

---

# Non Formal Education Facilitators' Tool-kit

---



**Author**

Xenia-Koutentaki

---

**Co-authors**

Sophie KHATIB, Chargée de Mission Internationale  
Laurent BRAILLON, Directeur du Centre Social Le Petit Charran  
Sophie DEPIGNY, Coordinatrice BAFA/BAFD Régionale  
Manon MELENDEZ, Coordinatrice Pédagogique du Pôle Engagement  
Camille CAZENAVE, Coordinatrice Jeunesse  
Marie DUARTE, Chargée de Mission Pédagogique

---

**Designers**

Khayne SOLIS, Laury COSSOU  
Bénédicte Bastin - B2COM Studio

---

**Editors**

Fondation Danielle Mitterrand  
Fédération Léo Lagrange  
2019

# Table of Contents

Editorial .....	4
Introduction .....	5
Aim of this Toolkit .....	6
What is Non Formal Education? .....	7
Who is the NFE Facilitator? .....	8
What should the NFE Facilitator know? .....	8
What should the NFE Facilitator be able to do? .....	8
What attitudes and values should the NFE Facilitator adopt? .....	9
Which behaviour should the NFE Facilitator demonstrate? .....	9
Communication and posture .....	10
Self-Assessment .....	10
Professional code of the NFE Facilitator .....	10
A concluding note by the author .....	60
Acknowledgements .....	61

# Editorial

Whithin many contexts, and especially within a refugee camp, games, sports, arts, theatre, dancing, singing are usually seen as recreational activities made to help children to escape from the roughness of their lives for some hours.

We believed that those activities can be way more than just recreational. If they are run by trained educators with individual and collective educational goals they can contribute to reduce trauma, enable individual resilience and peace building, especially in the context of refugee camps.

That's why we decided to launch a 3 year programme called « Animation Kurdistan » to experiment and frame this methodology in refugees and IDPs camps as well as youth centers of Kurdistan. It was run from September 2016 to August 2019 by the Danielle Mitterrand Foundation in partnership with the French organization Leo Lagrange Federation and the Kurdish Iraki organizations Civil Development Organization (CDO) and Public Aid Organization (PAO).

Inspired by the « popular education movement » (also referred as non formal education), 43 facilitators and 12 trainers from all the areas of north Irak and several local NGOs and youth centers received 1 year long term training and organized non formal education that benefited to more than 8000 children.

What we witnessed and assessed during those 3 years proved that this methodology when properly adapted and with educators well trained, can have, with very low means, significant impact on children's well-being as well as on communities.

The booklets you are about to read are one of the main outcomes of this programme.

They aimed at providing support for any organizations and persons to organize educational and peace building activities for children as well as training frames for trainers and facilitators. Three booklets are available in English, Kurdish (Sorani) and Arabic. One for facilitators, one for trainers and the last one for trainers of trainers.

It is the fruit of months of practices in various environments as well as theoretical inputs provided by different educators from Irak, France and other parts of the world. We warmly thank them and sincerely hope it will be useful for you in your further activities. You can spread it as you like and feedbacks and suggestions are welcomed.

**Gilbert Mitterrand**  
Fondation Danielle Mitterrand  
President

**Yves Blein**  
Fédération Léo Lagrange  
President

# Introduction

**Danielle Mitterrand Foundation-France Libertés**, with **Leo Lagrange Federation** and our Kurdish partners **CDO (Civil Development Organization)** and **PAO (Public Aid Organization)** have been implementing the project **“Fostering children resilience through non formal education activities”**, since 2016 in Kurdistan Region of Iraq. The aim of the project is to create teams of qualified trainers and facilitators and suitable educational tools to promote **Non Formal Education (NFE)** as a methodology to empower children and youth with a specific focus on the ones living in precarious conditions.

In the frame of this project, we have developed a set of three manuals:

<b>1</b>	<p><b>A Training for Trainers Manual:</b> on the basic pedagogical concepts and a structure for training NFE trainers. The focus of this manual is mainly the NFE principles, methods and tools.</p>
<b>2</b>	<p><b>A Training for Facilitators Manual:</b> on the basic pedagogical concepts and a structure for training NFE trainers. The focus of this manual is mainly the NFE principles, methods and tools.</p>
<b>3</b>	<p><b>A Toolkit for Facilitators:</b> containing a set of activities to be used by people working with children and youth in child friendly spaces, youth centres, community centres in and outside camps.</p>

All three manuals are structured with two main components; one part is dedicated to theory and another is where we present practical examples. We developed the theoretical part based on different existing resources of Leo Lagrange, the Council of Europe and other Institutions and Organisations.

For the practical part, we used our field experience and many of the exercises proposed have been either adapted or created on the field by our team members (Trainers and Facilitators).

We do not pretend to have created perfect manuals, but we can state with confidence, that what you hold in your hands has been tested in different and many times difficult conditions and has been proven useful and efficient.

We have been working with children and young adults, refugees, displaced, locals, living in refugee camps or in the host communities, persons with good education or without education at all, of low or medium income, directly traumatised by the war experience or by being witnesses of horrible crimes.

These experiences have proven our initial hypothesis that Non Formal Education is a powerful tool that can help people overcome their psychosocial barriers, in any environment and under any conditions, as long as it is done in a professional and organised way.



---

# Aim of this Toolkit

---

This Toolkit contains basic theory about Non Formal Education Methodology as well as several examples of activities to be used by people working with children and young people in child friendly spaces, youth centres, community centres either in or outside camps.

An experienced facilitator can find in this material some guidelines and maybe new tools to enrich his/her practice. A new facilitator, on the other hand, can find guidance and support while using the material as such, with the necessary of course, adaptations to his/her target group.

Gradually and with more practice we are confident that facilitators will, on one hand, start developing their own activities and games while on the other they will start thinking more deeply on the “why” and “how” to work with children instead of what they will “do with them”.

# What is Non Formal Education?

It would be very diminishing and not fair to restrict the definition of Non Formal Education as the education that is just happening outside the Formal Education system.

NFE is a methodological approach, based on solid pedagogical theory and many years of empirical work and as such, same as many other educational methodologies has its own principles and rules.

When we refer to NFE we are talking about a well-designed educational process and with clear objectives, that is based totally on the needs of the participants and it aims at the holistic development of their personalities and competences.

In NFE, active and free participation is a key element. The facilitator is working hard to design the educational process but when the process starts his/her role becomes secondary.

She/he is not the most powerful person in the room, she/he is the one with the highest responsibility: offer to children a caring, safe learning environment and guidance through the process.

NFE learning processes are based on dialogue and participation. Lectures and frontal transfer of knowledge have very little room in the NFE space.

# Who is the NFE Facilitator?

The facilitator is the person who educates children using active methods based on games and fun. This does not mean that his/her mission is not serious. On the contrary, as she/he ensures the physical, moral and cognitive development and integrity of children, his/her role is extremely important.

She/he proposes activities and games to stimulate personal development of children, their socialisation and their autonomy. She/he does so by adapting the methods chosen to the needs of each individual child and allowing everyone to grow up with collective experiences. This means that she/he is able to offer both individual and collective support.

