



# CREATIVITY TOGETHER

## **Facilitator Manual**

## Contents

Basic info: .....	3
Session Plan Structure/Content of Sessions .....	5
Session Protocol Ideas:.....	8
Session One: Introductions / "Beginnings" .....	9
Session Two: Creative Contracting / "The Fire" .....	28
Session Three: Trust.....	42
Session Four: Group challenges (part 1) .....	53
Session Five: Group challenges (part 2) .....	67
Session Six: Play .....	82
Session Seven: Story.....	95
Session Eight: Endings .....	109

## **Basic info:**

This program is recommended for a group size of 15-20 (space dependent). Minimum group size: 6. During covid restrictions, the group should be 50% of the capacity of the venue/space. Indoor spaces will allow for better containment/less distraction and noise. Sessions can be noisy - inform anyone that may be affected if need be (or ask for a space where noise will be possible). Make sure the space is child-appropriate, no access to potentially dangerous items.

Please consider a consent form for the program/when working with children – consent is given from the child's legal guardian to participate.

Facilitation: this program suggests 2 facilitators per group. This will allow one facilitator to hold while the other supports. This can be particularly important if a child is hurt etc.

Please look at the session protocols before commencing.

## **OTHER:**

- Sessions are accompanied by an activity book. This can be one book or divided into multiple printed pages that can get filed in a flip folder etc.
- Art materials are subject to each organisation, see resources column for what is needed and/or suggested alternatives. Regardless, this program should be able to happen with limited resources.
- Accompanying feeding program optional (providing food before and/or after session, or a snack) – if implemented, this should be consistent (every session), this should be set up from the organization, it should not look like it comes from the facilitators. Feeding programs are useful in areas where children may not have access to enough food/to prevent hunger or thirst within the session and support focus. Food offering should be reasonable, in consideration of the children's energy levels/nutritional needs, and within the organization's means e.g., sweets/burgers etc. may not be appropriate. Food should be offered, not forced.
- Offering a program gift pack: again, this should align with the organization and program e.g., something like a stationary pack (all exactly the same). This can be used during session but is recommended as an end of the program offering (last session). It should only be provided to those who have submitted their consent forms/attended accordingly. The activity book can be considered a gift too.

### **Some Facilitator/Facilitation Tips:**

- Create moments of agency where possible. Ask the children questions - how they are feeling/what they think. Provide choice/options. Whilst the sessions are set – do not force the children to do anything they do not want to.
- Watch tone, energy, and delivery of speech/tasks. If you are not engaged and having fun, they won't either. Please do also be careful of not talking down to children/treating children as 'babies' – speak to them normally. Even language wise, children will often ask if they do not understand a word or task. Child-appropriateness is understood in this program as not deliberately going out of your way to use complicated language and themes whilst also not downplaying, overly simplifying, or making it "child-ish" just because you are engaging children. It is also about acknowledging and not dismissing what children share/how they feel.
- English should not be necessary in sessions – adaptations in home-language can be made, children can also help to support translation if need be (do not be afraid to ask them to assist).
- Watch pace and time – don't rush, but also time-keep. This is why there is a clock or watch in the space.
- The relationship you have with your co-facilitator is witnessed by the children – you can role model simply by your respectful interaction as adults together and as adults with children. Take time to get to know each other and form a strong working-relationship prior to the sessions. Reflecting on what happened together after is also useful. You can also share who holds/delivers what parts of a session – one person does not have to hold all while one supports. This is up to you. Understanding the session/what roles you play is key to effective and smooth delivery and flow. Flexibility is also key – when things change or something happens, that you can adapt and shift where necessary.

## Session Plan Structure/Content of Sessions

### Session Themes:

1. Introduction / "Beginnings"
2. Creative Contracting / "The Fire"
3. Trust
4. Group Challenges
5. Group Challenges
6. Play
7. Story
8. Ending

### Alternatives:

<p>Option 2:</p> <ol style="list-style-type: none"> <li>1. Introduction / "Beginnings"</li> <li>2. Creative Contracting / "The Fire"</li> <li>3. Trust</li> <li>4. Trust</li> <li>5. Group Challenges</li> <li>6. Group Challenges</li> <li>7. Play</li> <li>8. Story</li> <li>9. Ending</li> <li>10. Ending (optional)</li> </ol>	<p>Option 3:</p> <ol style="list-style-type: none"> <li>1. Introduction / "Beginnings"</li> <li>2. Creative Contracting / "The Fire"</li> <li>3. Trust</li> <li>4. Group Challenges</li> <li>5. Group Challenges (could possibly remove)</li> <li>6. Release (tribes)</li> <li>7. Play</li> <li>8. Story</li> <li>9. Ending</li> <li>10. Ending (optional)</li> </ol>
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***NB: An activity book accompanies the sessions, please see example to better understand. Each activity gets the children thinking about the next session/theme. Failure to do an activity will not prevent a child from participating/understanding.***

### Session Plan Structure/Theme Alternative (options 2/3) above:

**Option 2** considers additional time needed to build trust and/or end if needed. It is also a structure that can be more suited to a weeklong program – when the program is condensed. It allows for sessions to be paired thematically per day (session, lunch, session) e.g., 1 and 2 (introduction and contracting), 3 and 4 (trust development), 5 and 6 (group challenges), 7 and 8 (play/story), 9 and 10 (Ending). This is not to say you need to develop additional content, you simply slow it down/stretch the current content out – allow more

time e.g., for the trust sessions, you can use session one to create and/or rehearse the performances/artworks, and then session two to setup and showcase them. For the ending sessions, you can begin with the artistic expression of how the group have processed and experienced the program/journey and even reflect on it, in the second part you can choose to put it up somewhere, using music to mark the moment, and then move into the magic bag component which can take more time. With this said, you can add additional warm-up activities/games to bulk it up should you need/if it works and is appropriate.

**Option 3** is offered to specifically think of potential “release” that may be wanted needed after the group challenges sessions. This may be useful for a group experiencing a lot of frustration, anger, or aggression. It is based around the group forming two “(angry) tribes” (acting). The two tribes each go with one facilitator. The tribe can come up with a group name. A line is marked on the floor (using rope, string, chalk etc.). This demarcates the two sides. It is explained to the children that the tribes, who do not get along, come together once year, on the mountain, to vent their grievances. When the tribes are gathered, a coin is flipped to mark who will begin – from then on, the tribes take turns, one tribe, then the next etc. Each tribe member gets a chance to step forward for their own tribe (if they want to) and vent. As they step forward, they vent their grievances using GIBBERISH (no English/home languages/understandable languages), as well as exaggerated body language and gestures; think a little bit of the Hakka in terms of potential delivery/presentation. The facilitator will demonstrate. In their small groups before, the facilitators will explain the “call and response” delivery style e.g., as the facilitator does something, the group can repeat it/or the end of it. This gives emphasis and support to the one venting. The group cannot cross the line, they cannot touch the other team; they can merely demonstrate and “release” or show their frustration. This is a fun activity that can provide the safe expression of anger/aggression. Once done, the members are thanked for their time and they make their way back to their smaller groups or the larger group, where they can be guided to de-role and then reflect on the experience.

**“Group Challenges” explained for the testing stages of the program:**

As part of the phase 1/experimentation of this project, the theme of violence, anger and bullying came up strongly and appeared to be universal themes across the other facilitator experiences with kids. The ‘challenges’ section is where these themes can be creatively expressed and explored. It is the creativity that helps contain and create distance from what can be challenging topics/subject material. These sessions are constructed to be both

fun and thought-provoking. Difficult subject matter does not need to be feared, but it does need to be sensitively and thoughtfully handled. The activities allow the children space to share their understandings and experiences, whilst also allowing them to see how they might understand the problems and problem-solve around these. This program makes space for these types of reflections and engagements, rather than dictating to the children what should and should not be. These sessions can be tweaked as testing continues.

As the sessions are currently quite open ended, please consider this in the testing phase or beyond: If the children raise larger more challenging themes or struggles, e.g., GBV, rape, murder/crime, help ground these themes in the broader idea that communities may not feel safe, they can feel scary, that we maybe don't feel seen/heard/understood, that there is little support, that people are angry, that children aren't always taken seriously, that people may not always get along – why? etc. Then allow these questions/feeling responses to be what guides images, rather than the actual themes/topics/subjects themselves e.g., what does the overall experience look like or what does 'people not getting along' look like etc. Rather than what GBV, rape or murder specifically may look like. You can even bring it back to the group – what would it look like for this group to not get along etc. This should provide some support as you test and then you can always edit as need be to ensure safety. Editing may look like choosing an appropriate theme to explore specifically, e.g., bullying. Proposing a theme, or prompting, does not remove agency. You simply allow the children space to reflect or share on their understandings and experiences of that particular theme, and how they may problem-solve around it.

## Session Protocol Ideas:

Protocols are there to protect the children, the facilitators, and the organization. Protocols can exist specific to a program, or the program can take into consideration the organization or venue's set protocols (e.g., if the program is held at a school, then obviously the school will have certain protocols that are worth knowing e.g., where to go in the event of an emergency).

Considerations:

- What to do in case a child is hurt/in case of emergency – e.g., tell the group to freeze where they are, one facilitator will attend to the child and assess the situation, that facilitator can leave with the child to an onsite medic etc. and/or call for assistance/call for an ambulance - follow the organizations procedure if they one. Questions to ask: Is it a pre-requisite that facilitators are trained in or have a valid CPR certificate when facilitating this program or sufficient that there is someone onsite that can provide this service? Consider emergencies in your contract/consent form.
- What to do in case of a fire – again, be familiar with the location of where to take the children should this occur.
- What to do if a client discloses abuse in session or to a facilitator – filling in and submitting a Form 22 and/or informing someone e.g., a social worker, and/or calling the police if the concern is that the child is in immediate danger. Disclosure cannot be ignored.
- What to do if a fight/bullying happens in session – either calling freeze again, and bringing the group to sitting whilst a conversation occurs in group or aside. Asking the group to take a deep breath. Giving some space. I have found success working with the group in many of these scenarios. Asking the group, how can we move forward? Is it possible for the two to find peace in order to continue? If a child does not feel safe or want to be in the space with another participant, it is their right to decide so. No one should be forced to be in group.

Safeguarding of facilitators: Who can be a facilitator working with children? Are there safe guards in place or can they be highly recommended e.g. this program should be facilitated by those with a clear criminal and sexual offenders background. Should have some experience working with children. CPR course skills recommended/necessary etc.



## Session One: Introductions / “Beginnings”

– this is about introducing the group to the facilitators, the program, and to begin building rapport, familiarity, and trust.

### Welcome

15 minutes

Resources needed:

- ...
- ...
- ...

### Unpack expectations

10 minutes

Resources needed:

- ...
- ...
- ...

### Check-in

10 minutes

...

### Warm-up

10 minutes

...

**Main activity**

**20 minutes**

...

**Reflection**

**15 minutes**

Resources needed:

- ...
- ...
- ...

**BUILDING BLOCKS**

...  
...  
...

**Calendar**

**... minutes**

Resources needed:

- ...
- ...
- ...

**Clean up**

**... minutes**

...

**Check-out and Warm down**

**5 minutes**

...

**Ending ritual**

**5 minutes**

...

