



Village Partnership Family Strengthening

Curriculum Facilitation Guide
2-Day Workshop

The Village Partnership Family Strengthening Workshop
Developed to support families living in rural villages in Sierra Leone with a risk of child and family separation due to poverty.
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Schedule

Time	Day 1	Time	Day 2
10:00	Welcome • Pre-meal blessing, snack • Program Overview • Games and CRC Orientation Tour	8:00	Pre-meal blessing, breakfast • Sacred Lesson: A Little Effort Can Make a Big Difference (or: sacred family living?)
11:30	Session #1 Body Stretch Adults: AT Workshop Module 1 Youth: Introduction to Emotions, Part 1 • Make emotions bracelets	8:45	Session #6 Story Stretch Adults+Youth: Attachment/Teamwork Games
1:00	Bathroom break, pre-meal blessing, lunch	10:00	Bathroom break
2:00	Session #2 Body Progressive Muscle Relaxation Adults+Youth: Emotion Ball Game	10:15	Session #7 Body Progressive Muscle Relaxation Adults+Youth: Intro. to Emotions, Part 2: • Presentation of the bracelets to caregivers, how to use them at home • Introduction of turtle-tuck technique
3:15	Session #3 Body Stretch Adults: AT Workshop Module 6 (Self-Care): • Reflection on Session #2 • Preview of bedtime ritual • Module 6 Youth Free Time: bikes, quiet reading, dance	11:45	Session #8 Body Stretch Youth: Introduction to Financial Literacy • Storytime/skit, currency identification, counting games Adults: Financial Literacy Units 1+2
4:45	Session #4 Adults+Youth: Apologizing Takes Courage! • Dance: “If I Hurt You...” (B. Mack) • Daniel Tiger: “How can I help?” • Practice game for family apologies	1:15	Bathroom break, pre-meal blessing, lunch • Candy game (delayed gratification)
6:15	Bathroom break, pre-meal blessing, dinner	2:15	Session #9 Body Progressive Muscle Relaxation Adults+Youth: Currency Art Project • Coat of Arms / Shield of Strength
7:15	Session #5: Storytime Story Stretch Adults + Youth Together: <i>Yamah and the Tumbeke Project</i>	3:45	Celebratory Closing • Circle of Connection Activity and review of key skills learned • Pairs-Commitments Activity • Sacred Families Activity
8:00	Get ready for bed • Bedtime ritual (Ask, Relax, Pray)	4:15	Depart for the village
8:45	Movie night (optional)		

The goals of this opening program are that caregivers and children will:

1. strengthen secure attachment to one another
2. build a shared awareness about the import of financial literacy for family life
3. grow in their faith as they appreciate the sacred vocations of family
4. experience a mutually-supportive learning community with fellow villagers

We introduce the Attachment Theory and Financial Literacy curricula:

Studies have shown that connecting training in psychosocial *and* financial literacy skills can build caregiver self-esteem and strengthen families (Steinert et al., 2018). During these opening two days, we use:

1. *from* the CRC's existing Attachment Theory Workshop
 - a) Module 1 (Introduction)
 - b) Module 6 (Self-Care)
 - c) We also preview a few skills from:
 - Module 3 (attunement, recognizing emotions)
 - Modules 4 and 5 (emotional self-regulation)
2. *from* the CRC's existing Microfinance Workshop:
 - a) Module 1 (Introduction and Purpose of Savings)
 - b) Module 2 (Money Basics)

This opening program focuses on the attachment foundations of talk, touch, time, safety/security, child-centered play, and self-care, alongside the financial literacy foundation of saving (for adults) and currency identification (for children). Other skills such as using appropriate discipline, effective communication for family problem-solving, and home budgeting are *not* emphasized in this opening program. Rather, these are skills that learners will encounter in home visits made by CRC staff.

The decision to include Attachment Theory Module 6 (Self-Care) in this opening program was prompted by CRC staff feedback that caregivers--especially in the rural agricultural sector--often struggle to find time and energy for child-centered interaction.

The **objectives** of this curriculum involve **action-based learning to optimize knowledge retention and behavioral change**. During these two days, **caregivers and children practice with each other** through real-time activities. This provides a basis for:

- caregiver reflection
- children's socio-emotional play
- collaboration at the village community level
- CRC staff psychosocial observation of learners

This curriculum incorporates Sierra Leonean **cultural materials** as well as **faith-based wisdom** to support the vocations of family life. We aim to elevate attachment and financial literacy in ways that affirm learners' own cultures and spiritual development.

By the end of the two-day program, attendees will be able to meet the following outcomes:

1. **Attachment:** Caregivers and children will be able to:
 - a) define *attachment* and *self-care* (adults)

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- b) use talk, touch, and time for building secure attachment (adults)
 - c) name emotions, and demonstrate one technique for emotional self-regulation (adults and children)
 - d) share what makes them feel safe (children)
 - e) engage in attachment repairing behavior: apologies with “How can I help?” questions (adults and children)
 - f) work together to promote trust within family dyads and across families within the village community (adults and children)
 - g) understand the importance of using routines to promote attachment, such as an evening bedtime ritual (adults)
 - h) demonstrate at least two techniques for relaxing the body (adults and children)
 - i) identify individual family strengths and values; identify village-wide commonalities of strengths and values
 - j) absorb teachings from faith traditions that personally inspire sacred family living (adults and children)
2. **Financial Literacy:** Caregivers and children will be able to:
- a) review recognition and summation of currency (youth)
 - b) practice delayed gratification (youth)
 - c) explain the import of saving (adults)
 - d) identify anticipated and unanticipated family expenses (adults)
3. **Follow-up:** Caregivers and children will be able to:
- a) identify one non-family “buddy” among the village learning group who can support resilience on matters psychosocial (adults and children) and/or financial (adults)
 - b) verbally commit to practice at home activities learned in this opening program
 - c) verbally commit to attend follow-up workshops and receive CRC visits in their home village

For each component of the program, you will see a designation that identifies associated intended outcomes from the above list. For instance, the Turtle Tuck Technique activity in this guide will include the designation “1(c)” because it aims to foster emotional self-regulation.

This curriculum assumes that participants will be family dyads (1 caregiver, 1 school aged child (aged 9 - 13)) from a given village. It would be best if indeed this is the norm for this workshop. However, if the configuration of families or the age of children is different, please make adjustments to activities accordingly.

Key Messages:

While each person’s learning will be unique, we hope that participants will depart from the opening program buoyed by God’s teachings that:

1. Our relationships in our families can grow, change, and deepen over time.
2. Families do best when members are intentional about caring for one another.
3. To care for one another, we must also care for ourselves.
4. By making wise financial choices, we can strengthen our family.

5. Even small actions can make a big difference.
6. We can work together as a family and as a community to meet the challenges we face.

General Facilitation Tips:

1. Prior to facilitating this program, it is advised for **staff to practice the behavioral skills in their own lives** that are featured in this program. This practice will prepare staff:
 - to *teach* the behavioral skills
 - to *notice* when learners try to execute the skills
 - and to *assist* learners to improve upon their skillsWe aim to promote *behavioral shifts or enhancement that can be observed*, both during this program and when case managers make home visits. A Self-Assessment Checklist for each CRC staff member to fill out prior to executing this opening program is included in Appendix A.
2. **Caregivers will learn by watching staff, even at informal moments.** Thus, it is important to train all staff to model best practices for interacting with children *at all times*, even during informal moments of meals or passing by someone in the hall. It is important to take *every* opportunity to show good use of talk, touch, and time.
 - For instance, if little John is getting his food during lunch and you notice that he puts some bread on his mother's plate, you can be intentional to model offering specific praise and say, "John, that is very kind of you to serve your mother some food and put bread on her plate."
 - Or, if you are in the hallway and little John is trailing far behind his mother, you can be intentional to teach the mother touch and child-led attentiveness by stopping the mother and saying, "I see that John is far behind you. Let's wait for him here. [John catches up.] John, where are you and your mother going now? [He answers.] Will you please hold your mother's hand and lead her there?"
3. This program requires a **high staff-to-participant ratio**. It is advisable to plan in advance which staff member will work with which families. If possible, aim for consistency so that a given staff member can get to know a given family across many different activities on both days. This will foster trust with the family, and also will deepen the staff member's understanding of the relational dynamics in a particular family.
4. Your role is to empower families, rather than telling them what to do. Therefore, as you work with participants, try to **maximize opportunities for self-discovery, experimentation, and peer learning**.
5. We **use repetition** frequently, so that families will remember what they are learning and be able to practice at home. We also use repetition to foster a sense of pattern and regularity, which is emphasized in AT Module 1 as beneficial for youth to feel safe.
 - The "body" activities that begin sessions can help with attention and relaxation. If families enjoy these activities, they can be used for self-care at home.
6. This is a busy program! The newness of the CRC and the packed schedule may trigger some children and adults. You may wish to designate one or two rooms that a family or child can go to as a **"time out" space to calm down** or get away from the crowd.
7. For each activity description, you will see a blank line on the page for designating which CRC staff member(s) will be the lead facilitator(s). You might also see lines for designating other roles within the activity. It is advised that you rotate roles and

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facilitation responsibilities among CRC staff members so that the workload and preparation is manageable. Many of the activities will require significant preparation beforehand.

8. A useful general facilitation tip, especially for adults-only sessions, is to have a “Parking Lot”: a Flip Chart on which you maintain a list of questions/topics raised by participants that you wish to acknowledge but nevertheless will likely not be addressing at that moment. This helps participants to feel like you are listening to them, and allows you to maintain fidelity to your education plan.

