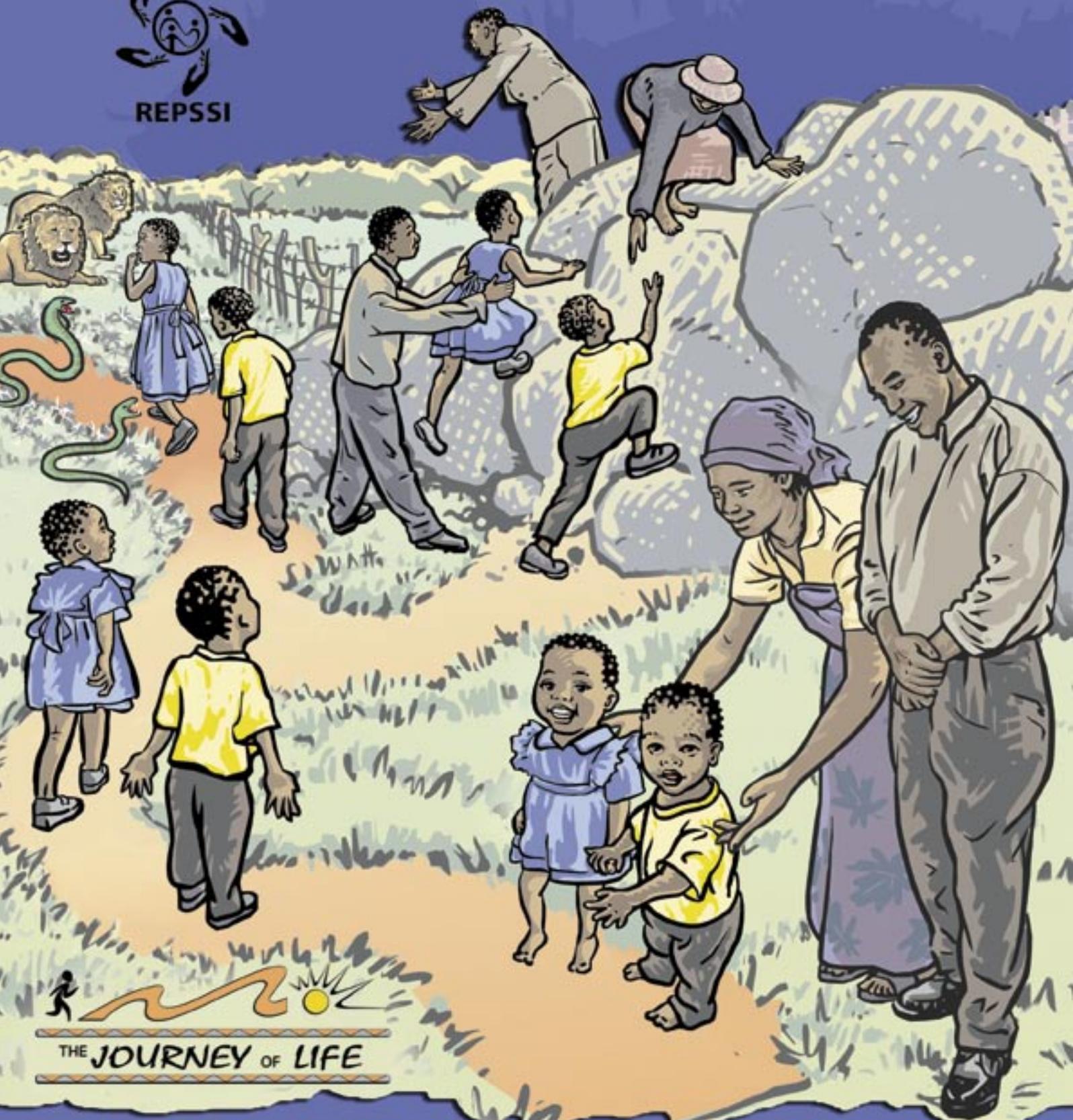


THE JOURNEY OF LIFE

COMMUNITY WORKSHOPS TO SUPPORT CHILDREN



REPSSI



THE JOURNEY OF LIFE

MANUAL 1: AWARENESS WORKSHOPS



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We would like to thank the many participants from southern and eastern Africa who devoted their time, energy, and inspiration in developing the Journey of Life Series.

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Foreword

Our Journey

Twelve people from southern and eastern Africa – all of us having worked with children or the issues of HIV/AIDS for much of our professional lives – came together for five days of intense discussion. We knew we wanted to create a workshop that would sensitize youth and adults to the needs and problems of children. What we didn't know was how we were going to go about doing this and what the final product would look like.

Using a pictorial method called the “Tree of Life”, we began by sharing the stories of our own lives and how we grew up. We heard stories of growing up in poverty, in wealth, stories of suffering and of being surrounded by love and caring. From these stories we learned that all of us as children had moments of courage, strength and wisdom. As children, when we became overwhelmed by life, we survived because there were people in our lives who cared about us.

As we talked, a range of themes emerged describing various aspects of children's lives and the roles played by individuals and communities in meeting children's needs.

These themes needed to be further explored with children and youth to confirm their validity. And, so, the Community Information and Inspiration Team (CIIT), as we now called ourselves, adapted the “Tree of Life” and returned to our home countries to meet with groups of children and youth living in institutions, rural areas and urban settings. Over one hundred children from Namibia, Zimbabwe, Tanzania, and South Africa told us their life stories.

This new knowledge helped us to understand that in many ways our adult recollection of childhood was very similar to what children were experiencing in the present day. However, the magnitude of death, loss and family disintegration that these children experienced was far greater than our childhood recollections. In our minds, this confirmed the need for a community response, as no individual standing alone could cope with such a burden.

This is how the concept of the Journey of Life began. In subsequent meetings the Community Information and Inspiration Team composed, revised, pre-tested and rewrote The Journey of Life Series.

It has been an inspiring experience and one that we could not have done without the enthusiasm and dedication of the many people who participated in this process. May children and communities find inspiration, hope and guidance in these pages.

Dr. Jonathan Brakarsh,
REPSSI Journey of Life Project

Noreen Huni,
REPSSI Regional Director





Introduction to the Journey of Life Series

Purpose

The Journey of Life series helps communities to support both caregivers and children in need. With individual and community resources often stretched to the breaking point by war, violence, natural disasters, HIV and AIDS, people need the information and skills to be able to plan a course of action. These workshops encourage reflection, dialogue and action among children, caregivers, and concerned members of the community.

Who is it for?

The Journey of Life series is for all people who interact with children. This includes caregivers, parents, classmates, friends, religious and traditional leaders, and various professionals such as police, teachers, nurses and doctors. Rather than train a select group of counselors or community workers, the Journey of Life involves all those who have an impact on the daily lives of children.

What is the Journey of Life series?

The Journey of Life Series contains the following:

Manual One: The Awareness Workshops

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

Manual Two: The Action Workshops

- a) Community Parenting.
- b) Helping Our Children to Understand Death.
- c) Lessons from Life: Teaching Life Skills to Our Children.
- d) Training of Trainers (TOT) Workshop.

Picture Codes for the Community

This book displays the picture codes in A4 format and provides guidelines for community-based discussions that can be led by any interested member of the community.

Visuals

- a) 18 Laminated Picture Codes.
- b) Journey of Life Poster.

The purpose of the Awareness Workshops is to increase community awareness about the needs and problems of children and to organise motivated people to work on these issues. The Journey of Life Awareness Workshop takes 1 1/2 days to present, while the Journey of Life for Children can be completed in 1 day.

The Action Workshops assist the community to transform their awareness into a specific plan of action using the information and skills they have acquired in the workshops. By providing a forum where community members can share their knowledge and practice skills, the Action Workshops help the community to implement steps that address the problems and needs of children and their caregivers. Each of the Action Workshops take one day to complete. After a period of time, community members can either return to the same workshop to assess their progress or move on to another relevant Action workshop to widen their repertoire of skills and knowledge.

The Awareness and Action Workshops fit into a larger process of community mobilisation. Whatever is begun should be sustainable. The objective is that NGOs and community groups use the Journey of Life series as a tool for community mobilisation and that because the effort is community driven, the community will continue the process.

The Journey of Life series offers a “lego block approach” in working with communities. The workshops contained in the Journey of Life series can be attached to each other as needed to suit the requirements of the community. It is recommended that the facilitator does the Awareness Workshops first and then adds on the Action Workshops. If the facilitator wishes to offer all the workshops in the Journey of Life series they are presented in the manuals in their recommended order.

Who are the Facilitators?

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

- a) **Trainers** who train other facilitators and also work with the community.
- b) **Community facilitators** who work directly with the community.
- c) **Community members** who use picture codes to hold informal discussions with peers.

The Journey of Life series is appropriate for facilitators (trainers and community facilitators) with a form two education, who have a passion and interest in bettering the lives of children. Community members who will be using the “Picture Codes for the Community” book do not require any education at all, only a concern for children.



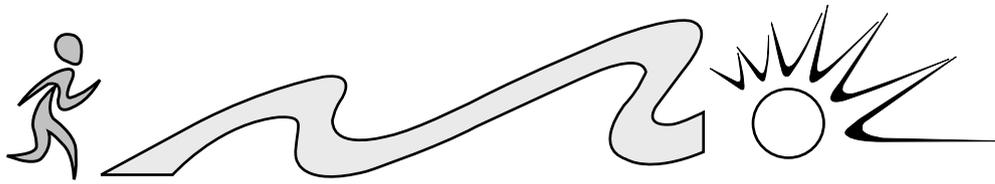


Principles and Philosophy of the Journey of Life series

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

- 1) The family and larger community have the strengths, the capacity and the resources to respond to the challenges of life. We begin with these strengths and support families and communities to build on them.
- 2) However, the family and community need to understand their limitations and find the best use of their capacities and resources.
- 3) Children are not passive recipients. Instead, they can be actively involved in meeting their own needs and those of other children and adults.
- 4) The Journey of Life is multi-generational. Children, youth and adults are involved together and learn from each other.
- 5) The Journey of Life series is non-prescriptive. The workshops guide the community to conceive its own solutions and develop plans to implement them.
- 6) The Journey of Life series is fun, simple and non-technical.

Using drama, art, dance, song and discussion to develop new ideas and skills, the workshops are accessible to people with varying levels of education and backgrounds. In addition, The Journey of Life for Children allows children to be heard and be active participants in making decisions that affect their lives. The Journey of Life series brings together all the people in a community, both disadvantaged groups and those who have power and opportunity, encouraging them to develop their capabilities, and to find a collective path of action so that all will benefit.



THE *JOURNEY* OF *LIFE*

Section 1: Facilitator's Guide

ABOUT THE JOURNEY OF LIFE AWARENESS WORKSHOPS

Introduction

To grow from a child into an adult is a journey, the journey of life. Along the way, children face problems. Often they are strong enough to continue their journey without help. For example, many children take care of their brothers and sisters or look after sick relatives. But sometimes the problems are too many or too difficult for children to handle. When children are overwhelmed by life's problems, the community can use its collective strength to support the child.

The Journey of Life is an awareness workshop designed to help youth and adults to understand the needs and problems of children who live in difficult circumstances. This is the first workshop in the Journey of Life series, aimed at those adults and youth who already help children or want to help them. In this manual is also The Journey of Life for Children which helps children to express their needs, problems and solutions to their peers and the adult community.

This manual is divided into three sections. The first section is a Facilitator's Guide to help you organise the workshops and learn how to use the Journey of Life manuals. The second section provides you with the content of the Journey of Life workshop. It presents the information and activities of the workshop. The estimated time for the workshop is





1½ days. It would be useful to start each day with a brief reminder of the issues that have already been covered. The third section contains the Journey of Life for Children.

The Journey of Life workshop can be held in any setting such as a community hall or even under a tree. Participants can include a mixed group of adults and youth. Try to have a good gender balance (that is, equal numbers of men and women).

Outline of the Workshop

The Journey of Life workshop provides an opportunity for participants to share ideas and information, ask questions, raise debate and discuss issues and develop an action plan for their community.

The workshop has eight parts. These are:

- Part 1 Welcome** – welcomes and introduces participants to each other.
- Part 2 Introduction to the Journey of Life** -- introduces the Journey of Life concept and our lives as a journey.
- Part 3 Meeting Children’s Needs** – shows that it does not cost much to provide for children’s needs.
- Part 4 Understanding Children’s Problems**-- helps participants understand that children are quite resourceful, but they can be overwhelmed by problems and sometimes need help.
- Part 5 Identifying Children Who Need Help** – enables participants to recognise when children are struggling with problems.
- Part 6 Building Children’s Strengths** – empowers participants to help children develop their strengths and find solutions to their problems.
- Part 7 Get Involved!** – guides participants to develop a community plan that will support children.
- Part 8 Evaluation and Closing the Workshop.**

Materials Needed

The workshop requires the following materials:

- Six Picture Codes (J1-J6).
- Flip chart paper or sheets, marker pens, crayons.
- Sticky tape or sticky stuff for putting paper onto the walls or drawing pins for use on trees.
- A notebook and pen for you to make notes.
- A sack/bag for the “strong child” demo, stones.
- Props for Closing the Workshop activity, such as candles, certificates, or whatever you feel is appropriate.

