stand up to support them. Shall we try?



2. RAINBOW SKY

PURPOSE

This activity enables children to understand how different people come together to create a beautiful society. The aim is to introduce diversity to the children and speak about how we can live together harmoniously, even though we may be different.

MATERIAL

- 7 strips of paper per child.
- Colour pens/crayons (the seven colours of the rainbow)
- Glue

PROCESS

1. Hand out the strips of paper to the children. 7 strips per child. Lay out crayons/colour pencils for them to colour with and some glue.
2. Ask the children colour the strips according to the seven colours of the rainbow (VIBGYOR)
3. Once they have coloured it, they can stick them together.
4. Take the different colours apart as you go into the discussion questions.



Age Group: (6-8 years)

Indoor Activity

DISCUSSION

- Have you ever seen a rainbow? Do rainbows make you happy?
- How do all the colours together make you feel?
- Can you imagine if a rainbow had only one colour?
- How are we different from each other like these colours?

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

When we see the rainbow, we have made and the different colours we use, it comes together beautifully, maybe if we used just one colour, it wouldn't look as pretty as it does right now right? Just like this rainbow, we are surrounded by people who are different from us, while we may like to be surrounded by people who are like us, we see how different people come together to make something even better. When we are together, we bring out the best in each other, and make a beautiful thing, just like this rainbow.

3. THE APPLES¹⁰

PURPOSE

The activity helps children see that we may all be different yet we are similar inside. We must appreciate and see beauty in our differences, yet remembering that we are similar inside. We all have feelings, need to be loved and accepted, and regardless of our differences, every single one of us are equally entitled to be treated with dignity, love, and respect.



MATERIAL

- Apples of different colour, and sizes, ideally a red apple, a green apple and a yellow apple. (If you cannot find apples of different colours, then size is also good)
- A basket/tray that holds the apples, a knife (only to be handled by the facilitator)

PROCESS

1. Show the child/children the apples.
2. Let explore them and discuss the differences. You could go on to draw the apples, or colour them. Ask the children to describe the differences in the apples they see.
3. After you have finished the discussion of the outside characteristics, slide the apples in half and then into cubes, as in the image, and let the children observe the cut apples.
4. Ask them what they observe about the inside of the apple. Eg. Seeds, the little star at the centre, more similar than different?

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Although we are different as people, we are more similar than we think on the inside. It takes all of us to make up this beautiful world around us. At the end of the day we all want and deserve the same thing-- We all love, dignity, respect, and acceptance.

As a fun end, the facilitator may also use the core of the apple to do a fun painting activity.

¹⁰ <https://www.good-people.ch/post/activities-to-educate-your-children-about-inclusion-equality-and-diversity>



4. READ ALOUD STORIES- FROM AROUND THE WORLD



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Reading these stories and discussing it will help the children see how all of us are different but the same. We may have different backgrounds and looks, do different jobs, eat different food. But together we make a more beautiful picture.

MATERIAL

Story Books¹¹

- https://www.youtube.com/watch?v=7xbPhVTiHrs&ab_channel=LearningTreeT.V.
- https://www.youtube.com/watch?v=L4aNvxfa420&ab_channel=Judy%27sBooks
- You can also narrate a story using puppets. For eg.
https://www.youtube.com/watch?v=KabRmNSzrLM&ab_channel=Keerti%27sCraftShala



PROCESS

- Gather the children together for story time
- Read or narrate the story to them

DISCUSSIONS

- Do we see people around us with different features? Or different cultures?
- Have we heard the adults around us speak about people who are different than us?
- Why do what makes us differentiate different groups of people and treat them differently?
- Can we overcome this? Discuss some ideas.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

We may all come from different places and different backgrounds, eat different foods, wear different clothes, and because of this, everyone is not treated the same. Some people are treated unfairly and unkindly because of the clothing they wear, the religions that they practice, the colour of their skin, or the language that they speak. But as we saw in today's stories, when we all treat each other with respect and love, we can work together to make our world a nicer, better place for all to live in! We learn better, and understand various subjects from multiple points of view.

¹¹ <https://thenaturalnurturer.com/11-childrens-books-that-celebrate-differences/>

5. GIRLS CAN BOYS CAN ALL CHILDREN CAN

PURPOSE

This activity enables children to understand how society places certain roles and expectations on children, depending on their gender, which conditions us to have only certain dreams and aspirations. Often, we may even have to give up dreams and aspirations that may not fit into these expectations. The activity will enable the children to see how they can collaborate and support each other to achieve their dreams.

MATERIAL

- 3 Chart paper sheets: one with outline of a girl, one with outline of a boy and one gender neutral outline.
- Cards with different activities, objects and colours written on them. For eg: Dancing, Cricket, Blue, Orange, Pink, Hammer, Cooking spoon. (Make around 20 such cards) (the facilitator can keep a list of these with them)
- Tape or glue

PROCESS

1. Put up the two charts with the outline of 2 binary children (boy and the girl).
2. Ask the children to go through the cards that are placed in the centre, they can discuss among themselves and place it on the chart they think it belongs to.
3. Now place the third chart on the wall, (with an outline of a child, gender not apparent). Tell them that this chart is 'all children/every child', without biases and



Age Group: (6-11 years)

Indoor Activity

expectations of binary gender roles. Ask the children to discuss among themselves and see which cards they would like to move to this chart from the gendered charts.

DISCUSSION

- Pick 3-4 of the items placed in the respective charts: Why did we choose to place this on the girl/boy?
- Why did we choose to move some of these cards?
- Are there some cards that are still on the boy/girl that we can interchange? If so, why? And if not why?
- Share with them examples of how those cards can be interchanged.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

While we see some very specific gender roles around us, we must see how these shape our dreams and aspirations. While we grow and build on our life goals. It is important to keep in mind that the fact that we are a boy or a girl, should not restrict us. Both boys and girls have certain expectations from them, but working together and helping each other may ease the pressure that the roles put on us. It is in the interest of both boys and girls for us to collaborate and support each other.



6. ADDITIONAL ACTIVITY: TOYS ARE TOYS ¹²

PURPOSE

This purpose of this activity is to help children see some of the things that make them unique and well as some things that are similar, as well as pick up on gender stereotypes. Through this activity, children can see how all children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others.

MATERIAL

- A few toys, make sure they are diverse: trucks, cars, dolls, blocks etc. Existing sports equipment can also be incorporated in the activity
- If bringing physical toys is not possible, then you can use pictures of toys.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

When we are younger, we like playing with all toys, but as we grow, we are influenced to play with certain toys because we are a girl or a boy, people may gift us only certain type of toys. These choices of ours are influenced by what we see and hear. But this is something that we do not have to be confined with, we can play with whatever toy we want. Similarly, in life, we can do any job we want, study any subject we want, there is nothing wrong with pursuing a dream, even if it may not fit in with what a girl or boy is expected to do.



Age Group: (6-11 years)

Indoor Activity

PROCESS

1. Gather in a circle. Ask the children to describe their hair. Give some examples first (short and brown, long and blonde with hair clips, on my shoulders and brown-black, black and soft and in a ponytail, curly and reddish golden brown etc).
2. Ask 'do we all have the same hair?' Would it be boring if we all had the same hair? (You might want to draw or show two very simple pictures with two very simple hair styles on the board. Imagine if we all had to choose between just these two...)
3. Show either a range of pictures of different toys or place a range of real toys in the middle of the circle.

DISCUSSION

- Ask the children 'who is this toy for?' If they respond with 'for girls' or 'for boys' ask them why.
- Talk about how there are so many different toys in the world for us to enjoy - there is no such thing as 'boys' things' and 'girls' things' - just as we are all different, the toys we all like are different. It's OK to like some toys instead of others - but they can always pick any toys that they like regardless of the colour, what they are made of, whether they look 'boyish' or 'girly' etc. Is it fun/interesting - is all that matters!

¹² <https://www.lettoysbetoys.org.uk/resources/lesson-plan-for-primary-schools-reception-year-1/>

7. READ ALOUD STORIES



Age Group: (6-11 years)

Indoor Activity

PURPOSE:

To enable children, see people in different roles, with different preferences, and interests, not restricted by stereotypical gender roles.

MATERIAL

- Story <https://www.theirrelevantproject.com/stories/annie-and-arjun>
- https://www.youtube.com/watch?v=x0_6KDDUYIA&ab_channel=BooksThatSpeak
<https://data.booksie.org/pratham-books/38628-amma-s-toolkit.pdf>
- <https://www.theirrelevantproject.com/stories/nila-and-najam>

PROCESS

- Read aloud the story with expressions, pausing to let children observe the illustrations.
- Conduct a story circle: as you go around in a circle ask the children to build a story. The facilitator starts a line and asks all to go one by one, adding to the line, keep going around the circle till the story can be brought to a conclusion. (Go twice or thrice around the circle depending on the number of participants)

DISCUSSION

- What did we think of the story?
- How do you feel about the different chores that Annie and Arjun have?
- Do you help at home? What chores do you like doing? What chores are you given to do?
- Have you ever had a dream like Nila and Najam?
- What do you think stops us from having such dreams?
- Have we seen anyone around us do things/jobs/responsibilities that they traditionally would not?
- Is there something/ job/ activity you would like to do that is traditionally different?





8. HOW DO I CLIMB THE TREE?



Age Group: (9-11 years)

Indoor Activity

PURPOSE

The activity aims to introduce children to the concept of equality and equity, that some people have a natural disadvantage and therefore have special needs to help them keep up with others. Just being equal will not be enough.

