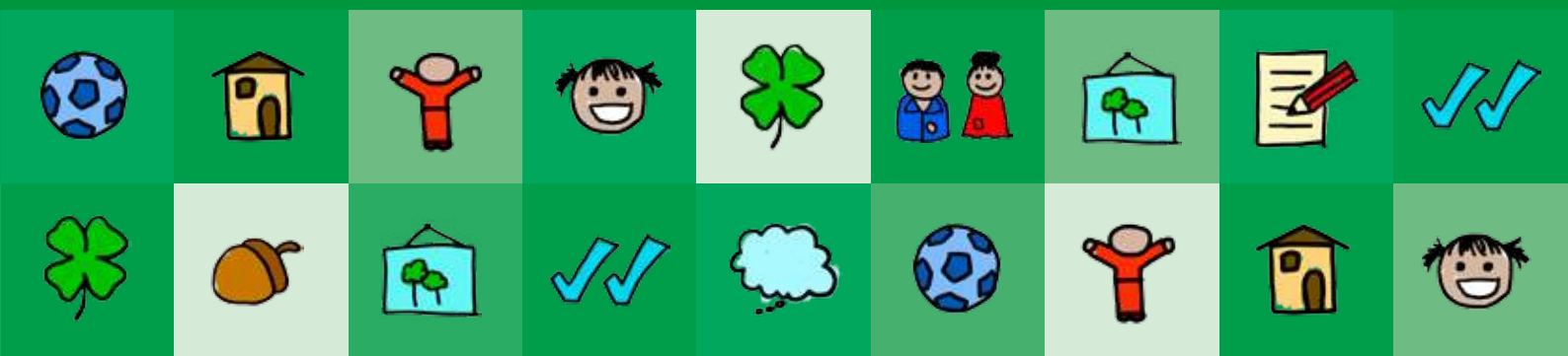


UNICEF Education Kit Handbook

Early Childhood Development Kit Guidance



UNICEF Education Kit Handbook

Early Childhood Development Kit Guidance

INTRODUCTION

The UNICEF Education in Emergencies (EiE) Handbook is a tool that provides training and curricular guidance in support of UNICEF pre-packaged education kits. This is the first version of the handbook and it has only been partially field tested. As such, all feedback is critical and welcome to help inform the planned revision. Please contact the Education Unit at UNICEF Supply Division with all relevant input, criticism and suggestions.

The handbook is available in French and English. Each education kit shipped from Supply Division will contain the relevant module. Module One, the overall guidance module, is available upon request, or on the UNICEF website, along with all the other modules.

ACKNOWLEDGEMENTS

The Handbook was developed over eighteen months by UNICEF staff from the Programme Education sections in New York and Geneva and from Supply Division in Copenhagen. This document was developed through a consultative process led by a consultant that was guided by a reference group composed of UNICEF staff from Country Offices, Regional Offices and HQ locations. It was also independently reviewed at various stages by other UNICEF staff. A special thank you goes to all those who supported this project.

Project Managers: Ms Pilar Aguilar, Senior Education Adviser, UNICEF Geneva and Mr Chris Cormency, Chief, Water, Sanitation and Education Centre (WSEC), Supply Division, UNICEF Copenhagen

Writer: Ms Miresi Busana

Edited, produced and distributed by WSEC.

First Edition 2013

KEY TERMINOLOGY

Definition of Child: The terms child and children refer to all children and young people from birth to 18 years of age, as specified in the UN Convention on the Rights of the Child. If a particular age group of children is intended, this will be made clear in the text.

Age groups: It is important to highlight that age groups can vary according to context and culture. Indicatively the Handbook targets the age groups below:

- 1) **Infants, toddlers** and **pre-school children** approximately from birth to seven/eight years.
- 2) **Young adolescents** between ten and fourteen years.
- 3) **Older adolescents** between fifteen and nineteen years.
- 4) **Youths** are adolescents and young adults between the ages of fifteen and twenty-four years

(Reference: United Nations definitions)

Definition of Pupil(s) and Student(s): Terms pupil(s) and student(s) refer to children taught by a teacher. They are interchangeable.

Definition of Instructor(s), Caregiver(s) and Teacher(s): The term instructor(s) refers to the personnel implementing the semi-structured recreational activities (Module Two). The term caregiver(s) refers to the personnel implementing early childhood education activities (Module Three). The term teacher(s) refers to the personnel implementing basic primary education and primary mathematics and science education (Module Four, Module Five and Module Six). **NOTE** *Volunteers are non-paid members of the local community who voluntarily help in the implementation of the activities. They are not members of staff but they should sign a Code of Conduct.*

Definition of Trainer(s): The term trainer(s) refers to the personnel delivering the training to instructors, caregivers and teachers (Module One).

Definition of Trainee(s): The term trainee(s) refers to those who receive training. They can be (1) the trainers during the Training of Trainers (TOT) or (2) the instructors, caregivers and/or teachers receiving the training from the trainers.

Definition of Child-Friendly Spaces/Environment(s): The term Child-Friendly Spaces/Environment(s) (CFS/Es) is used in a broad sense. It is important to highlight that there is a broad and developing literature on the definition(s) of CFS/Es that involves different disciplines. Also the terminology used to indicate CFS/Es can vary among agencies. In the Handbook the term CFS/Es can refer to:














- CFS/Es, which are 'places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and information about services/supports is provided. Generally Child-Friendly Spaces refer to relatively short to medium term programme responses. They are very often operated from tents and/or temporary structures (e.g. in schools, under a tree or a vacant building).' UNICEF, 2009, *A Practical Guide for Developing Child-Friendly Spaces*, p.9.

- Temporary Learning Spaces (TLS), which are set up in the immediate aftermath of an emergency.
- Alternative Learning Spaces (ALS), which can be 'set up just about anywhere according to the context. Alternative learning spaces can be churches, mosques, temples, community halls, rooms within the community chief's office, libraries, a compound, allocated land and an unused room in a private house or even a boat'. UNICEF, 2009, '*Child Friendly Schools Manual*', Chapter 4, p.22.
- Existing or rehabilitated schools.
- Child Friendly Schools (CFS) as defined in the UNICEF, 2009, '*Child Friendly Schools Manual*'.

Three key reference documents, which can be downloaded via the UNICEF website, provide further information on Child Friendly Spaces: **(1)** '*A Practical Guide for Developing Child-Friendly Spaces*', UNICEF, 2009; **(2)** '*Guidelines for Child Friendly Spaces in Emergencies*', 2011, Field-testing version developed and reviewed by the Global Education Cluster, Global Protection Cluster, INEE and IASC; **(3)** '*Child Friendly Schools Manual*', UNICEF, 2009, New York.

KEY GRAPHIC MARKS:

The following icons aim at facilitating the comprehension of the text:

- | | | | |
|-----|---|--------------------------|---|
| 1. |  | KEY MESSAGE | summarises important learning content in a nutshell. |
| 2. |  | TRAINING | provides indications on how to convey the KEY MESSAGES during the training session. |
| 3. |  | NOTE | indicates a suggestion, tip, encouragement, clarification and idea. |
| 4. |  | THINK | invites readers to reflect on their own experience and context. |
| 5. |  | LEARNING OUTCOMES | indicates what is expected to be learned. It can help in monitoring and evaluating the progress of learning. |
| 6. |  | TABLES | are lists of items. |
| 7. |  | PICTURES | are visual examples of key concepts described in the text. |
| 8. |  | BOX | summarises general contents and helps to visualise them all together. |
| 9. |  | SAMPLES | are examples of what teachers and caregivers are expected to do. |
| 10. |  | YOUR ROLE | summarises what is expected from the trainer in Module One and from the instructors, caregivers and teachers in Modules Two, Three, Four, Five and Six. |
| 11. |  | CASE STUDY | are examples of education interventions already implemented. |
| 12. |  | CHECK LIST | indicates important points to consider before and during the implementation of the activities. |
| 13. |  | ACTIVITY | indicates the beginning of a new chapter in a unit. |

INTRODUCTION TO TEXT

1. Rationale of the EiE Handbook

The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict-affected countries, 28 million children of primary school age were out of school in 2011 – 42 per cent of the world total. Only 79 per cent of young people are literate in conflict-affected countries, compared with 93 per cent in other poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries.

The Core Commitments for Children in Humanitarian Action – the CCCs – constitute UNICEF’s central humanitarian policy to uphold the rights of children affected by humanitarian crisis. They are a framework for humanitarian action, around which UNICEF seeks to engage with partners. The updated CCCs continue to promote predictable, effective and timely collective humanitarian action and to clearly outline the areas in which UNICEF can best contribute to results including education.

In addition, the Inter-Agency Network for Education in Emergencies (INEE) has developed the Minimum Standards Handbook. The Handbook is designed to give governments and humanitarian workers the tools they need to address the Education for All movement and the UN Millennium Development Goals (MDGs). It is the first step toward ensuring that education initiatives in emergency situations provide a solid and sound basis for post-conflict and disaster reconstruction. Both instruments have been complementary and critical in the preparedness and response of the Inter-Agency Standing Committee (IASC) Humanitarian Reform launched in 2005 that established the education cluster approach.

UNICEF believes that education is not only a basic human right; it is an instrumental strategy for supporting recovery. It not only restores schooling and all its related benefits to affected people, it also helps countries transform and rebuild the institutions and systems destroyed during the emergency. Re-establishing education after an emergency not only safeguards children’s fundamental right to education, it also plays a critical role in normalising their environment. This helps them overcome the psychosocial impact of disasters and conflict.

Back-to-School (BTS) Initiatives: a strategy to put into action the CCCs

UNICEF and partners coordinate with Ministries to provide safe temporary learning spaces; teaching and learning materials; and training of teachers, parents, education officials and others to provide quality education, reduce drop-out and promote student retention. In essence, the BTS initiative offers a way to put the CCCs into practice.

With the introduction of the first UNICEF-supported BTS Initiative after the Rwandan genocide in 1994, these initiatives have become a powerful first response and strategy in facilitating access to protective learning environments for approximately 27 million children affected by conflict and natural disasters. These initiatives have been implemented with great success in over 55 countries in the period 1994-2012, including Afghanistan, Côte d’Ivoire, Haiti, Lebanon, the State of Palestine, South Sudan, and Uganda. BTS Initiatives are characterised by 1) the establishment of robust targets for numbers of children to return to some form of education as quickly as possible after the onset of the emergency, 2) rapid deployment of education supplies in the form of kits as well as teaching and learning materials to aid in resumption of education, 3) establishment of some form of temporary learning infrastructure as needed, combined with the rapid

repair of damaged schools, and 4) intensive advocacy, communication and social mobilisation efforts with governments, communities, donors and partner organizations.

The Handbook aims at providing training and curricular guidance related to existing pre-packaged materials or kits. It is intended to strengthen the impact of UNICEF from the initial first response of pedagogical supplies to one of fostering learning, growth and development. With the Handbook, the education kits, and proper teacher training, it will be possible to extend the utility of the individual kits, improving the quality of the initial education response in BTS initiatives.

2. Objectives of the Handbook

- a) To provide curricular guidelines and instructions on how to use the teaching aids contained in the kits for teachers, caregivers and instructors working in emergency contexts. A printed copy of each curriculum is contained in the related kit.
- b) To provide training guidelines for the trainers involved in the emergency response.

The complete Handbook is available for download via the UNICEF website.

3. Overview of the Handbook

BOX 1: Overview

| MODULE | CURRICULUM | KIT | TARGET GROUP(S) |
|--------------|--|-------------------------------------|-----------------|
| Module One | Guidelines for Training of Trainers | No specific kit | Trainers |
| Module Two | Recreation Kit Guidance | Recreation Kit | Instructors |
| Module Three | Early Childhood Development Kit Guidance | Early Childhood Education (ECD) Kit | Caregivers |
| Module Four | School in a Box Kit Guidance | School-in-a-Box (SiB) Kit | Teachers |
| Module Five | Mathematics Kit Guidance | Primary Mathematics Kit (PMK) | Teachers |
| Module Six | Science Kit Guidance | Primary Science Kit (PSK) | Teachers |

4. Target groups of the Handbook

The Handbook targets three groups:

- a) **The actors involved in the preparedness and coordination of the education response to emergencies.** These actors are responsible for purchasing the teaching aids, identifying and setting up the learning spaces and providing the training of trainers and of teachers, caregivers and instructors according to the contextual needs and priorities. They are UNICEF personnel from HQ, Regional and/or Country Offices and Focal Points and representatives of the Ministry of Education (MOE) or other Education Authorities involved in the preparedness and coordination of the education response in emergencies. They can be members of staff of Implementing Partners (IP) such as International Non-Governmental Organizations (INGOs), National Non-Governmental Organizations (NGOs) and local Community Based Organizations (CBOs) and/or practitioners.

- b) **The trainers** involved in the training of teachers, caregivers and instructors before (pre-service training) and possibly also during (in-service training) the response to the emergency according to the specific contextual needs. Usually the EiE/C trainers are trained in advance and are strategically positioned, for example in Regional Offices, in order to provide a rapid response to emergencies.
- c) **The teachers, the caregivers and the instructors** who directly implement the EiE curricula with the support of the teaching aids contained in the related education kit.

5. Overview of the UNICEF Education Response in Emergencies

The UNICEF education response in emergencies takes a ‘**phased-approach**’. Box 2 below provides an overview by phase. It is important to highlight that the Handbook can also be used in **non-emergency** settings.

BOX 2: Overview of the UNICEF Education Response in Emergencies

| PHASE | TIME-LINE | ACTIVITIES |
|---------------------|---|---|
| PHASE ZERO: | Preparedness: Before the emergency. | <ul style="list-style-type: none"> • Trainers are identified and trained. • The UNICEF education kits are strategically pre-positioned. |
| PHASE ONE: | Rapid Response: The first eight weeks from the onset of the emergency. Acute phase of the emergency. | <ul style="list-style-type: none"> • CFS/Es are identified and set-up according to the context. • Education kits are distributed. • Semi-structured recreational activities are implemented and are linked to non-formal education programmes. • Teachers, caregivers and instructors are recruited and trained. |
| PHASE TWO: | Early Recovery: Approximately between eight weeks and six months from the onset of the emergency. Acute phase of the emergency. | <ul style="list-style-type: none"> • Non-formal education is implemented while the national education system is rehabilitated. • The national curricula and the related textbooks in use before the emergency are recovered. • If it is not possible to recover the national curricula and the related textbooks, new national curricula are developed in collaboration with the Ministry of Education (MOE) or other Education Authorities. • Textbooks related to the new curricula are developed and printed. • In the case of refugees, links are established with the education curricula of the country of origin. |
| PHASE THREE: | Transition Phase: After approximately six to eight months from the onset of the emergency. | <ul style="list-style-type: none"> • Children resume formal schooling. • The formal curriculum is introduced. • Textbooks are distributed. |

References: Inter-Agency Standing Committee (IASC), 2006, ‘*Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response*’, Geneva.

UNICEF, 2010, ‘*Core Commitments for Children in Humanitarian Action*’, New York, p.3.

UNICEF, 2010, ‘*Emergency Field Handbook*’, New York, pp. 220 – 242.

• **Types of Education provided by the EiE Non-Formal Curriculum**

The EiE/C Non-Formal Curriculum provides different types of education according to the specific context and needs.

Formal Education refers to the national education system of a country implemented and managed by the Ministry of Education (MoE) or other Education Authorities. Formal education implies the existence of national curricula and related textbooks. UNICEF EiE/C Primary Mathematics Education (Module Five) and Primary Science Education (Module Six) are intended as an extra support to existing curricula and reference textbooks.