She/he motivates children by **CURIOSITY, INTEREST, PARTICIPATION** and **CREATIVITY**.

She/he works based on children rights respect.

## What should the NFE Facilitator know?

The facilitator has to know:

- The NFE Educational Methodology
- The different facilitation dimensions: educational, pedagogic, and technical
- The process of child development (physical and affective needs)
- Notions of safety and responsibility
- Children's rights

## What should the NFE Facilitator be able to do?

The facilitator has to be able:

- to **communicate** with children, their family and teachers
- to **manage** a group of children
- to **run a game** and to know how to prepare and evaluate its impact
- to **organise** a suitable safe space for the children
- to **use** children's imagination and capacities and empower them

She/he gives meaning in the activities she/he organises

She/he knows how to consider children's needs and their daily rhythm

The facilitator has a variety of activities for each age group and she/he is able to do both short (a simple game) and long term (a bigger project) activities.

She/he knows how to **design the full circle of a NFE educational project:**

- development
- implementation
- evaluation

The facilitator has to know how to **work in teams**: be cooperative, use dialog, listen to the ideas of others, share his/her own ideas, allow space for the expression of other facilitators, and ask questions.

## What attitudes and values should the NFE Facilitator adopt?

The facilitator

- Is committed to promote actively: equality, inclusion, intercultural dialogue, and respect for diversity and Human Rights for all.
- Should be committed to the role and values of NFE.
- Understands how the environment in which children live can influence their behaviour and state of mind.
- Recognises the emotional state and moods of children. She/he is the guardian of children's well-being.
- Respects, listens actively and with genuine interest to the opinions of the children.
- Is a point of reference for the group: available for each one, listens and gives advice, answers to all questions honestly.
- Is a role model and teaches by example.
- Is aware of his/her own prejudices.
- Is an active learner.
- Is a team player and promotes cooperation and group achievements.
- Follows the same values and rules that children are expected to follow.
- Believes in children's capacities and experience and offers them the freedom of choice regarding the activities she/he proposes based on their needs.

## Which behaviour should the NFE Facilitator demonstrate?

The facilitator

- Is **available** as a **resource** and an **advisor** for everyone. In order to fulfil this role the facilitator is keeping an open communication during the activities with all children.
- **Allows** children to express themselves.
- Is **accessible, finds the balance between being fun and serious.**
- **Validates** the participation of children, encourages the sharing of experience in group.
- **Is not judging** the personality and ideas of the children but is trying to guide them gently, by using positive feedback.
- Creates a **framework of trust.**
- **Promotes group dynamics and unity.**
- **Is patient** and **gives space and time** for everyone in the group.
- Opens a **dialogue** between him/her and children and among children themselves.
- **Allows** anyone to find his/her place in a group.
- **Includes** every one without forcing.
- Keeps **confidentiality.**
- Gives **responsibility** to the children (assigns roles).
- **Values** all opinions expressed and considers all questions asked equally.
- Is **positive and smiling.**
- Is **humble** and accepts criticism.

## Communication and posture

In order to manage the energy of the children and make sure that they take the maximum benefit from the activities, as a facilitator you need to:

- **Speak quietly and gently.**
- **Never shout** at children, as this is a form of psychological violence and hurts children.
- Use **positive words to validate** children and group efforts. On the other hand be aware that your words must be genuine and realistic. You should not lie or exaggerate, as children have a genuine sense of justice and it is of vital importance to not affect it.
- **Look at every child, learn all the children's names, give equal attention to all.**
- **Control** your voice so as to be listened by all without shouting.
- **Non-verbal communication** is a massive carrier of messages. Therefore you should be really connected and focus on your non-verbal body language trying to keep coherent between the two channels. Be careful because non-verbal communication varies from culture to culture and you risk misunderstandings.
- Move in the whole **space**; arrange the room in a nice – friendly way. Make sure that children feel comfortable in the space and they have easy access to the materials. Being able to do things on their own (taking materials from the shelves and putting them back, will empower their self-esteem and autonomy).
- Place the chairs and tables in a **circle or smaller circles for group work** that enables equal access to all and a balance in power division.
- **Go outside!** Being in contact with the community and nature can be a school full of miracles for the children.
- Use **energisers and games** to manage the group's and your own energy and emotions.

## Self-Assessment

Self-assessment is an essential skill for upgrading your own professional practice.

- Therefore, you need to be honest with yourself and conduct your own self-criticism:
- Have the goals, the objectives of activities been achieved? Did I evaluate them?
- What has been ok? What do I have to do in order to upgrade “my way to be” and “my way to do”?
- Have I respected the security, the rights, the needs and the rhythm of the children?
- Have I allowed everyone to express him/herself freely?
- Did I succeed in team building?

## Professional code of the NFE Facilitator

Have a neutral position:

- Your religious and political beliefs and practices have no place in your working space.
- Your appearance and dressing should not attract any special attention. Dress with comfortable shoes and clothes, as you will have to be active and flexible while working with children.
- Take care of your personal hygiene.
- Being a facilitator and an adult gives you a lot of power by default. Be aware of that and do not use it to force or manipulate children.

Set the example:

- Be on time, if not early.
- Do not use alcohol or any other drugs. If you are a smoker avoid smoking in front of the children.
- Follow the rules that you have set for/with the children.

Respect the children:

- No violence of any form: word, insult, voice, gesture.
- No sexism or racism or any other form of discriminatory behaviour.
- Get informed about the local or group culture and traditions. You do not always need to comply or follow them, but it will help you understand, without judging, certain behaviours. If your work is in conflict with some of them, (e.g. if you plan to work with a mixed [boys and girls] group of children and this is in contrast with the community's traditions, you need to speak with the parents or/ and community leaders and explain to them what is the added value and benefit of your way of working, for their children.
- Ask the parents and the children for the image rights if you take pictures and avoid publishing photos, with clearly visible children faces, in the Media.

#### **Golden rules and the non-negotiable**

Respect child's personal issues.

Do not publish photos of children.

Stay in your role.

Have fun, learn, relax, be humble and be proud of your work.

Be flexible and ready to change.

Respect children and do not feel pity for them.

Love children, as it is necessary, but make sure of keeping your role's boundaries.

Support children but ask for specialists' help whenever an issue that goes beyond your role as facilitator occurs.

## Where, when and how NFE activities happen?

As a facilitator you will be working most of the times in a Child Friendly Space, where special rooms will be available for your activities. But there is also the chance that you might need to identify other places for implementing your program: schools, school yards, open areas, etc.

Whatever the location of your operation, you need to take care that some basic elements are taken in consideration at all times.

### Safety

The space should be safe and do not expose children to any risk for their physical health.

### Accessibility

The location and space should be accessible for all children including those with physical disabilities. You might discover that the children who are joining your activities are all coming from the same ethnic or religious group (in case of multi ethnic – cultural communities) and other children are not coming at all. Pay attention on this fact and try to understand the reasons why. Many times children develop territorial ownerships and they reproduce excluding and even violent behaviour against children from other groups. If this might be the case, then you will need to address the issues by talking both to the children and their parents and teachers and try to create a more inclusive environment. It might take time but it is a much needed action for overcoming divisions and segregation. Sports are a good starting point in such cases, as well as trying to organise activities in the border lines between the different “neighbourhoods”.

