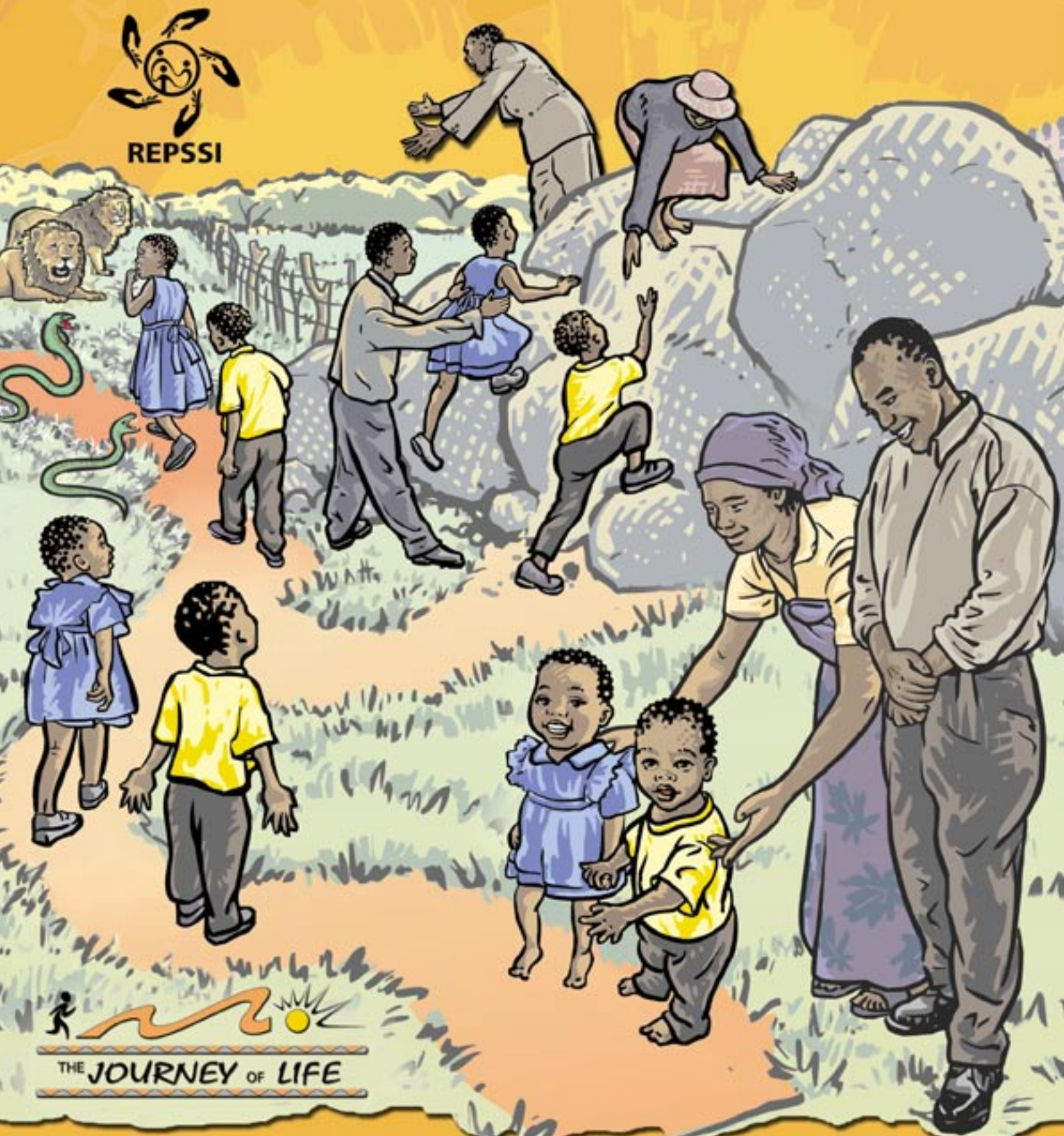


# THE JOURNEY OF LIFE

COMMUNITY WORKSHOPS TO SUPPORT CHILDREN



REPSSI



THE JOURNEY OF LIFE

MANUAL 2: ACTION WORKSHOPS

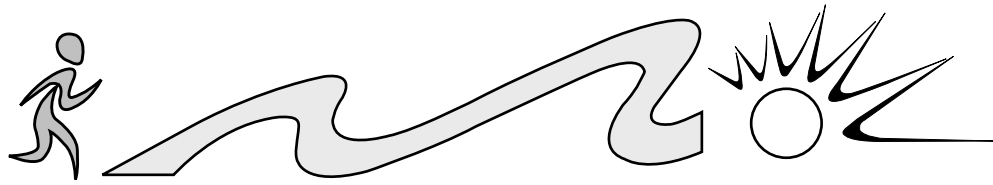


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THE **JOURNEY** OF **LIFE**

# Action Workshops

1. Community Parenting
2. Helping Our Children to Understand Death
3. Teaching Life Skills to Our Children
4. Training of Trainers





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# INTRODUCTION TO THE ACTION WORKSHOPS

The Action Workshops provide the community with the next step in discovering ways to help children. They are a call to action. They offer the community a method to come together and the skills to help children on a daily basis. These workshops do not train specialized counselors, but instead train people who care. The philosophy is that every person can help a child .

These workshops are multi-generational. Youth and adults work together to support each other and to support children. The Action Workshops use the life experiences of the participants as a source of knowledge for evaluating the current situation of children and to decide what steps can be taken to remove obstacles that children face on their journey of life.

There are four workshops:

- Community Parenting: How to Build Strong Families in Difficult Times.
- Helping Our Children to Understand Death.
- Lessons from Life: Teaching Life Skills to Our Children.
- Training of Trainers Workshop (TOT) for the Journey of Life Series.

## **Community Parenting (Action Workshop 1)**

This is a one-day workshop that helps communities discuss how to parent children in these difficult times. It encourages discussion about how parents can build strong relationships with their children and how the community can provide support to families where a parent or guardian is ill or when children have lost their family through death or migration.

## **Helping Our Children To Understand Death (Action Workshop 2)**

This is a one-day workshop designed to help communities identify what they can do to help children who have lost parents, caregivers, and those they love.

## **Lessons From Life: Teaching Life Skills To Our Children (Action Workshop 3)**

This one-day workshop encourages community members to discuss the life skills children need to succeed in life, and how these life skills can be communicated to the children.





To assist the Journey of Life trainers, the Training of Trainers (TOT) Workshop is also included in this manual.

## **Training of Trainers (TOT) Workshop**

This is a six-day workshop to introduce facilitators to the Journey of Life Series. It also reviews participatory methodology for the facilitator, how **Journey of Life** is used as a tool for community mobilisation, and ideas to monitor the impact of Journey of Life on the community.

### **The Next Step**

The Journey of Life Awareness and Action Workshops are part of an approach to mobilise communities to support the needs of their children and to assist these children in overcoming the obstacles of life they experience.

These workshops are used in conjunction with various programmes sponsored by NGOs, CBOs, and FBOs. The Journey of Life series is arranged so that any of the Action Workshops can be repeated to evaluate how far the community has progressed in their efforts. The Journey of Life Awareness Workshops for adults and children can be reviewed in Study Circles to further people's awareness and insight into the needs and problems of children.



THE **JOURNEY** OF **LIFE**

# ACTION WORKSHOP 1



## Community Parenting

How to Build Strong  
Families in Difficult Times





## Introduction to the Facilitator

We live in a time of great change. War, displacement, migration and community violence continue to affect families and weaken the relationship between parents and children. HIV and AIDS have also impacted on the family. Children are looking after ill parents and adults are raising orphaned children in their extended family while facing new economic and social pressures. Children are learning different values than those of their parents. They may think differently and want to live differently. This can lead to communication problems between parents and children.

This workshop looks at ways to parent children in difficult times. More importantly, this workshop encourages the idea of **community parenting**: that communities can provide parenting to families who are struggling to survive as a family unit. Some examples include instances where one or both parents are seriously ill, a child-headed household or where elderly people are trying to raise their grandchildren.

The facilitator should make sure that a wide range of different people are invited to this workshop, particularly parents, community care-givers and children 12 years and older who are interested in talking about the community care of children. This also includes children who are heads of households.

### How to set up the workshop:

- Explain the purpose of the meeting and the need for everyone to participate.
- Encourage both adults and children to share freely.
- Invite the elders to share their wisdom as well as to talk about what they have learned from children (it might be useful to split children and adults into separate groups and have them report back a summary of their discussion).
- Agree on a few ground rules to facilitate a smooth group discussion, such as no interrupting, no personal attacks on people and giving everyone an opportunity to speak.

Let the group understand that the aim of the workshop is to encourage each other to speak and share ideas. Try to keep the discussions positive. Avoid too much attention on how badly behaved and disrespectful children are today. If the children in your group begin to sense that they are there to be criticised or attacked, they will not participate.



**Age of Participants:** 12 years and older

**Equipment:**

Flip chart paper

Pens or Crayons for drawing

Tape

Picture codes C1 - C3

**Workshop objectives**

- To assist parents and caregivers to discover their own knowledge so they can strengthen their relationships with their children.
- To help communities plan how they can use available resources to parent children in families that are struggling to survive as a family unit.
- To develop an individual and community plan of action that will build strong families.

**WORKSHOP SCHEDULE:**

8.00 Opening

**PART ONE: OUR FAMILIES HAVE CHANGED**

8.15 Activity 1: Difficult times affect our families and our relationships with each other (45 minutes)

**PART TWO: SOME FAMILIES NEED HELP IN TIMES OF CHANGE**

9.00 Activity 2: A story about a bridge (45 minutes)

9.45 Tea

10.15 Activity 3: Some families need help (50 minutes)

**PART THREE: HOW TO HELP CHILDREN AND FAMILIES**

11.15 Activity 4: Old ways and new ideas (60 minutes)

12.15 Lunch

1.15 Activity 5: Important parenting practices (60 minutes)

2.15 Activity 6: Action planning (30 minutes)

2.45 Activity 7: Closing activity - Building the bridge (20 minutes)

This is a suggested workshop schedule. Note that times are approximate. The activities may take longer, so allow for some flexibility.



## PART 1

# OUR FAMILIES HAVE CHANGED



### Opening

15  
mins

1. Open the workshop in a way that is appropriate to the culture or country, for example with a song, prayer or dance.
2. The facilitator welcomes the participants and outlines the purpose of the workshop.

*“Welcome to Community Parenting. This is a one-day workshop that helps communities discuss how to parent children in these difficult times. It encourages discussion about how parents can build strong relationships with their children, and how the community can provide support to families where a parent or guardian is ill, or when children have lost their parents through death or migration.”*

3. Ask the participants to look around the room and identify people whom they are connected to (for example, they may live in the same area,

attend the same place of worship, share the same name or are related). Ask each person to move towards these people and greet them.

*“So many things bring us together. We are all connected. This workshop is about families, the connections we all have with one another, and how we can use these connections to help our own families and those families in need. Some of you may be in family groups today, and some of you may be connected in other ways. Can you think of a song that speaks about our togetherness, about belonging to each other, about being members of one family? Let’s sing that song.”*

4. Emphasise that the participants will work in groups with young and old, adults and youth, and that it is important that the adults and youth listen to each other.

## Activity 1

### Discussion

## Difficult times affect our families and our relationships with one another



**Purpose:** To get the participants to identify some ways in which issues such as HIV and AIDS, war, migration or displacement have placed stress on the family structures and important relationships in our communities.

### Steps

Use Picture Code **C1**, Our Families have Changed.



1. The facilitator asks the participants these questions, giving time for answers:
  - What is happening in this picture?
  - How are these families different?
  - What were our families like in the past?
  - What are our families like now?
  - What has caused this change? (15 minutes)
2. Divide the participants into three groups. Each group should have an equal gender balance (men and women) and age balance (elders, adults, youth and children).





*“Think about one change that has happened in your community. It could be a good or a bad change. Draw a picture of what things looked like before and after the change.”*

Ask the groups to think about how the change has affected their a) relationships with children, b) relationships with their families and c) relationships with each other in the community.

3. Hand out large sheets of paper for a group drawing by all participants. (You can tape together sheets of newspaper for this activity.) (20 minutes).
4. Each group should then display their drawing and report back on what has changed and how these changes have affected a) our relationships with children, b) our relationships in our families and c) our relationships with each other in the community. (10 minutes)
5. Finish by saying:

*“We are all connected to each other. When our families and our communities are affected by change, it also affects how we relate to our children and how our children relate to us. As a community, we want to develop ideas about how all of us can cope with these changes and keep our families and children strong.”*

# PART 2

## SOME FAMILIES NEED HELP IN TIMES OF CHANGE



### Activity 2 Discussion

### A story about a bridge



**Purpose:** To look at how we respond to changes in our communities and families.

### Steps

Use Picture Code **C2**, The Flood.