PROCESS

- Show the pictures one at a time to the children and have a simultaneous discussion.

MATERIAL

These two pictures:

Image 1

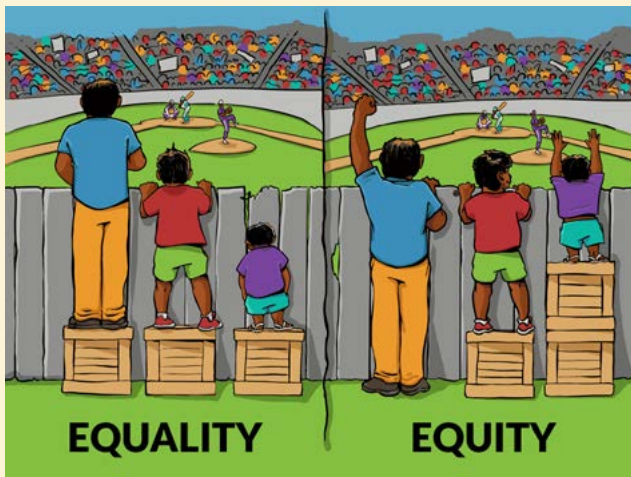
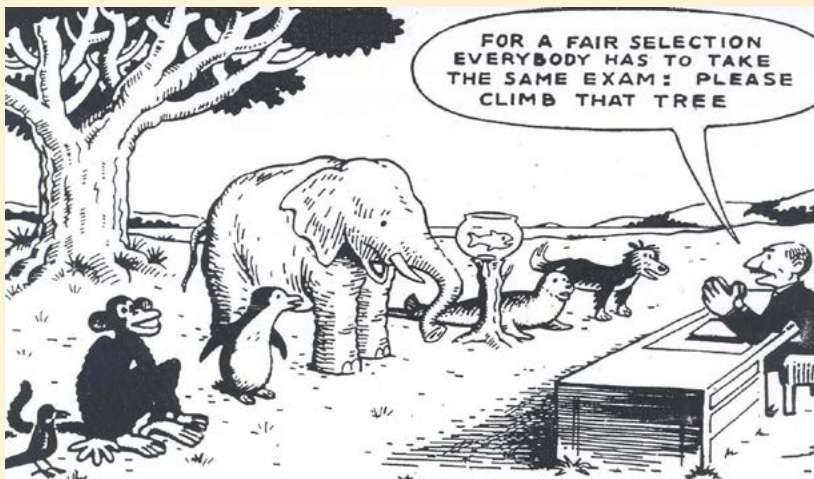


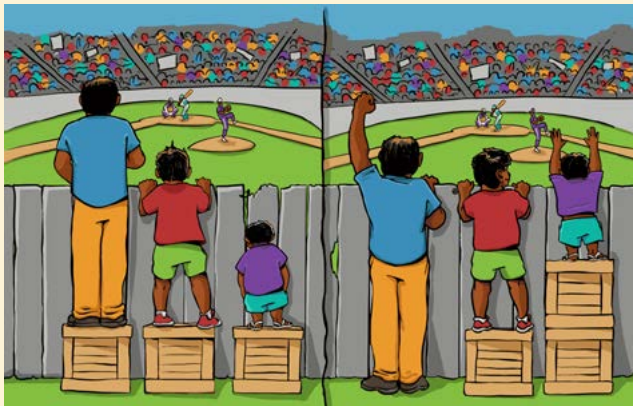
Image 2



DISCUSSION

Image 1:

- Can you describe the image. What do you see it?
- Are there differences between the two pictures in the image? Can you observe any?
- What does the 2nd picture in the image tell us?
- Possible for us to look within our families, classrooms, playgrounds, neighbourhoods to think of some examples?

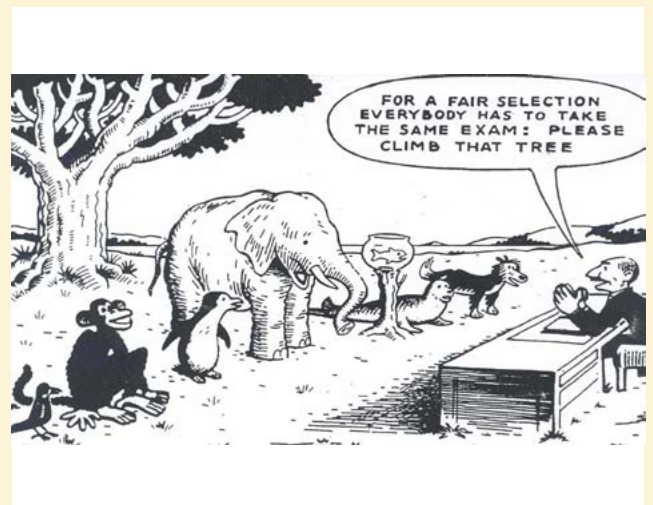


TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Some people think everyone should be given the same resources, and be expected to achieve the same level of success, and have access to the same opportunities. The problem with this way of thinking is that it doesn't take into account that people have different needs and require a variety of accommodations to make sure they have the same opportunity to achieve success.

Image 2:

- Can you describe the image? What do you see in it?
- What is the man saying?
- What are the animals that can climb a tree in this picture?
- The examiner is asking all of them to climb the tree to get selected, who do you think would be the ones to get selected?
- Who has a natural disadvantage in the selection process? Do you think that is a correct form for a selection process?
- What do you think would be a fair activity to judge the skills of all the animals in the picture?
- Is there something from this discussion that we can relate to our own lives? Think of your classmates, your friends, your family?





9. THE BAND-AID!¹³

PURPOSE

To enable children to understand that when they support and help each other everyone succeeds.

MATERIAL

- Chairs
- Some sort of music or percussion like sound made by using a spoon on a metal dish

PROCESS

1. Place chairs in a line back-to-back with one less chair than there are children.
2. Instruct children to move around the chairs when they can hear a sound. The facilitator may play music/bang a metal plate/dish.
3. When the sound stops, the children must sit in a chair.



Age Group: (9-11 years)

Indoor Activity

4. Take away one chair per musical session. Those who are unable to find a seat are out.
5. Now repeat the same but: When the music stops, the children must sit in a chair, but the children must make sure every person has a chair, even if that means more than one person gets a chair.
6. Take away one chair from the line, per musical session.
7. The children will need to work together to figure out how to include everyone on the diminishing available chairs.
8. The game is only won by those who get the greatest number of people in one chair.

DISCUSSION

- How do we feel playing the game?
- Which game was easier to play?
- Which game was more fun to play?
- What are some of the difficulties we faced to accommodate our friends on the chair?
- How did we manage to overcome these?

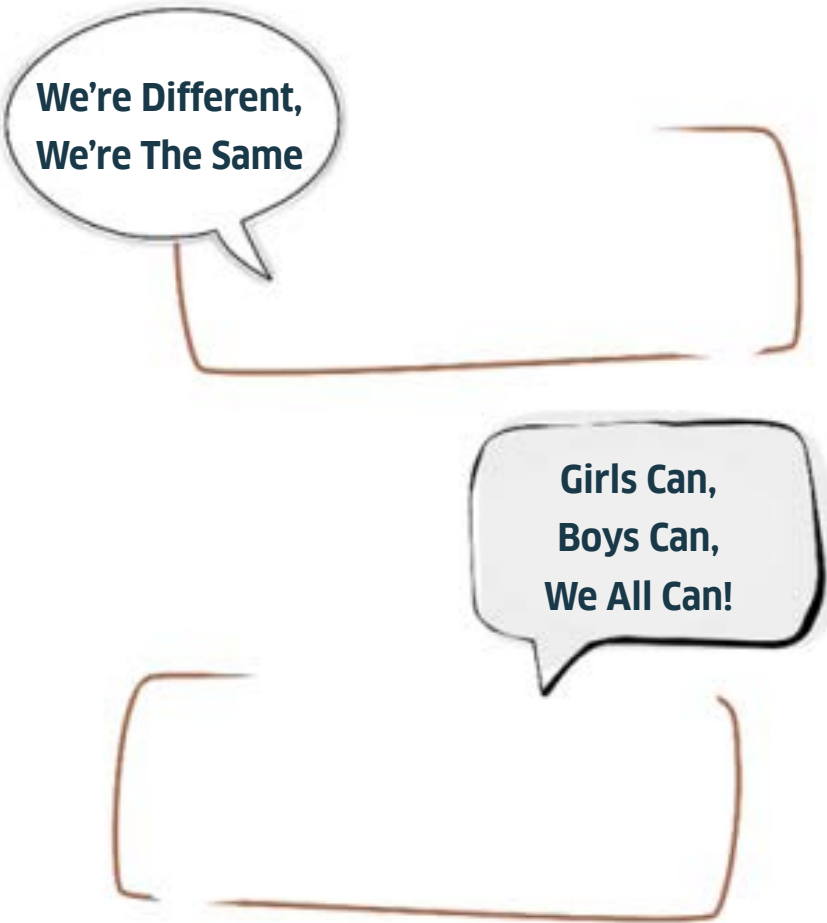
TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

While it is often easier to work individually and to achieve, every one succeeds when all succeed. Satisfying to win as a group. To be able to win/succeed together, we need to make sure we are accommodating each other, and looking at how we can help each other.

