



# What's Up, People?!

Supporting Vulnerable Groups in Communities

Manual September 2018



Help a Child is a Christian, international relief and development organization, founded in 1968 in the Netherlands. Help a Child provides a future for children in need, their family and their entire community. By empowering vulnerable communities we help them to change their own living conditions and opportunities in a sustainable way.

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# INTRODUCTION

## Why What's Up, People?!

People all over the world do face all kinds of dangerous situations. And in every community there are risky places and places where you can feel safe. People normally know how to deal with that. Children learn this from their parents and family members when young: be careful with fire, do not just cross the road, be careful in the forest or bushy places, do not walk outside late at night, do not go with strangers etc. and when growing up you learn from each other, and you can use common sense. There are risks of course, but **in most cases nothing happens....**

But in areas of conflict, like in South Sudan, there are far more risks, more dangerous situations and chances something bad happens to somebody are higher than in normal life. The normal mechanisms for people to deal with this, the normal way of learning to prevent bad things to happen to yourself, are disrupted:

- Parents do not know anymore what to tell their children since they also do not know how to deal with the situation and are often occupied by their own problems.
- The community structures which are normally providing a safety net, especially in African settings, are not functioning well anymore, and the community leadership is overwhelmed with all the problems their community members are facing.

Feelings of helplessness and hopelessness are very common in these situations and might result in a state of **numbness or risk taking behavior** (“**who cares what happens with me? I will die anyway**”), which even increases insecurity and causes more problems.

And yet supporting and protection of children and other vulnerable people is so important in these areas. And although NGOs or UN missions might do whatever is in their power, it is not possible to support everybody at every time.

Besides that, it is also important for people to keep on having control over their own situation, to have at least some sense of being able to do something, to deal with the situation and to help themselves and their families and their friends and community.

**These What's Up, People?! Sessions are trying to do that: show people that** they themselves still can do something, that they are not helpless or hopeless and that although the situation is not easy, they are not completely lost.

## Goal of 'What's Up, People?!'

To provide Children, Youth, Parents and Leaders with knowledge, skills and the right attitude to increase their own coping mechanisms and to be able to improve their community coping mechanisms.

## The Modules and sessions

There are 4 Modules, 1 for each target group: for children, age of about 10 to 14 years; for teenagers & youth; for parents (fathers and mothers) and for leaders. Best would be to include both sexes in all the groups, but this depends on the cultural circumstances. (In most cases groups can be mixed and then with group-work they can be split in groups for male and groups for female)

Each Module has 3 or 4 sessions, each session taking about 1,5 to 2 hours. The sessions are dealing with different topics. There is a buildup in the sessions, session 2 building on what was discussed in session 1 etc.

All sessions facilitate discussions. There is some information sharing, but it is mainly the group members discussing about the topics and come with their views.

There is a fixed set up:

- For the Facilitator
- Information for the Facilitator: at the beginning of each module there is some information for the **facilitator about the module's topic.**
- Facilitators Notes: at each session there is a short write up for the facilitator: what is this session all about? And what is important.
- For the group
- Exercises: now the session starts
- Welcome: introducing the topic and explaining what will happen during the session
- Exercise: several participatory exercises, in small groups, using different methods
- Group talk: after each exercise feedback is provided to the group, summarizing what was learned and make a link to the next exercise
- Closure: a joint closure. This can be a song, a dance, a prayer, what the group would like.
- Homework: in some cases there is an assignment the participants can do at home, before the next session. It helps them to think through what all happened in the session.

The text in **'feedback to the group'** is in fact what you as facilitator can say to the group. You do not have to use the exact words and learning it by head, but you can use the words in that way, it should be that kind of voice to explain and facilitate. The normal text is for you to read, and understand, and act upon.

*"Failing to prepare,  
is preparing to fail!"*

Preparation of the sessions is important! Read before you have the session, so you understand all steps and can facilitate without hesitating.

## Time and location

All sessions take about 2 hours, depending on the discussions. It depends on the facilitator and the community what is the best way to go about this:

- 3 sessions of 2 hours, 1x per week
- 3 sessions of 2 hours, in 3 days in a row
- All 3 sessions in 1 day

This however will be adjusted based on the reality on the ground. The most important thing is the intended outcome. And the critical question to ask here is, does this give depth to the discussions and bring out the issues clearly?

Remember though that if you keep a group more than 2 hours you might have to provide something: a snack and drink, depending on your own policy and working relationship with the community.

Remember also that we are talking here about behavior change, and that takes time. It might be good for people to relax a bit after an intense session, to think about it, chew on it, before going to the next session.

Timing depends on your logistics and the time community members have. Morning, afternoon, evening, that is for you to discuss and plan with the men.

Location: choose a place the group will like and where they can discuss without disturbances from others.

Since the community is always very busy with their own work, we might need to go to them unlike calling them to where we are to avoid other expectations. Very important though to think about your personal security!

## Materials needed

The materials which are needed are mentioned at the beginning of each session. In fact it is not much material.

- Flipcharts and markers can be used, but this depends on the level of literacy in the group. Writing down the key points of the discussion and present to the groups could be helpful though:
  - for the group to try to come to an agreement: so, what do we write down now as our opinion?
  - for yourself as facilitator, so that you can be reminded later what the group said.
  - **It also can show a bit of 'importance' to the whole activity, it provides a certain seriousness.**
  - And it shows in fact also the importance of being **literate...**
    - Materials for a closure song, dance or game if required

But please remember, the discussions and the participation of all members, are more important than the writing on flipcharts!!!

## Facilitation

- Preferably 2 facilitators: one being the main facilitator, the other being with the group, especially when small groups are formed and groups need some extra explanation or stimulation. And this

person also can make notes what is being said and about the process, deal with individual (difficult) members if needed etc.

- The facilitator is FACILITATING the discussion!!! This is something else as being teacher, whereby the members are students who have to learn about a topic. In this case the members are the ones discussing and you as facilitator are only guiding the discussion, share the topic, stimulate discussions and link that to the topics. You can pose questions to stimulate more thinking, more details.
- At the end of every session, it is important to reflect together if all potentially difficult situations that participants can think of have indeed been covered. Also always ask if they feel comfortable to debate about the issues. Ensure to clarify any doubts that may arise from the discussions. So make it an important point to wrap up after every discussion so that issues are not left hanging.
- As a facilitator, make sure the energy level of the group is up; be creative and come up with energizers.

## Ground rules of the group and the facilitator

Best is to set the rules together, but some general rules:

- Come in time
- Be present, and only in very serious cases like sickness or death it is understandable not to be present. (this is important, because of the order, the connection between the sessions. You miss one, will mean you miss some steps in the thinking through of the whole process).
- In case somebody misses, the other members should inform the person what was discussed
- Respect each other
- Everybody participates
- No alcohol and no weapons in the group
- More...?

Maybe it is good to get a group leader and deputy, and maybe other roles as you are used to have in your way of working.

## Expectations and Fears

Remember to deal with expectations and fears from the group. Be open to them on what the organization will and will not provide.

## Culture, beliefs and behaviour

**Cultural behavior** is behavior exhibited by humans (and, some would argue, by other species as well, though to a much lesser degree) that is extrasomatic or extragenetic, in other words, learned.<sup>1</sup>

Some descriptions<sup>2</sup>:

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<sup>1</sup> Wikipedia

<sup>2</sup> <https://www.tamu.edu/faculty/choudhury/culture.html>

- Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
- Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.
- Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.
- Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.
- Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

What we want to achieve is that people change their behavior and use practices which are more favorable and protecting girls and boys and other vulnerable people in their community. In order to reach this we let the men talk and come up with their own solutions. In this way they will **be aware** of their own thoughts and feelings. We can add maybe some **information**, but main issue is their own thinking, their own reasoning. The suggested **behavior change** will come from them. And this will lead to a **consolidation** of that change, a sustainable change.<sup>3</sup>

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<sup>3</sup> Based on discussions with Geert Phlix, ACE Group. At the University of Leuven these 4 elements are used in order to reach sustainable change.



# MODULE 1: CHILDREN



## Goal of the Module

Children (boys and girls) know where it is risky and where it is safe in their community. They also know that it is important to prevent abuse or other violence. In case something does happen, they know what to do and where to go.

## Information for the Facilitator

### Introduction to the theme

In every community bad things can happen. This is in fact all over the world. However, here in South Sudan the conflict is intense and fighting sometimes gets very close. This causes more problems, directly (shooting and other violent acts), or indirectly (increase of stress in people because of the whole situation may increase violations).

And there are also violations, abuse, which is not so much caused by the conflict, but caused by other reasons

Normal people suffer, and especially children are very vulnerable and an easy target. Therefore it is important to protect them, and to provide (psychosocial) support and care to them.

Children themselves also can do something, for themselves and for each other. This Module will look at that and will stimulate the children individually and as a group to be aware, and to understand what they themselves can do to prevent possible abuses or respond adequately when something happens.