Supplies:

1. Food, water, tea as needed; room setup for meals as needed with tables and chairs
2. For activities and art projects: numbers-beanbags (1-20), faces chart, beads and bracelet-making supplies, 4-6 beach balls prepared as emotion balls, 6+ bowls and/or bags-containers for various activities, “Ask, Relax, Pray” posters, printed Apologies Scenarios, candy, play money, a few bills of real Sierra Leonean currency, *Yamah and the Tumbeke Project* book, any additional props for storytelling and skits, 2 firefly puppets, turtle puppet, [*Tucker the Turtle Takes Time to Tuck and Think at Home*](#) (printed from the internet, preferably in color), extra pens, “Spot It!” card game, long piece of rope, art supplies (color markers, white paper, child-friendly scissors?), printed Sierra Leone Coat of Arms image (preferably in color, plus optionally 2-3 other countries’ Coats of Arms), printed template for family Coat of Arms/Shield of Strength (15 copies), optional cardboard for templates, optional printed decorations for the shields and optional glue sticks
3. For registration: nametags, participant bags, pens, additional registration materials (laptop, attendance sheet)
4. Slides and participant workbooks from CRC’s existing AT Workshop and Microfinance Workshop
5. Flip charts and Sharpies for sessions as needed
6. Technology setup for projection of videos as needed; it is suggested to download videos ahead of time in order to avoid potential internet streaming problems
7. Free Time activities ready (CRC will choose i.e. bikes, computers, library for quiet reading, song-dance rehearsal material, sewing machines, etc.)
8. Movie setup for optional Movie Night
9. Any nametags or shirts for CRC staff; clipboards and family assessment forms as needed.

Video/Photo:

Please do not videotape group activities, so that you can preserve an atmosphere of trust and confidentiality among participants. Photos may be taken of group activities if the photographer is mindful to remain unobtrusive and at a distance.

Time: 1.5 hrs. (20 mins. snack/overview; 20 min. Copycat and Blink; 40+ min. “I Spy” Tour)

Lead Session Facilitator(s): _____

And: 1 CRC staff member per family dyad

Supplies: 1 beanbag (or other soft toy) per family dyad

Families will (*outcomes 1b/1f*):

- acclimate to CRC staff and CRC layout
- undergo initial family assessment
- learn the import of child-centered interaction
- gain confidence with any unfamiliar objects of CRC residence (i.e. toilet, bednets)

Preparation Note for staff: these games implicitly teach some “Serve and Return” attachment practices, which would be good for you to model throughout these two days (see Appendix B, Key Terms).

Please prepare how to play “I Spy”; adapt for translation in local languages. Helpful preparation videos:

- <https://www.youtube.com/watch?v=5ybJXkE0VaY>
- <https://www.youtube.com/watch?v=m344VIHbmXM>

To get a baseline impression of how each family dyad is functioning, each CRC staff member assigned to a dyad will complete the Attachment Behaviors Assessment Form during (or at the end of) this session (Appendix E).

Welcome families to the CRC, begin with praise: We are glad you are here! Being here means that you care about your family. We all want what’s best for our families. These two days will be fun! (Provide a brief overview of the two days’ schedule.) Let’s play some games to begin.

COPYCAT:

Background for staff: This game teaches the caregiver to follow the child’s lead and respond supportively. It also teaches turn-taking. The basic idea is to have the caregiver playfully copy what the child is doing.

- Family members (1 caregiver, 1 child) stand facing each other.
- Begin by having the child clap their hands together in some sort of pattern. The caregiver copies by clapping their hands in the same pattern, volume and speed. Encourage the child to change the style of clapping (such as louder or softer), or add additional body movements, and the caregiver must try to imitate.
- For the next round: the child demonstrates a pattern, the caregiver responds with the same pattern but ALSO adds an additional pattern, and the child responds with the whole sequence. If mistakes are made, work together to get the pattern correct!

BLINK GAME:

Background for staff: This game teaches caregivers and children to make eye contact and collaborate.

- Family members (1 caregiver, 1 child) face each other.

- Have the child stand and place a bean bag on top of his/her head. Have the caregiver sit in front of the child and place their hands in front of them, palm up and slightly cupped. Make eye contact with each other, no blinking!
- Then when the caregiver is ready, they do an exaggerated blink. When the child sees the blink, they slowly tip forward to try to get the bean bag to fall into the caregiver's hands. Have the caregiver use as much eye contact as possible. If the caregiver misses catching the bag, encourage them to try again. Have fun!

I SPY / CRC TOUR:

Background for staff: This game teaches caregivers and children to work as a team, to feel curiosity together, and to have a shared goal (Gray, 2015, pp. 86-87). It also helps the caregiver to follow the child's lead and take interest in things that the child is interested in during play. The game helps build children's vocabulary as they name and describe objects. Since the CRC will be new to many village families, the game helps families become acclimated to the space and navigate it with confidence.

- Each staff person will lead his/her designated family dyad on a tour of the CRC. Start with each family in a different location (inside or outdoors) and follow a circuit, so that the families can explore different spaces simultaneously.
- At each space/room, play "I Spy": the "Spy" sees an object and says "I spy with my little eye something [color, adjective, or shape; you can use a different rhyme for local dialect]," and the other person(s) ask questions to then make guesses as to what that thing is.
- Make sure that at each place, the child, the caregiver, and you as staff take turns being the lead "Spy" who has in mind an object for others to guess.
 - Consider laying on the ground outside and looking up! Or get close to a tree and watch bugs, etc.
- For objects that *you* as staff especially want to demonstrate how they work, use those objects when it's your turn to be the lead "Spy" (i.e., "I spy something...shiny and round!" in the bathroom to teach the name of the object "toilet flush" and demonstrate then how to use it; encourage the families, too, to copy you and flush the toilet themselves.)
- Remember to encourage the lead Spy *not* to look directly at the object they have in mind, so as not to give away the answer. If you have to wait for another family to vacate a space, play "I Spy" in the hallways with family members' clothes, body parts, etc.—whatever you can see can be part of the game!

Time: 1.5 hours (5-10 mins. Body Stretch; 80 mins. AT Module 1)

Lead Session Facilitator(s): _____

Body Stretch Facilitator(s): _____

Supplies: AT Module 1 slides, participant workbooks, optional flip chart and Sharpies

Optional funny videos:

“How African Parents Apologize” <https://www.youtube.com/watch?v=gCEuv3uGYiI> OR

“How Caribbean Moms Apologize”: <https://www.youtube.com/watch?v=P7lnB9t4AU4>

Adults will (*outcomes 1a, 1b, 1f, 1g, 1h, 1j*):

- understand overall format of AT workshop
- assent to group confidentiality and positive interaction within the group
- define *secure attachment* and recognize behaviors of secure attachment
- appreciate secure attachment as a spiritual practice
- name the Three Ts: *talk, touch, time*
- understand the import of restoring structure after attachment disruption (i.e. apologies)

Note: begin with Body Stretch (Appendix C), then proceed with session content.

Introduce overall Workshop and establish good group communication: All caregivers face challenges, so this workshop is to support parents. We will have sessions during these two days, plus review sessions with your case manager at regular home visits.

- We want you to be able to speak freely in these sessions, so we ask that anything you hear here from each other stay confidential within this group. Can we agree to that? [Wait for assent.]
- We also want to respect that each of us has different opinions and different life experiences, so if someone says something that you disagree with, please listen first and try to understand their point of view, and then respond with your own point of view, OK? [Wait for assent.] Let’s get started!¹

Proceed with the AT Workshop Module 1.

- 1) Overall, assist caregivers to understand that attachment is not simply about being in a relationship with one’s child. It is about the *quality* of that relationship: providing *emotional stability, care, and protection*, so that the child feels *understood* and *safe to seek comfort* in the caregiver.
- 2) Module 1 Slide 32: As CRC staff, you can acknowledge that asking a child “What makes you feel safe?” “What makes you feel unsafe?” is important but can be hard. Preview: in our next session today, we will do an activity on this to ease conversation.
- 3) Module 1 Slide 33: Creating routines is helpful for attachment.
 - a. You might ask: What routines do you do as a family? (morning/evening, faith)

¹ If this workshop in the future is offered with caregivers who are currently experiencing significant relational problems with children (such as newly reintegrated street children or families with very defiant children or parental abuse), you can add here as follows: Think for a moment about the child you brought to this workshop. What is ONE thing that is especially good about your relationship with this child? [*This starts the workshop on a positive note. Go around the circle.*] What is ONE thing about your relationship with this child, that you hope could improve in the future? [*This can establish a goal or target for the caregiver to focus on. Go around the circle.*] Encourage the adults to keep these ideas in mind as they go through this workshop, because we hope that the workshop will be useful to them with these things, directly or indirectly.

- 4) Module 1 Slide 34: As you conclude discussion of the Three Ts, you can share wisdom:
- From the Christian tradition:
- a. *As a father shows compassion to his children, so the LORD shows compassion to those who revere him. (Source: Psalm 103:13)* (Some translations use “fear him” but we do not want to suggest that children should fear their caregivers!) These biblical sources teach that when we show compassion to our children, we are enacting God’s compassion for us as believers. Parenting is a sacred calling from God!
- From the Muslim tradition:
- b. *Abu Huraira reported that al-Aqra' bin Habis saw Allah's Messenger [Muhammad] kissing Al-Hassan [Muhammad's grandson]. He said: “I have ten children, but I have never kissed any of them, whereupon Allah's Messenger said: He who does not show mercy (towards his children), no mercy would be shown to him.” (Source: Sahih Muslim 2318a; this encourages us to use touch to show affection and build attachment with children.)*
- 5) Module 1 Slide 34: As CRC staff, you can share a story from your own home-life about how you are now paying more attention to the Three T’s in your own family.
- 6) Module 1 Slide 34: It can be hard to set aside time each day to spend with each of our children, even if just a few minutes. Preview: later today, we will have a workshop about *taking care of yourself*, so that you have energy to spend time with your children.
- 7) Module 1 Slide 36: You can acknowledge that apologizing to a child may seem strange to caregivers (in every culture)! Option: show a funny video, translate “How African Parents Apologize” or “How Caribbean Moms Apologize.” In these videos, the same actor plays the parent AND the child. The parent tries to apologize (without actually apologizing!). Preview: later today, we will have a fun activity about apologies.