DAY 1: WORKSHOP SCHEDULE:

- 8.30 PART ONE: INTRODUCTION AND WELCOME
Game: Getting to Know Each Other
- 8.50 PART TWO: INTRODUCING THE JOURNEY OF LIFE
Demo: Drawing your Journey of Life
- 9.10 PART THREE: MEETING CHILDREN'S NEEDS
Discussion: Build A Child
9.35 Discussion: The Cost of Meeting Children's Needs
10.00 Tea
- 10.30 PART FOUR: UNDERSTANDING CHILDREN'S PROBLEMS
Discussion: The Problems of Children
10.50 Demo: Even the Strongest Child can be Weighed Down by Problems
- 11.30 PART FIVE: IDENTIFYING CHILDREN WHO NEED HELP
Discussion: Children with Difficult Lives
12.00 Role Play: Children's Problems Are Everyone's Problems
13.00 Lunch
14.00 Discussion: The Road of Danger
- 14.30 PART SIX: BUILDING CHILDREN'S STRENGTHS
Discussion: The Characteristics of A Strong Child
15.00 Discussion: Building the Inner Strength of Children
15.30 Role Play: The Gift Box
16.10 Tea
End of Day One.

DAY 2: WORKSHOP SCHEDULE

- 8.30 Review of Day One
9.00 Discussion: Practical Ways to Support Children
- 9.55 PART SEVEN: GET INVOLVED!
Discussion: Community Support
10.15 Tea
10.45 Game: Circles of Support
11.10 Discussion: Developing a Community Plan
12.10 Game: The River Crossing Game
- 12.30 PART EIGHT: EVALUATION and CLOSING THE WORKSHOP
Evaluation
12.45 Closing
13.00 Lunch
End of Day Two.

This is a suggested workshop schedule. The times listed above are approximate. Your workshop may take more or less time.





USING THE MANUAL

Introduction

Throughout the manual, you will see Objectives, Activities, Purpose, Steps, Tips, Lessons Learned, Summary of Key Learning Points and Timing. There is also a “speech bubble”, and information about when to use the Picture Pack (a set of pictures to help you with the workshop). Each of these sub-titles is represented by a symbol or font style that you can see below.

Objectives

Each part of the workshop has **Objectives** that help you to focus your attention on a certain issue. (Note for facilitator: The Objectives are for your use only, please do not read them out to participants.)

Purpose

Each activity has a section called **Purpose** that provides guidance and key reasons for doing each activity.

Activities

Each part of the workshop has several **Activities** that help the participants learn, contribute to the discussions and stimulate ideas. Activities include:

- Discussions (when the participants discuss issues, with your guidance).
- Demos (when you ask a participant/participants to show/ explain something to the group).
- Role-plays (where the participants will act out a situation), and
- Games (helps to energise participants as they learn and discuss issues).

Steps

Steps contain the main points for teaching and discussion. Each Step is numbered and can be used as a guide to carry out an activity.

Tip

Tips provide quick information on how to organise the activity, or key points that you need to emphasise.

Lessons learned

This section helps participants summarise what they have learned from each part of the workshop.

Summary of key learning points

These are brief summaries of key learning points for each part of the manual. The facilitator can include these points if participants have omitted any of them.



Timing

Timing shows you how much time it takes to complete each session, for example, the Road of Danger takes 40 minutes.

The estimated time for each activity is located by the activity title, seen on the right hand side of the page. Participants may take longer or shorter to complete each session, so it is useful to use the time given as a guide.

Facilitator's speech

A speech bubble indicates words that the facilitator may use to highlight important issues throughout the workshop. These words appear in quotes (" ").



Picture Pack

A Picture Pack has been developed for use together with this manual. It contains a series of 18 pictures that are designed to communicate key messages to benefit children, parents and caregivers in the community. For example, grandmothers will better understand messages through the use of pictures, as this does not require a high standard of literacy. The picture that accompanies each part of the workshop is listed with an identifying number and title.





HOW TO FACILITATE THE AWARENESS AND ACTION WORKSHOPS

The following guidelines will help you facilitate the Journey of Life Awareness and Action workshops. These guidelines discuss key facilitation issues and include an overview of how participants learn. Also included are tips for organising the workshop, running the sessions, and keeping records.

Your role as facilitator

1. The facilitator's role is to guide and encourage the participants to share ideas, information and experience.
2. Participants learn by doing, so if the whole group can participate in the activities and discussions, they will all benefit.

Who can facilitate the workshops?

The workshops are designed in an easy to follow way, and the following people can facilitate if they have read this manual and/or have attended a training session:

- Participants who have experience in working with communities.
- Participants who have experience in working with children.
- Those with approximately Grade 7 education and above.
- Community members with a talent for facilitating workshops.

Who may attend the workshops?

The workshops are designed to benefit the following groups: community carers, youth and youth leaders, community leaders, members of community-based committees for children, community-based professionals (teachers, nurses, policewomen/men, social workers and health workers), parents and guardians, religious leaders, representatives of community institutions (such as children's homes) and organisations (such as community-based and faith-based organisations).

Organising the Workshop

Before the workshop

Use the following suggestions to help you organise any workshop from the Journey of Life series:

- Choose a time and place that makes it easy for participants to attend. If you are providing food and drink, make sure that it is organised beforehand.

- Engage community-based co-facilitators if possible because they add value to the discussions through sharing of real-life experiences.
- Ensure you have invited influential participants who can improve the lives of children. It is a good idea to have community leaders, caregivers and youth together to talk about “our children”.
- Read this manual through a few days before the workshop, so you become familiar and comfortable with the objectives and activities. You can adapt the activities and discussions to suit the needs of your environment. For example, place the findings of each group during an activity onto a tree rather than a wall.
- Find out what community members know about caring for children and get to know their experiences. This will increase your understanding of the community environment during the workshop.

During the workshop

The following points will help you run a successful workshop:

- Allow the participants to sit in their most comfortable positions, but try to avoid classroom-style seating with the participants in rows and the facilitator at the front. (It might be a good idea to encourage participants to sit in a circle).
- At the beginning of the workshop, tell the participants that you want to hear from everyone in the group. Their contribution is important. In the Journey of Life workshop, everybody learns from each other.
- Make sure you encourage shy participants, especially women and girls, to talk and participate, even if they feel nervous.
- As well as encouraging shy participants to speak up, you may need to gently prevent the stronger participants from dominating the workshop.
- Listen to all participants and thank them for their contributions. Acknowledge all comments, even if you think they might not be relevant. You want everyone to feel involved and talk about key issues. Treat everyone as an expert, and acknowledge that the community knows best about what happens in its area.
- Lead the workshop with passion, excitement and commitment. Make sure you are enthusiastic about everything you say and do, and everything participants say and do. This will make the discussions livelier and encourage full participation.





- Be careful not to impose your beliefs and values on the group. For example, if participants feel that children need regular beating and you disagree, explore the topic carefully. Ask them why they feel that way, and whether there are other ways to discipline children. Ask if they remember being beaten as a child and if it helped them to improve their behaviour. If you tell participants that they are wrong, they will stop listening to you. Instead, you want to lead them to make up their own minds, having considered the views of the other participants.
- If the participants request any religious activities (such as saying opening or closing prayers), ask them to lead the process. Do not impose your personal views or opinions on the group.
- Try to use local examples for new ideas so that the participants can relate to what you are saying. Also, explain issues in a simple and clear way, adapting suggestions from the manual that participants can relate to and understand.
- One way to get the participants to discuss new ideas is to link traditional proverbs and songs to new ways of thinking.
- Respond to the feelings and mood of the group. For example, if they seem tired, introduce a game or energiser. See Annex 1 on page 85 for list of energisers to change the pace of the workshop.
- If someone asks you a question, allow the participants to discuss it first before you respond. For example, ask, “Well, what do you think about that?” or “Does anyone else have something they want to say about this?”
- It is important to encourage questions and discussion at any time during the workshop as this helps the participants to better understand what they have learned. Do not move to the next activity; participants always need time to debate, discuss and review ideas before putting them into practice.
- If someone raises an issue that ties into an activity or discussion later in the workshop, let him or her know that you will address the issue later. Remember to ask for the comments or questions again when you reach the appropriate activity. (You could pencil yourself a reminder in your workshop manual).
- Emphasise that parents, caregivers and the community are all responsible for looking after “our children”.
- Gently challenge the participants if they feel that children should be silent and not participate in making decisions or

running their own lives. For example, ask “How do you talk to children?” or “When you were a child, what sort of decisions did you have to make?”

- If there are youth participants in the group, ensure they get enough opportunities to contribute to the discussions as well.

Taking notes and making pictures

In this workshop, there will be a mixed group of participants. Some will be able to write and others will not. Although note-taking is useful, encourage participants to use pictures and symbols so that the whole group may benefit.

- Ask the participants to help you draw or think of pictures for things they have said. This approach adds more fun to the workshop, and moves participants away from the school-like approach that is based on writing.
- If you are using a flip chart, write your notes in large print (using dark colours such as black or dark blue) so that it is easy for participants to understand. You can ask a volunteer from the group to help you with this.

HOW PARTICIPANTS LEARN¹

Participants learn effectively when:

- They see what they are learning as valuable.
- They have clear goals.
- The experience of all the participants is valued and drawn upon.
- New knowledge and skills are connected to what participants already know.
- They get direct and frequent feedback.
- They share/debate/discuss what they are learning with others.
- They feel respected/listened to.
- They have a say in how the teaching and learning happens.
- Differences in identity and experience are acknowledged and accepted.

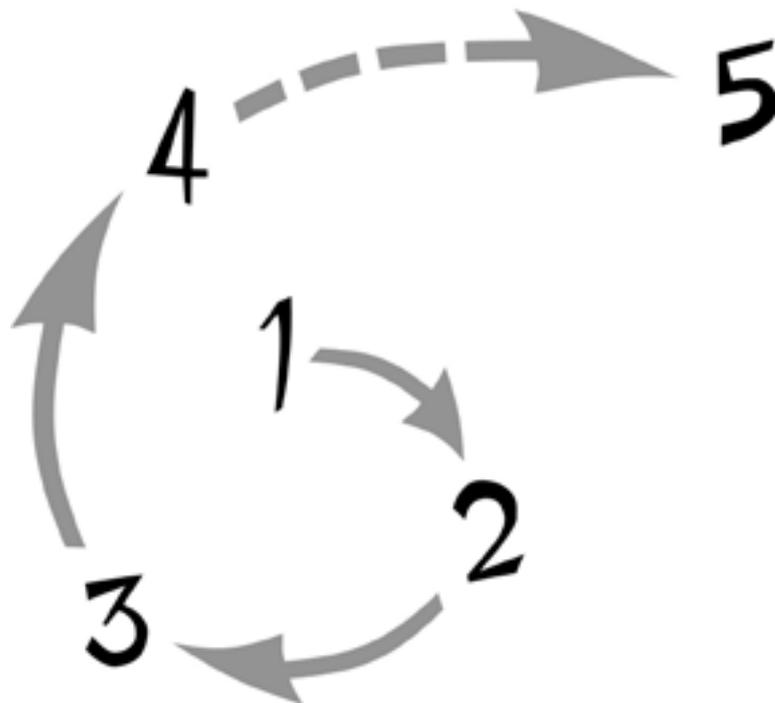
¹ Arnold, R. et al, (1991). *Educating for a Change*.
Doris Marshall Institute for Education and Action, Canada.

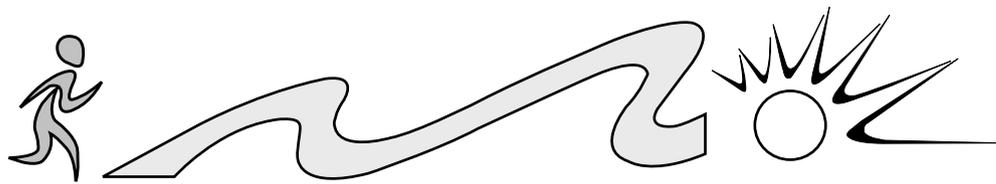


The Spiral Model

One useful way of thinking about how to help the participants learn is The Spiral Model. The illustration below explains how the Spiral Model works to bring about effective learning.