### Important to know

Make sure the children feel safe in the group! That also means that if somebody shares something personally, the others are not allowed to spread that around in the community! They should feel comfortable, it is not an easy topic to discuss.

Also be aware that there might be children who did experience already some sort of abuse or witnessed bad things happening. Some children will react with aggressive behavior, acting out, being loudly present. Others might react with withdrawn, quiet behavior. Make sure you do observe the children, see if they smile, how they act with each other. And give them the feeling that they know they always can come to you if there is something they want to share.

### Session build up

SESSION TITLE	CONTENT OF THE SESSION
1. <b>Mapping your community: risky and safe places</b>	Together the children show where in the community they know it is risky and where they feel safe.

<b>2. Causes &amp; Consequences</b>	What are the causes of all these bad things? And what are the consequences when something happens (or when you even feel something might happen).
<b>3. What can be done?</b>	Although the situation might be tough, there are some things you as a person can do, you as a group can do and what others (adults and leaders) can do and should do.

# SESSION 1: Mapping Your Community: risky places and safe places



- Goal:** Knowing which places in the community are risky and which are safe(r)
- Materials:** Flipcharts, markers, or small sticks, stones, and other materials around to draw the map in the sand
- Duration:** 1,5 to 2 hours

## Facilitator Notes

### Introduction to the theme

Children and youth might be facing risks in different areas of their own community. There might be dangerous roads, a dangerous well or dangerous bushes where anything can happen, a drinking joint where drunk men linger around, or an unpredictable neighbor. (or even father in their own homes). There are many examples, partly true for the whole group, partly individual.

There might also be places where children feel safe, or where they can go to in case of issues. Maybe a nice playground where they can meet friends, or at the church where there is this nice woman it is easy to talk with, or at home with their mum...

For every child this might be different of course. But to get a general feeling of how things are in a community, it is good to do this mapping exercise, with different groups of children.

### Important to know

Create a safe place for the children, where they feel at home. They should have the feeling they can share experiences safely in the group. And if not in the group, they can come to you. Make sure you have some nice, happy games, which you can play whenever you feel tension is building up.

## Exercises

### Welcome

This is our **first session of What's Up, People?! In 3 sessions we will look at our community, at the risky places where bad things can happen and also at the nice and safe places where you feel comfortable and where you can go for help.** It is not always easy to feel comfortable, many things can happen these days. Sometimes we cannot avoid it, but there are ways that can help you to stay safe, there are things you as a **person and we as a group can do... and that is maybe more than you think!**

But before we start, lets first see if we all know each other well.



### Exercise 1: Name Game with expression

Time: 10 min

1. Make the children stand in a circle. Start clapping, making a rhythm.
2. Ask one person to enter the circle to introduce him/herself by mentioning his/her name - at the same time making an expression, gesture or movement.
3. Make the person step back in circle. Then the rest of group enters circle and imitates the person, saying that person's name and imitating his/her gesture.
4. Back in circle, next person, et cetera.

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#### Feedback to the group

Ok, now we know each other, at least each other's names. Now let us look at our community.

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### Exercise 2: The community map

Time: 45 minutes

1. Divide the group in smaller groups of max 6 people
2. Let them look for a place around to sit
3. Ask them to draw a map of their community. They can do this on paper (flipcharts) using markers or in the sand, using local available materials like sticks and stones to indicate the different places.
4. Let them draw their community, including every part they feel is important to mention.
5. Now, indicate in the map: what places are risky for you or for other children? (use preferably a clear color, like red)
6. And why are those places dangerous? What can happen to you?
7. **Let's get back to the big group**
8. **Each group can present their 'risks-in-the-community' map to the other groups**

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#### Feedback to the group

Ok, so there are quite some places in your community where it can be risky. Bad things can happen there to you or your friends. That is not really nice.

Now let us look in the same map if there are also nice places, places where you feel safe, where you feel comfortable

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### Exercise 3: Safe places in the community

Time: 25 min

1. Go back to the same small groups.
2. Look at the map of your community again and indicate where you feel safe, where you feel comfortable.
3. Can you explain why you feel comfortable there? What makes that place safe?

4. Come back to the big group and show each other the results.

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### Feedback to the group

Thanks. It seems there are also places where you do feel fine, where you can go to to feel safe. Maybe there are not so many, but at least they are there. In the next 2 sessions we will look at that more and will check if there are more things you can do or what others can do for you to feel more comfortable in your community.

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### Exercise 4: Closure

Time: 10 min

Let's close with a nice song or game. **Who knows something?**

## Homework

When you are home, before the next session starts, you can do the following: think about these risky and safe places and observe your fellow children. What do you think causes the problems? Next time we will talk about this a bit more.

# SESSION 2: Causes and Consequences



- Goal:** Understanding what may cause the violent acts and what are the consequences
- Materials:** Flipcharts and markers (if available. Some A4 papers is also fine)
- Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

There are many reasons why bad things happen. And it is important to realize that when an adult does something bad to a child, it is NEVER the fault of the child. Adults have the task to protect children, to teach them good behavior and to support them and guide them. They are not allowed to harm them. But sometimes it does happen.

What is causing this? it is important to understand the causes, because then you can be a bit more aware what may happen and that means you can protect yourself a bit. An example: if you live in a camp situation, women normally are busy, since the care of children just continues, if they live in a normal community or if they live in a camp. But for men this is different. They might have lost their daily routine and their purpose as head of the family. Some of them have difficulty to handle that and go for drinking. And that means that when children know these men go for drinking, they can avoid those places. And it also helps sometimes to understand why these men are doing it, without saying that it is fine to do this of course!

And if something happens, what may be the consequences? How would a person feel when something bad happened to him or her? And what is then the reaction of the people around?

### Important to know

Take your time for this session! You might want to split the group in unisex groups, for groupwork. But make sure in the end boys know from girls what they say and what they might feel and girls know it from boys. **They are in this together and should see each other as peers and not as 'enemies'.**

## Exercises

### Welcome

Welcome to this 2<sup>nd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would to share something about this?

Today we will look at what is causing violence and violent acts. And what are the consequences when something happens? But let us first start with a nice game.



### Exercise 1: Listen to the leader

Time: 10 min

1. All participants walk around. One person is the leader
2. The leader will clap in his/her hands.
  - 1 x clap means: everybody should stand still
  - 2x clap means: everybody should turn around and keep walking
  - 3x clap means: everybody should find another person to make a pairWhen the leader then says: Continue. Everybody can start walking again
3. Let us try.
4. Do this a few times. If they like it you can make somebody else a leader (preferably pick a shy, quiet person). You also can change commands. For instance if you say a number, they have to make groups of that number of people.

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#### Feedback to the group

How was the game? Was it nice? Was it hard to follow the leader? You have to be aware of him/her, listen well, and you are with others in the group.

Now, let us look at what is causing risks in this community.

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### Exercise 2: What is causing all these risky things?

Time: 40 minutes

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. **For each risk, try to discuss what might be the cause of it. It is the 'Why' question.**
4. Come back to the group and present to each other

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#### Feedback to the group

Well done, you did a good job, looking at all these causes of the risks, of the dangerous places. This is important, because of your understanding. Why this is, what is causing it, it also gives you clues what you can do to keep away from it or what can be done to stop it. That will be important in the next session. But first we will look at the consequences. What can happen with people, with you, when these things happen?

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### Exercise 3: Consequences

Time: 20 min

1. Go again in your small group

2. Talk about what can happen when something will happen at that risky place? How would that person feel?
3. Also discuss: how would people react? The family? You as friends?
4. Come back to the group and share your views of the small group.

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### Feedback to the group

You all have seen and shared that when something like this happens, it is not nice and has a lot of consequences for the person itself and also for the family and friends.

So it is important to try to prevent it from happening. And what is also important is that IF something happens, what is then important to do, where can you go and how should family and friends react best.

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### Closure

Pffff, this is was tough, not so? Not easy to talk about these things. But great that you did!!! Let us end with a nice game.



### Exercise 4: Boom chike Boom

Time: 10 min

1. **Stand in a circle, facing each other's back.**
2. One is the leader and will shout: Boom chike Boom
3. Everybody replies: Boom chike boom
4. Continue this, while moving around all in the circle, making funny dance movements: Boom chike Boom! (boom chike boom), Boom chike Boom! (boom chike boom)
5. You can make funny movements, change the volume, increasing to loud and to soft, making big movements or small ones. You can add something in the word: Boom chike rakarakarakara boom.
6. Repeat a few times so you know people are leaving in a good mood.

## Homework

For next time, please think about what can be done to prevent these risky things to happen. And what should be done in case it does happen? We will talk about that next time.