<b>Approx. Time Allocation</b>	<b>Activity Name</b> <i>(Explanation in italics)</i>	<b>Activity Description</b>	<b>Activity Resources</b> <i>(specific items required to support the activity)</i>
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group into the space (allow them to sit in a circle on the floor or on chairs). Sanitize if necessary.</li> <li>- Introduce the facilitators</li> <li>- Introduce the program – e.g., Ask what they think the group is about and then share that this is a fun and creative program where <u>we</u> (not 'you' - facilitators speak as they are included in the group) will get to explore what it means to be a group, to play together, and to find support and a sense of community amongst us in challenging times.</li> <li>- Create/Take the register</li> <li>- Consent form (explain that this is a form that needs to be signed by their parents in order to participate, they can bring it back next session, you will hold onto it until the end of the session).</li> </ul>	<ul style="list-style-type: none"> <li>- Register + pen (a register may be pre-created by the organisation/sign up process)</li> <li>- Sanitizer (optional)</li> <li>- Consent Form – may not be necessary if the organisation has an agreement or overarching consent form with organisation/school/institution that the group is being held at/with. Find out. Always important to have consent when working with children – consent is from their legal guardian.</li> <li>- Chairs (optional)</li> </ul>

		<ul style="list-style-type: none"> <li>- Ask if they have any questions so far</li> </ul>	<ul style="list-style-type: none"> <li>- Have a clock or watch to make sure session runs on time</li> </ul>
10min	<p>Unpack Expectations</p> <ul style="list-style-type: none"> <li>- <i>To allow the group and facilitators to build understanding around the program/sessions, and allow for questions and answers</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ask what the group's expectations might be about the group/program</li> <li>- Share what they may be able to expect: <ul style="list-style-type: none"> <li>o <u>Time and Duration</u> of program: e.g., we will meet for 1h30 once a week for the next 8-10 weeks OR <i>(if scheduled into one week)</i> we will meet every day for one week – we will meet mornings, have a lunch break, and then resume afterwards.</li> <li>o Show <u>calendar</u> (countdown of sessions)</li> <li>o <u>Activity Booklet</u>: explain that they will each get an activity booklet. This has a program breakdown, and activities for them to do each week/session.</li> <li>o Give them idea of what's to come: As you per the book, this is a group that will center around a number of playful and creative activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- A calendar is pre-created. This is a poster-board with the dates of the sessions which can get crossed off after each session. This should remain visible in all sessions either stuck on a wall for the duration of the program or removed and stuck back in the same place each session.</li> </ul>

		<p>exploring various themes. We will explore themes of trust, respect, and being a team, as well as possible themes of bullying and anger that can often prevent us from working together. Most importantly, this is a space to have fun!</p> <ul style="list-style-type: none"> <li>○ <u>Basic Ground Rules</u>: This is a non-violent group, please do not hurt, push, or shout at one another. Explain that they are expected to attend all sessions, missing only if there's an emergency or valid reasoning. Missing 2 sessions in a row could see them removed from the group. Explain that you will explore group rules further together in the next session, but that today we will focus on getting to know each other a little bit more first. Explain that in case of an emergency – like someone getting hurt in session, you will call out “Freeze – CODE RED” where they must freeze</li> </ul>	
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		<p>and wait for your instruction or while you attend to that person or event [This call can be changed to whatever you want that is appropriate and clear – the children can also help you choose a word that everyone agrees on).</p> <ul style="list-style-type: none"> <li>○ Toilet – please make sure you go to the toilet before session, does everyone know where the toilets are?</li> <li>○ Questions/Answers</li> </ul>	
10min	<p>Check-in</p> <ul style="list-style-type: none"> <li>- <i>This is done every session or day for the group to introduce who they are and share how the group is feeling. Creating awareness of where the group is at emotionally. Useful to also help</i></li> </ul>	<ul style="list-style-type: none"> <li>- ASK: Do you all know each other? Is this a brand-new group?</li> <li>- Explain that you will get to know each other more over the course of the sessions. If anyone gets a name wrong, it can simply be corrected. Tell the group they can also ask for someone's name if they have forgotten it.</li> <li>- Ask the group if they feel comfortable standing up for a short check-in – a way to share how we are all feeling today (notice</li> </ul>	

	<p><i>the learning of names.</i></p>	<p>the language is always about inviting, not commanding).</p> <ul style="list-style-type: none"> <li>- Invite the group to take a few deep breaths in and out, you can lead them by lifting arms up to the sky for a breath in, and a slow dropping of arms for a breath out (synchronizing breath and action).</li> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, you will give an example of how to check-in (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, they jiggle (copy what the person sharing said/did).</li> </ul>	
10min	<p>Warm-up</p> <p><i>To help:</i></p> <ul style="list-style-type: none"> <li>- <i>Build rapport</i></li> <li>- <i>Increase energy or expel excess energy</i></li> <li>- <i>Increase focus</i></li> </ul>	<p>Invite the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p> <p><b>DO WHAT I SAY NOT WHAT I DO (focus-orientated – low to high energy game)</b></p>	



	<ul style="list-style-type: none"> <li>- <i>Become more embodied/physically engaged</i></li> <li>- <i>Prepare for main activity</i></li> </ul>	<p>This is a quick focus activity to just bring the group together/make sure they are alert/present. Start by telling the group to copy you/or just start the game and they will likely listen/follow anyway. Each command has the accompanying action e.g. Facilitator: Hands in the air, hands on your toes, hands on your needs etc.</p> <p>Once the group have the hang of it, tell them to now do what you SAY and not what you DO. Start again by allowing them to copy before changing things up, when you change it up it will be like this:</p> <p>Facilitator: Hands on head (but now facilitator touches their toes) – see who has their hands on their heads and who has their hands on their toes. Do this game 2 or three times to allow them a chance to try get it right. Don't worry if they don't all get it right yet, this is something that can be built over the course of the sessions. It's meant to be fun.</p> <p>Shift: Okay well done! Now, let's keep this energy going...</p>	
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		<p><b>GIGALO (High energy game)</b></p> <p>Facilitator leads the game. This is also a type of call and response name-game. It is meant to build energy, rapport, break the ice, and create a sense of playfulness.</p> <p><u>Game/lyrics</u></p> <p>Facilitator: When I say GI, you say GALO... GI</p> <p>Kids: GALO</p> <p>Facilitator: GI GI</p> <p>Kids: GALO</p> <p>Repeat</p> <p>Then,</p> <p>Facilitator: My name is THANDI and this is how I GIGA (dances)</p> <p>Kids: Her name is THANDI and this how she GIGAS (copy dance)</p> <p>Facilitator: GI</p> <p>Kids: GALO</p> <p>Facilitator: GI GI</p> <p>Kids: GALO</p> <p>Repeat</p> <p>(While singing chorus the facilitator can pick a person to go next by pointing to them and taking</p>	
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		<p>their place, or you can allow the group to come forward by themselves if confident enough).</p> <p>This continued until the group has all had a turn – you want to encourage those who are shy, remind them that there is no right or wrong, but also, if someone does not want to go, rather do not force them, and say – “okay, next time yes?” and follow with “who’s next!” To keep the energy up.</p> <p><b>I’M ALIVE (focus orientated – low to high energy game)</b></p> <p>Facilitator leads the game. The group is invited to copy what they hear/see, and then learn it over time. This activity is more focus orientated. It can build from low energy to high energy (with speed/delivery), or simply meet the group energy where it’s at (no pressure to be high energy). This game follows a song-like format.</p> <p><u>Game/lyrics</u></p> <p>I’m Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p>	
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		<p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), I'm awake (hands cross chest), Alert (hands touch shoulders), Alive (hands on knees),</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>(The trick of the game is to get it right at various speeds).</p>	
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- <i>The main focus of the session</i></li> <li>- <i>Usually, theme related</i></li> </ul>	<p><b><u>TASK: Getting to know each other more</u></b></p> <ul style="list-style-type: none"> <li>- Ask the group how they are doing so far</li> <li>- Let them know that you are now going to take a moment to get to know each other a little more.</li> <li>- Ask the group the pair-up, and if they can, with someone they might not know very well. Don't force this, allow them to pick what feels comfortable for session one.</li> </ul>	N/A

		<ul style="list-style-type: none"><li>- Reassure the group that this is just a fun activity, there's no pressure and again, that this is a space that isn't about getting things right or wrong.</li><li>- Once they are in pairs, tell them to choose who is partner A and who is Partner B.</li><li>- Once they have selected this, tell them they will have <b>one minute each</b> (or 30 seconds each to make it quicker) to find out as much information about their partner as possible, e.g., their name, where they from, what they like, their favourite colour etc. Explain that they only need to share what they feel comfortable enough to – they aren't expected to tell their partner anything about them that they don't want to.</li><li>- Once done, they will swop, and the next partner will get to share about themselves. Clarify again, that the aim is to get to know your partner as well as you can in one minute/thirty seconds.</li></ul>	
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		<ul style="list-style-type: none"> <li>- Explain Partner A will begin sharing about themselves first, partner B will listen and/or ask questions to help their partner.</li> <li>- Then swop.</li> <li>- Once done, bring the group back into a circle.</li> <li>- Tell the group that they will now get the chance to introduce their partners to the group, remembering whatever they can – again, there’s no pressure, if its short its fine, but see how much you can remember.</li> <li>- As facilitators, you can begin to show an example if you’d like to/if the group feels shy and would prefer you start. Otherwise, ask which pair would like to start and allow the group to introduce themselves.</li> </ul> <p>e.g., This is THANDI, THANDI is 12 years old and likes to dance with her friends. Her favourite food is pap and stew. She is scared of the dark. She loves art.</p> <p>After each person and/or pair, guide the group in showing support, e.g.,</p>	
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		Facilitator: Well done! Thank you for sharing and welcome, let's give them a round of applause!	
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- <i>This is an opportunity to discuss what has happened in the session, and how the group experienced it</i></li> <li>- <i>It is also a chance to make any key points about the session (lessons/things to possibly take away)</i></li> </ul>	<p>The facilitators will then shift the activity by, once again, thanking the group for sharing a little bit about who they are, and then making room for some feedback; inviting them to share a little around how they found the experience – e.g., how did you find the activity, did you find it easy or hard, what stood out for you etc. How have you found the program so far, knowing that we have only just started? Ask if anyone discovered or learnt anything today?</p> <p><b>Key point to share with the group:</b> Getting to know each other can take some time, there's no rush, and next week /session we will take a moment to explore what is needed to feel safe enough to be ourselves around others, and to share and even play and work together as a group in this space, in the program, but even in other spaces.</p> <ul style="list-style-type: none"> <li>- Activity booklet – when you go home, you can begin to think about this already by</li> </ul>	<ul style="list-style-type: none"> <li>- Activity book</li> <li>- Contracts (to give to the kids to take home)</li> </ul>

		<p>looking at Session one's activity. Show them the activity in the book/Read it to them. Ask if anyone has any questions.</p> <ul style="list-style-type: none"> <li>- Affirm the course – okay so this is a small example of some of the work that we will explore together – we will have some fun activities and then take a moment to reflect together.</li> <li>- We will end usually by helping to pack up/clean up if necessary and do some final closing activities for the day.</li> </ul>	
	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> <li>- <i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></li> </ul>	<ul style="list-style-type: none"> <li>- We will also take a moment to cross off the session on our calendar, so we track where we are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</li> </ul>	<ul style="list-style-type: none"> <li>- Calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
	Clean up	N/A	



	<ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>		
5min	<p>Check-out and Warm-down</p> <ul style="list-style-type: none"> <li>- <i>This is a way to move towards closing</i></li> <li>- <i>It's a way to share how they are now feeling let go of any tension or energise as they leave</i></li> </ul>	<p>Alright let's jump up on our feet as we end for the day.</p> <p>First: Hands up if you feel: good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b>Stretch and breath/shake-off</b></p> <p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g.,</i></p>	

		<p><i>shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i></p>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- <i>This is something that can be repeated every session</i></li> <li>- <i>It creates ritual and predictability and formalises a closing</i></li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p> <p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p> <p>OR (call and response version)</p> <p>We come together (kids repeat: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along)... until... (Kids: next week/time) When? (Next week/time). Bye guys! See you next week/next session.</p>	

		<p>[Please ensure you are saying <u>see you next session/next time</u>, to set up the understanding that they come back again (not just an ending/closing). You can also remind them to take/bring back their contracts and activities]. Give the children their contracts that you kept for them for the duration of the session.</p>	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of Beginnings + Contracting (What do you find you need in order to work in group? What rules are needed? What makes you feel safe/comfortable?)