Time is another crucial element for your work. You need to organise your time schedule in a way that is suitable for children to come either before or after going to school. There are cases when children will come just for a short time or they will be staying with you for several hours. Think of the type of activities you will use so as to enable all children to participate independently of the duration of time they can stay.

You will need to gradually teach children how to respect time and be in the NFE space the time you have planned with/for them.

### Number of children

In order to implement quality NFE activities you cannot work with more than 25 children every time. The main problem to that is the large number of children in the camps. In case you have too many children, try to split them in smaller groups or ask some of them to come on a later time.

### Materials

Use what you have and do not rely on materials for doing your activities. Adapt to what you have and be creative.

### Volunteers and supporting staff

In many cases you will have volunteers or staff (guardians, cleaning personnel, etc.) joining your activities or sharing the same space. Make sure that you share with them the aim of your work and agree on the behaviour they should have towards the children. There are cases where, while you are trying to treat children with kindness and respect, other people around you might behave to them with a rude and authoritarian manner and this will create confusion to children which will diminish the impact of your work.

## Planning and implementing NFE sessions

Before starting any activity you need to identify what are the needs of the children in the community you are working or planning to work. You can do this by talking to teachers, parents, camp authorities and other experts (child protection officers) but the best way is to ask the children themselves, directly. Organise some small introductory sessions and involve them in a discussion, trying to understand what they are interested in and what they would like to experience when joining your activities. Keep in mind that children living in camps have very few stimuli for their imagination and spent a lot of time watching TV. Therefore you might end up with very repetitive and not really “interesting” proposals. Start with whatever children propose and gradually introduce different and more innovative activities and games. It is very important in these first encounters with children to observe carefully their behaviour and identify which patterns are repeated and which are the ones that you maybe need to help them change (aggressive behaviour, violence, competition, lack of focus, etc.).

When you have a more clear idea about the children’s needs, start planning your NFE session by setting clear, achievable objectives and choose the most suitable activities to reach them.

Never underestimate children and what they can do. Children get easily bored and will lose interest when what you propose to them is not challenging enough or does not stimulate their curiosity and make them have fun! You should choose activities that are not easy and avoid repetitive ones.

Practice writing down your plans, as well as the activities you will use and those that you created. This might seem time consuming and tedious, but in the long term it will greatly help you in monitoring the improvement and having a deposit of activities ready to be used at any time. Keeping notes will also help you organise the materials that you need mostly and use and avoid waste of materials. Keeping a diary of the most interesting or difficult cases as well as the way you have managed them, can help you firstly in managing your own emotions and tiredness as well as being a guideline for similar cases that might occur, in the future.

From time to time assess the progress of the children and adapt your future activities based on the level they are at that point in time.

**Welcome:** When you invite the children to participate in your activity, you should think about how you will welcome them. How are you going to create a good team atmosphere and improve cooperation? How you will explain the rules of the games and the reasons you think is a good idea to do this activity? How you will take feedback from the children? Try to give an active role to the children and do not replicate the old-fashioned system where the children have just to obey to your rules. **One of the main reasons you are implementing Non Formal Education is because you want children to become self-confident and think on their own. This cannot be achieved without sharing responsibility and expression of their own ideas, opinions as well as taking part in the decision making process.**

**Animation:** During the activity, the facilitator is vigilant keeping an eye on all children as a group as well as individuals; how they feel, how they follow the activity. The facilitator is there to help the one who does not succeed, motivate the one who is not interested, and repeat the rules for the one who did not understand them. The facilitator is also in charge of the good process of the activity: Are the rules are respected? , Are all the steps of the game running well? Are the children engaged in the process, do they learn and do they have fun?

**Rhythm:** At the beginning the intensity of each session should be low and then increase gradually. Towards the end, you need to decrease intensity and make sure that children become relaxed and calm at the closing of the session.

## Steps of a NFE session

1. Welcome the children, spend some time to learn their names and create a team feeling (maybe using a short game), set together with them the rules of cooperation, etc.
2. Propose them an activity and invite them to participate.
3. Explain the rules of the activity and make sure everyone understands what it is all about.,

4. Conduct the activity.
5. Ask feedback from the children

Some questions that you can use when asking for feedback are:

- What do they feel-think about the activity/ies they just did?
  - What happened during the activity and how they felt?
  - What they have learned about themselves?
  - What they have learned in general?
  - What else would they like to learn on the activities' topic.
6. Finally close the session with a relaxing moment (music helps a lot on this) and make sure that children go back home happy and relaxed.

**End:** The End is the last picture of your activity for the children. They will keep it in their mind and for this reason, you need to plan it carefully. Think about how you can close your activity properly.

**Storage:** At the end of the activity and before the group of children leaves, you need to put everything in order (space, equipment, materials) so that it will be ready for the next session/group. It is very important to involve children in this process. All children, no matter how old they are, should take responsibility and learn how to organise the materials and the space. As a facilitator you are there to explain, guide and pay attention to their safety. Instead of giving orders, try to make proposals. Do not do all the work yourself or do not correct any mistake done by the children, by doing the work yourself. If a child has done something not correctly or carefully enough, ask them to help you make it better.

**Remember to praise the children for their hard work and thank them.**

Accompany the children to the exit and invite them for the next time.

## What is a game?

A game is a mental and/or a physical activity. It can be individual or collective and is organised through rules known and accepted by all. Pleasure and fun is one of the strongest characteristics of a game. Participating in a game is a free choice of children and should not be imposed on them.

The game is the ultimate way that will allow the child to learn and discover through pleasure the world and the people around him/her. The game will also allow the child to understand the different social functions, project himself/herself into the future and help him/her to become the adult she/he wants to be, and finally manage and organise his/her thinking. Thus, it is important that the games, proposed by the facilitators are varied, adapted to the needs of the child and of course prepared carefully.

### The big game

A big game is an activity of quite long duration with several actions and steps. Throughout the game, there is usually a story with a precise scenario. The activity often takes place outside on a large field or several distinct spaces. The feeling of adventure is something that children and adolescents enjoy much in an activity. Long term activities can be complicated games, Olympiads, treasure hunts, artistic projects, activities of construction or manufacturing objects, tales and shows (entertainments). Short activities can be also improvised considering the dynamic of the group at an exact moment (small and starters games, songs, etc.) and included in a big game.

## Why is important for children to play?

Play is a vital need for the child, because it allows for thinking, expressing, creating, and getting in touch with others. Play is the central means of expressing the basic needs of the child. This is happening independently of his/her age and the context.

The game allows the child to understand his/her emotions and learn to control them. When she/he is playing, the child considers different parameters such as the environment, the materials and the people around him/her. Associated to the imaginary dimension, it can be a positive way of escape, allowing him/her to digest and accept at its own rhythm the elements of reality.

Through the game, children build their own personality and their own intentions for the future. Play can be a true tool for peace and happiness for all. The central role of the facilitator is to allow the child to learn through the game.