1. The facilitator asks the participants to explain what is happening in the picture.
2. The facilitator tells the following story to the group:

*“We have talked about how changes can sometimes bring problems. I want to tell you a story about a community that has experienced change. Think about what they did and think about what you would do.”*



*“This is the story of a village that was built next to a large river. One morning the village woke up to the cries of people being washed away by the river. They soon discovered that the river had flooded and destroyed the bridge. People trying to cross the river were being washed away. The villagers quickly jumped into the river and started to pull people out.*

*“One day, after many months of pulling people out of the river, a young man who had been watching asked: “Why don’t we rebuild the bridge?”*

*“Some of the villagers said they were too busy and carried on trying to pull people out of the river. Others said they had forgotten what the bridge looked like and were afraid to try. Others said they had no skills in bridge building.*

*“And so people kept being swept down the river as they tried to cross.”*

3. Ask the group:

- What change took place in this community?
- How did the community respond?
- What can we learn from this story about how we respond to changes in our communities? Think about the picture that you drew. (15 minutes)

4. In pairs, discuss the following questions:

- Have there been times in your life when you have almost drowned in your problems?
- What kind of people in your community have fallen into the river and are drowning, for example, those with ill parents or children living on their own. (10 minutes)

5. Participants share what they have learned with the large group. The facilitator writes a list of those children, adults and families who are vulnerable and drowning. (20 minutes)

6. Sum up the activity:

*“In times of change, people can experience difficulties and feel that they are drowning. We have learnt from the story that it is important to help those who are drowning and that we can’t ignore the problem.*

*"If we allow people to keep drowning, it will weaken our community and affect all of us. When we are drowning we sometimes need to look for help from others. We can't build the bridge on our own, it's much easier if we do it together. We have learned that some people and families need more help than others. Let's think more about who these people are in our community."*

## Activity 3

## Some families need help



### Role-play

**Purpose:** To help the participants acknowledge that some families are more in need of help than others, and to think about the kind of help they need.

### Steps

1. Use the list from Activity 2 of people who are drowning. Read it aloud.
2. Divide people into two groups. Let each group prepare from this list a short drama about a family in the community which is drowning, for example, a family where the remaining parent is ill or a grandparent is heading a family with many children. (15 minutes)
3. After each drama, discuss:
  - What is good about being in this family?
  - What is difficult about being in this family?
  - As a community, what can you do to help the adult in this drama?
  - As a community, what can you do to help the children in this drama? (15 minutes)
4. Repeat the drama. This time, allow members from the audience to join in the drama and show how they can help. (20 minutes)
5. Summarise.

*"Through this exercise, we have learnt that it is important to find out about the kind of help that families in difficulty need. We should find out especially what children need. Now let's think about what kind of help we can give. We can start by looking at some of the traditional ways in which children were supported."*



## PART 3

# HOW TO HELP CHILDREN AND FAMILIES



### Activity 4

### Old ways and new ideas

### Discussion

60  
mins

**Purpose:** To recall effective traditional parenting approaches and look at ways that communities have supported children and families in the past.

*“We are going to talk about ways that parents raised children in the past, and what was useful about these ways.”*

### Steps

1. Divide the participants into three groups to answer the following questions:
  - **Group 1:** What type of relationship do you remember having with the parents/people who raised you? What was good about it? What was not so good?
  - **Group 2:** What traditional practices a) protected children and b) gave them guidance about growing up?



- **Group 3:** When you were growing up, what happened to the children who had no one to look after them? (10 minutes)
2. Let each group briefly report back. During the report back list the good things that we should retain from our traditional practices of parenting children. (20 minutes)
  3. Discuss these questions with everyone:
    - Do we need to parent children who are not our own and why?
    - What are some of the things that make it difficult to parent children who are not our own? What can we do about these things?
    - What kinds of issues are young people facing today that could make parenting difficult? How can we deal with these issues?

During this discussion, list on the flip chart some useful ways of parenting that can meet the new challenges of raising children and helping families today. (20 minutes)

**Tip**  
If participants in a group cannot write, they can simply report orally what they have learned and the facilitator or a volunteer can write down their points.

**Tip**  
Make sure young people's ideas are heard in this discussion.

**Activity 5**  
**Discussion**

**Important parenting practices**



**Purpose:** To identify specific ways of parenting children and caring for those in need in our communities.

**Steps**

*“So, what have we learned about important ways to parent children? Let’s summarise the ideas from our lists.”*

1. Divide everyone into two groups. Give one group the list on traditional practices and the other group the list on parenting approaches to meet new challenges. Let each group list their items on flip chart paper under one of the following categories:
  - Protection
  - Understanding
  - Encouragement
  - Good communication

**Tip**  
If time or energy is short, the facilitator can sort the contributions into the four categories.

If any of the ideas from the list do not fit under these four categories, place them in an **“other”** category. (15 minutes)





## Tip

Groups can tell their ideas through a brief song, poem, drama or dance. You want to see what actions they will carry out in the community, rather than have them make lists.

## Tip

Do not overwhelm the participants with information. Present one or two ideas and discuss them briefly.

2. Divide the participants into five groups. Each group will look at a different idea.

**Group 1:** What do we need to protect our children from?

**Group 2:** How do we protect them?

**Group 3:** How do we show understanding?

**Group 4:** How do we encourage them?

**Group 5:** How do we show good communication?  
(15 minutes)

3. Have groups report back what they have learned. After the report back, the facilitator should make sure that most of the following items are covered - see box below. (30 minutes)

## NOTE TO THE FACILITATOR

### Adults need to protect children from:

- Sexual, physical and emotional abuse.
- Losing their property rights.
- Stigma.
- Missing out on school.
- Losing their family structure by separating siblings.

### How adults can protect children:

- By listening to them.
- By giving children permission to say "NO" if an adult tries to hurt them.
- By defending the child's right to education, shelter and freedom from exploitation.

### How adults can understand children:

- By putting themselves in the shoes of the child (empathy).
- By spending quality time with the child each day.
- By giving children time to play and be with their friends.
- By giving children time to grieve and provide support.
- By inviting children to share their problems with the family.
- By showing respect to children.
- By focusing on children's spiritual needs.
- By nurturing and loving children.

### How adults can encourage children:

- By supporting children's efforts at school and in the home.
- By expressing hopefulness.
- By believing in children's ability to solve problems.
- By expressing confidence in the child's ability to cope with life's challenges.
- By using positive, helpful words.

### How adults can better communicate with children:

- Checking for understanding.
- Speaking kind words.
- Not shouting.
- Making time to talk.
- Informing children simply about difficult issues like death.

## Activity 6

### Discussion

## Action planning



**Purpose:** To develop an individual and community plan of action.

### Steps

1. Let the participants go into the groups of people they feel connected to from the opening activity.
2. **Making an Individual Action Plan:**  
Let each person in the group identify **two** things that they could do as individuals to make sure that the children in their care and the families that are 'falling into the river' are protected, understood, encouraged and benefit from good communication. Let each person write their individual plan of action and share it with other members of the group. (10 minutes)
3. **Making a Community Action Plan:**  
Let the group discuss what they can do as a community to make sure that the children in their care and the families 'falling into the river' are protected, understood, encouraged and benefit from good communication. Write the community plan of action on flip chart paper and get everyone to sign it to show their commitment and accountability. Present the paper to the project coordinator or facilitator. (15 minutes)

### Tip

*Rather than write, participants can sing, speak or dance their individual and community action plans.*

### Tip

*If participants cannot write, the facilitator can write down their community action plans as they are performed. Have people sign their action plans with objects, thumb prints or another way.*



- Briefly discuss with everyone the following question:
  - Which community groups already exist that can assist in doing this work? (5 minutes)

## Activity 7

### Discussion

## Building the bridge

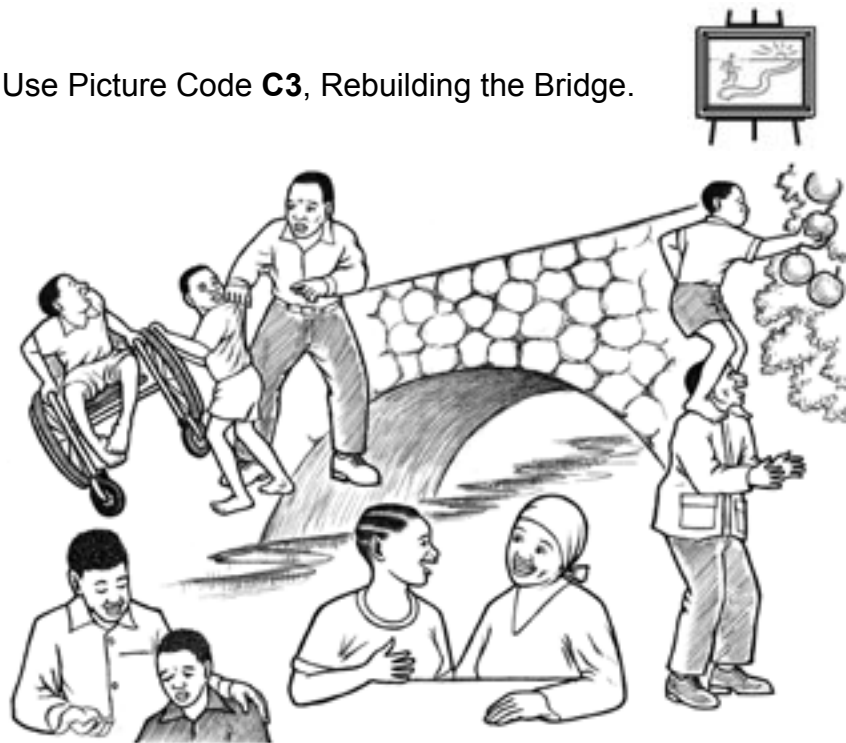
20  
mins

**Purpose:** To end the workshop with a simple, powerful image that will stay in people's minds.

### Steps

- The facilitator asks the participants to explain "what is happening in this picture?"

Use Picture Code **C3**, Rebuilding the Bridge.



**Note to the facilitator:** The four pictures surrounding the picture of the bridge illustrate protection (upper left corner) encouragement (right side), good communication (bottom centre), and understanding (bottom left corner).

- 

*"Do you remember the story of the river? Do you remember the young man? What did he suggest? He suggested that the villagers rebuild the bridge. Today I hope that you have some ideas of how we can rebuild the bridge and strengthen our families. We will do our final activity to summarise what we have learned."*

3. Divide the participants into two groups: one for children and one for adults. Each group should have the same number of people. Let all the children stand on one side of the room and the adults on the other, facing each other. Tell the group that the river is flowing between them and that the children cannot get across. Ask the adults to think about one thing they have learned in the workshop.
4. Each adult will then call out something they have learned. For example, "I have learned it is important to try and put myself in my children's shoes" or "I have learned that I do not listen to my children when they try to tell me things" or "I have learned that some families are more at risk of falling into the water and I want to do something to help them". As each adult does this, he/she reaches across the river and builds a bridge by taking one of the children by the hand. They then bring the child to the other side of the river to stand with the adults. Make sure each child is approached by an adult and no child is left out. (20 minutes)
5. Facilitator says,  
*"We have built our bridge across the river and have reached out to children and families in need of help. What you have learned and taught each other here today will improve the lives of many people."*
6. Close the workshop in a way appropriate to the culture or country (for example, with a song, prayer or dance).

### End Of Workshop

### Tip

*If there are no children, let the adults play the children's role.*



# NOTES





## ACTION WORKSHOP 2



## Helping Our Children to Understand Death





## Introduction to the Facilitator

*“My grandchildren are often sad. I can see they are sad. But I don’t know what to say about their parents dying. I worry that they think that I don’t love them. But I love them with all my heart.”*

These are the words of a grandmother who lives at the northern tip of South Africa in an area called Blouberg in Limpopo Province. She is looking after five grandchildren aged 3 to 17. Her two daughters have died due to complications arising from HIV/AIDS, one a year ago and the other only three months ago. She could see that her grandchildren were sad, but she did not know what to do to help them. Many people find themselves in this situation. Many of us are looking after children who have lost parents. Many of us do not look after children who are sad, or who are grieving, but we see them in our communities. What can we do to help?

## Workshop objectives

**(NOTE: Parts of this workshop have been adapted from Kurt Madoerin’s workshop *Bereavement Counselling with Children.*)**

- To help families and communities cope with death and learn how to assist children who have experienced the death of a loved person.
- To help families and communities assist children to overcome their fears and answer their questions about death. Children, especially young children, can find death hard to understand. This workshop gives ideas about how to explain death to children.
- To equip adults with the skills to help children to find peace and to cope with their grief. Death brings strong emotions called grief and these strong emotions can confuse children. This workshop gives information on how to help children who are grieving.