Non-Formal Education (NFE) targets specific disadvantaged groups who due to their circumstances need ad-hoc, tailored educational programmes. Alternative Learning Programmes (ALP) for Refugees and Internally Displaced People (IDPs) are an example of NFE. NFE programmes are not an alternative to formal education. Early Childhood Development Education (Module Three) and Basic Primary Education (Module Four) are also NFE programmes.

Informal Education is complementary to Formal and Non-Formal education programmes. Informal Education provides extra-curricular activities in informal settings, such as youth clubs or informal groups. Informal Education activities are not implemented during Formal or Non-Formal Education hours. Informal Education is not a substitute for Formal or Non-Formal Education. Recreational Activities (Module Two) provide Informal Education activities.

BOX 3: Types of Education provided by the UNICEF EiE/C Curriculum

| CURRICULUM AND KIT | TARGET GROUP | TYPE OF EDUCATION |
|---|--|---|
| Recreational Activities – Recreation Kit | Approximately 7/8 – 19 year-old children and adolescents | Informal Education complementary to Formal and Non-Formal education. |
| Early Childhood Education – ECD Kit | Approximately 0 – 6 year-old infants, toddlers and pre-school children | Non-formal Education |
| Basic Primary Education – School-in-a-Box (SIB) Kit | Approximately 7/8 – 19 year-old children and adolescents | Non-Formal Education for Beginners (B) and Non-beginners (N). |
| Primary Mathematics Education – PMK | Approximately 7/8 – 19 year-old children and adolescents | Formal Education |
| Primary Science Education – PSK | Approximately 7/8 – 19 year-old children and adolescents | Formal Education |

• **Deployment of the UNICEF Education Kits**

The deployment of the UNICEF education kits is in line with the different phases of the emergency. BOX 4 below provides an indicative overview of the deployment of the kits by phase.

BOX 4: Deployment of the Education Kits according to the Phase of the Emergency

| | | |
|--------------|------------------|---------------------------------|
| PHASE ONE: | Rapid Response | Recreation – Kit |
| | | Early Childhood Development Kit |
| PHASE TWO: | Early Recovery | Recreation Kit |
| | | Early Childhood Development Kit |
| | | School-In-a-Box Kit |
| PHASE THREE: | Transition Phase | Recreation Kit |
| | | Early Childhood Development Kit |
| | | School-In-a-Box Kit |
| | | Primary Mathematics Kit |
| | | Primary Science Kit |

• **Training related to the implementation of the Handbook**

The Handbook requires two sets of training:

- **Training of Trainers (TOT).** Trainers are trained on how to set-up and deliver the training to instructors, caregivers and teachers. Module One provides the training guidelines related to the EiE/C Curricula. Trainers are identified and trained on the Handbook during the preparedness phase.
- **Training of Instructors, Caregivers and Teachers.** Instructors, caregivers and teachers implementing the EiE/C Curricula should receive a pre-service training, which can be followed-up by an in-service training according to their specific needs and context. Instructors, caregivers and teachers are trained on the specific Module they are going to implement. Instructors will be trained on Module Two, caregivers will be trained on Module Three and teachers will be trained on Modules Four, Five or Six.

EARLY CHILDHOOD DEVELOPMENT (ECD) EDUCATION

LEARNING OUTCOMES



At the end of Module Three you will be able to:

1. Identify the contents of the UNICEF Early Childhood Development (ECD) Kit
2. Demonstrate how to implement learning activities using the tools of the ECD Kit
3. Demonstrate how to implement psychosocial activities
4. Demonstrate how to implement child-protection activities
5. Identify and convey contextually and culturally relevant lifesaving messages

NOTE IPs can be local Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs) and/or representatives of the local education authorities that collaborate with UNICEF in the implementation of the ECD interventions.

NOTE UNICEF personnel can be part of the education, protection, water and sanitation (WASH) and shelter programs.

NOTE This module is part of the **UNICEF EiE Handbook** and requires your participation in a teachers' training workshop.

Welcome to Module Three of the **UNICEF Education in Emergencies (EiE) Handbook**. In this module you will learn how to implement the Early Childhood Development (ECD) Curriculum with the support of the UNICEF Early Childhood Development (ECD) education Kit in a context of emergency and crisis. The UNICEF ECD Curriculum targets children from birth to 8 years. Each education kit provides pedagogical materials for approximately 50 children. The ECD Curriculum and Kit are also suitable for settings with limited educational resources.

You are about to play a major role in the life of many young children who find themselves in difficult and new circumstances, either because they are living in conflict areas or because they have survived a natural disaster. Many of these children have experienced traumatic and distressing events that suddenly changed their lives. It is highly likely that you have experienced the same events.

You may already have some experience in caring for young children, or you may be very new to it. This module aims at providing practical guidelines and tools that can help you in your tasks as an ECD caregiver. However, the success of the activities provided will be determined by your engagement with the families, the local community and authorities, your capacity to deal positively with that challenges you will be facing, and your dedication to the well-being of the children in your care.

You will be working closely with other caregivers, and with parents, community members, local authorities and other support staff, to facilitate the good management of a Child-Friendly Space/Environment (CFS/E). In addition, you will be collaborating with UNICEF personnel and/or the Implementing Partners (IPs) appointed by UNICEF. It is likely that many of the challenges you encounter will not be solved immediately—therefore, your patience, creativity and initiative will go a long way toward ensuring that your efforts are successful.

Please use the following guidelines in your best capacity and use your best judgment in applying them to your context. Thank you for your valuable contribution!

TABLE OF CONTENTS

Early Childhood Development Kit Guidance

| | |
|--|------------|
| INTRODUCTION | iii |
| MODULE THREE: EARLY CHILDHOOD DEVELOPMENT (ECD) EDUCATION..... | 1 |
| UNIT ONE: DESCRIPTION OF THE ITEMS CONTAINED IN THE EARLY CHILDHOOD DEVELOPMENT (ECD) KIT | 4 |
| ACTIVITY ONE: What teaching and learning materials can I find in the UNICEF ECD Kit?..... | 5 |
| • Storage of the UNICEF ECD Kit | 8 |
| • Maintenance and restock of the ECD Kit materials | 8 |
| ACTIVITY TWO: How can I use the teaching and learning materials of the UNICEF ECD Kit in the implementation of activities? | 9 |
| • Art and Craft activities | 10 |
| • Playing activities..... | 11 |
| • Expressive activities | 19 |
| • Reading activities | 21 |
| UNIT TWO: PSYCHOSOCIAL ACTIVITIES | 23 |
| ACTIVITY ONE: Art and Craft (A&C) Psychosocial Activities..... | 25 |
| ACTIVITY TWO: Play, Relax and Assurance (PRA) Psychosocial Activities..... | 32 |
| UNIT THREE: CHILD-PROTECTION ACTIVITIES | 37 |
| ACTIVITY ONE: Older children taking care of younger children..... | 38 |
| ACTIVITY TWO: Messages and activities that can contribute to the protection of children | 42 |
| UNIT FOUR: LIFESAVING MESSAGES ACTIVITIES | 45 |
| ACTIVITY ONE: Education messages and learning activities that can prevent or mitigate situations of risk | 46 |
| • Mines and explosives remnant of war (ERW) activities | 46 |
| • Disaster Risk Reduction (DRR) activities..... | 47 |
| • Develop the 'Keep safe plan' | 48 |
| • Health promotion activities..... | 51 |
| ACTIVITY TWO: Peace and reconciliation activities | 52 |

TABLE OF CONTENTS

Early Childhood Development Kit Guidance

TABLE OF FIGURES

| | |
|---|----|
| FIGURE 1: How to use stringed beads in the stimulation of infants | 14 |
| FIGURE 2: Pre-cut hands..... | 25 |
| FIGURE 3: The cooperation game playing field..... | 54 |

TABLE OF TABLES

| | |
|---|----|
| TABLE 1: List of the materials contained in the UNICEF Early Childhood Development (ECD) Education Kit..... | 5 |
| TABLE 2: Adult/child supervision ratio | 38 |
| TABLE 3: Fire drills and instructions for emergencies | 48 |

TABLE OF CHECK LISTS

| | |
|--|----|
| CHECKLIST 1: Involving parents and guardians | 24 |
| CHECKLIST 2: Tips on how to positively interact and talk to children about their drawings..... | 30 |
| CHECKLIST 3: Older children taking care of younger children | 39 |
| CHECKLIST 4: Assess disasters in your context | 48 |

UNIT ONE:



DESCRIPTION OF THE PEDAGOGICAL MATERIALS CONTAINED IN THE EARLY CHILDHOOD DEVELOPMENT (ECD) KIT

LEARNING OUTCOMES



At the end of **Unit One** you will be able to:

1. Identify the materials contained in the UNICEF ECD Kit
2. Explain how to store and restock the UNICEF ECD Kit
3. Demonstrate how to implement learning activities

In this Unit you will learn to identify the different pedagogical materials contained in the UNICEF ECD Kit, and how to use them in the implementation of the activities. Some of these materials may be new to you—therefore, it is very important that you take the necessary time to familiarize yourself with them.



YOUR ROLE is to familiarize yourself with the items contained in the UNICEF ECD Kit, and understand how to use them in the implementation of the activities.

The **objective** of Unit One is to provide general guidelines on how to plan and implement the Training of Trainers. It also provides gender guidelines.



ACTIVITY ONE:










What teaching and learning materials can I find in the UNICEF ECD Kit?





NOTE It is possible that some of the items listed in **Table 1** are not the same as the ones you received. Your task is to identify and record all of the items and the quantities you received, so that you can keep track of the materials and restock if necessary.

The following table provides a list of the materials contained in the UNICEF ECD Kit. It includes a picture, the quantity, and a short description of each of the materials. Read it carefully and check to ensure that all of the materials are present in the box you received. Take the time to count the materials and familiarize yourself with the contents.


Table 1: List of the materials contained in the UNICEF Early Childhood Development (ECD) Education Kit



| # | ITEMS | PICTURE | QUANTITY in each box | DESCRIPTION and USE |
|--------------------------------|-----------------------------|---|---|---|
| Art and craft materials | | | | |
| 1 | Drawing pads |  | 20 drawing pads of 48 plain white sheets each | Use: For art and craft activities, for writing rota posters, for keeping records and for writing notice messages. |
| 2 | Colored pencils |  | 144 colored pencils | Use: For art and craft activities for 2 to 6 year old children. |
| 3 | Jumbo, big size, wax crayon |  | 48 big wax crayons of assorted colors | Use: For art and craft activities for 2 to 3 year old children. |
| 4 | Normal size wax crayons |  | 24 normal wax crayons of assorted colors | Use: For art and craft activities for 3 to 6 year old children. |
| 5 | Pencils |  | 20 pencils | Use: For drawing and pre-school writing. |
| 6 | Pencil sharpeners |  | 20 pencil sharpeners | Use: Suitable for pre-school children. |
| 7 | Soft erasers |  | 20 soft erasers for pencil | Use: Suitable for pre-school children. |
| 8 | Safety scissors |  | 10 safety scissors | Use: For art and craft activities for 3 to 8 year old children. |
| 9 | Plain white paper roll |  | 1 roll of plain white paper | Use: For art and craft activities, for writing rotas and activities schedules, and to use as drawing paper for large drawings. |





| | | | | |
|----|---------------------------|---|--|--|
| 10 | Colored paper pads |  | 10 A4 size pads of 50 sheets each | Use: For art and craft activities, as drawing paper and notice posters. |
| 11 | Transparent adhesive tape |  | 20 pieces of transparent adhesive tape | Use: For posting drawings and posters on the wall, and for art and craft activities |
| 12 | Modeling clay |  | 40 pieces of assorted colors modeling clay | Use: For playing activities for 2 to 8 year old children. |
| 13 | Glue |  | 1 bottle of glue (170 ml) | Use: For collages and art and craft activities for 2 to 8 year old children. |

Reading materials

| | | | | |
|----|----------------|---|------------------|---|
| 14 | Cardboard book |  | 1 cardboard book | Cardboard book suitable for storytelling to 0 to 3 year old children. |
|----|----------------|---|------------------|---|

Playing materials - toys








| | | | | |
|----|----------------------|---|---|--|
| 15 | Building blocks |  | 50 colored pieces of different sizes | Use: For playing activities for 2 to 8 year old children. |
| 16 | Jigsaw wooden puzzle |  | 24 pieces of wooden jigsaw puzzle | Use: For playing activities for 3 to 6 year old children. |
| 17 | Counting circle |  | 20 removable wooden pieces | Use: For playing activities for 4 to 8 year old children. Suitable for pre-school numeracy activities. |
| 18 | Chain puzzle |  | 5 wooden pieces of different colors | Use: For playing activities for 1 to 2 year old children. |
| 19 | Puzzle blocks |  | 12 blocks with different images on each side | Use: For playing activities for 3 to 6 year old children. |
| 20 | Shape-sorter |  | 1 plastic box with 5 cm pieces of different colors and shapes | Use: For playing activities for 6 months to 6 year old children. |
| 21 | Stack and sort set |  | 19 pieces of different shapes and colors | Use: For playing activities for 2 to 6 year old children. Suitable for pre-school numeracy activities. |
| 22 | Dominoes set |  | 28 plastic pieces with color-coordinated dots | Use: For playing activities for 3 to 8 years old children. Suitable for pre-school numeracy activities. |


| | | | | |
|----|-----------------|---|--|--|
| 23 | Stringing beads |  | 50 wooden beads of different colors and shapes | Use: To create toys for infants and for playing activities for 3 to 8 year olds children. |
| 24 | Memory game |  | 32 cards with different pairing images | Use: For playing activities for 2 to 8 year old children. |
| 25 | Board puzzle |  | 1 board and 8 wooden pieces without pegs | Use: For playing activities for 0 to 3 year old children. |
| 26 | Sponge balls |  | 5 assorted color sponge balls | Use: For playing activities for 0 to 8 year old children. |

Expressive activities

| | | | | |
|----|-----------------------|--|------------------------------|---|
| 27 | Hand animal-puppets |  | 6 soft hand animal puppets | Use: For storytelling and playing activities for 0 to 8 year old children. |
| 28 | Finger animal-puppets |  | 6 soft finger animal puppets | Use: For storytelling and playing activities for 0 to 8 year old children. |

Caregiver materials

| | | | | |
|----|---------------------------|---|--|--|
| 29 | Soap |  | 5 wrapped bars of soap | Use: To wash children's hands and for personal hygiene. |
| 30 | Plastic water container |  | 5 PVC water containers of 10 liters each | Use: To store safe drinking water for the children. |
| 31 | Exercise books |  | 10 exercise books of 96 pages each | Use: For record keeping—for example, to register the names of children and mark their attendance daily and also to take notes. |
| 32 | Black pens |  | 10 black ball-point pens | Use: To write on paper. |
| 33 | Decal UNICEF stickers |  | 2 UNICEF transferrable stickers | Use: To mark, where suitable and safe, UNICEF property. |
| 34 | T-shirts with UNICEF logo |  | 2 blue cotton T-shirts with UNICEF logo | Use: For ECD caregivers and volunteers. NOTE Items with the UNICEF logo should only be used in relation to ECD activities |
| 35 | Flip chart markers |  | 8 flip chart markers of assorted colors | Use: For writing on flip charts and paper. Not to be used on blackboards. |

| | | | | |
|----|-----------------------------|---|----------------------------------|--|
| 36 | Metal box |  | 1 metal box with 2 code padlocks | Use: To safely store the ECD Kit materials. |
| 37 | Carrier bags |  | 5 carrier bags with UNICEF logo | Use: For the ECD caregivers to carry and/or store materials. |
| 38 | Module Three: ECD Education |  | 1 booklet | Use: To guide ECD caregivers in the implementation of the ECD activities. |

NOTE Not all ECD Kits come in a metal box; occasionally ECD materials are contained in a carton box

NOTE Responsibility for the safe storage and transport of the ECD Kit to the ECD center can be shared among the volunteers and the caregivers.