## Session Two: Creative Contracting / “The Fire”

– this is about allowing the children to co-create a contract/rules/an agreement in order to feel safe enough to work together. It also grounds the building of rapport, and trust.

### Welcome

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### Session theme

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### Check-in

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### Warm-up

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### Main activity

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### Clean up

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### Reflection

...

## Calendar

...

## Check-out and Warm down

...

## Ending ritual

...

<b>Approx. Time Allocation</b>	<b>Activity Name</b>	<b>Activity Description</b>	<b>Activity Resources</b> ( <i>specific items required to support the activity</i> )
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit in a circle on the floor or on chairs)</li> <li>- Sanitize if necessary</li> <li>- Take the register</li> <li>- Collect consent forms – <i>if some have not returned theirs, remind them that they have one last chance or they will not be able to continue with the course</i></li> </ul>	<ul style="list-style-type: none"> <li>- Register</li> <li>- Consent Form – may not be necessary if the organisation has an agreement or overarching consent form with organisation/school/institution that the group is being held at/with.</li> <li>- Chairs (optional)</li> <li>- Have a clock or watch to make sure session runs on time</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- <i>Introduce the group to the session's theme/s</i></li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in session 2 (point to calendar)</li> <li>- Catch up: Last week we get to know each other a little bit, how are you feeling about today?</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- The activity book (always good to have one on hand as an</li> </ul>

		<ul style="list-style-type: none"> <li>- Ask the group about the take home activity: if they did it, how they found it, and/or what they thought of the theme of beginnings (they can show them if they want to).</li> <li>- Explain that today will be about co-creating a creative contract, something the activity also looked at.</li> <li>- Ask what they understand by “contracting”</li> <li>- Explain that this session will be about finding out what we need to feel safe, welcome, and able to participate together in the group. In other words, creating some group rules together.</li> </ul>	example, or use of the children’s)
10min	<p>Check-in</p> <ul style="list-style-type: none"> <li>- <i>This is done every session or day to introduce who they are and share how the group is feeling. Create awareness of where the group is at emotionally.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath (this is a quick grounding exercise)</li> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who’d like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY</li> </ul>	

		(jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).	
10min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- <i>Build rapport</i></li> <li>- <i>Increase energy or expel excess energy</i></li> <li>- <i>Increase focus</i></li> <li>- <i>Become more embodied/physically engaged</i></li> <li>- <i>Prepare for main activity</i></li> </ul>	<p>If seated, invite the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable. Say something like, "okay, let's warm-up!).</p> <p><b>DO WHAT I SAY NOT WHAT I DO (focus-orientated – low to high energy game)</b></p> <p>This is a quick focus activity to just bring the group together/make sure they are alert/present.</p> <p>Start by telling the group to copy you/or just start the game and they will likely listen/follow anyway. Each command has the accompanying action e.g.</p> <p>Facilitator: Hands in the air, hands on your toes, hands on your needs etc.</p> <p>Once the group have the hang of it, tell them to now do what you say and not what you do. Start again by allowing them to copy before changing things up, when you change it up it will be like this:</p> <p>Facilitator: Hands on head (but now you touch your toes) – see who has their hands on their heads and who has their hands on their toes. Do this game 2 or three times to allow</p>	



		<p>them a chance to try get it right. Don't worry if they don't all get it right yet, this is something that can be built over the course of the sessions.</p> <p>Shift: Ask them if they remember GIGALO/I'M ALIVE from last week</p> <p><b>GIGALO (High energy game)</b></p> <p>Facilitator leads the game. This is also a type of call and response name-game. It is meant to build energy, rapport, break the ice, and create a sense of playfulness.</p> <p><u>Game/lyrics</u></p> <p>Facilitator: When I say GI, you say GALO... GI</p> <p>Kids: GALO</p> <p>Facilitator: GI GI</p> <p>Kids: GALO</p> <p>Repeat</p> <p>Then</p> <p>Facilitator: My name is THANDI and this is how I GIGA (dances)</p> <p>Kids: Her name is THANDI and this how she GIGAS (copy dance)</p> <p>Facilitator: GI</p> <p>Kids: GALO</p>	
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		<p>Facilitator: GI GI  Kids: GALO  Repeat  (While singing chorus facilitator can pick a person to follow by taking their place, or you can allow the group to come forward by themselves if confident enough)  This is continued until the group has all had a turn – again, not forcing anyone but encouraging participation).</p> <p><b>I'M ALIVE (focus-orientated – low to high energy game)</b>  Facilitator leads the game. The group is invited to copy what they hear/see, and then learn it over time. This activity is more focus orientated. It can build from low energy to high energy (depending on speed and volume), or simply meet the group energy where it's at (no pressure to be high energy).</p> <p><u>Game/lyrics</u>  I'm Alive (hands on knees), Alert (hands touch shoulders),  Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap  I'm Alive (hands on knees), Alert (hands touch shoulders),  Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p>	
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		<p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), I'm awake (hands cross chest), Alert (hands touch shoulders), Alive (hands on knees), I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>(The trick of the game is to get it right at various speeds over time).</p>	
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- <i>The main focus of the session</i></li> <li>- <i>Usually, theme related</i></li> </ul>	<p><b><u>TASK: Creative Contract</u></b></p> <p><b>The Fire</b></p> <ul style="list-style-type: none"> <li>- Set up the imaginative world: Get the group to <b>gather around a fire</b> (you don't have to say it's an imaginary fire, just call it a fire). Use your gestures to show that there is a fire in the middle of the circle - crouch down, rub your hands together, and feel the heat.</li> <li>- Explain that for thousands of years, people have gathered around fires to tell stories and speak about important things. Ask if any of them have gathered around a fire before?</li> <li>- Explain that we need a pot on the fire, invite the group to bring a (imaginary) pot. Ask the group what they want to add into the pot.</li> </ul>	<ul style="list-style-type: none"> <li>- Large paper</li> <li>- Writing materials e.g., crayons, kokis, pencils, wax crayons or markers</li> <li>- Art supply box to keep art materials</li> <li>- Prestik/tape</li> </ul> <p><i>Alternatives: you can use a smaller paper, a whiteboard, chalkboard, or even flip chart. If there are no such resources, then it can also remain a verbal contract but</i></p>

		<ul style="list-style-type: none"> <li>- Once the group satisfied, allow the group to taste. Ask how it tastes, ask if it needs anything else to be just right?</li> </ul> <p><b>The Contract/Rule “Pot”</b></p> <ul style="list-style-type: none"> <li>- Now that our mixture is just right, we are going to add special ingredients. These ingredients are the things we want or need in order to feel safe and welcome in this space a group. For example, maybe I want to add a sprinkle of trust, or some listening to one another... what else could we add?</li> <li>- Allow group to add their ingredients.</li> <li>- Once the group is satisfied, ask them to taste it, ask how it tastes?</li> <li>- Then shifting, ask the group to take some of the soup, in their bowl or tuppawear, and to keep it.</li> </ul> <p><b>Putting the contract/rules on paper</b></p> <ul style="list-style-type: none"> <li>- Then, bring out a big piece of paper, and ask if someone can help draw a big pot. Then, ask the group, one by one, to add things they heard, or that they suggested, in the pot. Before they add it, they must say it. You can also ask the group what that word or suggestion means – e.g., respect, what does respect mean?</li> </ul>	<p><i>having it written helps to refer to it/remind everyone.</i></p> <p><b>NB - the idea is that the contract is visible and present for all sessions.</b></p>
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		<ul style="list-style-type: none"> <li>- Once the group has their contract, they can sign it by adding the group name, which can be discussed, and their names around the pot.</li> <li>- Once done, ask where the group wants to stick it up in the space</li> </ul>	
	<p>Clean Up</p> <ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ask the group to help put out the fire for the session.</li> <li>- Ask the group to help put away the art materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Art supply box to pack materials back into</li> <li>- If using a gift pack of stationary, and if these are being used each session, then they must simply pack their stationary back. It is useful to keep these packs for them, so no one leaves them behind for sessions. They can take them home at the end.</li> </ul>
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- <i>This is an opportunity to</i></li> </ul>	<ul style="list-style-type: none"> <li>- Group invited back into a circle (if the larger circle is intimidating, you can ask if the group would like to reflect in two smaller groups, once facilitator each)</li> </ul>	<ul style="list-style-type: none"> <li>- Activity book</li> </ul>

	<p><i>discuss what has happened in the session, and how the group experienced it</i></p> <ul style="list-style-type: none"> <li>- <i>It is also a chance to make any key points about the session (lessons/things to possibly take away)</i></li> </ul>	<ul style="list-style-type: none"> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found the experience – e.g., how did you find the activity/contract, did you find it easy or hard, what stood out for you etc.</li> <li>- Why is it important to create a contract or group rules together?</li> <li>- Why is it important to feel safe?</li> <li>- Are there spaces you don't always feel welcome or safe? Why?</li> <li>- What do you think happens when we don't feel safe or when a group does not have some of the things you have suggested?</li> </ul> <p><b>Key points to share with group</b></p> <p>Sharing what we think is important to work together or to feel safe can help create understanding. If we know and understand, then we are less likely to feel hurt or uncomfortable, and we are less likely to hurt others or make them feel unsafe or uncomfortable. This means there is more room to have fun and play and enjoy ourselves. Is there anyone here who wants to feel bad when they come to this group? No? Exactly.</p>	
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		<p>Question: What do we do if someone breaks our contract or rules?</p> <ul style="list-style-type: none"> <li>- Suggestions: Okay, so maybe we tell them, maybe if it happens too often, they are asked to sit out or maybe even leave? But we can give them a chance to change, yes? Giving a chance let's someone learn and change rather than just being punished. We want to feel like we can trust each other here.</li> <li>- Activity booklet – when you go home, you can look at your next activity which explores the themes of 'trust'.</li> </ul>	
	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> <li>- <i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></li> </ul>	<p>We will also take a moment to cross off the session, so we track where we are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</p>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
5min	Check-out and Warm-down	Alright we have come to the end of today, let's jump up on our feet and shake off the session.	

	<ul style="list-style-type: none"> <li>- <i>This is a way to move towards closing</i></li> <li>- <i>It's a way to share how they are now feeling let go of any tension or energise as they leave</i></li> </ul>	<p>First: Hands up if you feel: good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b>Stretch and breath/shake-off</b></p> <p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i></p>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- This is something that can be repeated every session</li> <li>- It creates ritual and predictability</li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p>	



	<p>and formalises a closing</p>	<p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p> <p>OR (call and response version)</p> <p>We come together (kids: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along)... until... (Kids: next week/time) When? (Next week/time). Bye guys! See you next week/next session</p> <p>[Ensure you are saying see you next session/next time, you can also remind them to take/bring back their contracts and activities – last chance].</p>	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of trust e.g., What does trust mean to you? (Write or draw how you see/understand it).