1. **Start with the past experience of the participants.** Make sure you are aware of what they know, and that you can understand their experience.
2. **Look for patterns in their experiences.** Note common experiences and note different ones. (Remember to respect all comments because everyone is an expert in their own right).
3. **Be creative with new information.** Build on the participants' knowledge and experience.
4. **Help the participants practice new skills** and plan for action.
5. **Apply lessons they have learned in action** after the workshop, the participants can use these new skills and knowledge in their daily lives.





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

Section 2: The Journey of Life

Workshop Objectives

- To help adults and youth think about the impact of HIV and AIDS, violence, war and displacement on children.
- To help those who care for children to understand their social, emotional, physical, intellectual and spiritual needs.
- To help identify children living in difficult circumstances.
- To understand that when children have problems, their behaviour may change.
- To help participants understand that children have strengths and if united with adults, they can help build on these strengths.
- To encourage community groups to develop ways to improve the lives of their children so they can be healthy, happy and productive adults able to respond to the challenges of life.



PART 1

INTRODUCTION AND WELCOME



Objectives

- To welcome the participants to the workshop
- To help the participants get to know each other.

Welcome



Purpose: To welcome the participants to the Journey of Life workshop.



1. You could say

“Hello, I’m _____ (name) from _____ (organisation) in _____ (town).”

“Thank you for coming to the Journey of Life workshop today. We will be talking about children and how to help them face the challenges of life. By children, we mean a person up to the age of 18. Children are strong enough to handle many problems, but sometimes the problems become either too big or too many, and they need our help. It does not take much. Many needs of children can be solved without money. The community can use its strength to care for and support children until they learn to cope with the challenges of life.”



Purpose: To help the participants introduce themselves and to get to know each other and their interests.

Steps

1. If your group is **small**, try this:

Meeting each other

Ask the participants to pair up with someone they do not know, and tell each other what they like to do in their spare time. Each pair then joins another pair they do not know. Within these groups of four, everyone sings to each other a bit of their favourite song. Now each group of four joins up with another group of four. In these groups of eight, everyone shows each other their favourite dance.

2. If your group is **large**, try this:

Either

Making Friends

People all over the world greet each other in many different ways. Using as many different languages and methods possible, greet as many participants as you can in the next few minutes.

Or

Buses Game



“We all take buses to get to places. You take a bus to get to a capital city or a village. Everyone on the bus has something in common; you are all going to the same place. You have something in common with everyone here. We are all here to discuss the Journey of Life. So our bus could be the Journey of Life Bus. Let us pretend we are taking buses according to what we have in common. We will start with a woman’s bus and a man’s bus. The man’s bus is over here and the woman’s bus is over there. Go to the one that you belong to.”

Tip

The facilitator can show different ways of greeting – bowing, kissing on the cheek, hand shakes, etc. Stop the activity after several minutes.



Tip

This game helps the facilitator to understand the background of the participants.

Continue to ask the participants to get together in buses as quickly as possible as you call out other ideas for buses. These ideas could include buses according to the colour of the shirts the participants are wearing, their jobs, or buses according to the number of children they have. The participants can come up with their own ideas for buses.

NOTES

PART 2

INTRODUCING THE JOURNEY OF LIFE



Objectives

- To introduce the Journey of Life concept.
- To help adults better understand children by describing their own journey of life.



Activity 2

Discussion

The Journey of Life



Purpose: To introduce the Journey of Life picture and some of the key issues covered during the workshop.

Steps

“We can think of life as a journey that begins when we are born and continues as we grow and develop. Things can happen to children as they walk along the road of life. Some are good things and some are bad things.”

1. The facilitator presents the Picture Code **J1**, The Journey of Life and asks each participant to think about his or her life as a journey.



2. The facilitator then asks the participants to draw their own Journey of Life, including two important events that happened during this journey.

“Think of your life as a journey from childhood to adulthood. Draw your life as a journey and show two significant events, good or bad, that happened to you.”

3. Ask the participants to think about what they needed for their journey of life.
4. The facilitator makes a list of needs that have been identified.

Summary of key learning points

- We can think of our lives as a journey that we begin when we are born and continue with as we grow and develop.
- There are many experiences and lessons that we learn as we travel on our journey of life. We can draw upon these experiences to help children grow and develop.

PART 3

MEETING CHILDREN'S NEEDS



Objectives

- To help the participants understand what children need for healthy growth and their social, emotional, physical, spiritual and intellectual development.
- To help the participants appreciate that some needs of children can be met without money.





What do children need to grow?

"We have identified what we needed to grow into healthy adults. Now let us talk about what children need to enjoy their childhood, to cope with the difficulties they experience and to grow into strong and responsible adults."

Activity 3 Discussion

Build A Child



Purpose: To help participants appreciate what children need for their development, and explain that children's needs are children's rights.

Steps

1. Ask the participants to look at the Picture Code **J2**, Children are Like Young Plants. The facilitator uses this picture to illustrate the next point.



→ Tip

You can substitute "maize, wheat or rice plants" if that is more relevant.

- 2.

"Children are like young plants. They need to be cared for. If you take good care of your plants, you will have strong plants and a good harvest. It is the same with children, if you look after them, they will grow strong. Our harvest is the next generation of children who will grow up to respond to any challenge as well as to help the community."

3.

“Now we are going to look at what a child needs to grow into a strong adult. Let’s draw a picture of a child together. With every need we think of, we will draw another part of the child’s body.”

4.

“Let’s start with the head.”

5. Ask them to call out things children need to grow. Every time the participants call out a need, you acknowledge it (“Yes, they need food”) and draw in the next part of the child.
6. Choose a volunteer to write down or draw a picture representing the needs. If you are in a less literate group, ask the participants to remember what they call out so you can write it down afterwards. (You will use this list in the next activity).
7. In the group, discuss:
 - (a) Are children entitled to these needs?
 - (b) Which needs are they entitled to?
 - (c) What can children do to make it easier for families and communities to meet their needs?

Tip

Make sure that examples of the following needs are mentioned: physical (food and shelter), intellectual (education), spiritual (a belief in a higher being), emotional (love), and social (sense of belonging to a family or community).

Tip

Help participants understand that children are human beings and that children’s needs are children’s rights. They have rights that should be protected. For example, children have the right to be kept safe from harm, the right to receive adult care, and the right to education.

Activity 4

Discussion

The cost of meeting children’s needs



Purpose: To help the participants understand that the many needs of children can be met without money.

Steps

“Let us look at the list of needs we created in the activity, ‘Build A Child’ and see how we can provide for these needs. For each need, let us look at what it requires, money or people.”





Tip

See the table below for an example. You could use symbols or pictures to represent the needs for a less literate group. Make the table using flip chart paper or a large sheet of paper, and write in large print or pictures.

1. Use the list of needs you have just developed to create the table below. Draw three columns, one for needs, and two smaller columns to indicate whether people play a major role in fulfilling the need or money plays a major role in providing for the need.
2. For each need, ask whether it requires money or people. In the "MONEY" column, record the number of participants who answered MONEY. In the "PEOPLE" column, record the number of responses saying, "PEOPLE".
3. Count the number of needs that can be met by people, and those that can be met by money.

Children's Needs List what participants say in the column below	People play major role	Money plays major role
Food	3	3
Clothing		3
Love	3	
Sense of belonging	3	
Protection	3	
Total Number of Needs	4	2

If 3 participants note that PEOPLE play a major role in meeting the needs of children with regard to food, for example, then write the number 3 as an entry, and so on... To get the total number of needs for each column, count up the number of entries. Our example above shows that in the PEOPLE column, there are 4 entries. You can point out that from the exercise, PEOPLE rather than MONEY meet the needs of children.

Lessons learned



- The facilitator uses the Picture Code **J2**, Children are Like Young Plants, to discuss what children need to grow strong.
- What can we learn from this activity?
- Can money on its own meet children's needs?
- What are some children's needs that can be met without money?



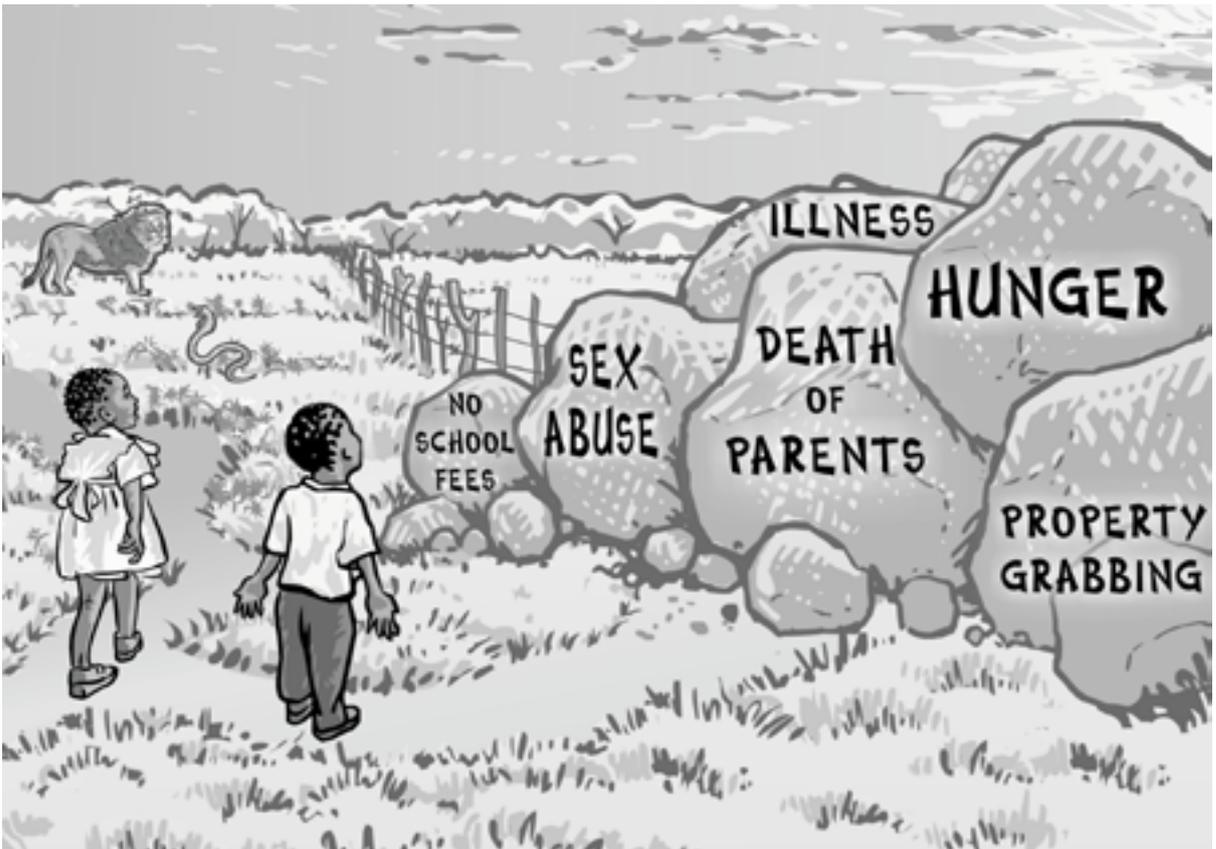
Summary of key learning points

- Children have different needs that must be met to ensure that they successfully go through the Journey of Life.
- We can use a picture of a young plant to help us understand that the way we take care of our children and meet their needs will help them to become adults.
- We can satisfy many children's needs without money. Our love, commitment, time, hands, ears and hearts can be used to meet the important needs of children.



PART 4

UNDERSTANDING CHILDREN'S PROBLEMS



Objectives

- To identify the different problems that children face on their journey of life.
- To understand that some problems are difficult for children to manage on their own.
- To think about how children can reduce the problems they experience in life.



Steps

Purpose: To help the participants think about the problems that children face as they grow, for example, problems associated with HIV/AIDS.

"We have talked about what a child needs to grow up in order to be healthy, strong and responsible. All children face problems while growing up. Now, we are going to look at these problems."

1. The facilitator uses the Picture Code **J3**, The Problems of Children. The discussion focuses on the problems facing children. 
2. Think about the problems you faced as you grew up... When you were little... when you went to school... in your youth... What were some of those problems?
3. Ask the participants to list these problems on a flip chart.
4. What are the problems that children face in your community as they grow up today?
5. If the child comes from a family where the parent is sick or has died of AIDS, what problems will they have?
6. Do you think that children can solve their own problems?

Tip

Encourage the participants to give other examples of problems that children can and cannot solve.