● **Storage of the UNICEF ECD Kit**

The metal box is designed to store the ECD Kit materials safely. It is recommended to carry the box with all the contents to a safe place when the ECD activities are over. Sometimes ECD caregivers do not use the ECD Kit materials for fear of spoiling the new items and prefer to keep them in the head teacher’s office or in the store. UNICEF ECD Kit materials are intended to stimulate learning, provide playing opportunities and be used in psychosocial activities—therefore, they must be used regularly. Please make sure that you use the ECD pedagogical materials in the implementation of the ECD Curriculum activities.



YOUR ROLE is to make sure that the ECD materials are available to all children, that they are used regularly, and that they are not lost, stolen or intentionally damaged.

● **Maintenance and restock of the ECD Kit materials**

ECD Kit materials must be properly maintained to ensure safe play as well as long use. The consumable items of the ECD Kit are expected to last for approximately 3 months.

ECD kits can be restocked through:

1. **External restock.** When recreational materials are not available locally, they are purchased externally, usually with the support of the UNICEF Supply Office or through the Implementing Partners (IPs).
2. **Local restock.** Recreational materials are purchased in the local market, usually through the IPs or with the support of the local community. In this case make sure that the materials meet universal standards of good quality and safe use. Local restock encourages community participation and sustainability of the kits.
3. **Recycle local materials.** Use your imagination and initiative and identify local available materials like empty plastic bottles, bottle lids, and pieces of wood that can be used in the development of recreational activities. Recycling local materials reduces costs.

NOTE Generally offices are very happy to give you scrap paper to recycle. Local shops are also very happy to give away packaging containers. Ask the shopkeeper to keep the materials for you.



THINK: Did you familiarize yourself with all the items of the UNICEF ECD Kit? Are there any items that you are not sure how to use in the learning activities? Discuss it with your colleagues (other caregivers) and/or UNICEF staff or IPs.

NOTE: Remember NOT to leave materials outdoors, as rain, high temperatures and dew can cause damage.

To prolong the life-span of the ECD Kits and enjoy them for a longer time, make it a routine to check the ECD Kit materials and keep a record of them. If something is missing, ask the children and the volunteers if they know where the items are located. Sometimes it is easy to misplace things, especially if you are in a hurry to tidy up the place. Make sure that children do not bring pieces of the toys home—it is very easy for children to put small objects in their pockets and forget about them. Make it a routine to ask children and volunteers to return all the ECD materials to the box after use. It is very likely that after some time the play items will get dirty, because children will enjoy touching and exploring them. Wash the toys regularly and ask the children to wash their hands before playing with them, especially if it is just after when they have been eating. This will promote personal hygiene and also develop a sense of care.



ACTIVITY TWO:

How can I use the teaching and learning materials of the UNICEF ECD Kit in the implementation of activities?

The **UNICEF 'Early Childhood Development Kit: a Treasure Box of Activities'** focuses specifically on the implementation of activities using the toys contained in the ECD Kit. You can download a pdf copy of the 'UNICEF Treasure Box of Activities' from <https://supply.unicef.org>.

The objective of the ECD Kit and curriculum is to provide essential materials that can assist you in developing learning, psychosocial and child-protection activities and communicate lifesaving messages to the children. In the following section, you can find some ideas on how to use the contents of the ECD Kit to implement activities suitable for children between birth and approximately 8 years of age.



YOUR ROLE is to use the materials to develop activities that respect and engage the local culture, and that are relevant to the target children in situations of emergency and crisis.

• ART AND CRAFT ACTIVITIES

NOTE Display the work of the children around the classroom; it will help to make it more colorful and to make children proud of their work—or if they prefer, allow the children to bring their work home.

NOTE Some of the children may not know their birthdays. If so, just ask them to pick a date that they like as a birthday date. The aim is to celebrate a special day for each child and make her/him feel important and cherished. Remember to sing a song too!



In the ECD Kit there are several materials that can be used for art and craft activities. Below are suggestions on how to implement activities using the art and craft materials listed in Activity One of this unit.

- ✓ **Drawing by theme.** Each week you can select a theme—for example: the seasons; domestic and wild animals; members of the family; trees; and flowers. These themes will guide the drawing activities.
- ✓ **Drawing by message.** Identify important lifesaving messages that are relevant in your context, and use drawing sessions as a way to convey these messages. See Unit Four of this module for activities that convey lifesaving messages.
- ✓ **Collages and mosaics.** Use natural leaves, flowers, paper, cloth, and cut out figures from magazines and newspapers to create stories, by sticking them on a poster and coloring around them. You can use pieces of scrap paper from magazines to create collages.
- ✓ **Festivities.** Celebrate cultural festivities by asking the children to write good wish cards or drawing the celebration rituals. You can arrange a birthday poster for the children.

YOUR ROLE is to adapt the activities to the different age groups.

Art Activity 1: Drawing activities using reference pictures

Materials: Cardboard book, puzzle blocks or a jigsaw puzzle, paper, jumbo crayons for younger children, crayons and coloring pencils for older children.

Age: Toddlers and pre-school children.

Learning: Improve the imaginations of children and their ability to draw and color.

What you can do:

- Sit in a group and display the board book, or the pictures of the puzzle blocks or jigsaw puzzle in front of the children. Ask the children what they see in the cardboard book or in the images of the puzzle blocks or jigsaw puzzle.
- Invite the children to describe the picture in details.
- Ask the children to tell a story about the pictures.
- Ask the children to draw about the story using the crayons and paper.

NOTE Adapt the activities according to the age group

NOTE You can also copy the pictures of the board book on paper and invite the children to color in.

Art Activity 2: Modeling with clay

Material: Modeling clay

Age: Babies, toddlers and pre-school children

Learning: Improve the creativity of children, the manipulation (touching) of materials, and the ability to create figures and shapes.

NOTE Activities for babies aim at stimulating the touching (manipulation) of materials. Simply allow babies to feel the clay with their hands. Make sure that they do not put it in their mouths.

NOTE Make sure that children do not ingest the clay.

What you can do:

- Put a box of colorful modeling clay out for the children and let them create shapes and figures and play freely. Encourage children to explore the new material.
- Encourage children to experiment by combining the clay with natural items, such as shells, leaves and small twigs. You can use recycled materials like bottle taps, plastic bottles and containers to reproduce shapes.
- Stage a story. Invite the children to use the clay to reproduce the characters of their favorite story, and use them to create dialogues engaging the clay-made characters. The clay can also be used to model cars, trees, and houses, to support the narration of the story.

• PLAYING ACTIVITIES

Here you can find some suggestions on how to use the toys listed in Activity One of this Unit to implement activities according to age groups. In addition, you can find some ideas on how to implement outdoor and indoor recreational activities.



YOUR ROLE is to adapt the activities to the different age groups.

• Outdoor recreational activities

If your context allows it, try to arrange outdoor activities for the children, with the help of parents and volunteers. For example, you can arrange visits to parks or to areas where children can play safely and freely. Make sure that when you organize outdoor activities you allow for sufficient time. Please use the child/caregiver ratio as indicated in Unit Three of this module.

• Indoor recreational activities

Arrange playing groups. Usually same age (peer) groups work well in recreational activities, because children of the same age generally have similar developmental needs and physical strength. Mixed-age groups can also be very effective, especially when older children are involved in the support of younger children. See Unit Three of this module. Some of the following activities are adapted from the UNICEF 'Early Childhood Development Kit: a Treasure Box of Activities'.



THINK: Is there any game you remember from childhood? Why don't you play it with the children?

NOTE Make sure that children with disabilities are included in the activities. You might involve older children for extra support.

Recreational Activity 1: The tunnel

Age: Babies and toddlers; pre-school children

Learning: Improve ability to balance, sit, kneel, and crawl by using different body parts.

What you can do:

- Have pairs of children holding hands to make a tunnel in different parts of the playing area. Encourage children to crawl through the tunnels.

- Sing a catchy song while playing.
- You can also adapt this activity for outdoors if there are suitable conditions.

Recreational Activity 2: Play to find objects and people

Age: Babies and toddlers; pre-school children

Learning: Improve the ability of babies and toddlers to recognize objects and analyze their environment.

What you can do:

- Pick an object or a person that you see in the room or outdoors.
- Sing a song about it, and ask the children to go and touch the object or the person about whom you are singing.
- Encourage the children to sing along.

Recreational Activity 3: Move in a circle

Age: Babies and toddlers; pre-school children

Learning: Improve the ability of babies and toddlers to coordinate their movements and to respond to commands.

What you can do:

- Ask the children to hold hands with you in a closed circle.
- Sing a song while you and the children walk together in the circle holding hands.
- In the song, use words that tell the children to sit down, stand up, jump forward, jump backward, turn on the spot, etc., according to their abilities.

NOTE Use local rhymes and songs. Make sure that children with disabilities are included too!

Recreational Activity 4: Games using the sponge balls

Age: Babies and toddlers; pre-school children

Learning: Improve the ability of children to control their movements in handling a ball, and strengthening their muscles. Children improve their motor skills and learn about concentration and precision by chasing and catching a ball while in movement.

What you can do:

- Roll a sponge ball to a child and let him/her observe how the ball rolls on the floor. Encourage the child to touch and hold the ball and feel its softness.
- Roll 1 or more sponge balls to a small group of children and allow them to kick, throw, and catch the ball(s).
- Ask the children to sit in a circle with you and roll a ball to 1 child and ask him/her to roll it back. Encourage all of the children to take part in the game.
- Ask the older children—either in pairs or in a group—to pass the ball among themselves. The player who does not drop the ball wins.

NOTE This is a good activity with which to involve children with disabilities. Sit with the child and support him/her or ask an older child to help you.

- **Play activities for babies and toddlers (0 to 3 year olds) using the ECD Kit toys**

In the following section, you can find some examples of how to use the toys of the ECD Kit to implement learning activities suitable for young children. It is a good practice to divide the children into small playing groups and rotate the use of the toys.

Toy Activity 1: Play with the board puzzle without pegs

Age: 0 to 3 years

Learning: Improve the ability of babies to use their eyes to reach and grab objects of different shapes, textures, and sizes.

NOTE Make sure that the baby does not put the pieces in his/her mouth.

What you can do:

- Encourage the baby to take the puzzle pieces out and hold them. Allow the baby to play with the different pieces and feel them with his/her fingers.
- Allow the baby to match the picture of the puzzle piece.
- Talk to children and refer to the colors, pictures and shapes of the puzzle.
- Hide one of the puzzle pieces under a cloth. Talk about what you are doing. Ask the baby to find it.
- Make up a story about the different pictures of the puzzle.

Toy Activity 2: Play with the chain puzzle

Age: 1 to 2 years

Learning: Improve the ability of babies to use their eyes to reach and grab objects of different shapes, textures, and sizes. Improve the ability of toddlers to take things apart and put them together and start to count and point at colors.

NOTE Make sure that the baby does NOT put the pieces in his/her mouth.

What you can do:

- Encourage the baby to take the puzzle pieces out and hold them. Allow the baby to play with the different pieces and feel them with his/her fingers.
- Take the puzzle apart and put all the pieces in an empty container. Let the baby empty the container and ask him/her to put all the pieces back in the container again.
- Encourage the toddler to count the pieces of the puzzle while s/he is playing with them.
- Ask the child to reach pieces of different colors.
- Talk and make up stories with colors, numbers and shapes.

Toy Activity 3: Play with the shape-sorter

Age: 0 to 3 years

Learning: Improve the hand-eye coordination ability of babies, and their

control in handling objects. Toddlers learn different colors and shapes, and they reinforce their understanding of spatial orientation.

What you can do:

- Display the shape-sorter with the different colored shapes in front of the babies and let them play freely with the various pieces. Encourage the babies to feel the different shapes with their fingers. Talk about the shapes and their colors.
- Let the baby discover how to open the shape-sorter. Empty the container of the shape-sorter and ask the baby to refill it.
- Allow toddlers to play with the shape-sorter, and let them explore how each piece fits in its own hole.
- Name the shape of the piece the child handles, and encourage him/her to find the corresponding hole in the shape container.

NOTE Never leave babies alone. Supervise them at all times, and make sure they do not put the pieces of the shape-sorter into their mouths.

Toy Activity 4: Play with the stringed beads

Age: Babies and toddlers

Learning: Improve the hand-eye coordination ability of babies by having them try to touch and catch or pull the objects dangling above them. Toddlers learn different colors and shapes and learn to handle small objects.

What you can do:

- Put beads of different sizes and colors on the ends of several strings. Tie the strings tightly to keep the beads from coming off. Lay 1 of the strings out in front of where the baby is sitting. Show him/her how to pull it so that the toy moves towards him/her. Give the baby the string to pull and engage the baby in playing with you.
- Help and encourage toddlers to put beads on the string by colors and shape. Count the beads with them, and make necklace and bracelets that they can wear.

NOTE You can make mobile objects using the beads and different colored shapes to hang above the place where the baby sleeps. It will stimulate babies when they are awake.

NOTE Make sure that toddlers are supervised at all times. Small objects like the beads are very easy to swallow.

FIGURE 1: How to Use Stringed Beads in the Stimulation of Infants



Toy Activity 5: Play with the stack and sort kit**Age:** 0 to 3 years**Learning:** Improve the ability of babies to put objects one on top of the other. Toddlers learn different sizes and can compare smaller and bigger pieces.**What you can do:**

- Put 1 object down in front of the baby and stack another on top as s/he watches. Give the baby 1 to stack. Talk about what s/he is doing and give him/her time to explore these materials freely.
- Place the stacking kit in the middle of a small group of toddlers and let them play freely with the materials. Observe how toddlers explore a new object, and let them put the objects on top of each other on their own.
- Talk about how the objects look. Talk about each object's color, size, and shape, and how some are small and others are big. Show the children how to stack the objects and observe if they imitate you.
- Ask the children to find all of the the items of the same color.

Toy Activity 6: Play with the building blocks**Age:** Toddlers**Learning:** Reinforce the hand-eye coordination ability of toddlers and their control in handling objects of different shapes.**What you can do:**

- Sit the toddlers in a circle and put the construction blocks in the middle where children can play with them freely.
- Talk to a child about the color and shape of the blocks s/he is using. Ask the child to pick up another block with the same color or shape.

Toy Activity 7: Play with the puzzle block**Age:** Toddlers**Learning:** Reinforce the ability of toddlers to think and reason.**What you can do:**

- Show a group of toddlers the different complete pictures of the puzzle. Explain to the toddlers the different objects that make up each picture. Show the toddlers that the different puzzle blocks have pictures on them by rotating the cubes.
- Allow the children to play freely and explore the different cubes of the puzzle.
- Arrange the different cubes to complete a picture, and encourage the toddlers to imitate you.

- **Play activities for pre-school (4 to 7/8 years) children using the ECD Kit toys**

Toy Activity 1: Play with the shape-sorter

Age: Pre-school children

Learning: Improve the ability to recognize and name shapes and match them to the respective holes.

What you can do:

- Let the children play and enjoy the shape-sorter on their own.
- Put all of the pieces on the floor. Call the name of the shapes and ask children to show you where the rectangles are, where the triangles are, and so on.
- If the children cannot find the right shape, pick up the piece and show them. Ask the children again to find it.
- Encourage the children to identify shapes and repeat their names.