## Session Three: Trust

**Trust** – this session continues with relationship development which is a key part of trust-building.

### Welcome

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### Session theme

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### Check-in

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### Warm-up

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### Main activity

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### Clean up

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### Reflection

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### Calendar

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## Check-out and Warm down

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## Ending ritual

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<b>Approx. Time Allocation</b>	<b>Activity Name</b>	<b>Activity Description</b>	<b>Activity Resources</b> ( <i>specific items required to support the activity</i> )
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit in a circle on the floor or on chairs)</li> <li>- Sanitize if necessary</li> <li>- Take the register</li> <li>- Collect remaining consent forms</li> </ul>	<ul style="list-style-type: none"> <li>- Register</li> <li>- Consent Form – may not be necessary if the organisation has an agreement or overarching consent form with organisation/school/institution that the group is being held at/with.</li> <li>- Chairs (optional)</li> <li>- Have a clock or watch to make sure session runs on time</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- <i>Introduce the group to the session's theme/s</i></li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in session 3 (point to calendar)</li> <li>- Catch up: Last week we got to agree on the kind of space we wanted (point to creative contract on wall)</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Make sure creative calendar is up</li> <li>- Activity book</li> </ul>

		<ul style="list-style-type: none"> <li>- Explain that today will be about the theme of trust – which they explored in their take home activities</li> <li>- Ask what they understand by this theme (they can hold up/show what they created in the activity book if they want to)</li> <li>- Explain that this session will be about building some group trust through creativity and play</li> </ul>	
10min	<p>Check-in</p> <ul style="list-style-type: none"> <li>- <i>This is done every session or day to introduce who they are and share how the group is feeling. Create awareness of where the group is at emotionally.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath</li> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who'd like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).</li> </ul>	
10min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- <i>Build rapport</i></li> </ul>	<p>Get the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p>	<p>Music, speaker, and/or phone (the kids can use their own music if they have/want, or if data is available, that you</p>

	<ul style="list-style-type: none"> <li>- <i>Increase energy or expel excess energy</i></li> <li>- <i>Increase focus</i></li> <li>- <i>Become more embodied/physically engaged</i></li> <li>- <i>Prepare for main activity</i></li> </ul>	<p>Okay this week we are going to change things up a bit.</p> <p><b>GROUP GAME</b></p> <p>Ask the group to teach you, the facilitators, a game</p> <p>Then lead into:</p> <p><b>I'M ALIVE</b></p> <p>OR</p> <p><b>MUSIC/DANCE</b></p> <ul style="list-style-type: none"> <li>- Shake up to music</li> <li>- Pass the dance around</li> <li>- Dance with someone, every time the music changes you find a new partner OR (if no music available:)</li> <li>- Make music/a soundscape together (each child adds a sound to make one overall song/soundscape)</li> </ul>	<p>search and play on your or the organisation's phone/tablet/computer and connect to a small Bluetooth speaker, if possible, for volume.</p> <p><i>Alternative: The facilitators and/or group can make their own music/sing, instruments can be used etc. Or choose the appropriate games listed that do not require pre-recorded music.</i></p>
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- <i>The main focus of the session</i></li> </ul>	<p><b><u>TASK: CREATING AND PRESENTING</u></b></p> <p>This activity will allow the children to choose and present something creative. They have options – they can create a piece of art, performance, dance, music etc. Whatever they</p>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Writing materials e.g., crayons, kokis, pencils,</li> </ul>

	<p>- <i>Usually, theme related</i></p>	<p>want. They will get about 15min to create it, and then they will share it with the group.</p> <p>You will explain that the facilitators can either be excluded, join or create their own creation to share to the group – the group gets to choose.</p> <p>You will explain that if they choose to dance, that they can all practice to one song, but that they can choose their individual song once they perform.</p> <p>Explain that the dances/performances should be short.</p> <p>Once they have rehearsed, and it's time to start presenting, bring the group together, allow them to choose where the group/audience must sit and where they present.</p> <p>Explain that the group can clap and cheer, but to be mindful of the contract/agreement.</p> <p>Select an order to present with the group – who goes first. If they can't pick, put the group numbers on a paper, fold and get a member from each group to pick out of a hat. You can</p>	<p>wax crayons or markers</p> <ul style="list-style-type: none"> <li>- Art supply box to keep art materials</li> <li>- Prestik/tape</li> <li>- Music, speaker, and/or phone (the kids can use their own music if they have/want, or if data is available, that you search and play on phone and connect to a small Bluetooth speaker, if possible, for volume. Music can also be instrumental.</li> </ul> <p><i>Alternative: The group can make their own music/sing, the children can also ask the larger group to clap as they sing/dance etc.</i></p>
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		<p>also ask them if the facilitators should go first/last if they have selected to make them their own group.</p> <p>Round of applause for everyone after each performance, and for the whole group at the end.</p>	
	<p>Clean Up</p> <ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ask the group to help put away the art materials.</li> <li>- If paint was an option/a resource, allow the children to help clean the paintbrushes etc. Best to have newspaper down for this resource.</li> </ul>	<ul style="list-style-type: none"> <li>- Art supply box to pack materials back into</li> <li>- If using a gift pack of stationary, and if these are being used each session, then they must simply pack their stationary back. It is useful to keep these packs for them, so no one leaves them behind for sessions. They can take them home at the end.</li> </ul>
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- <i>This is an opportunity to</i></li> </ul>	<ul style="list-style-type: none"> <li>- Group invited back into a circle (if the larger circle is intimidating, you can ask if the group would like to reflect in two smaller groups, one facilitator each)</li> </ul>	<ul style="list-style-type: none"> <li>- Activity book</li> </ul>



	<p><i>discuss what has happened in the session, and how the group experienced it</i></p> <ul style="list-style-type: none"> <li>- <i>It is also a chance to make any key points about the session (lessons/things to possibly take away)</i></li> </ul>	<ul style="list-style-type: none"> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found the experience – e.g., how did you find the activity, did you find it easy or hard, what stood out for you etc.</li> <li>- How did it feel to stand up in front of the group/others and present?</li> <li>- How do you think trust came into this session?</li> <li>- Is it easy to trust others?</li> <li>- Did you care about what others thought of your presentations? Were you scared to be judged?</li> </ul> <p><b>Key points to share with group</b></p> <p>It takes a lot of courage to stand up in front of others, and especially to share something you have created or want to do well at. We want to feel appreciated and seen and heard, yes? Sometimes we feel scared that we will be judged or made to feel bad for something we do. Maybe you did feel scared or judged or hurt by someone today. Maybe you judged or hurt someone else by how you reacted.</p> <p>Has anyone ever felt teased, or has been laughed at, or bullied before? Does it feel nice? Does it make us feel safe? Okay so</p>	
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		<p>next week, we are going to explore this a little more – why it's not always easy to be a group, why we or people fight etc.</p> <ul style="list-style-type: none"> <li>- Activity booklet – when you go home, you can look at your next activity which explores the theme of 'Groups' – what groups you belong to – like this one, or maybe a friendship group, or a school group etc. Show them the activity in the book. Ask if they have any questions.</li> </ul>	
	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> </ul> <p><i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></p>	<p>Cross off the session; help the group keep track of where they are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now). *If there is group tension/disagreement, you can use this as inspiration for next week's activity – reminding them of this particular moment of group disagreement and /or fighting. This can be something to explore in and of itself.</p>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
5min	Check-out and Warm-down	Alright we have come to the end of today, let's jump up on our feet and shake off the session.	

	<ul style="list-style-type: none"> <li>- <i>This is a way to move towards closing</i></li> <li>- <i>It's a way to share how they are now feeling let go of any tension or energise as they leave</i></li> </ul>	<p>First: Hands up if you feel - good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b>Stretch and breath/shake-off</b></p> <p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i></p>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- <i>This is something that can be repeated every session</i></li> <li>- <i>It creates ritual and predictability</i></li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p>	

	<p><i>and formalises a closing</i></p>	<p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p> <p>OR (call and response version)</p> <p>We come together (kids: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along)... until... (Kids: next week/time) When? (Next week/time). Bye guys! See you next week/next session</p> <p>[Ensure you are saying see you next session/next time, you can also remind them to take/bring back their contracts and activities].</p>	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of Groups – What groups are you apart of? E.g., friendship group, community etc. (Draw or write). (Please note that the theme is specifically groups and not ‘group challenges’ because the latter can be held better in session. The activities should not cause distress at home. The idea is to get them thinking about ‘groups’ and then allow this to shift into group challenges in session.

## Session Four: Group challenges (part 1)

– this session allows the group to explore the challenges involved in being a group, working with others/being a team, and being in community. *[A session alternative is to focus on the theme of bullying].*

### Welcome

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### Session theme

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### Check-in

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### Warm-up

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### Main activity

...

### Clean up

...

### Reflection

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## Calendar

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## Check-out and Warm down

...

## Ending ritual

...

<b>Approx. Time Allocation</b>	<b>Activity Name</b>	<b>Activity Description</b>	<b>Activity Resources</b> ( <i>specific items required to support the activity</i> )
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit in a circle on the floor or on chairs)</li> <li>- Sanitize if necessary</li> <li>- Take the register</li> </ul>	<ul style="list-style-type: none"> <li>- Register and pen</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- <i>Introduce the group to the session's theme/s</i></li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in session 4 (point to calendar)</li> <li>- Catch up – Last week we got to perform/present and explore trust together.</li> <li>- Ask the group how they found the take home activity – what groups do they know or belong to? What groups do you like being a part of? Are there any groups that do don't like or that make you feel uncomfortable or unsafe?</li> <li>- Explain that today will be about understanding what it means to be a group and what stops groups, or people from being able to get along, or work together as a team and/or to be a community. You can use a group example that's specific to this group if appropriate e.g., Like this group, and how we often seem to fight or argue.</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Activity book</li> <li>- Ensure group contract is present and visible</li> </ul>

10min	<p>Check-in</p> <ul style="list-style-type: none"> <li>- <i>This is done every session or day to introduce who they are and share how the group is feeling. Create awareness of where the group is at emotionally.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath</li> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who'd like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).</li> </ul>	
10min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- <i>Build rapport</i></li> <li>- <i>Increase energy or expel excess energy</i></li> <li>- <i>Increase focus</i></li> <li>- <i>Become more embodied/physically engaged</i></li> </ul>	<p>Invite the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p> <p><b>BODY WAKE-UP</b></p> <p>Invite the group to make themselves as tall as they can, as small as they can, as wide as they can, as slim as they can, as energised as possible, as still as possible, and finally to pat their bodies awake</p>	



	<ul style="list-style-type: none"> <li>- <i>Prepare for main activity</i></li> </ul>	<p><b>FROZEN STATUES</b></p> <p>Okay I am going to say a word and you are going to create an image or frozen statue using your body that looks or feels like that word – there are no right or wrong ways of doing this, it's however you think it looks or feels. Let me give you an example, if I say happiness – how can you show this using your body.</p> <p>Good, okay what about sadness, confusion, fear.</p> <p>Find a partner, okay, together create an image to show: Friendship, Family, love, anger, community. (The partner work can take longer so just watch time; stop at previous take/individual task if need be).</p>	
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- <i>The main focus of the session</i></li> <li>- <i>Usually, theme related</i></li> </ul>	<p><b><u>TASK: GROUP FROZEN STATUES/TABLEAUX</u></b></p> <p>Invite the group to sit in a circle, ask the group what are things that can make it challenging or difficult to be a group, what prevents or stops us from being a team or a community, or even friends?</p> <p>Even amongst us here today, what <i>is</i> OR what <i>could</i> make it difficult for us to work or even play together?</p>	<ul style="list-style-type: none"> <li>- Paper or flip chart</li> <li>- Writing materials e.g., crayons, kokis, pencils, wax crayons or markers</li> <li>- Art supply box to keep art materials</li> <li>- Prestik/tape</li> </ul>

