

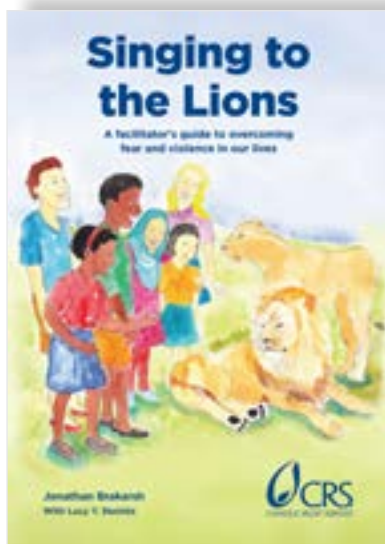
# Singing to the Lions

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



**Jonathan Brakarsh**  
With Lucy Y. Steinitz

**OCRS**  
CATHOLIC RELIEF SERVICES



*Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* contains activities for children and youth who have experienced or witnessed violence in their family, school or community. The workshop helps children and youth develop the skills and resilience to respond effectively to fear and violence in their lives. Cover illustrations by Marika Matengu

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## About the author

Dr. Jonathan Brakarsh is a child psychologist living in Zimbabwe. He has a lifelong commitment to developing community-based mental health services that can respond to the psychological and social needs of vulnerable children. This is his third book on child therapy. He is the author of *Say and Play: A tool for young children and those who care for them* (2009, Project Concern International) and, with the Community Information and Inspiration Team, *The Journey of Life* series, which has been translated into several languages and has been used in more than 30 countries (2004, 2005, Regional Psychosocial Support Initiative). Dr. Brakarsh consults internationally on issues concerning children.

Dr. Lucy Y. Steinitz, Senior Technical Advisor for Protection at Catholic Relief Services, contributed to this guide and led its production.

## Author's acknowledgments

As this book, *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives*, observes, "we are all connected". Nothing is accomplished alone. There are those who came before us and those who walk with us along the road. This book is a labor of love supported by the wisdom, hard work, experience and kindness of many people. I would like to thank the following people for all their help:

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See the **Supplement\*** for further reading, guidance on the training of facilitators and additional information on tabulating Monitoring and Evaluation data.

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\* <http://www.crs.org/our-work-overseas/research-publications/singing-lions>



# SECTION 1: INTRODUCTION

Welcome to *Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives!* This guide is primarily for children and youth eleven years of age and older who have experienced or witnessed violence in their family, school or community. It aims to help children and youth develop the skills and resilience to respond effectively to fear and violence in their lives.

## Why this guide is important

From research and news reports we see that violence is a worldwide phenomenon that occurs in many settings – in our countries, neighborhoods, home and schools. If not treated, the effects of violence are especially harmful to children and can affect them for the rest of their lives. The results can be felt in future generations.

There is considerable research into the impact of violence on children's psychological and physical health.<sup>1,2</sup> In addition, country-specific data on violence against children can be accessed from organizations such as UNICEF and the Centers for Disease Control and Prevention.<sup>3,4</sup>

Violence, as it is understood in this guide, refers to experiences of physical, sexual or emotional abuse, injury, exploitation or significant loss – or the threat thereof. The types of violence that are considered in *Singing to the Lions* are varied and include (but are not limited to):

- Bullying in response to a child's disability or difference
- Fighting within the home
- Child abuse and child trafficking
- All types of sexual exploitation
- Forced migration
- Torture, imprisonment or murder of family members
- War and armed conflict



.....  
**If not treated, the effects of violence are especially harmful to children and can affect them for the rest of their lives.**  
.....

1. National Child Traumatic Stress Network [www.nctsn.org](http://www.nctsn.org)  
2. Centers for Disease Control and Prevention, Adverse Childhood Events Study [www.cdc.gov/violenceprevention/ace\\_study](http://www.cdc.gov/violenceprevention/ace_study)  
3. Centers for Disease Control and Prevention, Violence Against Children Survey, [www.cdc.gov/violenceprevention/vacs/](http://www.cdc.gov/violenceprevention/vacs/)  
4. UNICEF, World Prevalence of Violence Against Children. [www.unicef.org/media/media\\_75530.html](http://www.unicef.org/media/media_75530.html)

When children are faced with a life-threatening crisis, a situation of ongoing abuse or violence, or a post-emergency situation such as a tsunami or the Ebola virus crisis, their nervous system responds by going into “fight, flight or freeze” mode. Their cortical functions, their ability to reason, are often overwhelmed by the activation of their emotional circuit (hippocampus, amygdala). This high level of emotional activation leads to increased stress, with a destructive physical impact over the long-term. The inability to alter their threatening situation causes the child to withdraw from social contacts due to feelings of shame and powerlessness induced by past and present experiences. The loss of autonomy and an increase in emotional vulnerability multiplies the child’s risk of becoming the target of present or future violence.<sup>5 6</sup>

This is why we have produced this guide, which has been the product of many years of work. In 2013, Dr. Jonathan Brakarsh, a child psychologist, and Ms. Jane Fisher, a trauma specialist, collaborated with the Africa Community Publishing and Development Trust (ACPDT-Zimbabwe) to carry out an assessment of the ways in which violence affects children in Zimbabwe. The book that came out of this research, *Singing to the Lions: Enhancing children’s voices, participation, and protection*, was unique in that it blended community publishing with psychotherapy, giving children major roles as researchers, facilitators, writers and artists. The current project, under the sponsorship of Catholic Relief Services, moves this work forward by offering a program with practical outcomes that can help children and caring adults overcome fear and violence wherever they live. The idea of calling this guide *Singing to the Lions* came to Jonathan Brakarsh in a dream, where all the oppressors in his life became lions but, when the children started singing, the lions calmed down, smiled and roared with pleasure. There is also a traditional Tonga story<sup>7</sup> about singing to the lions that inspired the ACPDT in its book.



.....  
**This six-module workshop gives children the skills to begin to resolve the impact of violence and abuse in their lives and to heal.**  
.....

## What children and youth will learn

*Singing to the Lions* is a six-module workshop that gives children the skills to begin to resolve the impact of violence and abuse in their lives and to heal. This includes learning skills to respond effectively to current instances of violence and abuse, to create layers of social protection and to start to resolve earlier negative and destructive experiences. The *Singing to the Lions* workshop also aspires to provide children with the resilience to meet future traumas with flexibility and grace.

Many of the participants who will take part in this workshop have experienced multiple traumas – the death of parents; military conflict; domestic violence; sexual, emotional and physical abuse; and child labor. This is a crucial time for children and adults to learn new models and new ways of responding to traumas in their lives. Children are living in environments where

5. Michel Silvestre PhD, personal communication, EMDR Training for Children Seminar, May 2016

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

7. An ethnic group in Zimbabwe



they witness and experience acts of violence and child sexual abuse early in life. Consequently, they learn violence. Their sense of self and self-efficacy can be damaged and this may lead to severe depression.

How do we mitigate the impact of violence on children's lives? Just as trauma can be part of life for many of the children, so too is the power of resilience. This is the ability we all possess to rebound from fear, helplessness and powerlessness in our lives. We have the capacity to build resilience as we encounter the challenges of life.

This workshop hopes to teach children skills to increase their resilience and find effective ways to either change their situation or, if the situation cannot immediately be altered, to learn new responses. This workshop helps participants to respond effectively and adaptively to fear and violence in their lives. There are six areas of skills and knowledge:

1. For children to learn techniques of self-calming, which include breathing, movement, and meditation, so that they can lower the activation of their brain's emotional circuit, which, in crisis situations, often overwhelms reason. The objective is for children to be able to make rapid and effective decisions, based on reasoning rather than fear.
2. For children to alter their negative view of themselves as the one deserving abuse, which keeps them feeling powerless, and instead to discover their strengths and positive attributes.
3. For children to decrease their social isolation or sense of stigma (i.e. increase social connectedness) by realizing that they are not alone but are part of a larger network of family, friends and community.
4. For children to understand the impact of fear and violence on their lives, and to identify resources both internal (within themselves) and external (knowing who to go to in times of crisis).
5. For children to identify ways to overcome violence and fear in their lives (i.e. enhancing self-efficacy) by analyzing problems and implementing plans of action.
6. For children to have hope and goals for the future.



.....  
**Self-calming techniques lower the activation of the brain's emotional circuit, which, in crisis situations, often overwhelms reason.**  
.....

## How *Singing to the Lions* changes lives

The message of *Singing to the Lions* is that the lives of children and youth who have experienced violence and fear can be changed, so that they have the skills and confidence to respond constructively to their fears, as represented by lions, and can find ways to reduce or stop the violence in their lives. They will have learned to use various techniques to calm themselves. They will no longer be afraid of feeling fear, as they will know that a little fear is good because it energizes and focuses them. And if they feel overwhelmed by that fear, they will know breathing and other techniques to help them feel better. They will have learned to harness their strengths and use them. They will no longer blame themselves for what is not their fault. They will be able to analyze problems that seem insurmountable and be able to break them down into smaller steps. They will have learned the importance of reaching out to other people so they do not feel alone. The outcome will be that, for many children, fear will no longer dominate their life.

## Who the workshop is for

*Singing to the Lions* is primarily for children and young adults, aged 11 years and above, separated into appropriate age groups. Children aged 8–10 may participate with additional support and some adaptation of the text (see below). Its particular focus is on those experiencing or witnessing violence and abuse in their lives.

For children 8–10 years of age, a shorter and simpler workshop works better. Keep the workshop lively with lots of energizers and short discussions. If the child cannot draw, have them perform, using facial expressions and movement to express their ideas. See *Working with children* (**Page 6**) for more information. These are the suggested activities for this age group: Activities 1, 6, 8–18, 20, 21, and 23.

Although written for children and youth, the workshop can also be used with adults to help them manage their own anxiety and take action regarding the aspects of their life that cause fear, and in so doing, be better parents by modeling for their children ways to respond effectively to violence and abuse. For a shorter orientation for adults, see the **Supplement, Page 13**. In a sense we are providing children and caring adults with “violence inoculation.”

Parents and caregivers play a key role in becoming sensitive to the impact of violence on children—from bullying to sexual abuse to government-sponsored violence. Parents and caregivers are the primary mediators of emotion for children, as they help them process a variety of emotional experiences and crises. Consequently, parents and caregivers are involved by participating in pre-workshop and post-workshop meetings that will hopefully lead to a greater interest in the role that they can play in the lives of children.

Community and religious leaders also play an important role and will be invited to a pre-workshop meeting to be briefed on the subject matter of *Singing to the Lions*. There will be a post-workshop meeting where community leaders meet with children to develop responses to violence and abuse in their lives (see **Section 2**). Older siblings, caregivers, community mentors and adults who have also experienced violence or traumatic events might find benefit in participating in this workshop and its activities.



.....  
**Parents and caregivers are the primary mediators of emotion for children, as they help them process a variety of emotional experiences and crises.**  
.....

# SECTION 2: IMPLEMENTING SINGING TO THE LIONS

## Overview

*Singing to the Lions* is an ongoing narrative of discovery and empowerment, resulting in the creation of new self-images, new social networks and action. It is written as a dialogue between the facilitator and the participants. The facilitator is encouraged to add their unique, personal imprint or influence, using their life experience to add depth to the workshop.

*Singing to the Lions* is a process composed of six themes:

- I. Welcome
- II. Discovering who we are
- III. Understanding fear and violence
- IV. Strengthening who we are
- V. Making connections
- VI. Moving forward

Note that throughout this guide the term “children” is used to include all age groups. The facilitator will need to adapt this term to the age of the participants. For example, people over the age of 15 years will probably want to be called “youth”, “young adults” or “teenagers”.



.....  
**Fear can exist even in the lives of the most seemingly well-adjusted children.**  
.....

## Participants and facilitators

### How will participants be identified?

Some children will be identified by the community – be it by teachers, parents, religious leaders, etc. – especially focusing on children who are directly or indirectly affected by violence and abuse. It would be useful to have a range of children, as fear can exist even in the lives of the most seemingly well-adjusted children. There should be 15 to 25 participants in the workshop – with 20 being the recommended number – divided into age-appropriate groups. *Singing to the Lions* is intended for all who have witnessed or experienced violence or traumatic events in their lives.

### Who are the facilitators and what roles do they play?

Two co-facilitators are needed, as well as a resource person from the local community who has some training or experience in counseling or psycho-social support. Depending on local circumstances, the resource person may also serve as one of the facilitators. This could be, for example, the local nurse or teacher.

The resource person should preferably come from within the community so they can give one-on-one support during the workshop if needed, and provide referral and follow-up after the workshop. The resource person will have an ongoing relationship with the children and youth after the workshop (e.g. as part of a children's club or youth group), conducting activities and assisting participants to apply the skills they have learned.

When identifying the facilitators, choose people who are known and respected by the children or who already have some experience and are comfortable working with children. A good facilitator should be:

- ✓ Energetic
- ✓ Creative and flexible
- ✓ Sensitive to the needs of children
- ✓ A team player able to work with others
- ✓ Collaborative rather than competitive
- ✓ Familiar with the culture of the group they are working with
- ✓ Comfortable dealing with the problems and emotions of children
- ✓ Non-judgmental
- ✓ A good listener
- ✓ Able to enjoy the energy of children and teenagers
- ✓ Fun-loving

It is hoped that the facilitators can bring a strong cultural element to the workshop – singing, spirituality, dancing and stories – so that the local culture is interwoven through all activities and energizers.

## Working with children

The way that adults interact with children, and especially those who have been traumatized, is very important. Below are two lists – the first that gives some tips on how to interact with children generally, and the second that offers advice on what to do if children become upset during the workshop.

### How to interact with children

- a. Have children physicalize or dramatize as much as possible. They learn through the movement of their bodies, rather than our words.
- b. Use different tones and pace of voice to maintain their interest.
- c. Show curiosity and interest in what the children are doing and about their lives.
- d. Keep instructions simple and short.
- e. Provide encouragement and praise for each child's contributions to the discussion.



.....  
**Facilitators can bring a strong cultural element to the workshop – singing, spirituality, dancing and stories – so that the local culture is interwoven through all activities.**  
.....

## What to do if a child becomes upset

- Monitor for distress: The child switches into a baby voice; social withdrawal or lack of interest/involvement in activities; “flat” expression or limited range of emotion.
- Act: Alert the resource person or facilitator. Assess the child’s emotional state. Empathize and reassure the child. If possible, find out what is upsetting them. See the *Singing to the Lions Supplement*, *What adults need to do*, **Page 5**. End with the **Grounding** exercise (*What I can see, hear and touch*). See **Appendix 1**.
- If a child discloses that they have been sexually abused, see **Appendix 3**.

If a child becomes upset, it gives the child an opportunity to begin to resolve the pain inside them. If the child can then calm down with the help of the facilitators or on their own, this shows the child’s new ability to deal with strong emotions.



## How is the guide structured?

This guide focuses on the workshop, but the success of the wider program depends on the involvement of parents, guardians and local leaders listening to children and youth, before and after the workshop, on issues that affect them. Below is a brief description of what to do before and after the workshop. It is followed by a table outlining all the activities included in the workshop, including time frames and when each module begins and ends.

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**The success of programming depends on the involvement of parents, guardians and local leaders in supporting the process of children’s and youths’ voices being heard on issues that affect them.**

.....

### Before the workshop

Those of you familiar with community development work may already be doing this. For those who are newer to the field, it is important to first meet with local leaders to explain the purpose of the workshop, *Singing to the Lions*, and obtain their support. It is also important that you meet with parents (caregivers) and children to obtain their consent to participate. For a more detailed description of the meetings, please consult **Appendix 2**.

|                                                                                                                                                                                                                                                  |                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>Pre-workshop meeting with children and local leaders</b> (government, religious and community representatives) and/or members of <b>local Child Protection Committee</b> .                                                                    | 60-90 minutes, at least 1 week before the workshop |
| <b>Pre-workshop meeting with parents/guardians</b> and participating children to explain what <i>Singing to the Lions</i> is all about, obtain consent (parents) and assent (children). Children should fill out a pre-workshop Assessment form. | 60-90 minutes, at least 1 week before the workshop |

### At the close of the workshop

At the end of each day, do a “wrap-up” where you ask participants what activities they liked best and what they learned.

### After the workshop

The workshop participants need to know that their concerns will be brought back to the community for action. Examples may be child labor, sexual abuse, witnessing a murder, physical and emotional abuse, or leaving school because of lack of money.

It is important that a group of influential adults address child protection issues with members of the workshop to develop constructive solutions. If the workshop is spread over several weeks, then the child protection meeting can occur after Module 3. The workshop members can share what they have learned by presenting at their school or another forum. Both these meetings are described in greater detail in **Appendix 2**.

|                                                                                                                                                                                         |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Post-workshop child protection exercise with local leaders</b> (government, religious and community representatives) and/or members of the <b>local Child Protection Committee</b> . | 60-90 minutes |
| <b>Post-workshop presentation to the guardians/parents</b> during a school ceremony day, at another forum, or by calling the parents in for a special meeting.                          | 60-90 minutes |
| <b>Child and youth clubs</b> to provide additional support and follow-up.                                                                                                               | Ongoing       |
| <b>Follow-up Monitoring and Evaluation by the children:</b> 3-4 months after the workshop.                                                                                              | 30 minutes    |

## Workshop outline and schedule

The workshop can be held over 3 full days (2 modules per day) or 6 half days (1 module per day, e.g., once per week). Time-keeping is maintained by keeping to the modules, which are estimated to last 3 hours each plus a short break about midway.

Children will be divided into workshops appropriate for their age. The workshops can be either single or mixed gender, depending on the local culture. It is best if younger and older teens are separated. Young adults (19+) may also find the workshop relevant but they should have their own group.