¹³ <https://www.boredpanda.com/equality-equity-band-aid-student-lesson/>

A Few Things I Learnt!

Name: _____ Date: _____





SAFE GUARDING

ABOUT THE MODULE

This module starts with expression and identification of feelings, practicing decision making, and understanding and practicing consent. These are pre-requisites that build a foundation in children to be able to actively partner with their trusted/responsible adults in staying safe. The module helps children make safety rules for themselves, identify a trusted safety network of responsible adults around them, and then discusses safety offline and in online spaces

NOTE TO THE FACILITATOR

Often, children do not know when they are not alright, or when they feel unsafe, because they are on in the practice of identification and expression of feelings. The session within this module are designed to build up children to be mindful and able to process their feelings, understand signs of feeling safe/unsafe, learn words to articulate them, take decisions to act on a feeling (by telling a trusted person). This module will have to be interspersed across other modules, and will require a session with parents (refer the module for parents for details) at parent's meeting prior to starting the module.

CONTENTS

Activity	Duration
Consent–Three Handshakes	45 mins
Decision Making	45 mins each for both activity options
Colours of feelings	60 mins
<i>My trusted safety network</i>	60 mins
Online safety	45 mins
Bubble Gum	30 mins
Choices and Consequences	45 mins
<i>Saying no</i>	45 mins



1. CONSENT– THREE HANDSHAKES¹⁴



Age Group: (6-11 years)

Indoor Activity

PURPOSE

To explore and reflect on consent beyond 'yes' or 'no', to experience consent, to unpack what makes getting and giving consent easier or harder.

MATERIAL

None

PROCESS

1. Let the children form a large circle or two concentric circles.
2. Tell them that you are going to be facilitating an activity where they are going to have to try different types of handshakes.
3. Share with them the ground rule of this activity which is that they only participate in handshakes if they want to. No one must feel compelled, no forcing anyone to shake your hand.
4. When the children are ready the facilitator begins following the steps below

Handshake 1

- Ask children to shake hands with each other and give them enough time to shake hands with as many children as they'd like
- When they've finished, ask everyone to stand in a circle and facilitate a brief discussion around the following questions:
 - » How was the experience?
 - » How did it compare to your other experiences of handshakes?
 - » What is a good handshake for you?
 - » On a scale of 1-10 (10- best), how would you rate the handshakes you just experiences?



¹⁴ Adapted from: <https://warwick.ac.uk/services/dean-of-students-office/community-values-education> and <https://bishtraining.com>

Handshake 2

- Ask children to shake hands again, but this time to 'negotiate' the handshake.
- The facilitator may give some example questions to ask each other, such as...
 - » Which hand would you like to shake with?
 - » Do you want to shake up and down or side to side?
 - » How firm would you like it to be?
 - » How long would you like it to go on for it?
 - » Would you like to wash/dry your hands first?
 - » Do you want to do something else altogether? E.g fist bump, hug, high five, waving, or any mutually agreed gesture.
- Allow them time to shake hands with as many children as they'd like to shake again.
- Now ask everyone to stand in a circle and facilitate a brief discussion around the following questions:
 - » How was the experience this time?
 - » On a scale of 1-10 (10- best), how would you rate this handshake experience?
 - » How did it compare to the first handshake (part 1)?
 - » Did anyone prefer the first handshake?
- Now that the children have experienced hand shake 1 and 2, the facilitator can link this activity to the concepts of consent and physical boundaries-
- Ask the children to reflect on hand shake 1, perhaps one person led, and the other followed, or cooperated. For how many was the experience like this. Ask the children how many felt they led the hand shake, and how many felt they followed/ or cooperated without leading the hand shake.
- Explain to them that this is often the approach people take to physical boundaries. Sometimes we don't realise we should negotiate, or we feel unable to negotiate/or lead/express ourselves, so we follow/let the other person do/lead/ enter our space/conduct the physical interaction as they feel it should be.



Handshake 3

- Tell children that in the third handshake they should try and find a balance between the first and second handshakes.
- It should be fun and spontaneous, but they should still find ways of communicating with the other person to check that you are both happy with what is happening, and both feel comfortable stopping when you want to.
- When they've finished the third round of the handshake exercise, ask everyone to stand in a circle and facilitate a brief discussion around the following questions:
 - » How was the experience in the 3rd round of the handshake?
 - » How would you compare it to the first two rounds?
 - » On a scale of 1-10 (10- best), how would they rate this handshake experience?
 - » What did you do or say to communicate about the handshake? (E.g the posture they made, how they stood, looked at each other, the words they used, etc...)



DISCUSSION

A round of open discussion should be facilitated around the following questions:-

- Are there times when someone might have felt they can't say no to a handshake (allow children to share about other experiences also beyond the handshake)? Did that happen to anyone? Would you like to talk about what made it hard to say no?
- How did it feel when we are/were able to communicate what kind of handshake is comfortable for us?
- What makes it hard for us to say what we do/don't want more difficult?
- What makes it easier for us to say what we do/do not want?

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Consent means giving permission. It is everyone's right to say yes, no-to express that we are not comfortable. It is everyone's responsibility also to respect and accept when someone when another person says no to them! Consent starts with the little things. Children must be reinforced with confidence and strength to be able to state their consent on little things. The ability to give and respect consent grows with practice. Children will be able to stand up against abusive behavior only when they have enough practice/experience in giving consent on everyday matters.



2. DECISION MAKING: MUSICAL ARMS



Age Group: (6-8 years)

Indoor Activity

PURPOSE

For children to develop decision making ability while being mindful but not fearful of outcomes of their decisions.

MATERIAL

No materials required

PROCESS

- Divide the children into two groups of equal numbers.
- Ask all the members of 1st group of players to stand in a circle with their Right hands on the waist and the elbow raised and pointing outwards.
- Ask all the members of the 2nd group of players to move around the circle on the inside and outside. When the music/sound stops each one has to find an arm to hold on to.
- Mobile phones can be used to play music, if a mobile/music is not available/feasible anything can be used to create sound, it can be a simple bell, or beating any steel plate with a spoon.
- A player in the circle (from the inner circle i.e group 1) is removed (by the facilitator) every time the music stops, and the game continues this way until only one player remains in the inner circle (group 1).
- This is a game quick thinking, and split second decision making, because if children don't decide on whose hand to hold and move to it quickly they will lose. With practice, children learn how to choose a hand to hold.



DISCUSSION

A round of open discussion should be facilitated around the following questions:-

1. What did you like/dislike in this activity and why? (General discussion)
2. Did you learn anything new about yourselves/any skills. ? (General discussion)
3. How did they feel through different stages of the game, especially about taking decisions at various stages of the game?
4. Were your decisions influenced by anything?

After the round of discussion, the facilitator then introduces the children to some words that are associated with making decisions

- Choose/choice (what options are available to me, and picking what I find appropriate for me from options available)
- Decide (making up my mind and committing to my option)
- Careful (to be mindful, an aware of what I am choosing and its appropriateness for me)
- Prefer (to favour/like/find something better suited to you)
- Consequence (results of your choice/decision of your decisions before taking action, they can be positive or negative and that is alright)
- Pros and Cons (its advantages and disadvantages, and risk, which you consider carefully so that you can make a sensible decision)



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Children can think, make decisions and take charge of themselves in many ways, even though they are young. Even though children are young and dependent on adults in their environment, it is never too early to introduce them to decision-making. Decision-making practice helps build character and confidence, gives control, and enables them to speak up for themselves.



3. DECISION MAKING: MIKADO /PICK UP STICKS¹⁵



Age Group: (9-11 years)

Indoor Activity

PURPOSE

For children to develop decision making ability while being mindful but not fearful of outcomes of their decisions.

MATERIAL

Mikado /Pick Up Sticks Game (it could be purchased online or can be found on any stationary or toy shop). A set of wooden skewers, paper straws, or even sized twigs from the garden can also be used. The number of sticks should be close to 30.



PROCESS

1. Ask children to sit in a close circle. Children can sit on the floor or they can sit around a table or any flat surface.
2. One child will start the game by holding the sticks upright in his/her fist on a floor or table.
3. He/she will let go and let the sticks fall wherever they land.
4. The child who started the game can take the first turn by removing one stick from the pile at a time. The aim is to pick up and collect as many sticks as is possible, however if while picking your stick you dislodge or move another, you are out. And the turn passes on to the next person.
5. Sticks that are lying on the surface and not touching others are easy to remove but sticks that are touching others must be carefully lifted with your hands or by using another stick.
6. The winner is the child with the most sticks at the end.
7. Remind children that they need to think and decide carefully and quickly, weighing pros and cons and planning a strategy on how to pick sticks.