Time: 1.5 hours. (5-10 mins. Body Stretch; 10-15 mins. faces chart; 40+ mins. bracelets)

Lead Session Facilitator(s): _____

Body Stretch Facilitator(s): _____

Supplies:

- faces chart²; beads (faces and shapes) in containers (bowls, etc.)
- other bracelet supplies (elastic string, 1 tube of E6000 adhesive; scissors to cut elastic string and ruler to measure string length)
- a way to mark each bracelet with the youth's name while the bracelet dries overnight

Youth will (*outcomes 1c, 1d, 1h*):

- name different emotions
- learn that *all* feelings are ok to feel
- learn that it is often important to share feelings with trusted others, including caregivers

Preparation Note for Staff: Tutorials: https://www.youtube.com/watch?v=t5_a4VYBny8 or <https://www.youtube.com/watch?v=kg1CvdJFgVU> [no need for a “charm”]. Make bracelets outdoors if possible. The E6000 should only be handled by staff. You can use paperclips or another object to temporarily tie-off the elastic string end, so that children don't struggle with bead-stringing. Each child makes 2 bracelets: 1 for self, 1 for caregiver. String length: 4.5-7 inch for youth, 6.5-8.5 for adults, with a little extra for tie-off. You should cut the string beforehand. Ensure children include a variety of face beads per bracelet (but not too many, since supply is limited). Designate a place for the bracelets to dry overnight. Let the children know that they will be giving the bracelets to their caregivers tomorrow as a gift.

Note: begin with Body Stretch (Appendix C), then proceed with session content.

Naming Emotions and Talking About Emotions:

- Use a faces chart to discuss examples of when each child tends to feel those feelings.
- Some feelings to discuss might not be on the faces chart: brave, cheerful, confused, curious, disappointed, embarrassed, excited, ignored, impatient, important, interested, jealous, lonely, confused, angry, cheerful, bored, surprised, proud, frustrated, silly, uncomfortable, worried, stubborn, shy, satisfied, safe, relieved, peaceful, overwhelmed, loving, tense, calm (Source: The Center on the Social and Emotional Foundations for Early Learning, n.d.). Or: create a list more appropriate for Sierra Leonean cultures.
- Discuss: 1) *all* feelings are ok to feel, 2) sometimes we feel “big feelings” and it's important to talk about our feelings with trusted friends, family members, and others (teachers, counselors, religious figures)
- Assist youth to make bracelets to take home (1 for child and 1 for caregiver); show how kids can use the bracelets to point to their feelings and share them.
- Set the bracelets in a safe place to dry overnight; mark each bracelet with the youth name.

(Bathroom break, prayer/blessing before lunch)

² If you need additional faces charts, you can download from this link or find others online:
<https://www.teacherspayteachers.com/FreeDownload/Social-Emotional-Learning-Emoji-Feelings-Recognition-Activities-2867684>

Time: 1 hour, 15 mins.

- 10 mins. Body Progressive Muscle Relaxation
- 30 mins. Emotion Ball Game
- 30 mins. “Feeling Safe” skit, conversation, and wisdom from faith traditions

Lead Session Facilitator(s): _____

2 CRC staff to facilitate Emotion Ball Game (1 per circle)

Body Progressive Muscle Relaxation Facilitator(s): _____

Skit actors: _____

Supplies:

- any props you may need for the “Feeling Safe” skit
- 4-6 emotion balls (or fewer if you want to make the game easier)

Families will (*outcomes 1b, 1c, 1d, 1f, 1h, 1j*):

- Practice Three T’s: talk, touch, and time
- Name emotions and share about those emotions with each other, including how emotions feel in the body
- Clarify what makes the child feel safe/unsafe
- Learn wisdom from faith traditions that support caregivers’ comforting behaviors and encourage youth to share their feelings with trusted adults

Note: begin with Body Progressive Muscle Relaxation (Appendix C), then proceed with session content.

Preparation Notes for Staff: For the “Feeling Safe” skit, you can either:

- To prepare the emotion balls: for the beach balls, use a Sharpie to draw a large emotion-face, one face per section of the ball. Choose emotions you think are most useful for this exercise. See example [here](https://hope4hurtingkids.com/emotions/understanding-emotions/beach-ball-feelings/):
<https://hope4hurtingkids.com/emotions/understanding-emotions/beach-ball-feelings/>
- For the “Feeling Safe” segment, the CRC can choose one of two options:
 - Use the “Feeling Safe” [video](http://www.socialworkerstoolbox.com/feeling-happy-feeling-safe-videos-pre-school-children/) from this website as-is, but play it at slower speed, mute the volume, and voice the videos in local language. CRC staff (and child volunteer actors?) voice characters:
<http://www.socialworkerstoolbox.com/feeling-happy-feeling-safe-videos-pre-school-children/>
 - Instead of the video, enact a skit by adapting the premise and script. CRC staff (and child-volunteer actors?) will play characters. You could do this outside and use the CRC playground (similar to the playground scene depicted in the animation).

Introduce the session: in the last session, the youth focused on various emotions. Sometimes it can be hard to understand inside ourselves *what* we are feeling, and then *share* those feelings with others in our families. Sometimes we are able to imagine what someone else in our family might be feeling according to how their face or body looks. Let’s play a game so that we can learn more about all of this!

- 1) 30 mins. Divide the group into two circles (5 family dyads each, plus 1 CRC staff facilitator). Each circle will use 2-3 emotion balls. To play the Emotion Ball Game, the

lead CRC staff member of the circle shares a short song for everyone to learn, and while everyone is singing the song, the 2-3 emotion balls get tossed across/around the circle. When the song ends, whoever has the balls in their hands will look at the picture for the color segment of the ball that their right thumb is touching. (There’s no one “correct” answer for a picture, it is whatever the picture evokes for the person.) Ask each person holding the ball to share:

- In your opinion, what feeling does the picture show?
- When you feel that feeling, how do you show it in your face?
- When you feel that feeling, where do you feel it in your body? (they can put the ball down!)
- When is a time that you have felt that feeling? Can you share what happened? (the facilitator might have to coax a brief story from the youth/adult; praise each person for sharing)

Resume the song, continue throwing the balls across/around the circle, and the game continues. Toward the end of the 30 mins. ask each person to share around the circle: “How are you feeling now?” and emphasize that it’s important for kids to share “big feelings” (when they feel overwhelmed, vexed, etc.) with trusted adults and friends.

- 2) 30 mins. Enact the video/skit, “*Feeling Safe*.” Break into smaller groups of family dyads. Ask all of the youth to share (and they can demonstrate with their bodies):
- What makes you feel safe?
 - Is there anything that makes you feel unsafe?
 - What can you do to keep yourself safe? (discuss also how caregiver can help and what this might look like for each child)

End by sharing wisdom from faith traditions:

- From the Christian tradition: *As a mother comforts her child, so will I comfort you; and you will be comforted over Jerusalem.* (Source: Isaiah 66:13, *God consoling His people*). This source shows that a caregiver does the will of God when he/she comforts a child and assists the child to feel safe.
- From the Muslim tradition: *Anas bin Malik said: "The Messenger of Allah used to come to visit us. I had a younger brother who was called Abu 'Umair by nickname. He had a sparrow which he played with, but it died. So one day the Prophet came to see him and saw him grieving. He asked: 'What is the matter with him?' The people replied: 'His sparrow has died.' He (the Prophet) then said: 'Oh Abu 'Umair! What has happened to the little sparrow?'"* (Source: Sunan Abi Dawud 4969; this shows that it is good for adults to encourage children to share their feelings, and it is good for children to talk about “big feelings” (such as sadness) with trusted adults.

Time: 1.5 hrs (10 mins. Body Stretch; 20 mins. reflection on Session #2; 1 hr. AT Module 6)

Lead AT Module 6 Facilitator(s): _____

Body stretch Facilitator(s): _____

Youth Song-Dance staff leader(s) _____

Supplies:

- AT Module 6 slides, participant workbooks, optional flip chart and Sharpies
- “Ask Relax Pray” (Appendix E) posters can be printed and referenced (also in dorms)

Adults will (*outcomes 1a, 1b, 1d, 1f, 1g, 1h, 1j*):

- reflect on what they have learned from putting AT Module 1 into practice in Session 2
- preview bedtime ritual for attachment-promoting daily structure
- paraphrase the meaning of well-being
- understand that being tired as a caregiver is natural
- design a plan with the community for how to take care of yourself as a caregiver
- appreciate that practicing self-care and using mutual support are spiritual values

Note: *all groups begin with Body Stretch (Appendix C), then proceed with session content. Children then have Free Time for CRC activities: i.e. bikes, sewing machines, quiet reading, or song-dance group. You are modeling providing children options per AT Module 1. Remember that for some children, being at the CRC will be a trigger because it is so unusual, so encourage rest for such children. If no children elect the song-dance group³, you can simply have an open dance session for Session #4.*

For adults, begin with group reflection on how Session 2 went.

- What was especially memorable from the session, for each caregiver?
If no one mentions anything, encourage discussion of:
 - What did their child share about what makes them feel safe?

Additional points to highlight:

- It’s useful to ask kids explicitly what they are feeling; sometimes it is obvious from their face or body, but sometimes it is not. When you gently encourage your child to talk to you, this helps with attachment and you can learn when your child needs comfort from you.
- In Module 1, we talked about the value of creating routines for children to feel safe. One of these that is useful is having a special bedtime ritual of 10-15 minutes. This evening, we invite the caregivers to use what they have learned today at bedtime: Using Time, Talk, and Touch, caregivers can Ask, Relax, Pray:
 - Ask: what was the child’s favorite moment of the day, and how did it *feel*?
 - Relax: lead child in a calm breathing activity (ie body stretch, progressive muscle relaxation, or simply a few slow deep breaths etc.).
 - Pray: say a peaceful goodnight prayer with the child.
 - Each religious tradition often has set bedtime prayers, and/or you can use your own words.