**Age of Participants:** 16 years and older

### **Equipment:**

Flip chart paper

Pens or crayons

Picture codes D1-D5



# WORKSHOP SCHEDULE:

8.00 Opening

PART ONE: THE DEATH OF EVEN ONE PERSON AFFECTS US ALL

8.15 Activity 1: Human Knot (30 minutes)

PART TWO: HOW DO COMMUNITIES AND FAMILIES COPE WITH DEATH AND LOSS?

8.45 Activity 2: How do we deal with death now? (50 minutes)

PART THREE: HOW DOES DEATH AFFECT CHILDREN?

9.35: Activity 3: Blind Walk (30 minutes)

10.05 Tea

10.35 Activity 4: How does death affect children? (60 minutes)

11.35 Activity 5: Breaking the Wall (30 minutes)

PART FOUR: TALKING TO CHILDREN ABOUT DEATH

12.05 Activity 6: What you can do to help children (60 minutes)

1.05 Lunch

2.05 Activity 7: Talking about Death (60 minutes)

PART FIVE: HOW TO HELP CHILDREN

3.05 Activity 8: Action plans (25 minutes)

3.30 Activity 9: Closing (10 minutes)

This is suggested workshop schedule. Note that times are approximate. The activities may take longer.

## Opening

1. Open the workshop in a way appropriate to the culture or country (for example, with a song, prayer or dance).
2. Facilitator welcomes the participants.

*"Welcome to Helping Our Children To Understand Death. This is a one-day workshop designed to help communities identify what they can do to help children who have lost parents, caregivers and those they love."*



## PART 1

# THE DEATH OF EVEN ONE PERSON AFFECTS US ALL



### Activity 1 Role-play

### Human Knot

30  
mins

#### Tip

This activity challenges taboos about death and is the first step in encouraging people to speak openly about death. If participants will not consent to this activity, then go to the picture code D1 and the questions which accompany it.

**Purpose:** This is a visual way of showing how everyone is affected by death in a community, and also illustrates that some people are left alone when people die.

#### Steps

1. Divide the participants into groups of four and ask everyone to hold hands while standing. Let one person in each group link arms with someone from another group. Each group represents a family.
- 2.

*“Each of these groups is a family in your community. They love each other and care for each other. I am going to touch some people and they must sit down. The people whom I touch represent those who have died.”*

3. The facilitator walks around and touches a few people in each group. Make sure that one or two people are left in some groups and that in other groups people have no one to hold on to.
4. Leave the group like this for 2 minutes in silence. (10 minutes)
5. Let everyone return to their seats and then discuss the following questions in the large group:
  - What happened?
  - What did you see?
  - Were there some people left with no one to hold their hands?
  - How did it feel when there was no one to hold your hand? Ask individual people their reactions. (10 minutes)
6. The facilitator should acknowledge that this activity may bring up strong feelings such as sadness for the participants. People can spend a few minutes talking in pairs about what they were thinking and feeling during this activity.

Use Picture Code **D1**, Death Affects All of Us.



The facilitator asks:

- What is happening in this picture?
- Is this what happens in our community?
- Who in our community is left without any one to hold on to? Who is left behind now when someone dies?
- How does it affect their life? (10 minutes)

### Tip

*Facilitator, make sure the issue of children/orphans is discussed.*



## PART 2

# HOW DO COMMUNITIES AND FAMILIES COPE WITH DEATH AND LOSS?

### Activity 2

### Role-play

### How do we deal with death now?

50  
mins

**Purpose:** To explore existing practices related to death and identify their strengths and weaknesses.

### Steps

1. Explain that we will be looking at what people do when a person dies and how children are affected.
2. Divide into two groups. Ask participants to act out a drama showing what happens in the community when someone dies, and what happens to children.

**Group 1:** Show what people do that helps children cope with death when someone dies.

**Group 2:** Show what people do that prevents children from coping with death when someone dies. (15 minutes)

3. Present the two dramas (20 minutes)
4. Once the dramas have been presented, discuss the following questions:
  - In these role-plays, what was the child's experience of death?
  - What happens now in this community when someone dies?
  - How are children involved? (10 minutes)
5. The facilitator asks everyone to summarise what they have learned. (5 minutes)
- 6.

### Tip

Some examples of the child's experience of death are as follows: It is a time when all their possessions and property are given away; they may be asked to live with relatives they do not know well or be told to forget the person who has died.

*"We've spoken about how children are included or excluded from what happens after a loved one dies. Now we are going to talk about how death affects children. What it is like for a child to have a parent or caregiver die?"*

## PART 3

# HOW DOES DEATH AFFECT CHILDREN?



### Activity 3

### Blind Walk



### Role-play

**Purpose:** To help the participants experience what happens when a child loses a parent or loved one, and to create trust between participants.

*“This activity is called ‘Blind Walk’. It helps us to experience what is it like for a child when he/she loses their parent or someone he/she loves.”*

### Steps

1. This exercise can be done indoors or outdoors. Divide the participants into pairs. One member of each pair closes their eyes. The person with their eyes open leads his/her ‘blind’ partner around the room or outside, taking care to reassure them and guide them. Take about five minutes for the walk and then switch roles. (10 minutes)
2. Everyone then opens their eyes and discusses the following in the large group:
  - How did you feel when you could not see?
  - How did it feel to rely on someone else to keep you safe from harm?
  - How did it feel to be completely responsible for the other person?





- What would it be like if you were blind and there was no one to guide you? (10 minutes)

3. Now let each person face their partner and tell him/her about a time when they relied on others for help and support. (10 minutes)

4. **Lessons learned:** In the large group, the facilitator asks the following questions:

- What does this activity teach us about the child's experience of losing someone he/she loves?
- You talked about who you relied on in a time of need. Who does the child rely on after his/her parent or caregiver dies?

## Tip

Let participants think about specific children whom they know personally.

*"This exercise shows us that often we rely on people to help us find our way through life. When these people are no longer there, our security and our sense of safety disappears. This is often what happens when children lose the people who are there to protect and guide them."*

## Activity 4

### How does death affect children?

#### Discussion



**Purpose:** This activity guides participants through their own experience of loss and grief to help them better understand how children might experience the loss of a loved one.

### Steps

1. Let everyone spread out and find their own quiet space in the room.

## Tip

This is a 'guided reflection'.

- In a 'guided reflection', the facilitator reads a short sentence and after this waits for one or two minutes before reading the next sentence.
- The participants do not say or write anything. They just think in the silence.
- For a good 'guided reflection' there should be a calm, relaxed atmosphere. For best results participants should close their eyes.

2.

*"I want you to close your eyes. I am going to read some things to you. I want you to just relax and sit quietly with your eyes closed while I read. Think about each sentence. You don't have to say anything out loud."*

3. Read these sentences. Pause between each sentence for a short interval.

*"Think about a person you love who has died. See this person in your mind."*

*"Why was this person so important to you? What did you especially love about him or her?"*

*"Try to remember the time before this person died? Was he or she sick for a long time or did they die suddenly?"*

*"How did you feel about this person before they died?"*

*"Try to remember the day this person died. How old were you? How did you learn about their death?"*

*"Try to remember the feelings you had immediately after you learned that this person died. How did you behave when you felt that way?"*

*"Do you still have these feelings? Which feelings are still around?"*

(5 minutes)

4. Let everyone find their partners from the 'Blind walk' activity and allow them to share the feelings they experienced during the exercise. Discuss if your partners experienced the same feelings as you did. (10 minutes)

5. Ask everyone to return to the large group.

6. Now ask participants to share their stories. Divide the flip chart into two columns: "**Feelings I had as an adult**" and "**Feelings I had as a child**". Ask them what feelings they had as a child when they heard about the death and what feelings they now have as an adult. Write down the participants' answers. (20 minutes)

### Tip

*If the death occurred when the person was an adult, list the feelings in the adult column. If the death occurred when the person was a child, make sure that you find out their feelings as a child and as an adult.*





7.

*“Do children have the same feelings as adults?” The participants and facilitator look at the two lists and have a brief discussion (5 minutes).*

*“Now let’s talk about whether children and adults behave differently when they lose someone they love.”*

8. Refer to the two lists (**“Feelings I had as an adult”** and **“Feelings I had as a child”**) and then ask participants to think about their own lives:

- After someone they love has died what do adults do when they feel \_\_\_\_? (Fill in from list, for example, bitter, sad, etc.) (10 minutes)

Use Picture Code **D2**, How Adults and Children Grieve.



9.

*“What do children do when someone they love dies?”*

- *“What is happening in this picture?”*
- *“What do children do when they feel sad, angry, or frightened after a loved one has died?”*
- *“Do children and adults show their feelings differently?” (10 minutes)*

## Tip

To understand how children behave after a death, you may want to explain to participants that children show their grief by crying, getting angry, being naughty, bed wetting, playing less or playing more, becoming irritable, withdrawing to their room, fighting with other children or showing no feelings at all.

## NOTE TO THE FACILITATOR

**Behaviours that children may show after a loved one has died:**

- **Self blame** – The child believes that it was something that he/she did or did not do that caused the death.
- **Seeking approval** - By paying too much attention to rules and being over-obedient; preventing themselves from being happy, carefree children.
- **Feeling a sense of betrayal** - That they have been personally let down and that the world now owes them something.
- **Taking on adult responsibility** – The child may feel the need to be the head of the house.
- **Acting out** - Being “naughty” to attract attention.
- **Cutting off their feelings** - Shutting down or blocking out their feelings and hurts. This may happen physically or emotionally or both.
- **Somatising (the mind/body connection)** - Developing tummy aches, headaches or sore limbs because the child feels unhappy inside.



- **Role-playing** the difficult circumstances – Acting out the injury, death or funeral of the loved one.
- Becoming **aggressive and destructive** – In their pain, some children may seek to hurt others or may show sexual or erotic behaviour.
- Becoming **clingy and dependent** - Being fearful of being left alone.
- Becoming **afraid** of the dark, of the future, etc.
- **Regressing** to behaviour common in those younger than they actually are, for example bed wetting, soiling, wanting a bottle, etc.
- **Feeling stigmatized** – Believing that others will not ever appreciate them again, as they are now orphans.
- **Not being able to concentrate** on their schoolwork – Daydreaming, etc.

(Adapted from *Bereavement Counseling with Children* by Kurt Madoerin)

Facilitator summarises:

*“Is there any difference between the feelings of adults and children when it comes to the loss and death of a loved one? There isn’t. The difference might be in how adults and children show their feelings. A child might be sad for a few minutes and cry, and then play happily and laugh for the next hour. Children’s feelings may come and go and change faster than an adult’s feelings. But they do feel anger, fear and sadness just like adults.”*  
(20 minutes)



## PART 4

# TALKING TO CHILDREN ABOUT DEATH

### Activity 5

### Game

### Breaking the Wall



**Purpose:** To illustrate that it is possible to change the way we have always done things and to talk openly about death with children.

### Steps

1. Clear an open space in the room. Ask all the participants to go to one side of the room. On the other side of the room, place a bottle of water or soda on a table or chair.
2. The facilitator stands next to a bottle of water or soda and says:

*“Here is a nice drink. The child wants this drink. Helping a child to talk about their feelings and answering their questions about the death of a loved one is the drink the child needs. But things keep the child from having this drink. I want everyone to call out the things that get in our way of talking to children about death. These things are called barriers.”*

3. Participants will call out things like:

Fear   culture   age   time to talk   our own grief

4. As a participant calls out something, ask him/her to come to the centre of the room. Make a note of it on a piece of paper. As each barrier is named, another person joins and eventually the barriers form a wall between the adults on one side of the room, with the facilitator holding the drink on the other side of the room.

5. Once the wall has been built, ask:

*“What can we do to remove these barriers?”*

6. Read out some of the barriers from your list that prevent people from talking to children about death, and then ask the group how they might remove each

### Tip

*Don't forget to ask the youth at the workshop for their ideas.*

barrier. As suggestions are made, ask each person representing one barrier to walk away thereby creating a space in the wall.

7. Once a number of the 'barriers' have sat down and there is a gap in the wall, ask everyone to join the facilitator in sharing the drink. (It should be time for lunch.)

## Activity 6

### Role-play

## Talking to children of different ages about death



**Purpose:** To help the participants practice talking about death-related issues to children of different ages.

### Steps

1.