		<p>Using a piece of paper and a pen, or a flip chart, write words the kids suggest. (Acknowledge what the kids are sharing).</p> <p>OPTIONAL (to get more convo/ideas going): Remember our contract, why do we have one?</p> <p>Okay so to remind us of what type of group we want so that we can feel safe. We have a shared understanding, an agreement. What happens/How do we feel when these rules/agreements are broken?</p> <p>Using a piece of paper and a pen, or a flip chart, you can write any additional appropriate words the kids suggest if need be (you don't have to writing the feelings down, just acknowledge them).</p> <p>We experience disagreement, tension, aggression, anger, fights... We won't get along nicely as group. Yes?</p> <p>Okay so looking at the words on the board/paper, what would you say the problem might be? What stands out? What are we noticing?</p>	<p><i>Alternative: if paper/drawing material is not accessible, the words/suggestions can simply be spoken and not captured</i></p>
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		<p>Then explain that we are going to create images, frozen images, much like they did in the warm-up, but now as a group. Explain that when they create an image, they are stepping into role, they can create any person, character or image when they step up (it is not an image of themselves).</p> <p>Explain that they need to raise their hands to participate. Explain that the image will be created one by one. Explain that each time a person joins, they add or build on the image. Offer a practice run.</p> <p>To practice: get the group to create an image of 'celebration' (something positive) – what does group celebration look like/feel like?</p> <p>Pick 4 or 5 children (depending on group size) to create the image. Get each child to look at what the participants have offered and to see how they can add to it/what picture they can make that helps tell the story of celebration. Remind them to freeze (to stand still).</p> <p>Once done, invite the remaining group (observers) to reflect on what they see.</p>	
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		<p>Once done, ask those in role/statue to shake off the image before sitting (to de-role/let it go).</p> <p><b>IMAGE 1</b></p> <p>Now invite the group to make an image that helps show what they see as a suggested group challenge or problem about why groups or their group doesn't get along – based on what they have suggested/listed on the board. Something they see or relate to around them or even how they understand it. Remind them there is no right or wrong.</p> <p>Pick anywhere between 4-6 participant's (based on the group size). Remember to allow each child to build on each other's offers. They are building an image, a story.</p> <p>Once done, ask the observers what they see? Then, ask the participants to share, one by one, either by gentle appropriate touch or by name, to share how that character feels.</p> <p>Then, ask the observers to give the image a title, a name.</p> <p>Once done, invite the statues/role players to shake off the image and the role before they sit.</p>	
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		<p>Ask how the group is feeling.</p> <p>Ask the whole group (including observers) to shake off the image.</p> <p><b>IMAGE 3</b></p> <p>Then invite the group to create another image, this time, creating an <u>opposite image</u>. What is the opposite of the image just created, the opposite of (say what the name/title of image 1 was). In other words, what would a the ideal, or the best situation look like instead of that image, if there was no problem maybe - what would you want it to look like? How could it be different?</p> <p>Pick anywhere between 4-6 participant's (based on the group size). Remember to allow each child to build on each other's offers. They are building an image, a story.</p> <p>Once done, ask the observers what they see?</p> <p>Then, ask the participants to share, one by one, either by gentle appropriate touch or by name, to share how that character feels.</p>	
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		<p>Then, ask the observers to give the image a title, a name.</p> <p>Once done, invite the statues/role players to shake off the image and the role before they sit.</p> <p>Ask how the group is feeling.</p> <p>Ask the whole group to shake off the image.</p>	
	<p>Clean Up</p> <ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>	N/A	
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- <i>This is an opportunity to discuss what has happened in the session, and how</i></li> </ul>	<ul style="list-style-type: none"> <li>- Group invited back into a circle (if the larger circle is intimidating, you can ask if the group would like to reflect in two smaller groups, one facilitator each)</li> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found the experience</li> </ul>	<ul style="list-style-type: none"> <li>- Activity book</li> </ul>

	<p><i>the group experienced it</i></p> <ul style="list-style-type: none"> <li>- <i>It is also a chance to make any key points about the session (lessons/things to possibly take away)</i></li> </ul>	<ul style="list-style-type: none"> <li>- e.g., how did you find the activity, did you find it easy or hard, what stood out for you etc.</li> <li>- Did you learn anything from the experience or from the images created?</li> <li>- Explain that next week, will look at one more image – middle image. How we move from (name image 1) to (name image 2).</li> </ul> <p><b>Key points to share with group</b></p> <p>Being a group does take listening to each other - being respectful. Sometimes there are challenges – we need to communicate, to talk, to understand each other, to work through challenges.</p> <p><i>If themes of violence and bullying come up:</i></p> <p>Violence and anger are somethings we often see or even experience, bullying too, sometimes these experiences are physical, and sometimes they are emotional or verbal, like teasing or saying something horrible to someone. Sometimes, it's easier to see when others are aggressive or bullies, but it can be even harder to know if we are part of the problem e.g., when we use violence ourselves, when we laugh at or tease others. It's important to treat others the way we want to be treated ourselves.</p>	
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		<ul style="list-style-type: none"> <li>- Activity booklet – when you go home, you can look at your next activity which continues with this this group theme, but this time looking at hope. Show the activity, ask if anyone has any questions.</li> </ul>	
	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> <li>- <i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></li> </ul>	<p>Cross off the session; help the group keep track of where they are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</p>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
5min	<p>Check-out and Warm-down</p> <ul style="list-style-type: none"> <li>- <i>This is a way to move towards closing</i></li> <li>- <i>It's a way to share how they are now feeling let go of</i></li> </ul>	<p>Alright we have come to the end of today, let's jump up on our feet and shake off the session.</p> <p>First: Hands up if you feel - good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b>Stretch and breath/shake-off</b></p>	



	<p><i>any tension or energise as they leave</i></p>	<p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i></p>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- <i>This is something that can be repeated every session</i></li> <li>- <i>It creates ritual and predictability and formalises a closing</i></li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p> <p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p>	

		[Ensure you are saying see you next session/next time, you can also remind them to take/bring back their contracts and activities].	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of hope – this is a theme that steps them into the next session of 'problem-solving'. E.g., Create an image about hope, or that gives you hope.

## Session Five: Group challenges (part 2)

– this session continues with group challenges, but this time with a focus on problem-solving.

### Welcome

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### Session theme

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### Check-in

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### Warm-up

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### Main activity

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### Clean up

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### Reflection

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### Calendar

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## Check-out and Warm down

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## Ending ritual

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Approx. Time Allocation	Activity Name	Activity Description	Activity Resources <i>(specific items required to support the activity)</i>
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit in a circle on the floor or on chairs)</li> <li>- Sanitize if necessary</li> <li>- Take the register</li> </ul>	<ul style="list-style-type: none"> <li>- Register</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- <i>Introduce the group to the session's theme/s</i></li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in session 5 (point to calendar)</li> <li>- Catch up – Last week we got to explore group challenges – we looked at what makes it difficult to be a group and we also looked at what the opposite would be, what it would look like if that challenge didn't exist or an image of what <b>we hope for</b>.</li> <li>- Your home activity was about hope – what is hope? Feel free to share what you drew/created too.</li> <li>- Explain that today will be about problem-solving – or seeing what is possible – how we can move from a challenge to a possible solution.</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> </ul>
10min	Check-in <ul style="list-style-type: none"> <li>- <i>This is done every session or day to introduce who</i></li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath</li> </ul>	

	<p><i>they are and share how the group is feeling. Create awareness of where the group is at emotionally.</i></p>	<ul style="list-style-type: none"> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who'd like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).</li> </ul>	
10min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- <i>Build rapport</i></li> <li>- <i>Increase energy or expel excess energy</i></li> <li>- <i>Increase focus</i></li> <li>- <i>Become more embodied/physically engaged</i></li> <li>- <i>Prepare for main activity</i></li> </ul>	<p>Get the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p> <p><b>BODY WAKE-UP</b> Pat the body awake</p> <p><b>DO WHAT I SAY NOT WHAT I DO (focus-orientated – low to high energy game)</b></p> <p>This is a quick focus Activity to just bring the group together/make sure they are alert/present. Start by telling the group to copy you/or just start the game and they will likely listen/follow anyway. Each command has the accompanying action e.g.</p>	

		<p>Facilitator: Hands in the air, hands on your toes, hands on your needs etc.</p> <p>Once the group have the hang of it, tell them to now do what you say and not what you do. Start again by allowing them to copy before changing things up, when you change it up it will be like this:</p> <p>Facilitator: Hands on head (but now you touch your toes) – see who has their hands on their heads and who has their hands on their toes. Do this game 2 or three times to allow them a chance to try get it right. Don't worry if they don't all get it right yet, this is something that can be built over the course of the sessions.</p> <p><b>I'M ALIVE (focus-orientated – low to high energy game)</b></p> <ul style="list-style-type: none"> <li>- Facilitator leads the game. Group is invited to copy what they hear/see and learn it over time. This activity is more focus orientated. It can build from low energy to high energy, or simply meet the group energy where it's at (no pressure to be high energy).</li> </ul> <p><u>Game/lyrics</u></p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p>	
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		<p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), I'm awake (hands cross chest), Alert (hands touch shoulders), Alive (hands on knees),</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>(The trick of the game is to get it right at various speeds)</p>	
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- <i>The main focus of the session</i></li> <li>- <i>Usually, theme related</i></li> </ul>	<p><b><u>TASK: GROUP FROZEN STATUES/TABLEAUX</u></b></p> <p>Get the group to sit in a circle (chairs or floor), ask the group how they are feeling since last week, if there is anything they'd like to share about it looking back.</p> <p>Explain that this week we are going to re-visit the images briefly, to remind ourselves (this is not necessary if this is done in one day – when the sessions are condensed to a week). And then look at a new image.</p>	<ul style="list-style-type: none"> <li>- Paper or flip chart</li> <li>- Writing materials e.g., crayons, kokis, pencils, wax crayons or markers</li> <li>- Art supply box to keep art materials</li> <li>- Prestik/tape</li> </ul> <p><i>Alternative: if paper/drawing material is not accessible, the</i></p>