³ For a sample song-dance group, see: <https://www.youtube.com/watch?v=Ojblhvzyjsk>. You can choreograph something simpler and in local dance style! For music, use Bunny Mack, “I Really Love You” because it will feature in Session #4. You can explain who he was and discuss the lyrics with the children, and teach them a dance to perform as the video is playing: <https://www.youtube.com/watch?v=hXt4dNsknFk> OR <https://www.youtube.com/watch?v=ADwHYSnzksI&t=795s> (start around minute 8:30)

Proceed to AT Module 6

- 1) For Module 6 Slide 3: “What is well-being?” you can add “spiritual” to the list: “mental, physical, spiritual, and emotional health.”
- 2) Module 6 Slide 14: When you introduce the concept of “Self-Care,” you can add:
 - From the Christian tradition: *There remains, then, a Sabbath-rest for the people of God; for anyone who enters God’s rest also rests from his own work, just as God did from his. Let us, therefore, make every effort to enter that rest. (Source: Hebrews 4:9-11) and Be at rest, once again, O my soul, for the Lord has been good to you. (Source: Psalm 116:7;* these highlight that when we rest, it is not selfish—rather, we are honoring God, and we are showing God gratitude for His gifts to us)
 - From the Muslim tradition: *Fear Allah [...] for your family has rights over you and your guest has rights over you. Verily, your **own self** has rights over you, so fast and break your fast, pray and sleep. (Source: Sunan Abī Dāwūd 1369;* this shows that although we have obligations to others—such as family and guests—we also have obligation to ourselves, to care for ourselves and our bodies)
- 3) Module 6 Slide 15: When you give examples of self-care, you can explain that the body exercises we are doing are also forms of self-care: body stretch and body progressive muscle relaxation. These body exercises help us to calm down, breathe, relax the body, focus on the “here and now” (rather than worry about the past or future). We will review them again tomorrow so that you can practice at home.
- 4) [How to adapt Activity 3, ‘create a list’ for villagers who are not literate. Take time not to rush this Activity 3; it is important because it builds caregivers’ self-esteem.]
- 5) When you talk about the import of having support people in Activity 3, you can add:
 - From the Christian tradition: *Two are better than one, because they have good reward for their efforts: If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up! (Source: Ecclesiastes 4:9-10;* this shows that God does not want us to be alone--we all might fall down at some point in our lives, but with the help of each other we can get back up.)
 - From the Muslim tradition: *Ibn Hibban reported: Abu Darda, may Allah be pleased with him, said, “A righteous companion is better than loneliness, and loneliness is better than an evil companion.” (Source: Rawḍat al-‘Uqalā’ 56;* this shows that we should choose our “support people” wisely!)

Time: 1 hour, 30 mins. (10 mins. dance; 15 mins. Daniel Tiger; up to 1 hour apology game)

Lead session facilitator(s): _____

Lead dance facilitator(s): _____

2 Lead circle facilitators: _____

Supplies:

- video of Bunny Mack (“I Really Love You”):
<https://www.youtube.com/watch?v=hXt4dNsknFk>; OR
<https://www.youtube.com/watch?v=ADwHYSnzksI&t=795s> (begin at minute 8:30)
- video of Daniel Tiger:
<https://dptv.pbslearningmedia.org/resource/4bf9f738-dd33-4bcf-ac27-0c37499d5417/saying-sorry-isnt-helping-daniel-tigers-neighborhood/#.YBr9-h17nOQ>
- numbers bean bags (numbers 1-10 only), play money (1000 denomination only), 6 bags (or other tall container), 2 copies each of the adults’ and children’s printed “Apology Scenarios” cut into paper strips (see chart at the end of this Session 4 outline)
- (candy pile ready for everyone after dinner)

Families will (*outcomes 1a, 1b, 1c, 1d, 1e, 1f, 1j, 2a*)

- gain comfort with the practice of apology for secure attachment (per AT Module 1)
- learn 2 steps for apology
- receive praise from the group
- learn with song / dance from their own culture
- learn about apology and forgiveness as spiritual values

Facilitation notes: Before playing the Bunny Mack video, introduce his music and legacy as important for Sierra Leone history. If youth prepare the song/dance group in Session 3, they can perform while the video plays and everyone can join in; if not, you can simply play the video and invite everyone to dance. For the Daniel Tiger video, you may wish to mute it, play it at slower speed, and/or voice the characters yourselves in local dialect, perhaps acting out a parallel scene on bicycles rather than cars. Try to keep the apology game fun and not so serious, with lots of praise for each participant! You could create a hand-clapping melody for the song “Saying ‘I’m sorry’ is the first step, then ‘How can I help?’” from the Daniel Tiger video as a way to help participants remember the lesson.

Everyone makes mistakes from time to time. What to do when we make mistakes? Apologize!

- Play Bunny Mack’s music video “I Really Love You” and encourage the group dance
- Divide the group into two circles (5 caregiver-child dyads per circle; caregivers should sit next to their children), with one staff member as facilitator per circle.
- Supply each circle’s facilitator:
 - 1 bag with five numbers-bean-bags per circle (divide evenly, numbers 1-10)
 - 1 bag with printed/folded “Caregivers’ Apology Scenarios”
 - 1 bag with printed/folded “Youth Apology Scenarios”
 - 1 stack of Leones (1000 denomination)
- Explain: Bunny Mack’s song says it’s important to apologize, yet he doesn’t explain *how* is best to apologize. Saying “I’m sorry” is a good first step, but it is not enough!

- When we say “I’m sorry” for doing something, we can ALSO ask “How can I help make it better?”
 - Play the Daniel Tiger video and lead a brief group discussion: What did the girl do wrong? How did she make Daniel Tiger feel? Why was “I’m sorry” not enough? How did the girl make it better? How did Daniel Tiger feel at the end?
- Explain: A good apology has 2 parts:
 - (1) say “I’m sorry *for...*” AND (2) ask “How can I help make it better?”
You can explain: Sometimes the other person can tell you a solution, or sometimes you can suggest a solution. Staff might demonstrate a few examples.

Let’s practice with a game! (Circle facilitators explain and lead as follows)

- I will pick a toy number out of this bag, and we’ll pass around the toy number to count that number of people in our circle, starting to my left. Whoever is that last person of the count holding the toy number will get the challenge!
- I have two other bags: one has challenges for adults, and one has challenges for youth. I will grab and read aloud the challenge, such as: “You accidentally spilled tomatoes on your mother’s dress” or “You accidentally spilled tomatoes on your child’s shirt.”
- If it’s your challenge, you’ll turn to your family member and demonstrate how to say an apology.
 - Facilitation note: if need be, you can coach the family dyad to improve in the moment. You want every apology to be successful. Also, make sure that the person to whom the apology is offered closes the conversation with an expression of forgiveness or gratitude for the apology that was offered.
- Then, the circle will vote: Was it a good apology?
 - Facilitation note: this is so everyone pays attention but also for positive reinforcement to participants for trying to make a good apology. The vote should always end up as “Yes.”
- If you made a good apology, you earn play money of 1000 Leones. You can use it at our candy table after dinner to get some candy! Keep your 1000 Leones on the floor in front of you so we can see that you have offered a good apology.
- Next, you’ll return your toy number to the bag; it will be your turn to pick a new number out of the bag, and we’ll count that number of people in the circle, starting to your left. (We will SKIP over anyone with a 1000 Leone who has made an apology, and SKIP over the staff facilitator.) Whoever is that last person of the count will get the challenge! If it’s an adult, I’ll read aloud the challenge from the adults’ challenge bag, and if it’s a child, I’ll read aloud the challenge from the children’s challenge bag. And so we go on and on, until everyone has had a challenge.
 - Facilitation note: as more individuals earn their 1000 Leone, the game may become tossing the toy number across the circle because most people will be skipped over; this should be fun!
 - *Option: As the game progresses, for older youth, you might have the child and parent switch roles; this can be funny, and also promote learning of “perspective taking”—seeing the situation from another’s perspective.*
- Ready? Let’s begin!

To conclude, share wisdom about the importance of saying sorry and granting forgiveness:

- From the Christian tradition:

- *If we say that we have made no mistakes, we deceive ourselves, and the truth is not in us.* (Source: 1 John 1:8; this shows that all of us makes mistakes, and it is important to be truthful about that in our hearts and seek forgiveness.)
- *For if you forgive others for their wrongdoing, your heavenly Father [God] also will forgive you.* (Source: Matthew 6:14; this shows that it is important for us to forgive others; how can we expect God to forgive us of our own mistakes, if we cannot find it in our hearts to forgive others?)
- From the Muslim tradition:
 - *Every son of Adam makes mistakes, and the best of those who make mistakes are those who repent.* (Source: Sunan Ibn Majah 4251; this shows that we all make mistakes, it is ok if we are not perfect all the time, and God calls us to apologize for our mistakes.)
 - *Abu Dharr reported: The Messenger of Allah, peace and blessings be upon him, said, “Be conscious of God wherever you are, follow a bad deed with a good deed and it will erase it, and behave with good character towards people.”* (Source: Sunan al-Tirmidhi 1987; this shows that if we do something wrong, we can follow it by doing something right—as when we ask, “How can I help?”)

Apology Challenges

Note to staff: when reading aloud, adapt “mother” to whomever the caregiver is. Feel free to rewrite these to be more culturally appropriate, or to be funny.