*“Think back to Activity 4 – the feelings you had as a child and as an adult when someone whom you loved died. “What would you have liked to have been told when the person you loved died? What important issues should we talk to our children about? What must we tell them about death?”*

2. The facilitator makes a list with the participants on flip chart paper:
  - “What do you think are the most important things to tell children about death?”
  - “What would you have liked to have been told when the person you loved died?” (5 minutes)
3. Divide the participants into four groups. Each group will act out a short, three-minute drama about how to talk to children about death. The drama is about a child who has recently lost his/her parent or caregiver. Use the ideas from the list that was previously developed. Each group will perform one of the following ages: (10 minutes)

**Group One:** 0-5 years

**Group Two:** 6-11 years

**Group Three:** 12-15 years

**Group Four:** 16-18 years

4. Present the dramas. (15 minutes)
5. After each drama, discuss for 5 minutes the following questions:
  - What are your responses to the drama?
  - What did the adult or youth do that helped the child?





- What did they do that confused or frustrated the child? (20 minutes)

6. **Lessons learned:** Facilitator asks participants what have they learned from this activity. (5 minutes)

## NOTE TO THE FACILITATOR

### How Children Grieve And How to Talk to Them about Death?

#### How do children understand death?

When a family member dies, children often react differently from adults. Children understand death differently at different ages and stages of development. They will also express their grief in various ways at different ages. For example, pre-school children usually see death as temporary and reversible, like cartoon characters on television that die and come back to life. As a child's reasoning develops, their understanding of death develops to the point that they will eventually come to realise that death is final and inevitable.

Children mourn, but often quite differently from adults. How children mourn is determined by their reasoning ability and the emotional developmental age of the child. Below is a general guideline describing how children at different ages understand death, followed by some points on how children grieve, and how to talk to children about death.

#### 0-2 years: infants and toddlers

At this stage, a child is not old enough to understand death. The child has no understanding of time and therefore cannot understand that death is permanent. It is frightening for the child to be left alone and separated from his/her primary caregiver. This separation affects their sense of security as the child misses the unique physical pattern of contact from his/her caregiver, for example, each of us hugs/holds in a special way.

The child expresses his/her distress in changes in eating and sleeping patterns, with more crying and irritability. Toddlers' responses include outbursts of anger and tantrums as a way to express a wish to bring their mother back. They may have no interest in toys or playing, and may regress to behaviours that they had outgrown.

### How to help:

- Children of all ages need extra attention, physical and verbal love and comfort after experiencing trauma or loss.
- Infants and toddlers need their routine and environment to stay as similar as possible. Keep their feeding, eating and sleeping times as consistent as possible.
- Reduce the number of unfamiliar people who have contact with the child. Try to replace the primary caregiver with one or two consistent adults.
- When they are older, the death should be explained to them.

### 3-5 years: magical thinking

The pre-school child is still not able to understand that death is permanent. They will keep asking when the dead person will return. They believe that like cartoon characters, people can return to life, or that death is like sleeping and that the dead person will wake up. Pre-school children are egocentric. This means they believe that what they wish for will come true and that their actions will cause things to happen.

### How to help:

- Explain what “dead” means, for example, “Mummy is dead. She cannot come back. Her body has stopped working. She can’t eat, talk or play anymore.” Be patient and answer questions as they come up, even if they continually ask, “When is mummy coming back?”
- Phrases such as ‘passed away’ or ‘late’ are too vague and confusing.
- It is also important to explain that the person died from a ‘serious’ illness and not a common everyday illness such as a cold.
- Children need to be reassured that the surviving caregivers are not going to die.

### 6-8 years: concrete reasoning

Children now begin to understand death as permanent, but may think that only old people die. Children at this age are interested in death, how it will affect their lives, and what will happen to the body.





### **How to help:**

- Again a simple explanation of death and the cause of death should be given, with the child being encouraged to ask questions.
- Help them to talk through their thoughts and fears.
- They need reassurance about the future, that people will be there to take care of them, and that the death was not their fault.
- Familiar routines are comforting and necessary, for example, going to church.
- Try to improve their self confidence at every opportunity. Show encouragement, support and loving praise wherever possible.

### **9-11 years: abstract thinking**

Children at this age begin to understand that death can happen to anyone and that it is permanent.

### **How to help:**

- At this age, the child has well-developed communication skills. It is important to set time aside to talk to the child. Simple and direct explanations about death are needed.
- The child may want to spend time alone, perhaps with the belongings of the deceased person.
- It is important to be honest with pre-adolescent children about how the death will change their life.
- They may wish to rely on friends for support as well as adults.
- Be sure that children in this age group still have time to play and be children. Their circumstances may make it nearly impossible for them to still be children as they may be forced to take on adult responsibility. But it is important that adults share some of these responsibilities for short periods to allow children time to play and have fun.

### **12-18 years: adolescence**

At this stage, teenagers tend to be egocentric/self absorbed and they may focus on the meaning of death in their lives, for example, they may feel self-pity or the need to take on the role of the parent.

Teenagers may have a full understanding of death, but it is on a thinking level and is seen as something that cannot happen to them. Teenagers, almost by nature, are likely to think that they are 'invincible' and find it very difficult to think that they could die.

### How to help:

- Include teenagers in the planning of the funeral.
- Teenagers rely on their peer group for support and should be encouraged to spend time with friends.
- They may express their anger through risk-taking behaviours, for example, drugs, alcohol and risky sexual behaviour. Discuss the implications of risky behaviours with them.
- Teenagers who are parents themselves, caregivers or HIV positive will need greater support to develop a sense of independence and responsibility.
- Speak to teenagers as adults. Respect their views, but recognise that they may need extra support.

(Adapted from the workshop, *Bereavement Counselling with Children* by Kurt Madoerin)



## PART 5

# HOW TO HELP CHILDREN



*“We’ve discussed some of the important things to talk to children about. How we respond to children about death can greatly assist them in their understanding and coming to terms with the event.”*

### Activity 7 What you can do to help children

#### Discussion

40  
mins

**Purpose:** To provide the participants with new information to help children.

### Steps

#### NOTE TO THE FACILITATOR

A quicker way to do this activity is as follows:

- Let participants meet in buzz groups to discuss picture codes **D3**, **D4**, and **D5**.
- Participants then return to the large group and discuss what these pictures show about how to help children when someone they love dies.
- The facilitator can briefly present one or two key ideas for each picture code.



## NURTURING, COMMUNICATING, AND EXPRESSING GRIEF

Use Picture Code **D3**, Nurturing, Communicating, and Expressing Grief.



1. Ask the participants:

*“What does the picture tell you about how to help children when someone dies?”*

2. After the participants have described the picture, summarise the key ideas of the picture code, explaining that adults need to:

- Nurture and understand children.
- Communicate and give information to children.
- Allow children to express grief.

3. Divide the participants into three groups and let them think of **two** ideas about how they can do the following:

**Group One:** Communicate and give information to children about death.

**Group Two:** Nurture and understand children.

**Group Three:** Allow children to express grief. (10 minutes)

4. Each group should briefly describe or show what they will do. (5 minutes)

5. The facilitator adds additional information - see below. (10 minutes)

### A) Communicate and give information

To help children we can ...

- Be honest about the fact that the person has died.
- Explain that death means the person will not come back.
- Answer children’s questions about death no matter how we feel.

### B) Nurture and understand

To help children we can...

- Show them we care about them and love them.

### Tip

*Make additional copies of the picture codes to distribute to the groups.*

### Tip

*If writing is difficult people can present their ideas by drawing, story-telling, dancing, singing or speaking.*





We can do this in many small ways that may differ according to their age.

- Share some of our own feelings of grief so they know we understand (empathise).
- Tell them and show them that we are here to talk with them when they need someone to listen.

### C) Allow children to express grief

To help children we can ...

- Allow them to express their grief. Remember children can express grief in many different ways. Sometimes they do not cry or look sad. They can show their grief by being angry or naughty. Children can also be very sad one minute and play and laugh soon after. This does not mean they do not feel emotions.

## MEMORY AND RITUAL

Use Picture Code **D4**, Memory and Ritual.



6. Ask the participants:

*“What does the picture tell you about how to help children when someone has died?”*

7. When people have described the picture, summarise the key ideas of this picture code, explaining that adults can help children by:

- Allowing the child to remember the person who has died.
- Allowing the child to use religious or spiritual rituals to deal with their grief, for example, prayer.

8. Ask the participants for **two** ideas about how they can do the following:

- Allow the child to remember the person who died.
- Allow the child to use religious or spiritual rituals to deal with their grief.

9. Each group should briefly describe or show what they will do.

### Tip

*Discuss what is the value or benefit of encouraging children to remember the person who died.*

10. The facilitator briefly provides any new information - see below (10 minutes)

### Memory and ritual

To help children we can ...

- Hold onto memories by talking about the person who has died and remembering happy times.
- Create rituals such as candle lighting to remember the person.
- Use spiritual rituals from our own faith to give children a spiritual tool for dealing with their grief. For example, teach children a special prayer for times when they feel sad.

### PRACTICAL PLANS AND BUILDING A FUTURE

Use Picture Code **D5**, Practical Plans and Building a Future.



11. Ask the participants:

*“What does the picture tell you about how to help children when someone has died?”*

12. After the participants have described the picture, summarise the key ideas of this picture code, explaining that adults can help children by:

- Discussing practical issues such as who will take care of them, where will they live, and what will happen to their education.
- Building their self-confidence and faith in the future. (10 minutes)

13. Ask the participants for **two** ideas about how they can do the following:

- Discuss practical issues with children such as who will take care of them, where will they live, what will happen to their education.
- Build a child’s self-confidence and faith in the future.

14. Each group should briefly describe or show what they will do.





15. The facilitator briefly provides any new information - see below (10 minutes)

### **Practical plans**

To help children we can ...

- Plan with them who will look after them before their caregiver dies.
- Give children honest information about how this death will affect them, for example, where they will live, who will give them money for school fees, books and food.

### **Build their self-confidence and faith in the future**

To help children we can...

- Encourage their efforts rather than criticize them.
- Praise them for their efforts.
- Talk to them about what they will do in the future and encourage them to set goals.

## PART 6

# ACTION PLANNING

### Activity 8

### Action Plans

#### Discussion



**Purpose:** To develop an action plan that can be implemented in the family and in the community.

#### Steps

1. Divide participants into two groups. They must decide on:
  - One action that will take place in their **family** to help children with death and grief.
  - One action that will take place in their **community** to help children with death and grief. (10 minutes)
2. Let the groups explain or show what they will do. Prepare a list of the actions. (10 minutes)
3. Briefly discuss whether there is a group or committee that can follow through with what has been learned today. Identify the group and when they will meet. (5 minutes)

### Activity 9

### Closing

#### Discussion



**Purpose:** To create a sense of unity among participants, and to end the workshop.

#### Steps

1. The facilitator encourages participants to join hands in a circle and sing a lively or happy song.
2. The facilitator thanks everyone for coming and informs participants that there are two other action workshops, Community Parenting and Life Skills for Children, which might interest them.

**End of workshop**



# NOTES





## ACTION WORKSHOP 3



**Lessons from life:**  
Teaching life skills to our children





## Introduction to the Facilitator

This workshop is designed to help communities give children the life skills they need. Skills are the ability to do things. Life skills mean being able to respond to the struggles of life in effective ways. This workshop is called “Lessons from Life”. It looks at the lessons that the workshop participants’ have learned from their own lives and how they can use these lessons to help children.

The main focus of this workshop is to help youth and adults to identify, practice, and impart to children the life skills that children need to travel successfully on their own journey of life.

### Workshop objectives

- To identify the different life skills that participants have been given by their parents, caregivers and communities.
- To identify the life skills that children need to respond to the challenges of life.
- To plan what actions parents and caregivers can take to impart life skills to their children.