Regardless of the context in which the child or adolescent lives and the responsibilities she/he carries, play must be part of his/her life. To deprive a child of playing, is to deprive him/her of the tool that enables him/her to understand the world and to provide this world with an adequate and positive response. A child who does not play is a child who will not have the keys to be happy even as an adult.

## Type of activities

There are many types of activities. Some activities are difficult to index, to fit in boxes, because they actually consist of a mixture of different types. It is not necessary for the facilitator to try to identify his/her activity with precision. However, care must be taken to always offer various activities, educational (which teach something positive to the child), fun and safe (that do not endanger the child physically and/or psychologically). The production of a finished end product or result is not mandatory just like the fact that there should always be a winner. The key element is that all children must feel good at the end of the activity.

## Manual and artistic activity



**Manual Activity:** This activity consists of doing something with your hands, such as the decorative objects, DIY (Do It Yourself) or craft. **Examples:** Furniture creation with pallets, creation of natural products.

**Artistic Activity:** Creation of objects or specific performances with the intention to cultivate emotional and aesthetic expression. **Examples:** Painting, sketching, drawings, photography, engravings, ceramics, collage work, baby-dolls-animal making, painting by using materials such as corn, sand, wheat, bookmark making using dry leaves/flowers, greeting cards making, finger-painting, face painting, poster preparation.

Manual and artistic activities:

- help children express their ideas, feelings and emotions
- support sense of self-esteem and empathy
- support learning through experience
- encourage respect using local or natural materials resources
- support creativity and imagination

The facilitator can:

- help children by providing a theme- for example, family, mountains, nature, sea/ocean
- encourage children by offering them a goal such as to decorate a space
- organise together with children various exhibitions where to invite the parents or other persons to see the results of their children's work.

Caution: The artistic beauty is individual; the criteria of aesthetics are particular to the sensibility of each one. Based on this principle, the facilitator should not judge or make fun of the creation of children because beauty is subjective.

## Body expression, storytelling, theatre and singing activity

**Body expression:** This activity will allow the child to express emotions through gesture and posture, and to manage his/her energy. **Examples:** dancing, the infernal machine, living photo scene.



**Storytelling:** Reading, listening or writing stories and fairy tales have a central function in children emotional and intellectual development. They help children to elaborate on their feelings by reflecting them to the protagonists of the stories, support imagination and creativity, teach the traditions and values of the community and offer the opportunity to discuss issues that are important.

**Theatre activity:** Art of the representation of written or oral stories. **Examples:** Fairy tales, folk stories, Myths, Novels or anything that can be adapted into a theatre or role play with an educational and pleasant aspect for the children and adolescents.

**Caution:** Being comfortable with his/her own body is not easy for everyone. So it is important to do things gradually (we start with something simple that the child is already doing in everyday life and then we increase the difficulty level little by little). Never push a child to perform this kind of exercises. This recommendation applies both to body expression as well as to theatre activity.

**Singing activities:** music and songs are important tools in education. You can use songs to help children memorise things, to have fun to express and manage emotions.

### Body expression, storytelling, theatre and singing activity:

- develop creative and social skills
- support self-esteem and coping skills
- help elaborate and manage emotions
- create a fun and relaxing environment.
- encourages team spirit and active participation

The facilitator can, if children and their parents want:

- invite the neighbourhood to attend a performance
- arrange short workshops where children teach each other



## Sports activity

The sport activity is defined by a physical and/or intellectual effort framed by specific rules common to all the players. The sport is played as a team collectively. Examples: Classics sports; football, basketball, volleyball, table tennis. Sports games or physical activities: Hide and seek Dragon tail, traditional children's games and position games of all kinds.

Sport activities:

- create self-confidence
- build teamwork skills and relationships through collaboration, interaction with peers and respect of rules
- improve motor skills, fitness and coordination

Caution: It is important to remember that sport activities supervised by facilitators do not seek the performance of one child at the expense of another. The sport is used to convey values such as caring, benevolence, surpassing oneself. For example, teams where team leaders choose the participants of his/her team can exclude those with low sports capacity or experience and make them feel worthless, isolated and abandoned.

## Scientific activity

Activities (often in the form of experiments) designed to introduce and explain science to an audience (such as kids) with little scientific knowledge. Examples: Invisible ink, simple chemical rocket construction.

Caution: The setting of the space and the availability of the needed materials is a decisive factor of success in this activity



## Culinary activity

Activity related to cooking. Examples: Creation of cakes, cooking all kinds of vegetables, teaching elements such as food balance, waste, the taste and the visual aspect.

Caution: Two things must be taken into account when supervising a cooking activity: The first thing is to make sure that children who prepare and eat food are not allergic to any of them. Depending on the age of the child, it is necessary to check this information with the family. If so, the job of the facilitator is to adapt the activity so that it presents no danger for the child with the specific allergy. The second thing is that the facilitator keeps in mind that cooking workshops allow children to understand the value of food, so that they do not mess or waste ingredients. In no case should children play with food (battle of food, throwing things in a way that will prevent the food from being consumed later on). Doing a cooking workshop with a child with eating disorders (food disgusting, under or over eating) is a way of reconnecting the child with the food so that she/he can have a healthier relationship with it.

## Digital activity

These are activities related to the different digital tools such as Video, radio, internet. Examples: Sidewalk radio project, investigation and documentaries, photo reportage, photo rally.

Caution: It is important to explain to children and adolescents the potential dangers of screens and addictions that can generated to them, as well as the safe use of social networks.

## Reflection activity

It is an activity where the child uses and develops his/her intellectual capacities and rational thinking. In Intellectual games, there is no space for lucky guess, the only thing that matters is to think in a critical and strategic way and find the right answer. Examples: Investigations, puzzles, enigmas, chess, crosswords.

## Activities related to nature



All activities related to environment, animals, plants, minerals and elements. Examples: Gardening and planting, land art, making a birdhouse, building wooden cabins.

Activities related to nature allow the children to understand the value of environment. To be interested in nature is to be interested in life and therefore to others. For example, observe and get in contact with nature will allow children and adolescents to realise what is happening around them, the fragility and power of nature and the impact that their everyday habits and practices can have on the environment. Work in/with nature

teaches patience, concentration, empathy and counterbalance the attitudes that children develop when they spend a lot of time playing with electronic devices or watching TV (impatience, isolation, lack of empathy and concentration). There is no competition in nature activities.

Taking care of the animals will allow the child to understand the concept of empathy and care.

The child can find all she/he seeks in nature because “nature is complete diversity, it is the whole body, all the senses, it is the intellect, the imagination, the scientific, the aesthetics, the action, the effort, the will, the abandonment ... no other activity can achieve all these at once” as Louis Espanoussou (famous French environmental educator and children’s book writer) mentioned. Wonder, sensitivity and empathy are essential things that the child acquires through the nature activity.

## Competition and cooperation



Competition is an element of most activities, especially sports. It allows the child to surpass him/herself and compare his/her skills to those of others. Children usually include competition in their own activities without the help of the facilitator. It is important to guide the child when competing and promote specific values such as loyalty, solidarity, fair play and respect for others. Without these notions, competition has no educational value and can quickly switch to malevolence and individualism.