		<p>Remind the group that when they create an image, they are stepping into role, they can create any person, character or image when they step up (it is not an image of themselves).</p> <p>Remind them that they need to raise their hands to participate. Explain that the image will be created one by one. Explain that each time a person joins, they add or build on the image. They are creating one image together; they are telling a story.</p> <p><b>IMAGE 1</b></p> <p>Remind them that this image was called (insert name). Explain that it does not need to look exactly the name. This was an image about group challenges – what stops us being a group – an image that helps show what they see as the current problem. Something they see or relate to around them or even how they understand it.</p> <p>Pick anywhere between 4-6 participant’s (based on the group size). Remember to allow each child to build on each other’s offers. They are building an image, a story.</p> <p>Once done, ask the observers what they see?</p>	<p><i>words/suggestions can simply be spoken</i></p>
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		<p>Then, ask the participants to share, one by one, either by gentle appropriate touch or by name, to share how that character feels.</p> <p>Then, ask the observers if they are happy to call it the same name or change it?</p> <p>Once done, invite the statues/role players to shake off the image and the role before they sit.</p> <p>Ask how the group is feeling.</p> <p>Ask the whole group to shake off the image.</p> <p><b>IMAGE 3</b></p> <p>Then invite the group to create another image, this time, creating an <u>opposite image – remind them what it was called last week</u>. What is the opposite of the image just created, the opposite of (say what the name/title of image 1 was). In other words, what would a the ideal, or the best situation look like instead of that image, if there was no problem maybe - what would you want it to look like? How could it be different?</p>	
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		<p>Pick anywhere between 4-6 participant's (based on the group size).</p> <p>Once done, ask the observers what they see? Then, ask the participants to share, one by one, either by gentle appropriate touch or by name, to share how that character feels.</p> <p>Then, ask the observers if they are happy to call it the same name or change it?</p> <p>Once done, invite the statues/role players to shake off the image and the role before they sit.</p> <p>Ask how the group is feeling.</p> <p>Ask the whole group to shake off the image.</p> <p><b>IMAGE 2</b></p> <p>Now invite the group to create a middle image – framing it: how can we move from image one, to image three. What needs to happen to image two, to allow image three to happen. So, if this was a story, and image one was how it</p>	
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		<p>started, what happens in the middle image so that it ends with the third and final image.</p> <p>Do you understand?</p> <p>Pick anywhere between 4-6 participant's (based on the group size).</p> <p>Once done, ask the observers what they see? Then, ask the participants to share, one by one, either by gentle appropriate touch or by name, to share how that character feels.</p> <p>Then, ask the observers to give the image a title, a name.</p> <p>Once done, invite the statues/role players to shake off the image and the role before they sit.</p> <p>Ask how the group is feeling.</p> <p>Ask the whole group to shake off the image.</p>	
	Clean Up	N/A	

	<ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>		
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- <i>This is an opportunity to discuss what has happened in the session, and how the group experienced it</i></li> <li>- <i>It is also a chance to make any key points about the session (lessons/things to possibly take away)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Group invited back into a circle (if the larger circle is intimidating, you can ask if the group would like to reflect in two smaller groups, one facilitator each)</li> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found the experience – e.g., how did you find the activity, did you find it easy or hard, what stood out for you etc.</li> <li>- Did you learn anything from the experience or from the images created?</li> <li>- Ask what the middle image meant to them?</li> <li>- Do you think that some solutions were offered? Or could we think differently about the problem/s?</li> </ul> <p><b>Key points to share with group:</b></p>	<ul style="list-style-type: none"> <li>- Activity book</li> </ul>

		<p>Solutions aren't always simple, but there can be options and possibilities as we have seen today. There is always hope. Sometimes, solutions can happen when we work together – when we communicate and understand each other better.</p> <p><i>If themes of bullying and violence come up:</i></p> <p>Last session and today, we had themes of bullying/violence come up. We must remember that we are always responsible for how we act and respond to others. It does not feel nice to be bullied or teased or laughed at, and yes? Sometimes we are in situations that need self-defence, that need us to protect ourselves, but sometimes, we can avoid a fight by walking away by saying to violence. This is not a sign of weakness; it can show a lot of strength because you refuse to hurt someone the way they hurt others or you. You refuse to use the same language of your bully because you aren't a bully. Putting an end to violence can show that there is another way – a way of peace, of not giving someone the reaction they are looking for. You can show them a different way. This does not mean don't do anything about being bullied – you should report it or tell someone who can help you.</p>	
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		<ul style="list-style-type: none"> <li>- Activity booklet – when you go home, you can look at your next activity where we look at play which is possible when we feel safe, when there is trust, and when we feel more comfortable as group, maybe even as friends. Show the activity – read it. Ask if there are any questions.</li> </ul>	
	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> <li>- <i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></li> </ul>	<p>Cross off the session; help the group keep track of where they are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</p>	<ul style="list-style-type: none"> <li>- - A calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
5min	<p>Check-out and Warm-down</p> <ul style="list-style-type: none"> <li>- <i>This is a way to move towards closing</i></li> </ul>	<p>Alright we have come to the end of today, let's jump up on our feet and shake off the session.</p> <p>First: Hands up if you feel - good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p>	

	<ul style="list-style-type: none"> <li>- <i>It's a way to share how they are now feeling let go of any tension or energise as they leave</i></li> </ul>	<p><b>Stretch and breath/shake-off</b></p> <p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i></p>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- <i>This is something that can be repeated every session</i></li> <li>- <i>It creates ritual and predictability and formalises a closing</i></li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p> <p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p> <p>OR (call and response version)</p>	



		<p>We come together (kids: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along)... until... (Kids: next week/time) When? (Next week/time). Bye guys! See you next week/next session</p> <p>[Ensure you are saying see you next session/next time, you can also remind them to take/bring back their contracts and activities].</p>	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of play - What does play mean/look like to you, why do we play?

## Session Six: Play

– this session explores how to play, together, as a full group. This engages free and messy play, usually made more possible because there is developed group relationship, respect and cohesion.

### Welcome

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### Session theme

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### Check-in

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### Warm-up

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### Main activity

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### Clean up

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### Reflection

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## Calendar

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## Check-out and Warm down

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## Ending ritual

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<b>Approx. Time Allocation</b>	<b>Activity Name</b>	<b>Activity Description</b>	<b>Activity Resources</b> <i>(specific items required to support the activity)</i>
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit or stand in a circle – NO CHAIRS FOR SESSION)</li> <li>- Take the register</li> </ul>	<ul style="list-style-type: none"> <li>- Register</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- Introduce the group to the session’s theme/s</li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in session 6 (point to calendar)</li> <li>- Catch up – Last week we got to perform/present and explore trust (point to the calendar)</li> <li>- Explain that today will be about when it’s difficult to a group and themes of play – ask the group what play means to them? Ask if play is possible when we don’t feel safe? Ask if they are excited/ready to play?</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> </ul>
10min	Check-in <ul style="list-style-type: none"> <li>- This is done every session or day to introduce who they are and share how the group is feeling. Create awareness of</li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath</li> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who’d like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to</li> </ul>	

	<p>where the group is at emotionally.</p>	<p>copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).</p> <p>ALTERNATIVE: Ask the group to put their hands up if they are feeling happy, sad, angry, tired. Ask the group if anyone feels anything else they'd like to share.</p>	
10min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- Build rapport</li> <li>- Increase energy or expel excess energy</li> <li>- Increase focus</li> <li>- Become more embodied/physically engaged</li> <li>- Prepare for main activity</li> </ul>	<p>Get the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p> <p><b>KNEES AND ELBOWS (bring the group into circle)</b></p> <ul style="list-style-type: none"> <li>- The group is invited to create a circle where knees and elbows can touch/meet.</li> </ul> <p><u>Lyrics</u> Everyone touch knees and elbows (demonstrating) Knees and elbows And bounce and bounce (This is fun, simple, light-hearted and to the point of bringing the group together).</p>	

		<p><b>I'M ALIVE (focus-orientated – low to high energy game)</b></p> <ul style="list-style-type: none"> <li>- Facilitator leads the game. Group is invited to copy what they hear/see and learn it over time. This activity is more focus orientated. It can build from low energy to high energy, or simply meet the group energy where it's at (no pressure to be high energy).</li> </ul> <p><u>Game/lyrics</u></p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), I'm awake (hands cross chest), Alert (hands touch shoulders), Alive (hands on knees),</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>(The trick of the game is to get it right at various speeds)</p> <p><b>WALKING/AWARENESS GAMES – "TAXIS"</b> <b>(focus/awareness/high energy)</b></p>	
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		<p>Get the group to simply walk around the room, paying attention to not bump into each other. Then play with the speed – you can use the analogy of a taxi here “you are a taxi, be careful to not crash”:</p> <p>Walk faster, slower, reverse/walk backwards, faster, slower, and forwards. This is a quick short game.</p> <p><b>“GREETING” (Creating group connection)</b></p> <p>Walking normally, greet those that walk by you. Now greet them with your knees, your elbows, your feet, your backs, or bums... (demonstrate whilst being in the group, with them, as you go). This is a quick short game.</p> <p><b>STOP/CLAP/JUMP (Focus-game)</b></p> <p>Invite the group to walk normally. State simply, when I say “GO” what do you do? Yes you go, you walk. When I say stop, what do you do? Yes, you stop. Okay, simple, let’s try. Play with these commands a bit.</p> <p>Then add, when I say clap, what do you do? Yes, you clap. And when I say jump, what do you do? Yes, you jump. Easy. Let’s try.</p> <p>Test run all four, and make sure the group understands it and that it’s set.</p>	
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		<p>THEN, say, okay, now to swop it you, are you ready?  When I say STOP, you must GO, when I say GO, you must STOP?  Do you think you can do this? Let's try.  Play with these.  THEN ADD, if I say CLAP you must JUMP, when I say JUMP, you must CLAP. Ready? Let's go.  Play with all of the commands.</p> <p><b>UNDER/OVER (Interactive and negotiating game)</b>  The kids are invited to walk in the space. When they come across someone, as they walk closer, each person must call out either UNDER or OVER. Whatever you call, is what you are saying you will do. So, if you go under, you go under or through the person's legs. If you go over, you let them pass, or jump over them. Only say what you feel comfortable doing. You cannot change your choice. If you call the same, stop, turn around and walk different directions.</p>	
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- The main focus of the session</li> <li>- Usually, theme related</li> </ul>	<p><b><u>TASK: BALLOON GAME</u></b>  Get the group to huddle close to you, and begin to tell the story of the balloon. Whilst one facilitator tells the story, the other goes and fetches a (hidden – if possible) balloon.</p>	<ul style="list-style-type: none"> <li>- Two balloons (Alternative = balls, you can also make a ball out of</li> </ul>



		<p>As part of the story, allow the children to name the balloon. Share how special and fragile the balloon is, and that when it comes, the group will have to work delicately together to keep the balloon up in the air, to prevent it from falling and potentially popping and dying.</p> <p>Remind the group that the fast or harder they hit the balloon, the harder it will be, they should really try work together to keep it up.</p> <p>Then, hold onto the balloon and introduce a second balloon, again, one that the children will name.</p> <p>Now the group is tasked to keep BOTH balloons in the air.</p> <p><u>TWO GROUPS</u></p> <p>Invite the group to create two groups, one facilitator in each, and then invite them to find ways to pass the balloon around the group, still keeping it afloat:</p> <p>SUGGESTIONS:</p> <ul style="list-style-type: none"> <li>-passing by name</li> <li>-passing by body part (only by fingers/head/hand/elbow)</li> </ul> <p>Allow the children to discover their own ways to pass it.</p>	<p>paper/newspaper and Sellotape)</p> <p>-</p>
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		Depending on the group, you can bring this back into the larger group, or begin to close the story. Name of the balloons went on their way, up up and away. Who knows where the wind took them, but some say it's a magical place. Invite the group to say farewell as you pack them away.	
	Clean Up <ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>	N/A	
15min	Reflection <ul style="list-style-type: none"> <li>- This is an opportunity to discuss what has happened in the session, and how the group experienced it</li> <li>- It is also a chance to make any key</li> </ul>	<ul style="list-style-type: none"> <li>- Group invited back into a circle (at this point the larger group reflection should be encouraged).</li> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found the experience – e.g., how did you find the activity, did you find it easy or hard, what stood out for you etc.</li> <li>- What did they enjoy most? Is there anything they did not enjoy?</li> <li>- Did they learn anything from the experience?</li> </ul>	<ul style="list-style-type: none"> <li>- Activity book</li> </ul>