**Age of participants:** 16 years and older

### Equipment:

Paper for the facilitator to write on

Paper for participants to write on

Pens or crayons for drawing

Picture codes L1-L4



# WORKSHOP SCHEDULE:

8.00 Opening

## PART ONE: THE LIFE SKILLS THAT MY PARENTS AND COMMUNITY GAVE ME

8.15 Activity 1: My house (80 minutes)

## PART TWO: THE LIFE SKILLS THAT HELP CHILDREN

9.35 Activity 2: What do children need to build strong houses? (60 minutes)

10.35 Tea

11.25 Activity 3: What do these skills mean in children's lives (45 minutes)

12.15 Lunch

## PART THREE: HOW DO CHILDREN LEARN LIFE SKILLS?

1.15 Activity 4: How do children learn life skills? (25 minutes)

1.40 Activity 5: Teaching children life skills (60 minutes)

## PART FOUR: PLANNING FOR ACTION

2.40 Activity 6: Action plan (30 minutes)

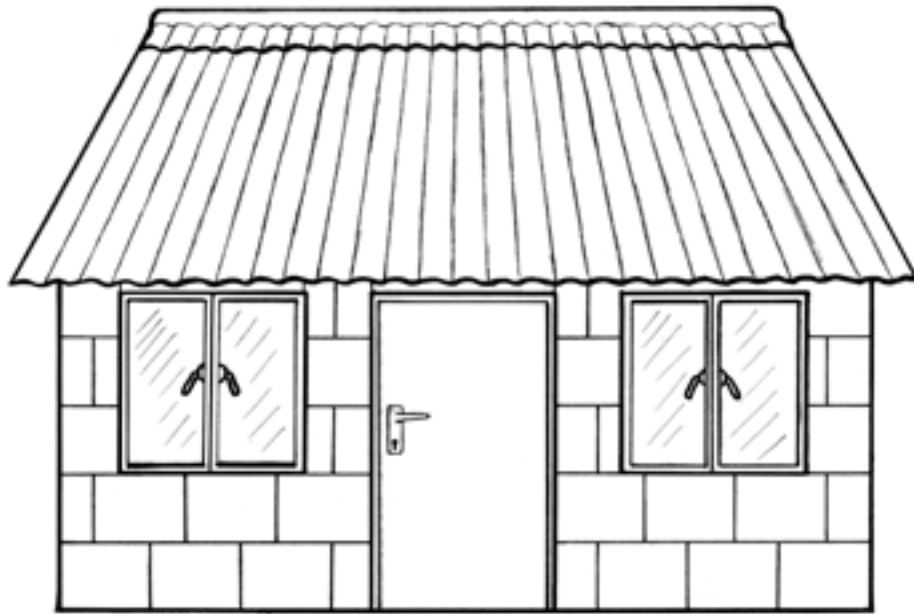
3.10 Activity 7: Closing (10 minutes)

This is a suggested workshop schedule. Note that the times are approximate. The activities may take longer.



## PART 1

# THE LIFE SKILLS THAT MY PARENTS AND COMMUNITY GAVE ME



### Opening

15  
mins

Open the workshop in a way appropriate to the culture or country, for example, with a song, prayer or dance. Follow with this introduction.

*“Welcome to Lessons from Life: Teaching Life Skills to Our Children. This one-day workshop is all about what children need to know and be taught to succeed in life, and how we as youth and adults can pass this knowledge on to our children, brothers and sisters.”*

### Activity 1

### My House

### Discussion

80  
mins

**Purpose:** This activity helps a group to brainstorm different life skills and lets participants think through the value of life skills using the symbol of a house.

## Steps

1. The facilitator asks participants for the definition of the word “skills”.
  - a. The facilitator then introduces the term “life skills” to the group
  - b.

*“On our journey of life, our parents and those who loved us helped us to grow up. They taught us to cope with the daily challenges of life and ways of surviving life’s tragedies. They gave us the skills to live life so we would never give up on life. Skills are the abilities to do things. Life skills give us the ability to respond to the struggles of life in effective ways.”*

- c. Participants should go into four groups and give specific examples of life skills.

### NOTE TO FACILITATOR

#### **Some examples of life skills:**

The ability to seek help when needed.  
The ability to settle arguments/resolve conflict.  
The ability to express your wants and needs.  
The ability to take care of yourself (hygiene, health).  
The ability to take care of others.  
The ability to maintain a house (cleaning, budgets, etc.).  
Knowing your strengths and weaknesses.  
Resourcefulness (finding different ways to solve problems).

2. Groups present their findings. Each member of the group presents a life skill. The facilitator records the findings on flip chart paper. Let one member of each group tell a story of how a specific life skill has been helpful in their life. (20 minutes)

3.

*“When we have the life skills that we need it is like living in a strong, well-built house. Our strong house can stand up to the sun, the wind and the rain. If we have the necessary life skills we can stand up to most things in our lives and survive.”*

4. Each group should represent the life skills that they have been given by making a drawing of a house.(20 minutes)

Use Picture Code **L1**, My House.



### Tip

*The focus of this activity is on social and emotional life skills, though life skills like maintaining a house should be acknowledged as a useful contribution.*





## Tip

If the facilitator does not have the picture code, the facilitator can draw a sample house.

## Tip

As people give their presentations, record the life skills that were considered important and those that were lacking in people's lives. Give a summary of the key points.

## Tip

For participants, tell your own personal story. Do not tell the group's story.

*"Together, draw a picture of a house that shows the life skills that people gave to you. Each brick of the house should represent a specific life skill. For example, one brick could be 'making decisions'. We need to be able to make decisions to survive and move forward in life. You can write the life skill or draw a picture of it on each brick."*

- Optional: Each group can build a house instead of drawing one. The group can use sticks, string, paper, glue, mud or clay, whatever materials they would like to use that are easily available.
- After completing the drawing of their houses, the participants should talk about the following questions while in their groups:
  - What are the life skills that have been most important in your life?
  - Why are those life skills so important in your life?
  - Who taught you those skills?
  - As you look at your house, would you say your house is complete?
  - Why?
  - What is missing from your house? What life skills can you say you are lacking in your life?
  - What other life skills would you like to have been given?
  - Why? (20 minutes)
- Invite several participants to come up and share the story of their houses using the above questions as guidelines. (20 minutes)

Emphasise that:

- There are important skills that all individuals need to have in order to cope with the daily demands of life.
- It is the role and responsibility of parents and caregivers to impart life skills to their children.
- There are different ways of teaching life skills to children. We need to use our experiences to identify the most effective ways of doing so for the benefit of our children.
- If we lack certain life skills, how can we try to develop these skills for ourselves as well for the benefit of our children?
- Who in our communities is teaching life skills to children in the absence of parents (or caregivers)?

## PART 2

# THE LIFE SKILLS THAT HELP CHILDREN



### Activity 2

#### Discussion

What do children need to build strong houses?



#### 1. Introduction

Use Picture Code **L2**, Helping Children to Build Strong Houses.



*“We have spent some time talking about our houses, the life skills our parents and communities taught us, and what was missing from our lives. What do children need to build strong houses? What life skills will enable our children to meet the challenges of life?”*





### Tip

Participants can draw a picture of the life skills or perform a brief drama if they cannot write.

### Tip

To do a shorter version of activities 2 thru 6:

- Participants identify the life skills (bricks) that help children.
- They choose one life skill.
- They discuss and practice how to teach it to children (see Activity 5).

*"We need to think beyond the skills of managing household chores or generating income. What are other important life skills for children? Using the stories we have told and the pictures of our houses, list the life skills that we want our children to have."*

2. Divide the participants into a maximum of four groups. On a piece of flip chart paper, let them draw a house with the life skills they want children to have. Write these life skills on the bricks or on different parts of the house (walls, floors, windows, etc.) (20 minutes)
3. Let each group present briefly (5 minutes). Record the life skills for children that the participants identify.
4. Go through the list and group the skills under headings like the ones below:
  - Communicating with different people and building relationships.
  - Building confidence and self-esteem.
  - Making decisions.
  - Resolving conflicts.
  - Setting goals and planning for the future.
5. Note any valuable contributions that do not fall under these headings. Place them into the heading marked **"Other"**. (20 minutes)
6. If some of the life skills under each of the headings in the box below are not mentioned, the facilitator should include one or two points.

#### **Life Skill One:**

**Children need to know how to communicate and build relationships with others.**

**They need to learn how:**

- To talk to and listen to another person.
- To share their problems and worries with another person so their burdens are lighter and they are happier.
- To share with others and also care for others.
- To work together with others to achieve a common goal.

#### **Life Skill Two:**

**Children need to build their confidence and self-esteem by:**

- Valuing themselves.
- Believing and trusting in themselves.
- Believing in themselves even when others say they are bad or wrong.

- Knowing their strengths and weaknesses.
- Learning to stand up for what they believe.
- Learning to recognise when they need help and how to ask for help.

### Life Skill Three:

#### Children need to learn to make decisions by :

- Considering the consequences if they decide on a certain course of action.
- Making up their own minds.
- Thinking through a number of options and selecting one that will produce the best results for the given situation.

### Life Skill Four:

#### Children need to learn how to resolve conflict :

- By working through differences with people in a friendly way.
- By avoiding or controlling angry, violent, or destructive situations with others.

### Life Skill Five:

#### Children need to be able to set goals for their future by:

- Having a goal for the present or future and to be able to take the necessary steps to achieve this.
- Being clear about the things that they want to achieve in life.

## Tip

*Do not overwhelm the participants with information.*

## Activity 3

### Role-play

## What do these skills mean in children's lives?



**Purpose:** To help participants understand the importance of life skills in children's lives.

## Steps

1. Divide the large group into 5 groups and give the following instructions based on the life skills listed above. These role-plays illustrate what happens when children lack specific life skills.

**Group One:** Show what happens when a child and adult fail to communicate. **(Life skill: Communication)**

**Group Two:** Show what parents and caregivers sometimes do to destroy the confidence and self-esteem of children. **(Life Skill: Building Confidence and Self-Esteem)**

## Tip

*The facilitator can explain that adults need to improve their life skills as do children.*





**Group Three:** Show children in a child-headed household struggling to make a decision. **(Life Skill: Decision Making)**

**Group Four:** Show what happens when a child who heads a household is struggling to resolve conflict. **(Life Skill: Resolving Conflict)**

**Group Five:** Show what happens to a child who has no goals for life. **(Life Skill: Setting Goals for the Future)**

2. Role-plays should be 3 minutes each. Allow for brief comments after each role-play. Link each role-play to the ideas listed in the box above. (20 minutes)

Use Picture Code **L3**, Property Grabbing.



3. Show picture, give description below:

*"This picture shows a child-headed family. The parents have died leaving the children a few family assets. One of the relatives, an uncle, is demanding their house as it used to belong to his brother who died. The oldest child is a boy aged 17. The other three children are 14, 8 and 2 years-old. The children do not want to give their house away. This relative, the uncle, continues to bother them about giving away their house to him."*

4. Organize a group of five people. Role play how this situation can be solved among the children and their relatives, showing the life skills that are needed to solve this problem. Try and use some of the life skills that have been discussed.
5. Allow 15 minutes preparation time for the role-plays. Allot 5 minutes for the group to perform the role-play. While the drama is being prepared, have the other people meet in groups of 7 to discuss what they would do if they were the children or adult in that situation. They can refer back to the picture.
6. Present the drama. Then invite people from the audience to come forward to play the children and role play their ideas on how to improve the situation. (20 minutes)
7. Discussion
  - What life skills did you see the children use in the role-play?
  - What other life skills did the children need in this situation? (See house drawings.)





## PART 3

# HOW DO CHILDREN LEARN LIFE SKILLS?

### Activity 4 How do children learn life skills?

#### Discussion



**Purpose:** To encourage participants to think about how they learned life skills and to think about ways they could teach children similar skills.

### Steps

1. Divide the participants into groups of about 10 people each (there could be more people in the groups if the number of participants is large). In the groups allow participants to brainstorm the following questions:
  - How did **you** learn the important life skills necessary to succeed in life? (The answer to this question will help us to know how to teach life skills to our children).
  - How do children learn?
2. Let the groups brainstorm and discuss. (10 minutes)
3. Ask the groups to share their ideas with the larger group. At least three groups should present for five minutes each to the larger group. (15 minutes)
4. Explain how children learn after the participants discuss the questions. Make sure to mention that children learn through:
  - Observation.
  - Imitation.
  - Direct experience.
  - Play.
  - Being taught by adults, peers, the media etc.



**Purpose:** To allow participants to draw on their own experience to teach life skills to children.

*“In life, teaching a person a life skill may take one meeting or several meetings. It can be done anywhere and be taught in any way. It can take a long time to teach or a very short time.”*

Use Picture Code **L2**, Helping Children to Build Strong Houses, to illustrate the above points. While children can already manage many challenges of life, they depend upon adults for guidance.



## Steps

1. All the participants split into groups of four people each. Each group chooses a life skill that they would like to teach a person who is 18 years old or younger. It could be a life skill that was important to them as they were growing up.
2. They should then do a role-play. One person plays the child under 18; the others play the roles of adults or youths who help the child to learn an important life skill. (15 minutes)
3. Allow 3 groups to present their role-plays. They should not be longer than 5 minutes. (15 minutes)

Once the role-plays have been presented, discuss these questions:

- What life skill did each role-play illustrate?
- How did they teach the child this life skill?
- What approaches/methods worked?
- What approaches/methods did not work?
- How would you know that the child learned the necessary life skill? (30 minutes)



## PART 4

# PLANNING FOR ACTION

### Activity 6

### Discussion

### Action plan



30  
mins

**Purpose:** To allow participants to prepare action plans to teach life skills to children in their community.

### Steps

“When we leave this workshop how are we going to teach these life skills to our children? Let’s make our action plan. Are there groups that already exist in your community to look after the needs of children, for example, an OVC or HIV/AIDS action group? Are there any other groups that work together here, such as church groups, youth groups and other support groups?”