Unlike competition, children do not set up cooperation activities without a request

from the facilitator. The facilitator should therefore propose activities that are based on cooperation. Cooperative games require the mobilisation and mutual help of all in order to win.

## Spatial planning

Spatial planning is a determining factor in the smooth running of the planned activity. A thoughtful and secure spatial planning with access to practical and adequate material, will allow the child to move around more easily, understand clearly the activity and avoid unnecessary expectations, possible destruction or misuse of equipment and conflicts between children. Emerging conflicts between children during games are often the result of poor spatial planning or poorly stated or missing rules of the game. For example, a sport activity in a space that is too small, with objects that do not allow free movement, will result in a risk of injury, in children shouting to each other and the application of cheating by children, in order to compensate for the handicaps created unintentionally by the facilitator. The facilitator must remember that she/he is not perfect, and even if the game has started, she/he must modify the spatial planning if she/he or the children think this is necessary.

## Material management

The facilitator is the person in charge of the good management of the material. She/he must be familiar with the material and acquaint the children with it. Material should be well maintained and easily accessible by the children. The facilitator must know which materials are available in order to set up the activities, organise them and set up an operation which will allow children to use them without destroying them. For example, if materials are misplaced, children will not take care of them. If the storage of the equipment is organised, simple and practical, children will find what they need and they will learn to preserve it in a good state. For young children, less than 6 years, create a storage space with a display of the picture of the various materials e.g. scissors, on the box and allow the children to identify the tools they need and bring them back after use. One of the common causes of conflict between facilitators is material management. It is highly unpleasant to want to set up an activity with material that is not in its place or is found in poor condition and not replaced.

## List and detailed description of activities

A/A	Title	Aim	Target Group	# of participants
1	<b>Portrait</b>	Learning each other's name and have fun	Any	Any
2	<b>Alphabetic order</b>	Learning each other's name and have fun	6+ y.o.	10-25
3	<b>Three fingers</b>	To get to know each other, group dynamics	7+ y.o.	10-25
4	<b>Bingo</b>	Learning each other's name, group dynamics and have fun	6+ y.o.	10-25
5	<b>Blanket</b>	Learning each other's name and have fun	6+ y.o.	10-25
6	<b>My name and my move</b>	Learning each other's name	6+ y.o.	10-25
7	<b>Your turn</b>	Learning each other's name	6+ y.o.	25 max
8	<b>The one next to me</b>	Learning each other's name	6+ y.o.	25 max
9	<b>The train</b>	Build trust and cooperation	10+ y.o.	10-25
10	<b>Spider net</b>	Teamwork, setting Strategy	Any	Any
11	<b>The tower</b>	Teamwork	Any	Any
12	<b>The bridge</b>	Teamwork	10+ y.o.	8 – 25
13	<b>Rope Jumping</b>	Team work, cooperation	Any	Any
14	<b>Challenging Racetrack</b>	Increase attention and concentration	8- 18 y.o.	Any

<b>15</b>	<b>Crab walk</b>	Develop physical coordination	7+ y.o.	Any
<b>16</b>	<b>Seven Towers</b>	Develop physical coordination and team spirit	6 - 15 y.o.	Up to 20
<b>17</b>	<b>Dodge ball</b>	Physical coordination and entertainment	9- 18 y.o.	8 – 24
<b>18</b>	<b>Sitting basketball</b>	Physical coordination, concentration and entertainment	Any	Any
<b>19</b>	<b>The scarf</b>	Increase focus and coordination	Any	10-20
<b>20</b>	<b>Balloon racing</b>	Have fun without competing	Any	Any
<b>21</b>	<b>The witch</b>	Have fun without competing	Any	Any
<b>22</b>	<b>Catch me if you can</b>	Focus, exercise reflexes and have fun	7+ y.o.	5- 25
<b>23</b>	<b>Pentathlon</b>	Boost team building process Emphasize notions of in-group planning, distribution of tasks, communication, problem-solving, unity and solidarity	12+ y.o.	Any
<b>24</b>	<b>I can share</b>	Taking responsibilities, supporting each other, sharing	8+ y.o.	Any
<b>25</b>	<b>Dancing</b>	Manage energy, develop coordination, have fun	Any	Any
<b>26</b>	<b>Jump</b>	Manage group energy levels and focus	10+ y.o	Any
<b>27</b>	<b>Put on – take off</b>	Cooperation, coordination, fun	8+ y.o.	Any

<b>28</b>	<b>Mirror</b>	Concentration, Empathy	Any	Up to 24
<b>29</b>	<b>Peace messages</b>	Develop handicraft skills and creativity	4- 15 y.o.	Any
<b>30</b>	<b>Drawing pictures</b>	Practice observation and drawing skills	Any	Any
<b>31</b>	<b>Land Art</b>	Improve creativity and imagination, see the value in small humble objects, express feelings in an artistic way, connect to nature, and observe carefully	Any	Any
<b>32</b>	<b>Magical balloon</b>	Develop creativity and imagination	7- 9 y.o.	Any
<b>33</b>	<b>Magical basket</b>	Develop creativity and imagination	9- 13 y.o.	Any
<b>34</b>	<b>The Machine</b>	Develop cooperation, imagination, creativity and self-confidence	7+ y.o.	5- 25
<b>35</b>	<b>Our Hero</b>	Develop creativity and imagination Express emotions, Identify inner powers and possibilities of personal action for change	7+ to 12 y.o.	10- 25
<b>36</b>	<b>This is our story</b>	Develop creativity and imagination	8+ to 12 y.o.	10- 25
<b>37</b>	<b>Collective paintings</b>	Practice teamwork and solidarity, support creativity	6- 8 y.o.	10 - 25
<b>38</b>	<b>Hands up!</b>	Raise awareness regarding child rights	6- 8 y.o.	Any

<b>39</b>	<b>A Beez story</b>	Develop a sense of justice, social responsibility, self-respect and respect towards others. Create a will to help the society improve. Empathy and solidarity Develop problem solving skills Democratic participation in the activities with discussions and voting	6 – 12 y.o.	Up to 25
<b>40</b>	<b>Drawing for change</b>	Imagination, Problem solving, active participation	7+ y.o.	10 – 25
<b>41</b>	<b>Learn the Arabic or English or any other alphabet</b>	Alphabetisation	Any	Any
<b>42</b>	<b>Alchemy!</b>	Learn some basic chemical principals, do something useful on their own, learn to use tools and materials, realise how everyday products are made	9+ y.o.	5- 15
<b>43</b>	<b>Make an Egg Float in Salt Water</b>	Familiarise children with chemistry principles, teach them how to use basic materials, develop observation skills, analytic and deductive thinking, increase curiosity about nature and its laws	Any	Any
<b>44</b>	<b>Invisible Ink</b>	Familiarise children with chemistry principles, teach them how to use basic materials, cultivate observation, analytic and deductive thinking, increase curiosity about nature and its laws	7+ y.o.	Any
<b>45</b>	<b>Traffic lights</b>	Practice traffic behaviour, security and safety	6- 12 y.o.	15

## Get to know each other

One of the first things that you will need to do, is to learn the names of the children and help them learning each other's name too. Learning the name is just a first step. You can use several activities where they will start gradually sharing more information about themselves and at the same time develop their self-esteem and group feeling.