Toy Activity 2: Play with the stringed beads

Age: Pre-school children

Learning: Improve the ability to coordinate movements, learn colors and count.

What you can do:

- Let the children string together the many kinds of objects in their own way. Ask the children about the things they have chosen to string together. Point out colors and encourage them to count.
- You can add other materials to the string, like pieces of colorful paper, textured materials, and flowers.

Toy Activity 3: Play with the stack and sort kit

Age: Pre-school children

Learning: Improve the ability of children to count and sort objects by size, shape and color. Pre-school numeracy activities.

What you can do:

- Encourage children to sort the items in their own creative ways. Let them play freely with the different items.
- Using the stacking/sorting items, ask the children to order the objects according to color, then size and shape. Let the children try on their own and ask them to:
 - i. Find all the same sized items.
 - ii. Find all the same shaped items.
 - iii. Make a line of items from the smallest to the biggest.
 - iv. Make a pile of the same colored items.
- Ask the children:
 - i. How many items are in the different groups?

NOTE Repeat the activity several times and make sure all of the children are involved.

NOTE With older children you can adapt this activity with more difficult operations like adding and subtracting objects.

- ii. What is the biggest group?
- iii. What is the smallest group?
- Ask the children to count the items in each group.
- Ask the children to line 10 items up in front of you. Repeat the word 'ten', and show that the number corresponds to the items lined up. Compare the number 10 to the number of fingers or toes. Repeat this activity with different numbers from 1 to 10.

Toy Activity 4: Play with the dominoes kit

Age: Pre-school children

Learning: Improve the ability of children to count and recognize numbers; pre-school numeracy.

What you can do:

- Let the children look at the different domino pieces. Point out the dots on both ends. Tell the children that the dots represent a number. Ask the children to count the dots and identify the number.
- Sit in a circle with a small group of children. Give each player 5 domino pieces and put the rest in a pile in the middle of the circle.
- The first player puts down 1 of his 5 dominoes pieces.
- The next player must attach a domino to the 1 in the middle that matches the number of dots. If the player can't make a match, s/he takes a new domino piece from the pile in the middle.
- Repeat the process with the next player. S/he must attach a domino piece to the 1 in the middle matching the number of the dots. If the player can't make a match, s/he takes a new piece from the pile in the middle.
- Continue playing until 1 player is out of dominoes.

NOTE The players can match the numbers from both ends of the domino pieces.

Toy Activity 5: Play with the construction blocks

Age: Pre-school children

Learning: Improve the ability of children to cooperate with peers, and improve their hand-eye coordination and fine-motor skills.

What you can do:

- Put a set of colorful blocks where children can play with them freely. Ask the children to assemble blocks together as a house, bridge or any other construction.
- To promote cooperation, give each child a block to build a structure together. Let each child place his/her block one at a time until a structure is built.

Toy Activity 6: Play with the puzzle blocks

Age: Pre-school children

Learning: Improve the ability to memorize figures and develop problem-

solving and cooperation skills; improve their hand-eye coordination and fine-motor skills.

What you can do:

- Let the children explore the puzzle blocks and figure out how they work on their own.
- Ask the children to complete the puzzle and memorize each piece of the puzzle.
- Form a group of children and challenge them to complete the puzzle as fast as they can. All participants are invited to contribute to completing the puzzle.

Toy Activity 7: Play with the memory game

Age: Pre-school children

Learning: Develop the ability of children to recognize similarities and differences and categories, and to use logic. Improve taking turns and memory skills.

What you can do:

- Allow the children to explore the pictures on the cards. Tell the children what each picture represents and point out that there are more cards with the same picture on it.
- Place all cards face down in front of a group of children sitting in a circle. Each player then picks 2 cards and turns them over so that the other players can see clearly the picture on the card and where the card is located.
- If both cards have the same picture, the player will keep them and have a 2nd try to turn 2 more cards. If the player is not successful, the next player takes a turn.
- As the game is played, everyone sees the images on each card and their location, and players can begin to memorize the locations of the matching cards. Children can then choose matching pairs of cards from memory and keep the pairs that they match.
- The player with the most matching cards wins.

NOTE *The game may sound difficult at the beginning. Encourage and guide children in their first attempts—you will see that they learn very fast. Have a go at the game with your colleagues—it will make it easier to understand how it is played.*

Toy Activity 8: Play with the counting puzzle and paper and crayons

Age: Pre-school children

Learning: Improve the ability of children to count up to 20 objects, name written numbers from 1 to 10, and start to explore simple operations like subtractions and additions of numbers using concrete objects; pre-school numeracy.

What you can do:

- Let the children play with the counting puzzle freely and explore each piece and the numbers and dots represented on it.
- Ask the children to put the puzzle together. Talk about the number of pieces in the puzzle.
- Help the children to learn numbers by pointing to and counting the

number of dots for each piece.

- Give 1 piece of the puzzle to each child. Ask them to find the matching pieces for the number 1 dot piece, the number 2 dot piece, and so on.
- Ask the children to complete the circle puzzle, adding each pair number in order. Give the children lots of practice counting objects and people around them.
- Write out the numbers 1–10 on cards using the paper and the crayons—one number written on each card.
- Give each child a card and ask them to find the puzzle piece with the same number of dots.
- Use cards, puzzle pieces, and other children to help children learn simple addition and subtraction. For example: Sit in a circle; ask 5 children to stand up; ask 1 child to sit down; ask the children to count: How many children are still standing?
- Ask a child to find the puzzle piece with 3 dots. Ask another child to find the piece with 2 dots. Count the total number of dots. How many do you have now? (5) Can you find the puzzle piece with the number 5? Repeat this many times.
- Make up songs and rhymes using the numbers 1–10.

NOTE *The game may sound difficult at the beginning. Encourage and guide children in their first attempts—you will see that they learn very fast. Have a go at the game with your colleagues—it will make it easier to understand how the game is played.*

Toy Activity 9: Play with the jigsaw puzzle

Age: Pre-school children

Learning: Improve the ability of children to work with their peers and develop their literacy skills by connecting words and pictures.

What you can do:

- Let a small group of children take the puzzle apart and put the pieces back together freely. Help the children if it is too difficult.
- Use words to help the children see the next step—move a piece just a little until the child sees the answer.

• EXPRESSIVE ACTIVITIES

NOTE *Make sure that children are supervised at all times. Engage community volunteers to help you in the supervision of children.*

Dramatization: Engage children in representing characters of stories. Invite them to reproduce natural sounds, like the wind, the sea, and the trees. This will stimulate their imaginations, and it will also actively engage them in exploring their environment.

Materials: Hand and finger puppets

Drama Activity 1: Play with hand and finger puppets

Age: Toddlers and pre-school children

Learning: Improve the ability of children to interact among peers and adults; stimulate children's imaginations and help them to identify with the puppets and recount events that they have experienced.

NOTE *Make sure that you use puppets that are culturally sensitive. In some cultures there are animals that are sacred or culturally banned and, therefore, not suitable to play with.*

What you can do:

- Tell a story using the puppets. Put a puppet on your hand, and give each child a puppet to hold. Tell each child who the puppet will be in the story.
- Have the children listen carefully so that they will know when to make their puppets talk.
- Begin telling the story. When the time comes for a child's puppet to say something, encourage the child to make the puppet talk. Give help if needed. Children will find it easier after trying several times.
- Choose another story and invite other children to hold the puppets and play it again.

Drama Activity 2: Play to imitate

Age: Babies and toddlers; pre-school children

Learning: Reinforce the ability of children to imitate gestures and learn how to move their bodies.

What you can do:

- Stand in front of a group of children and sing a song about the different parts of the body while you move them.
- Encourage the children to imitate you or an older child while singing along.

NOTE Support young babies in their attempts, and make sure that children with disabilities are fully participating.

Drama Activity 3: Dramatization of a story/fairy tale/traditional song or made-up story

Age: Babies and toddlers; pre-school children

Learning: Reinforce the ability of children to play roles and personify characters.

What you can do:

- Consult with the children to choose a story/fairy tale/traditional saga or made-up story they want to dramatize.
- Discuss with the children the list of characters that will take part in the dramatization. Make sure that all of the children are involved in the dramatization. You can create roles for large numbers and that can also involve children with disabilities. For example, in the representation of a forest children can become trees, vegetation, flowers, grass, etc.
- With younger children you can have an external voice that narrates the main parts of the story, while the children are involved in their roles. With young children keep dialogues to a minimum, because it is difficult for them to memorize long sentences.
- Use dance and music in the development of the scenes.
- You can invite parents and community members to the presentation; you can use the performance to mark an important day or to fundraise (collect resources).

NOTE Make sure that the stories are suitable for the age group. Agree upon the theme of the story with the guest speaker beforehand.

Storytelling: You can invite an elderly person or 1 of the parents to tell stories about the community.

Follow up the storytelling sessions with art and craft or drama sessions, where the children can draw some of the characters or can dramatize some of the most important events of the stories. This will help the children to re-elaborate in their own words and images, what they have learned from the story.

NOTE Use facial expressions and vocal inflections while you talk—this will help to draw the children in.

Storytelling Activity 1: Storytelling

Age: 2 to 8 years

Learning: Improve the ability of children to use their imaginations and to interact with other members of the community and learn about their environment and their culture

NOTE Involving elderly people helps children to interact with different generations and learn about the culture and history of the community. It also enables elderly people to feel included.

What you can do:

- Sit among the children and ask them to listen carefully to the story you are about to tell them. You can pick a familiar or traditional story, or make one up.
- Invite an elderly person from the community to tell stories linked with the culture and the history of the community.

NOTE Always supervise children, and agree beforehand with the guest speaker about the stories that are suitable.

• READING ACTIVITIES

Reading activities are ideal when you want to relax and calm children down. Reading together with children is also a fun way to stimulate learning processes and to strengthen the adult-child relationship.

Books: The ECD Kit contains a cardboard book that you can use to read stories to children. Another possibility is to create your own reading books using the art and craft materials of the ECD Kit; that way you can tailor the activity to the age-group and context.

Reading Activity 1: Play with the cardboard book and create stories

Age: 0 to 8 year olds

Learning: Improve the ability of children to become emotionally, physically, and mentally relaxed. Children learn to engage with adults and build trustful and meaningful relationships while developing their curiosity.

What you can do:

- Encourage children to turn pages while you talk about the pictures in the book. Talk to babies as much as you can. From 3 months on, babies develop a better range of vision.
- Repeat slowly the words of the pictures and allow the children to look at the movement of your lips and the words that you use.

Encourage the children to repeat words and sounds.

- Point to a picture and say the associated word together with the toddler. Ask simple questions about pictures to support their understanding of words.
- Make up stories using the different pictures of the board book. Talk about the colors, count the objects pictured in the book, and encourage the children to help you.

Reading Activity 2: **Create your own reading books**

NOTE *You can have different groups of children working on different stories. You will have many reading books and a lot of fun in a very short time—and the children will feel very proud of them!*

1. Choose a short popular story, or make one up with the children
2. Select 5 or 6 images that represent the important events of the story
3. Engage the children to draw the pictures
4. Write some short sentences under each picture
5. Glue or tape the pages together.

UNIT TWO:

© UNICEF/HTA2011-0036-4/Marco Dormino

PSYCHOSOCIAL ACTIVITIES



LEARNING OUTCOMES



At the end of **Unit Two** you and the children will be able to:

1. Use art and play to establish safety, build community and interact with each other
2. Feel safe to play and express any thoughts, feelings, and memories
3. Understand how to positively support early childhood development

Psychosocial well-being is about the child's feelings, thoughts and perceptions, as well as his/her positive relationships and connections with individuals in his/her family or community. These connections provide support and help the child to feel safe, healthy, protected, respected, heard, and happy. In emergencies, conflict situations and crises, psychosocial support helps children adjust to changes in their lives. It can help rebuild their confidence, sense of belonging, self-esteem and hopefulness about the future. The 2 goals of psychosocial support are: **safety, building community, and supporting expression.**



YOUR ROLE is to focus on being especially patient and understanding with the children. Each child reacts differently in an emergency and their reactions are out of their control. Their silence or anger is a way of trying to cope with their trauma and distress. It helps to remind children that what they are experiencing after a traumatic event is a normal reaction to an abnormal situation.

NOTE Some children may require more specialized support than can be provided in a psychosocial activities group. If you, another caregiver, or a parent/guardian notice that a child is severely withdrawn and separate from their peers, has rapid mood changes, or behaves very aggressively, this child might be depressed or severely distressed and should be referred for specialized counseling and care.

The **objective** of Unit Two is to provide guidance on how to conduct simple and practical psychosocial support activities for children through the use of art and play.



YOUR ROLE is to conduct psychosocial activities that are relevant to your emergency context and your culture with the group of children in your care. Allow them the safety, acceptance and non-judgment to play freely.



THINK: Do you remember what it was like for you to play as a child? What did you enjoy doing? What helped you feel stronger and happier? When working with young children it is beneficial for you, the teacher or caregiver, to also participate in the group activities. You are encouraged to be playful in your interactions with the children. Find the child inside of you and let it out! .



THINK: There are differences if an emergency or conflict is still actively taking place around you and the children and/or you are living in a post-emergency scenario. The implementation of the described activities below will depend upon your setting and culture. Think of how to best adapt the activities to your setting and culture, while keeping in mind the main psychosocial objectives of establishing safety, building community interaction, and encouraging expression.



© UNICEF/NYHQ2011-0589/Olivier Asselin



Checklist 1: Involving parents and guardians

- **Get to know the parents/guardians of the students.**
- When speaking to parents/guardians focus on the strengths and **positive qualities** of the child.
- Encourage parents/guardians to **continue supporting their child's play and expression** at home. Explain that it is normal for the child to display changes in behavior after a stressful event. Children might experience difficulties sleeping, have bad dreams, become more attached to the parent, or reject them and display anger.
- Encourage parents/guardians **to be supportive** by showing understanding and patience, **listen to their child's concerns and confusion**, allow them to cry and feel sad, and take time to explain to their child why there are changes in their lives and what to expect next.
- You can also invite the parents/guardians to a meeting or workshop where you teach them relaxation exercises and discuss as a group how to help their children at home. The parents/guardians will also have experienced the emergency and will benefit from parent/guardian psychosocial activities too. Consider activities like inviting them to trace and decorate a hand and make a Circle of Parents/Guardians Hands.
- Speak to parents/guardians about the **importance of routines and customs** at home.



THINK: What are other ways you can include parents/guardians in psychosocial support? How can you and your colleagues also provide psychosocial support for each other?



ACTIVITY ONE: Art and craft (a&c) psychosocial activities

ART AND CRAFT (A&C) PSYCHOSOCIAL ACTIVITIES

| # | Activity | Age-groups |
|----|------------------------------------|------------|
| 1. | Our Circle of Hands | 2-8 years |
| 2. | Free Drawing | 2-8 years |
| 3. | Drawing with Themes and Directions | 4-8 years |
| 4. | Group Drawings | 2-8 years |
| 5. | Transitional Objects | 2-8 years |
| 6. | Classroom Container of Worries | 4-8 years |

NOTE Use the materials listed in Activity One of Unit One of this module in the implementation of the following activities



YOUR ROLE is to adapt the activities to the age group and to make sure that they are culturally sensitive.