1. Let the participants work in three groups. Begin by asking them to discuss briefly what children with life skills will be able to do at an individual level, in their families, and in their communities.  
For example,
  - Children will be able to ask for help when they need it, defend themselves from abusive situations, and resolve problems and challenges.
  - In families there will be unity, understanding, with sharing of resources, and happy, thriving children.
  - In communities, children will be involved in processes that affect their lives. They will be more responsible and supportive to their families and communities, and not have to show their sense of hopelessness through crime and violence.
2. Let three groups report back on what they have said. (15 minutes)
3. Each group should come up with at least one example of what they can do at the family and community level to help children learn life skills. They can talk through the following questions to help them.
  - What can I do to promote and ensure that children within my family and community gain important life skills?

- What knowledge, information, skills and experience do I have to teach life skills to children?
- Where in our community are children learning life skills?
- How can life skills teaching/education be added into activities that are already taking place in your communities, for example, dance club, foot ball clubs, drama clubs, etc?

4. Then ask the groups to present their action plans. (15 minutes)

## → Tip

Ask what community activities already exist in the community. Further information about other good interventions is provided in the resource sheet at the back of this manual.

## Activity 7

## Closing

### Discussion



**Purpose:** To allow participants to discuss what they have learned from the workshop.

### Steps

1. End the day by asking the participants what has been the most important learning for them in the discussions. The facilitator can ask the following question:

*“What have you learned today?”*

2. The facilitator thanks the workshop participants for coming.

*“Thank you for coming to this workshop. The next step is that you should have meetings within your community and your community groups to talk more about what you have done with your action plans and other matters affecting your children. We wish you all the best and know that the children of this place will benefit.”*

3. Close the workshop in a way appropriate to the culture or country, for example, with a song, prayer or dance.

## → Tip

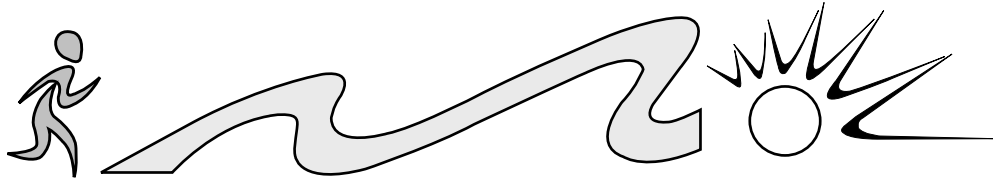
The closing action can express participants' commitment to their action plans and to children.

### End of Workshop



# NOTES





THE **JOURNEY** OF **LIFE**



**TRAINING OF TRAINERS  
WORKSHOP (TOT)  
FOR THE JOURNEY OF LIFE  
SERIES**





## Introduction to the Facilitator

*“To grow from a child into an adult is a journey - the journey of life. Along the way, children may encounter problems. Often they are strong enough to continue on their journey without additional help. But sometimes the problems are too many or too difficult. It is at times like these that the child requires the strength and caring of the community to continue onward with their journey.”*

-From the Introduction to the Facilitator’s Guide

This workshop trains facilitators to use the six workshops in the Journey of Life series to:

- Help mobilise communities to become more aware of the needs and problems of children.
- Support parents, caregivers and children in their effort to grow up and live satisfying and fulfilling lives.

Throughout this workshop, material from the Journey of Life Series is interwoven with the essential steps of community mobilisation. This is because the Journey of Life series is a tool for community mobilisation focusing on finding solutions to the needs and problems of children and their caregivers.

## Objectives

1. To learn how to train community facilitators in the Journey of Life series.
2. To use the picture codes to promote discussions during the workshops and to learn how to enable community members to use the picture codes for informal discussions with their peers to promote the transfer of knowledge and skills.
3. To learn how to use the Journey of Life series to mobilise communities to support and improve the lives of children living through difficult times.

**Age of Participants:** 16 years and older

### Equipment

The Journey of Life series  
Pens, crayons and paper for drawing

### Preparation for the workshop

It is suggested that all participants read the two Journey of Life Workshops and the three Action Workshops prior to the training. If that is not possible, then the participants should study the first Journey of Life workshop prior to attending this training workshop.



# WORKSHOP SCHEDULE:

## DAY ONE

### PART ONE: INTRODUCTION TO THE TRAINING WORKSHOP (50 minutes)

- 8.15 Introduction to the workshop
- 8.20 Activity 1.1 Run and Fun
- 8.30 Activity 1.2 Ground Rules
- 8.40 Activity 1.3 Hopes and Fears

### PART TWO: OVERVIEW OF THE JOURNEY OF LIFE (35 minutes)

- 9.10 Activity 2.1 Overview of the Journey of Life series
- 9.30 Activity 2.2 Context of the Journey of Life series

### PART THREE: THE DEVELOPMENT OF THE JOURNEY OF LIFE SERIES AND ITS PRINCIPLES (90 minutes)

- 9.45 Activity 3.1 My Journey
- 10.30 TEA
- 11.00 Activity 3.2 Principles of the Journey of Life Series
- 11.10 Activity 3.3 Working with the Community
- 12.00 Activity 3.4 Overview of the Community Mobilisation Cycle
- 1.00 LUNCH

### PART FOUR: THE AWARENESS WORKSHOPS (three days)

- 1.45 Activity 4.1 The Structure of the Manual
- 2.55 Activity 4.2 Learning the Awareness Workshops (two days)

Afternoon Read *The Journey of Life*

Evening Practice *The Journey of Life*

## DAY TWO

- 8.15 Activity 4.2 Learning *The Journey of Life* (continued)

Morning Present *The Journey of Life*

Afternoon Read *The Journey of Life for Children*

Evening Practice *The Journey of Life for Children*

## DAY THREE

Morning Present *The Journey of Life for Children*

1.00 LUNCH

2.00 Activity 4.3 Facilitation and Participatory Learning

### PART FIVE: THE ACTION WORKSHOPS

2.50 Activity 5.1 Learning the Action Workshops (two days)

Afternoon Read *Community Parenting*

Evening Practice *Community Parenting*





#### **DAY FOUR**

Activity 5.1 (continued) Learning the Action Workshops  
Morning Perform *Community Parenting*  
Afternoon Read *Helping Our Children to Understand Death*  
Evening Practice *Helping Our Children to Understand Death*

#### **DAY FIVE**

Morning Perform *Helping Our Children to Understand Death*  
Afternoon Read *Teaching Life Skills to Our Children*  
Evening Practice *Teaching Life Skills to Our Children*

#### **DAY SIX**

Activity 5.1 (continued) Learning the Action Workshops  
Morning Perform *Teaching Life Skills to Our Children*  
12.30 Activity 5.2 Picture Codes for the Community  
1.15 LUNCH

#### **PART SIX: TRAINING AND EVALUATION**

2.15 Activity 6.1 Training the Facilitator  
3.20 Activity 6.2 Evaluation of Workshop  
3.35 Activity 6.3 Closure  
3.45 End of Workshop

NOTE: Every morning from day two to day six organise a brief review session to summarise the previous day's learning.

#### **NOTE TO THE FACILITATOR**

This is a six day workshop which involves work time extending into the evenings. This workshop can also be done in ten days. This gives the facilitator the option of spending more time on the steps of community mobilization; allowing the Journey of Life for Children to be practiced a second time using children rather than workshop participants; allowing one of the Action Workshops to be repeated a second time with members of the local community and permitting participants to have their evenings free.

The ten day option can also be divided into two five day workshops. The first workshop can focus on learning the Awareness Workshops. The second five day workshop can focus on learning the Action Workshops.

## PART 1

# INTRODUCTION TO THE TRAINING WORKSHOP



## Welcome

## Welcome To The ToT Workshop



### Introduction

The facilitator says:

*"Welcome to the Journey of Life series, a group of workshops that help communities support their children. The Journey of Life series focuses on children living under difficult circumstances, times of war, poverty, separation, violence and HIV and AIDS.*

*"In the next six days, we will be learning how to use the Journey of Life series to mobilise communities to support parents, caregivers and children in need."*



## Activity 1.1

### Game 1

## Run and Fun



**Purpose:** To allow the participants to become acquainted with each other.

### Steps:

1. Each person in the workshop introduces themselves and the organisation they represent.
2. The facilitator calls out a number, for example, 2, and the participants form groups of that size as quickly as possible. Everyone in the groups must do an action or say a word that describes how they feel about children.
3. The facilitator calls out another number. The participants form groups of that size and then share a particular aspect of their job they find enjoyable.

## Activity 1.2

### Discussion

## Ground Rules



**Purpose:** To explain the basic rules of the workshop that will govern the behavior of the participants for the duration of the meeting.

### Steps:

1. The facilitator asks the participants to provide the ground rules for the workshop, for example, switching off cell phones, respecting others' opinions, etc.
2. The facilitator lists the ground rules on flip chart paper.

## Activity 1.3

### Discussion

## Hopes and Fears



**Purpose:** To understand the expectations and concerns of the participants.

### Steps:

1. The facilitator divides the participants into three groups.
2. Each group writes down their Hopes and Fears for the workshop on two separate pieces of flip chart paper.
3. Each group briefly presents their views.
4. The facilitator asks the participants what Hopes and Fears the groups have in common.

## PART 2

# OVERVIEW OF THE JOURNEY OF LIFE SERIES



### Activity 2.1

## Overview of the Journey of Life series

### Discussion



**Purpose:** To review all the components of the Journey of Life series.

### Steps:

1. The facilitator explains that the Journey of Life series contains the following items: (the participants follow along with their own Journey of Life packs.)





## NOTES TO THE FACILITATOR

The Journey of Life series contains the following:

### Manual 1: The Awareness Workshops

- a) The Facilitator's Guide.
- b) The Journey of Life Awareness Workshop for Adults.
- c) The Journey of Life Awareness Workshop for Children.

### Manual 2: The Action Workshops

- a) Community Parenting.
- b) Helping Children to Understand Death.
- c) Life Skills for Children.
- d) Training of Trainers (TOT) Workshop.

### Visuals

- a) 18 Laminated Picture Codes.
- b) Book of Picture Codes for the Community.
- c) Journey of Life Poster.

### The Journey of Life series is available in two models

The Trainer's Pack: fold-up display case with A2 picture codes.

The Community Facilitator's Pack: portable carrying case with A3 picture codes.

### Three groups are involved in the Journey of Life series to assist in the transfer of knowledge and skills:

**Trainers** who train other facilitators and also work with the community.

**Community facilitators** who work with the community.

**Community members** who use picture codes to hold informal discussions with peers.

## Activity 2.2

### Discussion

## Context of the Journey of Life series



**Purpose:** To understand the reasons for the development of the Journey of Life series.

1. The facilitator makes the following points:
  - The vast majority of orphans and vulnerable children are cared for by their families and communities who provide this care very effectively despite limited resources. However,

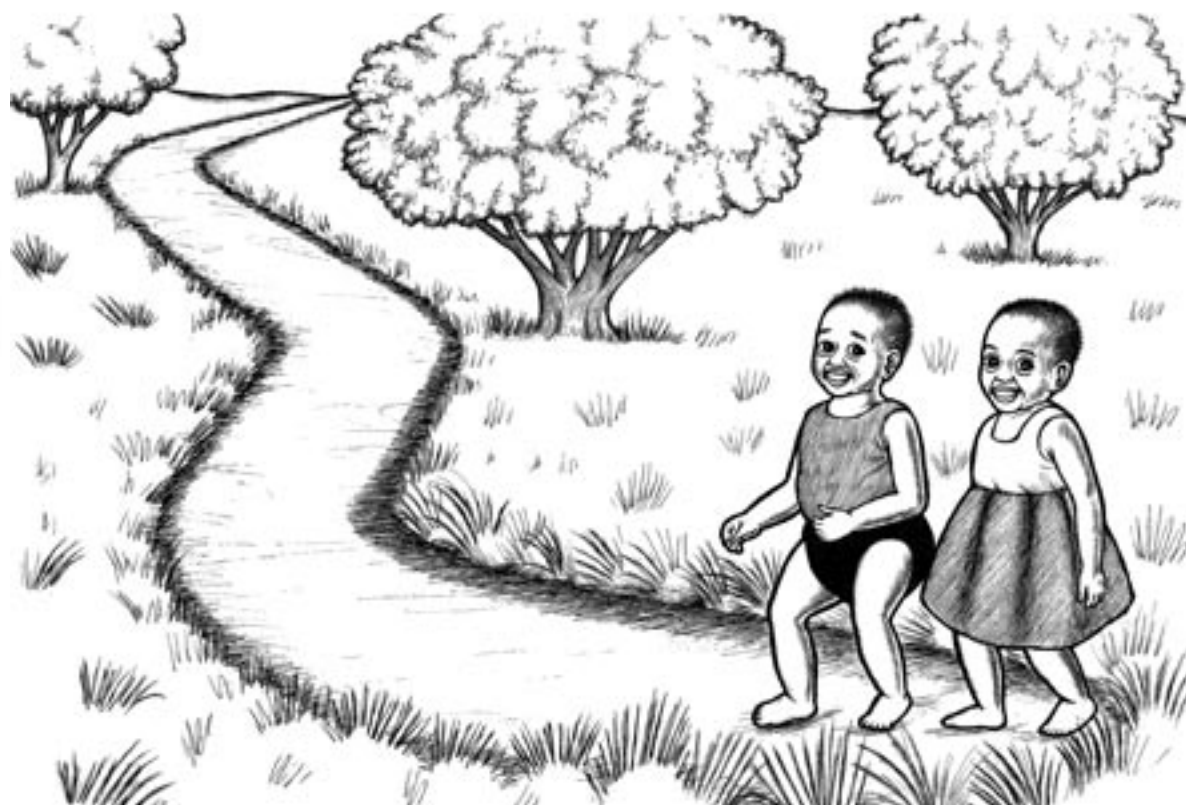
these scarce resources have been stretched to their breaking point given the current economic situation.