Adults	Children
You promised your child you would make a special coconut cake today, but you forgot to buy the coconut at the market.	Your mother asked you to get some rice from a neighbor on the way home from school, but you forgot.
You are walking with your child and you are holding a heavy bag of food. You accidentally drop the bag on your child’s foot and your child says “ow, that hurt!”	Your mother is sleeping at home. You are singing loudly with friends and the noise suddenly wakes her up.
Your child was at a friend’s house and expected you to fetch him/her there before dark. You took a nap and accidentally slept too long. Your child did not know where you were.	You are at a party with your family. You accidentally spill ginger beer on your mother’s dress.
Your child played with your shirt. Later that evening, you saw it was ripped and you got vexed at your child. After your child went to sleep, you found a mouse in your home chewing on the shirt and realized that it was the <i>mouse</i> who had ripped your shirt, not your child!	You are frustrated because your school homework is very difficult. Your mother asks you why you are frustrated, but you say “Leave me alone!”
Your child came home from school and said he/she was praised by the teacher today, but you were focused on cooking and did not reply.	You are having problems in school. Your mother asks how your studies are going. You say, “Everything is good.”

Prayer/blessing before dinner. (Make sure people save their 1000 Leones for the post-dinner candy pile! And make sure to collect the play money afterward...)

Time: 45 mins.

Lead Session Facilitator(s): _____

Lead reader of the book: _____

Puppeteer(s): _____

Story Stretch Facilitator(s): _____

Supplies:

- *Yamah and the Tumbeke Project* book
- 2 firefly finger puppets
- optional: 2 large glass jars, a rubber tube, fresh leaves, a black cloth, other props

Note: depending on how bright the firefly puppets are, you might need to create a box or use the black cloth (with a small hole cut-out) to provide the dark container necessary for seeing the puppet light up.

Families will (*outcomes 1a, 1b, 1c, 1f, 1h, 1j*)

- practice touch / cuddle
- feel positively about being from the village amidst their visit to Bo & CRC
- explore the wonderment of discovery, dignity, and resilience

Note: we begin with Story Stretch (Appendix C), then proceed with session content.

Facilitation notes: As the group settles down for Storytime, encourage caregivers to welcome their children into their laps or to lean into their bodies. Deborah Gray (2014) notes that “Some children have never learned to snuggle” (p. 29). Also: to read the book aloud in conjunction with using the puppets, please practice in advance to create your own style. You can watch these guidance videos for some ideas:

- Suggestions for using finger puppets:
<https://www.youtube.com/watch?v=7f8v5MkVJew>
<https://www.youtube.com/watch?v=KpvqqZI0W-U>
https://www.youtube.com/watch?v=zVAKv497_AA
<https://www.youtube.com/watch?v=BhL2LVkJr5Afolk>
- Suggestions for how to bring a puppet to life, how to tell a story with a puppet + props:
<https://www.youtube.com/watch?v=ERsIEFGwKgE>
<https://www.youtube.com/watch?v=VLVqQr-cHMg>

The children will likely have been quite stimulated during the day by all of the new experiences they have had. This book brings an appreciation for village life amidst the comparative “finery” of being at the CRC. During Storytime, you can pause every so often to ask the group to name how characters are *feeling*, or to explain using their own words what is in the pictures. Early in the story, when Tumbeke are mentioned, introduce the puppets *as* puppets and show them around the circle; keep the Tumbeke moving during the story as guided by the narrative. Try to find ways to highlight the following themes: This book celebrates curiosity and the desire to problem-solve. Sometimes, when we try to come up with a solution (as Yamah tries), it does not succeed. However, this does not mean we should not try! Rather, we might discover along the way that there is something new to be learned, even if we did not expect it. The best wonderment is simply to pay attention to God’s creations, marvel at the miracles of life, and respect every creature to live in freedom and dignity.

(You may wish to remind caregivers to try to use a bedtime routine tonight.)

Time: 1 hour, 15 mins. (15+ mins. each: Story Stretch, Line, Crazy Poda Poda!; Bird)

Lead Session Facilitator(s): _____

Lead Activity Facilitator(s): _____

Story Stretch Facilitator(s): _____

Supplies: None. All of these games are prop-free so that caregivers might play again at home.

Note: These games are best played outside. They are taken mostly verbatim from Cain (2012).

Families will (*outcomes 1a, 1b, 1f, 1h, 1i*)

- build further interpersonal connection, trust, and teamwork, both in dyads and as a village-wide group

Note: we begin with Story Stretch (Appendix C) as our 1st game, then proceed to other games.

Longest Line (Cain, p. 65)

Divide into two small groups of five dyads each. Make sure each group begins along the same parallel “starting point” so that you will be able to measure which group is able to form the longest line, according to these directions:

- The challenge for this team building activity is fairly simple – using only the resources currently available to the members of each group, construct the longest continuous line from one location towards another. Group members can use anything now in their possession to construct the longest line (belts, shoelaces, themselves...).

This activity encourages problem solving, resource management and team commitment. To incorporate a bit of planning into this activity as well, invite teams to brainstorm and prepare for five minutes, following which they’ll have one minute to demonstrate their technique.

Mark the location of the distance they achieved on their first try. Then after their first attempt, invite them to see if they can invent a way to stretch even farther, and try again. Remind caregivers to make sure that the youth participate fully, too—contributing ideas, etc.

Crazy Poda Poda! (Cain p. 60-61)

In this game, each team will be like a Poda Poda (in Cain’s original version, the mode of transport is a bobsled or train). A CRC staff person will be the announcer who gives commands. You can have each team “drive” forward like a Poda Poda in traffic. (Remind teams to be patient, have fun, and be supportive of each other, caregivers and youth together!)

- Begin with teams of 4 people [2 caregiver-youth dyads each] standing in a line, hands on the shoulders of the person in front of them. Then introduce the following three commands:
 - *Change* – the person at the front of the Poda Poda (the driver) moves to the rear of the same Poda Poda
 - *Switch* – team member two trades places with team member four
 - *Rotate* – everyone individually turns 180 degrees
- In round one, invite teams to listen and follow your commands. Then give teams two minutes to practice the change, switch, and rotate commands on their own.
- In round two, stack more commands together (i.e., change-change-switch-rotate, etc.)
- In round three (the final round) add one more command:

- *Flat Tire* – everyone scatters and must quickly become part of a new team of four [for one more round]

Bird in the Wind (Cain, p. 95; if you are behind schedule, you can skip this activity)

This activity needs a big space! Divide into two groups (5 caregiver-youth dyads each). Each group forms a big circle of “spotters” who stand about 6 feet (2 meters) apart from each other.

- A brave volunteer (the bird) stands in the center of the circle. The volunteer *closes their eyes* and spreads their arms horizontally (like the wings of a soaring bird). Next, they jog towards the members of the circle. The spotter nearest the bird says aloud, “I’ve got you,” and grasps one of the extended arms of the runner, gently swinging them around and sending them back into the center of the circle. This continues until five or six spotters have turned the bird. Then a new bird is asked to volunteer.
- The verbal connection of the spotters to the bird is just as important as their physical assistance in turning the bird around.

Time: 1.5 hrs.

- 5-10 mins. Body Progressive Muscle Relaxation
- 15-20 mins. bracelets and review how to use them
- 45+ mins. Turtle Tuck Technique

Session Lead Facilitator(s): _____

Book reader: _____

Turtle puppeteer: _____

Body Progressive Muscle Relaxation Facilitator(s): _____

Supplies:

- Emotions Bracelets (from Session #1, now sufficiently dried)
- *Tucker the Turtle Takes Time to Tuck and Think at Home* (printed)
- turtle puppet

Families will (*outcomes 1a, 1b, 1c, 1f, 1h*):

- experience the pleasure of giving and receiving a gift
- learn to use the emotions bracelets to elicit and share feelings
- learn the Turtle Tuck Technique for “big feelings”
 - Step 1: Recognize your feelings. (What feeling am I feeling?)
 - Step 2: Stop your body.
 - Step 3: Tuck inside your “shell” and take 3 deep breaths.
 - Step 4: Come out when you are calm and think of a solution.

Preparation note: This is a very brief introduction to the Turtle Tuck Technique. In the final 2-day overnight workshop, we will return to this material and go into it in much more depth. Each of these short videos can help you to learn and teach the technique, with the puppet:

- https://www.youtube.com/watch?v=bb4xSg_I4Kw (4 mins.41 sec.; Pam Dyson, play therapist)
- <https://www.youtube.com/watch?v=Ti8QD1WjCWM> (2 mins. 19 sec.; this is a brief introduction from the Maryland Family Network)
- https://www.youtube.com/watch?v=5OfSp_U8b8 (1 min. 15 sec.; this is useful demo of an interactive way to teach the 4 steps)
- <https://www.youtube.com/watch?v=2l5qMGX-VFk> (5 mins.; this is a sample voice read-through of the book *Tucker the Turtle Takes Time to Tuck and Think at Home*)
- <https://www.youtube.com/watch?v=zoa37Bvl85I> (21 sec. demo of how to use the turtle puppet)

Please see additional videos on how to use puppets for storytelling as listed in this curriculum for Session #4, “Storytime.”

Note: begin with Body Progressive Muscle Relaxation (Appendix C), then proceed with session content.

Facilitation notes: **Bracelets**

Now that the bracelets have sufficiently dried, lead the children to present the bracelets they made to their caregivers, and to wear their own bracelets.

- Explain that feeling all feelings is ok, and it is important to share our feelings with people whom we trust. Sometimes it can be hard to do that, so the bracelets can help!
- As a group, encourage adults and children to wander around the room informally, asking each other in various pairs, “How are you feeling?”, answering by pointing to a face on a bracelet (their own or others’; “I’m feeling...”), and following up with “Can you tell me more...? Why are you feeling that way...?” and “Thank you for sharing your thoughts/feelings with me.” (It may feel funny or awkward but that’s ok!)
- Encourage the participants to use the bracelets with their families and friends at home. Caregivers, for instance, can ask their children as a routine.