Reference link:

<https://www.youtube.com/watch?v=hMCKntJYdL8>

¹⁵ Adapted from: <https://empoweredparents.co/decision-making-games/> and <https://www.wikihow.com/Play-Pick-up-Sticks>

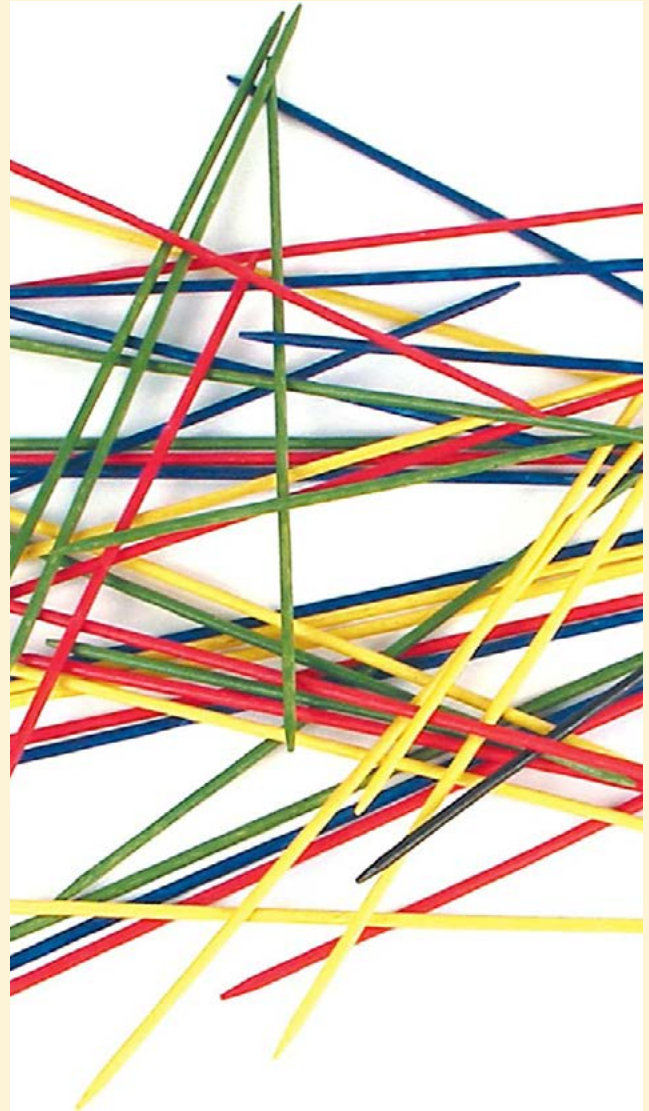
DISCUSSION

A round of open discussion should be facilitated around the following questions:

1. What did you like/ dislike in this activity and why? (General discussion)
2. Did you learn anything new about yourselves/ any skills? (General discussion)
3. How did they feel through different stages of the game, especially about taking decisions at various stages of the game?
4. Were your decisions influenced by anything?

After the round of discussion above, the facilitator then introduces children to some words that are associated with making decisions

- **Choose/ choice** (what options are available to me, and picking what I find appropriate for me from options available)
- **Decide** (making up my mind and committing to my option)
- **Careful** (to be mindful, an aware of what I am choosing and its appropriateness for me)
- **Prefer** (to favour/ like/ find something better suited to you)
- **Consequence** (results of your choice/ decision of your decisions before taking action, they can be positive or negative and that is alright)
- **Pros and Cons** (its advantages and disadvantages, and risk, which you consider carefully so that you can make a sensible decision)



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Children can think, make decisions and take charge of themselves in many ways, even though they are young. Even though children are young and dependent on adults in their environment, it is never too early to introduce them to decision-making. Decision-making practice helps build character and confidence, gives control, and enables them to speak up for themselves.



4. COLOURS OF FEELINGS¹⁶



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Encourage children to understand and manage their feelings and emotions, and to talk confidently about how they are feeling.

MATERIAL

- Sketch pens
- Coloured printouts of 5 posters in A4 size paper (for giving it to each child) for facilitating the discussion with children, if taking colour printouts is difficult then the pictures used in the process section can be used for exercise. You can find the PDF here

How Are You Feeling Today?

What colour is your feeling?

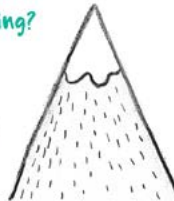


Where do you feel this colour in your body?



How BIG is your feeling?

Does it feel as BIG as a mountain?



Or does it feel middle-sized ... like the size of a chair?



Or as small as a button?

If you could touch your feeling, how might it feel?



wibbly wobbly



bumpy



prickly



flat



swirly



soft



hard

What else would you like to say about your feeling?



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¹⁶ Adapted from: <https://e2epublishing.info/posters#postersuk>

PROCESS¹⁷

1. Seat the children in a circle/ concentric circles if there are many children and the space is crunched.

- **Step one:**

- » Give everyone Poster Number One and ask: What colour is your feeling today?/ What is your colour today? Tell everyone to think about it and circle the colour in the given poster with a sketch pen as per their today's feelings.
- » When everyone has finished marking/ identifying their feelings, tell them to briefly share (for 6-8 years children) / write (for 9-11 years children) why they are feeling so today.



- **Step Two:**

- » Give everyone Poster Number Two and ask: Where do you feel this colour in your body? Tell everyone to think about it and circle/mark that particular place in the given body map poster with a sketch pen as per their feelings.
- » When everyone has finished marking that particular place in the body map, then tell them to briefly share (for 6-8 years children) / write (for 9-11 years children) why they are feeling that colour at that particular place in their body.



¹⁷ Enlarged pictures for printing available in the appendix

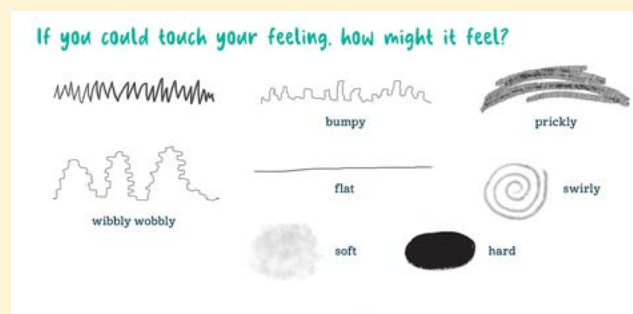
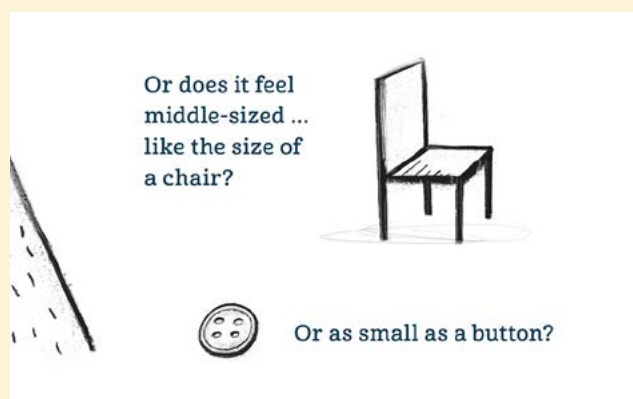


- **Step Three:**

- » Give everyone Poster Number Three and ask: How big is your feeling? Is it as big as an Elephant or does it feel middle-sized like a Deer or as small as a Squirrel?
- » Tell everyone to think about it and circle/mark that particular animal in the given poster with a sketch pen as per the size of their feeling.
- » When everyone has finished marking that particular size in the given poster, then tell them to briefly share (for 6-8 years children)/write (for 9-11 years children) why their feeling is of that size.

- **Step Four:**

- » Give everyone Poster Number Four and ask If you could touch your feelings how might they feel?
- » Tell everyone to think about it and circle/mark that particular picture in the given poster which resembles their feeling (if they could touch it) with a sketch pen as per their understanding.
- » When everyone has finished marking that particular picture in the given poster, then tell them to briefly share (for 6-8 years children) / write (for 9-11 years children) why they are feeling so.



- **Step Five:**

- » Give everyone Poster Number Five and ask Anything more you would like to say about your feelings /colours.
 - » Encourage everyone to think about it and share (for 6-8 years children) / write (for 9-11 years children) it on the given poster.
2. When everyone is done with the 'Colours of Feelings Exercise', write their names at the bottom of each poster and put their posters in front of them in a sequence in which the exercise was done.
 3. Facilitate a gallery walk such that all the children can see each others posters.
 4. Once they are done, seat them down for a discussion as below.

DISCUSSION

A round of open discussion should be facilitated around the following questions:-

- What did they like about this activity and why?
- If they learned anything new about their feelings/colours ?
- How did they feel through different stages of this exercise?
- Are there any factor/s which impacts/ influences feelings ?

What else would you like to say about your feeling?





Note: facilitator can introduce the following words to help children talk about their feelings beyond 'HAPPY' AND 'SAD':

Surprised	Brave	Joyful	Worried	Shy
Embarrassed	Friendly	Frightened	Calm	Quiet
Curious	Anxious	Confused	Safe	Unsafe
Relieved	Jealous	Frustrated	Excited	Uncomfortable
Silly	Forgotten	Ignored	Loved	Curious
Interested	Overwhelmed	Peaceful	Lonely	Annoyed
Proud	Bored	Angry	Terrified	Peaceful
Lonely	Annoyed			



TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Children have feelings and they have a right to tell people how they are feeling. Being able to describe feelings and have space to talk about how they are feeling, will enable children to process their feelings, be more enabled to know when they are not okay, and will give them strength to share and express themselves to responsible/caregiver adults in their environment.

5. MY TRUSTED SAFETY NETWORK¹⁸



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Help children understand 'My Body Safety Rules', recognise who they trust the most, and seek their help when needed.

MATERIAL

Chart paper, sketch pens, and Colour print-outs of the three posters for every child ('Five Basic Personal Safety Rules', 'People in My Trusted Safety Network' and 'My Hand Network' Poster).