Activity 6

Demo

Even the strongest child can be weighed down by problems



Purpose: To show the participants that even strong children can become weighed down by too many problems.

Materials Needed

- Bag or sack
- Stones collected by the participants

Steps

1. Ask each participant to collect a stone to represent a problem that children face, using the list from Activity 5.
2. Ask the participants to state a problem their stone represents as they place it in the bag. (For example, "This stone represents a child losing his/her mother").
3. Ask a child (or someone pretending to be a child) to demonstrate their strength by jumping in place as high as they can several times. Comment on how strong this "child" is.
4. Give "the child" the bag of stones to carry and ask the child to jump in place again. To help demonstrate how heavy problems can be, say:

"This sack only has a few problems in it, but I want to show you that it is heavy with the problems of children, so I will pull down on it."

5. Pull the sack down and tell the "child" to try to jump in place.

Tip

Find a bag or sack to hold all the stones as the participants collect them.

Tip

If you have a large group, divide the participants into smaller groups and move from one group to another collecting the stones in the bag/sack.

6. Ask the participants why it is difficult for this child to jump up and down.
7. Point out that even a strong child who has problems will find it difficult to continue on his/her Journey of Life.
8. Ask the participants to demonstrate how they can help the child, and discuss other ways of helping children with problems.

Ideas can include lifting the bag, removing some of the stones, supporting the child and carrying the bag to help the child continue on the Journey of Life.

9.

“In this way, the child’s load is made lighter or removed, and the child can now continue on the Journey of Life. As long as the child’s load does not become too heavy, the child can take responsibility for himself/herself. However, when the child’s load becomes too heavy with problems, the community needs to help”.

Tip

If the participants suggest that the child cannot jump because the bag is being pulled down, you can explain that you are holding the bag to show the heavy weight of problems that children experience in their lives, and that problems weigh down children.

Lessons learned

- What can we learn from this activity?
- How do the problems mentioned affect children on their Journey of Life?
- What problems would you say make children’s lives particularly difficult in your community?
- How can you reduce the load of problems carried by children in your family or community?



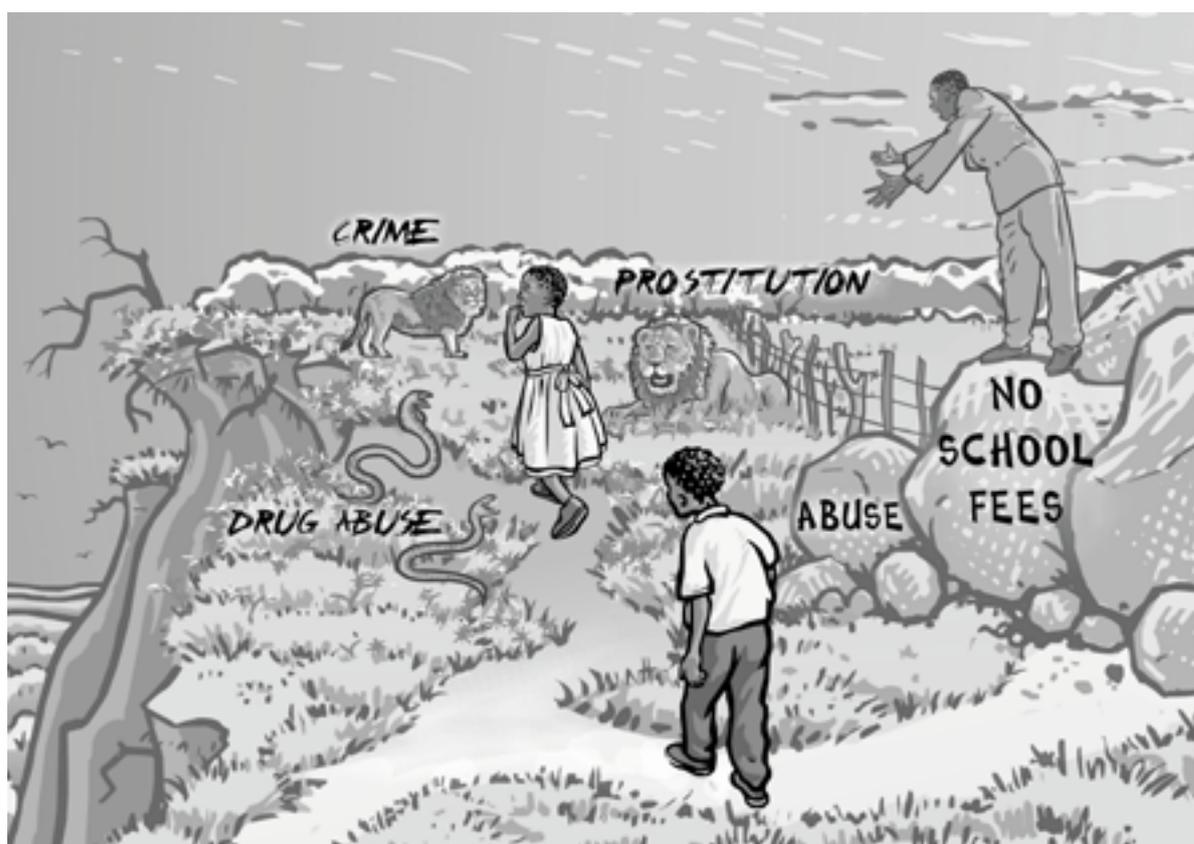
Summary of key learning points

- Children experience different problems as they grow and develop.
- Children may be overwhelmed by problems, particularly if they are faced with too many problems at the same time.
- Without much effort, we can help reduce the load of problems in children’s lives.



PART 5

IDENTIFYING CHILDREN WHO NEED HELP



Objectives

- To help the participants identify children who are struggling with problems.
- To help the participants appreciate what happens to children when they cannot cope with problems.
- To help participants recognise that when children are overwhelmed by problems, they may take the Road of Danger.



Purpose: To help the participants recognise which children are struggling with problems.

Steps

“When children have problems, they tend to behave in different ways that may concern those around them. We need to recognise those children who are struggling with problems and provide the necessary support to them.”

1. Divide the participants into 3 groups and assign the following questions to each group:
 - a) Do you know any children who have problems in their lives?
 - b) How do they behave to show us that they are having problems?
 - c) What are the dangers that children could face by behaving in this way?
2. The participants give feedback from their smaller group discussions to the main group.
3. Ask one participant to draw up a summary chart of the vulnerable groups of children in the community.

Children with difficult lives include:

- children living in war zones ● refugees ● girl children
- children caring for sick parents ● orphans
- abused children ● children living in extreme poverty
- married children ● commercial sex workers
- child-headed households ● children on the streets
- children in institutions ● children who are forced into marriages ● children with parents living overseas
- children who abuse drugs and alcohol
- disabled children ● albinos ● children in child labour.

Tip

Each group should take no more than 5 minutes to discuss each question and 5 minutes for report back.

Tip

Use the chart below to ensure that all categories of children are included in your discussion.



Activity 8 Children's Problems are Everyone's Problems

Role-play



Purpose: This role-play helps the participants to understand how children's problems may affect the child, the family and the entire community.

Steps

1. Ask the participants to form three groups as follows:
 - a) Group 1 should show how the child is affected by one problem he/she is experiencing in life.
 - b) Group 2 should show how a family is affected by one problem that a child in the family is experiencing.
 - c) Group 3 should show how the community is affected by one problem that a child in the community is experiencing.
2. Each group presents their role-play.

Tip

Allow 10 minutes for preparation for each group and 5 minutes for presentation of the role-plays by each group.

Lessons learned

15
mins

- What lessons have we learned from the different role-plays?
- Who is affected by the children's behaviour?
- If the children's behaviour is not addressed over time, what will happen as the child grows older?
- What are the consequences for the child, the family, and the community if problems are not addressed?

Tip

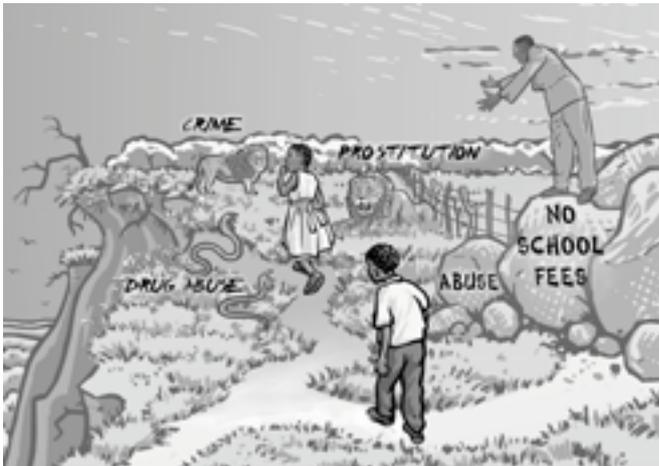
Ask the participants to think about children who may behave in less expected or unusual ways, for example, "the invisible child" who may withdraw or isolate himself/herself.

Activity 9

The Road of Danger

Discussion

35
mins



Purpose: To encourage the participants to think about what happens to children when they cannot cope with problems.

"Sometimes in our lives, when we cannot cope with our problems, we go in a direction that may lead to danger. We call this the Road of Danger. Being on this road can lead to us hurting ourselves and those around us."

1. Ask the participants if they can think of any time in their journey of life when they have taken the Road of Danger.



Tip

Use the Picture (J4) for this discussion or alternatively draw a picture of a child blocked by boulders that represent the problems that were used in the role-play. The Road of Danger represents the desperate things that children do when they feel hopeless about their future.

Tip

Take no more than 5 minutes to answer each discussion point.

2. Using the Picture Code **J4**, The Road of Danger, help participants to appreciate that some children who are trapped by problems get off the Main Road and take the Road of Danger.



3. Discuss the following:

- What can drive children to take the Road of Danger?
- What happens to children who take the Road of Danger?
- Where does the Road of Danger lead?
- What will happen to children who have taken the Road of Danger when they are older?
- Do you think children on the Road of Danger can get back onto the Main Road? How? Can they do it on their own?
- Do you know of any stories of children who have come back from the Road of Danger?

Summary of key learning points

- Some children face greater challenges from birth, and others face their challenges later in life .
- When children take the Road of Danger, their personal development, families and communities are also affected.
- Children who show “dangerous behaviour” for example, stealing, alcohol and drugs, may in fact be acknowledging that they need help and support.
- It is important to recognise that children can return onto the Main Road from the Road of Danger.

PART 6

BUILDING CHILDREN'S STRENGTHS



Objectives

- To recognise why children who face difficulties do not always go on the Road of Danger.
- To understand that children have inner strengths that help them to manage most problems.
- To understand the type of 'gifts' that families and communities can give to children to help build their inner strength.



Activity 10

Discussion

Characteristics of a strong child



Purpose: To enable the participants to understand that children have inner strengths that help them to manage most problems.

Steps

“Not all children facing problems take the Road of Danger. Children have strengths that can help them overcome their problems. Let us think about these strengths.”

Tip

“Strong” does not mean physical strength, but refers to inner strength and the ability to cope with problems. Let ideas come from the participants first.

Tip

Make sure that your list includes the ideas below.

1. Ask the group if they can remember children who have managed to remain strong despite the challenges they face.
2. Ask the group to brainstorm (ideas coming quickly) about the characteristics of a strong child.
3. Write down the responses on a piece of flip chart paper and present the summary to the group.

Characteristics of a strong child

- Can ask for help.
- Is positive and has hope for the future.
- Can set goals.
- Puts effort into work.
- Plays well with other children.
- Prays and believes in God, or a Higher Being.
- Looks clean and can take pride in his/her appearance.
- Can deal with challenges and frustrations.
- Takes responsibility and cares for siblings and family members.
- Is confident.
- Has good relationships with peers and adults.
- Puts ideas into action.
- Despite tragedies and difficulties, can continue with the daily routines of life (going to school, etc).

Activity 11

Discussion

Building the inner strength of children



Purpose: To help the participants develop practical ways to build children's inner strength.

Steps

1. Ask the participants to think about how they can help children to become strong
2. Divide the participants into 5 small groups. Each group should discuss one of the following questions and report back to the main group.
 - Are children born strong or weak?
 - What makes a child strong?
 - What makes a child weak?
 - Do all children have the same strength?
 - Can we as families and communities help children to become strong?

Tip

Allow 10 minutes for discussion and 15 minutes for feedback.

The facilitator uses the Picture Code **J5**, Building Children's Strengths to discuss how to strengthen children.



After the feedback session, state that: "We can help strengthen a child's ability to handle problems. We can either help children to be strong when they face problems, or better still, give them strength before they experience problems. Let us now think about what we can do as families and communities to help strengthen children."