<b>Title</b>	<b>Portrait</b>
<b>Aim</b>	Learning each other's name and have fun
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A4 sheet for every participant</li> <li>• Colour pens</li> <li>• Music</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Give one blank sheet and a pen/marker to every participant. Tell them to write their names on the upper side of the page. They will start dancing and exchange the sheets with others as long as the music plays. When the music stops, they will find the person whose name is on the sheet they hold and will only draw the outline of her/his face</li> <li>• Afterwards, the music will play again and the process is repeated time and time again and every time you tell them to add a different element of the person's face: eyes, nose, mouth, ears and hair.</li> <li>• When the portraits are completed, questions are answered and are written on the back of the sheet. At the end of the activity, the portraits are presented and are hung on the wall.</li> </ul> <p><b>Some question you can ask are:</b></p> <ul style="list-style-type: none"> <li>* how old are you?</li> <li>* who gave you your name and what does it mean?</li> <li>* your favourite book / movie / song</li> <li>* the country you would like to visit the most</li> </ul> <p>Off course you can adapt the questions and make them more elaborated according to the age of the group.</p>

<b>Title</b>	<b>Alphabetic order</b>
<b>Aim</b>	Learning each other's name
<b>Target Group</b>	6+ y.o.
<b># of participants</b>	At least 10

<b>Materials</b>	Chair for every participant
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants form a line with their chairs</li> <li>• Participants are asked to stand on their chairs</li> <li>• In the first round everyone tells their own name</li> <li>• At the end of the round participants are asked to sit in alphabetical order</li> <li>• However they are forbidden to talk to each other or get down from their chairs.</li> </ul> <p>When the process is completed all names are collectively checked.</p> <p>Alternative: The game can also be played by standing in a single line marked with duct tape on the floor.</p>
<b>Suggestions</b>	It is important to check the chairs' stability beforehand.

<b>Title</b>	<b>Three fingers</b>
<b>Aim</b>	Learning each other's name, group dynamics
<b>Target Group</b>	7- 18 y.o.
<b># of participants</b>	10 – 25
<b>Duration</b>	5- 10 min
<b>Materials</b>	-
<b>Method</b>	<ul style="list-style-type: none"> <li>• All participants raise their three fingers</li> <li>• The index finger stands for the "name", the middle finger stands for the "favourite beverage", and the ring finger stands for the "country that would like to visit"</li> <li>• The players start walking inside the room, and touching their fingers to the fingers of the participants they come across; they say what their fingers represent</li> <li>• The objective is to come across as many people as possible in a given time.</li> </ul> <p>Once the atmosphere between the participants is warmed enough, the activity is completed.</p>
<b>Suggestions</b>	The number of fingers can be raised, and what they represent may be changed according to the type of the activity such as age, city, sports, likes and dislikes, etc.

<b>Title</b>	<b>Bingo</b>
<b>Aim</b>	Learning each other's name, group dynamics, fun
<b>Target Group</b>	6+ y.o.

# of participants	10- 25
Materials	<ul style="list-style-type: none"> <li>• Pre-prepared BINGO CARDS for every participant</li> <li>• Pen for every participant</li> </ul>
Method	<ul style="list-style-type: none"> <li>• A bingo card is given to every participant</li> <li>• The purpose is to complete the card as soon as possible</li> <li>• With the command of the facilitator the participants start to search for the answers of the questions written on the bingo cards</li> <li>• When the answer of the question is discovered, the name of the person providing the answer is written next the question</li> <li>• The one who completes all the answers shouts BINGO</li> <li>• Only one answer can be acquired from one individual, same individual cannot answer more than one question on the same card</li> <li>• Participants cannot ask questions by yelling out the question to the whole group</li> </ul>
Suggestions	<p>The questions on the bingo card can be adapted according to the characteristics of the group</p> <p><b>Sample questions: (these are only examples please diversify the questions)</b></p> <ul style="list-style-type: none"> <li>• Who was born in.....? (add the year)?</li> <li>• Whose favourite colour is blue?</li> <li>• Who has three brothers and sisters?</li> <li>• Who can touch his/her nose with his/her tongue?</li> <li>• Who can speak a foreign language?</li> <li>• Who has a pet at home?</li> </ul>

Title	<b>Blanket</b>
Aim	Learning each other's name, group dynamics, fun
Target Group	6+ y.o.
# of participants	10-25
Materials	A large blanket or cloth
Method	<ul style="list-style-type: none"> <li>• Divide the group in two teams of equal numbers. The two teams sit down on the floor</li> <li>• The facilitators or two older participants prevent the teams to see each other by holding a blanket or piece of cloth between them</li> <li>• One person from every group approaches the blanket, silently</li> </ul>

	<ul style="list-style-type: none"> <li>• The blanket is suddenly dropped and people in front of the blanket try to say each other's name</li> <li>• The person who tells the opponent's name first wins and includes the "loser" to her/his team</li> <li>• The aim is to carry all members of one team to the other side</li> </ul>
--	--

<b>Title</b>	<b>My name and my move</b>
<b>Aim</b>	Learning each other's name
<b>Target Group</b>	Any
<b># of participants</b>	25 at most
<b>Materials</b>	-
<b>Method</b>	<ul style="list-style-type: none"> <li>• All participants stand in a circle. In turn, everyone tells their name</li> <li>• Names can be combined with one of the following: <ul style="list-style-type: none"> <li>• Name and gesture: Participants tell their names and make a gesture which suits them. The entire group is repeating the name and gesture</li> <li>• Name and emotion: Participants tell their names and afterwards make a move which indicates their emotional state at that time (for ex: clapping, bowing...) or their hobby, etc.</li> <li>• Name and animal: Participants tell their names and afterwards an animal which starts with the first letter of their names. The important thing here is that the same animal is not told more than once</li> </ul> </li> </ul>
<b>Notes</b>	Name of a food can be told instead of an animal. After every participant, the whole group like an echo repeats the name and move or other element used

<b>Title</b>	<b>Your turn</b>
<b>Aim</b>	Learning each other's name
<b>Target Group</b>	Any
<b># of participants</b>	25 at most
<b>Materials</b>	Small ball
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants are asked to form a circle standing up or sitting down</li> <li>• The facilitator throws the ball to the person with whom eye contact is established and tells her/his name</li> <li>• The person receiving the ball throws the ball to the person, with whom eye contact is made and tells her/his name. The person throwing and receiving must make eye contact; this rule must be explained by the facilitator before the game is started</li> </ul>

	<ul style="list-style-type: none"> <li>• No other action or talking is allowed other than throwing/ receiving the ball, telling names and making eye contact</li> <li>• The first phase of the game is gradually accelerated. Afterwards the facilitator can introduce the second phase of the game. In the second phase, the person receiving the ball tries to tell the name of the person throwing it. This phase is also gradually accelerated and participants would learn each other's names</li> </ul>
<b>Suggestions</b>	More phases can be added to the game by adding other characteristics of the participants (age, class, country or city, hobby, etc.)