FIVE BASIC PERSONAL SAFETY RULES

1 Your body is **YOUR** body, and it belongs to **You!**



You can say, "No!" if you don't want to touch, hug or kiss someone. You can give them a high five, shake their hand or blow them a kiss. You are the boss of your body and what you say goes!

PROCESS

- Prior to this session, the facilitator must ensure that they have oriented parents by conducting the relevant session from the module for parents to be done during PTM meetings.
- **Step one:** Sharing 'Five Basic Personal Safety Rules'
 - » Ask children to sit in a circle and share the following 'Five Basic Personal Safety Rules' with them in a child-friendly way. The 'Five Basic Personal Safety Rules' poster can also be used to show and explain the following things to children.
 - » After sharing the 'Five Basic Personal Safety Rules' ask them if they have any questions, or clarifications on these rules. If there are any questions answer them and clarify all the doubts the child has.

2

You have a '**Trusted Safety Network**'!

You must have a few adults you trust. You can tell these people anything and they will believe you. If you feel worried, scared, or unsure, you can tell someone on your Trusted Safety Network how you are feeling and why you feel this way. These people can be parents, teachers, neighbors, relatives, etc.

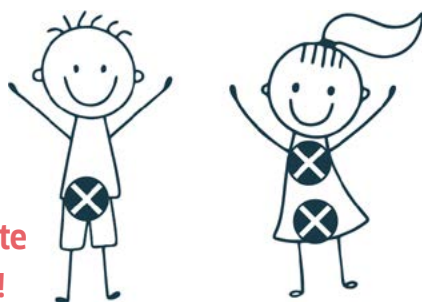


¹⁸ Adapted from the exercises shared in:

<https://www.twinkl.co.in/resource/au-s-222-trusted-network-activity-and-posters-empowering-children-in-body-safety-gender-equality-and-more-educate2empower-publishing-e2epublishing.info>



3 Private Parts!



Your private parts are the parts of your body under your undergarment (your mouth is a private part too). You always call my private parts by their correct names. No one can touch your private parts. No one can ask you to touch their private parts. And no one should show you pictures of private parts. If any of these things happen, you must tell a trusted adult on your Trusted Safety Network straightaway.

4 Early Warning Signs!

If you feel frightened or unsafe you may sweat a lot, get a stomach-ache, become shaky and your heart might beat really fast. These feelings are called your Early Warning Signs. If you feel this way about anything, you must tell an adult on your Trusted Safety Network straightaway.



5 Secrets!



You should never keep secrets that make you feel bad or uncomfortable. If someone asks you to keep a secret that makes you feel bad or unsafe, you must tell an adult on your Trusted Safety Network straightaway!



- **Step Two:**

- » Ask children to sit in a circle and discuss that there are people we trust and sometimes there may be people we don't trust. When we don't trust people, we may have a reason to distrust them, or we may have noticed an "early warning sign"(as discussed above) that may make us feel uncomfortable or just not safe. Remind them that as we have shared above, people we can confide in or talk to are called our 'Trusted Safety Network'.
- » Explain that parents aren't always with them, so they need at least four other adults as well as family to be part of their trusted network. Sometimes they may not be comfortable telling their parents and that is okay, there are still others who they can trust.
- » Discuss the role of 'trusted safety network' people and what traits they might have in common. For example, they can listen to any problems you have, share good times with you, believe in you, or help you feel safe.
- » Give each child a piece of chart paper and ask them to draw a person who has:
 - Big ears (to listen),
 - A big heart (to believe) and
 - A big brain (to come up with some possible plans of action for help/support).
- » When the children have finished drawing, ask them to write on the top of their picture 'People in My 'Trusted Safety Network' and below that if they want they can write "A Trusted Person Will Listen To Me, Trust Me And Do Something To Help Me Feel Safe".
- » Tell the children to write the names of Trusted People from various places/phases of their life in their '**People in My 'Trusted Safety Network'**' drawing (on all 4 corners of the chart paper as shown in the picture given below), so that in case they get any early warning signs, they can speak to them (2 names per place should be written) :
 - People From My Family Network: Names:
 - People From My School Network: Names:
 - People From My Neighbourhood Network: Names:
 - Other Important People of My Network: Names:



People in My 'Trusted Safety Network'

**A Trusted Person Will Listen To Me, Trust Me
And Do Something To Help Me Feel Safe**

People From My Family Network

Names _____

People From My School Network

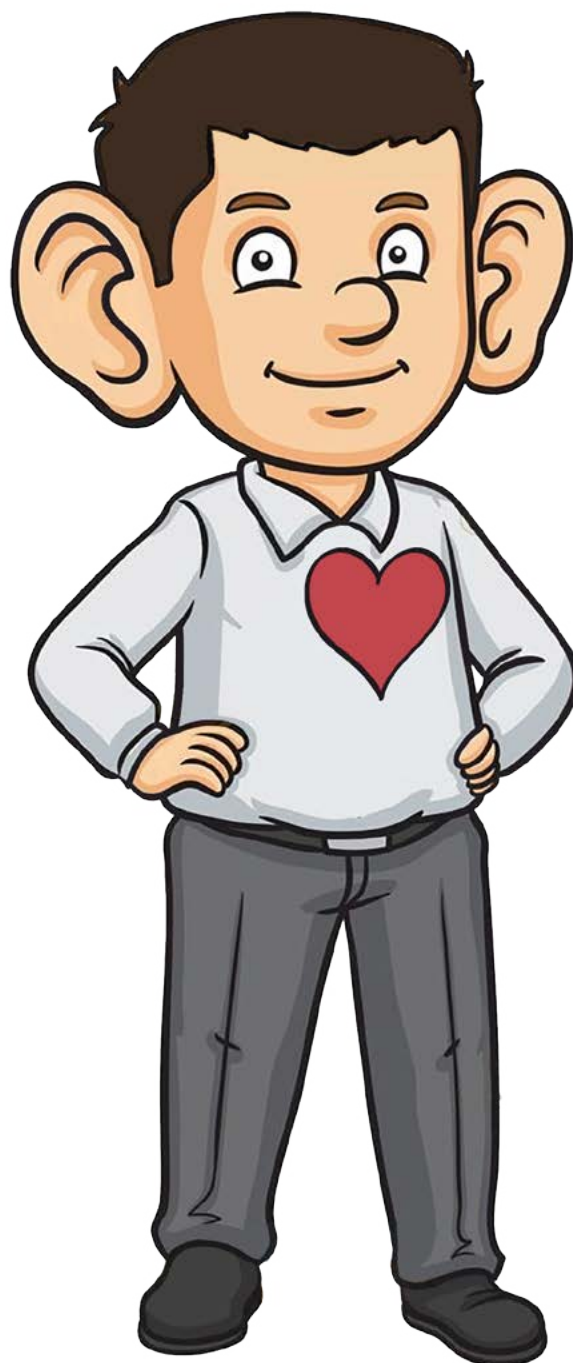
Names _____

People From My Neighbourhood Network

Names _____

Other Important People of My Network

Names _____



My Hand Network

A network is a group of people I trust who I can talk with if I have a problem. They will listen to me, believe me and do something.





EXTENSION ACTIVITY

Give each child a hand network activity sheet and a piece of white chart paper and ask them to trace their own hand on it. When finished, use the hand network activity sheet as a guide and ask them to fill in their trusted people in their 'Trusted Safety Network' as they see fit.

- When everyone is done with the 'Trusted Safety Network Exercise/s', tell them to sit in a circle, write down their names at the bottom of chart paper and put their posters in front of them.
- Tell everyone that now we will have a discussion on the 'Trusted Safety Network Exercise/s'.
- The facilitator asks the children to take their safety network sheets and posters home, and show them to their parents. It would be nice if the parents signed the safety network sheet and sent them back with the child.

DISCUSSION

A round of open discussion should be facilitated around the following questions:-

- How did they feel through the different activities of this exercise?
- How do they feel about having a trusted safety network?
- Do they have any questions ?

The facilitator can conclude the session by articulating the following messages:

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

Every child has a right to be safe from all forms of abuse, violence, and exploitation. They must be supported by adult allies from their environment. A safety network of trusted adults builds a partnership between trusted adults and the child to help keep him/her safe. It is important for facilitators to engage parents/family/teachers and neighbours proactively in a conversation on keeping their children safe. Let the children know that

6. ONLINE SAFETY¹⁹



Age Group: (6-11 years)

Indoor Activity

PURPOSE

Help children recognize potentially unsafe & risky online situations & behaviours and Identify strategies to use in case of any unsafe, dangerous, or risky online situations and behaviours.

MATERIAL

- Coloured chart papers,
- Happy face and sad face cutouts,
- A4 size papers,
- Pens, and sketch pens.

PROCESS

- Inform children that this activity will be focussed on the 'online safety of children and it will be conducted in three steps.

STEP ONE: REAL WORLD

- Ask children to sit in a circle and show them cut-outs of the happy face and the sad face pasted on the two corners of the room and explain to them that the facilitator will read out a few statements.
- They should listen to each statement carefully and walk to the happy face if they think that the given situation makes them feel happy or walk to the sad face if the given situation makes them feel frightened, sad, or worried. They can stay in the middle of the room if they are not sure about how they feel.