Activity 12

Role-play

The Gift Box



Purpose: To help participants think about the gifts they can give children to help them become strong.





Tip

Have a “gift box” ready for this exercise. This can be a cardboard box, a paper or plastic bag, or even cupped hands. The participants need two objects to symbolise “gifts”. These may be leaves, stones, seedpods or bottle tops.

Tip

Write a summary list of gifts on a flip chart or sheet of paper as the participants identify them. Remind the participants that there are gifts besides money, food and clothing that participants can give children. The emphasis should be on emotional, social and spiritual gifts. If the group does not mention these gifts, suggest a few, and then ask the participants if they can think of others. Examples are: love, acceptance, respect, protection, a feeling of belonging, encouragement, appreciation, attention, guidance and approval.

Steps

“Now that we understand that families and communities can make children strong, think about the gifts that you received as a child that made you strong. What gifts would you now give to a child.”

1. Pick up two stones to put into the gift box. The first stone represents the “gift” that your parent(s) gave you. The second stone represents the “gift” that you give to your children.
2. Pass the “gift box” from one participant to another.
3. As the “gift box” reaches each participant, the first “gift” is put into the box and this “gift” is named, for example, Courage.
4. Participants then put the second “gift” into the box, naming the “gift”.
5. Out of all the “gifts” mentioned, which are the most important ones to help a child through their journey of life?
6. Present a summary of the “gifts” mentioned. Check that all the “gifts” in the box below are on your list.

‘Gifts’ that parents and communities can give to children

- Providing a caring community environment: giving children love, acceptance, and guidance.
- Providing children with a sense of belonging.
- Appreciating the accomplishments of children.
- Encouraging mutual respect between adults and children.
- Giving children a voice in their families and communities.
- Providing opportunities for the child to express his/her feelings.
- Emphasising the importance of working together.
- Supporting the development of common values and beliefs.
- Giving equal value to the development of boys and girls.

Lessons learned

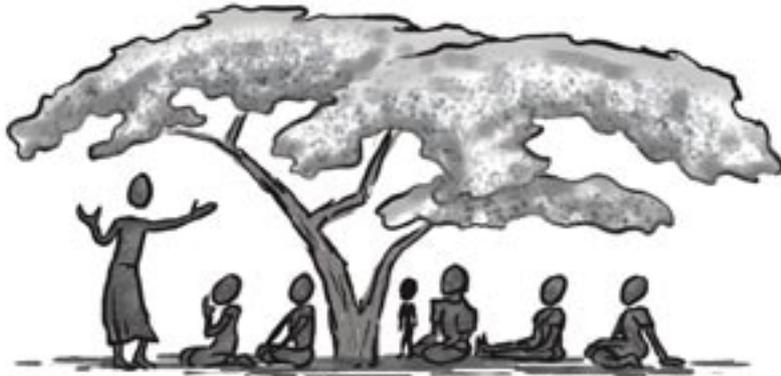


- What lessons did you learn from this activity?
- What would you say are the most important “gifts” that help a child on his/her journey of life?

Activity 13

Discussion

Practical ways to support children



Purpose: To encourage the participants to think about practical ways that enable them to support children in their communities.

Steps

“As passionate and committed individuals in our communities, there is much we can do to help children grow and develop. Think about some of the practical things you can do in your family and community to meet children’s needs.”

1. Ask the participants to break into small groups and discuss the following:
 - What do you already do to support children?
 - What else would you like to do?
 - What help do you need in order to do more?
2. Each group should record their group ideas on a sheet of paper.
3. Stick all contributions on a wall (or tree) so all the participants can see the ideas and suggestions.

Tip

Spend no more than 5 minutes on each discussion point.





Summary of key learning points

- Children have the inner strength to solve many problems on their own.
- The “gifts” that people give to children help to build their inner strength.
- Sometimes it takes committed and passionate individuals to bring about change in the lives of children who face difficulties.
- No matter how strong children are, we need to remember that they are children.
- Not all children with problems take the Road of Danger. We can learn important lessons from children who have managed to remain strong, regardless of the problems that they may face in life.

PART 7

GET INVOLVED!



Objectives

- To help communities develop Circles of Support that can help children before, during and after difficulties arise.
- To help the community sustain itself so caregivers do not burn out.
- To develop a community plan that will support children in the community.





Tip

Communities do not necessarily have geographical boundaries. Help participants think about the different communities they belong to, such as churches, village committees, children's clubs, burial societies, etc.

Why get involved?

Sometimes caregivers feel burdened by the responsibilities involved in providing care and support to children and other vulnerable people in the community. However, there are various community responses that, if collectively carried out, can provide support to children in the community and which can relieve the burden of individual caregivers.

"So what is a community? A community is made up of individuals and groups with common values, beliefs and even shared problems. Communities work together to come up with solutions to identified problems."

Activity 14

Discussion

Community support



Purpose: To find out what support services exist for children in the community, and to show the importance of Circles of Support (see below) for children and their caregivers.

"We are stronger when we work together to support children in our communities. The burdens on each of us become less. Children also become strong when they have different people providing support. All those who provide help and support to children form Circles of Support."

Steps

1. Ask the participants to move around the group and identify individuals who they feel may belong to the same community using their broader understanding of community. For example, church groups, women's groups, sports groups and youth groups.
2. In smaller "community groups", participants should identify people who help children and discuss the following questions:
 - If a child wants to go to school but the family has no money, who can help?
 - If a parent has died, who can help?
 - If a child is sexually abused, who can help?
3. Record all the responses and stick them on a wall or tree.

Purpose: To show how Circles of Support help protect children.



Steps

1. Ask a participant to stand in the middle to represent a girl (or use a female participant if you have one in your group). Ask eight participants to stand in a circle around the child to represent different people in the child's life who support her. For example, 'You are the school teacher, you are a family relative, you are the priest, and you are the nurse.'
2. Tell the participants in the circle that they are the **Circles of Support** around the child. The child has a problem – her mother, her last surviving parent has died – and this has led her to try to break through the Circles of Support, and get lost on the Road of Danger. Make sure the adults are holding hands and in a wide enough circle to allow space between them. Tell them they have to allow the child some room to run about inside the circle. The adults should prevent the child from breaking out by holding hands. Once everyone understands what he/she is supposed to do, let the child try to break out. The adults will keep the child safely supported.
3. Stop the game after a few minutes. Explain that things have changed now that the girl has become pregnant. The priest is refusing to support the child as he thinks she is a sinner, so ask the priest to move out of the circle. The teacher does not want a pregnant child in her class in case the other children get ideas, so he/she is also refusing to help.

Tip

Use examples given earlier by the participants of people who help children.



Ask the teacher to leave the circle. One of the girl's relatives thinks the girl is irresponsible and must have encouraged the man to sleep with her, so he also refuses to help and leaves the circle. Leave the gaps open. Tell the participants that they cannot make the circle any smaller. They may not hold hands or touch each other, but they must still try to prevent the child from breaking out. Now continue the game. The girl tries to break out of the circle, with the participants attempting to block her. Because of the gaps in the circle, the girl will usually succeed in breaking out of the Circles of Support. After a few minutes, stop the game and explain that when a support system is weak, absent or harmful, the child may do destructive things with his/her life.

Lessons learned



Tip

Children can become part of the Circle of Support for each other.

- What lessons did you learn from this activity?
- How can we become a more caring community to support children facing problems?
- How can we support ourselves in the work we do?
- How do communities work collectively to solve children's problems?

Activity 16 Discussion

Developing a Community Plan



Purpose: To guide the participants into thinking through practical ways in which they can develop a community plan to facilitate the support and care of children.

“It is important for communities to work and plan collectively so that they can identify what they want to do, who should be involved, the time it will take, and the resources required.”

1. Ask the participants:
 - What are you doing already as a community to provide support and care for children?
 - How can you improve what you are doing, using what you have learned today?
2. In smaller groups, ask the participants to develop a plan they would like to carry out in their community (after the workshop).
3. The plans should contain one activity they plan to do, who will conduct the activity, how it will be carried out, and a timetable.
4. Ask the smaller groups to report back their community plans to the main group. Be encouraging and support their suggestions.
5. Ask one of the participants to compile a summary of the activities listed in the community plans. Use the format suggested below.

Tip
Record all activities that communities could be involved in.

Tip
Developing a Community Plan will take 20 minutes with 15 minutes for report back.

Tip
Make sure that each group is limited to one activity.

Activities	Who will do it	How	Timetable
1.			
2.			
3.			

“It is up to you to decide whether you wish to go forward with the plans you have developed today. You can also decide if you want to meet again with your group to plan further.”

The facilitator uses the Picture Code **J6**, Helping Children, to discuss how the community can work together to benefit children.



- What was useful about this exercise?
- How far did you go with developing your community plan?
- How far could you go to implement this plan in your community?

Examples of community activities that meet the needs of children

<p>Physical needs</p> <ul style="list-style-type: none"> ● Establishing communal gardens. ● Income generation activities for community guardians, caregivers or older children. ● Collecting or making clothing for children. ● Teaching orphans how to look after themselves, and their brothers and sisters (cooking, cleaning and child care). 	<p>Emotional needs</p> <ul style="list-style-type: none"> ● Raising community awareness to support the emotional needs of children. ● Forming support groups for guardians (especially children heading households). ● Encouraging children to collect items to remind them of their deceased (or sick) parents (Memory Box programmes).
<p>Social needs</p> <ul style="list-style-type: none"> ● Encouraging and supporting activities outside of school (for example, sports, art, socialising). ● Spending time with orphans and children with difficult lives, or helping them to cope with various daily chores ● Forming support and play groups for children (kids clubs, youth clubs, drop-in centres). Training community aunts and uncles on educating children on how to socialise and prevent HIV infection. 	<p>Spiritual needs</p> <ul style="list-style-type: none"> ● Praying with children. ● Inviting children to participate in religious activities (youth groups, prayer meetings, etc). ● Religious counselling with a message of hope for the future (counselling groups). ● Encouraging religious groups to participate in activities that support children (church soccer teams).
<p>Intellectual Needs</p> <ul style="list-style-type: none"> ● Setting up homework clubs (parents and community volunteers helping with homework). ● Helping children remain in school. 	



Purpose: A fun activity that challenges participants to work together and provides an opportunity to solve a problem collectively. This activity game uses the image of a river to help the participants focus on the idea of working together to solve problems.

Steps

1. Divide the participants into two groups, and give each group three pieces of paper, sacks or stones.
2. Ask them to imagine that a certain part of the room/ space being used is a wide river that they need to cross. Explain that each group has to cross the river, using only three pieces of paper (sacks or stones) as 'stepping stones'.
3. Ask participants to cross the river. Leave them to struggle for a while.
4. Then ask for other ideas, for example:

"What are some other ways that you can cross the river?"

Take a few minutes to discuss. Let the participants try out their new ideas. If the participants have not thought of any ideas, the facilitator then explains:

"If you share the stepping stones with the other team, will that help?"

Make sure that the imaginary river can be crossed using all 6 pieces of paper (sacks or stones).

Tip

Participants have to cross an imaginary river that appears too wide. Make sure that the imaginary river cannot be crossed with just three 'stepping stones'. If it can, then give the teams only two.





5. Once the two groups have joined together using all the 'stepping stones' to cross over the river, ask them what they have learned from the game. They should have learned that working together means you can cross impossible obstacles and therefore achieve much more.

Summary of key learning points

- A community is made up of individuals and groups with a common purpose, values and shared problems.
- Collective action is important if communities are to effectively deal with their problems, for example, the increasing number of orphans.
- Children feel stronger when they are loved and cared for by their communities.
- Members of communities can support each other through difficult times.

PART 8

Evaluation and Closing the Workshop



Objectives

- To help the participants summarise what they have learned and how it has changed their attitudes towards children.
- To conclude the workshop so that the participants feel a collective sense of pride and accomplishment.

Activity 18

Evaluation

Discussion



Purpose: To help you evaluate the workshop and find out whether it was useful, enjoyable and straightforward.

Steps

1. Ask the participants
 - a) What did you learn from the workshop?
 - b) How did it change the way you feel about children?

Decide whether you want the participants to say what they think or whether they prefer to draw or write their responses on flip chart paper. If you think it is easier for them to say what they think, make sure you or someone else can record comments and observations.