# SESSION 3: What can we do?



**Goal:** Exploring ways to prevent and deal with risky situations  
**Materials:** Flipcharts and markers (if available)  
**Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

Risky situations are often there. But that does not mean it can never be avoided. There are things you can do, as a person, as a group and as a community to reduce the risks, to make the likelihood that something bad happens, smaller. For instance, the road to the borehole is risky. When you go alone, there is a high chance of being attacked by somebody, especially when it is getting dark. So, to reduce the risk you might: go with a group, go during day light. (This will also be discussed with adults and leaders, so maybe they even can decide to escort you safely).

It will not prevent things from happening for 100%. So it is also important to look at: what if something happens? What can you do, as a person and as a group? Where can you go? And what can you as friends do to support? It is already bad if somebody is a victim of violence. But what makes it even worse is a bad reaction of family and friends who might say: it is your own fault, you should not have gone alone! Or your friends who do not know how to react and therefor avoid you... That is like double pain! Support after a violent attack is very important and can help a person to deal with it better!

### Important to know

Be aware it might be that things did already happen to individuals in the group! Make sure it is safe for everybody to share and talk. If somebody does not want to share, it is also fine, but make sure everybody knows you are available, also after the session is finished.

## Exercises

Welcome

Welcome to this 3<sup>rd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would to share something about this?

Today we will look at what you can do as a person and as a group and even as a community



### Exercise 1: The Driver and the Car

Time: 15 min

1. Let everybody make a pair. Make sure there is quite some space around
2. Each pair decides who is the 'driver' and who is the 'car'.
3. The 'car' has to close his/her eyes.

#### 4. The driver now starts tapping on the back of the 'car':

- 1 tap meaning drive (walk)
- 2 taps means faster
- Tap on right shoulder: go right
- Tap on left shoulder: go left
- Holding hand on back: brake /stop

#### 5. Let's try

6. After some minutes switch: driver becomes the car, car becomes the driver

---

#### Feedback to the group

How was the game? (let the participants tell you). Let me ask **the 'cars': did you really close your eyes the whole time? Who peeped? And why?** (in fact they peep because of not trusting entirely). And let me ask **the drivers: how was it for you to 'drive'? did you knock your car?** (probably they say they felt responsible for their car)

What did you learn in this game? What is important?

It is important to trust the other one. As a car you will only close your eyes when you do trust the other person! And trust is also important in our daily life. Is there somebody in the community you do trust? We will talk about it in the following exercises.



#### Exercise 2: What can you do?

Time: 30 min

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. For each risk come up with a few things you can do, as a person or as a group, what you can do to at least reduce the possibility it will happen.
4. Come back to the group and share with the others

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#### Feedback to the group

And, do you feel there are things you can do? Do you think this might work? Are there things what other people in the community will be able to do? At the end of this session we will make a plan together about **how to involve them. Now let's do some role play**, so we can see what might happen if we do what we have said we can do.

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### Exercise 3: What may happen

Time: 40 min

1. Make about 4 small groups
2. Group 1 and 2: Pick one of the situations and make a role play.  
Group 3 and 4: Think of a situation and what might happen. Make a role play about this and what you think is best for you, the family and the community to react.
3. Show the role plays to the other groups.
4. After each role-play briefly discuss: is this possible? Is this what should happen?

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#### Feedback to the group

Thank you so much for those great plays! We know, it is just a play, but it is important to think about it and practice. And it is good to see that although the situation we live in is not easy, there are things we can do, although they might look small. In the last exercise we will prepare for the joint meeting with the other groups in the community (youth, adults, leaders). Let us prepare what we would like to share with them, and we would like them to do.

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### Exercise 4: Proposed Plan of action

Time: 15 min

1. Split the group into 2
2. One group will prepare what they have learned in these 3 sessions, and what we as group can do to prevent and respond bad things to happen. This can be via writing down key points, or make a **roleplay, or a song... anything**
3. The other group will prepare what we would like other groups in the community to do or not to do. This also can be in the form of a writing down of main points, or a roleplay, a song etc.  
Remember, it is a request, not a demand. It is important to explain well. And remember, the other groups will do the same so they might also come with requests for you.
4. Present to each other.
5. Decide together what will be presented in the joint session and who will be best to do that, on behalf of the group.

#### Closure

This is the last session of this group. We will have a joint session with the other groups next. Let us close with a nice song or game. Who knows something?

## Homework

Prepare together for the joint session. Although you might not be the one talking then, it is a group presentation, so you all will be there we hope.



# MODULE 2: TEENAGERS & YOUTH



## Goal of the Module

Teenagers/Youth (boys and girls) know where it is risky and where it is safe in their community. They also know that it is important to prevent abuse or other violence. In case something does happen, they know what to do and where to go.

## Information for the Facilitator

### Introduction to the theme

In every community bad things can happen. This is in fact all over the world. However, here in South Sudan the conflict is intense and fighting sometimes gets very close. This causes more problems, directly (shooting and other violent acts), or indirectly (increase of stress in people because of the whole situation may increase violations).

And there are also violations, abuse, which is not so much caused by the conflict, but caused by other reasons.

Normal people suffer, but especially children are very vulnerable. Teenagers & Youth also form an important group. They know what is going on, they are triggered to choose sides or even get involved. Peer pressure is more an issue than with children. Boys and young men may be targeted to join forces, and prove manhood. And teenage girls can be a target by men.

Therefore it is important to involve them, and to provide (psychosocial) support and care to them.

Teenagers & Youth themselves also can do something, for themselves and for each other. This Module will look at that and will stimulate them individually and as a group to be aware, and to understand what they themselves can do to prevent possible abuses or respond adequately when something happens.

### Important to know

Make sure both the boys and girls feel safe in the group! That also means that if somebody shares something personally, the others are not allowed to spread that around in the community! They should feel comfortable, it is not an easy topic to discuss.

Also be aware that there might be teenagers/youth who did experience already some sort of abuse or witnessed bad things happening. Some teenagers/youth will react with aggressive behavior, acting out, being loudly present. Others might react with withdrawn, quiet behavior. Make sure you do observe them, see if they smile, how they act with each other. And give them the feeling that they know they always can come to you if there is something they want to share.

And be aware that danger is not always coming from outside mainly! Be aware there are things happening within communities, especially around the teenage girls! Be aware that the group you have in front of you might not be that innocent as they may look.

## Session build up

SESSION TITLE	CONTENT OF THE SESSION
1. <b>Mapping your community: risky and safe places</b>	Together the teenagers/youth show where in the community they know it is risky and where they feel safe.
2. <b>Causes &amp; Consequences</b>	What are the causes of all these bad things? And what are the consequences when something happens (or when you even feel something might happen).
3. <b>What can be done?</b>	Although the situation might be tough, there are some things you as a person can do, you as a group can do and what others (adults and leaders) can do and should do.

# SESSION 1: Mapping Your Community: risky places and safe places



- Goal:** Knowing which places in the community are risky and which are safe(r)
- Materials:** Flipcharts, markers, or small sticks, stones, and other materials around to draw the map in the sand
- Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

Children and youth might be facing risks in different areas of their own community. There might be dangerous roads, a dangerous well or dangerous bushes where anything can happen, a drinking joint where drunk men linger around, or an unpredictable neighbor. (or even father in their own homes). There are many examples, partly true for the whole group, partly individual.

There might also be places where teenagers/youth feel safe, or where they can go to in case of issues. Maybe a nice playground where they can meet friends, or at the church where there is this nice woman it is **easy to talk with, or at home with their mum...**

For every boy or girl this might be different of course. But to get a general feeling of how things are in a community, it is good to do this mapping exercise, with different groups of children.

### Important to know

Create a safe place for the teenagers/youth, where they feel at home. They should have the feeling they can share experiences safely in the group. And if not in the group, they can come to you. Make sure you have some nice, happy games, which you can play whenever you feel tension is building up.

## Exercises

Welcome

**This is our first session of What's Up, People?! In 3 sessions we will look at our community, at the risky places where bad things can happen and also at the nice and safe places where you feel comfortable and where you can go for help. It is not always easy to feel comfortable, many things can happen these days. Sometimes we cannot avoid it, but there are ways that can help you to stay safe, there are things you as a person and we as a group can do... and that is maybe more than you think!**

But before we start, lets first see if we all know each other well.



### Exercise 1: Name Game with expression

Time: 10 min

1. Make the teenagers/youth stand in a circle. Start clapping, making a rhythm.
2. Ask one person to enter the circle to introduce him/herself by mentioning his/her name - at the same time making an expression, gesture or movement.
3. Make the person step back in circle. Then the rest of group enters circle and imitates the person, saying that person's name and imitating his/her gesture.
4. Back in circle, next person, et cetera.

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#### Feedback to the group

Ok, now we know each other, at least each other's names. Now let us look at our community.

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### Exercise 2: The community map

Time: 45 minutes

1. Divide the group in smaller groups of max 6 people
2. Let them look for a place around to sit
3. Ask them to draw a map of their community. They can do this on paper (flipcharts) using markers or in the sand, using local available materials like sticks and stones to indicate the different places.
4. Let them draw their community, including every part they feel is important to mention.
5. Now, indicate in the map: what places are risky for you or for other children? (use preferably a clear color, like red)
6. And why are those places dangerous? What can happen to you?
7. **Let's get back to the big group**
8. **Each group can present their 'risks-in-the-community' map to the other groups**

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#### Feedback to the group

Ok, so there are quite some places in your community where it can be risky. Bad things can happen there to you or your friends. That is not really nice.