Introduce the **Turtle Tuck Technique**:

- All feelings are ok! Sometimes so vexed or so confused that we don’t know what to do! What can we do with those “big feelings”? Let’s ask Tucker the Turtle!
- Introduce the puppet to the group and gather around for the story. Read it aloud.
- Work with the children and adults to practice “miming” the four steps with their bodies. Ask the children to brainstorm possible solutions to a sample “problem” (choose one, or, if time allows, you can talk through both):
 - What could Tucker do if he feels “big feelings” when his friends at school say, “You can’t play with us!” OR
 - What could Tucker do if he feels “big feelings” and wants to continue playing when his mother says, “It’s time to stop playing and get ready for dinner”?
- After brainstorming, clarify the main options and ask the children: Which solution might be best in this situation? (it’s fine if different children choose different options)
- Encourage families to practice the technique at home and teach their other family members/friends. Let them know we will revisit this technique as the VP program continues (during home visits, etc.).

Time: 1 hour, 30 mins.

- 5 mins. Body Stretch
- 10 mins. group check-in
- 1 hr. 15 mins. for Financial Literacy Modules 1-2
(*If you only have time for Module 1, it's ok. You can add Module 2 to a future visit in the village, if need be.)

Financial Literacy Session Lead Facilitator(s): _____

Body Stretch Facilitator(s): _____

Supplies: Financial Literacy Module 1-2 slides (and workbook?)

Adults will (*outcomes 1a, 1b, 1d, 1f, 1g, 1h, 1j, 2c, 2d*) :

- reflect upon bedtime ritual experience and provide suggestions to each other as needed
- understand overall format of Financial Literacy workshop
- clarify purpose and challenges of saving
- appreciate financial literacy for the household as a spiritual value

Note: begin with brief Body Stretch (Appendix C), then proceed with session content.

Facilitation notes: Ask for volunteers to share their experiences from the previous night's bedtime ritual; troubleshoot as a group if need be and encourage caregivers to continue to use this format (or whatever format they prefer) as a nightly ritual for attachment with all children in the household. In the upcoming weeks we will check back in to see how it's going.

Introduce overall Financial Literacy Workshop. Explain that we are including financial literacy as a family skill because if one can have more skills about financial matters, one can be stronger to meet the challenges of home-life. Of course, we can't make everyone rich (!), but we use this curriculum to review key financial concepts and to support each other to make wise financial decisions. (Add further explanation about how the curriculum will be taught in additional sessions back in the village; and that successful graduates will be eligible to participate in microfinance if they desire.)

At some point during this session of Modules 1+2, you can share from the Christian tradition:

- *Through wisdom a house is built / and through discernment it is firm-founded. And through knowledge rooms are filled / with all precious and pleasant wealth.* (Source: Proverbs 24:3-4; this biblical source shows that God wants us to use wisdom and knowledge to strengthen our homes. When we use our minds, make good choices, and trust in God, we can set our homes on a good foundation, whether the wealth be moral, financial, or spiritual.

And from the Muslim tradition:

- *And [they are] those who, when they spend, do so not excessively or stingily but are ever, between that, [justly] moderate* (Quran, Al-Forqan, Surah 25, Ayah 67; this shows that God wants us to be aware of our spending habits, and spend in moderation: not too much, and not too little.)

Time: 1hr., 30 mins. (5 mins. Body Stretch; 15 mins. skit; 1 hr. currency review + games)

Session Lead Facilitator(s): _____

Body Stretch Facilitator(s): _____

Skit actors: _____

Younger children's game facilitator(s): _____

Older children's "Spot It!" game facilitator(s): _____

Supplies:

- puppets for skit (2 fireflies, perhaps add Tucker the Turtle into the story!)
- any additional props for the skit
- beanbag numbers, 1-5 bills each of actual Sierra Leone currency, play money, Spot It!
- optional: paper and pencil/pen for each child playing Spot It! to write out sums

Youth will (*outcomes 1h, 2a*):

- review currency
- play games to promote numeracy and currency summation

Note: begin with brief Body Stretch (Appendix C), then proceed with session content.

Preparation Note: Familiarize yourself with how to play "Spot It!". This video and written directions use a different "Spot It!" deck, but the idea is the same:

- "Spot It!" (Twins Game and Tower Game versions): written directions are on the second page here:
<https://www.mindware.orientaltrading.com/pdf/instructions/56037.pdf>
- "Spot It!" (Tower Game version): <https://www.youtube.com/watch?v=-TgMfaqNdAs>

We are not exactly following these directions because we are adapting these versions to use with play money. See directions below. In our adapted versions, whoever has the most money at the end wins.

Also, decide ahead of time which beanbag numbers games to use with the younger children.

Colors and symbols of Sierra Leone currency explanation here:

https://en.wikipedia.org/wiki/Sierra_Leonean_leone#Banknotes

Facilitation notes:

Skit

CRC staff will write/perform a skit that is a "continuation" of the book *Yamah and the Tumbeke Project*. One of the young tumbeke got so excited overhearing Yamah's stories of the city that she impulsively ran away: she crawled into Yamah's van just as Yamah was leaving the village for the city, and now the village tumbeke need to work together to bring her back to the village so that she can be reunited with her tumbeke family. How will they do that, when the van ride costs money--what is money?-- and the city is too far away to fly to...? (They can't hitch a ride because the van driver is now on the watch for stowaway tumbeke.) The grandmother teaches the tumbeke about money, needs versus wants, and goods versus services. The tumbeke (with Tucker the Turtle's help?) generate an idea: they could start their *own* service business in the village to earn money, in which they will come together on their *own* accord (not Yamah's!) to "light" people's homes for special occasions or during special times of need! We'll have to wait and see how they get their business started and how they are

able to reunite the family, but in the meantime, we've learned that understanding money and financial matters is very important!

Currency Review

Gather the children in a group. Use actual currency to point out unique features of each bill denomination; review/discuss the colors and symbolism of each bill. Review how bills can be exchanged for equivalent sum (i.e. 5 of 1000 Leones = 1 of 5000 Leone, etc.)

Younger Children: Numeracy Games

With younger children, use the beanbag numbers in any of these ways:

- number scavenger hunt: hide the numbers 1-10 around a room or playground, and whoever collects the highest sum of numbers wins
- order the numbers (low to high, even/odd), add/subtract with the numbers
- use any of the games listed here:

<https://www.educationalinsights.com/amfile/file/download/file/232/product/1232/>

Older Children: "Spot It!" with Play Money

- 1 child is the "banker / money supplier" with play money sorted by denomination.
- The other children are the "players" (up to 6 players).
 - If you need additional roles for more children, you can add a 2nd "banker," and/or have a child be a scorekeeper, and/or a referee to rule on potential ties
 - Play several rounds of the game, switching roles and versions. Ideally, many children will have the opportunity to be the "banker" because that is the role that best engages financial literacy skills. Before play begins, point out the line under the "6" and "9" differentiating those images from one another.
- Provide instructions: The object of the game is to make matches and win money. The matches must be the same number/shape and color (size can be different).

"Spot It!" Version 1 ("Twins"). This version is easy. Start with this. If children would then benefit from something harder, continue on to Version 2.

- Shuffle the cards and place them all in a main pile, face down.
- A player takes the first two cards ("twins") from the main pile and places them, simultaneously, face up next to each other.
- Then, all players at the same time try to find the matching symbol on both cards. As soon as a player finds the match, he/she calls it out (example: "Purple Six!" or "Green Triangle!"). A call must include *both* color and number/shape to be a valid call.
- The caller then must *sum* the two matching elements (number, or sides of the shape) and announce the sum.
 - If number=0, or if shape is circle: caller gains nothing and play resumes.
- If the caller's sum is correct, he/she gets the equivalent play money from the banker. For instance, a sum of 16 = 16,000 Leones.
 - If two people truly tie and call out the match at the same time, they should work together to determine the sum, agree upon it, and announce it; if they are correct, they will each get half the total money.

- If the announced sum is incorrect, the player who notes the mistake wins the money instead! *This encourages all players to sum in every round, with the incentive that they might “catch” a mistake.*
 - Ensure that the “banker” does not only use the 1000 Leone bills. Any sum 5000+ or 10000+ should use those bills. The banker will need to have good math skills to choose the correct bills efficiently!
- The caller then pulls two new cards from the top of the main pile and places them, simultaneously, face up on top of the previous pair of “twins.”
- The game proceeds until fewer than two cards remain. Whoever has the highest total sum of play money at the end wins.

“Spot It!” Version 2 (“The Tower”). This version is harder.

- Shuffle the cards and deal one card, *face down*, to each player. The rest of the cards form a “draw pile” that is placed *face up* in the center of the table/players.
- To start, players simultaneously flip over their own cards. They then try to spot one symbol that appears BOTH on the center card and on their own card. (The symbol must be the same number/shape and color, but size difference is ok. The matching symbol will be different for each person.) Whoever spots a match first calls it out (i.e., “Yellow 3” or “Green Triangle” etc.). A call must include *both* color and number/shape to be a valid call.
- The caller then must sum his/her own two matching elements (number, or sides of the shape) and announce the sum.
 - If number=0, or if shape is circle: caller gains nothing and play resumes.
- If the caller’s sum is correct, he/she gets the equivalent play money from the banker.
 - If two people truly tie and call out their own matches at the same time, each caller should announce his/her own sum; if correct, each caller will receive his/her play money in full.
 - If another player notices that an announced sum is incorrect, the player who notes the mistake wins the money instead. *This is challenging because each player will have his/her own match.*
 - Ensure that the “banker” does not only use the 1000 Leone bills. Any sum 5000+ or 10000+ should use those bills. The banker will need to have good math skills to choose the correct bills efficiently!
- The caller then takes the center card and places it on top of his/her pile, face up. (If a tie, only one caller does this.) This reveals a new center card, and the game proceeds until all the cards have been exhausted. Whoever has the highest total sum of play money at the end wins.

If the children tire of these games, you can coach them to prepare a brief 5 minute presentation on the symbolism of Sierra Leone’s Coat of Arms (on the currency bills), to present to the adults in the next session. (See Session #7.)

Time: 10 mins.