	<p>points about the session (lessons/things to possibly take away)</p>	<ul style="list-style-type: none"> <li>- What was their experience of playing together?</li> <li>- Was it easier to be a group today? What are they noticing about themselves as a group?</li> </ul> <p><b>Key points to share with group</b></p> <p>Playing together can be fun and exciting when we can trust each other enough to all participate and make the game work. This trust can take some time, but when we can respect each other, and listen, and participate thoughtfully, then the play or the games are possible. If someone chooses to ruin the game, they can ruin it for everyone. It takes the full group to show up and choose to play fairly for it to be fun. We can also overcome challenges together, by talking about it, so that we can play.</p> <p>We are coming towards the end of our sessions. We have two sessions left. How does this feel?</p> <p>[If they are sad/worried, assure them that there are still two sessions and that these will be fun].</p> <ul style="list-style-type: none"> <li>- Activity booklet – when you go home, you can look at your next activity has a story that you can read and</li> </ul>	
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		engage with. Show them the activity – ask if they have any questions.	
	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> <li>- <i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></li> </ul>	<p>Cross off the session; help the group keep track of where they are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</p>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
5min	<p>Check-out and Warm-down</p> <ul style="list-style-type: none"> <li>- This is a way to move towards closing</li> <li>- It's a way to share how they are now feeling let go of any tension or</li> </ul>	<p>Alright we have come to the end of today, let's jump up on our feet and shake off the session.</p> <p>First: Hands up if you feel - good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b>Stretch and breath/shake-off</b></p> <p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your</p>	

	<p>energise as they leave</p>	<p>arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i></p>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- This is something that can be repeated every session</li> <li>- It creates ritual and predictability and formalises a closing</li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p> <p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p> <p>OR (call and response version)</p> <p>We come together (kids: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along)... until... (Kids: next week/time) When? (Next week/time).</p> <p>Bye guys! See you next week/next session</p>	

		[Ensure you are saying see you next session/next time, you can also remind them to take/bring back their contracts and activities].	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of story (the story itself has themes of overcoming, of community, and celebration). Give them *The Sacred Gift of Song, Dance and Festivity* - What do you think this story is about? Draw something from the story.

## Session Seven: Story

– this session explores focuses on a story that has themes of overcoming, building community, and joy/celebration.

### Welcome

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### Session theme

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### Check-in

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### Warm-up

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### Main activity

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### Clean up

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### Reflection

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## Calendar

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## Check-out and Warm down

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## Ending ritual

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<b>Approx. Time Allocation</b>	<b>Activity Name</b>	<b>Activity Description</b>	<b>Activity Resources</b> ( <i>specific items required to support the activity</i> )
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit or stand in a circle – again, no chairs are needed for this session)</li> <li>- Sanitize if necessary</li> <li>- Take the register</li> </ul>	<ul style="list-style-type: none"> <li>- Register and pen</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- <i>Introduce the group to the session's theme/s</i></li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in session 7 (point to calendar)</li> <li>- Catch up – Last week we got to play together. Today the play continues, but this time, with story!</li> <li>- Explain that today will be about <i>The Sacred Gift of Song, Dance and Festivity</i> – the story they had in the activity books – ask the group who managed to read the story? Allow the group to show/share what they drew.</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Activity book</li> </ul>
10min	Check-in <ul style="list-style-type: none"> <li>- <i>This is done every session or day to introduce who</i></li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath</li> </ul>	

	<p><i>they are and share how the group is feeling. Create awareness of where the group is at emotionally.</i></p>	<ul style="list-style-type: none"> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who'd like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).</li> </ul> <p><i>ALTERNATIVE:</i> Ask the group to put their hands up if they are feeling happy, sad, angry, tired. Ask the group if anyone feels anything else they'd like to share.</p>	
5min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- <i>Build rapport</i></li> <li>- <i>Increase energy or expel excess energy</i></li> <li>- <i>Increase focus</i></li> <li>- <i>Become more embodied/physically engaged</i></li> </ul>	<p>Get the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p> <p><b>DO WHAT I SAY NOT WHAT I DO (focus-orientated – low to high energy game)</b></p> <p>This is a quick focus Activity to just bring the group together/make sure they are alert/present.</p>	

	<ul style="list-style-type: none"> <li>- <i>Prepare for main activity</i></li> </ul>	<p>Start by telling the group to copy you/or just start the game and they will likely listen/follow anyway. Each command has the accompanying action e.g.</p> <p>Facilitator: Hands in the air, hands on your toes, hands on your needs etc.</p> <p>Once the group have the hang of it, tell them to now do what you say and not what you do. Start again by allowing them to copy before changing things up, when you change it up it will be like this:</p> <p>Facilitator: Hands on head (but now you touch your toes) – see who has their hands on their heads and who has their hands on their toes. Do this game 2 or three times to allow them a chance to try get it right. Don't worry if they don't all get it right yet, this is something that can be built over the course of the sessions.</p> <p>Keep warm up short as main activity takes time.</p>	
25min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- <i>The main focus of the session</i></li> <li>- <i>Usually, theme related</i></li> </ul>	<p><b><u>TASK: STORY – Starting with the story “FIRE”/the set up</u></b></p> <p>Like the second session, gather the group around the fire.</p> <ul style="list-style-type: none"> <li>- Set up the imaginative world: Get the group to <b>gather around a fire</b> (you don't have to say it's an imaginary</li> </ul>	<ul style="list-style-type: none"> <li>- The group can use anything to help re-create the story. If they have access to material/cloth,</li> </ul>

		<p>fire, just call it a fire). Use your gestures to show that there is a fire in the middle of the circle - crouch down, rub your hands together, and feel the heat.</p> <p>Explain again, that for thousands of years, people have gathered around fires to tell stories and speak about important things.</p> <p>Today we have a story to tell...</p> <p>Both facilitators will tell the story, one speaking the words, and the other supporting with sound and prompts (helping to bring some of the story to life). You can also play with language.</p> <p>The story:</p> <p><u><i>The Sacred Gift of Song, Dance and Festivity</i></u></p> <p>Once upon a time... (Optional: Kwasuka Sukela)</p> <p>The Mother of the Earth had become tired. She looked down over her people and could see no more joy. Beat by beat, her heart became slower and fainter. She had become tired and hopeless.</p>	<p>costume or paper they can make outfits etc, or they can even use plants or face paint.</p> <p>Alternative – let them use their imagination.</p> <ul style="list-style-type: none"> <li>- Have the story – the telling of the story is most effective when you know the story off by heart and share it by looking at and engaging the children rather than just reading off a page. If you do read it, make it exciting, look up as often as you can, add sound effects etc. Set an example of what can be possible.</li> </ul>
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		<p>She sent out for help to the world. "Helloooo". She needed someone to make the long journey to visit her, but no one arrived.</p> <p>When she was at her most exhausted, she called out to an eagle. Begging for its help.</p> <p>She gave the eagle a message. After time, he returned with a young man. The Mother of the Earth said to the man: "My heart is almost gone, I need you to call a great celebration on the Earth. There must be singing, dancing, music and playing. Everyone must celebrate. Will you do this?"</p> <p>The man agreed.</p> <p>She told him how to build a celebration hut and how to teach beings to dance. She told him how to make a feast and how to sing. She Said: "For a whole night there should be dance, and song, and the making of music. Everyone person must find their joy song, every person create their dance".</p> <p>So, the young man, returned to his village, who welcomed him for they had missed him.</p>	
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		<p>They helped him build the celebration hut and learned how to sing. Soon all was ready for the celebration. People and creatures all arrived. They feasted, they danced, they sang, and the Earth was a celebration all night long.</p> <p>And then they quietly slept for the remainder of the night and dreamed the dream they most needed to follow.</p> <p>When the early dawn arose, a sound was heard coming from above. It was the strongest beat of the Mother's heart, echoing the joy on earth. All was well again.</p> <p>Reflection: What do they think the story is about? Connecting to the slowing heartbeat, ask the group if they have ever experienced feeling like there was no beat, no joy or that things felt sad/hopeless, or even spaces that have felt joyless? Ask if dance, song and celebrating have ever cheered them up/made them feel happy/made them excited?</p> <p><i>KEY POINT:</i> so, this is a story about the earth and its people and creatures, finding its heartbeat and joy again. It's about community, and being a group, celebrating together. (Add</p>	
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		<p>anything that is fitting, perhaps that the children shared – re-iterate some of the reflections/ideas).</p> <p><b>THE RE-ENACTMENT</b></p> <p>Now tell the group that they are invited to re-enact the story, to bring it to life. The story will be re-read, and the group will take on roles/create the scene etc. using whatever is in the room.</p> <p>You can explain that one character can be played by many etc.</p> <p>Let the children guide the creation process/how they see and imagine the story is fine. There is no right or wrong, only the way they see and understand it.</p> <p>Possible prompts: Where is mother earth? Where is the village? Where is the celebration hut? Who is the young man, or we can even make it a young woman who goes to Mother Earth? Is there a special song they sing/play? Who can play the heartbeat? What can we use to play the heartbeat? Etc.</p> <p>Let the play begin – start telling the story again.</p>	
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		Once done, congratulate the group. Allow them all to take a bow if you want.	
	<p>Clean Up</p> <ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>	Invite the group to help clean up and pack away whatever has been used.	
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- <i>This is an opportunity to discuss what has happened in the session, and how the group experienced it</i></li> <li>- <i>It is also a chance to make any key points about the session (lessons/things to</i></li> </ul>	<ul style="list-style-type: none"> <li>- Group invited back into a circle (at this point the larger group reflection should be encouraged).</li> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found the experience – e.g., how did you find the activity, did you find it easy or hard, what stood out for you etc.</li> <li>- What did you enjoy most? Is there anything you did not enjoy?</li> <li>- Did you learn anything from the experience?</li> </ul> <p><b>Key points to share with group</b></p>	<ul style="list-style-type: none"> <li>- Activity book</li> </ul>



	<p><i>possibly take away)</i></p>	<p>Today we explored a story about community, about working together to bring back heart, and joy and celebration. It showed us the value and power a group can have for the better. Being a group isn't always easy, but we can often find strength, and community and support in others. We can also create that community and connection by inviting it ourselves – meeting new people, making new friends, overcoming challenges, and playing together. It's also about knowing which groups we want to be a part of - which groups are good, fun, and healthy for us - and which are not. We do often have choices.</p> <p>Next week is our last session. How does this feel? How would you like the session to end? Is there anything important to you want/need to help you close?</p> <p>Endings aren't always easy, but they are also part of a new beginning.</p> <ul style="list-style-type: none"> <li>- Activity booklet – when you go home, you can look at your next activity which is about this theme of endings. Show the activity, read it – allow the group to ask questions.</li> </ul>	
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	<p>Calendar</p> <ul style="list-style-type: none"> <li>- <i>Allows the children to track/count down sessions</i></li> <li>- <i>This allows the ending to not be a surprise (endings can be challenging for many to process).</i></li> </ul>	<p>Cross off the session; help the group keep track of where they are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</p>	<ul style="list-style-type: none"> <li>- A calendar</li> <li>- Pen to cross off date (calendar can also have stick on dates which get moved/removed).</li> </ul>
5min	<p>Check-out and Warm-down</p> <ul style="list-style-type: none"> <li>- <i>This is a way to move towards closing</i></li> <li>- <i>It's a way to share how they are now feeling let go of any tension or energise as they leave</i></li> </ul>	<p>Alright we have come to the end of today, let's jump up on our feet and shake off the session.</p> <p>First: Hands up if you feel - good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b><u>Stretch and breath/shake-off</u></b></p> <p>Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p>	

		<i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- <i>This is something that can be repeated every session</i></li> <li>- <i>It creates ritual and predictability and formalises a closing</i></li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p> <p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys! See you next week/next session</p> <p>OR (call and response version)</p> <p>We come together (kids: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along)... until... (Kids: next week/time) When? (Next week/time).</p> <p>Bye guys! See you next week/next session</p>	

		[Ensure you are saying see you next session/next time, you can also remind them to take/bring back their contracts and activities].	
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**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. Theme of endings - What does an end mean/feel like to you? What does it look like?