.....  
**Some activities may need to be adapted for cultural relevancy and age appropriateness.**  
 .....

The times suggested here are approximate. All activities are important so do not rush through them. Give the children enough time to ask questions and participate in the discussions. Some activities may need to be adapted for cultural relevancy and age appropriateness. In post-conflict or unstable societies, additional adaptations may be necessary, such as spending more time on breathing and calming activities or including current situations for discussion. Especially when changes are made, be sure they do not expose children to physical and/or emotional harm.

Begin each day with dancing or singing. Except for Day 1, ask each morning what people have remembered from the day before and how they have applied what they have learned to their lives. If you are doing modules separated by a few days or a week, ask these questions at the beginning of each module. Before the end of each day or module, ask everyone which activities they liked and what they learned. To finish each day or module, it is recommended that there be a short breathing exercise in a circle. Use one that you like from this workshop or see **Appendix I**.

## MODULE ONE

| Theme I: Welcome to <i>Singing to the Lions</i> |             |
|-------------------------------------------------|-------------|
| Activity 1: Introductions                       | 60 minutes  |
| Theme II: Discovering who we are                |             |
| Activity 2: The Tree of Life                    | 120 minutes |

## MODULE TWO

| Activity 3: Recap 1 - <i>Singing to the Lions</i> | 15 minutes |
|---------------------------------------------------|------------|
| Theme III: Understanding fear and violence        |            |
| Activity 4: Understanding violence                | 80 minutes |
| Activity 5: Alternative responses to violence     | 20 minutes |
| Activity 6: Understanding fear                    | 25 minutes |
| Theme IV: Strengthening who we are                |            |
| Activity 7: Just change the channel!              | 40 minutes |

## MODULE THREE

|                                          |            |
|------------------------------------------|------------|
| Activity 8: The safe place inside us     | 20 minutes |
| Activity 9: The four squares             | 60 minutes |
| Activity 10: Mountain, Water, Wind, Fire | 60 minutes |
| Activity 11: It's not my fault           | 40 minutes |

## MODULE FOUR

| Activity 12: Letting go of problems               | 40 minutes |
|---------------------------------------------------|------------|
| Activity 13: The Treasure Tree                    | 40 minutes |
| Activity 14: Recap 2: <i>Singing to the Lions</i> | 20 minutes |
| Theme V: Making connections                       |            |
| Activity 15: Lion on the mountain! Run, run, run! | 15 minutes |
| Activity 16: Safe and dangerous places            | 65 minutes |

## MODULE FIVE

| Activity 17: The helpers game            | 40 minutes |
|------------------------------------------|------------|
| Activity 18: Outsmarting the lion        | 50 minutes |
| Theme VI: Moving forward                 |            |
| Activity 19: Small steps up the mountain | 50 minutes |
| Activity 20: Honoring each other         | 40 minutes |

## MODULE SIX

|                                                          |            |
|----------------------------------------------------------|------------|
| Activity 21: Messages                                    | 60 minutes |
| Activity 22: Evaluation                                  | 30 minutes |
| Activity 23: <i>Singing to the Lions</i> – A celebration | 60 minutes |
| Dance and sing, or end a little early                    | Closing    |

## This guide as part of a larger program

This young people's workshop is a catalyst for a larger program of community action by both children and adults. From this workshop, it is hoped that a child or youth committee will be formed to identify key issues that emerge. The committee can then meet with concerned and influential adults and work collaboratively to address these issues. A resource person – an adult who is at the workshop and functions as both a counselor and the connection to the community – will have a key role in linking the child committee to the larger community (see **Appendix 2**). This workshop can also be linked to longer-term peacebuilding activities and projects so that its impact can be amplified.

The activities of this workshop can also be repeated over a period of time, once the workshop is completed. Discussion groups or *Singing to the Lions* clubs can meet weekly to practice the skills learned in the workshop, to discuss how to apply them to their lives and to share their experiences.

## What materials are needed for the workshop?

- Poster sheets/flipchart paper (two sets)
- A pack of A4 paper for writing and drawing
- Pens, one per child
- Crayons or colored markers for drawing
- Masking tape, one thick roll (minimum)
- A ball for throwing (can be made of crumpled newspaper and tape)
- A ball of string or yarn
- A large sack, box, or basket
- Large stones to fill the box or basket
- Printouts of key pictures: (a) Picture of the lion roaring (Activity 1, **Page 13**); (b) Picture of the children singing (Activity 1, **Page 12**); (c) Picture of one group of children being frightened, the other calm (Activity 14, **Page 43**). Print three or four copies of each picture so children can easily see them. They should be A4 size (8 x 11 inches).
- A music system, computer and speaker that can project loud music. If this is not available, then local instruments can be used with someone playing or singing.
- Notebooks or cardboard that can be used as a hard surface for writing
- Sufficient forms for Consent and Assessment (two per child)
- Inkpad for finger prints (if parents/guardians cannot sign their names)
- Copies of the Assessment form (**Appendix 8**) for each child: before and after the workshop, and 3 months later
- Copies of the Certificate of Achievement (**Appendix 10**)
- Name tags

For further information, see the appendices and the [Supplement](#).

Further reading is also available in the Supporting Documents file on the [CRS website](#).

## Room set-up

If possible, hold the workshop in a large room with chairs in a circle and a large space in the center. The facilitators will stand inside the circle and also use the circle space for some of the activities.



# SECTION 3: WORKSHOP ACTIVITIES




## THEME 1. WELCOME TO SINGING TO THE LIONS



**Facilitator note:** This theme helps participants to settle into the workshop and understand the direction it will take during the next 3 days. If participants have not yet completed the pre-assessment (**Appendix 8**), ask them to do it before the workshop begins.

### ACTIVITY 1: Introductions

|                         |                                                                                                                                                                                                                                             |                                                                                       |                      |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To help all participants feel comfortable and to assess their initial understanding of the workshop.                                                                                                                                        |                                                                                       |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"> <li>The <i>Singing to the Lions</i> pictures – one picture of the two lions roaring, the other of the children singing (see <b>Pages 12 and 13</b>)</li> <li>Computer and speakers for music.</li> </ul> |  | <b>60</b><br>MINUTES |

**Tip:** In some countries, a lion may not be known. Adapt to the local culture, for example by using a large snake or tiger. The appendix includes alternate pictures for this purpose. See **Pages 73 and 74**.

#### Part 1: Welcome (20 minutes)

Play some lively dance music as children enter, or start with some singing if music is not available. Dance freely in a way that shows that this will be a different kind of learning experience, full of movement and games. As the participants enter the room, the facilitators invite them to dance. Everyone dances together. Gradually make the music softer.

**Tip:** Each morning play music as people enter the room and invite the participants to dance. After dancing on Days 2 and 3 of the workshop, ask everyone what they remember from the day before and how they used what they had learned. If everyone agrees, a prayer may be added at the start of the day.

The facilitators introduce themselves. Then, they ask the children to write on a name tag the name they want to be addressed by in the workshop. The children can introduce themselves by saying their name. This is sufficient. If they wish, the children can say whatever they are comfortable sharing about themselves. (**Examples:** The music or food they like; one thing they like and dislike, where they come from. For young children, their favorite game or food. But do not pressure them; some children may be shy at first.)





**Optional:** If you want to help the children to become more comfortable with each other, try this **game**. In a big circle, call out one thing the children may have in common. For example, *Who is wearing red? Who comes from [a certain neighborhood]? Who likes math? Who likes to play football?* etc. Children who have that thing in common should run into the middle of the circle as quickly as possible. Have the children make up their own categories.

The facilitator puts the two pictures of the children and the lions on the wall where all the children can see them. The pictures should be close together so that the lions and the children are facing each other. The facilitator points to the pictures and asks the following questions. Allow some time for discussion.

**Facilitator asks:**

- *What is happening in this picture?*
- *What are the children doing? Why are they doing this?*
- *What are the lions doing?*
- *Do you know people who act like the lions in this drawing? Tell me about them.*
- *What do you think will happen next?*

## Part 2: Learn about the lions (40 minutes)

**Facilitator asks:** *Who would you rather be: the lions or the children singing? (get responses). Have any of you ever sung to a lion? (get responses)*

1. *First, you can be a lion or a lion cub. Take a deep breath in and, on the count of three, I want you all to stretch out your fingers like lion claws and roar as loudly as you can so people can hear you all across the country! One two, three (Everyone **roars**)! When you roar, feel the power of the lion!*
2. *I can't hear you, so let's do it again even louder! (Tip: Children who don't like the noise can cover their ears if the roaring scares them, or they can be lion cubs and make a little baby roar.)*
3. *Tell me about lions. What can they do? (After getting responses, the facilitator responds that lions can be quite vicious and scary.)*
4. *How do the lions make us feel? The lions make us afraid. But what happens if we sing to the lions like in the picture? (The facilitator picks a few people to be the lions and asks them to be roaring and scary. The facilitator has everyone else play the role of the children and decide on a song and sing it.)*
5. *Now, let's sing to the lions and see what happens. (Everyone sings while the lions roar and move toward the children.)*


**Facilitator asks:** *What happens when we sing to the lions? (Gets responses from participants). When you sing to the lions you don't hear the roar so loudly. The lions don't seem quite so frightening anymore. The lions are our fears. When we sing to our fears, they get smaller and smaller and smaller. And this is what this workshop Singing to the Lions is all about.*

## THEME II. DISCOVERING WHO WE ARE



**Facilitator note:** In order to move through life and to cope with all the unpredictability, fears, and daily stresses, we need to know and feel our roots, otherwise we can become lost to ourselves. We need to know where we have come from and where we are going.

### ACTIVITY 2: The Tree of Life

|                         |                                                                                                                                                                    |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose</b>          | To help give each participant an identity and vision of their lives.<br>(120 minutes with a tea break in between)                                                  |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• Large sheets of paper (flipchart size) for each participant</li><li>• Pens, markers of different colors, crayons</li></ul> |
|                         |                                                                                 |
|                         | <b>120</b><br>MINUTES                                                                                                                                              |

**Facilitator says:** *Let's start by discovering more about ourselves because this will help us with our fears. We will discover who we are and our strengths. The more we know about ourselves and our strengths, the less we can be scared or intimidated by others.*

#### Part 1: Acting (10 minutes)

**Tip:** You may leave out this section with older youth and adults if you think they will not enjoy it.

**Facilitator says:** *This activity, **The Tree of Life**, teaches us about our roots, where we come from and who we are. It teaches us about our strengths so that we can be more confident and powerful. It also shows us our branches, where we are going with our lives.*

1. *Everyone stand up and be a tall tree. Show me how you can make your body into a tall tree.*
2. *What is at the bottom of the tree that goes into the ground? (pause - get responses) **The roots.** Show me the roots. What are the roots of the tree for? (get responses) Feel the roots of the tree. Let your legs and feet stretch deep into the ground and make you strong.*
3. *Going up the tree, what is next? (get responses) **The trunk.** Show me the trunk. What is it for? Feel the strong trunk of the tree - it has its good years and bad years but it keeps growing. It grows taller and taller over the years and moves the tree towards the sky.*
4. *And what part of the tree reaches up into the sky? (get responses) **The branches.** Show me the branches of the tree, reaching to the sky. What are the branches of the tree for? They carry fruit, so nice to eat, and leaves to give us shade.*
5. *And now show me **the leaves** of the tree. What do they do? They keep us cool in the heat of the afternoon.*
6. *And now show me **the fruit** of the tree. So nice to eat on hot days.*



Leaves: My talents, skills and achievements

Branches: My hopes and wishes

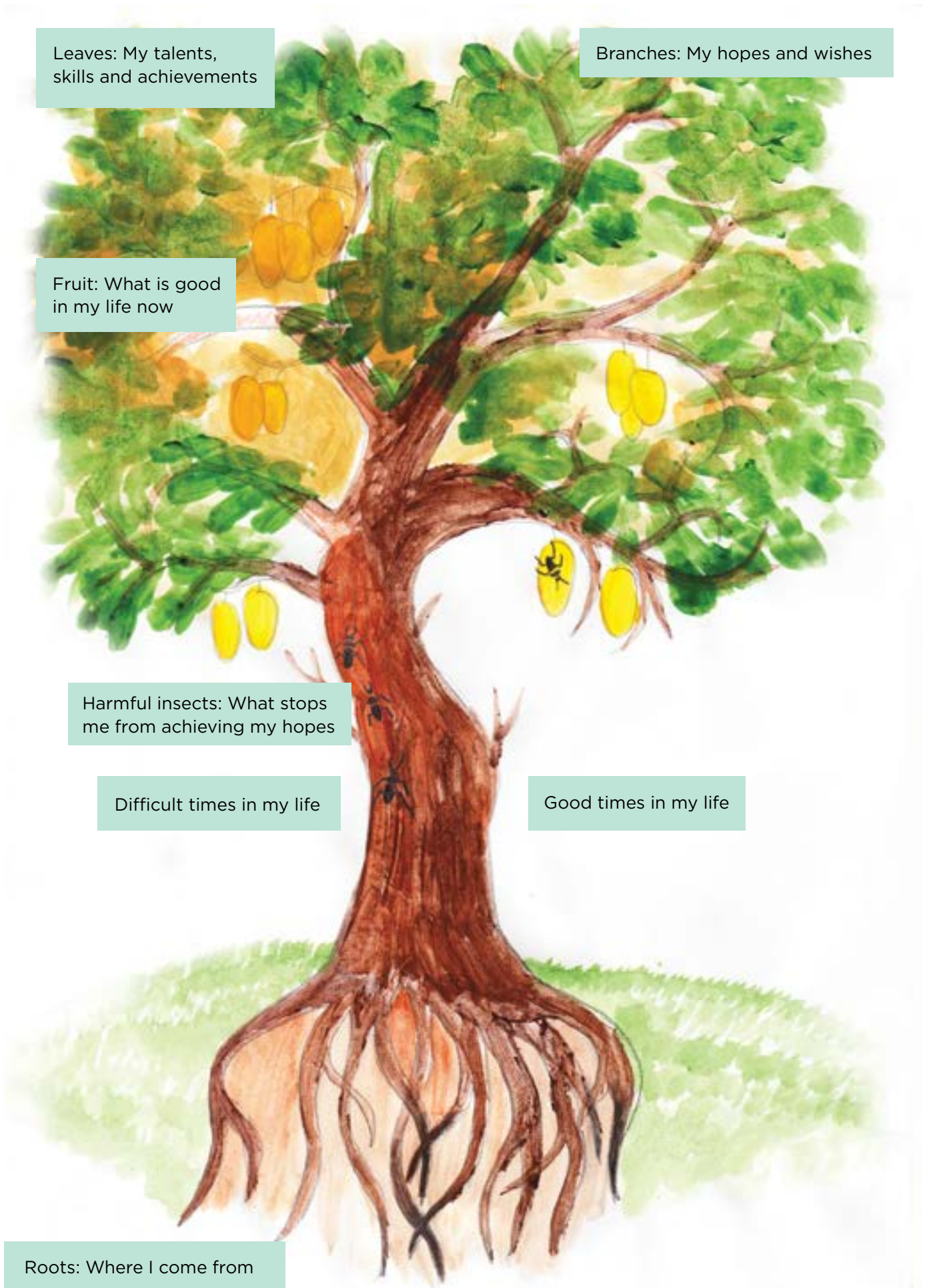
Fruit: What is good in my life now

Harmful insects: What stops me from achieving my hopes

Difficult times in my life

Good times in my life

Roots: Where I come from



## Part 2: Drawing (50 minutes)

**Facilitator says:** *On a large piece of flipchart paper each of us will draw our own tree. (Distribute a large piece of flipchart paper to each participant, sharing out the colored pens and markers.)*

The facilitator shows the picture of the Tree of Life to participants. (**Alternative:** Facilitator draws each part of the tree as he/she speaks.)

**Facilitator says:** *This is your Tree of Life that talks to you. It is divided into three parts: the **ROOTS**, the **TRUNK**, and the **TOP**, which consists of the branches with their leaves and fruit.*

You will need to ask specific questions for each part of the tree. Wait until the children have completed that section of the drawing before moving to the next set of questions. Walk around the room and observe the tree drawings to ensure that the children understand.

1. *Draw the **ROOTS** and write where you come from, and where your parents, relatives and ancestors come from. What town or village do you come from? What town or village do your parents come from? What town or village do your grandparents come from? These are your roots. Roots can also be the people who have loved you and helped you in your life. No matter where you travel in life, your roots are in this ground, in this place.*

**Tip:** Remind the participants that they can use a symbol or picture, if writing is difficult for them.

2. *Draw the **TRUNK** and, on the right side of the tree, write down some of the good events in your life. What made you happy? What are the times you celebrated? On the left side of the tree, write about some of the difficult times in your life. If you had a very difficult time in your life, you can show it as a scar on the tree or a broken branch.*

*See yourself climbing the tree, from the roots to the trunk and now the branches.*

3. *Draw the **BRANCHES**. On the branches, write your hopes and wishes for the future.*
4. *On the **LEAVES**, write your talents (what you are good at), skills (what you are able to do), and achievements (what you have accomplished). What are you good at? (Examples: I am strong; good at taking care of others; I am a good listener)*
5. *On each branch draw the **FRUIT** – the fruits are the good things in your life now. The fruits can also be people who help you, love you or inspire you now (teachers, religious leaders, even someone you have never met).*



**Optional:** *Finally, draw the **HARMFUL INSECTS** that are the obstacles in your life. These are the things in your life that stop you from achieving your hopes. They may also be the beliefs about yourself that interfere with your growth, such as thinking you are worthless or stupid.*

## Part 3: Discussion (45 minutes)

Have the children either meet in pairs and ask one another questions **OR** select a few volunteers to present their trees to the larger group. Keep the presentations fairly brief.