A&C Psychosocial Activity One: **Our Circle of Hands**

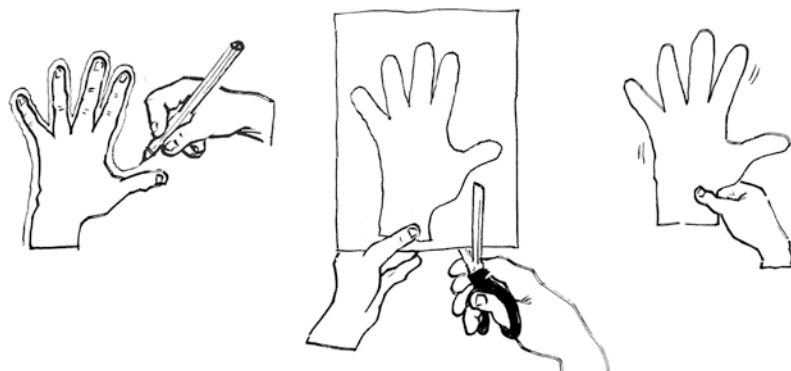
Ages: 2 to 8 years

Psychosocial Objective: During crisis it is important for children to feel safe—and to feel that they belong to a community. Their learning environment might provide the safest and strongest community or space for them during the emergency. It is recommended that this activity be done during the first day or week after or during an emergency situation. It builds community, belonging, safety, and connection among children and caregivers/teachers. It also can be used as an ongoing ritual for bringing new children into the class.

NOTE Younger children will find it difficult to hold the colored pencils. Give the 2-4 year old children larger jumbo crayons, and the 4-6 year old children regular crayons and colored pencils.

Materials: White drawing paper, crayons, colored pencils, scissors, glue, tape.

Preparation: Before the children arrive to class trace the outline of your hand on a piece of white drawing paper. Use scissors to cut the drawing of the hand out of the paper so you have a life-sized paper hand. Cut enough hand outlines for every child, caregiver and teacher in the class. For example, if there are 30 children and caregivers, have 30 hands pre-cut for the class.



NOTE *If this activity is conducted outside, use plastic sheeting or tarpaulin (plastic, if available) to sit on during activities, because it helps to define the group's safe area.*

STEP 1: Invite the children to sit in a circle on the floor. Sit on the floor with them.

STEP 2: Welcome the children to the class. With excitement and positivity, explain that you are interested in getting to know the children as individuals and as a group.

STEP 3: Acknowledge that you know they have been through a difficult, frightening and confusing event(s) and that there are changes in their lives at home and in their community.

STEP 4: Explain that this is a safe space where they can feel free to play, have fun, ask questions, make friends and be supported by adults and peers.

STEP 5: Explain that to begin to get to know each other we are going to make something together.

STEP 6: Distribute the art materials and give each child and caregiver (including you) a paper hand.

STEP 7: Invite the children to decorate their hands any way they want. They can write their names, draw symbols, lines, fill the hands with color, trace their own hands inside, etc.

STEP 8: Give the group approximately 30 minutes to finish their hands.

STEP 9: Once finished, begin the next step by sitting back in a circle. Say your name out loud while placing your decorated hand on the floor in front of you towards the center of the circle. Ask the child next to you to introduce his/her name by saying out loud, "My name is _____," while placing his/her paper hand next to yours.

Go around the circle with every child and caregiver saying their names while connecting their paper hands to the circle of hands that is forming.

STEP 10: Once everyone has introduced their names, there should be a circle of connected paper hands. Ask the children: *How does it feel to see all of our hands connected?*

STEP 11: Briefly talk to the children about how we all use our hands to greet each other and help each other. Ask them to share other things for which we use our hands.

STEP 12: Use the glue to permanently connect the hands together. The circle can be used to decorate the learning environment.

NOTE *Always encourage the children to share and use as many colors as they want while drawing.*

NOTE *Make sure that the hand cut outs overlap and are connected.*

NOTE *It is important that you take care of the circle of hands, because it is now a symbol of connection, safety, community, empathy, and trust for the children.*

NOTE *If a new child later joins the class, provide him/her with a new hand outline to decorate with his/her name, symbol, or design. To introduce the new child, ask all the children to sit in a circle around the circle of hands they created the first week and take turns introducing their names to the new child. Next, invite the new child to introduce his/her name while connecting his/her decorated hand to the circle of hands. Make sure to glue his/her hand to the Circle of Hands.*

Message to convey to the children: Like the circle of hands, we are all connected. We can use our hands to show care and kindness, and to give and receive help from others.

A&C Psychosocial Activity Two: Free Drawing

Ages: 2 to 8 years

Psychosocial Objective: Children benefit from a regular space and time where they can freely and spontaneously express their thoughts, emotions, ideas, stories or memories. During free drawing children will naturally communicate and express their worries, experiences, fears, dreams, and interests. Use free drawing with children for 1 to 2 hours every week.

Materials: A3 or A4 white or colored drawing paper, colored crayons, colored pencils.

Preparation: Review **Checklist 2** below, 'How to positively interact and talk to children about their artwork'. Be prepared to respond with support and understanding to difficult images, recognize the strengths in the children's stories, and facilitate short discussions around the artwork.

NOTE See relaxation activities below.

STEP 1: Use a short relaxation or physical exercise to calm and focus the children.

STEP 2: Distribute paper and drawing materials to each child. The children can sit in a circle on the floor, sit at desks, or find their own space in the room or learning environment to sit and draw.

STEP 3: Explain to the children that they can draw anything they want. Encourage them to spend 20-40 minutes drawing anything that comes to their minds. Explain that there is no right or wrong thing or way to draw, and that this is a time for them to enjoy drawing freely.

STEP 4: When the children are finished, place the drawings in a circle on the floor, or hang them on the wall and ask the children to walk around and look at their classmates' drawings.

NOTE Use ideas from the checklist to encourage children to talk about their artwork.

STEP 5: Begin by asking the children if anyone would like to share a story about their drawing.

NOTE Sometimes children do not want to share or talk about their artwork. This is fine. The act of drawing helps them even if they do not talk about it. Make sure you or the child writes the child's name on the back of every drawing. This helps the children to recognize their ownership of the artwork and builds their self-esteem. Allow the children to choose whether they would like to take their drawing home or to display it in the classroom.

If children draw images from the emergency or conflict situation, use it as an opportunity to explore any fears, confusion or questions the class might have about the distressing events. Always end discussions by refocusing on positive strengths (e.g., that they are safe now, that they have overcome difficulties, that they are making new friends).

A&C Psychosocial Activity Three: **Drawing With Themes and Directions**

Ages: 4 to 8 years

Psychosocial Objective: Using themes and directions for drawings is a way of encouraging the children to recognize their individual community strengths, stories of survival, and positive interactions. These activities are intended for 4 to 6 year olds, but they can also be carefully explained to 2 to 3 year olds, who will benefit from drawing even if they do not understand the directions.

Materials: A3 or A4 white drawing paper, crayons, colored pencils, pencils.

Preparation: Review **Checklist 2** 'How to positively interact and talk to children about their artwork' below. Choose a theme for the children to draw that will encourage them to recognize their individual and community strengths, stories of survival, and positive interactions. Distribute art materials to each child and then introduce the theme for the drawing activity. Spend a few minutes first exploring the theme and asking questions that encourage their imaginations and ideas. Give the children 30-40 minutes for their drawings. Bring the drawings together in a circle or display on the wall and facilitate a class reflection and story sharing time about the drawings.

NOTE Younger children are in the process of learning about their emotions and how to recognize the difference between sadness, anger, happiness, fear, joy and other feelings both within themselves and in others. As a child shares a story about his/her drawing or speaks to you, be aware of the expression on his/her face and body language, and then help him/her find the words to describe the feeling experienced. Use words to label the emotion for the child. With children of ages 4 to 8 years, you can have group conversations about emotions and encourage the children to give their peers advice. For example: "When do you feel sad? What does it feel like? What helps you to feel happy?"

Examples of Themes for the children to draw:

- Myself as really strong. Include what helps me to stay strong. *Example: food, family, friends.*
- My favorite thing about myself. *Example: I am really good at dancing/playing football/singing.*
- My favorite thing about someone I like/love.
- My favorite game/animal/friend/food.
- Someone or something that helped me stay safe or overcome something difficult.
- How I can help someone, or did help someone. *Example: Holding my friend's hand when she was sad.*
- Draw a line in the middle of the paper. On 1 side draw a picture of a sad memory or experience. On the other side draw a picture of a happy memory of experience.
- My favorite place. What does my favorite place look like? How do I feel when I am there?

A&C Psychosocial Activity Four: Group Drawings

Ages: 2 to 8 years

Psychosocial Objective: This activity provides the opportunity for children to work together in smaller groups, build community, and provide a larger space for expression.

NOTE Do not feel limited by the materials provided in the box. **LOOK AROUND YOU!**

Materials: Roll of white paper, crayons, colored pencils, pencils, glue, and tape.

Encourage the children to use what they find in their surrounding environment (leaves, stones, trash, wood, bottle caps, sand, pieces of cloth, clay, sticks, bottle caps, unused plastic bottles, bags, etc.). They can build sculptures, create artwork, or make up new games with these objects.

Preparation: Plan to divide the class into groups with 4 to 5 children per group. Cut large sheets of paper from the roll of white paper. The paper should be large enough for 4 to 5 children to sit around and draw on at the same time.

STEP 1: Give each group 1 large sheet of paper.

STEP 2: Ask the children to think of a theme for their group drawing and talk about it together. Each group can do a different theme, or the class can choose 1 theme. Allow them to decide. Encourage the children to then work together and draw their group idea on the large paper.

STEP 3: You can also do group drawings around the theme of drawing a map of the community, and offer the children the option of gluing objects like stones, bottle caps and other materials onto their community map to represent different locations. Give the children 1 to 2 hours to work on the group drawing. It is also an activity that they can continue to work on over time.

A&C Psychosocial Activity Five: **Transitional Objects**

Ages: 2 to 8 years

Psychosocial Objective: As the children begin to feel safe and connected, it is helpful for them to have an object to take home that reminds them of the strength and community they feel in their learning environment. This forms a positive bridge between the school and the home environments. The transitional object should be something meaningful that represents their empowering community at school.

Materials: White drawing paper, crayons, colored pencils, and other materials the children choose to use depending on the specific activity.

Directions: There are multiple ways that children can create transitional objects.

- **Hands for Home:** Invite the children to decorate the outline of a 2nd hand for them to take home. Use the steps from the first activity (Our Circle of Hands), but do not glue the hands together. Let each child take his/her paper hand home. Explain to the children that they now have a piece of their class circle with them even when outside the learning environment
- **Sharing Art:** Ask each child to draw something that makes him/her feel happy or strong. Once finished, invite the children to exchange their drawings with the person sitting next to them. They now have a reminder at home of something special from one of their peers at school. This also provides children with the opportunity to help and uplift each other, which is empowering
- **Puzzle Pieces:** Create a paper puzzle for the children using 1 sheet of white A4 paper and 1 colored piece of A4 paper from the kit. To prepare the activity, place the white piece on top of the colored piece and glue the 2 pieces together. On the colored side, divide the paper into different shapes by drawing lines randomly across the paper in different directions. Make sure that the number of shapes matches the number of children in the group and that they are similar in size. Cut out the individual pieces of the paper puzzle. While sitting in a circle, give each child a piece of the puzzle and invite him/her to freely decorate his/her piece using crayons or pencils. Make sure to tell the children to decorate and draw on the white side of the puzzle piece. Once finished, ask the children to work as a group to put their puzzle together. It will only work if they all keep the white side of the puzzle facing up. After they have put together the puzzle, explain that they can each take their piece home. Now they each have a piece of a whole.

A&C Psychosocial Activity Six: **Classroom Container of Worries**

Ages: 4 to 8 years

Psychosocial Objective: Children in emergencies have worries that may have solutions, as well as bigger worries that are not easily resolved. This activity helps children identify things that are troubling them, while also

encouraging and providing them a way to remember what to do to feel better. It also builds community and trust.



YOUR ROLE as caregiver is to provide a safe container for their worries. It helps the children to know that their worries and fears are being heard and acknowledged, and that an adult they trust is holding the worries for them.

NOTE Ideally, use a container that can be closed and kept permanently in the learning environment to be returned to on a weekly basis.

NOTE Keep the pieces just large enough for the children to have space to draw or write with pencils and pens.

NOTE Do not force students to tell their worries to the rest of the class. If they prefer, they can simply draw their worries and solutions and put them in the container.

NOTE Serious issues may come up as children express their worries that might need adult intervention (e.g., protection or health issues). Also, while children are expressing their worries it may appear that some children may need further psychosocial counseling and care. It is important to report these issues and ensure that they are dealt with. Be tactful.

Materials: A4 colored or white paper, scissors, pens, pencils, a container like a small box or bag.

Preparation: Cut the colored paper into smaller pieces.

STEP 1: Begin a discussion with the children about sharing things that they are worried about. You can start the conversation by giving an example of a less severe worry, like being late for school. Ask the group to think of solutions for the simple problem.

STEP 2: Ask the children to draw the problem on 1 side of the paper, and the solution on the other side.

STEP 3: Before each child puts their worry inside the container, discuss their worry and solution as a group.

Explain: Some worries are bigger than others and not easily solved, but the container can take the worry away from you and do the worrying for you.

STEP 4: Take the container you have, and as you put the paper with the worry inside the container, explain to the group that the worry and solution is now going to be kept safe inside the *Class Worry Container*. Have the class choose where in the learning environment to keep the **Worry Container** for safekeeping.

Message to convey to the children: It is normal to have difficult thoughts, feelings and emotions, and it is important to be able to express them and think of solutions to feel better. Their worries and solutions are being heard and are being kept safe by an adult. Let them know that every week they can add a worry/solution to the class container—or whenever needed, as some might have urgent worries that arise. The children can also choose to take past worries out of the container.



Checklist 2: Tips on how to positively interact and talk to children about their drawings

- Discuss and establish **ground rules** about how to feel safe and respected. Include the children's ideas. This list can be displayed in the class. The list does not necessarily have to be written. Alternatively, it could be drawn or a collection of items can be used as symbols/reminders of these agreements. Possible agreements: Be nice to each other; Ask permission before drawing on someone's paper; Respect each other's artwork and ideas; Listen when someone else is speaking; Help clean-up our work space after the activity is finished.
- Explain to the children that **there is no right or wrong way to draw** during art activities. (For example: It is acceptable for a child to draw a green sky, a blue tree, or a person with purple skin).

- **Be aware of the developmental stages of child drawings:** Children aged 1-3 years will draw scribbles, marks and random lines that may not look like anything identifiable. Nevertheless, ask the child if there is a story about his/her drawing. Children ages 4-6 will draw more defined figures and objects. Just because you can't see what the picture is about does not mean that it has no meaning. **Do not assume you understand the drawing** without the child's explanation.
- **Do not correct a child's drawing.** Accept and validate in your speech and actions his/her drawings and expression.
- **Do not assume that a child is done with his/her artwork.** Ask if he/she is finished. If needed, you can offer extra time or the opportunity to finish another day.
- **Listen without judgment.**
- **Do not pressure children to share or talk about their artwork.** Trust that the child will share when ready. Be patient if the child is resistant. The more comfortable and safe the child feels, the greater the likelihood that he/she will express feelings.
- First ask **closed questions** about the artwork. This gives the children the opportunity to control when to share. For example: start by asking: "Is there a story about your drawing that you want to share?" If they say "Yes", then you can begin asking more open questions about the details of the drawing and story.
- Give children the **opportunity** to focus on survival, courage, endurance, compassion, hope, joy, wishes, dreams and strengths in relation to their drawing. (For example: If a child draws a scene or tells a story of a girl next to a house that is being blown apart by wind and rain, first always acknowledge the experience and the difficult emotions, like fear or sadness. Then ask the child questions that help him/her to create a positive story about how the people living in the house can survive and be strong again: "I wonder if there is someone who can help to get the house rebuilt?" Or "I wonder what this girl is feeling as she sees the house? I wonder if there is something the girl wants to say or do?")
- **Acknowledge expression of both negative and positive emotions.**
- It can be intimidating and overwhelming for children to share their stories with a large group. If more than 1 teacher is available, the children can be organized into **smaller groups** when discussing their drawings and stories.
- **Respect and take care of the artwork.** Keep it as clean and as protected as possible.
- Encourage children to **feel proud** of their artwork and write their names on the back of their drawings. Show the children where and how you are keeping their artwork safe.
- **Display the artwork in class** by taping it on the walls or learning environment, BUT first ask the children for **permission** to display their artwork.