<b>Title</b>	<b>The one next to me</b>
<b>Aim</b>	Learning each other's name
<b>Target Group</b>	6+ y.o.
<b># of participants</b>	20 at most
<b>Materials</b>	-
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants stand in a circle</li> <li>• One person begins as a volunteer and first tells her/his name and then the name of the individual standing on her/his right</li> <li>• This continues until everyone gets a turn</li> </ul>

**Activities and games aiming to develop soft skills: cooperation, team work, communication and trust.**

<b>Title</b>	<b>The train</b>
<b>Aim</b>	Build trust and cooperation
<b>Target Group</b>	10+ y.o.
<b># of participants</b>	10- 25
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Tape to mark the start and finishing line</li> <li>• Cloth for covering eyes</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• A start and finish line is arranged in the area where the activity will take place</li> <li>• Group is divided into two teams</li> <li>• Each group forms a line standing the one in front of the other. They need to hold each other from the shoulders and keep the line connected all the time</li> <li>• The eyes of everyone except the one standing in the back of each line ( the Guide) are covered</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• The person in the back guides the group with her/his hands. Each participant receives the signal from the person behind him and passes it to the person in front of him. Their aim is to reach first the finishing line</li> <li>• Talking is absolutely forbidden!</li> <li>• Before the game starts give each team time to discuss what signals they will use in order to communicate (e.g. one tap on the shoulders means start , two taps stop, squeezing gently the right shoulder means turn rights and so on)</li> <li>• If you feel that the participants enjoy the activity, you can repeat it with different leaders every time</li> </ul>
<b>Feedback Questions</b>	<p>When the game is over ask participants to unfold their eyes, sit in a circle and have a small feedback talk using some of the questions bellow:</p> <ul style="list-style-type: none"> <li>• How did you feel?</li> <li>• Did you feel safe? Why?</li> <li>• Did you feel unsafe? Why?</li> <li>• Was communication easy? Why?</li> </ul>
<b>Important Notes</b>	<ul style="list-style-type: none"> <li>• Once all members, except the two Guides, are blindfolded you need quickly to arrange the room putting some obstacles on the way</li> <li>• You should follow the teams closely so as to guarantee the safety of each one</li> </ul>

<b>Title</b>	<b>Spider net</b>
<b>Aim</b>	Teamwork, setting a strategy
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Duration</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sufficient number of ropes or string</li> <li>• Two trees or pillars to be used to form a web</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Two ropes are tied between two trees or two poles. Shorter ropes are tied between these two ropes to create holes as many as the participants</li> <li>• Participants are asked to go through these holes without touching the ropes. Participants may assist each other. Additionally, if one hole is used by one participant, the other participants may not use this hole anymore, so it is important for the participants to set a strategy before beginning the activity</li> </ul>
<b>Suggestions</b>	<ul style="list-style-type: none"> <li>• Pay extra attention to safety!</li> <li>• As this activity requires physical contact, adapt it accordingly to the participants' culture and feeling.</li> </ul>

<b>Title</b>	<b>The tower</b>
<b>Aim</b>	To work as a team, to learn how to utilise the available recourses
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Duration</b>	35 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• 3 big Papers (old posters can be used as well)</li> <li>• 1 meter long rope</li> <li>• 10 sticks</li> <li>• 1 pack of straws / or wooden sticks for kebab</li> <li>• 10 paper clips</li> <li>• Sticky note pads in 2 different colours</li> <li>• 3 A4 sheets</li> <li>• markers in different colours</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Divide participants in smaller teams and explain that they will have 30 minutes to build the highest and most spectacular tower with the provided materials</li> <li>• They cannot use additional materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Once the time is over check the towers created and proclaim the winner in a ceremonial way.</li> </ul>
Feedback Questions	<ul style="list-style-type: none"> <li>• Ask participants how they felt? What did they learn? How was the cooperation in the team?</li> <li>• If everyone felt that she/he has participated equally?</li> </ul>

<b>Title</b>	<b>The bridge</b>
<b>Aim</b>	Cooperation, project planning, leadership, communication , resources management
<b>Target Group</b>	10+ y.o.
<b># of participants</b>	8+
<b>Duration</b>	60-90 Minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• paper</li> <li>• carton</li> <li>• scissors</li> <li>• glue</li> <li>• tape</li> <li>• a battery or a small ball</li> <li>• any other material you can find around</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Divide participants in two, three or more teams</li> <li>• Tell them that they are engineers and they should find a name and a logo for their company (10 minutes)</li> <li>• Once this is done explain to them that they will participate in a competition for the construction of a bridge and for this they should prepare a prototype to present at the customer</li> <li>• They will have 30 min (add more time if you see they will not finish) to create the bridge</li> <li>• They can use only the materials that are placed in the centre of the room (if you do not want to activate competition you divide the materials and give equal quantity to each group)</li> <li>• They cannot use any other material such as chairs, tables, etc.</li> <li>• The bridge should be 90 cm long and 60 cm tall</li> <li>• When the bridge is ready it should hold a battery or a ball that should roll from one side of the bridge to the other without destroying the bridge</li> <li>• When the time is over, make a big ceremonial process where you go and check the length, height, stability and beauty of each bridge and proclaim the winner of the competition</li> </ul>

<b>Feedback Questions</b>	Ask participants how they felt? What did they learn? How was the cooperation in the team? If everyone felt that has participated equally?
---------------------------	---

<b>Title</b>	<b>Rope jumping</b>
<b>Aim</b>	Teamwork and cooperation
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Duration</b>	15 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• 2 chairs</li> <li>• Sufficient amount of rope</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• One meter long rope is tied between two chairs</li> <li>• Participants are asked to hold each other's hands and to jump over the rope without letting go their hands</li> <li>• The game restarts if one participant lets go her/his hand</li> </ul>
<b>Note</b>	<ul style="list-style-type: none"> <li>• Adapt the height of the rope to the one of the participants. Try to make the activity challenging but not dangerous for the safety of the participants</li> </ul>

<b>Title</b>	<b>Challenging racetrack</b>
<b>Aim</b>	To increase attention and concentration
<b>Target Group</b>	8- 18 y.o.
<b># of participants</b>	Any
<b>Duration</b>	35 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Rope</li> <li>• Balls</li> <li>• Basket</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants are divided into two Teams. The Red and Blue. One judge is elected</li> <li>• One person from both teams races every time</li> <li>• There are red and blue ropes and balls at the end of the racetrack</li> <li>• Every player after jumping the rope for their team earns the chance to take a ball</li> <li>• The contestant must throw the ball in the basket at the end of the racetrack. The first team to put all balls in the basket wins</li> </ul>
<b>Notes</b>	If you do not have balls you can create some using paper and use a carton box in case of lack of baskets

<b>Title</b>	<b>Crab walk</b>
<b>Aim</b>	To develop coordination
<b>Target Group</b>	7+ y.o.
<b># of participants</b>	Any
<b>Duration</b>	15 minutes
<b>Materials</b>	-
<b>Method</b>	<p>Participants try to reach the finish line by sitting backwards on the floor and walking with their hands on their back</p> <p>You can find a video on Crab Walk if you search on YouTube (<a href="https://www.youtube.com/watch?v=l-3r4cl4ahA">https://www.youtube.com/watch?v=l-3r4cl4ahA</a>.)</p>