Activity 19

Discussion

Closing Ceremony



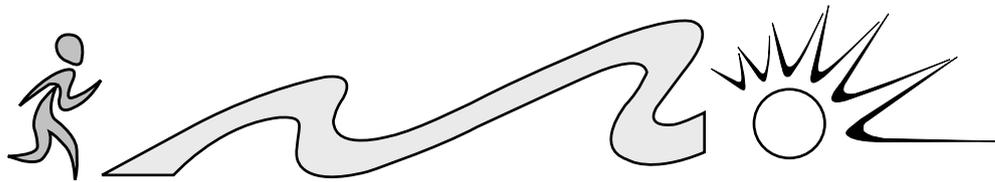
Purpose: To briefly review the Journey of Life, thank the participants and close the workshop.

Steps

1. Give a brief summary of the workshop.

You could say: "I am happy that you joined us in exploring the Journey of Life. We have talked about what children need to grow and prosper during their journey of life, what makes it difficult for them to move forward, what strengths children have to help themselves, and what we can do to help them. We have also talked about helping each other so that we can support children in our community."

2. Inform the participants that there are additional workshops available if they wish to provide further help to children and caregivers. The workshops are the Journey of Life for Children and the three Action Workshops - Community Parenting, Helping Children to Understand Death, and Life Skills.
3. Close the workshop in whatever manner you feel appropriate – either saying a prayer, singing a song, having children dance, handing out the certificates, etc.
4. Thank the participants for their time and wish them well in their plans to support children in their communities.



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

Section 3: The Journey of Life for Children

Workshop Objectives:

- To strengthen the resilience of children so that they can have the confidence to face and resolve the difficulties they encounter in life.
- For children to learn a way forward in life despite obstacles:
 - To identify the obstacles in their lives, and how to overcome them or live with them.
 - To identify their inner strengths and community resources.
 - To identify their dreams and how to reach them.
- For children to inform the adult world of their abilities and current needs, and to have their voices heard.
- For children to learn that they can be active participants in changing their lives.
- To mobilise the community to support children in their growth and development.





Introduction to the facilitator

What is the Journey of Life for Children?

The Journey of Life for Children is a workshop in the form of a game suitable for ages 5 through 18 years of age. Adults may also benefit from this workshop format.

This game allows children to:

- Think about and name their emotional and social needs.
- Define their dreams and goals in life and move towards achieving them.
- Think about the challenges and obstacles they face in life and find solutions to these challenges.
- Recognise that they are strong and capable.

The game can be played on a large playing field or indoors. It is similar to a giant board game. The game begins with a “dream time” where children can identify their dreams, their hopes, and what they need to continue on their journey of life.

During the game, the children design and create their own road for their journey of life. The road has spaces for children to build:

- A **STRENGTH SPACE** where children recognise their various strengths and the people who give them strength to help them through the obstacles in their lives.
- **OBSTACLES** that physically represent the obstacles they encounter growing up.
- A **HAPPY SPACE** where children relate the things and people which have made them happy (happiness helps a person to move forward despite obstacles in life).

Towards the end of the game, adults join the children on their journey of life and hear their experiences as everyone walks the road of life together. A meeting between children and interested adults is then held to discuss issues that concern them and plan the way forward.

Who should attend?

This workshop is appropriate for any number of children. The children should be divided into groups of 5 to 15. If the children are younger, the groups should be smaller. There should be one facilitator for each group. Youth from the community would be good facilitators.

Play the game with specific age groups. These are the suggested groupings:

- 5-8 years
- 9-12 years
- 13-15 years
- 16-18 years

In various sections of the workshop we divide activities by age. There are separate activities for children 5-12 years and those aged 13-18 years.

Where should the workshop take place?

The workshop can take place either indoors or outdoors, although an outdoor area is preferred. The space should be big enough so that all the children attending can participate and map out their journey.

What is the facilitator's role?

You are the guide and leader for the game. You will set up everything needed for the game with your assistants before the workshop. Most of what you need to say is given in this manual, but as you get to know the game, you can adapt and change things to suit the children and yourself.

Remember that the game will be different each time because you need to allow children to enjoy and play it in their way. You will need to supervise younger children more closely than older ones.

Two adults in each group can support children aged between 5 and 12 years. This is done so that adults can learn more about children's needs and challenges, and assist children in taking action. For children of this age, the responsibility of the community facilitator is to identify two observers for each of the groups.

- The two adults should be people who are trusted or admired by the children.
- Their presence should encourage children to speak, rather than discourage them.
- They must be at the children's level and respect confidentiality (not communicating personal information to other people unless explicitly given permission to do so by the children).
- They must be willing to take further action to assist children.

For older children aged 13-18 years privacy and confidentiality are essential, as children in this age group will not speak openly in the presence of adults in the community. Therefore, adults should join children of this age for a **discussion at the end of the game.**

What will I need for the game?

- 1) Paper and pens for drawing exercises (although sticks can be used to draw on the ground if necessary).
- 2) Make sure the place where you are working has a garden or a natural area where children can find sticks, stones, leaves, flowers or seed pods.
- 3) A bag for stones.
- 4) Newspaper and tape.
- 5) Picture codes, J1-J6.





WORKSHOP SCHEDULE:

PART ONE: WELCOME AND INTRODUCTION (35 minutes)

- 8.15 Welcome and introduction to the Journey of Life
- 8.20 Activity 1: Getting to Know Each Other
- 8.35 Activity 2: The Road of Life

PART TWO: MAKING THE ROAD OF LIFE (30 minutes)

- 8.50 Activity 3: Making the Road

PART THREE: THE DREAM (30 minutes)

- 9.20 Activity 4: Discovering our Dreams
- 9.50 TEA

PART FOUR: WALKING THE ROAD OF LIFE (90 minutes)

- 10.20 Activity 5: Obstacles
- 10.50 Activity 6a: Overcoming Obstacles
- Activity 6b: Optional: The Road of Danger

PART FIVE: OUR STRENGTHS (75 minutes)

- 11.20 Activity 7: Our Strengths
- 11.50 Activity 8: Helpers in Our Lives
- 12.35 LUNCH

PART SIX: OUR HAPPY MOMENTS (60 minutes)

- 1.35 Activity 9: Happiness in our Lives
- 1.50 Activity 10: Happiness and Knowing our Strengths Can Break Down Any Wall

PART SEVEN: CELEBRATION (75 minutes)

- 2.35 Activity 11: Skip To The Finish Line Together
- 2.40 Activity 12a: Our Experiences of the Journey of Life
- Activity 12b: Children and Adults Walk the Journey of Life Together
- 3.20 Activity 13: Closing Ceremony
- End of the Workshop

This is a suggested workshop schedule. The times listed above are approximate. Your workshop may take more or less time.

PART 1

Welcome And Introduction To The Journey Of Life



Welcome and Introduction



Purpose: To welcome the children to the workshop and explain the concept of the Journey of Life.

Use poster or Picture Code J1, The Journey of Life.



Ask the children the following questions about the picture:

What is happening in the picture?

Where does the road go?

Have you ever gone on such a road?

Tell a story of when you have traveled a long way.

The facilitator says:

“In our life we travel for a long time. From when we are babies until we grow up, we travel on what we call our ‘journey of life.’”

To explain the concept of the ‘journey of life’ have the children walk along an imaginary road. Start the children by having them imitate babies and crawl. Then have them get gradually older and older, passing through their childhood and teenage years until they become adults.

The facilitator says:

“We will talk more about our ‘journey of life’ in a few minutes. Let’s spend some time playing together and getting to know each other.”



Activity 1

Discussion

Getting to Know Each Other



Tip

If the children have a lot of energy, do this activity before introducing the workshop.

Purpose: To help the participants get to know each other.

Steps:

1. The facilitator calls out instructions and the children get into the correct groups as fast as they can.
 - a) "Find someone wearing the same color shirt as you and introduce yourself."
 - b) "Find someone who is as tall as you and tell them your name."
 - c) "Find someone who has the same size foot as you and tell them your name."
2. **What I like ...**
The facilitator organises children into groups quickly by asking the following questions:

- a) "Divide into groups of four and let one participant sing their favourite song and everyone sings along."
- b) "Take your group of four people and meet another group of four people, then let one participant show their favourite dance and everyone joins along."
- c) "Let your group of eight people meet another group of eight people, and let one participant show their favourite physical exercise and then everyone does it together."

Activity 2

Discussion

The Road of Life



Tip

To make things more interesting, you can use a shaker, mbira or other instrument to call children into the circle and create a welcoming environment.

Purpose: To introduce the participants to the concept of the Road of Life.

Steps:

1. Mark a circle in the center of the room or outdoor area. This is called the "**Story Circle**". It is where everyone gathers at the beginning and at the end of the Journey of Life to share his or her experiences.
2. Let everyone sit around the Story Circle
3. Sit in the circle. Tell the children they are now in the Story Circle where they may talk about important things, and even things that they have told nobody else.

4. Tell the children that they need to listen to each other.

5. The facilitator says:

“Sometimes, our life feels like it is difficult and uphill; sometimes it feels easy and downhill; and sometimes it feels confusing with lots of twists and turns. Sometimes our road of life feels so easy, nothing is in our way and we are happy. Now, I want everyone to stand up where you are and show a happy, easy walk.”

6.

“When things make us sad in life, we feel that life is heavy and uphill. I want everyone to carry someone on his or her back. Walk like you are going uphill and stepping over large rocks.”

7.

“When things happen in our lives that make us angry, we are either always ready to fight, or expecting danger. Then the Road of Life feels confusing and twisty. Stand back-to-back with someone. Hold onto their arms and walk around feeling angry and looking out for danger. Do our lives ever feel like this?”

For children 5 to 12 years

“Every day of our lives, we have feelings. What kind of feelings do you know about? (Get answers from participants). Good, we have all sorts of feelings, happy, sad, worried and angry.

“Show me a happy face. What things make you happy?”

“Show me an angry face. What things make you angry?”

“Show me a worried face. What things do you worry about?”

“Show me a sad face. What things make you sad? Tell me.

“Show me a laughing face. What things make you laugh and laugh? Tell me.

“So, how would you describe your road of life? Is it uphill and difficult or downhill and easy? Is it straight, or does it have lots of twists and turns?”



For children 13 – 18 years

“While growing up, what happy, sad and angry, moments have you seen other children experience? Tell each other about them. First talk about the HAPPY moments, then the SAD moments, and then the ANGRY moments.”

The facilitator asks them what their road of life might look like.



PART 2

Making The Road of Life



Activity 3

Making the Road

Discussion



Purpose: For the children to visualise their life as a road and to make the road.

Use poster or Picture Code J1, The Journey of Life.



“People say life is like a road. You are born at the beginning of the road, and you become an adult further along the road. Together we will make our road of life which will help us to tell our story about the good times, the difficult times, our hopes and our strengths.”

Steps

1. Have each child in the group draw their road of life on a piece of paper.
2. Include one thing that made you happy and one thing that made you sad in the drawing.
3. Let each child briefly explain their road of life picture.

Tip

Include all the uphill and downhill and all the twists and turns in your drawing.





Tip

If the children are becoming bored or tired, have only part of the group present their drawings. The others can participate in the activities which follow.

Tip

Children should refer to their 'road of life' drawings when making their road.

For Children 5-12 years

"In groups, I want all of you to make a road. This will be the road of your life. You can make it on the ground or you can make it in a room. You can make it in any way and in any shape that you want. Mark the beginning and end of your road in a special way so you know where the road starts and where it finishes."

For children 13-18 years

"As a group, make the road of life. Everyone work together. The road begins when you are born and you grow up as you walk along the road of life. You can make it on the ground or make it in a room. You can make the road any length or shape that you want. Mark your happy, sad and angry moments on the road at the different ages you were when these things happened. Mark the beginning and end of your road in a special way so you know where your road starts and where it ends."

The facilitator should keep in mind the following questions while working with participants from all age groups:

- Where does the road begin?
- Where does the road end?
- Some roads are confusing and twisty, and some are easy and straight. What is your road like?

PART 3

The Dream



Activity 4

Discovering Our Dreams



Discussion

Purpose: To let the participants discover what their dreams are for their lives and what is needed to achieve them.

Use poster or Picture Code J1, The Journey of Life.



The facilitator says:

“This is a place where you can dream about how you want your life to be and what you need for your dream to come true.

“You are on a road because you are going towards a destination. You want to reach somewhere. One destination for your life is to reach adulthood. Another reason that you are on the road of life is because you have dreams that you want to make come true. For example, you may want to pass your exams, get married or see peace come to your home area. What are some of our dreams?”

Tip

Let the participants meet in the Story Circle.





Tip

Dreams and hopes direct and guide a person. It is important to know what we want in life and not lose sight of it.

Tip

If there are no drawing materials, ask the participants to split into groups of seven and let them perform their dreams to the large group. Let the dramas take five minutes each.