ACTIVITY TWO: Play, relax and assurance (PRA) psychosocial activities

NOTE Use the materials listed in Activity One of Unit One of this Module in the implementation of the following activities.

| ART AND CRAFT (A&C) PSYCHOSOCIAL ACTIVITIES | | |
|---|--------------------------------------|-------------------|
| # | Activity | Age-groups |
| 1 | Web of Connections | 3-8 years |
| 2 | From My Heart to Your Heart | 4-8 years |
| 3 | Exercises to Relax, Calm and Comfort | 3-8 years |
| 4 | Storytelling with Puppets | 2-3 and 4-8 years |
| 5 | Rituals and Routines | 2-8 years |



YOUR ROLE is to adapt the activities to the age group and to make sure that they are culturally sensitive.

PRA – Psychosocial Activity One: **Web of Connections**

Ages: 3 to 8 years

Psychosocial Objective: Distressing experiences can cause children to feel uncomfortable or trapped in their bodies. They may also find it difficult to interact with people and their environment. This activity frees and loosens the energy in the learning environment, and helps promote the connection between children and caregivers. It also provides an opportunity to learn and remember names.

Materials: A ball or a soft puppet from the kit, and space to sit as a group

STEP 1: Sit together in a circle. Include yourself and any other caregivers present.

STEP 2: Toss or roll a ball or puppet to any child in the circle while saying his/her name out loud.

STEP 3: That child will then toss or roll or toss the ball to another child while saying the other child’s name out loud. Repeat this until every child has caught the ball—with each child only receiving the ball once—until the ball has been returned to you.

STEP 4: Do the exercise again—in the same order. Ask the children to try to repeat the pattern; to try to move the ball from child to child in the same order, while saying the names out loud.

STEP 5: Repeat the exercise a few more times, staying with the pattern. You can also add emotions or feelings to the ball, like it is a slow, fast, hot, cold, sad, or happy ball.

PRA – Psychosocial Activity Two: **From My Heart to Your Heart**

Ages: 4 to 8 years

Psychosocial Objective: A playful and quick activity that connects children, builds peer relationships, and promotes a sense of community and positive support. This is a useful activity to use during the first week of class or during times of tension in the classroom. Include teachers, caregivers and volunteers. This is also an activity that you can use with a group of parents—or to a group of teachers, to encourage support between colleagues.

Materials: Space to stand and play.

Preparation: First, practice this activity with a colleague before introducing it to the children.

STEP 1: Invite the children to divide into pairs. Include yourself in a pair.

STEP 2: Using your partner, demonstrate to the children how they should act out the words as they speak to each other. Begin by saying, “From my heart to your heart, I wish you well”; while pointing to your own heart and then pointing to the heart of your partner. Take turns saying it to each other. Give the children time to begin with their partners.

STEP 3: Then lead the children through other body part connections. For example, “From my shoulder to your shoulder, I wish you well”; while pointing or connecting your shoulder to your partner’s shoulder. Let the children follow what you do with their own partners. Other connections: “From my toes to your toes, I wish you well”; “From my hand to your hand, I wish you well”; “From my knee to your knee, I wish you well”.

STEP 4: Once 5 to 15 body connections have been made, ask the children how it feels to have someone wish them well?

NOTE Make sure that local cultural norms are respected—and only allow the children to touch each other during the activity if appropriate and personal privacy can be respected. For example, while saying, “From my ear to your ear, I wish you well”; the child can touch his/her ear and then the ear of his/her partner. If touch is not culturally or emotionally appropriate, the child can simply point to the body part being named.

Message to convey to the children: We can each express and show others that we care and support each other. It is nice to show empathy and wish our friends, family and community well.

PRA – Psychosocial Activity Three: **Exercises to Relax, Calm and Comfort**

Ages: 3 to 8 years

Psychosocial Objective: To facilitate and encourage children to feel present in their bodies and learn activities that will help them to feel relaxed, calm and comforted. You can teach children to use these techniques when they feel scared, anxious, sad, angry, or worried. Teach 1 of these exercises to the children each week, and **use at least 1 relaxation exercise every day**. They can be used before an art activity or when you notice that the children need to lower their energy or anxiety levels. You and the children can also choose 1 relaxation activity with which to end the day as a comforting ritual and to help them go home relaxed.



THINK: *It is a good idea to try the exercises out with your colleagues and volunteers, and discuss how best to implement them with the children. Do these exercises help when feeling stress or anxiety? Why?*

Materials: Open space within which to lie down or stand as a group. It can be done indoors or outdoors. If available, use plastic sheeting, a tarpaulin, or mats when lying on the floor.

Exercise A: Deep Breaths

Step 1: Teach children how to become aware of their breath and to breathe deeply while also using their imaginations. Use this quick deep breathing exercise daily with the children.

Step 2: While sitting or standing, ask each child to make a fist with his/her right hand and imagine it is holding a sweet smelling flower, fruit, or favorite food.

Step 3: Next ask each child to make a fist with his/her left hand and pretend it is holding a candle or fire.

Step 4: Direct the children to inhale deeply the smell of the flower/fruit/food in their left hands and then blow out the candle and fire in their right hands. Continue deeply breathing in the sweet smell through the nose and breathing out the fire from the mouth. Repeat the cycle of breathing in and out at least 3 times.

Exercise B: The Puppet

Step 1: Use the puppets included in the kit as examples when teaching this exercise. Explain to the children that sometimes it feels good to pretend to be a doll or puppet and have loose arms, legs, hands and feet.

Step 2: Start by shaking your legs together, then your arms, your neck, your shoulders, and your torso. Encourage the children to be as silly as needed as they relax their bodies to move like a puppet.

Step 3: Ask the children to notice if any part of their bodies feels more tight or stiff than other parts. Invite them to pay extra attention and care to shaking and releasing that part of their bodies.

Exercise C: Butterfly Hugs

Step 1: Cross your arms across your chest as if you were holding yourself, so your left hand is on your right shoulder and right hand on your left shoulder. Ask the children to imitate you.

Step 2: Keep your arms crossed and alternately tap each of your hands on the shoulder it is touching: tap the left hand on the right shoulder; then tap the right hand on the left shoulder; then continue to repeat this pattern. Tapping 1 side at a time is the most important part of this exercise.

Step 3: You can tell the children that the tapping of their hands is like the wings of a butterfly or bird moving up and down. One wing moves up and comes down, and then the other wing moves up and comes down. Ask the children to tap for 1 minute, and then stop, take a breath, and notice how they are feeling. Ask the students: *How do you feel?*

Step 4: Continue tapping. You can do this exercise for as much or as little time as you and the children find comfortable, and as many times a day as needed.

Exercise D: Belly Breathing

Step 1: Have the children lie on their backs and put their hands on their stomachs.

Step 2: Direct them to take a slow deep breath in through the nose and let it out through the mouth with a gentle “a-h-h-h-h-h” sound. Tell them they should feel and see the hand on the stomach move up and down as they breathe in and out. Direct them to breathe in slowly through the nose and out through the mouth like they are trying to move a feather up in the air.

Step 3: Breathe in slowly to the count of 2, 3, 4, and out 2, 3, and 4. Repeat several times.

Step 4: Ask the children how the exercise makes them feel. Practice the technique with them regularly. Talk to them about when to use it—for example, when they feel worried, angry or frightened. Encourage them to use the technique at home when going to sleep.

NOTE Children and adults of any age can benefit from these relaxation activities. Use these techniques for yourself when you are feeling stressed or overwhelmed. You can also teach the skills to a child's parent/guardian and encourage using them at home to release anxiety and stress.

Exercise E: Laughter

Laughter is way that children can naturally release stress, and relax. Think of games or ways to make the children laugh. For example, sit or stand in a circle with the children and have them take turns trying to make each other laugh by making funny sounds or expressions with their faces and bodies or by telling each other funny stories. Discuss with them what makes them laugh.

PRA – Psychosocial Activity Four: Storytelling with Puppets

Ages: 2 to 3 years; and 4 to 8 years

Psychosocial Objective: Children find it easier to talk about events openly through the use of magical or fantasy characters and stories. Through fantasy, play children can safely express and resolve their own worries, fears, thoughts, dreams, and hopes. The most important part of psychosocial play with puppets is that you and the other caregivers listen and pay attention to the children's stories and help them find resolution in their play.

Materials: Finger and hand puppets; and other materials with which to build a setting for the puppets, such as paper, modeling clay, other toys from the kit, or objects from the surrounding environment.

Preparation: Gather all of the materials listed above.

Examples of Puppet Play:

STEP 1: Have a discussion with the children about the emergency (consider questions they might have about who, what, where, and why). Invite the children as a group to use the puppets and other materials to play through the events that they remember from the emergency.

STEP 2: Ask the children to make up their own story and play freely. You can separate the children into groups of 2 to 5 children, making sure that each group has at least 2 puppets. Each small group can take turns performing its story for the larger group.

NOTE This theme can be difficult and emotional for the children. It is important that you give them space to safely express their feelings and experiences. If you choose to introduce this theme, you must listen VERY attentively to the children and guide their narrative towards a positive story of survival and strength. Encourage them to think of ways that the puppets can solve problems or help one another through the emergency.

STEP 3: Separate the children into smaller groups and invite them to use the puppets to tell a story about how 1 character was sad and the others helped him/her to feel better—or how a puppet was afraid and was helped to feel safe and protected. Encourage the children to use the puppets to act out how they were helped. Was it someone, something, a word, an action, a place? Offer ideas to the children, such as teaching the puppets the relaxation exercises they are learning. By helping their puppets through difficulty, the children can build their confidence and self-esteem.

PRA – Psychosocial Activity Five: Rituals and Routines

Ages: 2 to 8 years

Psychosocial Objective: During emergencies and conflict situations, the familiar rituals and routines of children at home and in school are disrupted. It is important to introduce the structure of rituals and routines into their learning environment. The more predictable their day, the safer and more protected the children will feel. Help them to identify rituals or routines in their day at school or at home. Ask them to think of old and new rituals, customs, and routines that are meaningful, enjoyable and important to them.

Examples:

- Ask the children to decide on a ritual to begin and end the day at school. It can be a special song or game they sing or play together at the start of the day, and a relaxation activity before they go home.
- Children are full of energy and might find it difficult to focus on an art activity or class lesson. Start a new 2-minute ritual to release energy before doing a sitting activity or lesson. This could be dancing in a circle, stretching their arms towards the sky, tensing and releasing muscles, passing or rolling a ball to each other, or any other culturally relevant games. End the 1-2 minutes of physical activity with the children taking 2 deep breaths all together. By doing this you will help the children to release energy, as well as calm their bodies. Next ask them to sit while you explain the art activity or lesson. This routine sequence of activities is a way of providing comfort and an understanding of the learning environment.
- Every time the children complete an art activity ask for their permission to put the artwork on the wall or in a circle on the floor before inviting them to spend a minute walking around and looking at their classmates' artwork.
- Establish rituals around clean-up after art and play activities, such as where to put back toys and materials.
- Speak to parents/guardians about the importance of routines and customs at home.
- Have discussions with the children about rituals and routines at home that make them feel happy or safe. Ask the students: *What time do you go to sleep? What are your morning or bedtime rituals and routines? What are your religious or cultural customs or rituals?*




THINK: *What are other rituals and routines you can implement in the learning environment?*

UNIT THREE:

© UNICEF/ZIMA2011-00015/Giacomo Pirozzi

CHILD-PROTECTION ACTIVITIES



LEARNING OUTCOMES 

At the end of **Unit Three** you and the children will be able to:

1. Demonstrate how to strengthen the protection of children while they are in your care
2. Demonstrate how to implement child-protection activities

NOTE *Children, even very young ones, can feel and tell when a person and/or a situation are threatening and dangerous.*

NOTE *Remember that no one is allowed to harm a child physically, sexually or emotionally, or through neglect, not even another child or family member or teacher or caregiver. The protection of children is the ultimate responsibility of adults.*

The protection of children from all forms of harm should be the main concern of parents, teachers, caregivers, and any person who has children in their care. The Convention on the Rights of the Child (CRC) expresses this 'duty of care'. By signing the 'Code of Conduct' and the 'Contract of Employment', caregivers become accountable for implementing good standards of child care that prevent harm and keep children safe and protected at all times while in their care.

Key child-protection messages to convey to the children in your care:
Children need to know:

1. How to recognize situations of danger
2. That they have the right and the power to say no to people and situations that might cause harm to them
3. Who, where and how to ask for support

The **objective** of Unit Three is to strengthen child-protection in the Child-Friendly Space/Environment (CFS/E).



ACTIVITY ONE: How can I strengthen the protection of children?

Young children demand constant supervision and care in order to ensure their safety and well-being. The following section contains some suggestions on how to strengthen child-protection in the ECD center.

• Management of large groups of children

One of the best strategies for managing large groups of children is to separate them into groups and designate an adult or older child as leader of each group.

NOTE *Involve the children in picking the name for their group—it is fun, and it builds ownership. Also you can engage the children in drawing the symbol of their group (for example, a palm tree for the Palm Tree Group). Record the names of the children in your exercise book and write the names of the children underneath each group. This will help you to keep track of their attendance, and also learn their names quickly.*

The care of young children is very demanding. Therefore, it is important that a proper leader/adult to child ratio is respected to ensure effective supervision and protection. The following table indicates how many adults are needed to ensure that all of the children of a certain age-group are properly supervised and supported. This information will also help you to plan your activities and know approximately how many volunteers you will need to involve in the activities. Give a name and assign a leader to each group—this will facilitate the smooth running of the activities, because it is easier to group the children by calling the name of the group.

NOTE *Remember that when children are engaged in interesting and enjoyable learning activities, it becomes easier to manage them,*

Table 2: Adult/child supervision ratio



| AGE GROUP | ADULT/CHILD RATIO |
|-------------------------------------|---|
| Infants/babies 0 to 1 year | 1 adult caregiver for every 5 children |
| Toddlers 2 to 3 years | 1 adult caregiver for every 10 or 15 children |
| Pre-school children 4 to 8 years | 1 adult caregiver for every 20 or 25 children |

NOTE *Highlight that the care of children is a duty that male and female caregivers share*

• Older children taking care of younger children

The aim of involving older children in the care of younger children is to recognize and build on children’s natural ability to share, learn, experience, and have fun together. In many real family contexts, older children—very often girls—are expected to take care of their younger siblings or family members from a very young age.

In situations of emergency and crisis, the involvement of older children in giving care to younger children becomes particularly important. Building the capacity of older children to look after, play with, understand and respond to younger children’s needs contributes toward building the confidence of the older children. It gives those older children a wonderful opportunity to feel good about themselves, because they are helping others and contributing to their community. The involvement of older

children also strengthens child-protection, as older children contribute to the supervision and quality of care of younger children.