- There is a need to find an effective way of sustaining communities as they try and provide emotional and social support to these children. The key is to strengthen families and communities. However, there are few concrete ways of going about it and even fewer tools. The Journey of Life series seeks to address this gap. It is a training and community mobilisation programme designed to address the needs of both the children and those who care for them.
  - The Journey of Life series not only provides an opportunity for people to think and reflect in a participatory manner, but also helps them to devise ways of addressing children's needs using limited human and financial resources.
  - The Journey of Life series is aimed at children growing up with war, violence, HIV and AIDS, and the breakdown of the family unit. Many programmes deal with similar issues, but focus only on one aspect of a child's life, such as AIDS or war or displacement. The Journey of Life series, by encompassing all children living in difficult circumstances, encourages diverse programmes to share their knowledge and experience in these workshops.
2. Discuss the above points. (5 minutes)



## PART 3

# THE DEVELOPMENT OF THE JOURNEY OF LIFE SERIES AND ITS PRINCIPLES



### Activity 3.1

#### Discussion

### My Journey



**Purpose:** To help the participants understand the concept of the Journey of Life and how the series was developed.

#### Steps:

Use Picture Code J1, The Journey of Life as an example of a road that participants could draw.



1. The facilitator gives the following directions:



- a) I want each of you to draw your journey of life.
- b) Imagine your life as a journey from childhood to the present.
- c) Draw a picture of a road to represent your life.
- d) Think about the following:
  - i. Which individuals, institutions, or communities have supported you through this journey?
  - ii. What support did they provide?
  - iii. Did you experience problems or obstacles on your journey of life?
  - iv. Draw what these problems looked like.
  - v. What helped you to overcome these obstacles or problems?

Use Picture Code **J4**, The Road of Danger to explain that people take the Road of Danger when they are feeling helpless or hopeless about life and will do anything they can to survive, even if it means hurting others or themselves.



- vi. Did you ever take the road of danger during your journey?
- vii. How did you manage to get back onto the main road?
- viii. Did you ever assist anyone else on their journey of life?
- ix. Where would you like your road of life to take you?

2. Allow two participants to present their journey of life drawings to the group using the above questions as guidelines.
3. The facilitator then points out that the participants have described their journey of life.
4. Finally, the facilitator makes the following points:
  - The Journey of Life series has been developed from the shared experiences of professionals, children and adults in the community. The Community Information and Inspiration Team visited orphanages and rural and urban areas in four African countries to interview both children and adults on their journeys of life. They used the Tree of Life to conduct their interviews.
  - Certain theme areas grew out of the interviews. These included the developmental stages we go through as we mature, the life skills children need to survive and how people in a community can parent children and identify and support children with problems.





- As a result of these efforts, the team developed materials to help children on their journey of life and to enable them to grow up to become adults equipped with the necessary skills to meet the challenges of life and contribute to the community they live in.

## Activity 3.2 Principles of the Journey of Life series

### Discussion



**Purpose:** To help the participants understand the basic beliefs upon which the Journey of Life series is built.

1. The facilitator explains that:

The Journey of Life series is based on the following key principles:

- 1) The family and larger community have the strengths, capacity and resources to respond to the challenges of life. We begin with these strengths and support families and communities to build on them.
- 2) However, the family and community need to understand their limitations and find the best use of their capacities and resources.
- 3) Children are not passive recipients. Instead, they can be actively involved in meeting their own needs and those of other children and adults.
- 4) The Journey of Life series is non-prescriptive. The workshops guide the community to conceive its own solutions and develop plans to implement them.
- 5) The Journey of Life series is for everyone who interacts with children, and not just a select group of counsellors. By involving all those who have an impact on children, it is hoped that governmental, non-governmental and social organisations will be strengthened.
- 6) The Journey of Life series is fun, simple and non-technical.
- 7) It is based on participatory learning, reflection and dialogue.
- 8) It is adaptable to different cultures and contexts.
- 9) The Journey of Life is multi-generational. Children, youth, and adults can be involved together.
- 10) Whatever is begun must be sustainable: The Journey of Life series is part of a larger process of community mobilisation.

2. The participants discuss the principles (5 minutes).

## Activity 3.3 Working with the Community

### Discussion



**Purpose:** To help participants understand what a community is and the factors that are important to consider when working with a community.

### Steps

1. The facilitator asks the participants the question,

*“What is a community?”*

and records their responses on a flip chart.

2. The facilitator should then give a definition of community as follows:

*“A community is made up of individuals and groups with common values, beliefs, or shared problems.”*

3. In buzz groups of 2 to 3 people ask the participants to list the different types of communities they know.
4. The facilitator should explain that the Journey of life is applicable to such communities.
5. Participants should join a group that they identify with, for example, people of the same religion, people from the same area, people of the same marital status.
6. In their community groups, participants should answer the following questions:
  - a) What are the skills and resources that can be found in all communities?
  - b) How can we work with communities so that they do not have unrealistic expectations of NGOs and other development organisations?
  - c) Develop guidelines that can be followed to ensure that we, as NGOs and development workers, do not undermine the community (a maximum of three points).

### Tip

*Each group can answer one question if time or energy is short.*





## Activity 3.4

### Discussion

# Overview of the Community Mobilisation Cycle



**Purpose:** To help the participants understand the necessary steps for mobilising communities, using the Journey of Life series to achieve this objective.

### Steps:

1. The facilitator explains that since the Journey of Life series is a tool for mobilising communities, the participants should look at ways of using the workshops to achieve this.
2. The facilitator asks the participants to read the six steps in the “Overview for Community Mobilisation” in the box below.
3. The facilitator explains that as the participants learn the Journey of Life series, they should think about how each workshop fits into the steps of community mobilisation .
4. If the participants request more information about these steps, they can read through the information box where steps one through six are explained in more detail.
5. **Preparing to Mobilise**
  - a. Divide the participants into organisation/country groups.
  - b. Give them flip chart paper to do a **mapping exercise**.
  - c. Ask them to think about communities that they work in or know well.
  - d. Ask them to identify and illustrate the power structures within the community such as religious leaders, traditional leaders and business people.
  - e. Ask participants to identify and draw individuals who would be committed to the journey of life process.
  - f. Ask participants to identify and draw on their map those organisations working with orphans and vulnerable children or other children in need of services.
  - g. Ask the following the questions:
    - i) What would be the ideal days/ times to meet with the community?

- ii) Where will the meetings be held and who would be chairperson at these meetings?
- iii) How would you ensure that a wide cross section of age groups is represented?
- iv) Which influential people and groups would support the Journey of Life initiative?

**6. Organising the Community for Action**

- a. Ask participants to discuss what needs to be considered when organising the community for action.
  - b. Record their responses on flip chart paper.
  - c. Allow time for discussion.
7. To review the remaining steps in community mobilisation have participants meet in various group activities to discuss the questions listed under each step (*Creating Awareness, Planning Together, Acting Together, and Evaluating Together*). This can be done throughout the TOT workshop rather than all at one time.

**Tip**

*As you learn the Awareness and Action workshops, combine them with the relevant steps of community mobilisation. For example, after you learn the Awareness Workshops then you can discuss the step of Creating Awareness in the Community. After you learn the Action Workshops, you can discuss the community mobilisation steps of Planning Together and Acting Together.*

**THE JOURNEY OF LIFE SERIES AND THE STEPS NECESSARY FOR COMMUNITY MOBILISATION**

Overview for Community Mobilisation:

1. **Preparing to Mobilise**
2. **Organising for Action**
3. **Creating Awareness: Exploring the Issues**
4. **Planning Together**
5. **Acting Together**
6. **Evaluating Together**

**1. Preparing to Mobilise**

- Know your community: Identify existing organisations, such as religious groups, community-based organisations (CBOs),





youth groups, and committees working with orphans and vulnerable children (OVC) and those affected by HIV/AIDS.

- Identify the power structures: Traditional leaders, elected councillors, religious and business groups, and community leaders who can mobilise the community and lend authority to any efforts to do so.
- Recognise those willing to commit time and effort to the process of establishing the Journey of Life.
- Plan the ideal days/times for meeting with the community including the venue and chairperson at the meetings.
- Since the Journey of Life series is multi-generational, take steps to ensure that a wide cross-section of age groups is represented.
- Initially conduct a few meetings with influential people and groups to gather support.

## 2. Organising the Community for Action

From those attending the Journey of Life Awareness workshop, identify a group of community leaders to spearhead the process. This group might be part of an existing group or committee, or a new one created to lead the community initiative to care for children.

Find out which individuals and organisations are already involved with providing support to vulnerable children in the community. Evaluate the strengths and weaknesses of these individuals and organisations.

Explore the reasons that draw people together to care for children. Based on whether it is cultural obligations, religious beliefs or political reasons, it would be advisable to accordingly involve traditional leaders, religious leaders or elected officials in the process. The chances of success are even higher if a combination of different leaders join together to support the community action.

This group must receive the community's mandate and commitment to work through the issues raised at the end of the Journey of Life workshop.

## 3. Creating Awareness in the Community: Exploring the Issues

- Explore the issues raised with the organising committee after the Journey of Life workshop.

- Answer these key questions:  
What is the community already doing to support children?  
What are the challenges confronting the community as it tries to support children?
- Set priorities for action.
- Use picture codes in informal settings with the larger community to explore any issues that may arise.

#### 4. Planning Together

- Which issues do we want to address?
- What are the available resources within the community?
- Which other programmes and organisations are trying to address issues beyond the scope of the Journey of Life series?
- Facilitators need to be aware of other organisations and programmes within the community that can be solicited to address some of the other issues that may arise, for example, providing food, schooling, shelter, clothing and recreational facilities. These may differ across countries and communities, but the facilitator must be able to support the organising committee to liaise with other organisations to address issues that are critical to the community even if they are not addressed through the Journey of Life programme.
- What skills do we possess?,
- How might the Journey of Life series fit into these efforts?
- Develop an action plan.
- Use the relevant Action Workshops.

#### 5. Acting Together

Request the organising committee and other interested groups to take action on the following:

- Access resources both within and outside the community.
- Link up with established organisations and structures within the community that are sustainable and have the resources and power to lead change, such as local government bodies, traditional leaders and religious institutions.
- Build capacity and resources: Use the **Action Workshops** and other intervention practices.
- Implement the action plan.





- Use “study circles” to include the larger community in a review of the Journey of Life series and in a discussion of the picture codes.

#### 6. Evaluating Together:

- What do you want to learn from the evaluation?
- Develop the evaluation instruments.
- Provide feedback to the community in order to validate the results.
- Share the lessons learned and the recommendations with the community.

#### **A community based method of evaluation:**

Study circles are groups of people who meet to learn new ways of improving their lives. Study circles also serve to monitor and evaluate progress. These groups can provide useful, on-going feedback about changes observed among children and caregivers in the communities where the Journey of Life series is being incorporated. For example, the study circles may seek answers to the following questions as they work in the community:

- Who are the children I am concerned about?
- Have they changed and how?
- Who are the caregivers I am concerned about?
- Have they changed and in what way?