**Tip:** Presenting is optional as some children may not wish to share their drawing. If many children wish to present, several could present on each morning of the workshop.

**Tip:** You can conduct this like an interview using the questions below or allow the presenters to talk about their tree in any way they wish. Be sensitive to the timing, however, and don't have just one or two children dominate the discussion. The objective is for the participants to develop a positive view of themselves – of their talents, skills and achievements – despite life's difficulties.

**Discussion topics to create a positive story of your life:**

- *Tell me about your **Roots**, where your parents lived when they were growing up and the home of your ancestors.*
- *Tell me about the **Trunk**, what times or events you have found to be difficult in life and those that have been good.*

**Tip:** For teenagers and adults, ask what lessons they learnt from these experiences?

- *Who are the important people in your life? How have your talents and skills helped you in your life? (For example, patience has helped me to get through difficult times and wait until things change for the better; when I don't know what to do I seek help from others; in the face of misery I can laugh and that helps me find a solution).*
- *What are your hopes and wishes for the future. What are the messages of hope in your life – when life gets hard what do you tell yourself to continue on?*

**Tip:** If a child becomes upset while telling their story, have the resource person meet with them outside during this session. If several people are upset by what another person is saying, have everyone come into a circle, and hold hands. The facilitator emphasizes that in this workshop we are all together. We all have pains and joys in our life and we share them here.

**Facilitator says:** *We all have fears, and bad things can happen to any of us, but we are not alone. We are connected to others. We have so much in common. We all experience happiness and pain. We all have skills and strengths to help us overcome obstacles. We all come from somewhere; we all have roots that remind us of who we are. We share the same soil and water. And like a tree, we can heal ourselves and if our branches – **our hopes** – are cut, we can grow strong, new ones. We can draw our strength from those who came before us, from our faith, from our families, friends and teachers, and from the people who have helped us as we grow.*

## Part 4: Walking (15 minutes)

Ask everyone to hang up their tree pictures next to each other on the same wall to make a forest. Invite them to look at each of the trees.


**Facilitator says:** *Our lives are part of a forest where we all grow together, connected to one another. Let us walk through the forest and look at each other's trees. See how big and strong our forest is. See how well our trees grow together. We are not alone.*

**Tip:** If possible, keep the trees on the wall throughout the workshop. Tell the children they can take their trees home at the end, if they want.



# MODULE 2

## ACTIVITY 3: Recap 1: Singing to the Lions

|                         |                                                                                                           |                                                                                     |                      |
|-------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To explore the <i>Singing to the Lions</i> theme further.                                                 |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"> <li>Picture of the two lions used in Module 1</li> <li>Tape</li> </ul> |  | <b>15</b><br>MINUTES |

Ask participants to recall what they did in Module 1. Then, put a picture of the two lions into the forest that was formed by the Trees of Life.

**Note:** If Module 1 and 2 are a week apart, then the facilitator will have to put up the forest again for this exercise.

**Facilitator says:**

- *The lions are all the people, beliefs and things we are frightened of in life. What are some of the lions in our life? (get responses)*
- *Now look at the lions in the forest. What do you see? (get responses)*
- *The lions are surrounded, closed in. They are used to hunting in open areas but here in the forest it is difficult for them. If we know who we are, becoming as strong as trees, and we stay connected to others, the lions cannot hurt us. Their power becomes smaller and smaller.*



**Tip:** If necessary, use a short energizer here.


**Facilitator says:** *We now know more about who we are and our strengths. Now, let's understand more about fear and violence that can take away our strength, and what we can do to be strong within ourselves.*

# THEME III. UNDERSTANDING FEAR AND VIOLENCE



**Facilitator note:** Understanding the nature of fear and violence helps us to reduce our fear and panic response.

## ACTIVITY 4: Understanding violence

|                         |                                                                        |                                                                                     |                      |
|-------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To help participants understand the nature of violence and its impact. |                                                                                     |                      |
| <b>Materials needed</b> | • Ball made out of paper and tape, for Part 3 of this activity         |  | <b>80</b><br>MINUTES |

### Part 1: Types of violence (20 minutes)

**Facilitator asks:** *What are the different ways that people hurt each other? (get responses)*

**After hearing the responses, the facilitator asks the following set of questions, getting responses after each question.** *Note that you are not asking the children to name the people who have been affected by violence; only to acknowledge that they know some people who have had the experience.*

**Facilitator says:**

- *Sometimes people can hurt each other with words. Have you seen this happen, where friends have been hurt by words?*
- *People can also hurt someone's body. Do you know people who this has happened to?*
- *Hurt and violence can be physical, or through words, or even through what you have seen or heard. It can also happen in many different places, for example:*
  - ✓ *Have you seen someone being hurt at school? What happens there?*
  - ✓ *Have you seen someone being hurt at their home? What happens there?*
  - ✓ *Have you seen someone being hurt in your community or neighborhood? What happens there?*

**Tip:** If participants are reluctant to speak about these issues, give some examples. At school (bullying, teasing a child who is different, corporal punishment). At home (drunkenness, domestic violence). In the community (army and police violence, attacks, stigmatizing others, stealing, fighting).

**Tip:** Acknowledge and affirm all the issues that the children express; don't try to minimize any of them. Don't write responses on the board or on a chart; it is enough to discuss the issues.

## Part 2: The Hurt game (45 minutes)

Tell the participants to stand up, stretch, and then come into a big circle.

### Facilitator says:

- *Who remembers our earlier discussion? What are some examples of how people can hurt you or others? (Examples: fighting, beating, bullying, excluding others, stealing, raping, and destroying houses).*

**Tip:** If not mentioned, ask about **stigma**; excluding someone because they are the “wrong” color, the “wrong” tribe or ethnic group, physically disabled or even that they look strange.

- *What happens to the person who has been hurt or attacked. What happens to their voice? Can they speak out against what has happened?*
- *What happens to their body?*
- *There are so many ways we hurt each other! When people hurt you or people you know, what does it make you want to do – curl up with your hands over your face and try to make the world disappear, hit back, or just run away? (get responses) Or something else? (get responses)*

Now, let's start another game called **The Hurt game**. I will throw the ball. When you catch it, show us how you would react if someone hurt you.

- *If you want to try and make the world disappear, to ignore everything that is happening, then crouch down or sit on the floor. And then throw the ball to someone else.*
- *If you want to runaway, then run out of the circle and sit outside it. And throw the ball to someone else.*
- *If you want to hit back or get revenge then get into a fighting position. And then throw the ball. The ball is violence and hurt. Let's keep throwing the ball around the circle. Everyone can only throw the ball once so that by the end of the game, no one is left to throw the ball.*

Start by throwing the ball to one participant. Ask the person to show how they would react to violence in their lives. When everyone has thrown the ball, the facilitator ends the game.

**In summary, the facilitator says:** *Everyone look around the circle, what do you notice?*

(Get responses, and comment on which are the most common responses to violence in this group)

- *Look at what violence does to us. What if everyone tried to kill everyone else? What would happen to all of us?*
- *If you run away from school or home, would that make you feel good? What if you ran away and it was worse?*
- *There are so many ways that violence affects us. Violence affects how we feel and what action we take.*

**As a link to the next game, the facilitator says:** *Violence not only affects the person receiving the violence, but the people around them. When we see it, we have strong feelings – fear, hate, etc. And what do those strong feelings of fear and hate make us want to do? (get responses)*



**Facilitator note:** For more information about the effects of violence on children, please see *Breaking the cycles of violence* on **Page 8** of the [Supplement](#).

### Part 3: The Round and Round game (15 minutes)

**Facilitator says:** *This is **The Round and Round game** that shows us more about what happens when violence comes into our lives.*

Everyone stands in a circle, one behind the other so they are looking at the back of the person in front of them. One person starts by putting their hand firmly on the shoulder of the person in front of them and shouts “You!” Then the next person goes until everyone, one at a time, puts their hand firmly on the shoulder of the person in front of them and shouts “You!” Finally, the person who went first gets a hand put firmly on their shoulder.

**Facilitator says:** *So what is happening here? (get responses) Violence goes round and round. The person or group who started the violence has the violence come back to them. Or people who are hurt then hurt others. Have you seen this in your life or someone else’s? (get responses) With bullies, a stronger person hurts a weaker person and then the weaker person finds a way to hurt the stronger person. And it goes round and round.*

**Facilitator gives a final summary:** *What we have learned is that violence creates more violence. In the next activity we will look at one way in which we can stop this circle of violence. We need to start with OURSELVES. Before we move on. Let’s do a short breathing exercise to calm our minds. Everyone please sit down.*

#### Grounding exercise: What can I see, hear and touch

When we have strong feelings about things, it is important for us to feel like we are connected to the earth. This grounding exercise helps to do that:

**Facilitator says:** *Name four things you can see. Name four things you can hear. Name four things you can touch. Touch them. Name three things you can see. Name three things you can hear. Name three things you can touch. Touch them. Now name two things you can see. Name two things you can hear. Name two things you can touch. Touch them. Now name one thing you can see. Name one thing you can hear. Name one thing you can touch. Touch it. Take a big breath in and let it out slowly. How do you feel?*

Note: If there are situations where participants have strong feelings that are dominating or distracting them, then use this exercise. See **Appendix 1** for additional breathing exercises.

### ACTIVITY 5: Alternative responses to violence

|                |                                                               |
|----------------|---------------------------------------------------------------|
| <b>Purpose</b> | For participants to learn constructive responses to violence. |
|----------------|---------------------------------------------------------------|



**20**  
MINUTES

#### Discussion (20 minutes)

**Facilitator says:** *Think about the people you know who have shown strength and resilience in the face of violence: (get responses for questions a and b)*

- What did they do?*
- What resources did they use? (Ask about both internal and external resources. For example, Inner resources: patience, humor. External resources: family support, community elders)*

*What can we – each of us – do to stop violence in our lives? (have children give examples)*  
(Examples include: Tell parents how we feel when they hurt us; form school support groups to help students prevent trafficking or abuse; pray)

**Facilitator says:** *Which suggestions would help you the most? (get responses)*

## ACTIVITY 6: Understanding fear

### Purpose

For participants to learn how fear affects us and what we can do to calm our fears.



**25**  
MINUTES

### Part 1: A little bit of fear (10 minutes)

**Facilitator says:** *A little bit of fear can help us. It prepares us to face danger.*

**Visualization:** *Sit and close your eyes. Imagine that you had to work late at school or in the fields; you are walking down the street alone and you know that it is not a safe place. How do you feel? What is happening to your body? Notice how your heart beats faster. You hear noises more clearly. You are more alert. Imagine that you start walking under the light or where you can be safe. This little bit of fear helps you to avoid a dangerous situation. (everyone opens their eyes)*



**Facilitator says:** *Can you see how a little bit of fear can help you? (get responses)*

### Part 2: Paralyzing fear (15 minutes)

**Facilitator says:** *But there are big fears that can be paralyzing. Then we need to use “the Long Breath”. When you are very scared, do the Long Breath twice. You are breathing out all your fear. Feel your feet on the floor or how the chair supports your body. You will breathe in through your nose, filling up your belly first, then your ribs, and then your chest. Take a deep, slow breath in through your nose (to the count of three) and now breathe out very **slowly through your mouth** like you are breathing out through a straw or whistling silently (to the count of four). You are breathing out all your fears. Let’s do it again. Feel your feet on the floor or your body in the chair, take a deep, slow breath in through your nose (to the count of three) and breathe out very **slowly through your mouth** (to the count of four). Just concentrate on breathing out slowly. How does everyone feel?*

**Facilitator says:** *There is also the Freedom from Fear poem that can help us with big fears.*

**The facilitator recites** the following poem once aloud and then everyone says it together, repeating each line twice. For each line inhale, say the words, and do the hand movements as you exhale.

#### **Freedom from Fear**

**Fear, I say GO!** *(Inhale, say the words, then exhale sharply pushing fear away with your hands)*

**Worry, I say GO!** *(Inhale, say the words, then exhale sharply pushing worry away with your hands)*

**Peace, I say COME!** *(Inhale slowly, hugging yourself)*

**Love, I say COME!** *(Inhale slowly, hugging yourself)*

**Tip:** This poem may be written on flip chart paper and repeated periodically during the workshop.

**Facilitator says:** *How do you feel now? (get responses)*

**In conclusion, the facilitator says:** *A little bit of fear is good because it makes the heart beat faster and makes us alert. It also makes our sight and hearing very good. We are ready for action. But when we have big fears we can become paralyzed. Then we need to do the “Long Breath” and repeat the Freedom from Fear poem.*

## THEME IV. STRENGTHENING WHO WE ARE



**Facilitator note:** How do we maintain a powerful, positive view of ourselves despite the negative experiences of our life? This section gives us the skills to control and focus our emotional life and to reduce our fear and overcome the obstacles that restrain us. We need to ensure that the qualities below become a part of our lives:

- **Belonging:** Feeling a connection to other people, that we are not alone
- **Hoping** that things will get better, even during our darkest or most difficult times
- **Believing** that we are worthwhile; valuing ourselves
- **Being appreciated** by others
- **Having purpose:** Feeling that our life has a purpose
- **Feeling secure:** Having a sense of safety

### ACTIVITY 7: Just change the channel!

#### Purpose

To help participants explore how our thinking affects our feelings. If we can think differently, we feel differently. And how we feel affects our ability to find solutions.



**40**  
MINUTES

**Tip:** If you are working with people who are not familiar with TVs or radios, then try to find another image such as “a flower with many petals”.

**Facilitator says:** *We just learned one way to calm ourselves when we are frightened – by breathing deeply, slowly. Now we will learn some additional ways to respond effectively when we are angry, sad, or scared. When someone tries to make us feel bad, what are the things we can do to make ourselves feel better? (get responses, e.g. connecting with others, having a sense of hope, belonging to a club or sports team, or praying) These are all good things.*

#### Facilitator asks:

- *How many of you feel that you have friends, parents or relatives who can listen to you when you have worries or fears? Raise your hand.*
- *How many of you belong to a group and feel that you are appreciated there? It can be a church, mosque or temple; a club; or another group. Raise your hand.*
- *How many of you do something else, like singing, praying, writing poetry, or going on a walk? Raise your hand.*
- *How many of you have hope that your life can change for the better? Raise your hand.*

**Tip:** Take note of the people who do not raise their hands. You might need to help them to identify their strengths and the aspects of themselves that are worthy. If very few participants have hope, acknowledge this and emphasize the importance of reaching out to people around you for support.

**Facilitator continues:** *When someone tries to make us feel bad, we don't have to feel that way. We can learn to change our feelings. If we change our thinking, then we can change our feelings. (Get examples from participants of how they can change their feelings when someone makes them feel bad – you can then give this example if it is not mentioned – *if we think we are worthless, we will feel sad; if we think we are smart or talented, we will feel good.*) And if we change our feelings, we can change our thinking. (Example: *If we feel happy and are enjoying life, we think happy thoughts.*)*



- *We are all like radios or televisions. Do you know why?* (get responses)
- *We have many channels. What are your favorite channels or stations on radio or television?* (get responses)
- *Imagine that you are a radio or television, what channels do **you** have?* (get responses and include some of the channels in the next part)
- *That's right. There are many channels that we have.*

**Tip:** The participants will remain standing until the end of the activity.

*Now stand up and show me these channels:*

- *The happy channel* (have everyone smile)
- *The sad channel* (have everyone make a sad face)
- *The angry channel* (have everyone make an angry face)
- *The sports channel* (have everyone act out their favorite sport)
- *The fear channel* (have everyone make a scared face)
- *The fun channel* (have everyone do something fun)
- *The dance channel* (have everyone dance)
- *The love channel* (have everyone kiss their arm)
- *What's your favorite channel so far?* (get responses)

**Note:** If participants need guidance about what a feeling is, show them a happy face, a sad face, and a satisfied face (like after a good meal).

**Facilitator says:** *Imagine that you are alone in a room with a radio or TV and there is a program on that you don't like. What do you do? You change the channel. You can do the same thing inside your head, inside your thinking.*

**Facilitator says:** *Every time we change the channel we feel different! So, let's do that now. **Just change the channel!*** (have all participants do a movement to change the channel, for example wiggling your shoulders while taking a big step to one side)  
*What channel are you on now?* (briefly get responses)

*Think of something that makes you feel happy. See it in your mind. Feel it with your hands. Hear it. What we think changes how we feel. So, **just change the channel!** It's the happy channel!*

**Facilitator says:** *So, when the anger channel or fear channel comes on, say to yourself, "This is how I feel. I am angry now. Or I am scared now. But do I want to hold onto this feeling for a long time? Does it help me?" So, when we are ready to let go of that feeling, what do we do?* (get responses)  
**Just change the channel!** (everyone does the movement)

**Tip:** If they can't choose a channel for themselves, then ask: *Is it the dance channel, the love channel, the happy channel? Show me.*





**Facilitator says:** *There is another way to change the channel. Take three slow deep breaths in and slowly breathe out, and each time when you breathe out say “haaah”. Let’s do that.* (the facilitator leads them in slowly inhaling and then exhaling with a “haaah” sound) Now **think** of a time you felt so peaceful, so calm. Maybe being with your best friend, or watching TV or listening to music. Again, breathe in slowly and when you slowly breathe out, say “haaah”. Welcome to the calm channel. (everyone can now sit down)

**Discussion:** The facilitator has a brief discussion about how everyone is feeling after the activity. Then the facilitator asks everyone how they will use this skill in their life.