This session is adapted from the Child-to-Child Trust materials: 'Child-to-Child and Children Living in Camps' edited by Clare Hanbury, and 'The River of Hope' Healthlink Worldwide, 2006.



Checklist 3: Older children taking care of younger children

Please think of the following considerations when involving older children in the care of younger children:

- **Building their capacity** for understanding and responding to the needs of younger children.
- **Explaining** what you expect them to do when taking care of younger children.
- **Rewarding and praising them** for their efforts.
- **Observing and listening to them**, and creating a special time for them to discuss what they enjoy and what they find difficult in taking care of younger children.
- **Creating** special opportunities for them to play away from the responsibility of looking after the younger children.
- Making sure that they also receive the same **quality of care** that they are giving to younger children.
- Making sure that they understand that both **boys and girls** can take care of younger children.
- Making sure that you **support** them sufficiently in their tasks.
- Making sure that you do **not overwhelm** them with responsibilities; they should help you, but not substitute for you.
- Making a **timetable** for when to involve the older children in the activities of the ECD center, and sharing it with the older children's teachers. The support of older children in the ECD center should not interfere with their school attendance.

The following section presents some activities that you can implement with **older children** (7-8 years and above) when engaging them in the care of younger children. Coordinate these activities with the primary education teachers of the Child-Friendly Space/Environment (EFS/E).

Older children Activity A: **Abdiwahab's story**

NOTE You can adapt the name of the protagonist to your own context.

Age: 7-8 years and above

Learning: Build the capacity of older children in understanding and caring for younger children; enable older children to feel useful and appreciated for their contribution to their community.

What you can do:

- Draw a simple picture of a child (aged about 18 months) on a paper. Use the paper roll and the crayons contained in the ECD Kit.

- Tell Abdiwahab's story.

Abdiwahab was a happy little baby. He was well fed. His mother and father played with him and he used to laugh and try to copy their actions and words. He learned to walk at around 14 months. Most of the time he laughed and had fun: chasing the chickens, banging on pots, or playing with his older sisters. His mother watched him and kept him away from dangers, like the fire. If he ever hurt himself, his mother would pick him up and comfort him. She took good care of his personal hygiene: she made sure that Abdiwahab did not put dirty hands in his mouth, that his nappy was clean, that his hands were washed with soap regularly, that at around 1 year of age he started to be potty trained, and that he was protected from the fire, sharp objects and situations of danger.

Then one day Abdiwahab's father went away. Soon after that his mother became very sick. She had to spend much of her time resting in bed. No one had any time to look after Abdiwahab. His older siblings gave him a bowl of porridge, but no one helped him eat it. He started to get thinner. His siblings were now busy doing household chores and caring for their mother. No one had time to cuddle him, play with him, or teach him to talk. When he cried there was no one to pick him up and comfort him. One day he burnt his hand in the fire. Over time he became sick and weak. He would sit in the corner of the house silently rocking himself.

- Separate the children into groups. Ask them to discuss the problems that Abdiwahab faced.
- Ask each group to report back Abdiwahab's problems, and write them around the picture you drew earlier. Make sure you use enough space to draw a picture that is visible to all of the children, and that you write simple key words in clear handwriting.
- Highlight the following points when discussing Abdiwahab's story with older children:
 - loss of parental/caregiver care, attention, protection and comfort
 - less chance to play
 - less stimulation; nobody has the time to teach Abdiwahab how to talk
 - less care; Abdiwahab's personal hygiene is neglected and he has a higher risk of getting sick
 - less comfort and support; Abdiwahab is left largely on his own
 - not enough good food; not enough help in eating
 - loss of supervision and protection
- Ask the children to think about possible solutions to the problems.

Older children Activity B: Practical activities

Age: 8 years and above

Learning: Build the capacity of older children in helping younger children.

What you can do:

- Separate the older children into groups (you can use the same groups as Activity 1).
- Ask the groups to imagine that Abdiwahab is one of the children at the Child-Friendly Space/Environment (CFS/E). Ask 1 of the children in each group to play the role of Abdiwahab, and ask each group to role play how they would take care of Abdiwahab. The following are some ideas:
 - Comfort him; play with him with the toys of the ECD Kit; help him to speak; sing to him; teach him rhymes; tell him stories; praise him; encourage him to eat.
- Ask 1 of the groups to perform the role play and discuss with the children what to do to help younger children of the CFS/E.
- Ask each group to discuss what actions they can take to support younger children in the CFS/E.
- Make a list of activities that older children can implement in the CFS/E. The following are some suggestions:
 - Make a list of all the games and songs that young children enjoy
 - Make a list of all the stories they can tell to younger children
 - Develop simple books for younger children using the ECD Kit materials (see Unit One for directions)
 - Support younger children playing with the toys of the ECD Kit
 - Help the volunteers and caregivers in the CFS/E in strengthening the good hygiene of the younger children
 - Make a list and draw pictures of how to protect and supervise younger children and what to do in case of an emergency
 - Make a list and draw pictures of how to strengthen the security of younger children (e.g., keeping them away from fires, sharp objects, and plastic bags)
 - Be aware of the special needs of younger children with disabilities
 - Listen to younger children, and ensure that younger children are supervised at all times
- Older children can be twinned with younger children. They can meet the children in the morning when they come to the CFS/E.
- Discuss with older children issues of child-protection and involve older children in the implementation of **ACTIVITY TWO**: Messages and activities that can contribute to the protection of children.

NOTE Make sure that the support of older children in the CFS/E does not interfere with their school attendance (especially for girls).

NOTE Make sure that older children report any concerns about the well-being of children to you immediately.



ACTIVITY TWO:

Messages and activities that can contribute to the protection of children

The following activities aim at building children’s self-protection capacity by teaching them how to recognize and respond to situations of danger. Some of the activities in this session have been adapted from www.keepingchildrensafe.org.uk.

Child-protection Activity One: **Good touches and bad touches**

Age group: 2 to 3 years; and 4 to 8 years

Materials: Jumbo crayons and drawing paper.

Preparation: Distribute a piece of drawing paper and a crayon to each child.

Play: Ask the children to draw around their hands. Invite them to color their paper hands and to add details. Help younger children to draw around their hands. Encourage children to be creative in the decoration of their paper hands.

Discuss with the children:

- What are good things about hands? (e.g., they help us to be creative, they are useful, and we can touch things and people).
- Is every type of touch good? Who can touch you? Who cannot touch you?
- What are good touches and what are bad touches?
Good touches are from people who care for you. They make you feel protected and nurtured. Bad touches are from people who do NOT care for you. They make you feel threatened and scared. They make you feel uncomfortable and sad. They hurt you.
- Why are bad touches bad?
- If we experience a bad touch what should we say or do?
- Make a poster or mural using the handprints and child protection messages and display it in the CFS/E. This is a good way to raise awareness about child-protection and remind children of what they need to do.

NOTE Adapt this activity to the age group and to the cultural context. Make sure that girls and boys are involved in the discussion. It is also necessary to have the sessions separated by gender, so that each gender feels comfortable to express itself. Make sure there are female adults with the girls and male adults with the boys.

Message to convey to the children: When you experience a bad touch say: “STOP, I do not like that!”, and walk away immediately. Tell what happened to an adult you trust as soon as possible.

Child-Protection Activity Two: **Scream FIRE!**

Age group: 2 to 3 years; and 4 to 8 years

Materials: none

Preparation: Explain to the children that if they are approached in a way they do not like, if they are asked to touch someone in a way they do not like, or if they feel afraid for any reason, they should:

NOTE Get children to think of other words they could shout that attract attention.

- **SCREAM as loud as they can**
- **SHOUT 'FIRE, FIRE, FIRE' to attract attention**
- **RUN away to a safe place as fast as they can**

Play: Ask children to play act this simple scenario in pairs:

1. 1 child acts out the role of a stranger asking the child to come with him/her.
2. The other child shouts 'FIRE, FIRE, FIRE' and runs away.

Message to convey to the children: People will take more notice if you are in danger and shout FIRE! If you see a friend in danger you can also shout FIRE! Always tell someone you trust why you shouted FIRE!

Child-Protection Activity Three: Mia's story

Age group: 2 to 3 years; and 4 to 8 years

Materials: None

Preparation: Mia's story tells about dangerous situations and what children should do in case they find themselves in a similar situation. You can use the puppets contained in the ECD Kit to help you tell the story. You can change the name of the main characters of the story. Involve the children while you are telling the story, by asking questions and using different voices to represent different characters.

NOTE You can use local traditional stories that convey child-protection messages.

Storytelling: "How Mia and Arwo Learned to Keep Safe"

How Mia and Arwo Learned to Keep Safe

Mia the gazelle was born on a sunny day in the hot savannah of the Maasai Mara. Mia's mom and dad were very happy as they waited for a long time for Mia and her twin brother Arwo. Mom and dad welcomed Mia and Arwo with a lot of happiness. They made sure they had a safe place where they could sleep and play, and a lot of food and safe water so they would grow healthy and happy. The savannah is a very dangerous place, and mom and dad made sure that Mia and Arwo were always protected.

Mia and Arwo were very happy children. They played most of the day creating adventures in the bush, using trees for hide and seek. Mom and dad were always very protective. Mom repeatedly told Mia and Arwo not to go too far. She told them to play nearby, where she could see them. Mia and Arwo loved running in the savannah and chasing each other.

One afternoon, while Mia and Arwo were running, they adventured far from home into an isolated place. While they were playing, an old gazelle approached them. The old gazelle introduced himself by the name of Mr. Bino. He admired the playfulness and speed of Mia and Arwo and spent some time talking with them and even joined in their games. Mia thought that it was very strange for an adult to play with them, but she enjoyed the game and continued to play. She also noticed that while they were playing Mr. Bino touched her very often, hugging and stroking her, in a way that she did not like. After a while she felt very uncomfortable, but did not know what to do to stop Mr. Bino from behaving this way.

After a while Mr. Bino told Mia and Arwo that his house was nearby and that he had many sweets and toys to share with Mia and Arwo. Mr. Bino said that he knew their parents and that their parents wouldn't mind if they went with him to his house. Mia and Arwo knew that mom and dad were waiting for them at home, and that they told them never to go with people they did not know well—but Mr. Bino was very insistent. Arwo almost followed Mr. Bino, but Mia was very strong and decisive. She did not like Mr. Bino and told Arwo they had to go right home—otherwise mom and dad would punish them. While they were returning home Mia told Arwo that she did not like Mr. Bino and that she felt very uncomfortable with him, but Arwo did not understand what Mia was saying. He thought that Mr. Bino was a funny old gazelle.

Mia felt very upset. Her brother did not understand why she felt uncomfortable. She felt very lonely and became very silent. Mia's mom noticed this sudden change of behavior and asked Mia if she was feeling well. Mia felt very ashamed to tell her mom what she felt when Mr Bino was touching her. Mia's mom asked Mia again with very kind words what was the matter. Mia knew that she could trust her, and finally told her what had happened with Mr. Bino and how she felt.

Mia's mom hugged and comforted Mia, who finally fell asleep. The day after, mom and dad talked with Mia and Arwo and explained that they were not happy when they were not nearby the house and could not see them. Mom explained that Mr. Bino was not a nice gazelle, and that they should have never played with him, as they could not trust him. Dad explained that he and mom did not know Mr. Bino and that Mr. Bino was a liar—Mr. Bino had lied to them when he said that he knew their parents. Dad also explained that what Mr. Bino did while playing with Mia was very wrong, and that if something similar happens again, Mia and Arwo should shout 'fire, fire, fire' as loud as they can and run away immediately. They should never follow strangers. Mia and Arwo understood that they had done something dangerous by playing far away from home. Arwo apologized to Mia and thank her for insisting on going back home instead of following Mr. Bino. From now on he would always listen to what his sister told him, and scream 'fire, fire, fire' in case of danger.

NOTE Adapt Mia and Arwo's story to your own context and culture.

Message to convey to the children: Never adventure into isolated places on your own. Make sure that kind adults and older children are around you. Do not listen to strangers. Scream 'fire, fire, fire' when you feel in danger—people will take more notice of what is happening to you.

UNIT FOUR:

LIFESAVING MESSAGES ACTIVITIES



LEARNING OUTCOMES



At the end of **Unit Four** you and the children will be able to:

1. Implement mine and explosives remnant of war (ERW) activities
2. Implement Disaster Risk Reduction (DRR) activities
3. Implement Health Promotion activities
4. Implement Peace and Reconciliation activities

NOTE Lifesaving messages aim at teaching children important knowledge, skills and attitudes that can contribute toward protecting them from harm.



THINK: Read through the activities and lifesaving messages. What lifesaving messages are relevant in your context? Why? Discuss with your colleagues, the UNICEF team or Implementing Partners (IPs) what lifesaving messages and learning activities you should implement in the CFS/E.

NOTE If you have extra activities and messages that are specifically relevant in your context, involve your colleagues in developing them.

In emergency contexts, education can convey important messages that can help children to protect themselves from harm. These important messages vary from context to context. The following section presents some activities that can convey lifesaving messages and support children in contexts of emergency. Three areas of lifesaving messages are developed in this Unit:

- Mines and explosives remnant of war (ERW) activities
- Disaster Risk Reduction (DRR) activities
- Health promotion activities

In addition, Activity Two of this unit provides activities that convey messages of peace and reconciliation.



YOUR ROLE is to select the messages and activities that are relevant in your emergency context and implement them with the group of children in your care.

The **objective** of Unit Four is to provide practical examples of how to convey lifesaving messages that are context and culture related—and of how to implement peace and reconciliation activities.



ACTIVITY ONE:

Education messages and learning activities that can prevent or mitigate situations of risk

NOTE Ask the UNICEF team or the IPs or other agencies working in your area, for a list with pictures of the most common types of mines and explosives that can be found in your area. Also make sure that you have a list/map of the dangerous locations that must be avoided. Involve demining agencies in the delivery of 'mine education in the CFS/E'.

• Mines and explosives remnant of war (ERW) activities

Mines and explosives are usually found in contexts in which armed conflict has taken place. Mined fields are a tactic of war, and they are intended to kill people. It is a fact that the majority of mines and explosives kill civilians, and in specific children who happen to play in areas not cleared from mines and explosives. Mines and explosives can have different shapes and colors.

Mines Activity 1: Do not touch dangerous objects!

Age group: 2 to 4 years

Materials: Familiar objects that can be found around the household. For example, glasses, cups, pots, soda bottles and soda bottles taps, leaves, and pieces of waste. Mine and explosive prototypes used for 'mine risk education', or pictures of them.

Explain: Tell the children that in your area there are some dangerous objects that can cause terrible consequences to children who touch them, like sever a limb or even kill. Show the dangerous objects to the children.

Play: Place the familiar objects and the prototypes or pictures of mines randomly around the playing area. Ask a group of children (ideally a group of 10 children maximum) to pick up the safe objects from the ground. Every time a child picks up the 'mine or the explosive' or inadvertently touches it, make a big noise and ask the child to lie down on the ground, close his/her eyes and stay still.

Ask the children: 'What happened to... (say the name of the child)? What should (say the name of the child) have done? Repeat the message: do not touch unfamiliar objects even if they look attractive and call your attention! You may die or be injured.

Message to convey to the children: Do not touch mines and explosives. Do not touch any unusual object that you may find on the ground. Keep away from dangerous areas. Always play in safe areas and walk on safe paths and roads. Tell an adult if you see a suspicious object—do not try to touch or remove it.

NOTE During the activity and while in the presence of the children, do NOT arbitrarily touch the prototypes or pictures representing mines and explosives. This should help the children to understand the NEVER touch message.