## Session Eight: Endings

– this session explores the theme of endings and tracking back where the group has been/what has been learnt etc.

### Welcome

...

### Session theme

...

### Check-in

...

### Warm-up

...

### Main activity

...

### Clean up

...

### Reflection

...

## Calendar

...

## Check-out and Warm down

...

## Ending ritual

...

<b>Approx. Time Allocation</b>	<b>Activity Name</b>	<b>Activity Description</b>	<b>Activity Resources</b> ( <i>specific items required to support the activity</i> )
15min	Welcome and basic admin	<ul style="list-style-type: none"> <li>- Welcome the group back into the space (allow them to sit or stand in a circle – again, no chairs are needed for this session)</li> <li>- Sanitize if necessary</li> <li>- Take the register</li> </ul>	<ul style="list-style-type: none"> <li>- Register</li> </ul>
10min	Session Theme <ul style="list-style-type: none"> <li>- Introduce the group to the session’s theme/s</li> </ul>	<ul style="list-style-type: none"> <li>- Remind the group that they are in the final session, session 8 (point to calendar)</li> <li>- Catch up – Last week we explored story</li> <li>- Ask them how they are feeling about the end today – ask them about the activity they did – about what an ending means, feels or looks like to them (they can show their creations if they want to).</li> <li>- Explain that today is the last session, and so we will spend time looking back at our journey together and process the ending together.</li> </ul>	<ul style="list-style-type: none"> <li>- A calendar</li> </ul>
10min	Check-in <ul style="list-style-type: none"> <li>- This is done every session or day to</li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group to stand if comfortable</li> </ul>	

	<p>introduce who they are and share how the group is feeling. Create awareness of where the group is at emotionally.</p>	<ul style="list-style-type: none"> <li>- Invite the group to take a few nice deep breaths (demonstrate) – you can lift arms with a deep breath in, and drop them with the out breath</li> <li>- Invite the group to share their names and how they are feeling today. This is a call and response activity, ask who'd like to begin or you can give an example of how to check-in again (embodied, using sound/gesture to express how you feel), and then invite the group to copy, e.g., My name is THANDI and I am feeling HAPPY (jiggles), group responds: THANDI is feeling HAPPY, jiggle (copy what she said/did).</li> </ul> <p><i>ALTERNATIVE:</i>  Ask the group to put their hands up if they are feeling happy, sad, angry, tired.  Ask the group if anyone feels anything else they'd like to share.</p>	
10min	<p>Warm-up</p> <ul style="list-style-type: none"> <li>- Build rapport</li> <li>- Increase energy or expel excess energy</li> <li>- Increase focus</li> </ul>	<p>Get the group to stand up for the warm-up. The group can stand in a circle with some space between them enough to move/feel comfortable.</p> <p><b>GIGALO (High energy game)</b></p>	



	<ul style="list-style-type: none"> <li>- Become more embodied/physically engaged</li> <li>- Prepare for main activity</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitator leads the game. This is also a type of call and response name-game. It is meant to build energy, rapport, break the ice, and create a sense of playfulness.</li> </ul> <p><u>Game/lyrics</u></p> <p>Facilitator: When I say GI, you say GALO... GI</p> <p>Kids: GALO</p> <p>Facilitator: GI GI</p> <p>Kids: GALO</p> <p>Repeat</p> <p>Then</p> <p>Facilitator: My name is THANDI and this is how I GIGA (dances)</p> <p>Kids: Her name is THANDI and this how she GIGAS (dance)</p> <p>Facilitator: GI</p> <p>Kids: GALO</p> <p>Facilitator: GI GI</p> <p>Kids: GALO</p> <p>Repeat</p> <p>(While singing chorus facilitator can pick a person to follow by taking their place, or you can allow the group to come forward by themselves if confident enough)</p> <p>This continued until the group has all gone</p>	
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		<p><b>I'M ALIVE (focus-orientated – low to high energy game)</b></p> <ul style="list-style-type: none"> <li>- Facilitator leads the game. Group is invited to copy what they hear/see and learn it over time. This activity is more focus orientated. It can build from low energy to high energy, or simply meet the group energy where it's at (no pressure to be high energy).</li> </ul> <p><u>Game/lyrics</u></p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), I'm awake (hands cross chest), Alert (hands touch shoulders), Alive (hands on knees),</p> <p>I'm Alive (hands on knees), Alert (hands touch shoulders), Awake (hands cross chest), Enthusiastic (hands up and back down to shoulders), clap</p> <p>(The trick of the game is to get it right at various speeds).</p>	
20min	<p>Main Activity</p> <ul style="list-style-type: none"> <li>- The main focus of the session</li> </ul>	<p><b><u>TASK: ARTS AND CRAFTS/THE END POSTER</u></b></p>	<ul style="list-style-type: none"> <li>- Large paper</li> <li>- Writing materials e.g., crayons, kokis, pencils,</li> </ul>

	<ul style="list-style-type: none"> <li>- Usually, theme related</li> </ul>	<p>The group are invited to create a poster that captures the group journey. You can invite them to put the group name on, however they want to call themselves at this point in the journey. Then everyone can draw and write and fill the image/poster with whatever this experience has meant to them, what they liked, what stood out, what they learnt or even just to decorate it in a way that resonates for them in this moment, at the end.</p> <p>Music can be played to accompany the piece if desired.</p> <p>Once done, the group can reflect on it, they can put it up if they want to, they can dance and celebrate around it.</p> <p>Alternative: If paper is not a resource, how can they use their bodies to create an image of the group experience. Allow the participants to share a word from where they are standing. Ask the group how the images sound (if it could make a sound/if it had a soundtrack) and even how it moves together. You can even ask the group how the image can come to an end/a close. Invite the group to give the image a name.</p>	<p>wax crayons or markers</p> <ul style="list-style-type: none"> <li>- Art supply box to keep art materials</li> <li>- Prestik/tape</li> <li>- Music, speaker, and/or phone (the kids can use their own music if they have/want, or if data is available, that you search and play on phone and connect to a small Bluetooth speaker, if possible, for volume. Make sure the music is child-appropriate – no explicit violent or sexual content. Music can also be instrumental.</li> </ul> <p><i>Alternative: The group can make their own music/sing,</i></p>
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			<i>the children can also ask the larger group to clap as they sing/dance etc.</i>
	<p>Clean Up</p> <ul style="list-style-type: none"> <li>- <i>If a mess has been made, you want the children to participate in cleaning up the space (this is part of team/group work)</i></li> </ul>	<p>Invite the group to help clean and pack away whatever has been used.</p>	
15min	<p>Reflection</p> <ul style="list-style-type: none"> <li>- This is an opportunity to discuss what has happened in the session, and how the group experienced it</li> <li>- It is also a chance to make any key points about the</li> </ul>	<ul style="list-style-type: none"> <li>- Invite the group back into a final circle (at this point the larger group reflection should be encouraged). You can choose to stay seated around the poster if it remains on the floor.</li> <li>- The facilitators will shift the activity into reflection by thanking them for participating and then inviting them to share a little around how they found today's experience as well as the program– e.g., how did you find the activity, how have you found the program?</li> <li>- What did they enjoy most? Is there anything they did not enjoy?</li> </ul>	<p>Activity book, pen to cross off calendar (calendar can also have stick on dates which get moved/removed).</p>

	<p>session (lessons/things to possibly take away)</p>	<p>- Did they learn anything from the experience?</p> <p><b>Key points to share with group</b></p> <p>Whilst today is an end, it can also be a beginning – the journey continues, yes? May you find more spaces and people to connect with, play and find joy with.</p> <p>There will be an ending activity in the activity book (show them/read it – does anyone have any questions?)</p> <p>Thank you for your time and commitment to the group, and all the best going forward.</p>	
	<p>Calendar</p>	<p>Cross off the session; help the group keep track of where they are in the program. Hands up who would like to cross off today's calendar – pick. (If this causes tension/fights/disagreements, then rather allow one of the facilitators to do the crossing off – explaining that it's okay, in favour of not fighting let's allow the facilitator to do so for now).</p>	
<p>5min</p>	<p>Check-out and Warm-down</p>	<p>Alright we have come to the end of today, let's jump up on our feet and shake off the session.</p>	

	<ul style="list-style-type: none"> <li>- This is a way to move towards closing</li> <li>- It's a way to share how they are now feeling let go of any tension or energise as they leave</li> </ul>	<p>First: Hands up if you feel - good, sad, happy, angry, tired? Does anyone else feel anything else they'd like to share?</p> <p><b>Magic bag</b> If there is a gift bag this can be given out/used, otherwise an imaginary bag that you create together e.g., imagine a giant bag, each grab a hold and open it up nice and wide. The activity asks what are they choosing to let go of/to leave behind, and what are they wanting to take away with them, e.g., I want to leave behind fear, I want to take away the feeling of joy, or I want to let go of bullying and take away that I am enough <i>(This activity could move up to after the main activity or after the reflection should it be preferred).</i></p> <p><b>Stretch and breath/shake-off</b> Touch the sky, touch the ground, shake your foot, shake your other foot, shake your knees, shake your pelvis, shake your bums (silly moment), shake your chest/shoulders, shake your arms, shake your fingers, shake your heads, and finally shake your full body.</p> <p><i>(An alternative higher energy end game would be the shake off count down – starting from 10 (e.g., shake each hand and</i></p>	
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		<i>foot for 10,9,8,7,6,5,4,3,2,1, then next round start from 9, then next round from 8, until you get to 0).</i>	
5min	<p>Ending Ritual</p> <ul style="list-style-type: none"> <li>- This is something that can be repeated every session</li> <li>- It creates ritual and predictability and formalises a closing</li> </ul>	<p>Okay, let's end the session:</p> <p>Two options:</p> <p><b>High energy/fun:</b></p> <p>Hands in the air, hands on the ground, and round we go, and round we go (action to accompany lyrics)</p> <p>Hands in the air, hands on the ground, and square we go, and square we go (action to accompany lyrics)</p> <p>See you next week! (/See you next session)</p> <p><b>Calmer energy/more focused:</b></p> <p>We come together, we move apart, and we move along... until we meet again! Bye guys!</p> <p>OR (call and response version)</p> <p>We come together (kids: we come together), we move apart (kids: we move apart), and we move along (Kids: we move along) ... <b>until we meet again.</b> Kids: until we meet again!). Bye guys! Thank you, bye!</p> <p>[Ensure that you are closing. Make sure no one leaves behind anything].</p>	

**TAKE HOME ACTIVITY PROPOSAL:**

See Activity booklet example document. This is a post-session activity reflection - This is what I am taking away from my program