**To focus the discussion further, the facilitator asks:** *Can you tell me about a time when you felt angry and you decided to let it go and change the channel? Can you tell me about a time you were feeling scared and you decided to let it go and change the channel?*

If either the facilitator or a few of the participants have a story about letting go of a feeling that was having a destructive effect on them, they can tell it.

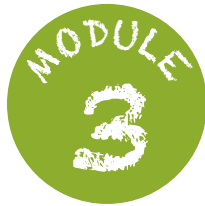
**An example:** *Sara’s stepmother always made her do extra chores around the house – more than her own children. This made Sara very angry and she thought about it all the time.*

*One day, Sara realized that she liked singing. “Maybe,” she thought, “I can become a singer when I grow up.” So Sara decided she would practice her singing when she did her chores. She couldn’t always sing out loud, but then she thought about the songs she liked. She also did the slow calming breaths many times. Sara still had to do her chores, but she felt better about it. She wasn’t angry all the time and this also helped her concentrate when she was in school. She changed the way she responded to a situation, even if the situation at home didn’t change.*

The facilitator asks everyone to stand up.

**In summary, the facilitator says:** *Often we can’t change our situation, but we can change how we react to it. We can **change the channel!*** (the facilitator does the special movement with everyone).





## ACTIVITY 8: The safe place inside us

### Purpose

To show participants that when we feel overwhelmed by life there is always a safe place we can go inside us. (visualization exercise)



**20**  
MINUTES

**Facilitator says:** *We have learned ways to calm ourselves by breathing. And we have learned how to change the channel when we are tired of feeling angry, sad or scared. Now we will learn that there is a “safe place” we can always go inside us. A place where we can find peace and comfort, no matter how difficult life is.*



**Facilitator note:** Read the **visualization** story below. Ask everybody to close their eyes and cross their arms, putting their hands on the opposite shoulder (left hand on right shoulder; right hand on left shoulder). While you are reading the story ask everyone to repeatedly tap one shoulder then the other with their hands. This is known as a “butterfly hug” because your hands tap your shoulders like the wings of a butterfly and at the same time you are giving yourself a big hug (see the picture of the butterfly hug on **Page 28**). Instruct participants that they should **continue tapping** their shoulders throughout this activity. The purpose of the butterfly hug and the tapping is to allow the brain to experience intensely the words of the safe place activity. The tapping increases the feeling – it deepens the experience.

The facilitator should read in a soft, slow voice to help people relax. Pause briefly between paragraphs. Let the words sink in.

**Facilitator says:** *Close your eyes. Take three deep, slow breaths. Feel yourself relax. Now think of a SAFE PLACE, a real place that you can go to. It may be inside or outside. If you can't think of a real safe place, then imagine a place. This is a place where you feel so good and so relaxed. You are now standing in this safe place.*

- **Smell** the air. What can you smell? It might be the grass or cooking smells from the kitchen or something else.
- **Feel** the ground or the floor under your feet.
- **Hear** the sounds – the trees, the birds, voices, traffic or other sounds.
- **Taste** the air – there is a good taste in your mouth.
- Keep your eyes closed. In your mind, **look** around this safe, relaxing place. Look in front of you. Look to each side. What do you see?

*In your mind, enjoy this place. Feel how peaceful this place is. Notice any feelings you have in your body – do you feel relaxed? If you have pain or tension in any part of your body, focus on this for a moment as you take some deep breaths. With each breath you feel more and more relaxed. This is your SAFE place. You can go there anytime you want just by closing your eyes and taking three deep breaths. With each breath, feel yourself relax more and more. How comfortable you are, how content and peaceful you are. Enjoy it. (Wait one or two minutes, allowing everyone to enjoy themselves.)*




**Facilitator note:** Remind the participants that whenever they are upset or just want to feel good they can do the butterfly hug.

Now it is time to come back to this room. I will count to three and you will open your eyes. One - you are feeling energy in your body. Two - you will go back to this safe place whenever you want. Three - open your eyes, feeling awake, alert, refreshed.

**Discussion:** How does it feel to have a place inside yourself that is safe and relaxing?

**Tip:** Do not ask the children to reveal their safe place; that is private.

## ACTIVITY 9: The four squares<sup>8</sup>

|                         |                                                                                                                                   |                                                                                     |                      |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To enable participants to experience a technique that relieves suffering and that can be used as needed.                          |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"> <li>• Pens, pencils or crayons</li> <li>• A4 (book size) paper, one per participant</li> </ul> |  | <b>60</b><br>MINUTES |

**Tip:** Do not use markers for this activity as they penetrate to the other side of the paper where other pictures will be drawn.



**Facilitator note:** Although this activity may elicit strong feelings in the participants, by the end of this exercise many of the children will feel better, experiencing less suffering from their thoughts and feelings. All the children will be asked to drum (on the chair, table, floor or wall) while they look at their picture. This is because drumming helps our brain to think more quickly about things and for our fears to diminish faster.

Give each participant a piece of paper and pen/pencil. Ask them to draw their safe place - or a symbol that reminds them of it - on the whole page. Repeat that they should use the whole side of the page, but only that side, as the other side will be used for something else.

**Facilitator says:** Think about your **safe place**. Draw your safe place, filling up the whole paper. Look at your drawing and drum slowly. **(drum slowly 20 times)** How do you feel?

**Side One** - A safe place (this is an example)



Image courtesy of [www.aperfectworld.org](http://www.aperfectworld.org)

8. Adapted from Jarero I., Artigas, L., Hartung, J. (2006) 'EMDR integrative group treatment protocol: A post-disaster trauma intervention for children and adults'. *Traumatology*, 12, 121-129

Then tell the children to turn their paper over. Tell them to fold the paper into quarters, so that there are four squares. Have them number each square – numbers 1 and 2 are on the top, numbers 3 and 4 are on the bottom. Tell them that they will draw something scary on this side of the page, but they must listen and follow your instructions carefully.

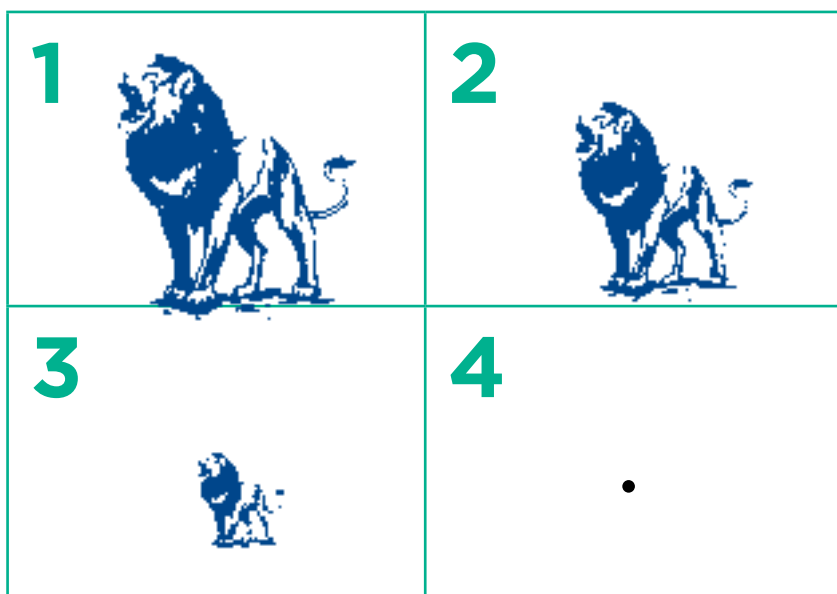
**Facilitator says:** *Imagine if you could take whatever frightens you and make it so small that you did not feel afraid anymore. This is what you will now learn to do.*

1. **Facilitator says:** *Now turn your paper over and, in the top square where you wrote **Number 1**, draw a scary memory or anything that scares you. If you don't know, draw a scary lion with sharp teeth. Draw it **big**, to cover the whole square. Look at your picture and drum slowly. I will tell you when to stop. (Each time, they drum slowly 20 times)*

*Now stop. How do you feel? Where do you feel it in your body? Look at the picture. Drum slowly again. Good. (A few responses will suffice for each question)*

2. *Now in square **Number 2**, draw the same picture smaller, the size of your **thumb** from top to bottom. Now, look at the picture. Drum slowly, continuing to look at this picture. Now stop. How does your body feel now? Good. Let's drum again.*
3. *Now, in square **Number 3**, draw what scares you, even smaller, the size of your **fingernail**. Look at the picture. Drum slowly. Now stop. How does your body feel now? Notice how each time you draw you will feel better and better.*
4. *Now in square **Number 4**, draw the picture as just a **dot (.)** Drum slowly. Stop. Take a deep breath and let it out slowly. How does your body feel now? Any different than before?*
5. *Now go back to the first drawing you did of your **safe place** (on the other side of your paper). Look at the picture. Drum slowly. Close your eyes. Take one slow deep breath in and let it out slowly. Listen to the sounds around you. Listen to your breath and feel your body supported by the chair. See your safe place in your mind. Touch the things in your safe place. Breathe deeply. Touch the things in your safe place again. When you are finished, take a deep breath and exhale. Slowly open your eyes.*


**Side Two** – Four sequential images of something scary (this is an example)



**Discussion:** The facilitator asks the children how they feel now compared to when they began. The facilitator commends the children for being able to control what scares them. The facilitator tells the children they can take their four squares home.



Remind the children that when they are feeling sad, angry or scared at home or at school, they can do the **Four Squares** and feel better.

| ACTIVITY 10: Mountain, water, wind, fire |                                                                                                                                               |                                                                                     |                      |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>                           | To enable participants to connect with the elements of nature and utilize their power to respond to strong emotions and difficult situations. |  | <b>60</b><br>MINUTES |



**Facilitator note:** There are many religious and spiritual practices that draw on nature for sustenance and healing. This activity helps children use the power of the different elements in nature to deepen their connection to the strength that is within them, and helps them develop a range of strategies for responding to different situations. At the end, ensure that everybody understands the difference between hard and soft strength.

### Part 1: Discussion (10 minutes)

**Note:** The participants will imagine themselves as these different parts of nature. They will move their bodies like a mountain, water, fire and wind. When they are asked to “become” like a mountain, for example, they should act and feel what it is like to be a mountain.

**Facilitator says:** *When we are in a difficult situation, we have the solution in what is all around us – it is **mountain, water, wind and fire.***

1. *Become a **mountain** – Stand like a mountain. Nothing can hurt you. You are so powerful. Walk like a mountain. What happens inside you when you become a mountain? (have people share their experience)*
2. *Then we become **water** – Soft and flowing, able to get past anything. Move around the room as water. You can move around any obstacle. Then you can be still as well. Be very still, like a pool of water on a day with no wind. What happens inside you when you become water? (get responses)*
3. *Then we become the **wind** – Light and speedy. You are always moving. Nothing can stop you. Move like the wind. We can think like the wind, let our thoughts go in any direction without limit. We can move our mind in any direction. (Option: Sit outside and watch the movement of trees and clouds pushed by the wind.) How does it feel different to be the wind rather than the mountain? (get responses)*
4. *Then we become **fire** – You are so powerful. You can destroy almost everything. You are pure energy. Like the sun brought to earth. See yourself as a burning match. (Option: Light a match. Then light a candle and have participants observe it.) See yourself as a lit candle. See yourself as a big fire. This fire can also bring light so people can see. How does it feel?*
5. *Then come back to the **mountain.** Powerful, standing strong, watching.*

**Facilitator says:** *What happens inside you when you are each of these – mountain, water, wind, fire? What’s your favorite?*



## Part 2: Drama (40 minutes)

The facilitator divides people into four groups. Each group will be given a different element (mountain, water, wind, fire) to use in dramatizing a situation of their choice or from one of the suggestions below. Participants will have 10 minutes to prepare their drama and 3 to 4 minutes to present. Facilitators should emphasize that their drama should be short.

- *You are being bullied at school.* (mountain)
- *A situation from your own life.* (water)
- *Your father comes home drunk and is very angry at you.* (wind)
- *A stranger is trying to break into your house.* (fire)

At the end of the dramas, the **facilitator asks:** *What did we learn from watching these dramas?*



**Facilitator note:** Using the examples of the previous dramas, the facilitator explains that you don't always have to run away from what scares you. If you interact or engage with what scares you, as people did in their dramas, you can cope with your fear better.



## Part 3: Hard strength and soft strength (10 minutes)

**Facilitator says:** *Sometimes it is good to be water, other times a mountain, other times fire or wind. Different situations require different actions. Sometimes we need to respond with all the power we have like a fire or mountain. Being like fire or being like a mountain is **hard strength**. A person uses hard strength when they stand up against injustice, or they resist when someone tries to force something bad on them.*

**Tip (Optional):** The facilitator can demonstrate hard strength by pushing against someone who opposes their strength. Do not push the person so hard that they lose their balance.

**Facilitator continues:** *Sometimes we need to go around someone, take a different path, or avoid a situation. We are like the wind, which cannot be captured. We are like the water that moves around a rock. We do not oppose the other person. We move with them. We yield but we keep flowing. Being like water or wind is **soft strength**.*


**Tip (Optional):** The facilitator can demonstrate soft strength by having a person push against them. For this demonstration, they should use half their strength. Rather than oppose them, the facilitator steps out of the way and gently pulls the person in the direction that they are pushing. The person ends up moving or walking with the facilitator.

**Facilitator asks:** *What are some examples in your life of using hard strength? (Example: Responding with equal or superior strength, using words or physical strength, to someone's challenge.) What are some examples of using soft strength in your life? (Examples: Negotiating, talking nicely to an angry person). Both hard strength and soft strength are important; it depends on the situation.*





## ACTIVITY 11: It's not my fault!

|                         |                                                                                                    |                                                                                     |                      |
|-------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To help participants recognize that they are not always at fault and to free them from self-blame. |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• A4 paper</li><li>• Tape</li><li>• Markers</li></ul>        |  | <b>40</b><br>MINUTES |



**Facilitator note:** We can build our strength to respond effectively to difficult life situations, but it is also very important that children do not take the blame for things that are not their fault. Because children are in a weaker position in families and societies, they can be the target of blame when the fault actually lies elsewhere. The guilt that children experience when they are incorrectly blamed damages their view of themselves as worthwhile human beings. (See picture on **Page 35**)

1. In this game, the children will run to one corner of the room if they answer “Yes” and the opposite corner of the room if they answer “No”. For each result, you will ask one or two children why they said “Yes” and why they said “No” to help all the children see clearly when they are to blame and when they are not responsible.
2. The facilitator will write “YES, MY FAULT” in large letters on an A4 piece of paper and tape it on one side of the room, so everyone can see it. On another A4 piece of paper the facilitator will write “NO, NOT MY FAULT” and tape that to another wall.
3. The facilitator picks eight statements, four from Category A and four from Category B. **Mix up the Category A and B statements to make it more interesting.** If there is time you can choose additional statements.

### Category A: Is it your fault if ...

These items are examples of when the child ***is not*** at fault:

- Your uncle hurt his foot and yells at you?
- Your father beats you when you bring home a school report that isn't very good, even though you did your very best?
- There is war in your country and you had to run away?
- Your parents shout at each other?
- You do bad thing as a child soldier after the militia came to your house and threatened to kill you if you did not join them?
- Your father steals something to pay for your school fees and is arrested?
- Your father is arrested by the police or the military?
- Your house or village is attacked?
- Your parent dies of HIV and AIDS?
- You are raped while you are fetching water after it got dark?

**Tip:** In conservative environments, where you cannot talk publicly about sexual issues, you may use the word “attacked” rather than the word “raped”.

**Note:** Rape/attack is never a person's fault. No one deserves to be attacked. The facilitator needs to emphasize that no matter what the child does or the clothing she or he wears, no one wants to be attacked. It is ***never*** the child's fault.

## Category B: Is it your fault if ...

These items are examples of when the child **may be** at fault.

- You are sent to the shops and lose money because you are careless?
- You do not offer a respectful greeting to a visiting relative because you don't like her?
- You do not do your homework even though you have time?
- You go into an area that you know is dangerous (e.g., because of fighting) and get hurt, even though you weren't allowed to be there?
- You call someone else names or try to hurt them because of conflict or war in your region?
- You stay out late without telling anyone and do not have a good reason?
- You don't sweep the front of your house before you go to play football with your friends?
- You hang out with friends who introduce you to drugs or alcohol, which you start taking?

**For each statement, the facilitator says:** *Run to one side of the room or another, depending on whether your answer is "Yes, it is my fault" or "No, It is not my fault".*


Select one or two people from each group to explain why they chose their answer. Start with the group that has fewer people. Children may change positions but should not try to persuade the other group.

The facilitator briefly wraps-up this activity by asking: *If we are at fault, how do we handle that in a good way?* (get one or two responses). *If we are blamed wrongly, how do we handle that?* (get one or two responses).

**Tip:** Do an **Energizer** here or insert one of the **Grounding** or **Breathing** exercises (see **Appendix 1**). Alternatively, ask the group if they know of a short dance or song that everyone can easily do.



## ACTIVITY 12: Letting go of problems

|                         |                                                                                                                                                   |                                                                                     |                      |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To teach participants to release those experiences that inhibit them from moving forward and progressing in life.                                 |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"> <li>• A large sack, box or basket</li> <li>• Sticks, stones or other heavy items to put in the sack</li> </ul> |  | <b>40</b><br>MINUTES |

**Facilitator says:** *Knowing when it is our fault and when it is not is important because it helps us to lighten the load of life on our shoulders. It helps us to take responsibility for what we have done and to refuse to accept responsibility for what we have not done.*

*Every so often, we need to clean out the problems in our life that have collected inside us. The problems may not go away, but we will feel lighter and then be able to see the world in a different way that may lead us to answers. We will realize some problems are not ours and we can let go of them. We may have new ideas about how to solve some problems because we are feeling so much lighter and better. Here is what we do.*

### Part 1: Putting our problems in the sack (25 minutes)

Tell the children to go outside to get sticks or stones for each of their problems and then return.