Now let us look in the same map if there are also nice places, places where you feel safe, where you feel comfortable

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### Exercise 3: Safe places in the community

Time: 25 min

1. Go back to the same small groups.
2. Look at the map of your community again and indicate where you feel safe, where you feel comfortable.

3. Can you explain why you feel comfortable there? What makes that place safe?
4. Come back to the big group and show each other the results.

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### Feedback to the group

Thanks. It seems there are also places where you do feel fine, where you can go to feel safe. Maybe there are not so many, but at least they are there. In the next 2 sessions we will look at that more and will check if there are more things you can do or what others can do for you to feel more comfortable in your community.

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### Exercise 4: Closure

Time: 10 min

Let's close with a nice song or game. Who knows something?

## Homework

When you are home, before the next session starts, you can do the following: think about these risky and safe places and observe your fellow agemates. What do you think causes the problems? Next time we will talk about this a bit more.



# SESSION 2: Causes and Consequences



- Goal:** Understanding what may cause the violent acts and what are the consequences
- Materials:** Flipcharts and markers (if available. Some A4 papers is also fine)
- Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

There are many reasons why bad things happen. And it is important to realize that when something happens against your will, it is NEVER your fault! So for instance if you are forced to have sex, when you are being raped, it is NOT your fault. Adults have the task to protect children, and people are never allowed to harm another person.

But we all know it sometimes does happen.

What is causing this? it is important to understand the causes, because then you can be a bit more aware what may happen and that means you can protect yourself a bit. An example: if you live in a camp situation, women normally are busy, since the care of children just continues, if they live in a normal community or if they live in a camp. But for men this is different. They might have lost their daily routine and their purpose as head of the family. Some of them have difficulty to handle that and go for drinking. And that means that when children know these men go for drinking, they can avoid those places. And it also helps sometimes to understand why these men are doing it, without saying that it is fine to do this of course!

It is also known, from other conflict situations, that youth are getting bored, they think their future is **gone, since there is only fighting, no possibilities, no perspective on a normal life... In order to deal with this, they go for the 'quick pleasure': sex, alcohol, drugs or joining armed groups. And they do not realize this will maybe bring pleasure in the short term, but in the long run it will only add to their problems.**

We will also look at the consequences if something happens. How would a person feel when something bad happened to him or her? And what is then the reaction of the people around?

### Important to know

Take your time for this session! You might want to split the group in unisex groups, for groupwork. But make sure in the end boys know from girls what they say and what they might feel and girls know it from **boys. They are in this together and should see each other as peers and not as 'enemies'.**

It is important too that they realize that life is hard now, but it is not over! There still can be a better future for them and for their children!

## Exercises

### Welcome

Welcome to this 2<sup>nd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would like to share something about this?

Today we will look at what is causing violence and violent acts. And what are the consequences when something happens? But let us first start with a nice game.



### Exercise 1: Listen to the leader

Time: 10 min

1. All participants walk around. One person is the leader
2. The leader will clap in his/her hands.  
1 x clap means: everybody should stand still  
2x clap means: everybody should turn around and keep walking  
3x clap means: everybody should find another person to make a pair  
When the leader than says: Continue. Everybody can start walking again
3. Let us try.
4. Do this a few times. If they like it you can make somebody else a leader (preferably pick a shy, quiet person). You also can change commands. For instance if you say a number, they have to make groups of that number of people.

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### Feedback to the group

How was the game? Was it nice? Was it hard to follow the leader? You have to be aware of him/her, listen well, and you are with others in the group.

Now, let us look at what is causing risks in this community.



### Exercise 2: What is causing all these risky things?

Time: 40 minutes

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. **For each risk, try to discuss what might be the cause of it. It is the 'Why' question.**
4. Come back to the group and present to each other

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### Feedback to the group

Well done, you did a good job, looking at all these causes of the risks, of the dangerous places. This is important, because of your understanding. Why this is, what is causing it, it also gives you clues what you can do to keep away from it or what can be done to stop it. That will be important in the next session. But



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first we will look at the consequences. What can happen with people, with you, when these things happen?

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### Exercise 3: Consequences

Time: 20 min

1. Go again in your small group
  2. Talk about what can happen when something will happen at that risky place? How would that person feel?
  3. Also discuss: how would people react? The family? You as friends?
  4. Come back to the group and share your views of the small group.
- 

### Feedback to the group

You all have seen and shared that when something like this happens, it is not nice and has a lot of consequences for the person itself and also for the family and friends.

So it is important to try to prevent it from happening. And what is also important is that IF something happens, what is then important to do, where can you go and how should family and friends react best.

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### Closure

Pffff, this is was tough, not so? Not easy to talk about these things. But great that you did!!! Let us end with a nice game.



### Exercise 4: Boom chike Boom

Time: 10 min

1. **Stand in a circle, facing each other's back.**
2. One is the leader and will shout: Boom chike Boom
3. Everybody replies: Boom chike boom
4. Continue this, while moving around all in the circle, making funny dance movements: Boom chike Boom! (boom chike boom), Boom chike Boom! (boom chike boom)
5. You can make funny movements, change the volume, increasing to loud and to soft, making big movements or small ones. You can add something in the word: Boom chike rakarakarakara boom.
6. Repeat a few times so you know people are leaving in a good mood.

## Homework

For next time, please think about what can be done to prevent these risky things to happen. And what should be done in case it does happen? We will talk about that next time.

# SESSION 3: What can we do?



**Goal:** Exploring ways to prevent and deal with risky situations  
**Materials:** Flipcharts and markers (if available)  
**Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

Risky situations are often there. But that does not mean it can never be avoided. There are things you can do, as a person, as a group and as a community to reduce the risks, to make the likelihood that something bad happens, smaller. For instance, the road to the borehole is risky. When you go alone, there is a high chance of being attacked by somebody, especially when it is getting dark. So, to reduce the risk you might: go with a group, go during day light. (This will also be discussed with adults and leaders, so maybe they even can decide to escort you safely. Or maybe the boys are willing to come along).

It will not prevent things from happening for 100%. So it is also important to look at: what if something happens? What can you do, as a person and as a group? Where can you go? And what can you as friends do to support? It is already bad if somebody is a victim of violence. But what makes it even worse is a bad reaction of family and friends who might say: it is your own fault, you should not have gone alone! Or your **friends who do not know how to react and therefor avoid you... That is like double pain! Support after a violent attack is very important and can help a person to deal with it better!**

### Important to know

Be aware it might be that things did already happen to individuals in the group! Make sure it is safe for everybody to share and talk. If somebody does not want to share, it is also fine, but make sure everybody knows you are available, also after the session is finished.

## Exercises

### Welcome

Welcome to this 3<sup>rd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would to share something about this?

Today we will look at what you can do as a person and as a group and even as a community



### Exercise 1: The Driver and the Car

Time: 15 min

1. Let everybody make a pair. Make sure there is quite some space around
2. Each pair decides who is the 'driver' and who is the 'car'.



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3. The 'car' has to close his/her eyes.
4. The driver now starts tapping on the back of the 'car':
  - 1 tap meaning drive (walk)
  - 2 taps means faster
  - Tap on right shoulder: go right
  - Tap on left shoulder: go left
  - Holding hand on back: brake /stop
5. Let's try
6. After some minutes switch: driver becomes the car, car becomes the driver

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### Feedback to the group

How was the game? (let the participants tell you). Let me ask the 'cars': did you really close your eyes the whole time? Who peeped? And why? (in fact they peep because of not trusting entirely). And let me ask the drivers: how was it for you to 'drive'? did you knock your car? (probably they say they felt responsible for their car)

What did you learn in this game? What is important?

It is important to trust the other one. As a car you will only close your eyes when you do trust the other person! And trust is also important in our daily life. Is there somebody in the community you do trust? We will talk about it in the following exercises.



### Exercise 2: What can you do?

Time: 30 min

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. For each risk come up with a few things you can do, as a person or as a group, what you can do to at least reduce the possibility it will happen.
4. Come back to the group and share with the others

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### Feedback to the group

And, do you feel there are things you can do? Do you think this might work? Are there things what other people in the community will be able to do? At the end of this session we will make a plan together about how to involve them. Now let's do some role play, so we can see what might happen if we do what we have said we can do.

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### Exercise 3: What may happen

Time: 40 min

1. Make about 4 small groups
2. Group 1 and 2: Pick one of the situations and make a role play.  
Group 3 and 4: Think of a situation and what might happen. Make a role play about this and what you think is best for you, the family and the community to react.
3. Show the role plays to the other groups.
4. After each role-play briefly discuss: is this possible? Is this what should happen?