The Study Circles can also conduct their own mini-workshops to review the Journey of Life series and assess their progress from time to time.

A key person can meet with these groups periodically to assess the development of skills within the Study Circles and the impact of the Journey of Life series.

*(Adapted from L. Grabman and G. Snetro, How to Mobilise Communities for Health and Social Change, John Hopkins Media Clearinghouse)*



## PART 4

# THE AWARENESS WORKSHOPS



### Activity 4.1

## The Structure of the Manual

### Discussion



**Purpose:** To understand the use of the manual.

### Steps:

1. The facilitator either summarises the section or requests the participants to read the section of the Facilitator's Guide, "Using the Manual" which describes the learning tools in the manual, such as Objectives, Purpose and Activities.





The facilitator divides the participants into two groups and says:

*"We are going to have a competition between the two groups.*

*"There are approximately 10 different items in each section of the workshop. The manual enables you to learn the material more easily. For example, there are "tips" to help you think about what you can do as a facilitator."*

2. The facilitator then asks the participants to turn to Part 3, "Meeting Children's Needs".

3. The facilitator says:

*"Let's see which group can find more items. I will keep the score."*

4. The facilitator says:

*"I want you to explain to me the use of each of these items. You have to tell me this through song, dance, gesture, mime or by changing the way you speak, etc."*

5. The facilitator then divides the participants into 10 groups, each group representing one of the 10 items used to assist learning.

### Tip

The facilitator gives one point for each item named: Objectives, Purpose, Activities, Steps, Tip, Lessons Learned, Summary of Key Learning Points, Timing, Script Box/Logo and Picture Pack.

### Tip

Each group is given five minutes to prepare their presentation and one minute to perform it.

## Activity 4.2

### Role-play

## Learning the Awareness Workshops



**Purpose:** To learn the contents of the two Journey of Life workshops.

### Steps:

1. The facilitator says:

*"The Journey of Life is the story of our lives and how we often find ways to survive and stay strong even when we experience tragedies and impossible challenges."*

2. Divide the participants into two groups.

3. Each group reads the entire workshop and then learns half of it. (3 hours)
4. Each group rehearses their part. (3 hours)
5. Each group presents their half of the workshop (2 1/2 hours for each group). Use facilitation to encourage participatory learning, dialogue and reflection.
6. The participants should provide feedback after each group presentation. They should comment on what they liked about it and possible improvements that could be incorporated. (30 minutes)
7. The facilitator says:

*“We wanted to develop a workshop where children could express themselves, talk about their strengths and their needs, and then meet with adults to ensure that they were heard. The concept of the Journey of Life for Children was born from this vision.”*

8. Repeat steps 2-6 for the Journey of Life for Children.
9. The facilitator should refer to the workshop schedule for information about the programme for the next two days.

## Tip

*The presentations should represent an abbreviated version of the workshop, emphasising the steps to be undertaken and keeping discussion to a minimum.*

## Activity 4.3 Facilitation and Participatory Learning

### Discussion



**Purpose:** To learn facilitation techniques which encourage participatory learning.

### Steps:

1. Divide the participants into three groups and allocate different tasks to them:
  - Group 1:** Discuss what participants need to learn effectively.
  - Group 2:** Draw a picture of the Journey of Life facilitator. On the drawing, write the words which describe the most important characteristics of the facilitator. Write comments next to the relevant body parts, for example, the head, heart, feet and arms.





**Group 3:** Using excerpts from the Journey of Life workshop let the participants show in a drama:

- The characteristics of a good facilitator who encourages participatory learning; and
- The characteristics of a poor facilitator.

2. Let each group report back. (30 minutes)

3. The facilitator says:

*“The basic principle of participatory learning is that everybody has knowledge and experience to contribute to the process of learning.”*

4. Referring to the Facilitators’ Guide, the facilitator summarises that participatory learning is based on five steps:

1. **Build on the experience of the participants:** Make sure you are aware of their past experiences and what they know.
2. **Look for patterns in their experience:** Note the experiences that participants have in common and those that are different
3. **Be creative with new information:** Build on the participants’ knowledge and experiences.
4. Help the participants **practice new skills and plan for action.**
5. Help the participants **apply the lessons they have learned in action:** After the workshop, the participants can use these new skills and knowledge in their daily lives.

# THE ACTION WORKSHOPS



## Activity 5.1 Learning the Action Workshops

### Role-play



**Purpose:** To teach the participants how to facilitate the Action Workshops.

### Steps:

1. The facilitator says:

*“On the basis of our interviews and pilot testing, the team identified a need from the community to initiate action in three specific areas-  
Community Parenting: How to build strong families in difficult times.  
Helping Our Children to Understand Death  
Lessons from Life: Teaching life skills to our children  
Let us spend some time understanding how best to facilitate each of these workshops...”*





2. Start with the Community Parenting workshop.
3. Divide the participants into two groups.
4. Each group reads the entire workshop and then learns half of the workshop. (3 hours)
5. Each group rehearses their part. (2 hours)
6. Each group presents their half of the workshop (2 hours for each group). Use facilitation to encourage participatory learning, dialogue and reflection.
7. The participants give feedback after each group presentation. They should comment on what they liked about it and possible improvements that could be incorporated. (30 minutes)
8. Repeat these steps for “Helping Our Children to Understand Death” and “Lessons from Life: Teaching life skills to our children”.
9. The facilitator should refer to the workshop schedule for information about the programme for the next two days.

### Tip

*The presentations should represent an abbreviated version of the workshop, emphasising the steps and keeping discussion to a minimum.*

## Activity 5.2 Picture Codes for the Community

### Role-play



**Purpose:** *To teach the participants ways of assisting community members to use the book, Picture Codes for the Community, to promote discussion and the transfer of knowledge.*

### Steps:

1. The facilitator says:

*“This book has picture codes for the community.*

- *An interested member of the community can use it to initiate discussion.*
- *The set of questions at the beginning of the book provides a framework to guide the discussion.*
- *Imagine you are someone in the community who has attended the workshop but felt uncomfortable with the manual. However, you still want to engage with other interested community members about its contents. The following steps will help you to teach community members how to use the picture codes.”*

2. Let the participants form pairs and allow one person to lead the discussion using the picture codes from the Community Parenting Workshop. The other person can contribute to the discussion and answer questions about the pictures.
3. Ask the participants to switch roles and let the other person lead the discussion, using the picture codes from the workshop, Lessons from Life.
4. In the large group, ask the participants to discuss their experiences.



# TRAINING AND EVALUATION

290  
mins



## Activity 6.1

### Role-play

## Training the Facilitator

65  
mins

Note: This activity should only be conducted with facilitators who are being trained as trainers. For Community Facilitators this activity should be omitted.

**Purpose:** To train others as trainers of the Journey of Life series.



## Steps:

1. Divide the participants into four groups and ask them to:
  - Look through the Training of Trainers Workshop (TOT).
  - Pick a section of the workshop that will be the easiest to teach in your group. Discuss this section.
  - Then, choose a section that you think will be the most difficult to teach. Discuss this section. (40 minutes)
2. Each group reports back and this is followed by a brief discussion with the larger group. (20 minutes)
3. The facilitator finally asks the participants what in their opinion are the challenges of training people in the Journey of Life series? (5 minutes)

### Activity 6.2

### Evaluation of the Workshop

#### Discussion



**Purpose:** What did the participants find useful/not useful about the workshop?

## Steps:

1. The facilitator asks questions to assess what information was regarded as useful by the participants during the workshop, and what information was not helpful.

### Activity 6.3

### Closure

#### Discussion



**Purpose:** To close the workshop.

## Steps:

1. The facilitator chooses an activity that is fun and brings people together.

**End of Workshop**





# Resources and Links for the Journey of Life Awareness and Action Workshops

## A. THE JOURNEY OF LIFE

1. Williamson, J (2000). *Bibliography of selected resource material concerning children and families affected by HIV/AIDS* [www.aidsmap.com](http://www.aidsmap.com)
2. International HIV/AIDS Alliance (2004). *A parrot on your shoulder: A guide for people starting to work with orphans and vulnerable children.* [www.aidsalliance.org](http://www.aidsalliance.org)  
Issues to consider when thinking about encouraging children's participation.
3. International HIV/AIDS Alliance (2004). *Building Blocks in Practice: Participatory tools to improve the development of care and support for orphans and vulnerable children.* [www.aidsalliance.org](http://www.aidsalliance.org)
4. International HIV/AIDS Alliance (2003). *Building Blocks: Africa-wide briefing notes.* [www.aidsalliance.org](http://www.aidsalliance.org) Resources for communities working with orphans and vulnerable children.
5. Child Protection Society (1999). *How can we help? Approaches to Community-Based Care. Zimbabwe.* [www.womenchildrenhiv.org](http://www.womenchildrenhiv.org)  
A guide for groups and organisations wishing to assist orphans and other children in distress.

## B. COMMUNITY PARENTING

1. UNICEF (2004). *A Framework for the Protection, Care and Support of Orphans and Vulnerable Children Living in a World with HIV/AIDS.* [www.ovcsupport.net](http://www.ovcsupport.net)  
This framework is based on lessons learned over many years. It considers families and communities as the foundation of an effective, scaled-up response.
2. *The Fatherhood Project* [www.hsrc.ac.za/fatherhood](http://www.hsrc.ac.za/fatherhood)
3. Richter, L et al (2004). *Family and community interventions for children affected by AIDS* Human Sciences Research Council, South Africa. [www.hsrcpublishers.co.za](http://www.hsrcpublishers.co.za)

## C. HELPING CHILDREN TO UNDERSTAND DEATH

1. *The International Memory Project.* [www.healthlink.org.uk](http://www.healthlink.org.uk)  
The use of memory work with children to help them to express their grief and have hope for the future.

2. CARE International and SCOPE OVC (2003). *Telling our Stories: A tool to help children deal with loss, grief and transition*. Zambia. [www.careinternational.org.uk/resource\\_centre/health](http://www.careinternational.org.uk/resource_centre/health)
3. Books for children and adults to help in dealing with grief and loss. These may be ordered through [www.amazon.com](http://www.amazon.com). Descriptions and abstracts of the books may be found on [www.sheknows.com](http://www.sheknows.com)
4. Family Health International (2002). *Voices from the communities*. [www.dec.org/pdf\\_docs/PNACY062.pdf](http://www.dec.org/pdf_docs/PNACY062.pdf)  
The impact of HIV/AIDS on the lives of orphaned children and their guardians.
5. See Orphans and Vulnerable Children in Health Sector Programs/ Psycho Social Support. <http://info.worldbank.org>
6. Mallman, S (2003). *Building Resilience in Children Affected by HIV/AIDS*. Catholic AIDS Action, Namibia. [www.caa.org.na](http://www.caa.org.na)  
This book discusses the various behaviours and problems of children and how children can be helped.

#### D. TEACHING LIFE SKILLS TO OUR CHILDREN

1. *Just A Little Smile*. Produced by Vuleka Productions, South Africa. [www.vulekaproductions.co.za](http://www.vulekaproductions.co.za)  
A documentary chronicling a remarkable psycho-social intervention by youths in the lives of vulnerable children in a South African rural community hard hit by poverty and HIV/AIDS
2. *No more sitting around*. Produced by Vuleka Productions, South Africa. [www.vulekaproductions.co.za](http://www.vulekaproductions.co.za)  
A documentary that takes a look at urban youth who realise that they can make a positive contribution to society rather than sitting around and waiting for something to happen. This documentary seeks to build young people's confidence and increase their skills and networks.
3. Kaim, B et.al (2005) *Auntie Stella: Teenagers talk about sex, life and relationships*. Revised version. Training and Research Support Centre (TARSC), Zimbabwe. [www.tarsc.org](http://www.tarsc.org)  
Through a series of 40 letters written to a wise and sympathetic agony aunt, young people, 12–19 years, explore personal and social issues that affect their sexual health and relationships.
4. Smith, T (2004). *Child Headed Household Guide*. Salvation Army Masiye Camp, Zimbabwe. [www.masiye.com](http://www.masiye.com)  
A resource guide for youth who have lost their parents and who are assuming responsibility for their households and siblings.



# NOTES



*“To grow from a child into an adult is a journey- the journey of life. Along the way children may encounter problems. Often they are strong enough to continue their journey without additional help. But sometimes the problems are too many or too difficult. It is then that the child requires the strength and caring of the community to continue onward with their journey.”*

*The Journey of Life series encourages community awareness of the problems that children face growing up in a time of HIV and AIDS, war, violence, and family disintegration. It seeks to help the community to strengthen the resilience of their children and to find solutions to the problems that children encounter using the resources available in the community.*



**REPSSI**