Session Lead Facilitator(s): _____

At least 2 CRC staff man each of 2 tables: _____

Supplies: candy, play money (1000 Leone denomination)

Families will (*outcomes 1a, 1b, 1f, 2a, 2b*):

- build trust and communication in dyads through play
- practice delayed gratification

Facilitation note: delayed gratification is an important skill for anyone to strengthen, especially children. Studies have shown that children who are able to wait longer for a higher reward often have better psychosocial outcomes (Ferdman, 2016). However, for families who struggle to meet their daily basic needs of food and shelter, it might be especially hard to practice delayed gratification because, logically, one can never know if the desired resource will be available tomorrow (Sturge-Apple et al., 2016). Thus, be sure not to diminish the choices of dyads who choose the immediate reward in the following activity; on the other hand, for those dyads that do choose to wait, save, and aim for the bigger challenge, offer praise.

Candy Game adapted from Cain, “Trust Drive” (2012, p. 85):

Set up a table on both ends of a room, each with a pile of candy and a pile of 1000 Leones. Family dyads stand in the middle of the room and face one table; the child stands behind the caregiver and places his/her hands on the caregiver’s waist. Give each dyad a single 1000 Leone bill. The caregiver is the front “driver” who holds onto an imaginary steering wheel and closes their eyes. The child (the “backseat driver”) keeps his/her eyes open and says to the caregiver “I’ve got your back” (or another appropriate phrase). The front driver controls the speed, while the rear driver provides information and direction, avoiding collisions with other drivers and fixed objects. The goal is for the dyad to reach one of the candy tables so that the dyad members can use their 1000 Leone bill to “buy” a single piece of candy (total).

However, when the dyad reaches the table (and the caregiver opens his/her eyes), the CRC staff member presents a new option: either the dyad can finish the game now and use their 1000 Leone bill to “buy” their 1 (total) piece of candy. Or, they can forgo the single piece of candy now, receive a 2nd 1000 Leone bill from the CRC staff member to add to their savings, and, if they can reach the *other* table, they can exchange the (2) 1000 Leone bills for 2 pieces of candy! However, to do this, the dyad would need to use the same format to walk across to the other table--this time, with the child as the closed-eyes front “driver” and the caregiver as the “backseat driver.”

- If the dyad elects to end the game and claim their single piece of candy, ask the dyad:
 - Who made the decision? (Caregiver, child, and/or collaboratively?) Why?
 - What might have needed to be different, for the dyad to choose to wait, save, and go to the other table for more candy? (an easier/different challenge, a different reward...?)
 - Congratulate the dyad for finishing the game and encourage them to continue to talk together at home about saving in the future.
- If the dyad elects to continue the game and claim their two pieces of candy, then, once they arrive at the second table:

Village Partnership Family Strengthening Curriculum: Facilitation Guide
Candy Game (end of lunchtime)

- Ask: who made the decision to aim for the harder challenge? (Caregiver, child, and/or collaboratively?) Why did they choose this option?
- Congratulate the dyad for their willingness to save and their willingness to put in the hard work to reach a more challenging goal.
- Encourage them to continue to talk together at home about saving in the future.

Time: 1.5 hours.

- 10 mins. Body Progressive Muscle Relaxation
- 5-10 mins. introduction to Coat of Arms on Sierra Leonean currency
- 25-40 mins. art project to make family Coat of Arms / Shield of Strength
- 30+ mins. for family presentations and village-wide activity

Lead Facilitator(s): _____

Body Progressive Muscle Relaxation Facilitator(s): _____

Supplies:

- examples of real Sierra Leonean currency
- Sierra Leone's Coat of Arms image to show the group
- long piece of strong rope (about 15 feet, tied in a circle with a very strong knot)
- for Family Coat of Arms: markers, cardboard or paper, template (with quadrants, perhaps 15 copies so you have extra:
<https://www.nga.gov/content/dam/ngaweb/Education/learning-resources/lessons-activities/greco-roman-myths/coat-of-arms.pdf>)
- optional additional art supplies for Coat of Arms: scissors, glue sticks, and a variety of printed shapes/symbols for children to choose to cut out and add to their pictures (search "African Animals" on teacherspayteachers.com, there are free options such as the item "African animals - Paper cutting")

Families will (*outcomes 1a, 1b, 1f, 1h, 1i, 2a*):

- Co-create a Family Coat of Arms / Shield of Strength
- Appreciate family values and strengths
- Focus on collective strength of the village

Note: *all* groups begin with Body Progressive Muscle Relaxation (Appendix C), then proceed with session content.

Facilitation notes: This art project combines review of Sierra Leone's currency with an attachment activity by Deborah Gray (2015, p. 104-105), who writes, "When we think of our family strengths it makes us feel good about belonging to a great team. We feel more capable of facing everyday life. This activity creates a royal shield, with symbols to help families identify their core qualities... Sometimes we spend too much time thinking about what is wrong with our families, or just about the logistics of getting through the day's events. This activity helps everyone think about the values and positives of the family." We expand upon Gray's version to include a village-wide component.

Information about Sierra Leone's Coat of Arms can be found here:

https://en.wikipedia.org/wiki/Coat_of_arms_of_Sierra_Leone

If you see dyads struggling, a staff member can join to facilitate; however, if possible, aim to let dyads create this project on their own.

Introduce the session: Show the Coat of Arms symbol on Sierra Leone's currency. What is a Coat of Arms? (ie a Shield of Strength). What are the parts of Sierra Leone's Coat of Arms and what do they mean? (Note symbols, colors, and the values of Unity, Freedom, Justice; explain what are "values.") Countries have Coats of Arms. (You can show additional examples of Coats of Arms of, for instance, Liberia and Ghana from wikipedia.) Families can have Coats of

Arms, too. It is a good way to think about how our families are strong and what is important to our families.

Distribute the Family Coat of Arms (with quadrants) template, 1 per family dyad. Distribute other art supplies. Across the bottom of the template, the child can write the family's surname.

Quadrants for drawing pictures are:

Family members	Family animal symbol: (Pick ONE animal to be a symbol of your family's strengths.)
Family values: (What really matters to your family, deep in your hearts?)	Family time: (What is ONE favorite memory of a time your family spent together?)

Encourage dyads to talk with each other and share ideas as they draw. After families finish drawing, invite all of the families to come together as dyads around the circle. (It may be best to do this on soft ground.) In the middle of the circle on the ground, place the rope. (Make sure the CRC staff are NOT in the rope-circle, since it is special for the village members only). Ask each dyad to share briefly their Coat of Arms/Shield of Strength. After all have presented, ask:

- What are some things you heard that were shared among some of the shields?
- Think about how strong your families are! Now, imagine all of the other families in your village, and how each of them, too, could have their own Coat of Arms or Shield of Strength...hold all of that in your mind.
- Now, think about your village as a whole.
 - What are some values that matter to your village as a whole?
 - Do you have memories of favorite times when many people in your village have done something together?
 - And: if you could choose ONE animal to be the symbol of your village and its strengths, what might it be and why?
- Invite everyone in the circle to pick up the piece of rope and slowly lean backwards. (This exercise is adapted from the *Adventure Activities Manual* by AIT, 2012, p. 39).
 - Ask the participants to keep knees, waist, and arms straight as they lean back gently and rely on the other participants to hold them up.
 - Attempt to reach a peaceful and centered state of equilibrium.
 - From the rope-lean position, ask the participants to bend their knees and squat down until their bottoms are 'almost on the floor/ground', then pull themselves back up to a standing position. (If it helps, they can count together.)
- Ask: What lessons can be learned from this?
 - (As a village it is important for us to work together, to share each other's burdens, to pull each other up when we feel down, to recover from challenges together. What happens to one person can impact the rest of us! Each family is strong, and as a village, we are also strong!)

Time: 30 mins.

Session Lead Facilitator(s): _____

Supplies: none

Families will (*outcomes 1a, 1b, 1f, 1i, 1j, 3a, 3b, 3c*):

- articulate a few key things learned from these past two days, including sacred wisdom
- articulate one thing they will *do* back home
- commit to continuing in the VP program to attend future workshops

Facilitation notes:

As we end this program, let us take some time to gather our thoughts, and share what we have learned.

Circle of Connection Activity from Cain (2012, p. 176):

Ask everyone to sit down and explain that we are going to form a circle, one by one. I'll start. What are 2 or 3 things you **learned and enjoyed** during these past two days together? For instance, "I learned how to use the Turtle Tuck Technique during this workshop. I enjoyed the puppets, and *I made some new friends!*" At some point, one of these situations is sure to be shared by at least one other member of the group. When this happens, this new person links elbows with the previous person, repeats the item they have in common, and begins to share what they **learned and enjoyed** with the group. "*I made some new friends*, and I learned what is 'attachment.'" That activity continues until all members of the group have 'linked together.' The final task is for the last person to continue sharing until the first person can link to them, thus completing the circle. At this point, there is an opportunity to say, "...and by the way. Those things which connect us, bring us a bit closer together as well!"

If anyone does NOT raise any of these "takeaways," please mention them at the end:

- The Three T's: Talk, Touch, Time
- child-centered play
- Secure Attachment and what makes each of us feel safe
- it's ok to feel all feelings
 - the question is then what we *do* with those feelings
 - it's important to share feelings with trusted family and friends
- Turtle Tuck Technique
- Self-Care
- ways to calm the body (Body Stretch, Progressive Muscle Relaxation, deep breaths)
- bedtime routine (Ask, Relax, Pray)
- 2-part apology: "I'm sorry for..." AND "How can I help make it better...?"
- being good to each other as a family is sacred; we can grow in our faith by being intentional about how we treat our family members and ourselves
- financial literacy is good for the family (saving, budgeting, learning about money)
- family strengths and village strengths

Pairs-Commitments Activity

Ask everyone to unlink their arms and think in their minds: what is *ONE thing you commit to do* back home, based on what you learned here?

- For example, “I will create a bedtime routine with my children” or “I will share my feeling with my mother when I am feeling sad.”

Explain: it can be helpful to say these things aloud and to know that we can count on each other to act upon our commitments. We are going to form pairs (adult-adult, child-child) to help us keep our promises and to support each other when we are feeling stressed (about parenting, family life, financial dilemmas, etc.).