**Tip:** The facilitator should have some heavy things already in the sack. If sticks and stones for the participants are not available they should be collected earlier.

When the children return, the facilitator reminds them that the sticks and stones represent the problems in their lives. Ask each child to put the sticks or stones into the sack one at a time. As they put these in the sack, they say the problems aloud or to themselves. The facilitator picks up the bag and comments how heavy it is. Some of the children may also try to lift it.

**Facilitator asks:** *What should we do with this sack of problems?* Get responses and agreement from the group on what action they will take.

The facilitator asks for help from everyone to take this heavy bag of problems out of their lives. Several people lift up the heavy bag and everyone follows them outside to the agreed-upon place.

**Tip:** If people have collected only sticks, you may be able to make a fire and burn the contents of the bag. If stones, either dig a hole and bury the problems or find a big tree and place the rocks around the tree trunk allowing “Mother Earth” to hear the problems and cleanse them, wishing for everybody here to be set free from their problems.

When you take the bag of problems outside, have everyone hold hands in a circle while the problems are being released. If possible, find a relevant song to sing or even create a song about releasing our problems and lightening our load.



## Part 2: Sweeping our problems away (20 minutes)

Back in the room, the **facilitator says:** *In case there are still problems left over, imagine all your problems just falling off of you. Like leaves falling from trees. Or a snake losing its skin. Jump up and down letting all your problems fall to the floor. And now it's time to sweep all your problems away.*

**Facilitator says:** *Here's a broom for each of you. Shake off your problems and sweep them away!* (Facilitator hands out an imaginary broom to everyone and they start sweeping. They sing. Make sure that everyone sweeps the problems out the door.)



**Tip:** Use the lyrics of a local song about sweeping things away, cleaning up one's life. Everyone sings these lyrics together as they sweep the problems out of their lives, or makes up their own song.

**Discussion:** When everyone returns to the room, they sit down. **The facilitator asks everyone:** *What was this activity like for you? How did it make you feel? Did you have a favorite part?*

**Facilitator says:** *You now have your broom next to you when you need it. The most important thing is that we keep letting go of the weight of problems in our life, that we don't let our problems become so many and so heavy that they paralyze us.*

## ACTIVITY 13: The Treasure Tree

### Purpose

To enable participants to create a place inside them that holds all that is good about them and that no one can take away.



**40**  
MINUTES



**Facilitator note:** This reinforces the same theme as the earlier activity, **The safe place inside us**. It is good to have varied approaches and imagery to help children and youth learn important coping strategies. This activity is also an important link to the activity, **The Tree of Life**.

**Facilitator says:** *We have learned how to let go of problems that weigh us down. We have learned how to become different parts of nature – mountain, water, wind and fire – to help us respond effectively to difficult situations. Now we will learn how to protect ourselves from people who hurt us. When people criticize you, say bad things about you, and cannot see the goodness inside you, it is important that you know what is truly good about yourself.*



**Facilitator note:** Read this story **slowly** and with expression. Make it very interesting and engaging to listen to. Tell it in a way you would a story around a fire or a bedtime story. Children should close their eyes as you read the story.

**Facilitator says:** *I am going to tell you a story. This is a story about a tree that started growing a long, long time ago. It is called the **Treasure Tree**. When people would come to cut down the tree with axes, the axes would break. When they would try to cut down the tree with saws, the blades would break. Nothing could destroy the Treasure Tree.*

*The Treasure Tree is very wise, as it has lived forever. Feel your heart beat. Feel your breath. The Treasure Tree lives inside you. It lives from your heartbeat and breath. The Treasure Tree protects you. Think of all the good things your friends have said about you. Think of all the good things the people who love you or care for you have said about you. Think of your strengths and the good qualities you know you have. Name them to yourself. In your mind, write these good things down. You want to remember them.*



Now the Treasure Tree calls to you. When you arrive you see how tall and how strong it is. You might even see the marks where people tried to cut it down. And you go to the Treasure Tree and touch its bark. You can feel the heat and energy of the tree! And then the tree opens, only for you. **It knows only you.**

You can see all the way into the center of the tree. You see all the rings of the tree, the good years and the difficult years. The good years have fat tree-rings and the difficult years have thin tree-rings, one for each year. And in the center of the tree there is a box made out of gold and jewels. You reach in and lift up the box. It's beautiful. It sparkles in the light.

You open the box and put the list of all your good qualities inside. Your strengths, your talents, and all the good things about you – they all go inside the box. **These are yours!** Then you close the box, return it to the center of the tree, and the tree closes.

And inside your head the Treasure Tree speaks to you. It says, “I will open only for you. I will keep all the goodness, all the good things about you safe so that no one can ever take them away from you. People may hurt your body, but they can never hurt your soul. I protect you, the goodness that is you. Whenever you return and open the golden box, you will see the goodness of who you are. Just feel inside your heart. I am there.”

And you put your hand by your heart and feel the Treasure Tree growing there.



Note: The children put their hands on their hearts and hold them there for several moments, feeling the warmth.

**Discussion: Facilitator says:** *Open your eyes slowly, and take a deep slow breath in and then out. How does it feel to have a protector of all the good things about you? (get responses) Put your hands where the Treasure Tree is inside you and feel it for a minute.*


**Facilitator says:** *In the Treasure Tree are all those beautiful things that help you feel good about yourself. You no longer need to fight the person who hurts you because you now know what is inside you. Your goodness is in a hidden place and no one can take that from you.*

**Tip:** Do an **Energizer** here or insert one of the **Grounding** or **Breathing** exercises (see **Appendix 1**). Alternatively, ask the group if they know of a short dance or song that everyone can easily do.





## ACTIVITY 14: Recap 2 – Singing to the Lions

|                         |                                                                                                                                                                                                                                                                                                                         |                                                                                     |                      |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To summarize the main lessons of <i>Section IV: Strengthening who we are.</i>                                                                                                                                                                                                                                           |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>Picture of two lions roaring (See <b>Page 13</b>).</li><li>There are two groups of children (see <b>Page 43</b>).</li><li>One group looks very frightened, the other looks calm and is observing the lions. Some of the children in this group are smiling at the lion.</li></ul> |  | <b>20</b><br>MINUTES |

The **facilitator asks** the following questions, giving time for a few responses:

- *What is happening in this picture?*
- *There are two groups of children. How are they different?*
- *What do you think each group of children is thinking?*
- *What do the lions think when they see the calm group of children, just watching, without getting upset?*
- *What do you think the children are doing to stay calm while the lions are roaring at them?*
- *Do we know people like these lions? They would be the people who try to scare us. They roar. They make us feel bad about ourselves. They make us feel weak.*
- *Why do these lion people want to behave this way? Why do they want to scare, bully, or intimidate others?*



**Facilitator asks:** *What have we learned from this activity? (get responses)*



# THEME V. MAKING CONNECTIONS



**Facilitator note:** When we face difficult times we have two choices:

- If we cannot change the *environment* or *situation* in which we are living, we can change our *response* to what is happening. (This was discussed in the previous section) OR
- We can change our *environment* (which we will discuss now) and remove what makes our life miserable.

In this section, we will explore ways to change what is happening outside of us to establish safe places for children and to encourage adults to become advocates for children's issues.

This section also explores the power of the community to heal. The community can do this in several ways:

- **Establish safe places for children** – children cannot heal unless they feel safe.
- **Provide helpers** – children cannot heal unless they can find others, adults or children, they can talk to and whom they can trust. Even when the police or authorities cannot help, there can be helpers in the community that can take the necessary actions.
- **Get clear messages and action** from community leaders, help child-headed households that are vulnerable to exploitation, and encourage people to be courageous enough to say abuse and violence are wrong and take action.

It is important for children to have the support of friends and adults to address their issues as they should not be expected to accomplish change completely on their own.

## ACTIVITY 15: Lion on the mountain! Run, run, run!

### Purpose

Energizer that builds connectedness.



**15**  
MINUTES

**Facilitator says:** *I will say "Lion on the mountain! Run, run, run!" several times and you will run around in a large circle. When I stop and shout out a number, you have to quickly get into groups of that number. To make it more interesting, I will say two numbers and you must get into groups having the number of people I mentioned. For example, if I say "Twos and Threes" you can either get into a group of two people or three people. Each time I say the two numbers you will get into those groups as fast as you can. Everyone ready?*

**Action:** The facilitator repeats the phrase three times, "Lion on the mountain! Run, run, run!" Everyone sings along with him while running. The facilitator first shouts out "Twos and threes". Then the facilitator says the phrase and shouts out "Fours and fives". The facilitator repeats the phrase again and shouts out "Sixes and sevens". After saying the phrase again, the facilitator invites the children to shout out two numbers and everyone runs into groups. Finally, the facilitator shouts out the number "One hundred!" so that everyone gets together in one group.

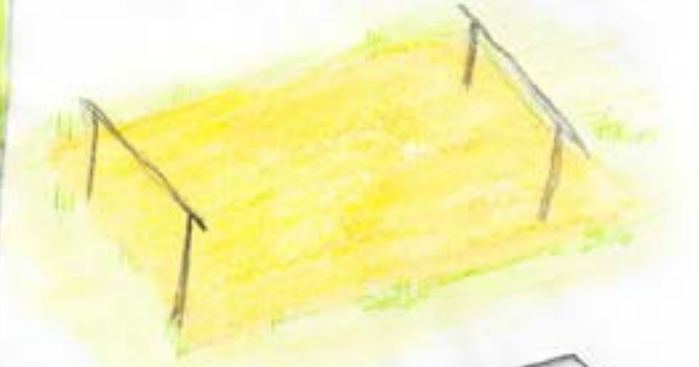
**Tip:** No child should be left out of a group, that is why two numbers are used.

**Facilitator says:** *Though we can sometimes fight lions on our own (lions being all the things we are afraid of), we often rely on the help of others to deal with fear and violence in our lives. In this section of the workshop, we will learn where the safe and dangerous places are in our community, the people who can help us with challenges in our lives, and what action we and the helpers in the community can take to make a difference.*


## Dangerous places



## Safe places



## ACTIVITY 16: Safe and dangerous places

|                         |                                                                                                                                                       |                                                                                     |                      |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | For participants to learn where in the community they can be safe and where it is dangerous and how to protect themselves against violence and abuse. |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• Flip-chart or poster paper</li><li>• Pens, colored markers and crayons</li></ul>                              |  | <b>65</b><br>MINUTES |

**Facilitator says:** *In this workshop we have learned how to create a safe environment inside of us and now we will learn to create a safe environment outside of us, in the world we live in.*

*Part of protecting ourselves is to know the safe and dangerous places where we live. Once we know that, we can then find people who can help improve our neighborhoods. As children and youth, we can contribute our knowledge and skills, and then we need the adults to do their part.*

### Part 1: Drawing (35 minutes)

- Divide people from the same neighborhood – a 10-minute walk from one another – into groups (with a maximum of four people per group).
- Give each group a large piece of paper (flip-chart or poster paper) and ask them to draw the dangerous and safe places in their neighborhood. Put an “X” or a sad face ☹ on the dangerous places. Put a circle “O” or a smile 😊 on the safe places. When finished, everyone hangs up their drawings on the wall, creating an “art gallery”. People look at the drawings, observing which are the dangerous and safe places mentioned most frequently. (The illustration on **Page 46** is just a sample.)

### Part 2: Discussion (30 minutes)

Answer the following questions:

- *What are the safe places in your community? Why are they safe?*
- *What are the dangerous places in your community?*
- *What can children do to make these dangerous places safer?*
- *What can adults do to make these dangerous places safer?*

**Tip: Suggestions for what can be done to make dangerous places safer:** Go out in groups or with adult helpers to stay safe; go by a different, safer route, even if it is longer; ask the local government to install lights on dark roads; request more guards or adult helpers to patrol areas often used at night, such as water wells. Other ideas? Especially if there is danger at home, talk to people you trust and ask for what help you need.


**Facilitator says:** *Making dangerous places safer involves working with trusted adults who can make our homes and communities safer. In the next activity, we will find out who those helpers are for difficult situations in our lives.*

### Full belly breathing exercise

**BREATHE!** Put both your hands below your belly button. When you breathe in feel your belly expand and get bigger. When you breathe out feel your belly get flat again. Say to yourself “BIG Belly!” when you breathe in, “SMALL belly!” when you breathe out. Feel your feet on the floor. Feel your breath in your belly. How do you feel? **Note:** This exercise can be used as needed. Its purpose is to help the person feel calm and centered, and rooted to the earth.



## ACTIVITY 17: The helpers game

|                         |                                                                                                                       |                                                                                     |                      |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To identify who are the various helpers in the participants' lives to assist them in overcoming difficult situations. |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• A4 size paper</li><li>• Markers</li><li>• Tape</li></ul>                      |  | <b>40</b><br>MINUTES |



**Facilitator's note:** Helpers are the people who we can go to when we are in crisis or facing a difficult situation, e.g., an older sibling, parent, teacher, social worker, nurse, neighbor, grandparent, etc. In this activity, the children must first identify who the most common helpers are in their community. The name of each type of helper is written on a piece of paper and all the pieces of paper are pasted on the wall. Then, for each specific situation that the facilitator presents, the children must rapidly select the person to whom they would go for help by lining up in front of that person's name or title. A short discussion should follow as to why the children made the choice they did for that situation. Thus, this activity provides a rapid assessment of who the people are in the community most approached for protection issues. The helpers with the longest lines indicate who is important in the community for that particular issue. These individuals should be consulted on child-related issues and programs. You can repeat this activity in a few months to see if there are any changes.

**Facilitator asks:** *Who are the most important people who help you in your life?* Decide as a group on a maximum of five helpers, not the real names of the helpers, but who they are, e.g., older sister, teacher, etc.

**Tip:** Allow a maximum of two family members to be named as helpers so that more community people such as teachers, nurses and neighbors can be included.

The facilitator makes a label for each helper on an A4-sized paper. An extra label will be marked "I don't know". There should be no more than six labels in total (five helpers and one "I don't know" label). Put the labels on the wall a couple of feet apart, or tape each label onto the back of a chair, putting the chairs into one line.

**The facilitator** reads each of the following scenarios one at a time out loud:

*Who can help you if ...*

- *A friend's mother is very sick and can't work any more?*
- *A friend is forced to leave school so a younger brother can go instead?*
- *A friend is being sexually abused by her guardian?*
- *A friend tells you they want to hurt themselves?*
- *A friend witnesses his parents often yelling and hitting each other?*
- *A friend is being bullied at school?*
- *A friend is told that she will be sent to marry an old man?*
- *A friend is separated from his family after a huge flood (or war)?*
- *A friend sees her home destroyed by war and is very sad all the time?*
- *A friend is recruited by soldiers or rebels to fight?*

**Tip:** You can ask the participants for additional situations. You can adapt the above situations for adult participants and for your culture or living environment.


After each scenario is read out, the participants run as fast as they can and form a line in front of the helper they would approach for assistance. Ask the largest group why they chose that helper.

**Tip:** It is always useful to have a back-up plan. For some of the scenarios, **the facilitator asks the largest group in front of a helper:** *If this helper is not helpful, who else would you go to?*

If the “I don’t know” group is fairly large, ask them if there is another helper they would go to, make a label for that person, and then repeat the scenario to see how many people would consult that person.

For each situation, note down which helpers have the longest lines as well as the people who line up in front of the “I don’t know” person. The people who line up in front of the “I don’t know” person will need special help to identify support people. The helper with the longest line indicates who is important for that issue in the community. You can follow up after the workshop to ensure that this group of helpers is fully utilized.

**Discussion:** (10 minutes) **Facilitator asks:** (a) *What did you learn from this activity?* (b) *Choose one of the helpers listed and describe how that adult and child would work together to solve one of the scenarios listed above.*

| ACTIVITY 18: Outsmarting the Lion |                                                                                                         |                                                                                       |                      |
|-----------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>                    | To build strategies for how participants can protect themselves from abuse and violence in their lives. |                                                                                       |                      |
| <b>Materials needed</b>           | <ul style="list-style-type: none"> <li>Picture of two lions roaring (See <b>Page 13</b>)</li> </ul>     |  | <b>50</b><br>MINUTES |

### Part 1: Outsmarting the lion (20 minutes)

**Facilitator says:** *If we have the support of our friends and helpers who care about us, we can conquer most problems. Even when we are alone, it’s not about being stronger than the lion, but about being smarter than the lion. I want to tell you a story about someone who was so smart that the lion could not hurt him.*

#### The lion and the rabbit<sup>9</sup>

*Once there was a rabbit that was being chased by a very fierce lion. It tried to run away from the lion but nothing seemed to work. The rabbit then decided to run into a deep hole. As the rabbit went in, the lion caught the rabbit’s foot. The rabbit thought quickly of what to do, and surprisingly the rabbit started laughing and said, “Uncle Lion, you didn’t get me. You caught a tree root”. In his fury, the lion let go of the rabbit’s foot. Then he grabbed again, and this time he really did catch a long root and the rabbit was free. But the rabbit exclaimed, “I beg your pardon, Uncle Lion, please let me go because now you’ve really caught me!” Hearing this, the lion started trying to pull at the root, thinking it was pulling the rabbit out of the hole. During this time, the rabbit got away using another*



9. Adapted by *Singing to the Lions* facilitator Lightwell Mpofo from a Zimbabwean fable

*exit, safely out of harm's way. Meanwhile, the lion tugged and tugged at the root until it broke off and the lion realized that the rabbit had outdone him. He decided to wait for the rabbit at the mouth of the hole, not realizing that the rabbit had escaped. Eventually the lion got tired of waiting and went away. Wisdom saves.*

**Discussion:** *What did you learn from this story? Have any of you ever outsmarted a lion? (get responses) Have you ever outsmarted other problems? (get responses)*

*Now that we've learnt that we can outsmart the lion, let's see what we can do when the lions try to take something away from us.*

## Part 2: You can't hurt us! (15 minutes)



**Facilitator's note:** In this game, the children are guarding something they consider very valuable. It could be a friend, their future, their education, etc. Let each child decide what it might be for them. They find a way to hold their circle together and to be strong against the presence of the lions that represent the people and forces that threaten to take away what the children cherish.