Steps:

1. Let the participants meet in small groups with a facilitator.
2. Ask the participants to close their eyes and picture their dreams.
3. After two minutes, ask them to open their eyes and draw their dreams.
4. After everyone has drawn their dreams on paper, each participant explains their own dream to the group.
5. Ask everyone in the group what they need now to achieve their dreams.

For older children 13 -18 years

Note: As an addition to the dream activity, older children can answer these questions.

"There are some things that happen in our lives that move us closer to our dreams and other things that take us away from our dreams.

- *"Can you think of the things that move you closer to your dreams? These can be things that make you happy.*
- *"Can you think of things that take you away from your dream? These may be the things that make you sad or angry.*
- *"Can you draw them around your dream?*
- *"Share those things with the group."*

PART 4

Walking The Road Of Life



Activity 5

Obstacles

Discussion



Purpose: To let the participants discover what are the obstacles in their lives and how they have tried to solve their problems.

Steps:

1. Each group with their facilitator walks on the road that they have made.

The facilitator says:

“Now we are ready to go on the journey. There are things that keep us from reaching our dreams. We will soon find the place on the road where we will talk about this.”

2. The facilitator asks the children to walk in as many funny and new ways as possible.
3. The facilitator tells them to STOP at some point along the road, or gives one of the workshop participants that task.





Suggestions for ways to walk:

- Walk the way you do at different ages.
- Walk in a funny way.
- Walk like your favourite animal.
- Tie your ankles together with string and walk in groups of two or four.
- Walk with one foot in front of the other, as if on a tightrope.
- Carry each other on your back.
- You could also twirl until you are dizzy and then see if you can stay on the path.

4. The facilitator says:

"We have now reached the 'Obstacle Space'. Obstacles are things that stop us from achieving our dreams or from having our dreams come true. These are the challenges or problems in our lives. How do obstacles or problems in our lives make us feel? (Get answers from the participants.) They make us sad or angry if we can't solve them, but we get excited and happy if we can."

5. Let the participants go out and collect whatever objects they wish to decorate the space, so that they know this space is about Obstacles in their lives. Then as a group they decorate the Obstacles Space.

Tip

Use examples of obstacles in your own life if participants are unclear about what to say.

Use Picture Code **J3**, The Problems of Children.



6. Ask the participants to discuss what is happening in the picture and to identify some of the obstacles in their lives. These can be things that keep them from getting close to their dreams, or make them feel hopeless or helpless about life.

For children 5-12 years

The facilitator says:

"Now I want you to go out and collect a stone for every obstacle in your life. Bring back your stones and put them inside the Obstacles Space. Today you are the boss of the things that make you sad or angry and the things that keep you from getting close to your dream. You will have three minutes. This is your gym exercise."

Steps:

1. Bring the group back to the Obstacles Space.

2. Once the children have brought the stones, they sit in a circle. Using the following questions, let them mention some of the obstacles they face.

*“Tell me about some of these stones.
What is this obstacle in your life?
Has anyone else ever faced an obstacle like this?
Have any of you ever solved an obstacle like this before?
What did you do?
Did other people help you? Who?
If you have been unable to solve or climb over the obstacle, who do you think can help you now?
Can you think of anything else that could help you? Use your imagination. You can create anyone or anything you want to help you, for example, it can be God, a superhero, a memory of someone who has helped you in the past, etc. How could they help you?”*

For children 13- 18 years

Steps

1. The facilitator says:

“Now I want you to go out and collect a stone for every obstacle in your life. Bring back your stones and put them inside this sack. Today you are the boss of the things that make you sad or angry, and the things that keep you from getting close to your dream. You will have three minutes. This is your gym exercise.”

2. Once the children have brought the stones, they sit comfortably in a circle in the Obstacles Space. Discuss the following questions:
 - What are the obstacles in your life? (Talk about your stones.)
 - How do they affect your life, your dreams and your hopes?
 - How can we either overcome or learn to live with the obstacles in our lives? For example, if a person is disabled, it may be impossible to remove the disability, but there are ways to learn to live with it.

Note to Facilitator about Obstacles

- They are challenges or problems in our lives.
- Some obstacles cannot be overcome, but we learn to live with them, for example, disability.
- How do we overcome obstacles and get closer to our dreams?

Tip

If time permits, let a few children briefly act out dramas of how they solved the obstacles or problems in their lives.

Tip

If the participants are shy to speak or unsure about the question, the facilitator should give personal examples from their lives.





For all age groups of children

1. The children now put all the stones in one sack.
2. The facilitator picks up the heavy sack and says:

“This sack is full of stones! It is heavy! You have many obstacles in your lives! I am so impressed that you have kept on walking on your journey of life and have not given up when you have such a heavy sack. Our saying for this game is ‘Grow up without giving up’.”

- 3.

“Let’s pass the sack around the circle. Can each of you do a little dance with it and pass it on? Now, let’s build an obstacle on our road of life and see whether we can get over it. This obstacle represents all the obstacles we have been talking about.”

4. Tell them that:

- The obstacle can be something made out of branches, chairs, ropes, or a natural like a river or rocks to cross.
- The obstacle can be small or big.
- They can walk across it, or they may have to cross it in a more challenging way, such as taking tiny steps, or skipping, carrying someone on their back, etc.
- The children can decide how they wish to cross the obstacle.

5. The children build the obstacle.

6. As they cross this obstacle, they take a stone from the sack and name a specific obstacle facing them now in their lives.

They then throw a stone from the sack into the obstacle.

It is important that those who haven’t had a chance to speak say what the obstacles are in their lives.

7. The facilitator encourages everyone to find ways to help each other get over this obstacle in their lives. Everyone climbs over the obstacle helping each other.

Tip

The obstacle should be challenging or difficult.

Tip

Some of the children may need to talk more about the obstacles in their lives. They can be referred to a counsellor or the facilitator can find time during/after the workshop to talk to them.

Activity 6a

Discussion

Overcoming Obstacles



Purpose: *To help the participants understand how to overcome obstacles in their lives.*

Steps:

1. Divide the participants into three groups. Let one group hold hands in a circle. Let the other two groups join together to form one large circle around them. The large circle represents obstacles holding children prisoners in their lives.
2. The group in the middle should find ways to break out of the circle with as much creativity as possible without using violence, although some physical force can be used.
3. The facilitator asks the group:

“What did you observe about all the ways that people use to overcome obstacles? What way did you like the best?”

The facilitator leads a brief discussion.

Key Learning Points:

- Obstacles can either be overcome or we can learn to live with them, such as a physical disability.
- Our reaction to an obstacle, and our feelings about the obstacle are what give the obstacle its power over us. If we can change the way we see and respond to the obstacle, we can find a way to solve it.
- No obstacle has to be faced alone.

Tip

The participants in the middle can try to persuade, bribe, distract, threaten, ask for pity, ask others for help, use a bit of strength, or use any other ways people solve obstacles.

For children 13-18 years

Activity 6b

The Road of Danger

Discussion



Purpose: To help children understand the things they do when they cannot cope with the problems or obstacles in their lives.

Steps:

1. Let the children take six giant steps, the biggest steps they can make. When they arrive at the spot, ask them to briefly draw a road on the ground that travels away from the main road and goes off in a different direction.

Use poster or Picture Code **J4**, The Road of Danger.





The facilitator speaks, using the picture.

2.

“This is the Road of Danger. Does anyone know what happens on this road?”

3. The facilitator asks the participants for answers.

4.

“When we give up on life and feel that no one can help us, we sometimes take this road. We go out into life on our own. On the Road of Danger we might do things that hurt ourselves or even others in order to survive. Is there anyone willing to go on this road?”

5. The facilitator asks for volunteers to walk on the Road of Danger. They are on their own in life and must do whatever they need to do to survive.

6. The facilitator asks those remaining to stand on the Road of Danger and act out all the life situations that might be dangerous to children growing up. They should involve all the people who are walking on the Road of Danger. Some examples: boys and girls on the streets having to exchange sex for protection, girls being pressured into prostitution, or children desperate to survive involving themselves in crime.

7. Discuss the following questions:

- What makes a person take the Road of Danger?
- What happens to people who take the Road of Danger?
- Where does it lead?
- Do you think that once a person gets on the Road of Danger they can come back to the main road? Can they do it on their own?
- What stories do you know about people who have gone on the Road of Danger?
- What stories do you know about people who have come back?

PART 5

Our Strengths



NOTE TO FACILITATOR

Our strengths:

- Our strong muscles, our kind and brave hearts and our clever minds.
- Our knowledge and the principles given to us by our parents to enable us to go through life.
- Our faith in God.
- Our cultural values and beliefs.

And how we use them:

- How can we use our strengths to contribute to other people's lives?
- How can we use our strengths to respond to the challenges of life?
- How can people use their strengths to help us?

Activity 7

Our Strengths

Discussion



Purpose: To help children become aware of their strengths that can be used to overcome obstacles in their lives.





Tip

The Journey of Life for Children is a giant board game. Children move from the obstacles space to the strengths space to the happy space and finally to the finish line.

Steps:

1. The facilitator asks a person in the group for a number between 1 and 10. The person says the number and that is the number of steps they must walk until they get to the next space: THE STRENGTHS SPACE. They should walk as quickly or take as large steps as possible.

2. The facilitator says,

“Welcome to the STRENGTHS SPACE. Here, we will talk about our strengths. Though there are obstacles that make it hard to reach our dreams, we have our STRENGTHS. All of us have tremendous strengths. And we can receive this strength from others. When times are difficult, our strengths get us through the day.”

3. Let everyone decorate this space so they know it is about STRENGTHS.

4. The facilitator says:

“Get into pairs and show your partner all the ways that you can be strong.”

5. Let the children show these different ways.

“Now I want you to be a strong animal and walk like that animal. Good!”

“Now I want you to walk like the tallest mountain and act as if nothing can hurt you.”

“What are the other ways that you can be strong?”

6. Wait for answers.

“You can be strong in your muscles. How? You can move things and fix things.”

“Can you tell me a story when you were strong with your muscles?”

“You can be strong in your heart? How? By being kind or brave.”

“Can you tell me a story when you were kind or brave?”

“You can also be strong in your mind. How? By being clever.”

“Can you tell me a story when you were clever?”

7.

“Now I want to teach you the Strengths Game. Repeat after me: ‘I am strong in my muscles (touch muscle of arm). I am strong in my heart (touch heart). I am strong in my mind (touch head).’ Now let’s do it as quickly as possible five times (touch arm, heart, and head as fast as you can, saying, Muscle, heart, head).”

ALTERNATIVE

“Draw a picture of yourself as strong. The picture can show you being strong of body. You have muscles, therefore you can work as long or longer or as hard or harder than other children your age. The picture can show you being strong of mind; you are clever and can find ways to solve problems. It can show you being strong of heart; you are brave and can help others whom others might not help. Whenever you feel weak, remember this picture. Fold this picture up and carry it with you.”

8. The facilitator says:

“We also get strength from other people. Who are the people that give you strength? When you are feeling sad or upset, who comforts you? When you have difficulties at school or with your homework, who helps you?”

9. Ask the participants:

“How do you make others strong? Tell of a time when you helped others to be strong. How did it make you feel?”

10. Ask the participants to summarise what they have learned.

Key Learning Points:

- Our strengths help us to overcome obstacles.
- People in our lives can give us more strength when we need it.
- We can share our strength with others and feel stronger because of it.





Tip

Examples might be studying for an exam and passing it successfully, finding food, doing very hard work or helping a sick parent. Emphasise that these are all examples of strengths.

For children 13-18 years

1. The facilitator has a short discussion with the group:

*“Was there a time when you were frightened but you still made it through that time? Tell us about that time.
“Was there a time when you had something difficult to do and you succeeded in doing it? Tell us about that time.”*

2. Ask the participants:

a) *“How does it help us in life to use our strengths?
b) Who makes you strong?
How do these people make you strong; what do they do, for example, do they love you or teach you things?
c) “We also get our strength from what our parents or relatives taught us. Can you think of one thing they taught you that helps you in life?”*

3. The facilitator asks

How can we make ourselves stronger? What takes away our strength?

4. Let the participants summarise the activity.

Key Learning Points:

- We have strengths.
- We can use our strengths to help ourselves and help others.
- Things like fear and lack of confidence take away our strength.



Purpose: To help the participants understand who gives them strength in their lives.

Steps:

1. The facilitator says:

*"You are walking across a bridge that is as wide as a rope. So there is just enough room to put one foot in front of the other. If you fall off the bridge you will fall into the river and this means that the obstacles or problems in your life have won. Say some of the obstacles or problems in your life.
"I want us to walk across the bridge very quickly."*

2. If the participants do not fall into the river, ask some participants to fall in.

3.