- To do this, someone in our group will volunteer to go first and share aloud his/her commitment. Someone else from the group will then step forward, stand facing that person, and say, “I will help you keep your promise. And I will...[say commitment aloud]” (And the partner of the pair responds, “I will help you keep your promise.”). Then we’ll move on to the next volunteer to begin a new pair, and so on.

When everyone finishes forming pairs: ask everyone to remember who their “buddy” is and to make an effort once each week to follow up over the next few weeks to ask: how’s it going on your commitment? Also, ask everyone to consent to continuing to participate in further workshops back in the village.

Sacred Families Activity

Finally, ask for a few volunteers to share a religious teaching from this workshop that they will carry home with them. How have they been reminded more deeply in their hearts what God wants for our families? (Try to have at least one child share, as well.)

We will see you back in the village! (Explain how the families will be informed about when CRC will be visiting, expectations for home visits, etc. Encourage families to practice what they’ve learned here at home and to share it with their other family members.)

Village Partnership Family Strengthening Curriculum: Facilitation Guide
Appendix A: Self-Assessment Checklist

CRC Staff Member Name: _____

Which skills have you practiced at home and/or with clients in preparation for this workshop?

0 = I have not practiced these skills

1 = I have limited proficiency and am not confident that I could guide a family in these skills

2 = I have sufficient proficiency to guide a family in these skills for this workshop

3 = I have excellent proficiency and could mentor other CRC staff to develop confidence

_____ All “Serve and Return” skills:

- pay attention to what the child is noticing
- support and encourage
- name what the child is seeing/doing/feeling
- take turns and wait
- practice endings/beginnings

_____ Attachment behavior assessment using the form (Appendix E)

_____ “I Spy” game

_____ Being intentional about time with children (for example: bedtime ritual)

_____ Being intentional about talk with children, including

- naming emotions: (“I notice I am feeling...because...”)
- validating that all emotions are ok (“I understand that you’re feeling...because...”)
- using a faces chart and/or emotions bracelet
- following the child’s lead to talk about things *they* want to talk about

_____ Being intentional about touch with children, including

- using touch to promote safety and wellbeing
- being aware about how you can discipline a child without using corporal punishment

_____ Emotional self-regulation using the Turtle Tuck Technique

_____ Body calming and attention exercises

- Body Stretch and/or Story Stretch
- Body Progressive Muscle Relaxation

_____ Apologies with children: “I’m sorry for...AND how can I help make it better?”

_____ Storytelling

- asking children questions during storytelling, such as how characters might be feeling to name emotions, to rephrase in their own word’s a character’s dilemma or traits, etc.
- if responsible for facilitating a story with puppets, use of puppet to bring story alive

_____ Effective techniques for child-centered play

- Let the child take the lead, talk about and do things the child wants to talk about and do
- Use open-ended questions (i.e. “Can you tell me about...”, “Who/What/Where...?”)
- Listen, repeat what your child has said, and add some words if he/she gets stuck
- Praise the child for specific efforts that the child is making, i.e. “I see you are finding very strong and thick sticks for our game”; show interest with your voice tone, facial expressions, eye contact, etc.

1. Attachment (AT Module 1, slide 4)
 - A strong emotional bond between child and caregiver. Caregivers should try to have *secure* attachment with each child for whom they care.
 - Trauma often impacts the ability of children to form attachment. (AT Module 2)
2. “Serve and Return”
 - A form of communication, much like a game of tennis, in which a child shows an interest in something, and the caregiver responds in a supportive way. Five steps are: pay attention to what the child is noticing, support and encourage, name what the child is seeing/doing/feeling, take turns and wait, practice endings/beginnings.
 - Sample video: <https://developingchild.harvard.edu/science/key-concepts/serve-and-return/> (“5 Steps for Brain-Building Serve and Return”). A useful tip sheet is here: <https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/> (“Download PDF”)
3. Self-Care (AT Module 6, slide 14)
 - Any activity that you do in order to take care of your mental, physical, spiritual, and emotional health. Self-care looks different to every person. It is something that fills you up and makes you feel happy.
4. Attunement (AT Module 3, slides 4-5)
 - The ability to recognize and react to another person's emotional state or needs.
5. Values (for family life)
 - “When we think about HOW we want to live our life, we are focusing on values. Values are like a compass that keep us headed in a desired direction and are distinct from goals...A goal is something that we aim for and check off once we have accomplished it. Being responsible is a value. Owning a home is a goal.” (Eisner, n.d.)
 - “There are numerous values to consider when identifying those most important to [a particular] family. Some ideas include: fairness, empathy, responsibility, honesty, loyalty, leadership, playfulness, kindness, faith, caution, achievement, forgiveness, justice, humor, self-control, dependability, patience, respect, courage and more.” (Vincent, 2020)
 - This video can help you understand the difference between life-values and life-goals: <https://thehappinesstrap.com/values-vs-goals/>. (This video depicts “goals” somewhat more negatively than necessary, but it is nevertheless helpful.)
6. Child-centered Play
 - A style of playing and engaging the child, in which the child takes the lead; one example is “Serve and Return” (above)
 - Sample video: <https://raisingchildren.net.au/preschoolers/videos/communicating-with-preschoolers>
7. Delayed Gratification

- “Renouncing immediate reward or satisfaction in order to obtain a larger reward in the future, as when a person invests money instead of spending it immediately.”

(<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095708280>)

8. Emotional Self-regulation

- “Self-regulation is the ability to understand and manage your own behavior and reactions...Self-regulation develops most in the toddler and preschooler years. It continues to develop into adulthood...It includes being able to regulate reactions to emotions like frustration or excitement; calm down after something exciting or upsetting; focus on a task; refocus attention on a new task; control impulses; learn behavior that helps you get along with other people.” (raisingchildren.net.au, “Self regulation in young children,” n.d.)
- See this source for more:
<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

Although you are welcome to use any of these videos with the group, these videos are primarily for *you* to review for yourself so that you can teach the activities with confidence! These are great self-care exercises.

Body Stretch

For the Body Stretch, you may wish to use any of these resources, or find your own:

- 7 Minute Beginners Stretch: <https://www.youtube.com/watch?v=5ptKtJU287o>
- Field Stretches (2 minute stretches for field workers):
https://www.youtube.com/watch?v=bLgzZx-4mHA&feature=emb_logo
- Stretches that use a chair: <http://wh1.oet.udel.edu/pbs/wp-content/uploads/2012/05/Chair-yoga-Univ-of-Vermont.pdf>

Body Progressive Muscle Relaxation

You may wish to adapt one of these resources for sitting in a chair or laying down:

- Progressive Muscle Relaxation for Kids (7 minutes):
<https://www.youtube.com/watch?v=cDKyRpW-Yuc>
- A shorter relaxation exercise for kids (3:40 minutes):
<https://www.chop.edu/health-resources/guided-relaxation-exercises>
- Progressive muscle relaxation for kids with self-esteem conclusion (8 minutes):
<http://www.yomind.com/justme> (video #7, “Clench & Release”; kids might like the music video “I’m Inspired” on the same website page)

Story Stretch

This is from *Find Something to Do!* by Jim Cain (2012, p. 48). It is a good group warm-up activity. Divide into small groups; each group will have 3-4 caregiver-youth dyads and a few staff. Each group stands in its own circle. Staff in the circle explain the activity and start by modeling it. In this activity, everyone has a chance to be the leader. Cain’s instructions:

One person in each small group begins to tell a story that has both words and movements, and the rest of the group replicates their movements. The next person continues the story, adding their own unique words and motions to the story, and again the group follows their every movement. Each person in the group adds as much or as little as they prefer, continuing the story, and demonstrating some unique movements (running [in place], stretching, yawning, etc.) in the process. By the time the last person has presented their portion of the story stretch, the entire group is warmed up and ready for the day.

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Note 1: various videos and blog citations are referenced throughout this curriculum from the organization / website **raisingchildren.net.au**, a site supported by the Australian Government Department of Social Services. This curriculum references modules from the CRC's **Attachment Theory Workshop** produced by the Servant Heart Collective, the University of Maine, and the Honors College at the University of Maine in consultation with the CRC/HCW partnership alliance. This workshop curriculum also references modules from the CRC/HCW partnership alliance's Microfinance Workshop, the **Community Finance Initiative**, produced by Global Communities.

Note 2: HCW is constantly upgrading curriculum offerings for use by our program partners and providers in the global south child welfare sector, and their supporting networks. A toolkit of materials is available to assist organizations working to repair, strengthen and empower families to end harmful family/child separations. To find the most recent version of HCW produced materials recommended for use, visit our online curriculum and resource center available through our corporate website: **<https://www.helpingchildrenworldwide.org>**.

Note 3: A reflection of gratitude. We do not walk alone. Volunteers from around the globe contribute to the work, including professionals, participants and program managers who reflect back to us on our successes and failures. HCW is committed to radical courage to tackle the big difficult questions resulting in child poverty and child mortality. We are committed to radical collaboration with partners to reach the best solutions without unnecessary waste of resources. As we move from serving partners in one district in one country into partnerships in 23 countries and 4 continents, we are humbled by the brilliance of those in the field beside us, and grateful for the wisdom and grace they grant in partnerships for a day, a season or a lifetime. We aim to communicate with radical honesty about our limitations and lessons learned from our flawed or failed attempts, in order to build a foundation of trust that is strong enough to endure hard truths and difficult times. All these things we do in the name of the eternal one who blesses our spirits and guides our lives. Amen.



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Learn about the impact of this curriculum in Sierra Leone: Optimistic
Voices Podcast with Dr. Sarah Neville, PhD.

<https://optimisticvoices.buzzsprout.com/1997407/12624424>

Obtain this and other resources for your work at:

<https://www.helpingchildrenworldwide.org>

contact us @ support@helpingchildrenworldwide.org