Ask for two volunteers to be the lions. Then tell the other children to form a circle, to hold hands facing outwards so they can see the lions. Their job is to keep the lion from taking what is valuable to them inside the circle. They should form a tight circle and sing to keep the lion away. It is important that the lions be told that they cannot use their claws or their full strength to break into the circle.

**Facilitator says:** *The lion is anything that scares us. (Facilitator points to the lion picture). It can be a relative, a soldier, a bully, an earthquake or something else. The lion is also those things or people that take away our happiness. It can be our belief that we are not good enough. It could be family members who are jealous of us. Who are the lions in your life? (get responses)*

*In this game, we are going to protect something that is very valuable to us from the lions. Think about something valuable that you want to protect in your life. (Examples - your good reputation, your childhood, the love that a person has for you, your future). Can you tell us what you are going to protect? (get responses)*

*Let's join hands and form a circle, facing outwards. That valuable thing you are protecting goes into the center of the circle. The lions will try to steal it. Now let's find a song to sing to make us feel strong. Make sure that no matter how hard the lions try, they cannot break into our circle!*

**Tip:** Tell the children that this is a drama and the lions should pretend to be ferocious, but should not actually hurt anyone or knock them over.

**Tip:** Secretly tell two of the children, that if the lions do break into the circle they should grab the invisible treasure in the center of the circle and run in the other direction so the lions cannot reach it. The facilitator should call for the game to STOP.



### Part 3: Discussion: (15 minutes)

- *What was your experience of keeping out the lion?*
- *How did the lions feel when they could not grab any of you?*
- *How did it feel to be a lion? Was it a lonely feeling?*
- *How can we tame the lion rather than be violent or run away from it?*

**Tip:** For the last question, get stories from the group. For example, *How can we get a bully to be our friend rather than having to live each day with that fear in our stomach?* Solution: *A number of people agree to unite and together talk to the bully. They tell the bully that if he bothers one of them, they will, for example, not play with him, tell the teacher, etc. So, it might be nicer for him to behave and come and play with them instead.*


**Facilitator says:** *Together we are stronger. When we sing, when we have the help of others, the lion cannot hurt us. When we are smart together as a group, sometimes we can tame the lion. When we do these things, whatever we are afraid of in our life does not seem so big and threatening anymore.*

**Tip:** Do an **Energizer** here or insert one of the **Grounding** or **Breathing** exercises (see **Appendix 1**). Alternatively, ask the group if they know of a short dance or song that everyone can easily do.

## THEME VI. MOVING FORWARD

**Facilitator note:** This section brings together all the ideas and techniques that have been taught in the workshop to provide participants with a sense of renewed strength and hope. When we are in a process of change, we think about what we want to let go of, what we want to keep and honor about ourselves, and what we can do to ensure a better future. In doing this, all of us have to set priorities for how we want to think, feel and behave. At the end of this section, we can truly sing to the lions.

### ACTIVITY 19: Small steps up the mountain<sup>10</sup>

|                         |                                                                                                                                                             |                                                                                     |                      |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To help the participants identify the small steps they can take to overcome the feelings of powerlessness they may have when faced with violence and abuse. |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• Large piece of flipchart paper</li><li>• Markers</li></ul>                                                          |  | <b>50</b><br>MINUTES |



**Facilitator note:** This activity builds on the internal or emotional problem-solving skills learned in **Just change the channel!** In this activity, the focus is on breaking big problems down into small segments, so that progress can be made, step by step. Note that this activity is not about actually solving the problem but about taking steps in the right direction.

#### Part 1: Taking small steps (15 minutes)

The facilitator draws a big mountain on a large piece of paper (flipchart size). There are small steps going up the mountain.

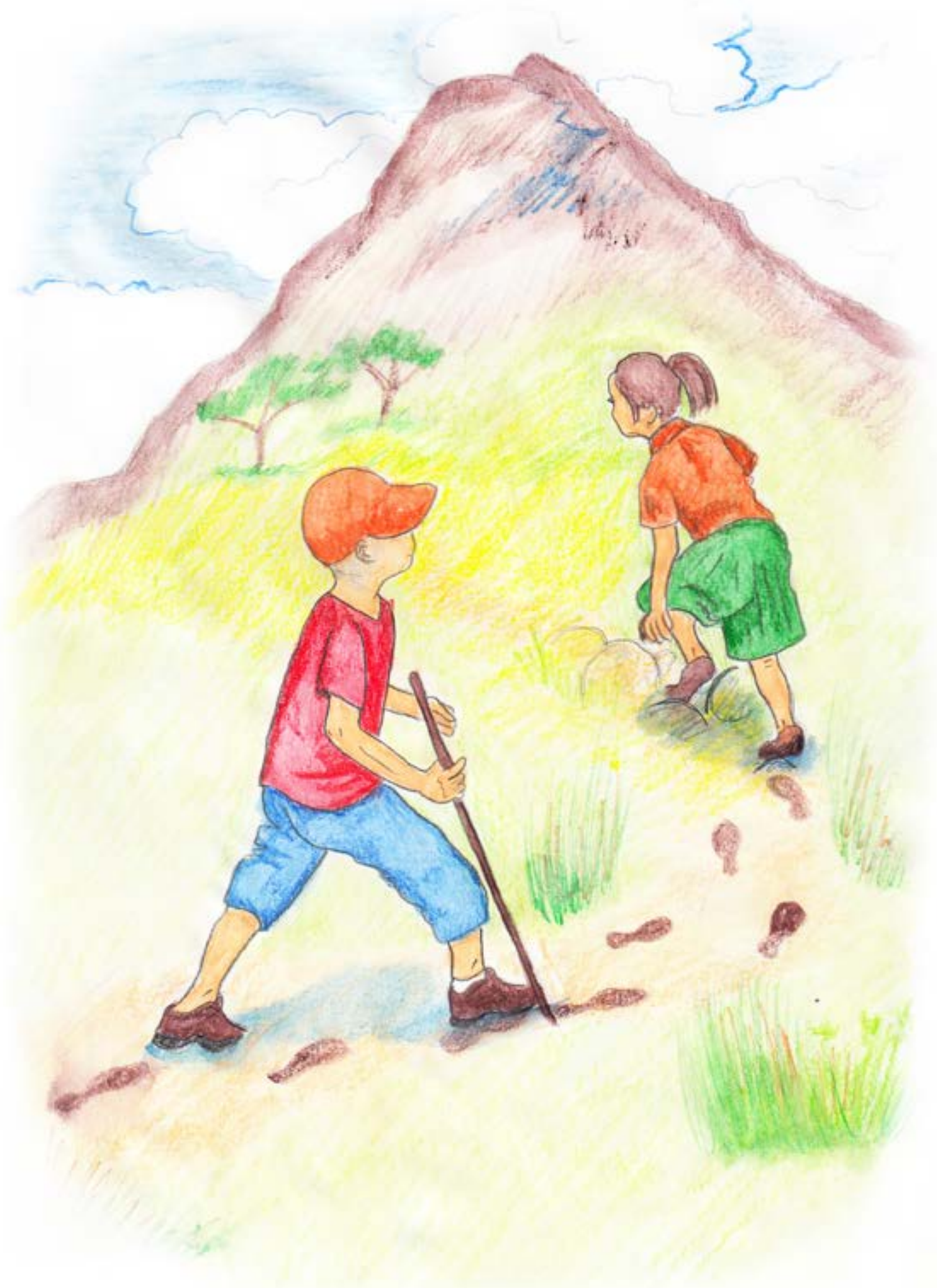
**The facilitator points to the small steps going up the mountain and says:** *Sometimes the problems we face seem so big that we feel that we can never get to the top and solve them. But if we can think about just the first steps we have to take, we will feel better because we have done something. We may not solve all the problems in one try, but we have started the climb. Afterwards, taking the next small steps up the mountain may become easier to do.*

**Facilitator says:** *We are at the bottom of a very steep mountain. See if you can touch the ceiling, which represents the top of the mountain. Try to get to the top in one jump. Can anyone do that? Now, get onto a chair and then try. We get closer to the top by taking small steps.*

*We take small steps every day to reach our goals. How did you get from where you slept last night to here? (get responses)*

**Tip:** People will respond that they walked, were driven, or took a bus. But break it down further. First, they woke up from their bed or sleeping mat. Then they put on their clothes, maybe washed, had something to eat. Then they gathered together what they wanted to take to the workshop. Maybe a pen and something to keep warm. They left the house. They walked down one street and maybe another. The main point is that doing even the smallest thing is progress and makes a positive difference.

10. Adapted with permission, ACDPT (2013) *Singing to the lions: Enhancing children's voices, participation and protection*. Cape Town: Fingerprint Cooperative.



**Facilitator says:** *We are always taking small steps to reach our goals but when we panic or get very angry or sad, we forget that we take small steps every day.*

*In a situation we cannot escape or change, what can we do?* (have participants give examples from their own lives for each of the following situations):

- *We may be able to tell ourselves something to make ourselves feel better* (get examples from participants)
- *We can make sure we look after ourselves* (get examples)
- *We can find a small way of resisting what is happening* (get examples)

*These steps may not change the whole situation but they can help get us closer to the top of the mountain and we feel that we have a little bit more power over our lives.*



**Tip:** This is one example that the facilitator can give. *My family are refugees. My father comes home drunk and beats me every weekend. I can: (a) Tell myself that tomorrow I will go and speak to a teacher who can help me, (b) Make sure I get enough food to look after myself, (c) Get family elders involved, (d) Hide or find a small way of resisting what is happening, or (e) Tell my favorite teacher the next day and she suggests that I ask if I can sleep at a neighbor's on Saturday nights. (None of these solve the problem but they all help in some way.)*

**Facilitator says:** *Think of a problem in your life that is very big and difficult to change. What is the **smallest thing** you can do to make a difference in a situation you cannot change?* (get responses)

**Facilitator asks:**

- *If you have a big sack of flour or rice outside and you are by yourself with no wheelbarrow, how do you move the big sack into the house?* (get responses) (*Answer: cup by cup*)
- *Are there any local proverbs that you know that talk about solving big problems by taking small steps?* (get responses) (The facilitator can provide some of the examples below).

Examples:

- *A journey of a thousand miles begins with a single step* - Lao Tzu
- *The secret of getting ahead is getting started* - Mark Twain
- *Stick by stick makes a bundle* - Ugandan proverb

## Part 2: Drama (35 minutes)

(10 minutes preparation, 3-5 minutes for each performance, 10 minutes discussion)

Divide everyone into three groups. If possible have a boys' group, a girls' group, and a mixed group. Each group will do a brief drama (3-5 minutes) that shows the small steps they take to respond to a difficult situation in their life. Have each group introduce the situation before performing. Emphasize that each group should clearly show the steps that are taken in response to a difficult situation. If the group prefers, they can perform a song or poem.


**Tip:** Facilitators should circulate among the groups to assist the creative process.

**Discussion:** *What did we learn? Were there any differences in the way the girls' and boys' group took their small steps?* **Facilitator says:** *Small steps are so powerful. We take small steps in a situation we cannot change, but the steps often end up changing the situation.*

## Pump breath exercise

**BREATHE!** If you ever feel like you don't know how to take the first step up the mountain then try the **Pump Breath. It will energize you.** In this exercise you are like a water pump. Put your fists next to your shoulders, facing outwards with your arms bent. Breathe in, push arms up straight up over your head, fists into the air. Exhale, pull fists back to shoulder height, saying the word "Ho!" Do this three times rapidly and you will feel energized. **Note:** This exercise can be used as needed. Its purpose is to help participants feel strong and alert.

## ACTIVITY 20: Honoring each other

|                         |                                                                                                                                                    |                                                                                     |                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | For participants to develop a positive image of themselves and to take joy in seeing the pleasure that their positive comments give to others.     |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• A4 paper</li><li>• Pens</li><li>• Masking tape or pins</li><li>• Exercise book or hard cardboard</li></ul> |  | <b>40</b><br>MINUTES |



**Facilitator note:** This exercise links to **The Treasure Tree** by creating a document of all the good things people in the workshop think about us. It is also part of the three-part process of change: Letting go of what we no longer need to keep, the things we honor about ourselves and others in the present, and what we can do to ensure a better future.

**Facilitator says:** *Earlier we learned that part of changing ourselves and our lives includes letting go of the things we no longer need to keep, old problems, fears and anger that weigh us down. Now we will look at what we want to honor about ourselves. What are the good things about ourselves that we want to appreciate and cherish?*

*So, first let's jump a few times to get rid of any old stuff we want to let go of - old anger, old problems, old worries. Let's just get it off us. (Everyone jumps several times shaking their arms to get everything off of them). If you still have your broom, get ready. If you don't, I will come and hand one to you. (Facilitator hands out imaginary broom). Let's sweep it out of the room. (Everyone **sings** a sweeping song as they sweep the dirt out through the door). Now, we are ready.*



- Give each child an A4 piece of paper and ask them to write their names in the center and make a box or a circle around their name. Each child then gets someone to attach their piece of paper to their back, either with masking tape or a safety pin.
- Give each child a pen or marker and ask them to go around writing on the back of each person one reason why they like or admire them. They can write, or draw a symbol. Remind them that only positive things should be written. **Tip:** For example, "I like your smile," "You are kind," "You are a good dancer".
- Encourage every child to write on every other child's paper. Facilitators should join in this exercise with the children. See the picture for how this activity will look.



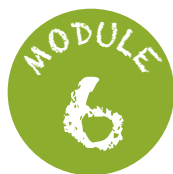
**Tip:** Children can use a slim book or cardboard under the paper to make it easier to write on. They should make sure that the marker pen does not penetrate the paper and ruin a child's clothes.

At the end of the exercise, ask the children to remove the paper from their backs and read it to themselves.


**Discussion:**

- *How did you feel before people started writing on your paper?*
- *How did it feel to write on other people's papers?*
- *How did you feel when you took the paper off your back and you read it?*
- *How does it feel to be appreciated?*
- *How does it feel to appreciate others, to make others feel good?*

**Facilitator says:** *Remember, sometimes you may do bad things or people will say or do bad things to you, but these words will always be a part of you.*



## ACTIVITY 21: Messages<sup>11</sup>

|                         |                                                                                                                                                                                                                        |                                                                                     |                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To spread encouragement and hope, widening from an individual focus to that of the world by sharing messages of hope and wisdom with children all over the world about how to overcome fear and violence in our lives. |                                                                                     |                      |
| <b>Materials needed</b> | <ul style="list-style-type: none"><li>• Strips of paper about A4 size</li><li>• Pens and crayons</li><li>• String for the prayer line</li></ul>                                                                        |  | <b>60</b><br>MINUTES |



**Facilitator note:** We have spoken about the importance of letting go of things from the past, honoring oneself and others in the present, and now sharing our wisdom with other children so they can have a better future.

1. The facilitator ties a string from one wall to the opposite wall, on which the children's messages – like flags – will be hung at the end of this activity.
2. Explain to the participants that each one will be given a piece of paper on which they can write or draw a message of hope for all children, in their village, town, country and the world, about stopping violence or transforming it. The messages should be brief, a few sentences in length. Encourage participants to decorate these messages, as a way of giving hope to others.
3. Give participants some time to prepare their messages. Then, one by one, each child should say the message aloud and tape it on the string hung across the width of the room to create a row of “flags”.

**Tip:** The string with the messages can be viewed as a “prayer line” that releases prayers and messages of wisdom when the wind blows.

**Facilitator says:** *When the wind blows, it will carry your messages to the world.*


**Tip:** If there is no wind, have all the participants fan the flags with their hands to create a breeze to send the messages into the world.

**Tip:** This prayer line of hope can be saved after the workshop to hang in a place where the children and others can see them in the future.

11. Adapted with the permission of Africa Community Publishing Development Trust, Harare, Zimbabwe



## ACTIVITY 22: Assessment

|                         |                                                                                 |                                                                                     |                      |
|-------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To enable the facilitator to get feedback to assess the impact of the workshop. |                                                                                     |                      |
| <b>Materials needed</b> | • Photocopied Assessment forms (See <b>Appendix 8</b> )                         |  | <b>30</b><br>MINUTES |




**Facilitator note:** This is a written evaluation that may be facilitated orally if children are unable to read easily. See **Appendix 7** for instructions. Each child fills out their Assessment form (**Appendix 8**) and hands it to the facilitator when it has been completed.

It is important to follow this workshop with actions that build on the activities and lessons learned from *Singing to the Lions*. To make sure this happens, participants may choose an Action Committee. The resource person will work with the committee to help it identify key issues brought up in the workshop and other priorities that it wants to work on with community leaders. See **Appendix 2, After the workshop**, for further information.

**Tip:** Do an **Energizer** here or insert one of the **Grounding** or **Breathing** exercises (see **Appendix 1**). Alternatively, ask the group if they know of a short dance or song that everyone can easily do.