"Sometimes we face difficult situations in life and then we need to find new strengths that we didn't think we had. That is when we call on our HELPERS, people who can share their strength with us."

4. Divide the participants into two groups. Each group discusses the questions below. You can have more than one answer to each question.

Group One:

- Who helps us when we fall sick?
- Who helps us if someone is bullying us?
- Who helps us if someone is sexually abusing us?
- Who helps us if a relative wants to take our property away?
- You can make up your own categories for helpers.

Group Two:

- Who helps us when we are pregnant and don't know what to do?
- Who helps us when we are hungry?
- Who helps us with homework?
- Who helps us if one of our parents or caregivers has died?
- Who helps us if one of our brothers or sisters is very naughty and will not behave (for example, drinking, drug abuse or stealing)?
- You can make up other categories of helpers.

Tip

Mark a very narrow path with two ropes or demonstrate walking one foot in front of the other, heel to toe.

Tip

Each group has 10 minutes for discussion and 10 minutes to report back.





5. Each group briefly presents the answers to the above questions. As they answer each question, they pick a “helper” from the audience. The helpers form a circle in front of the room. At the end of the presentation, the group stands inside the circle of helpers. The facilitator asks the group how it feels to know that there are these people around them ready to assist. Then the next group presents and repeats the same steps.

6. The facilitator says:

“Now cross the bridge again with a helper on each side of you and see what happens. If the bridge was wider and you were allowed to walk slower, you wouldn’t need a helper. But there are times in our lives when we are frightened, confused or in danger and can’t find the solution ourselves. Then we need a bit of extra strength and guidance.”

7. When everyone crosses the bridge ask:

“What have been some of those times in your lives when you were frightened, confused or in danger and could not find a solution?”

“What was it like crossing the bridge now as compared to the first time?”

“What did you learn about your strengths?”

Lessons Learned:

- Our strengths help us to overcome obstacles or problems in our lives.
- Strength is just not physical strength. We can be strong in heart and mind, and this can help us to reach our dreams and overcome our difficulties.
- You can be very small and very short and still be the strongest person in the world.
- When we are in difficult situations, we may need additional strength or guidance. If we need HELPERS in our lives, we can find them.
- Help is not always about removing the problem. The help that is given can be reassurance or guidance.

PART 6

Our Happy Moments



NOTE TO THE FACILITATOR

The things that make us happy include:

- Our achievements.
- The things which make our lives worth living even when bad things happen.
- People who make us happy.
- Making others happy.

Activity 9

Happiness in Our Lives

Discussion



Purpose: To recognise that happy moments in our lives give us hope and enable us to move towards reaching our dreams despite the difficult times.

Steps:

1. The facilitator says:

“We are now going from our Strengths Space to our Happy Space. I want you to say the word ‘happy’ using only one breath and walking in a funny way. As soon as you run out of breath, you must stop.”





2. Everyone gets to join in with the person who has gone the farthest. The children go and decorate this area.
3. Remind them that this is the Happy Space. It represents moments in their lives when they have been happy.
4. "Poor doggy":

"Let everyone find a partner. One person is the 'doggy'. Bark at your partner. Your partner tries not to laugh. Your partner rubs your hair saying 'poor doggy, poor doggy' and they try not to laugh. If your partner laughs they become the doggy. And you repeat the game."

5. Let everyone sit around in circle at the Happy Space and tell stories about what makes them happy.
6. Everyone answers the following questions:
 - How does happiness help you in your life?
 - What have you done to make other people happy?
 - Show what things you can do when you feel sad to make yourself feel better, for example, act silly, talk to your best friend or sing a happy song.
7. Everyone then sings a happy song such as, "If you are happy and you know it, clap your hands".

For children 13-18 years

(Optional) Discussion questions:

- What are your achievements/accomplishments?
- What are the things that make life worth living, even when bad things happen?
- Who makes you happy?

Activity 10 Discussion

Happiness and Knowing Our Strengths can Break Down any Wall



Purpose: *A visual reminder that happiness in our lives can break down barriers and help those who are isolated feel more connected to one another.*

Steps:

1. Divide the participants into two groups so they are facing each other.

2. The facilitator says:

“There is a wall here. This wall represents the things in our lives that have hurt us; the things that have made us feel hopeless, and this wall represents the times when no one cared about us. It is a wall of anger and sadness in our lives. This wall is all the things that take us away from our dreams.”

3. Let the participants divide into two groups and go on either side of this invisible wall. The two groups face each other across this wall.

The facilitator says:

“I want each of you to name a happy time in your life and then join a partner from the other side of the wall. After that, come and stand behind me.”

4. The facilitator asks:

“When you think about the happy times, do you feel loved? Do you feel special? Do you feel that life is worth living? That is why we should remember a happy time and carry it around with us always.”

5. The facilitator asks the participants to close their eyes, take the hand of a partner and make sure they are in one line. The facilitator unrolls the newspaper “wall”, pieces of newspaper taped together so that it stretches the length of the line made by the participants.

6. The facilitator asks the participants to touch the newspaper wall in pairs and loudly describe what it is. As they touch the wall, everyone calls out what they think is in front of them. Then they open their eyes.

7. The facilitator says:

“Was anyone fooled by what was in front of them? Now with your eyes open, which means you are aware of who you are and your abilities, I want you to think about your strengths. Let’s hear a strength.

“Let’s hear a happy moment. Let’s hear about one person who has helped you or cared for you in your life. Let’s hear your dreams. Say it loudly! Don’t forget these.

“This is what will help you on your journey of life. Now we are ready to crash through our final obstacle: The Wall!”

8. Then the facilitator asks the participants to burst through the newspaper wall.

Tip

Have children touch the imaginary wall to make the experience more exciting for them.

Tip

To help children think of a happy time, the facilitator may wish to give them a sweet or have them find some object that is symbolic of their happy times, for example, a seedpod or a beautiful stone.

Tip

Optional: The facilitator can attach things to the wall that have texture – cotton wool, leaves, etc.





9. The facilitator asks the participants to summarise what they have learned about the importance of happiness. Listed below are some of the points that can be raised:

Key Learning Points

- Being happy or remembering happy moments helps us to cope with sad times and allows us to move forward in life.
- Our happy moments reminds us that there are people who care about us.
- Being aware of our happy moments in life and our strengths helps us to know better who we are and not be influenced by what others may think of us.
- We can also contribute to others' happiness by doing good things, for example, being loving or being responsible.

PART 7

Celebration



Activity 11 Skip to the Finish Line Together

Discussion



Purpose: For everyone to arrive together at the end of the journey sharing a sense of accomplishment and team spirit.

Steps:

1. The participants join hands and skip the last part of the journey to the finish line of the road. (Each group made the start and finish line when they first constructed the road).
2. The participants do a celebration dance to show that they have traveled the journey together.





For children 5-12 years

Activity 12a
Discussion

**Our Experiences of the Journey
of Life**



Tip

If some groups have not yet finished, play various games and do some energisers with the groups that have completed the journey. When all the groups have completed the journey, start activity 12a or 12b.

Purpose: For children and adults to share their experiences and what they have learned.

Steps

1. All the groups meet around the Story Circle. Once again there can be music, dance or singing to create a welcoming place where people share their thoughts and feelings.
2. Children talk about their experiences:
 - What did they learn?
 - Do they feel encouraged to continue with their dreams?
 - Will they live their lives differently?
3. Adults who were part of the children's group talk about what they observed and learned from the children. If other adults are attending, they can listen and learn.
4. Adults and any interested children can then plan a meeting for another day to discuss things further. Here are some guideline questions for a planning meeting:
 - Did you learn anything new from the children?
 - What do these children need from adults to continue on their journey of life?
 - What can children provide for themselves?

For children 13-18 years

Activity 12b
Discussion

**Children and Adults Walk the
Journey of Life Together**



Purpose: For children to inform adults what they have learned on their journey of life by walking with the adults along their road of life.

Steps:

1. At this point, adults from the community join the youth.
2. Introduce the children's Journey of Life to the adults. Stand where the adults can see the path.
3. The facilitator speaks:

"We are all here to celebrate that these children have been on a journey. On this journey they talked about their dreams and hopes for their lives. They learned about their strengths and how they could use them to overcome their problems and obstacles in life. In this workshop, we have all learned that children have strengths and can be resourceful in solving the problems of life. But those of you who were at the adult Journey of Life workshop saw that even the strongest children can be overwhelmed by too many problems. This is an opportunity for you and the children to speak together and learn about the hopes and dreams of these children, what they need and what strengths they have. Now the children and youth will take you on the Journey of Life that has been created here today."

4. The children now choose adults that they have a relationship with and take them along the path showing them the different spaces they have made and telling them about their journey. (20 minutes)
5. After they have been on the path together, the facilitator leads a short discussion with the adults and the youth around these questions:
 - Did you learn anything new from the children?
 - What do these children need from adults to continue on their journey of life?
 - What can children provide for themselves? (20 minutes)
6. The facilitator acknowledges the participation of the adults and invites them to join a planning meeting with interested youth (children) to discuss what youths (children) can do to help themselves and what additional support they need.

Tip

If the participants are tired, they can use this discussion as part of the planning meeting held on another day.





NOTE TO THE FACILITATOR:

Guidelines for the youth and adult planning meeting.

Youth Action Circle:

Before they meet with adults, youths need to decide:

- What actions do they wish to take about their lives?
- What do they want to do within their community?
- What were the main issues that were mentioned?
- How do they want to take things forward?
- What activities can they use?
- What resources do they already have?
- What support do they need?

Youth and Adult Action Circle:

The following four questions should be addressed in the youth and adults meeting in order to develop the start of a plan:

- How can we take the issues of the children forward?
- What activities can we carry out?
- What resources do we have?
- What support do we need?

Activity 13

Discussion

Closing



End the workshop with a dance, song or prayer that includes children and adults.

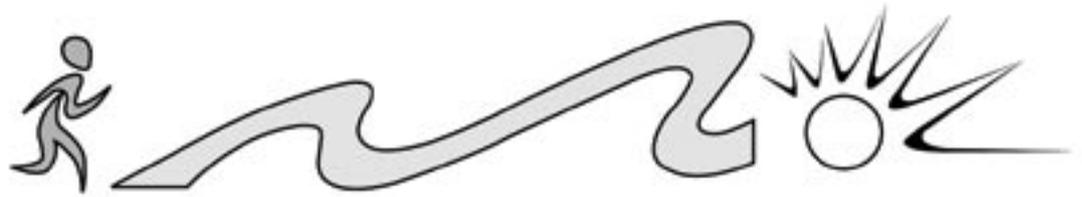
Bring the workshop officially to a close.

End of Workshop

Annex 1: Games and energisers for the workshop



<p>1. The sun shines on</p>	<p>The participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out, for example, 'the sun shines on all those wearing blue'. All the participants wearing blue must change places with one another. The person in the middle tries to take one of their places as they move so that there is another person left in the middle without a place in the circle. The new person in the middle shouts out the same thing, this time using another colour or type of clothing and the game continues.</p>
<p>2. Pass the energy</p>	<p>Standing or sitting in a circle, the participants hold hands, stay quiet and concentrate. The facilitator sends a series of 'pulses' both ways round the group by discreetly squeezing the hands of those next to her/him. The participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them and literally 'energising' the group.</p>
<p>3. Pass the person</p>	<p>The participants stand facing each other in two lines. Each person tightly grasps the arms of the person opposite. A volunteer lies face up across the arms of the pairs at the beginning of the line. Gently, the person is 'bumped' all the way along the line by pairs putting their arms up and down to move the volunteer on.</p>
<p>4. Heads to tummies</p>	<p>People lie on the floor in a chain so that each person has their head on another person's stomach. Someone will laugh. Hearing someone laugh through his or her stomach makes the next person laugh and so on round the chain.</p>
<p>5. Yes/No Game</p>	<p>The participants split into two lines, so that each person faces a partner. One line has to say, "Yes" in as many different ways as possible, while in the other line the opposite person is trying to say "No". Swap around so that each line has said both "Yes" and "No" and then discuss how people felt/which one was easier to say etc.</p>
<p>6. People to people</p>	<p>Everyone finds a partner and one person is the leader and calls out actions, eg, nose to nose, back to back, head to knee etc. The participants have to follow these instructions in pairs. When the leader calls "People to people" everyone must change partners.</p>
<p>7. What am I feeling?</p>	<p>The participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.</p>
<p>8. Clap exchange</p>	<p>The participants sit in a circle. Send a clap around the circle by facing and clapping in unison with the person on your right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps around the circle at the same time.</p>



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

has successfully completed the

-----workshop

in the Journey of Life series.

(Facilitator)

(Organisation)

(Date)

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

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



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