¹⁹ Adapted From:

https://www.unodc.org/documents/e4j/FunCorner/ZorbLessonPlans/Zorbs_Staying_safe_online.pdf



- Read aloud the following statements:
 - » I am playing with my friends in front of my home
 - » While coming back home from school, I lost my way and the person I asked for the way said come on with me I will drop you home.
 - » I can't find my school bag in the last period of school.
 - » I made a kite and I am going to fly it with my friends today.
 - » A stranger in the park asks me to accompany him/her to a nearby chocolate shop.
 - » Eating ice cream on my way home from school.
 - » Going shopping for Eid with my parents.
 - » Playing with my cat at home.
 - » My friends call me fat.

- When children chose their corners for 2-3 of the statement read out, ask the following question and take a few responses from each (happy and sad) corner and the centre. Ask, "what about this situation made you choose your spot?"
- Explain to the children that while many situations make us happy, there are some that make us feel uncomfortable, unsafe, not right, and might even put us in danger.

DISCUSSION

- What should we do when something makes us feel uncomfortable, unsafe, at risk, or fearful?"
- Briefly discuss the significance of telling a trusted adult from their safety network when they feel uncomfortable, unsafe, at risk, or scared.



STEP TWO: ONLINE WORLD

- Ask children to sit in a circle and tell them that, just like the real world, online world has a lot of useful and entertaining things to offer.
 - Ask children that “What are things you find enjoyable online? Or What do you like doing online?”.
 - Facilitate a brief discussion around the above question and summarise by saying that, just like in the real world, we can face situations online too that are unsafe or that we do not understand.
 - (IMPORTANT - children shouldn't be asked to share their negative experiences because it can make them feel ashamed or uncomfortable).
 - Draw a LINE (with chalk or marker pen) on the floor in the middle of the room / hall and show it to the children.
 - Explain to the children that a few statements will be read out. Upon hearing them, they should listen carefully, then move forward but stay behind the line if they think the scenario is safe, or cross the line and stay on another side if they think it is risky or unsafe. If someone is not sure whether the given scenario is safe or risky then they must stand on the line itself.
 - After each statement, ask children the following questions:
 - » What makes you think this is a safe/unsafe situation? Or
 - » What makes you feel unsure about it?
- The statements:
 - » Ramiza is watching some videos on an online video platform called Kids Tube. The site offers a mix of video clips, full episodes, games, and even songs.
 - » Khurshid and Salma are bored. They are playing with Khurshid's mother's phone and start clicking around online. They end up seeing a video of some adults fighting in a language that they do not understand/sounds terrible.
 - » Rahman is searching for a new game to play online. He follows a series of links and finds himself reading some comments in an adult online forum. He is shocked that people use such inappropriate language!
 - » Rehana is playing an online game and someone starts sending her aggressive & lewd messages through the game's chat channel.
 - » Philip is playing his favourite online game and invites his school friend Kapil to join him online. They both were looking for hidden treasures but by clicking somewhere they landed in another game.
 - » Ramya has received a popup notification while playing with papa's mobile and when she clicked on it, her name, address and email was being asked to play further .
 - » When browsing the internet, Chaman gets exposed to speech against



another community living in their locality.

- » While playing a game online, Shahid's keep getting a message from another online player to play with them.
- » Sheena's behaviour is changing slowly after playing war games on the internet and the messages she receives during game are dangerous, i.e. They can incite self-harm or harm to others

DISCUSSION

- What should children do when you fear you have 'crossed the safety line' and you are in an uncomfortable or unsafe situation?
- What could be some key rules to keep children safe online?". Brainstorm with children and help them to form some basic rules for their online safety and take an 'Online Safety Pledge' as suggested in the next step.

My Online Safety Pledge

Put a tick mark (✓) in each circle after you've read it carefully. Sign the bottom to agree to the pledge. Hang up the pledge in your home or near your computer to remind you and your family to be safe online.



- ☐ I promise to never send, share or post personal information such as my address, phone number, or school name without my parents' permission.
- ☐ I will never send a picture of myself to anyone without my parent's permission.
- ☐ I will not make friends online with people I do not know.
- ☐ I will not open e-mails from people I don't know.
- ☐ I will not follow links to sites that I do not recognize.
- ☐ I will never share my passwords with anyone, except my parents.
- ☐ I will never e-mail or post mean or hurtful things about other people.
- ☐ I will always think carefully before clicking on online content. I should not click on any content that I feel uncomfortable with or unsure about. For example, do not click on a video, if the preview video picture looks in any way scary or makes you feel uncomfortable, or if you do not understand it.
- ☐ I will stop watching any programme as soon as I realize it is making me feel uncomfortable or unsafe, or I do not understand what is happening.
- ☐ I will discuss with my parents the rules for going online.
- ☐ I will tell my parents or a trusted adult right away any time I come across something online that makes me feel unsafe, uncomfortable, or that I do not understand.



Using the Internet is a special privilege for responsible people. I promise to be safe online.

Name: _____ Place: _____ Date: _____ Signature: _____

STEP THREE: DEVELOPING ONLINE SAFETY RULES AND TAKING 'ONLINE SAFETY PLEDGE'

- Give children chart papers and sketch pens and let them work together to create some basic online safety rules. If the number of children is more than 10 then divide them into small groups.
- When their rules are ready, tell each child that they will now pledge to follow the rules to write down the rules on the A4 sheet of paper as '**Online Safety Pledge**'²⁰ and take the pledge as a group to follow those rules for their online safety by reading them aloud together. (Note: Facilitator to be aware that rules on online safety may vary according to the age of the child and the exposure and access that each child has to online materials.)
- Below are some suggested online safety rules for the facilitators reference that children can adopt if they want to in their online safety rules and follow them after taking the pledge.

TAKE AWAY NOTE FOR CHILDREN- KEY MESSAGE

The internet is no doubt become one of the most important media available to us nowadays for education and recreation too BUT unfortunately, it can be dangerous if we are not aware to signs that someone is trying to harm/manipulate us. Everyone must know how to be safe when browsing the internet through their computer or mobile . Best strategy to keep yourself safe is to follow internet safety rules and whenever something or someone is making you feel uncomfortable or unsafe, you should adopt NO-GO-TELL approach i.e.: Say NO when someone is making you feel uncomfortable or unsafe. Then GO: leave the device or run away from that person or situation. And TELL: talk to a trusted/responsible adult about the situation.



²⁰ Adapted From:

https://www.superteacherworksheets.com/online-safety/internet-safety-pledge_PLEDG.pdf



7. BUBBLE GUM²¹



Age Group: (6-11 years)

Indoor Activity

PURPOSE

To help children understand what it would be like to have an addiction.

MATERIAL

Strong-flavoured & good-quality chewing gum for each child.

PROCESS

1. Ask children to sit in a circle.
2. Give one piece of strong-flavoured & good-quality chewing gum to each child.
3. Tell the children to hold the chewing gum close to their nose and mouth but not to put it in their mouth.
4. After a minute, let them put it on their tongue, but not to chew it.
5. After a minute, let them chew it once or twice, but no more.
6. Ask the group:
 - » Who is pretending not to chew?
 - » Who finds it easy not to chew?
 - » Who finds it hard not to chew?
 - » Who has not chewed the gum? How did you resist chewing it? What did you say to yourself?
 - » What was it like? How did it feel to want the gum?
7. Explain that when a person is “stuck” or addicted to any substance (like Paan Beedi, Gutkha, tobacco, alcohol...), they crave it and badly want to have it. Say:
8. In the same way, your mind told you that you really wanted the gum, and the minds of people who are addicted to any harmful substance (like Paan Beedi, Gutkha, tobacco, alcohol ...) tell them they really want that substance.
9. Just like your body told you that you really wanted the chewing gum, the bodies of people with substance addictions tell them that they really want that substance (like Paan Beedi, Gutkha, tobacco, alcohol ...),. With these narcotic substances, the feeling is much more stronger than it is with chewing gum.
10. Explain that everyone’s mind and body are different, and the addiction feeling is stronger for some people than others.



²¹ Activity taken from *Strengthening Families for the Future, Child Manual - Session 8*

8. CHOICES & CONSEQUENCES



Age Group: (6-11 years)

Indoor Activity

PURPOSE

To help children realize that they are responsible for making choices based on thinking about the consequences of their actions.

MATERIAL

None

PROCESS

- Explain to the group that everyone is responsible for his or her own behavior; that we can make our own choices and are responsible for what happens as a result of what we do.
 - Begin a discussion about the kinds of trouble, or problem situations, the children can get into, by asking “What are some things that can get you into trouble?”
 - Provide some examples if needed -like teasing another child, taking something that wasn't yours, fighting, talking back to your teacher badly, going somewhere you weren't supposed to go, smoking, chewing Gutkha/tobacco/Paan, lying, abusing, or bullying other children.
- Explain choices and consequences, using the following points:
 - » With every choice we make, good or bad things can happen.
 - » Often our choices are based on what we think will happen to us, how we feel about ourselves or how our behaviour will affect others.
 - » What could happen if:
 - You did not do your homework?
 - You used Paan, Beedi, Gutkha, cigarettes, alcohol, or any other narcotic substance?
 - You stole some candy?
 - You swore at your mom?
 - You talked back to your teacher badly?





9. SAYING NO²²

PURPOSE

To have children demonstrate how they could SAY NO to keep themselves away from getting into trouble.