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### Feedback to the group

Thank you so much for those great plays! We know, it is just a play, but it is important to think about it and practice. And it is good to see that although the situation we live in is not easy, there are things we can do, although they might look small. In the last exercise we will prepare for the joint meeting with the other groups in the community (youth, adults, leaders). Let us prepare what we would like to share with them, and we would like them to do.



### Exercise 4: Proposed Plan of action

Time: 15 min

1. Split the group into 2
2. One group will prepare what they have learned in these 3 sessions, and what we as group can do to prevent and respond bad things to happen. This can be via writing down key points, or make a **roleplay, or a song... anything**
3. The other group will prepare what we would like other groups in the community to do or not to do. This also can be in the form of a writing down of main points, or a roleplay, a song etc. Remember, it is a request, not a demand. It is important to explain well. And remember, the other groups will do the same so they might also come with requests for you.
4. Present to each other.
5. Decide together what will be presented in the joint session and who will be best to do that, on behalf of the group.

### Closure

This is the last session of this group. We will have a joint session with the other groups next. Let us close with a nice song or game. Who knows something?

## Homework

Prepare together for the joint session. Although you might not be the one talking then, it is a group presentation, so you all will be there we hope.

# MODULE 3: PARENTS



## Goal of the Module

Parents know where it is risky, for their children and for themselves, and where it is safe in their community. They also know that it is important to prevent abuse or other violence. In case something does happen, they know what to do, where to go and who to involve.

## Information for the Facilitator

### Introduction to the theme

In every community bad things can happen. This is in fact all over the world. However, here in South Sudan the conflict is intense and fighting sometimes gets very close. This causes more problems, directly (shooting and other violent acts), or indirectly (increase of stress in people because of the whole situation may increase violations).

And there are also violations and abuses which are not so much caused by the conflict, but which are happening because of several reasons.

All people in the community do suffer, but especially children are very vulnerable and an easy target. Also teenagers (girls and boys) do need support, and some other groups, like people with a disability and elderly people. Therefore it is important to try to prevent this, and to provide (psychosocial) support and care to them.

Often adults are looking at their leaders or at the authorities to take action. But also as parents things can be done. This Module will look at that and will stimulate the parents individually and as a group to be aware, and to understand what they themselves can do to prevent possible abuses in their family and community and to respond adequately when something happens.

### Important to know

Make sure the participants feel safe in the group! That also means that if somebody shares something personally, the others are not allowed to spread that around in the community! They should feel comfortable, it is not an easy topic to discuss.

Also be aware that there might be participants who did experience already some sort of abuse or witnessed bad things happening. Some people will react with aggressive behavior, acting out, being loudly present. Others might react with withdrawn, quiet behavior. Make sure you do observe the participants, see if they smile, how they act with each other. And give them the feeling that they know they always can come to you if there is something they want to share.

Please make sure you include mothers and fathers in the same group! In groupwork you might split them in their own gender groups, but it is important for them to hear from other ideas and issues. They form 1 community, so it is important to know you can complement each other and speak with 1 voice.

If you feel it is possible, you can include local leaders. It is however also possible to have them in a separate group.

### Session build up

SESSION TITLE	CONTENT OF THE SESSION
1. <b>Mapping your community: risky and safe places</b>	Together the parents show where in the community they know it is risky and where they feel safe.
2. <b>Causes &amp; Consequences</b>	What are the causes of all these bad things? And what are the consequences when something happens (or when you even feel something might happen).
3. <b>What can be done?</b>	Although the situation might be tough, there are some things you as a person can do, you as a group can do and what others (children and teenagers) should do.



# SESSION 1: Mapping Your Community: risky places and safe places



- Goal:** Knowing which places in the community are risky and which are safe(r)
- Materials:** Flipcharts, markers, or small sticks, stones, and other materials around to draw the map in the sand
- Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

Children and youth might be facing risks in different areas of their own community. There might be dangerous roads, a dangerous well or dangerous bushes where anything can happen, a drinking joint where drunk men linger around, or an unpredictable neighbor. (or even father in their own homes). There are many examples, partly true for the whole group, partly individual.

There might also be places where children feel safe, or where they can go to in case of issues. Maybe a nice playground where they can meet friends, or at the church where there is this nice woman it is easy to talk with, or at **home with their mum...**

As a parent you have to take care of your child and protect it from harm. They all have been children too, **so they know how what it is to be a child. Although... it might be good to refresh their mind at the beginning of the session.** This will be done in the first exercise.

### Important to know

Make sure all parents (mothers and fathers) are participating. Some will not talk in a big group, but normally in small groups everybody will feel free enough to contribute in the discussion. They should have the feeling they can share experiences safely in the group.

## Exercises

### Welcome

**This is our first session of What's Up, People?! In 3 sessions** we will look at our community, at the risky places where bad things can happen and also at the nice and safe places where you and the children will feel comfortable and where you can go for help. As a parent your role is to raise your children, to provide support and care and protect them from harm. It is not always easy to do this. there are so many things happening, you have your own problems and then also have to take care of the children. But the children need you, both the fathers and mothers. In these sessions we will look at ways we still can support our children, prevent them from harm, and how to support them in time of trouble. Not an easy task for you, but you will see, you can maybe do more than you think!

Before we start looking at our children, let us first look at our own childhood. Do you still remember?



### Exercise 1: Our own childhood and children now

Time: 35 min

1. Divide the parents in small groups of about 6 to 8 people.
2. Give them a flipchart and markers (if they cannot read and write, it is fine, they can memorize the main points)
3. Ask them: Think about your own childhood. What were the nice things happening then? And what were the more difficult things? Do you know if you felt supported by your parents or by other adults? (10 min for discussion in the small groups)
4. Next question: think about your children nowadays. What are the nice things and difficult things? (10 minutes)
5. Last question: What is the similar and what is different between your childhood and the childhood of your children? (5 minutes)
6. Come back in the group and present to the others (10 minutes)

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#### Feedback to the group

Thank you for sharing! Interesting to hear all the stories! And good to see the similarities and the differences between your children now and when you were young. It is important to realize as a child you have a certain image of your parent, what you like or hope your mother or father will do. Your children have that too from you. Understanding how you were as a child, may help you to understand your own child now.

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### Exercise 2: The community map

Time: 40 minutes

1. Divide the group in smaller groups of max 6 people
2. Let them look for a place around to sit
3. Ask them to draw a map of their community. They can do this on paper (flipcharts) using markers or in the sand, using local available materials like sticks and stones to indicate the different places.
4. Now, indicate in the map: what places are risky for you or for other children? (use preferably a clear color, like red)
5. And why are those places dangerous? What can happen to you?
6. **Let's get back to the big group**
7. **Each group can present their 'risks-in-the-community' map to the other groups**

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### Feedback to the group

Ok, so there are quite some places in your community where it can be risky. Bad things can happen there to your children. That is not really nice. Now let us look in the same map if there are also nice places, places where you feel safe, where you feel comfortable.

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### Exercise 3: Safe places in the community

Time: 20 min

1. Go back to the same small groups.
  2. Look at the map of your community again and indicate where the children feel safe, where they feel comfortable.
  3. Can you explain why they will feel comfortable there? What makes that place safe?
  4. Come back to the big group and show each other the results.
- 

### Feedback to the group

Thanks. It seems there are also places where your children do feel fine, where they can go to feel safe. Maybe there are not so many, but at least they are there. In the next 2 sessions we will look at that more and will check if there are more things you can do to help your children to feel more comfortable in your community.

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### Exercise 4: Closure

Time: 10 min

Let's close with a nice song or game. Who knows something?

## Homework

When you are home, before the next session starts, you can do the following: think about these risky and safe places and observe your children. What do you think causes the problems? Next time we will talk about this a bit more.

# SESSION 2: Causes and Consequences



**Goal:** Understanding what may cause the violent acts and what are the consequences

**Materials:** Flipcharts and markers (if available. Some A4 papers is also fine)

**Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

There are many reasons why bad things happen. And it is important to realize that when an adult does something bad to a child, it is NEVER the fault of the child. Adults have the task to protect children, to teach them good behavior and to support them and guide them. They are not allowed to harm them. But sometimes it does happen.

What is causing this? it is important to understand the causes, because then you can be a bit more aware what may happen and what you can do to prevent. An example: if you live in a camp situation, women normally are busy, since the care of children just continues, if they live in a normal community or if they live in a camp. But for men this is different. They might have lost their daily routine and their purpose as head of the family. Some of them have difficulty to handle that and go for drinking. And that means that when children know these men go for drinking, they can avoid those places. And it also helps sometimes to understand why these men are doing it.

And if something happens, what may be the consequences? How would a person feel when something bad happened to him or her? And what is then the reaction of the people around, of you as a parent?

### Important to know

Take your time for this session! You might want to split the group in unisex groups, for groupwork. But make sure in the end both fathers and mothers have shared their views.