## ACTIVITY 23: Singing to the Lions - A celebration!<sup>12</sup>

|                         |                                                                                                   |                                                                                       |                      |
|-------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>          | To build the confidence of children and youth in their ability to transform or overcome violence. |                                                                                       |                      |
| <b>Materials needed</b> | • Picture of the two lions roaring and the children singing (See <b>Pages 12 and 13</b> ).        |  | <b>60</b><br>MINUTES |

- Put the picture of the lions roaring and the children singing on the wall.
- Divide participants into three groups (mix participants into different groups from the previous activities). Participants can choose which group they wish to go to:
  - The first group should perform a dance or a silent drama (no talking) about what *Singing to the Lions* means to them.
  - The second group should write and recite a poem or create a big artwork poster on flipchart paper (one for the whole group) about what *Singing to the Lions* means to them.
  - The third group should create a song about what *Singing to the Lions* means to them.
- Participants create a ceremony of dance, song, drama or poetry, to show that it is possible to sing to the lions and overcome violence. Each group should create and show a way they can overcome fear and violence in their lives. After the *Singing to the Lions* song is performed, everyone forms a circle, holding hands, and sings the song together, or another suitable song about being together, being strong and able to face our fears. Dance and sing in celebration.

If there are certificates (optional) these are distributed now. See **Appendix 10** for the Certificates of Achievement.

12. Adapted from ACDPT, *Singing to the Lions* (2012).

# APPENDIX 1

## Breathing + grounding exercises

These exercises can be used at any time during the workshop or afterwards. It is also recommended that at least one of the breathing exercises be used to start and end every day.

### Pump breath exercise

**BREATHE!** In this exercise you are like a water pump. Put your fists next to your shoulders, facing outwards with your arms bent. Breathe in, push arms up straight up over your head, fists into the air. Exhale, pull fists back to shoulder height, saying the word “Ho!”. Do this three times rapidly and you will feel energized.

### Full belly breathing exercise

**BREATHE!** Put both your hands below your belly button. When you breathe in, feel your belly expand and get bigger. When you breathe out, feel your belly get flat again. Do this exercise three times. Say to yourself “*BIG Belly!*” when you breathe in and “*SMALL belly!*” when you breathe out. Feel your feet on the floor. Feel your breath in your belly. How do you feel?

### Long breath exercise

**BREATHE!** Take a deep breath in (to the count of 3) and now breathe out **slowly** like you are breathing out through a straw or whistling silently (to the count of 4). Let’s do it again. Feel your feet on the floor, take a deep breath in (to the count of 3) and breathe out **slowly** (to the count of 4). Just concentrate on breathing out slowly. How do you feel?

### Grounding exercise: What can I see, hear and touch

When we have strong feelings about things, it is important for us to feel like we are connected to the earth. This grounding exercise helps to do that:

**Facilitator says:** *Name four things you can see. Name four things you can hear. Name four things you can touch. Touch them. Name three things you can see. Name three things you can hear. Name three things you can touch. Touch them. Now name two things you can see. Name two things you can hear. Name two things you can touch. Touch them. Now name one thing you can see. Name one thing you can hear. Name one thing you can touch. Touch it. Take a big breath in and let it out slowly. How do you feel?*

# APPENDIX 2

## Before and after the workshop

### Background

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

The other thing we can do is control the way we respond to this fear so that it doesn't overwhelm us. We can practice breathing techniques and other calming exercises. We can feel better about who we are by realizing our talents and skills, and that we have already overcome past difficulties and can do so again. Participants in the *Singing to the Lions* workshop learn skills by experiencing them – and by having good fun at the same time.

### Before the workshop

Prior to the workshop, two separate sessions should be held:

- **With local leaders** (60-90 minutes): The sponsoring organization – and if possible, the facilitators – should meet with local leaders (government, religious and community representatives) and/or members of the local Child Protection Committee to discuss the purpose of the workshop and enlist their support. Use **Section 1, Introduction**, focusing on *What children and youth will learn* and *Who the workshop is for*. If appropriate, a shortened “sample” activity – e.g. *Activity 8: The safe place inside us* – may be used to explain how *Singing to the Lions* works. For an in-depth orientation to government and community leaders that includes more experiential exercises, see the *Orientation session* on **Page 13** of the [Supplement](#).
- **With parents and children** (60-90 minutes): A similar meeting is held with parents, guardians and primary caregivers of the children who have been selected for the workshop. See above and use Section 1 of this guide to explain the purpose of the workshop. Then ask the adults to sign a **Consent form** to allow their children's participation. Children should sign their assent on the same form (**Appendix 5**). Then, while the adults are shown the sample activity – i.e. *Activity 8: The safe place inside us* – the children should complete the pre-workshop **Assessment form** (**Appendix 8**).

Parents/guardians and children who do not attend the pre-workshop session must also sign the **Consent form** before the workshop starts. Also, children who do not complete the pre-workshop **Assessment form** at this time should do this on the first day, 30 minutes before the first session. They should be asked to come early for this purpose.

**IMPORTANT:** *Singing to the Lions* works best for children who are part of an established institution, such as a school or church, or belong to a club or group, such as a youth group or children's club, that can provide additional support and follow-up.

## After the workshop

Additional sessions are planned after the workshop, with the help of participants (e.g. the Action Committee):

- **Child or youth representatives meet with local leaders and members of the local child protection committee** (60-90 minutes): The success of this meeting will depend on some careful pre-planning between the child representatives nominated at the workshop and their adult advisors (teachers, resource person, facilitators, trusted adult). Any number of interested child representatives may volunteer.

The adult advisors should meet with local leaders before the meeting with the child/youth representatives to discuss the following:

1. What child/youth issues have been brought to their attention? How have they responded to these issues?
2. How can children/youth be listened to so as not to overwhelm or intimidate them? What ideas do they have?

The basic guideline is that the adult leaders and Child Protection Committee members (or, a similar oversight group) should assume that **children are experts on their lives**. They know better than anybody what it is like to be a child or youth so their views and solutions need to be respected.


Ensure that there are more children present than adults at this meeting, so the children are not overwhelmed. If the adults dominate then the adult advisor(s) present should intervene to ensure that the children are heard.

The child representatives will need to be clear on the issues they wish to address at this meeting based on what was discussed during the children's workshop. During this meeting, the children talk about the issues and what they would like to have done about them. The adults respond with their ideas. An action agenda is drafted in which it is decided what the children will do, and what the adults will do to create a change. A timeline is established and a date set for the next meeting.

- **Post-workshop presentation to the guardians/parents or community** during a school ceremony day, at another forum, or by calling the parents in for a special meeting. This is an opportunity for the children and youth to share what they have learned. The activities of *Activity 21: Messages* and the dances, poetry, and songs from *Activity 23: A celebration* can be used.
- **Child and youth clubs (or classroom and church discussions)**. As part of existing clubs or established institutions such as churches, mosques or schools, trusted adults can provide an opportunity for children and youth to meet to do the following:
  1. Talk about their experiences in applying the lessons learned after the workshop. How have they used the various activities and lessons learned from them?
  2. Talk about the current challenges in their lives and get ideas from group members about what to do to overcome these challenges.
  3. Do some of the activities from the workshop that might help them think about things further.
  4. Apply these solutions and skills in their lives.
  5. Meet again to share experiences and practice skills.

# APPENDIX 3

## What we learned

| OPTIONAL REVIEW ACTIVITY |                                                                                                                                                 |                                                                                     |                      |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------|
| <b>Purpose</b>           | A summary of lessons learned. This is a useful review activity to implement several weeks after the workshop ends.                              |                                                                                     |                      |
| <b>Materials needed</b>  | <ul style="list-style-type: none"> <li>• Picture of the two lions roaring</li> <li>• Squares of paper</li> <li>• Pen</li> <li>• Tape</li> </ul> |  | <b>40-60 MINUTES</b> |

1. Tape the picture of the two lions onto the wall. On a small paper (size is about length and width of the palm of a hand), each child either draws a picture or writes a message about one thing they learned about how to sing to the lions, that is, one way they learned to overcome fear and violence in their lives. Each child should say aloud her or his message and paste the message on the wall to circle (that is, to tame) the lions.
2. Everyone comes to read the messages encircling the two lions.
3. The facilitator briefly summarizes the lessons learned by the participants.
4. As the final point, the **facilitator says**: *There are many things we can do to change ourselves and change the lions so we don't have to be so fearful any more. See how the lions are tamed by all these messages.*

**Tip:** Before making the final point, if there is time and participants are still attentive, the facilitator can briefly highlight the key themes of the workshop, asking everyone to name some of the activities relevant to that theme:

- Discovering who we are (*Tree of Life*)
- Understanding fear and violence (*Understanding violence, Understanding fear*)
- Strengthening who we are (*Just change the channel!, The safe place inside us, The Treasure Tree*)
- Making connections (*Helpers game, Lion on the mountain! Run, run, run!, Outsmarting the lion*)
- Moving forward (*Small steps, Honoring each other, Messages*)

Favorite activities from the workshop can also be repeated, now or at a later time. Other activities may be found online, for example at: [http://capacitar.org/emergency\\_kits.html](http://capacitar.org/emergency_kits.html)

# APPENDIX 4

## What to do if a child discloses abuse to you

If a child tells the facilitator or resource person that she or he has been, or is being, abused or exploited, it is important to immediately offer your support and do what you can to protect the child's dignity and self-respect. To begin, this means making sure you are fully focusing on the child, with no distractions. Listen carefully and give the child time to tell their story as completely as they feel ready to. Don't interrupt the child, as she or he might not speak about it again. Be sure to listen, not add more pressure with too many questions. Remind the child that what has happened is not her or his fault. Do not make any promises that you cannot keep, including about confidentiality.

Your immediate response can be summarized in five messages that are important to communicate. Although these statements don't need to be said in exactly these words, it is good for facilitators to memorize them so they can be recalled easily if the need arises:

1. I believe you.
2. I am glad you told me.
3. I am sorry this has happened to you.
4. It is not your fault.
5. a) I need to tell someone else who can help you (a family member, aunt, police) and/or  
b) Let's go together to one of the people or places that can help you.

For disclosures of child abuse, you may also be required (in accordance with local law) to report your suspicions to a government authority or someone else who can help, including but not necessarily limited to the person responsible for child protection (reporting and follow-up) at your organization. Let the child know you are going to take action on their behalf. The child may not wish you to report it, so you will have to explain that it is important to do so in order to help protect the child in the future. Discuss the choices with the child. Who is the person they would like to invite in to this discussion? Be patient and listen with sensitivity. The empathy and sense of caring that you offer can strongly influence the child's ability to recover from this abuse in the future.

Be sure to follow up on behalf of the child to make sure that supportive action is being taken.

# APPENDIX 5

## Sample consent form



*Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* is a child-friendly workshop by CRS that extends over 3 full days or 6 half-days, and is designed to help children and adults increase their ability to overcome the fear of violence, abuse and exploitation in their own lives and in their communities. The workshop addresses some sensitive topics that may be hard to talk about. Facilitators are available to help children if they become upset. Participation in all activities of the workshop is voluntary, and requires the permission of both the child and the child's parent or guardian.

In order to understand the effect that *Singing to the Lions* has on children and to plan for program improvements in the future, CRS also wants to ask some basic questions of all participants before and after the workshop (immediately afterwards and approximately 3 months later). No names will be used. Sometimes CRS may want to take photographs of the workshop; again, this is voluntary and your permission will be requested.

I \_\_\_\_\_, as the parent/guardian give permission for my child/children to:

- **participate in the *Singing to the Lions* workshop**
- **assist CRS by answering questions anonymously**
- **have her/his/their photographs taken during the workshop**

| Name of child | Age | Participation | Data collection | Photographs | Signature of parent/guardian (or thumbprint) | Date |
|---------------|-----|---------------|-----------------|-------------|----------------------------------------------|------|
|               |     | Yes<br>No     | Yes<br>No       | Yes<br>No   |                                              |      |
|               |     | Yes<br>No     | Yes<br>No       | Yes<br>No   |                                              |      |
|               |     | Yes<br>No     | Yes<br>No       | Yes<br>No   |                                              |      |

As the child named below, I understand that my participation in all activities of the *Singing to the Lions* workshop is voluntary. I have stated my permission to:

- **participate in the *Singing to the Lions* workshop**
- **assist CRS by answering questions anonymously**
- **have my photographs taken during the workshop**

| Name of child | Age | Participation | Data collection | Photographs | Signature (or thumbprint) of child | Date |
|---------------|-----|---------------|-----------------|-------------|------------------------------------|------|
|               |     | Yes<br>No     | Yes<br>No       | Yes<br>No   |                                    |      |
|               |     | Yes<br>No     | Yes<br>No       | Yes<br>No   |                                    |      |
|               |     | Yes<br>No     | Yes<br>No       | Yes<br>No   |                                    |      |

**Witnessed by CRS representative:**

\_\_\_\_\_  
Name (first, last)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Location

# APPENDIX 6 Sample attendance roster

|                           |                                          |                                                   |                                                   |
|---------------------------|------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| <b>Country name</b>       |                                          | <b>Community</b>                                  | <b>Sponsoring organization</b>                    |
| <b>Length of workshop</b> | 3 days? _____<br>More than 3 days? _____ | <b>Name and contact details Facilitator No. 1</b> | <b>Name and contact details Facilitator No. 2</b> |

**Individual participation:** Complete ONE row for each participant. Indicate attendance for each module in which she/he participated. Also indicate if each participant completed:

**The Assessment form:**

- First, prior to the workshop
- Second, immediately after the workshop
- Third, three months after the workshop

| Child's full name | Gender<br>Male / Female | Age | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Assessment form |   |   |  |
|-------------------|-------------------------|-----|----------|----------|----------|----------|----------|----------|-----------------|---|---|--|
|                   |                         |     |          |          |          |          |          |          | 1               | 2 | 3 |  |
| 1                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 2                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 3                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 4                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 5                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 6                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 7                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 8                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 9                 |                         |     |          |          |          |          |          |          |                 |   |   |  |
| 10                |                         |     |          |          |          |          |          |          |                 |   |   |  |

Print more pages as needed.

Summarize at the end:

| SUMMARY | Total participants |        | Total children ages 8-12 | Total children ages 13+ | Total children at Module 2 | Total children at Module 3 | Total children at Module 4 | Total children at Module 5 | Total children at Module 6 | Total who filled out Assessment forms |     |     |
|---------|--------------------|--------|--------------------------|-------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------------------------|-----|-----|
|         | Male               | Female |                          |                         |                            |                            |                            |                            |                            | -1-                                   | -2- | -3- |
|         |                    |        |                          |                         |                            |                            |                            |                            |                            |                                       |     |     |

Age: enter age at last birthday



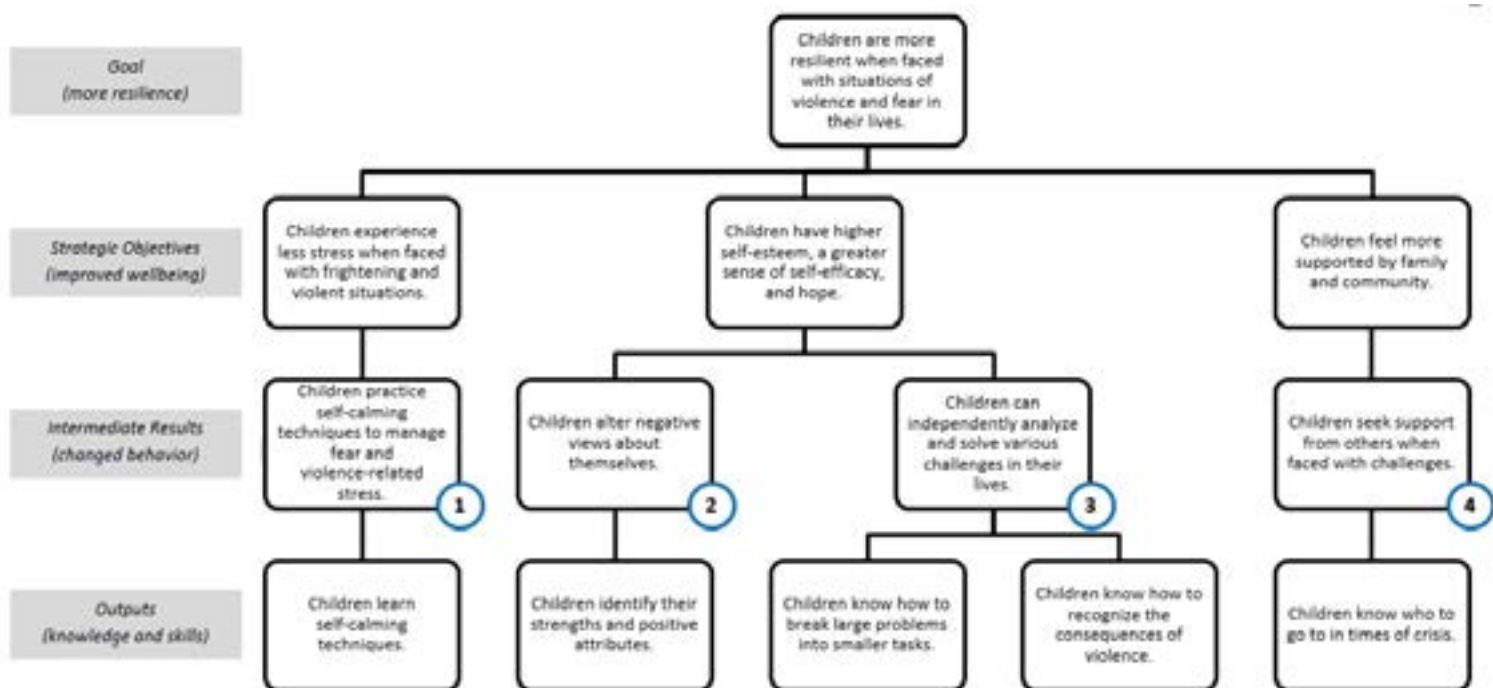
# APPENDIX 7

## Monitoring and Evaluation plan

**Appendix 7** contains instructions for implementing the *Singing to the Lions* Assessment form. See **Appendix 8** for the Assessment form.