MATERIAL

Old newspapers, glue, thread, crayons, marker pens, coloured chart papers

PROCESS

- Split children into small groups (of 4-5 children) and read aloud the situations for them to act out.
- The facilitator should assign age-appropriate scenarios to children.
- Tell children to make puppets with old newspapers. Provide them with old newspapers, crayons, glue, coloured chart papers, thread, and marker pens. Allow time for them to practice their puppet shows.
- Invite all the groups to perform their puppet shows. Have each group act out their scenario in front of the larger group demonstrating an effective way to say no.
- For each situation discuss the possible choices and what might happen with each choice.



Age Group: (6-11 years)

Indoor Activity

DISCUSSION

End the session with a discussion about the skits:

- What worked well?
- What didn't?
- Was it realistic?
- What would it be like to say no in real life? Especially when someone offers you Paan , Bidi, Gutkha, cigarettes, alcohol like substance?



²² Adapted from Middle Years F&ST Club Handbook, Strengthening Families for the Future, Child Manual - Session 9 and 101 Ready-to-use Drug Prevention Activities, Activity 96

SAMPLE SCENARIOS:

- You are in a store with your friend. You see him hide a bag of chips in his/her coat. He/she calls you over and hands you a bag and tells you to steal it.
- You are at school and your next class is math. You don't like it at all. You and your friend are out in the hall and the teacher closes the door and starts the class. Your friend says he/she is going to skip math class and asks you to come along.
- Someone you think is really cool invites you to hang out with their friends after school. Everyone is sitting around talking and your friend pulls out a cigarette and lights it. He/she smokes it a couple of times and hands it to you.
- You and your friend are playing cricket on the ground. Your grandmother is coming to dinner and your parents want you home by 5:00 p.m. You want to leave but your friends want you to stay and keep playing.
- There is a boy in your class. He talks out of turn and makes jokes that aren't funny. You and your friend see him walking down your street after school. There is no one around and your friend wants to beat him up.
- Your friends took some chips packets (which were hanging near the counter) from the street shop yesterday and didn't get caught. They shared the chips with you too. Now they want you to help them take some more chips packets from the street shop.
- Some children try to get you to throw rocks at the school's windows.
- You have agreed to babysit your younger brother. Now your friends suggest you go with them to a movie.
- Some kids want you to smoke a cigarette with them. They call you a baby when you say no.
- You are at a family gathering. Your older cousin offers you some of his beer.
- A cousin offers you some cough medicine to cure your cough.





KEY MESSAGES

Conclude the session by sharing key messages with everyone:

- Children who repeatedly abuse substances often experience a range of problems, including academic difficulties, health-related problems (including mental health), poor peer relationships, and breaking laws. Additionally, there are consequences for family members, the community, and the entire society. SAYING NO is the best way to keep yourself away from indulging in these difficult situations.
- Often saying no, even to ourselves, can be hard to do. Saying no to other people, especially our friends, older kids, adults, or strangers can be very hard to do, BUT there are different ways of saying no other than just using the word no. Some of the ways of 'SAYING No' are given below:
 - » Say, "No, thanks."
 - » Repeating "no" or "no, thank you" over and again.
 - » Making excuses (e.g., "I have to be home for study/dinner soon.")
 - » Turning the tables (e.g., "you do it!")
 - » Changing the subject (e.g., "look at my new comic book.")
 - » Telling the truth that you don't want to do it (e.g., "I don't want to do that!")
 - » Suggest doing something else (e.g., "let's go to the park and play.")
 - » Give a reason "I'm not allowed to do that," or "That's bad for you." It could state the consequences, such as, "I don't want to do that; it will make me sick,"
 - » Walk away or ignore the offer.
 - » Assert yourself. This is the most important tactic. If you can stick up for yourself, you are learning an important life skill.

Note for Facilitator:

DO NOT PRESENT PICTURES OF DRUGS OR DESCRIPTION OF HOW THE DRUG IS USED OR DETAILED INFORMATION ABOUT HOW THE USER FEELS WHEN IT IS USED. This can glamorize drug use. The level of information presented here is sufficient. If you, however, wish to add new information, please check the source of information, and verify the facts.

ADDITIONAL INFORMATION OR FACILITATOR ²³

- Drug is a substance that affects the way the body works.
- Stages of Substance Use



- **No Use:** Do not use for personal/moral, health or religious reasons.
- **Experimental:** Person is usually motivated by curiosity. The person tries a drug once or a few times, just to see what it is going to do for them. Whether use continues, depends on the person's experience with that substance. Low tolerance; using only "soft" drugs; use is often unplanned; no long-term consequences connected to use.
- **Social/Occasional:** Uses appropriate times and places; uses self-imposed rules or limits; Some responsible planning of "next high" occurs; Using when in social situations or with others; No long-term consequences. (i.e., Drink with a friend or occasional use of medication).
- **Substance Abuse:** Increase in frequency & amount of use; Negative consequences; Life areas impacted; Substance becomes a coping mechanism: a way to deal with reality or to escape.
- **Dependence/Addiction:** The irresistible compulsion to use alcohol, other drugs or gamble despite adverse consequences. It is characterized by repeated failures to control use, increased tolerance &

increased disruption in the workplace, family life &/or other life areas. There are two types of Dependency:

» Physical Dependence: The body

becomes accustomed to a drug that when taken away creates withdrawal symptoms and this increases the need for the drug. Tolerance refers to the individual needing more of the substance to accomplish the same feeling as when they began using the substance. Withdrawal refers to the individual experiencing physical symptoms associated with no longer using a substance.

» Psychological Dependence: Emotional or mental drive to continue taking a drug to maintain a sense of well-being. Psychological Cycle of Dependence: Guilt, Shame or Discomfort surrounds drug use and the quickest way to deal with these feelings is to use them again, and hence more negative feelings are generated.

EVALUATION TOOL

The Safety network created by each child can be sent home to show the Caregivers at the end of the module.

Please note, if the facilitator has observed, or the child has mentioned that their home/caregivers maybe an unsafe space, this tool should not be shared with them as it may make the child vulnerable to losing or being cut off from their safety network.

²³ <https://westernhealth.nl.ca>

http://www.nisd.gov.in/announcement/Substance_Use_Prevention.pdf

<https://study.com/academy/lesson/substance-abuse-lesson-plan.html>

<https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/drugid/ration-03.html>

<https://addictioneducationsociety.org/lesson-plans/>



SESSIONS WITH PARENTS/ COMMUNITY MEMBERS

1. UNDERSTANDING CONSENT: (THREE HUGS EXERCISE)²⁴

PURPOSE

- To help parents/community members explore what consent may feel like and explore what makes getting & giving consent easier & harder.
- To help parents/community members understand the consent beyond the simplistic 'no means no' context.
- Help parents/community members make children understand and apply the above knowledge in their day-to-day life.

MATERIAL

None

DURATION

45 minutes

PROCESS

Ask participants to shake hands with each other in three different situations.

- Before starting, explain to participants that consent is important to this activity. Make it clear that participants only need to hug other participants if they want to. Tell them that no one should force anyone to hug.



HUGGING ROUND ONE

- Ask participants to hug each other and give them enough time to hug as many participants as they'd like
- When they've finished, ask everyone to stand in a circle and facilitate a brief discussion around the following questions:
 - » How was the experience?
 - » How did it compare to your other experiences with hugs?
 - » What makes a good hug?
 - » On a scale of 1-10 (10- best), how would they rate it?

²⁴ 25 Different Types of Hugs (With Pictures):
https://www.momjunction.com/articles/different-types-of-hugs_00673097/

Adapted from three handshakes exercises: <https://warwick.ac.uk/services/dean-of-students-office/community-values-education/educationresources/threehandshakes/>

<https://bishtraining.com/three-handshakes-an-activity-for-learning-how-consent-feels/>

HUGGING ROUND TWO

- Ask participants to hug again, but this time to 'negotiate' the hug.
- The facilitator may give some example questions to ask each other, such as...
 - » How would you like to hug? For example- a tight hug, a side hug, a polite hug, a bear hug, a long hug, a back hug, a London Bridge hug, an eye-to-eye hug, a patting hug, a quick hug, a buddy hug, one-sided hug (note: there are various types of hugs *)
 - » Do you want a tight hug or a polite hug?
 - » How polite or firm would you like it to be?
 - » How long would you like it to go on for it?
 - » Do you want to do something else altogether? E.g fist bump, handshake, high five, waving, or any mutually agreed gesture.
- Allow them time to hug as many people as they'd like to hug again.
- Now ask everyone to stand in a circle and facilitate a brief discussion around the following questions:
 - » How was the experience this time?
 - » On a scale of 1-10 (10- best), how would they rate it?
 - » How did it compare to the first hug?
 - » Did anyone prefer the first hug?
- Now facilitator can link this activity to the concepts of consent and physical boundaries by saying that-
 - » In the first kind of hug, people take part in the hug the way they think they are expected to, or just take part in someone else's hug.
 - » This is often the approach people take to physical boundaries, as they feel unable to negotiate or say what they want. Instead, they rely on what they think the interaction should be like.
- Then explain that the level of discussion involved in the second hug is not necessarily ideal to apply to all physical interactions either as negotiating every single aspect may make physical interactions much less fun and spontaneous.





HUGGING ROUND THREE

- Tell participants that in the third hug they should try and find a balance between the first and second hugs.
- It should be fun and spontaneous, but you should still find ways of communicating with the other person to check that you are both happy with what is happening, and both feel comfortable stopping when you want to.
- When they've finished the third round of the hugging exercise, ask everyone to stand in a circle and facilitate a brief discussion around the following questions:
 - » How was the experience in the 3rd round of the hugging exercise?
 - » How would you compare it to the first two rounds?
 - » On a scale of 1-10 (10- best), how would they rate it?
 - » What did you do or say to communicate about the hugging? (E.g., The posture they made, how they stood, looked at each other, the words they used, etc.)