## Exercises

### Welcome

Welcome to this 2<sup>nd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would to share something about this?

Today we will look at what is causing violence and violent acts. And what are the consequences when something happens? But let us first start with a nice game.



### Exercise 1: Listen to the leader

Time: 10 min

1. All participants walk around. One person is the leader



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2. The leader will clap in his/her hands.  
1 x clap means: everybody should stand still  
2x clap means: everybody should turn around and keep walking  
3x clap means: everybody should find another person to make a pair  
When the leader than says: Continue. Everybody can start walking again
  3. Let us try.
  4. Do this a few times. If they like it you can make somebody else a leader (preferably pick a shy, quiet person). You also can change commands. For instance if you say a number, they have to make groups of that number of people.
- 

### Feedback to the group

How was the game? Was it nice? Was it hard to follow the leader? You have to be aware of him/her, listen well, and you are with others in the group.

Now, let us look at what is causing risks in this community.

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### Exercise 2: What is causing all these risky things?

Time: 40 minutes

1. Make small groups. Can be mixed or unisex.
  2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
  3. **For each risk, try to discuss what might be the cause of it. It is the 'Why' question.**
  4. Come back to the group and present to each other
- 

### Feedback to the group

Well done, you did a good job, looking at all these causes of the risks, of the dangerous places. This is important, because of your understand Why this is, what is Causing it, it also gives you clues what you can do to keep away from it or what can be done to stop it. That will be important in the next session. But first we will look at the consequences. What can happen with people, with you, when these things happen?

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### Exercise 3: Consequences

Time: 20 min

1. Go again in your small group
2. Talk about what can happen when something will happen at that risky place? How would that person feel?
3. Also discuss: how would people react? You as a parent? Friends of your child?
4. Come back to the group and share your views of the small group.

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### Feedback to the group

You all have seen and shared that when something like this happens, it is not nice and has a lot of consequences for the person itself and also for the family and friends.

So it is important to try to prevent it from happening. And what is also important is that IF something happens, what is then important to do, where can you go and how should family and friends react best.

---

### Closure

Pffff, this is was tough, not so? Not easy to talk about these things. But great that you did!!! Let us end with a nice game.



### Exercise 4: Boom chike Boom

Time: 10 min

1. **Stand in a circle, facing each other's back.**
2. One is the leader and will shout: Boom chike Boom
3. Everybody replies: Boom chike boom
4. Continue this, while moving around all in the circle, making funny dance movements: Boom chike Boom! (boom chike boom), Boom chike Boom! (boom chike boom)
5. You can make funny movements, change the volume, increasing to loud and to soft, making big movements or small ones. You can add something in the word: Boom chike rakarakarakaraka boom.
6. Repeat a few times so you know people are leaving in a good mood.

## Homework

For next time, please think about what can be done to prevent these risky things to happen. And what should be done in case it does happen? We will talk about that next time.

# SESSION 3: What can we do?



**Goal:** Exploring ways to prevent and deal with risky situations  
**Materials:** Flipcharts and markers (if available)  
**Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

Risky situations are often there. But that does not mean it can never be avoided. There are things you can do, as a parent, as a group and as a community to reduce the risks, to make the likelihood that something bad happens, smaller. For instance, the road to the borehole is risky. When you go alone, there is a high chance of being attacked by somebody, especially when it is getting dark. So, to reduce the risk you might: let them not go alone, but with a group, go during day light.

It will not prevent things from happening for 100%. So it is also important to look at: what if something happens? What can you do, as a parent and as a group? Where can you go? And what can you as parents and as group do to support? It is already bad if somebody is a victim of violence. But what makes it even worse is a bad reaction of family and friends who might say: it is your own fault, you should not have gone alone! Or friends who do not know how to react and therefor avoid you... **That is like double pain! Support** after a violent attack is very important and can help a person to deal with it better!

### Important to know

Be aware it might be that things did already happen to individuals in the group! Make sure it is safe for everybody to share and talk. If somebody does not want to share, it is also fine, but make sure everybody knows you are available, also after the session is finished.

## Exercises

### Welcome

Welcome to this 3<sup>rd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would to share something about this?

Today we will look at what you can do as a person and as a group and even as a community



### Exercise 1: The Driver and the Car

Time: 15 min

1. Let everybody make a pair. Make sure there is quite some space around
2. Each pair decides who is the 'driver' and who is the 'car'.
3. The 'car' has to close his/her eyes.
4. The driver now starts tapping on the back of the 'car':

- 1 tap meaning drive (walk)
- 2 taps means faster
- Tap on right shoulder: go right
- Tap on left shoulder: go left
- Holding hand on back: brake /stop

5. Let's try

6. After some minutes switch: driver becomes the car, car becomes the driver

### Feedback to the group

How was the game? (let the **participants tell you**). **Let me ask the 'cars': did you really close your eyes the whole time? Who peeped? And why?** (in fact they peep because of not trusting entirely). And let me ask **the drivers: how was it for you to 'drive'? did you knock your car?** (probably they say they felt responsible for their car)

What did you learn in this game? What is important?

It is important to trust the other one. As a car you will only close your eyes when you do trust the other person! And trust is also important in our daily life. Is there somebody in the community you do trust? We will talk about it in the following exercises.

We did the same exercise with your children. Trust is for all ages, and especially children need people they can trust! In fact in this game, **your child is the 'car', you are the 'driver'. Guide your child to stay safe!**



### Exercise 2: What can you do?

Time: 30 min

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. For each risk come up with a few things you can do, as a parent or as a group, what you can do to at least reduce the possibility it will happen.
4. Come back to the group and share with the others

### Feedback to the group

And, do you feel there are things you can do? Do you think this might work? Are there things what other people in the community will be able to do? At the end of this session we will make a plan together about **how to involve them. Now let's do some role play**, so we can see what might happen if we do what we have said we can do.





### Exercise 3: What may happen

Time: 40 min

1. Make about 4 small groups
2. Group 1 and 2: Pick one of the situations and make a role play.  
Group 3 and 4: Think of a situation and what might happen. Make a role play about this and what you think is best for you, the family and the community to react.
3. Show the role plays to the other groups.
4. After each role-play briefly discuss: is this possible? Is this what should happen?

---

### Feedback to the group

Thank you so much for those great plays! We know, it is just a play, but it is important to think about it and practice. And it is good to see that although the situation we live in is not easy, there are things we can do, although they might look small. In the last exercise we will prepare for the joint meeting with the other groups in the community (youth, adults, leaders). Let us prepare what we would like to share with them, and we would like them to do.



### Exercise 4: Proposed Plan of action

Time: 15 min

1. Split the group into 2
2. One group will prepare what they have learned in these 3 sessions, and what we as group can do to prevent and respond bad things to happen. This can be via writing down key points, or make a **roleplay, or a song... anything**
3. The other group will prepare what we would like other groups in the community to do or not to do. This also can be in the form of a writing down of main points, or a roleplay, a song etc. Remember, it is a request, not a demand. It is important to explain well. And remember, the other groups will do the same so they might also come with requests for you.
4. Present to each other.
5. Decide together what will be presented in the joint session and who will be best to do that, on behalf of the group.

### Closure

This is the last session of this group. We will have a joint session with the other groups next time. Let us close with a nice song or game. Who knows something?

## Homework

Prepare together for the joint session. Although you might not be the one talking then, it is a group presentation, so you all will be there we hope.

# MODULE 4: LEADERS



## Goal of the Module

Leaders know where it is risky, for their community members, especially children, and where it is safe in their community. They also know that it is important to prevent abuse or other violence and their role in this. In case something does happen, they know what to do, and who to involve.

## Information for the Facilitator

### Introduction to the theme

In every community bad things can happen. This is in fact all over the world. However, here in South Sudan the conflict is intense and fighting sometimes gets very close. This causes more problems, directly (shooting and other violent acts), or indirectly (increase of stress in people because of the whole situation may increase violations).

And there are also violations and abuses which are not so much caused by the conflict, but which are happening because of several reason.

All people in the community do suffer, but especially children are very vulnerable and an easy target. Also teenagers (girls and boys) do need support, and some other groups, like people with a disability and elderly people. As leaders of the community it is important to be aware of this and to try to prevent this, and to ensure there is appropriate (psychosocial) support and care for the victims in case something happens. It is also important that perpetrators, after found guilty, are being punished in an appropriate way.

Often adults are looking at their leaders or at the authorities to take action. This Module will look at that and will stimulate the leaders to be aware, and to understand what they as leaders can do to prevent possible abuses in their community and to respond adequate when something happens.

### Important to know

Make sure the participants feel safe in the group! That also means that if somebody shares something personally, the others are not allowed to spread that around in the community! They should feel comfortable, it is not an easy topic to discuss.

Leaders can have their own preferences for people, their own opinions and prejudices. It is important to be aware of this and discuss this.

Please make sure you include female and male leaders in the same group! In groupwork you might split them in their own gender groups, but it is important for them to hear from other ideas and issues.