This monitoring and evaluation (M&E) plan was developed for use by *Singing to the Lions* workshop facilitators. It is designed to assess process outputs (number of participants, modules completed, etc.) as well as participants' acquisition of the knowledge, skills, and behaviors taught by the workshop's activities. It is based on a results framework (see Figure 1) that links the workshop's outputs (knowledge and skills) and intermediate results (behaviors) to its longer-term goal: *Children are more resilient when faced with situations of violence and fear in their lives.*

**Figure 1: Singing to the Lions results framework**



*Singing to the Lions* offers a simple method for assessing these desired changes, as well as suggestions for facilitators wishing to implement a more robust M&E framework. The simpler method, outlined here, consists of an attendance roster and a 20-item assessment questionnaire (**Appendix 8**) (for knowledge, skills and behavior changes). The latter consists of statements to which participants are asked to agree or disagree. Each statement is tied to one of the five outputs listed in *Figure 1* as well as to specific activities in the workshop (see *Figure 2*). The assessment questionnaire is given three times to participants: (1) directly before the workshop (pre-workshop assessment); (2) immediately after the workshop (first post-workshop assessment); and (3) 3 months after the workshop (second post-workshop assessment).

**Figure 2: Reference to outputs and activities**

| No. | Item<br>(Response categories: Agree/ Disagree)                                                                    | Reference to intermediate result | Reference to workshop activities |
|-----|-------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|
| 1   | When I get scared, I try to think about things that make me happy.                                                | 1                                | 7, 8                             |
| 2   | Taking slow deep breaths is one way I can feel better when I am scared.                                           | 1                                | 8, 12+                           |
| 3   | When something bad happens, I have no choice except to feel bad about what happened.                              | 2                                | 10                               |
| 4   | When bad things happen, I believe it is my fault.                                                                 | 3                                | 11                               |
| 5   | When I get scared, I focus only on all of the horrible things that can happen.                                    | 1                                | 5, 8, 9, 12                      |
| 6   | When someone is violent, my only choices are to run away and hide or hit the person back.                         | 1                                | 5, 7, 8, 9, 12                   |
| 7   | If your parents shout at each other and then there is a fight, it is your fault that they are fighting.           | 3                                | 11                               |
| 8   | When problems feel big, I try to deal with them little by little.                                                 | 3                                | 19                               |
| 9   | When I find myself in a bad situation, I try to think of myself as a good person.                                 | 2                                | 2, 13, 20                        |
| 10  | When I have a problem, I usually feel like I am all alone in having this problem.                                 | 4                                | 15                               |
| 11  | I know an adult in my community who I can talk to when I have a problem.                                          | 4                                | 17                               |
| 12  | If your friend goes outside to get water at night and someone attacks her, it is her fault that she was attacked. | 3                                | 11                               |
| 13  | Violence means there has to be a physical injury. If you hurt someone with words, it is not violence.             | 3                                | 4                                |
| 14  | I can think of at least a few things I am good at.                                                                | 2                                | 2                                |
| 15  | I know about the dangerous and safe places where I live.                                                          | 4                                | 16                               |
| 16  | I often spend my time thinking about the bad things in my life.                                                   | 1                                | 7, 8, 9, 12                      |
| 17  | When problems feel big, I feel I can't do anything about them.                                                    | 3                                | 18, 19                           |
| 18  | I know that other children have some nice things to say about me.                                                 | 2                                | 20                               |
| 19  | I think that it's best not to talk to other people about my problems.                                             | 4                                | 15, 17                           |
| 20  | When I get scared, I am able to calm myself down.                                                                 | 1                                | 5, 7, 8                          |

Suggestions for facilitators wishing to implement a more robust M&E framework can be found in a separate document available [online](#). It includes links to validated scales designed to assess changes in self-efficacy, self-esteem, hope, and resilience – longer-term changes sought in the workshop's strategic objectives and goal. These scales, which are both longer and more complex, may be best-suited for implementation among a sub-sample of participants and with trained enumerators.

## Instructions for administering M&E components

All CRS users of *Singing to the Lions* should, at minimum, use the attendance roster, administer the 20-item pre-/post-tests, and submit data to [singingtothelions@crs.org](mailto:singingtothelions@crs.org).

### Attendance roster

An attendance roster should be used to track participants at each module and on each day of the *Singing to the Lions* workshop. See **Appendix 6** for a sample attendance roster. Facilitators may create their own template, but it should include the country and community site where the workshop is held, the sponsoring organization, the length of the workshop (start and end dates), and facilitators' names and contact information. For each participant, note their name, gender, and age. Mark each module in which each child participated (Modules 1 to 6) as well as which Assessments each child completed (pre-workshop assessment, first post-workshop assessment, second post-workshop assessment).

### Pre-and post-workshop assessments

The *Singing to the Lions* 20-item pre- and post-workshop assessment should be administered at three different times:

1. **Pre-workshop assessment**, prior to the first session of the workshop, preferably during the pre-intervention informational meeting where both parents/guardians and children are present. If this is not possible, children should come early and do the pre-workshop assessment prior to the first session.
2. **First post-workshop assessment**, immediately following the workshop, just before the final session.
3. **Second post-workshop assessment**, approximately 3 months after completion of the workshop.

Before administering any of the assessments, facilitators should gain parental or guardian consent and child assent. The role of informed consent is to ensure that participants are aware of and understand (a) the reasons for collecting this information, (b) how it will be used and to what extent, (c) the risks and benefits to themselves of participating, and most importantly, (d) their rights to: refuse to participate in the process, to decline to answer specific questions, and to stop at any time. Informed consent should be obtained using the **Consent form**, found in **Appendix 5** on **Page 65**.

Facilitators should print one blank **Assessment form** (see **Appendix 8**) for each participant. Before distributing the form, facilitators should fill in the shaded section on each questionnaire, indicating the **country** and **community or site** where the workshop is held, the **start and end dates of the workshop**, and whether it is the **pre-workshop assessment** (No. 1), **first post-workshop assessment** immediately after the workshop (No. 2), or **second post-workshop assessment** 3 months later (No. 3).

After distributing the forms, facilitators should ask participants to mark their age (how many years old they are) and gender. Participants do not need to write their names on their forms; facilitators will aggregate test data to calculate an average group score.\* After participants have marked their age and gender, the facilitator should read the *Instructions for Participants* aloud. These offer an example statement that prompts participants to agree or disagree. Throughout the test, circles (O) are associated with an **Agree** response, and squares (□) are associated with a **Disagree** response to provide visual response options for participants with limited reading ability. Participants should fill in either the circle or square to indicate their response to the example statement as well as to the statements that follow.

Literate participants of any age may complete the form independently, if desired. Alternatively, the facilitator may read aloud the statements on the form. Participants can fill in their responses following the facilitator's verbal prompts.

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\* Facilitators wishing to measure change on an individual basis should refer *Additional guidance on Monitoring and Evaluation* on Page 15 of the Supplement, available at <http://www.crs.org/our-work-overseas/research-publications/singing-lions>.

Before participants begin, facilitators should remind them that they should not copy anyone else’s answers, that their answers will remain anonymous and confidential, and that they should not worry about “right or wrong”; rather, they should answer honestly, based on what they know or feel. It is their own opinion that is sought. Facilitators should encourage participants to answer all questions and not leave any blanks. When collecting the forms, facilitators can check to see if participants have left any blanks. If so, participants should be asked to go back and complete the form.

Facilitators should allocate 30 minutes for completion of assessments both before beginning *Singing to the Lions* activities (in the pre-intervention meeting or before the first session) and after the workshop’s completion (Activity 22 and 3 months later). The questionnaire may take less than 30 minutes.

### Scoring procedures

After all participants have completed their forms, facilitators should collect and score the responses. First, facilitators should assign a numeric code – 0 or 1 – to each response. Some items are reverse coded. *Figure 3* below provides information coding for each item. Note that if there are any unanswered questions (blank responses) they should be coded as 0. Although assigning a 0 – the “wrong” answer – to blank responses is not ideal, it facilitates data aggregation and analysis. Facilitators wishing to measure change on an individual basis should score responses differently, and should refer to *Additional guidance on Monitoring and Evaluation* on **Page 15** of the [Supplement](#).

**Figure 3: Item coding**

| Item numbers                          | Response                               |   |
|---------------------------------------|----------------------------------------|---|
| 1, 2, 8, 9, 11, 14, 15, 18, 20        | <input type="radio"/> Agree.....       | 1 |
|                                       | <input type="checkbox"/> Disagree..... | 0 |
| 3, 4, 5, 6, 7, 10, 12, 13, 16, 17, 19 | <input type="radio"/> Agree.....       | 0 |
|                                       | <input type="checkbox"/> Disagree..... | 1 |

For CRS users, the next step is to enter the numeric data – along with age and gender data – into the *Singing to the Lions* **Data Entry Sheet** that can be [downloaded](#). This Excel workbook is designed to store pre- and post-workshop assessment responses as well as automatically generate a data summary. After completing the Excel workbook, facilitators should save and submit the workbook to [singingtothelions@crs.org](mailto:singingtothelions@crs.org).

Users from other organizations are also welcome to use the workbook and submit their data to CRS, but may also choose to score their tests manually. Additional scoring information is provided in *Figure 4* on the next page. Results from non-CRS users may also be included with other program assessments or reports.

**Figure 4: Scoring calculations and interpretations**

| Scores                                                                                                                        | Calculation                                                                                                                                    | Interpretation                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Average total Score                                                                                                           | Sum responses to all items 1 through 20 and divide by number of participants who completed the assessment.                                     | Higher scores suggest better assimilation of <i>Singing to the Lions</i> content<br>Note: Score will range from 0-20                  |
| Average score for <i>Singing to the Lions</i> “Knowledge and Skills” questions                                                | Sum responses to questions 2, 6, 7, 11, 12, 13, and 15 and divide by number of participants who completed the assessment.                      | Higher scores suggest better assimilation of <i>Singing to the Lions</i> knowledge and skills<br>Note: Score will range from 0-7      |
| Average score for <i>Singing to the Lions</i> “Behavior Change” questions                                                     | Sum responses to questions 1, 3, 4, 5, 8, 9, 10, 14, 16, 17, 18, 19, and 20 and divide by number of participants who completed the assessment. | Higher scores suggest better assimilation of <i>Singing to the Lions</i> desired behavior changes<br>Note: Score will range from 0-13 |
| Average score for Intermediate Result 1: Children practice self-calming techniques to manage fear and violence-related stress | Sum responses to questions 1, 2, 5, 6, 16, and 20 and divide by number of participants who completed the assessment.                           | Higher scores suggest better assimilation of Intermediate Result 1<br>Note: Score will range from 0-6                                 |
| Average score for Intermediate Result 2: Children alter negative views about themselves                                       | Sum responses to questions 3, 9, 14, and 18 and divide by number of participants who completed the assessment.                                 | Higher scores suggest better assimilation of Intermediate Result 2<br>Note: Score will range from 0-4                                 |
| Average score for Intermediate Result 3: Children can independently analyze and solve various challenges in their lives       | Sum responses to questions 4, 7, 8, 12, 13, and 17 and divide by number of participants who completed the assessment.                          | Higher scores suggest better assimilation of Intermediate Result 3<br>Note: Score will range from 0-6                                 |
| Average score for Intermediate Result 4: Children seek support from others when faced with challenges                         | Sum responses to questions 10, 11, 15, and 19 and divide by number of participants who completed the assessment.                               | Higher scores suggest better assimilation of Intermediate Result 4<br>Note: Score will range from 0-4                                 |

# APPENDIX 8 Assessment form

## Instructions for participants:

First, tell us your age and if you are a boy or a girl.

- Age: \_\_\_\_\_
- Gender (check one): Boy \_\_\_ Girl \_\_\_

Next, listen to the facilitator read the statements below or, if you can, read the statements below on your own. Think about whether you agree or disagree with each one. If you agree, fill in the circles (●). If you disagree, fill in the squares (■).

## Example

|   | Statement                                                 | Agree                 | Disagree                 |
|---|-----------------------------------------------------------|-----------------------|--------------------------|
| # | I think rice is the most delicious thing I've ever eaten. | <input type="radio"/> | <input type="checkbox"/> |

If you **AGREE**

|   | Statement                                                 | Agree                            | Disagree                 |
|---|-----------------------------------------------------------|----------------------------------|--------------------------|
| # | I think rice is the most delicious thing I've ever eaten. | <input checked="" type="radio"/> | <input type="checkbox"/> |

If you **DISAGREE**

|   | Statement                                                 | Agree                 | Disagree                            |
|---|-----------------------------------------------------------|-----------------------|-------------------------------------|
| # | I think rice is the most delicious thing I've ever eaten. | <input type="radio"/> | <input checked="" type="checkbox"/> |

|    | Statement                                                                                                         | Agree                 | Disagree                 |
|----|-------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------|
| 1  | When I get scared, I try to think about things that make me happy.                                                | <input type="radio"/> | <input type="checkbox"/> |
| 2  | Taking slow deep breaths is one way I can feel better when I am scared.                                           | <input type="radio"/> | <input type="checkbox"/> |
| 3  | When something bad happens, I have no choice except to feel bad about what happened.                              | <input type="radio"/> | <input type="checkbox"/> |
| 4  | When bad things happen, I believe it is my fault.                                                                 | <input type="radio"/> | <input type="checkbox"/> |
| 5  | When I get scared, I focus only on all of the horrible things that can happen.                                    | <input type="radio"/> | <input type="checkbox"/> |
| 6  | When someone is violent, my only choices are to run away and hide or hit the person back.                         | <input type="radio"/> | <input type="checkbox"/> |
| 7  | If your parents shout at each other and then there is a fight, it is your fault that they are fighting.           | <input type="radio"/> | <input type="checkbox"/> |
| 8  | When problems feel big, I try to deal with them little by little.                                                 | <input type="radio"/> | <input type="checkbox"/> |
| 9  | When I find myself in a bad situation, I try to think of myself as a good person.                                 | <input type="radio"/> | <input type="checkbox"/> |
| 10 | When I have a problem, I usually feel like I am all alone in having this problem.                                 | <input type="radio"/> | <input type="checkbox"/> |
| 11 | I know an adult in my community who I can talk to when I have a problem.                                          | <input type="radio"/> | <input type="checkbox"/> |
| 12 | If your friend goes outside to get water at night and someone attacks her, it is her fault that she was attacked. | <input type="radio"/> | <input type="checkbox"/> |
| 13 | Violence means there has to be a physical injury. If you hurt someone with words, it is not violence.             | <input type="radio"/> | <input type="checkbox"/> |
| 14 | I can think of at least a few things I am good at.                                                                | <input type="radio"/> | <input type="checkbox"/> |
| 15 | I know about the dangerous and safe places where I live.                                                          | <input type="radio"/> | <input type="checkbox"/> |
| 16 | I often spend my time thinking about the bad things in my life.                                                   | <input type="radio"/> | <input type="checkbox"/> |
| 17 | When problems feel big, I feel I can't do anything about them.                                                    | <input type="radio"/> | <input type="checkbox"/> |
| 18 | I know that other children have some nice things to say about me.                                                 | <input type="radio"/> | <input type="checkbox"/> |
| 19 | I think that it's best not to talk to other people about my problems.                                             | <input type="radio"/> | <input type="checkbox"/> |
| 20 | When I get scared, I am able to calm myself down.                                                                 | <input type="radio"/> | <input type="checkbox"/> |

**Facilitator:** Complete this section before passing this form to participants.

Country name: \_\_\_\_\_

Community name: \_\_\_\_\_

Circle one:

- Pre-workshop test
- First post-workshop test
- Second post-workshop test

Length of workshop

Start date: \_\_\_\_\_ End date: \_\_\_\_\_

## APPENDIX 9

### Alternatives to lion picture

In countries where there are no lions, you may substitute another appropriate animal such as a large snake or tiger to represent the children's fears. Wherever lions are mentioned in the text, simply substitute the other animal.







# APPENDIX 10

## Certificate of achievement

(see next page)

Note that children may make or decorate their own certificates. On the next page is a sample that, if used, should be photocopied in advance. Distribution may occur at the end of the workshop or at a subsequent meeting of the group.

# CERTIFICATE



This award certifies that

---

has successfully completed the

## Singing to the Lions Workshop

\_\_\_\_\_ and \_\_\_\_\_  
Facilitators' signatures

\_\_\_\_\_  
Date

\_\_\_\_\_  
Location



# faith. action. results.

Catholic Relief Services, 228 West Lexington Street, Baltimore, Maryland 21201-3443  
[crs.org](http://crs.org)

*Singing to the Lions: A facilitator's guide to overcoming fear and violence in our lives* is a guide for facilitators, to enable them to help children and youth develop skills to resolve the impact of violence and abuse in their lives and to heal. By the end of the workshop described in this guide, participants will have learnt that they can transform their lives and no longer feel dominated by fear. Although developed for young people, and including games, art and songs, the *Singing to the Lions* workshop can also be used with adults to help them manage anxiety, take action on aspects of their lives that cause fear and, in so doing, become better parents and caregivers.