DISCUSSION

A round of open discussion should be facilitated around the following questions:

- Are there times when someone might have felt they can't say no to a hug? Did that happen to anyone? Why?
- How might our self-esteem affect how much we feel we can have the hugging /

interactions which we want?

- What makes asking for what you do/don't want more difficult?
- What makes it easier?

The facilitator can conclude the session by articulating the following key messages:



KEY MESSAGE

Consent means giving permission. It is everyone's right to say yes or no. It is everyone's responsibility also to respect and accept when someone says no to them! Consent starts with the little things. Children must be reinforced with confidence and strength to be able to state their consent on little things. The ability to give and respect consent grows with practice. Children will be able to stand up against abusive behaviour only when they have enough practice/experience in giving consent on everyday matters.

2. CHILD SAFEGUARDING ASSESSMENT²⁵

(For conducting a child safeguarding assessment of the locality by parents/ community members)

The 'Three Clouds Exercise' is a method of undertaking child safeguarding assessments. This exercise can be done with community members/parents. This exercise can also be done with children and young people. It is based on the three key questions related to safeguarding assessment and planning:

- What are we worried about? Concerning child safeguarding in our locality (Cloud of concerns/worries-grey colour cloud)
- What's working well? Concerning child safeguarding in our locality (Cloud of Good Things- Green colour cloud)
- What needs to happen? Concerning child safeguarding in our locality (Cloud of Dreams - Blue colour cloud)

Cloud of Good Things



Cloud of concerns/worries



Cloud of Dreams



²⁵ Adapted from the exercise created by Nicki Weld and Maggie Greening from Child Youth and Family, New Zealand (Weld, 2008)



STEPS FOR CONDUCTING THE 'THREE CLOUDS EXERCISE':

1. Explain the Three Clouds to the community members/parents (divided into groups of 7-8 people) using one sheet of paper per cloud. The community members/parents need to understand that everyone wants children to feel safe – we are all trying to figure out the best way to do that.
2. Tell community members/parents to draw **Cloud of Worries (Grey colour cloud), Cloud of Good Things (Green colour cloud), and Cloud of Dreams (Blue colour cloud)** on a chart paper.
3. Tell the community members/parents to discuss each cloud (issues concerned to those Clouds) one by one and write down the points that emerged during group discussion inside each cloud.
4. *The Cloud of Dreams should be discussed in the last so that the 'Cloud of Worries' and 'Cloud of Good Things' can be used as reference points.*
5. Once finished, tell each group to present their finished 'Three Clouds' in the larger group (beginning with 'Cloud of good things') and share major points that emerged during the group exercise.
6. In the larger group facilitate a discussion on how to address the worries and meet the expectations mentioned in the **'Cloud of worries & Cloud of Dreams'**.
7. Capture these suggestions on chart paper and prepare a collective plan to address the worries and meet those expectations (with a timeline and clearly defined role of everyone in it).

KEY MESSAGE

Community members /Children must have an opportunity to talk about what they are worried about, what makes them happy, and what they would like to see happen in their family and community to keep all the children safe. Getting the voices of community members/parents/children on child safeguarding issues and involving them in the implementation of child safeguarding plans can help them feel they are part of the process and this would ensure better safeguarding mechanisms in the locality.

The Community members' /children's voice can also be the most powerful voice to inspire and motivate change within the community in the context of child safeguarding.

3. FACT- OPINION- RUMOR EXERCISE

PURPOSE

- Help parents/community members understand
 - » The difference between fact, opinion, and rumour ,
 - » The negative impact of rumours on society,
 - » Encourage participants to always form their opinion based on facts and never spread any rumours.
- Help parents/community members make children understand and apply the above knowledge in their day-to-day life.

MATERIAL

- Statements (based on fact, opinion and rumour)²⁶
- Chart papers and marker pens

PROCESS

- Ask parents/community members what they understand by the word: Fact, Opinion, and Rumor. Tell them to give some examples and also to explain their point.
- After the sharing facilitator summarizes by saying:

- » Fact: It is a commonly agreed time and places specific truth
- » Opinion: It is a person's or a group's view on a topic
- » Rumor: It is unsubstantiated information from an unknown source
- Then facilitator explains that he/she will read out the following statements to the parents/community members and they have to judge each statement by making a physical signal with their arms.
- When the statement is:
 - » Fact: raise one arm
 - » Opinion: put hands on the head
 - » Rumor: cross arms in front of the body
- The facilitator should record the question-wise responses of the participants on a chart for each question as shown below. This chart will show how many people felt that the said sentence is a Fact, Opinion, or Rumor.
- At the end of the exercise, an open discussion must be held on every statement to clarify or explain whether it is a Fact or opinion, or rumour. This step is very important.

KEY MESSAGE

1. As a conscious citizen we should stand by the truth,
2. Everyone has the right to express her/his opinion on any subject/issue, but the opinion should be based on logic and facts,
3. Rumors should be stopped from spreading at all costs because they can create disharmony in society and can also lead to violence. We should never spread/disseminate any information without investigation.

²⁶ Given at the end of the exercise



STEP ONE STATEMENTS :

People read different tweets about a breaking news story today²⁷:

'A gorilla escaped from Srinagar Zoo today'



Can you tell which of the tweets below are:
Fact, Opinion, Rumour?

- **Facts:** information that is true and trustworthy
- **Opinions:** someone's thoughts and feelings about the situation
- **Rumours:** stories that might not be true and have no evidence

TWEETS	Participants' responses to statements/ how many said what it is		
	Fact	Opinion	Rumour
Apparently, a huge gorilla at Srinagar Zoo has broken out of his den and escaped! #GoGorillaGo			
I feel sorry for the gorilla, I think he was probably bored! I'm glad he's escaped! #GoGorillaGo			
The Director of Srinagar Zoo has confirmed that at 4.35 pm today a gorilla escaped from his den into a staff residence area			
I've heard that thousands of people have been locked inside the buildings at the zoo with no food or drink, and the gorilla is trying to get them!			
I wonder if the door to the gorilla's den wasn't properly locked. I think this means that no one is safe at Srinagar Zoo			
An official spokesperson for Srinagar Zoo has stated that the gorilla is safe in a staff residence area of the zoo. Visitors are not in danger but have been kept inside the office building as a safety precaution			
At 8.15 pm Srinagar Zoo Director verified that the gorilla has been returned to his den after drinking 4 liters of fruit he found in one of the staff's rooms and also finished all the fruits laying in the room. All visitors are safe and have been allowed to leave			

²⁷ Adapted from: https://uploads.guim.co.uk/2019/10/06/Lesson_7_Rumour_has_it.pdf

STEP TWO STATEMENTS

Sr No	Statement	Participants' responses to statements/ how many said what it is		
		Fact	Opinion	Rumour
1	A person under the age of 18 is called a child			
2	Whale is a mammal			
3	The Taj Mahal is the most beautiful monument in the world			
4	The moon has its own light			
5	Boys are stronger than Girls			
6	A bat sleeps upside down			
7	All government servants take bribes			
8	Drinking alcohol diminishes your reflexes while driving			
9	HIV/AIDS spreads through touching / eating with an HIV infected person			
10	Chess and snakes and ladders game was invented in India			
11	Covid 19 vaccines will make you sick with COVID-19			
12	Polio vaccines may cause infertility			
13	The people of that religion are more violent than the people of our religion because they eat meat (Us Dharm ke log hamare Dharm ke logon se jyada hinsak hote hain kyon ki wo meat khate hain)			
14	It's bad luck if a cat crosses your path from the front			
15	Non-vegetarian people are more powerful than vegetarian people			
16	The Dowry system is a curse to the society			
17	The son is the only support for the old age of his parents			
18	Men and Women should get Equal Pay for Equal Work			

DIFFERENCE BETWEEN RUMOUR AND LIE

Rumour is described as something that has no true or untrue value and travels quickly. It's a statement that can't be classified as either true or false.

A lie is a false assertion made by someone to someone else.

Rumour

A rumour; derived from Latin: 'rumorem' - noise), is "a tall tale of explanations of events circulating from person to person and pertaining to an object, event, or issue in public concern." [Peterson, Warren; Gist, Noel (September 1951). "Rumor and Public Opinion". The American Journal of Sociology. 57 (2): 159-167. doi:10.1086/220916. JSTOR 2772077. S2CID 144746516. 1]

In the social sciences, a rumour involves a form of a statement whose veracity is not quickly or ever confirmed. In addition, some scholars have identified rumour as a subset of propaganda. Sociology, psychology, and communication studies have widely varying definitions of rumour. [Pendleton, S.c. (1998), 'Rumour research revisited and expanded', Language & Communication, vol. 1. no. 18, pp. 69-86.]

Rumours are also often discussed with regard to misinformation and disinformation (the former often seen as simply false and the latter seen as deliberately false, though usually from a government source given to the media or a foreign government). [from Oxford English Dictionary, 2nd ed., 1989]





Disclaimer: This publication comprises a curriculum to guide the teams of Child Friendly Spaces to conduct sessions for children who attend the program. It is an internal program guidance document.