## Session build up

SESSION TITLE	CONTENT OF THE SESSION
1. <b>Mapping your community: risky and safe places</b>	Together the parents show where in the community they know it is risky and where they feel safe.
2. <b>Causes &amp; Consequences</b>	What are the causes of all these bad things? And what are the consequences when something happens (or when you even feel something might happen).
3. <b>What can be done?</b>	Although the situation might be tough, there are some things you as a person can do, you as a group can do and what others (children and teenagers) should do.

# SESSION 1: Mapping Your Community: risky places and safe places



- Goal:** Knowing which places in the community are risky and which are safe(r)
- Materials:** Flipcharts, markers, or small sticks, stones, and other materials around to draw the map in the sand
- Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

Children and youth might be facing risks in different areas of their own community. There might be dangerous roads, a dangerous well or dangerous bushes where anything can happen, a drinking joint where drunk men linger around, or an unpredictable neighbor. (or even father in their own homes). There are many examples, partly true for the whole group, partly individual.

There might also be places where children feel safe, or where they can go to in case of issues. Maybe a nice playground where they can meet friends, or at the church where there is this nice woman it is easy to talk with, or at home with their mum...

As a leader you have to take care of all children and youth in your community and ensure no harm is being done. All leaders have been children too, so they know how what it **is to be a child**. **Although... it might be good to refresh their mind at the beginning of the session.** This will be done in the first exercise.

### Important to know

Leaders are responsible to support the victim, but they are also responsible for taking action against the perpetrator! And that is not easy!! They have to look at what exactly happened: who did what? Any proof? Any witnesses? They have to find out who speaks the truth. And that is not always easy. The official attitude should be: somebody is innocent unless proven otherwise. And at the same time as a leader you **have to look at the 'likelihood' this happened. A leader has to look at the facts, but also have to deal with emotions.** There are other people involved too, family of the victim who are angry, or family of the perpetrator who are angry too. Crowd control is important.

People look at their leaders, see what they are doing. Are they being honest and acting responsible and just? Or are they corrupt and perceived as biased? Acting transparent as leaders is important in hard times.

Make sure all leaders (male and female) are participating. Some will not talk in a big group, but normally in small groups everybody will feel free enough to contribute in the discussion. They should have the feeling they can share experiences safely in the group.

## Exercises

### Welcome

This is our first session of **What's Up, People?! In 3 sessions we will look at our community, at the risky places where bad things can happen and also at the nice and safe places where people in your community, especially children will feel comfortable and where they can go for help.** As a leader your role is to ensure your community is a good place for everybody, small children, adults, old people, male and female, abled and disabled. It is not always easy to do this, to look after so many different people. There are so many things happening, and of course as leaders you also have your own family. But the children and other community members need you! In these sessions we will look at ways we still can support everybody, prevent them from harm, and how to support them in time of trouble. Not an easy task for you, but you will see, you can maybe do more than you think!

Before we start looking at our community nowadays, let us first look at the community of our own childhood. Do you still remember?



### Exercise 1: Our community in own childhood and our community now

Time: 35 min

1. Divide the leaders in small groups of about 6 to 8 people.
2. Give them a flipchart and markers (if they cannot read and write, it is fine, they can memorize the main points)
3. Ask them: Think about your own childhood. What were the nice things happening then in your community? And what were the more difficult things? Do you know if you felt supported by your leaders? (10 min for discussion in the small groups)
4. Next question: think about your community nowadays. What are the nice things and difficult things? (10 minutes)
5. Last question: What is the similar and what is different between the community in your childhood and the community now? (5 minutes)
6. Come back in the group and present to the others (10 minutes)

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### Feedback to the group

Thank you for sharing! Interesting to hear all the stories! And good to see the similarities and the differences between your community now and when you were young. It is important to realize as a child you have a certain image of your community, what you like or hope your parents and leaders do. Children and other people in the community have that too from you as leader. Understanding how it was when you were a child, may help you to understand your community now.

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### Exercise 2: The community map

Time: 40 minutes

1. Divide the group in smaller groups of max 6 people
2. Let them look for a place around to sit



What's Up, People?! (Manual, version September 2018)

3. Ask them to draw a map of their community. They can do this on paper (flipcharts) using markers or in the sand, using local available materials like sticks and stones to indicate the different places.
4. Now, indicate in the map: what places are risky for children, teenagers, disabled and other people? (use preferably a clear color, like red)
5. And why are those places dangerous? What can happen?
6. **Let's get back to the big group**
7. **Each group can present their 'risks-in-the-community' map to the other groups**

---

### Feedback to the group

Ok, so there are quite some places in your community where it can be risky. Bad things can happen there to your children or to other people. That is not really nice. Now let us look in the same map if there are also nice places, places where you feel safe, where you feel comfortable.

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### Exercise 3: Safe places in the community

Time: 20 min

1. Go back to the same small groups.
2. Look at the map of your community again and indicate where the children and other people feel safe, where they feel comfortable.
3. Can you explain why they will feel comfortable there? What makes that place safe?
4. Come back to the big group and show each other the results.

---

### Feedback to the group

Thanks. It seems there are also places where people do feel fine, where they can go to feel safe. Maybe there are not so many, but at least they are there. In the next 2 sessions we will look at that more and will check if there are more things you can do to help all community members to feel more comfortable in your community.

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### Exercise 4: Closure

Time: 10 min

Let's close with a nice song or game. **Who knows something?**

## Homework

When walk around the community you can do the following: think about these risky and safe places and observe the children and other community members. What do you think causes the problems? What do you see in your community? Next time we will talk about this a bit more.

# SESSION 2: Causes and Consequences



- Goal:** Understanding what may cause the violent acts and what are the consequences
- Materials:** Flipcharts and markers (if available. Some A4 papers is also fine)
- Duration:** 1,5 to 2 hours

## Facilitator's Notes

### Introduction to the theme

There are many reasons why bad things happen. And it is important to realize that when an adult does something bad to a child, it is NEVER the fault of the child. Adults have the task to protect children, to teach them good behavior and to support them and guide them. They are not allowed to harm them. But sometimes it does happen. Leaders have to act too, to ensure support for the victim and to ensure fair justice for the perpetrator. So they have to find out what exactly happened, what to do with the victim and with the perpetrator and what can be done to prevent this from happening again.

It is important to find out what is causing this. it is important to understand the causes, because then you can be a bit more aware what may happen in a community and what can be done to prevent. An example: if you live in a camp situation, women normally are busy, since the care of children just continues, if they live in a normal community or if they live in a camp. But for men this is different. They might have lost their daily routine and their purpose as head of the family. Some of them have difficulty to handle that and go for drinking. And that means that when children know these men go for drinking, they can avoid those places. And it also helps sometimes to understand why these men are doing it.

And if something happens, what may be the consequences? How would a person feel when something bad happened to him or her? And what is then the reaction of the people around? What do people then expect from the leaders?

### Important to know

Take your time for this session! You might want to split the group in unisex groups, for groupwork. But make sure in the end both male and female leaders have shared their views.

## Exercises

### Welcome

Welcome to this 2<sup>nd</sup> session of **What's Up, People?!**. Did you do the assignment I gave you last time? Who would like to share something about this? (let a few people share)

Today we will look at what is causing violence and violent acts. And what are the consequences when something happens? But let us first start with a nice game.



### Exercise 1: Listen to the leader

Time: 10 min

1. All participants walk around. One person is the leader
2. The leader will clap in his/her hands.  
1 x clap means: everybody should stand still  
2x clap means: everybody should turn around and keep walking  
3x clap means: everybody should find another person to make a pair  
When the leader than says: Continue. Everybody can start walking again
3. Let us try.
4. Do this a few times. If they like it you can make somebody else a leader (preferably pick a shy, quiet person). You also can change commands. For instance if you say a number, they have to make groups of that number of people.

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### Feedback to the group

How was the game? Was it nice? Was it hard to follow the leader? You have to be aware of him/her, listen well, and you are with others in the group.

Now, let us look at what is causing risks in this community.



### Exercise 2: What is causing all these risky things?

Time: 40 minutes

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. For each risk, **try to discuss what might be the cause of it. It is the 'Why' question.**
4. Come back to the group and present to each other

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### Feedback to the group

Well done, you did a good job, looking at all these causes of the risks, of the dangerous places. This is important, because of your understand Why this is, what is Causing it, it also gives you clues what you can do to keep away from it or what can be done to stop it. That will be important in the next session. But first we will look at the consequences. What can happen with people, with you, when these things happen?



### Exercise 3: Consequences

Time: 20 min





1. Go again in your small group
2. Talk about what can happen when something will happen at that risky place? How would that person feel?
3. Also discuss: how would people react? And very important: how would you as leader react?
4. Come back to the group and share your views of the small group.

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### Feedback to the group

You all have seen and shared that when something like this happens, it is not nice and has a lot of consequences for the person itself and also for the family and friends. It also has impact on the whole community!