Mines Activity two: Saul's story

Age group: 3/4 to 8 years

Read or tell the story:

Saul's story

One sunny day, Saul and his friends left their village to collect honey in the forest. The children followed the path through bushes and fields. On the way, Saul came across a strange object the size of a tennis ball. Saul was very curious and he decided to investigate. He picked up the object and threw it at a big rock. His friends were frightened and ran away. With Saul's second throw, the object exploded. From the explosion, Saul suffered deep wounds all over his body. Saul lost his left leg and he had internal injuries. Saul survived after spending many weeks in the hospital, but he cannot run and play as he did before because he lost his leg.

NOTE You can change the name of the character of the story and use local names and local places to make the story more culturally relevant. What is important is that children understand not to touch or pick up unidentified objects.

Ask the children: What did Saul do? What were the consequences? What should have Saul done instead?

Message to convey to the children: Do not touch unfamiliar objects even if they look attractive and call your attention! You may die or be injured.

NOTE You can create a name for your risk preparedness plan that is memorable and relevant in your context. Use a catchy word that the children can easily remember—for example, 'Keep Safe Plan'.

- **Disaster Risk Reduction (DRR) activities**

Disaster Risk Reduction activities aim at preventing or/and mitigating the impact that disasters can have on a community, school, and/or CFS/E. You and your community may already be a victim of a natural disaster or a conflict. In order to prepare for an emergency, it is a very good practice to develop a **risk preparedness plan**. The objective of a risk preparedness plan is to ensure that the children, caregivers, teachers and all other personnel working in the CFS/E are fully aware of the basic procedures to follow in case of a dangerous situation.

DRR Activity 1: How to develop a 'risk preparedness plan'

Age group: Toddlers, mothers with infants, pre-school children

Preparation: The best way to develop a risk preparedness plan is to know the risks that your community runs, and assess the hazards present in the CFS/E center.

The following steps will help you to develop a 'risk preparedness plan' for the CFS/E in your context.

- Gather relevant information about the risks that your community runs, by asking important questions and by assessing the hazards present in the CFS/E.



Checklist 4: Assess disasters in your context

- Has any natural disaster hit your community in the past? If yes, what ones?
- What happened when the disaster occurred?
- What hazards are present in the ECD center or CFS/E? For example, is it likely that a fire can start in the kitchen? Is the playground free from hazards?
- Does the ECD center or CFS/E have a safe place where the children can go in case of an emergency?
- Who can you call for help in case of an emergency?

NOTE If there are structural hazards that can be removed, involve the ECD Steering Committee and the UNICEF team or IPs in attending to them as soon as possible.

Once you have gathered all of the important information, you will have a better understanding of the disasters that could potentially hit your community and the particular hazards present in the CFS/E.

• Develop the ‘Keep safe plan’

In order to prevent and mitigate disasters, specific Disaster Risk Reduction guidelines should be adapted to the specific context and emergency. The table below presents some ideas of what to do in case of a fire or an earthquake. Involve the UNICEF team or the IPs in helping you to develop a risk preparedness plan suitable to your context.

Table 3: Fire drills and instructions for emergencies



NOTE Children can understand and memorize simple directions to safe places or meeting points. Repeat the instructions regularly to reinforce memorization.

| Emergency | What should children do in case of a fire? |
|-------------------|---|
| Fire | <ul style="list-style-type: none"> • As soon as they hear the fire drill, walk to the nearest exit without rushing or pushing other children • Walk to the meeting point outside the CFS/E • If there is a lot of smoke, children should cover their mouths and crawl along |
| Emergency | What should children do in case of an earthquake? |
| Earthquake | <ul style="list-style-type: none"> • Find a safe place and drop down—for example, hide under a table or a door frame • Cover their heads and necks • Stay away from wardrobes or heavy furniture that could fall on them and cause harm • Hold on to something secure • Once they’ve found a safe place, stay there—do not move until the shaking stops • Stay calm and sing a song while they are waiting for rescue |

DRR Activity 2: How to communicate important risk preparedness messages

Age group: toddlers, mothers with infants, pre-school children

Some ideas for how to communicate what to do in case of a disaster:

- **Art and Craft activities:** Ask the children to draw what they should do in case of an emergency.
- **Drama, songs and traditional dances:** Role play. Together with the children and the caregivers, enact a possible emergency situation.
- **Toys:** Use the toys of the ECD Kit to demonstrate the consequences of natural disasters. For example, use the building blocks and the animal puppets to show what can happen in the case of an earthquake or a tornado.



YOUR ROLE is to develop basic instructions for children to follow in case of an emergency, and to communicate and repeat those instructions regularly.

DRR Activity 3: Group environment project

Ages: 4 to 8 years

Psychosocial Objective: To encourage exploration of and familiarity with their surrounding environment, and provide the opportunity to work in smaller groups. It also encourages creative thinking and problem solving.

Materials: Paper, crayons, colored pencils, glue, and objects from the area surrounding the learning center or the children's home.

Preparation: Introduce the theme: natural disasters. Talk about what happened during the emergency. Spend time with the children walking outside the learning environment. Encourage them to observe how their environment has changed as a result of the disaster. Encourage them to pick up objects they want to use for a group project. It can be sticks, leaves, stones, wood, pieces of plastic or metal, used paper, cloth, or anything else they find and want to use.

STEP 1: Separate the children into smaller groups of 3 to 4. Discuss what they observed.

STEP 2: Discuss with the children what happened during the natural disaster, and share ideas on how to prevent natural disasters from happening in the future.

STEP 3: Ask them to sit together with their collected objects and build or create a picture of the natural disaster. They can glue things onto paper, make a toy, create a game, or tell a story using the different objects.



YOUR ROLE is to adapt the activities to your context and emergency setting.

Message to convey to the children: The environment we live in is a very special and delicate friend. If we do not take care of it properly, natural disasters are much more likely to occur.

DRR Activity Four: Move like nature

Ages: 2 to 3 years; and 4 to 8 years

Psychosocial Objective: To learn about nature, express feelings, and provide physical release. The more knowledge children have about the world around them, the better. This activity is especially useful after natural disasters. Nature can cause destruction, but it also is resilient and repairs itself.

Materials: Pieces of paper, pens, and a container like a hat, bowl or box to hold the pieces of paper; a space within which the children can move and play.

NOTE It is very important to include both positive natural forces as well as frightening and destructive ones.

Preparation: Write the words for different forces or qualities of nature on the pieces of paper. Write each 1 on a separate piece of paper. Choose words from nature based on the age group and the nature setting with which the children are familiar. Some suggestions are wind, rain, sunshine, hurricane, cyclone, thunderstorm, rocks, tornado, drought, earthquake, tide, waves, soft wind/rain, strong wind/rain, volcano, growing tree, monsoon, flood, tall grass moving on a windy day, and loud wind/rain. Put the pieces of paper inside the container.

STEP 1: Have the children stand or sit in a circle together on the floor.

STEP 2: Explain to the children that they are going to be playing a game about nature. Have a brief discussion about different forces in nature, focusing on the words you wrote.

STEP 3: Invite the children to one by one take turns reaching into the container and picking out a piece of paper.

NOTE For ages 2-3, you can lead them by orally introducing and describing the word and acting it out together as a group.

STEP 4: After a child has picked out a piece of paper, s/he should use his/her body to act out his/her understanding of the word to the group. Be ready to help him/her read the word quietly so the other children don't hear what it is.

STEP 5: Explain that the children can use their arms and legs to move like the word, and use their feet, hands and voice to make sounds. For example, the sound of soft rain or wind can be made by quickly rubbing your hands together.

STEP 6: The other children can try and guess the word. They can also volunteer to help their peer communicate the word, if needed. Encourage the children to work together to understand the word.

Have a discussion as a group after each child has performed his/her word. What do the children know about that word from nature? Have they ever seen or experienced it? Do they have ideas about why it happens?

STEP 7: Contextualize this activity within your emergency context. Talk about what happened during the natural disaster. Work with the children, and identify relevant risk reduction actions that they can take (e.g., fire drills, find safety under a table, and move away from windows).

• Health promotion activities

Health promotion messages can be lifesaving when implemented regularly. Key important messages about personal hygiene and sanitation practices can lower the risk of contracting waterborne life-threatening diseases like diarrhea. The following section presents some examples of health promotion activities:

Health Promotion Activity One: Wash your hands regularly

Age group: 2 to 3 years; and 4 to 6 years

Materials: Soap

Preparation: Explain to the children that they should wash their hands with soap (or ash) and water after being to the toilet and before eating. Explain that they should not put dirty hands or fingers in their mouths. Explain that harmful bacteria (which are very small bad things) live under their fingernails and on their hands, even though they cannot see them. The bacteria can make us very ill. By using the soap and water, we kill these bacteria.

What you can do:

- Create a song that instructs the children to wash their hands each time they have been to the toilet.
- Add movements that enhance washing the palms and the back of their hands, in between their fingers and under their fingernails with soap (or ash) and water.
- Tell children not to put dirty hands in their mouth.

NOTE Sing the song you created while the children are washing their hands, and encourage them to sing along.

Health Promotion Activity Two: 'Mr. Poo and Mrs. Pee go to the toilet'

Age group: 2 to 3 years; and 4 to 6 years

Materials: None

Preparation: Explain to the children that they should always take 'Mr. Poo and Mrs. Pee' to the toilet. They should let adults or older children know—with enough time—when they need to go to the toilet. They can also ask older children to help them.

What you can do:

- Create a song, a poem, a rhyme that encourages children to say when they feel the need to go to the toilet. For example: '*Always tell your mommy when you need to pee! Always tell your daddy when you need to poo. If your mommy is not there, tell your brother instead, if your daddy is not there, tell your sister indeed!*'
- Add movements to the song that mime what children should do.
- Make up stories about Mr. Poo and Mrs. Pee. Tell children that they should always take Mr. Poo and Mrs. Pee to the toilet. Tell them that children will get sick if they do not take Mr. Poo and Mrs. Pee to the toilet.

NOTE Use funny names for the fantasy characters—something that is the equivalent of poo (for solid faeces) and pee (for urine) in your language.

NOTE Adapt the songs to your context and culture. There might be some rhymes or poems in your tradition that support the potty-training of children.

NOTE Use the song when children go to the toilet. This will reinforce the positive behavior.



ACTIVITY TWO: Peace and Reconciliation Activities

In Early Childhood Education, children learn how to deal with conflict through their interactions with peers and adults. At this age, peace and reconciliation education focuses on learning how to deal with conflicts positively without resorting to aggressive behaviors. It is very difficult to talk about peace in contexts where extreme violence and injustice are part of daily life and where children constantly experience aggressive behaviors.

If there is not a good, positive and collaborative atmosphere in the CFS/E center, it will be very difficult to implement peace and reconciliation activities with the children. Also peace and reconciliation education loses its meaning if corporal and emotional punishment and bullying behaviors are tolerated and practiced.



YOUR ROLE is to provide a learning environment in which children can experience positive behaviors and learn to deal with conflicts positively.

Peace and Reconciliation Activity One: Positive Conflict Resolution

Age group: 3 to 4 years; and 5 to 6 years

Materials: Fingers and hand puppets—or alternatively, white pad sheets and colors, if you prefer to use drawings instead of puppets; the blue sorting-shape toy contained in the ECD Kit.

Preparation: Adapt the following story to your context. You may want to refer to a situation that actually occurred in the CFSpace/E or in your class. You can use different names and also different animals or different characters. In case you do not feel comfortable using animal puppets for religious or cultural reasons, you can use drawings instead—or any other object. There are a total of 5 characters (people) in the story, as follows:

1. The teacher (adult figure) – you
2. Rose (female character) – 1 of the children
3. Jimmy (male character) – 1 of the children
4. Henry (male character) – 1 of the children
5. Joanna (female character) – 1 of the children

NOTE Remember that the purpose of this story is to encourage children to find positive solutions to the conflict situations that they may experience.

Arrange the children in a circle, so that they can all see you.

Read and play: PART A: *Rose the rabbit and Jimmy the frog are 2 friends attending the Early Childhood Center. One day Ms. Bear the teacher brings a new toy to play with: a beautiful blue box with many different colorful shapes and objects called the shape-sorter.*

NOTE If the bear puppet is not available use another one instead.

Action: Holding the bear puppet, bring the shape-sorter box with the shapes to the middle of the circle where the children are seated. Make it fun, and talk about the different pieces of the box, and engage the children’s attention.

Read and play: PART B: *As soon as Ms. Bear the teacher puts the shape-sorter box on the floor in the middle of the circle of children, Rose the rabbit and Jimmy the frog run to get the blue shape-sorter box, wanting to play with it immediately.*

Action: Ask the children holding the Rose the rabbit and Jimmy the frog puppets to repeat the scene and run for the shape-sorter. With younger children, you may need to help them.

Read and play: PART C: *Rose the rabbit and Jimmy the frog both want the blue shape-sorter box and start to scream while grabbing at the box. The noise is unbearable. Jimmy the frog pushes Rose the rabbit, who pushes Jimmy the frog back. Both children want the box and it seems that there is no solution to their fighting.*

Action: Ask the children to dramatize the scene and start pretend fighting.

Read and play: PART D: *Henry the dog and Joanna the mouse go to help Jimmy the frog and Rose the rabbit, and give them suggestions on how to solve their disagreement.*

Action: Ask the children holding the Henry the dog and Joanna the mouse puppets to give suggestions on how to solve the disagreement and find a solution.

NOTE Children should come up with their own solutions and make up their own dialogues



YOUR ROLE is to ask the children: *What does Henry the dog say? What does Joanna the mouse say? Who should play with the blue shape-sorter? Allow all of the children to give suggestions and have their say in the story. What should Jimmy the frog and Rose the rabbit do?*

Message to convey to the children: Fighting is not a good solution, because you will end up playing alone, losing your friends and not having fun. It will also cause a lot of unhappiness for you and the people around you.

ALTERNATIVE: With younger children you can simply act the story using the finger puppets contained in the ECD Kit, and involve the children at the end of the story by asking them to find solutions to the fighting.

Peace and Reconciliation Activity Two: **Cooperation Game**

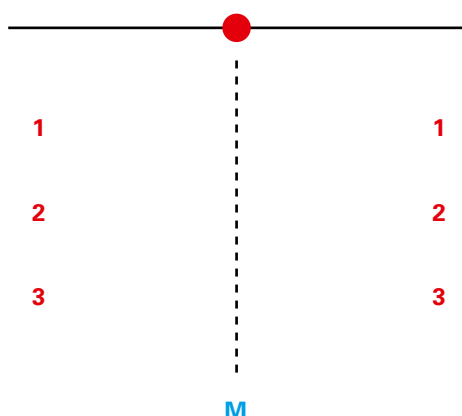
Age group: 3 to 4 years; and 5 to 6 years

Materials: A piece of colored cloth material or a handkerchief.

Preparation: Separate the children into 2 groups/teams (a maximum of 10 children per group, 5 if very young children). Line up the children into 2 columns: 1 column on your right and 1 column on your left. You must face the 2 lines. Give the same number (or color) to the 1st, 2nd, 3rd, etc. child in each of the 2 lines.

NOTE With very young children, you may need to call the name of the players. For example: "Number one, Lea and Pablo."

FIGURE 3: THE COOPERATION GAME PLAYING FIELD



- = position of the handkerchief holder
- 1, 2, 3 etc... = position of the team players
- M = middle line

Play: Hold the piece of colored material in the middle, at a level where the children can easily reach it. The children of each team cannot step over the middle line. The goal of the game is to grab the piece of material and run back to the position in line without being touched by the other player. The team that scores more points wins.

Message to convey to the children: The success of a team depends on the cooperation of all players.