So it is important to try to prevent it from happening. And it is also important that IF something happens, what is important to do, where can they go and how should you react as a leader.

---

### Closure

Pffff, this is was tough, not so? Not easy to talk about these things. But great that you did!!! Let us end with a nice game.



### Exercise 4: Boom chike Boom

Time: 10 min

1. **Stand in a circle, facing each other's back.**
2. One is the leader and will shout: Boom chike Boom
3. Everybody replies: Boom chike boom
4. Continue this, while moving around all in the circle, making funny dance movements: Boom chike Boom! (boom chike boom), Boom chike Boom! (boom chike boom)
5. You can make funny movements, change the volume, increasing to loud and to soft, making big movements or small ones. You can add something in the word: Boom chike rakarakarakaraka boom.
6. Repeat a few times so you know people are leaving in a good mood.

## Homework

For next time, please think about what can you do as leaders to prevent these risky things to happen. And what should be done in case it does happen? We will talk about that next time.

## SESSION 3: What can we do?



**Goal:** Exploring ways to prevent and deal with risky situations  
**Materials:** Flipcharts and markers (if available)  
**Duration:** 1,5 to 2 hours

### Facilitator's Notes

#### Introduction to the theme

Risky situations are often there. But that does not mean it can never be avoided. There are things people can do: the children and teenagers, the parents, the teachers, but also, or especially, the leaders of the community. Things to reduce the risks, to make the likelihood that something bad happens, smaller. For instance, the road to the borehole is risky. When girls go alone, there is a high chance of being attacked by somebody, especially when it is getting dark. So, to reduce the risk it is wise to: let them not go alone, but with a group. Go during day light, not in the dark. Is it known who is causing it? Can the leaders do something against that group?

It will not prevent things from happening for 100%. So it is also important to look at: what if something happens? What can people do: the children, the parents and the leaders? Where can people go if something happened? And what can the leaders do to support the victim and take action against the perpetrators?

Be aware of negative reactions: if something happened to a child or a teenage girl or anybody, it is bad. But it makes it worse if people then say: it is your own fault, you should not have gone alone! That is like double pain! The leaders have to understand this and ensure these kind of reactions are stopped. Good support after a violent attack is very important and can help a person to deal with it better!

#### Important to know

Be aware it might be that things did already happen to individuals in the group! Make sure it is safe for everybody to share and talk. If somebody does not want to share, it is also fine, but make sure everybody knows you are available, also after the session is finished.

### Exercises

#### Welcome

Welcome to this 3<sup>rd</sup> session of **What's Up, People?!.** Did you do the assignment I gave you last time? Who would to share something about this?

Today we will look at what you as leaders of the community can do to prevent and respond. But first we will do an exercise.



## Exercise 1: The Driver and the Car

Time: 15 min

1. Let everybody make a pair. Make sure there is quite some space around
2. Each pair decides who is the 'driver' and who is the 'car'.
3. The 'car' has to close his/her eyes.
4. The driver now starts tapping on the back of the 'car':
  - 1 tap meaning drive (walk)
  - 2 taps means faster
  - Tap on right shoulder: go right
  - Tap on left shoulder: go left
  - Holding hand on back: brake /stop
5. Let's try
6. After some minutes switch: driver becomes the car, car becomes the driver

---

### Feedback to the group

How was the game? (let the participants tell you). Let me ask the 'cars': did you really close your eyes the whole time? Who peeped? And why? (in fact they peep because of not trusting entirely). And let me ask the drivers: how was it for you to 'drive'? did you knock your car? (probably they say they felt responsible for their car)

What did you learn in this game? What is important?

It is important to trust the other one. As a car you will only close your eyes when you do trust the other person! And trust is also important in our daily life. Is there somebody in the community you do trust? We will talk about it in the following exercises.

We did the same exercise with your children and with the parents. Trust is for all ages, and especially children need people they can trust! In fact in this game, a child is the 'car', you as leader are the 'driver'. Guide your children, your community to stay safe!



## Exercise 2: What can you do?

Time: 30 min

1. Make small groups. Can be mixed or unisex.
2. Do they still remember what kind of risks they mapped in their community? (if helpful, you can bring the community maps of the 1<sup>st</sup> session)
3. For each risk come up with a few things you can do, as a leader of the community, what you can do to at least reduce the possibility it will happen.
4. Come back to the group and share with the others.

---

### Feedback to the group

And, do you feel there are things you can do as leaders? Do you think this might work? Are there things what other people, other groups in the community will be able to do? At the end of this session we will

make a plan together about how to involve them. **Now let's do some role play, so we can see what might happen if we do what we have said we can do.**

---



### Exercise 3: What may happen

Time: 40 min

1. Make about 4 small groups
2. Let all groups think about a situation (pick one of the situations mentioned before or a real life situation you experienced) and make a role play, showing what you as leader should do, for the child, the family and the community.
3. Show the role plays to the other groups.
4. After each role-play briefly discuss: is this possible? Is this what really can happen? What if things go different?

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### Feedback to the group

Thank you so much for those great plays! We know, it is just a play, but it is important to think about it and practice. And it is good to see that although the situation we live in is not easy, there are things we can do, although they might look small. In the last exercise we will prepare for the joint meeting with the other groups in the community (children, youth, parents and you as leaders). Let us prepare what we would like to share with them, and we would like them to do.

---



### Exercise 4: Proposed Plan of action

Time: 20 min

1. Split the group into 2
2. Discuss together: what can you do as leaders, to make your community a good place for everybody to stay?
3. And discuss: what needs to be done by you as leaders, in case something does happen?
4. Present to each other.
5. Decide together what will be presented in the joint session and who will be best to do that, on behalf of the group.

### Closure

This is the last session of this group. We will have a joint session with the other groups next time. Let us close with a nice song or game. Who knows something?

## Homework

Prepare together for the joint session with the other groups: children, youth, parents.

# MODULE 5: COMMUNITY PLAN



## Goal of the Module:

All groups (children, teenagers, adults and leaders) make a joined plan of action for their community to reduce protection risks.

## Information for the Facilitator

### Introduction to the theme

All groups have discussed about protection and shared what are safe places and what are risky places. They also thought about what can be done.

One person can do or leave certain things in order to reduce risks of something bad to happen (e.g. check the road before crossing, do not walk alone in the dark). But if the whole community is involved far more can be done. Think about: make speed humps on the road, so cars have to reduce speed; go as a group to collect firewood; men escorting young girls to school; by-laws to deal with the perpetrators of abuse.

In this joined session all four groups will come together and present to each other the elements of your joined action plan.

- What are the main challenges?
- What main activities do you propose to overcome these challenges?

After the presentations you can sit together and discuss the action plan.

### Important to know

It needs some preparations for the groups. They will present their views and ideas. How they want to do that, they can decide. Just a speech, or make a song, or a role-play or another idea. Make sure they know how long they have. Max per group 10 minutes. Especially the children might need a bit of support to be able to talk clear and with confidence before the adults. But it is important that they do, that they share **their views, since children sometimes look different at things happening around them. And... in most cases** it is their wellbeing which is at stake!

At the end a clear set of actions, preferably with responsibilities and deadlines should have been designed, agreed upon by all groups.

### Session build up

SESSION TITLE	CONTENT OF THE SESSION
1. Presenting and Planning	The groups present their ideas and together a plan is made to increase protection in the community..

# SESSION 1: Presenting and Planning



- Goal:** Groups present their views and make a joined plan of action
- Materials:** Flipcharts, markers, or other materials needed for the presentations
- Duration:** 1,5 to 2 hours

## Facilitator Notes

### Introduction to the theme

The groups have prepared, with your help or without. They will present, sharing their views and ideas. As facilitator you know already what they will come up with, since it was discussed in the several sessions. So you know already a bit where are the overlaps, the same issues and solutions and where are differences in ideas. After the presentations you have to facilitate the discussion to make the final action plan, you have to guide that process! It is important that it is the community, the different groups, who come up with the action plan, not you as facilitator or you as organization! It is a Community Plan.

### Important to know

Make sure all groups have time to present their views and ideas. Make sure you keep time, so that it is not endless and too long, since then concentration will disappear. Discuss with your co-facilitator who will be the time keeper.

When the community now makes the final action plan for their community, check if they really incorporate now all points of the groups, especially of the children. If you miss a topic, you can pose that as a question. E.g. Members, what about the road safety as the children mentioned in their presentation?

## Exercises

The program has to be decided upon by the groups and you.

### Possible program

TIME	ACTIVITY	BY WHOM
11.00	Welcome & opening prayer: to all groups: introducing who is all there	Facilitator
11.15	Presentation children	Children
11.30	Presentation teenagers	Teenagers
11.45	Presentation Adults	Adults
12.00	Presentation Leaders	Leaders
12.15	Breaking up in groups to take final decisions	Group work
12.45	Final decisions presented	Leaders
1 pm	Closure: song and prayer	All