<b>Title</b>	<b>Seven towers</b>
<b>Aim</b>	To develop coordination and team spirit
<b>Target Group</b>	4-15 y.o.
<b># of participants</b>	20
<b>Duration</b>	30 minutes
<b>Materials</b>	7 middle sized stones
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants are divided into two teams</li> <li>• Seven stones on top of each other are arranged and a person selected by each team tries to knock the stones</li> <li>• When the stones are knocked down, the game begins</li> <li>• The aim is to re-arrange the stones before being caught by the other team</li> <li>• The team manages to arrange the stones get a point. The team, which gains 10+ points, wins</li> </ul>

<b>Title</b>	<b>Dodge ball</b>
<b>Aim</b>	Physical coordination and entertainment
<b>Target Group</b>	9- 18 y.o
<b># of participants</b>	At least 8
<b>Duration</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Ball</li> </ul>

Method	<ul style="list-style-type: none"> <li>• Players are divided into two teams. Which team will stand in the middle can be determined with a heads or tails toss. Two hitters are selected from the other team</li> <li>• Hitters try to hit the players in the middle with the ball, the players in the middle try to avoid being hit. After a hitter throws the ball the other hitter grabs and throws it and so on</li> <li>• If any of the players in the middle can catch the ball while in the air, that player will gain an extra life. In other words an extra right to get hit without being eliminated. A player can be hit as many times as her/his lives</li> <li>• The game goes on as explained until there is no player in the middle. When there are no more players in the middle, the other team goes into the middle and the game continues</li> <li>• Player with an extra life can also include a player hit and eliminated, into the game again by donating him/her their extra life</li> <li>• When a single player is left in the middle, if that player is not hit during the next 12 strikes, then the team in the middle goes up 1-0 and gains the right to play again</li> <li>• If the single player is hit during one of the 12 strikes and has no extra lives, then the other team gets in the middle</li> </ul>
--------	--

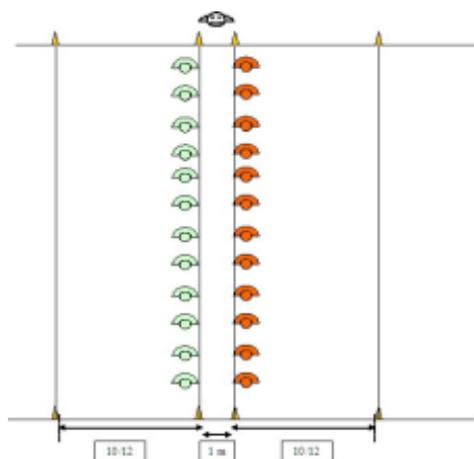
Title	<b>Sitting basket ball</b>
Aim	Coordination of movements and concentration
# of participants	Any
Target Group	Any
Duration	45 min
Materials	<ul style="list-style-type: none"> <li>• balls</li> <li>• 2 baskets</li> </ul>
Method	<ul style="list-style-type: none"> <li>• <b>Players are divided into two teams</b></li> <li>• Each team's players form a line the one behind the other.</li> <li>• One basket for each team is placed in the far end of the room</li> <li>• A chair is placed in front of the basket to a distance relative to the age of participants but not less than 2 m</li> <li>• Each participant takes 3 balls and tries, sitting on the chair to throw them in the basket</li> <li>• All players try the one after the other</li> <li>• The team that manages to put more balls in the basket wins</li> </ul>
Notes	As you might need many balls, try to create some using old papers If you have many participants you can create more than two teams

<b>Title</b>	<b>The scarf</b>
<b>Aim</b>	To increase focus and coordination
<b># of participants</b>	10 – 20 y.o.
<b>Target Group</b>	Any
<b>Duration</b>	15 min
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A scarf or a small ball</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants are divided in two teams and they place themselves in two straight lines at the far ends of the room</li> <li>• Each participant has a number</li> <li>• The facilitator or a participant is standing in the middle between the two groups holding a scarf or a ball</li> <li>• The facilitator tells a number and then the two participants of each team having this number run to catch the scarf (or the objet that the person in the centre holds)</li> <li>• The one who arrives first at the scarf wins a point</li> <li>• The game goes on until one team arrives at the score set at the beginning of the game (e.g. 20 points)</li> </ul>

<b>Title</b>	<b>Balloon raising</b>
<b>Aim</b>	Have fun
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Duration</b>	10 min
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Balloons</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Mark a starting line and an ending line</li> <li>• Ask participants to stand the one next to the other on the starting line</li> <li>• Give to each participant an inflated balloon to hold in between his/her legs.</li> <li>• When you give the signal they will start walking as fast as they can towards the finishing line without losing their balloon</li> <li>• Those who lose the balloon go back to the starting line</li> <li>• The game finishes when everyone has arrived at the finishing line</li> </ul>

<b>Title</b>	<b>The witch</b>
<b>Aim</b>	Having fun
<b># of participants</b>	any
<b>Target Group</b>	any
<b>Duration</b>	any
<b>Materials</b>	-
<b>Method</b>	<ul style="list-style-type: none"> <li>• All participants are standing together at one side of the room</li> <li>• The facilitator (the witch) stands in the far end of the room with his/her back turn to the participants</li> <li>• While standing she/he is singing a song</li> <li>• Participants are trying to move all together towards the “witch” aiming to arrive to her and touch her while she is not looking. But the witch from time to time turns around suddenly, at that moment all participants need to freeze. If any of the participants are still moving then the “witch” calls out his/her name and he/she has to go back to the starting line</li> <li>• The participant who manages to arrive and touch the witch takes her place and the game continues</li> </ul>

<b>Title</b>	<b>Catch me if you can</b>
<b>Aim</b>	Focus, exercise reflexes and have fun
<b>Target Group</b>	7+ y.o.
<b># of participants</b>	5- 25
<b>Duration</b>	5 – 30 min
<b>Materials</b>	-
<b>Method</b>	Space planning: Divide the free space in two camps using a line in the middle to separate them. 1.5m (depending on the space) separates the two teams from each other



- Divide the children in two teams and ask them to place themselves next to their line facing each other
- Ask children to give an animal name to their team
- Explain that you will start telling a story where these animals will be protagonists. Whenever in the story the name of the animal, which is selected by one of the teams is mentioned, this team has to run to arrive at the line marking their land. The other team should run after them and try to catch them before they are entering their camp. If a player is caught he/she joins the opposite team
- Children should stay focus and alert. The winner is the player who manages to stay in his/her initial team until the end of the game
- When children have a good understanding of the game, in the second part we can offer a child the storyteller role and play again
- The facilitator joins a team or stands on the side to referee the game

<b>Title</b>	<b>Pentathlon</b>
<b>Aim</b>	Boost team building process Emphasize notions of in-group planning, distribution of tasks, communication, problem-solving, unity and solidarity
<b>Target Group</b>	12- 18 y.o.
<b># of participants</b>	Any
<b>Duration</b>	120 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sufficient space to form the game area!</li> <li>• Pens, papers, markers</li> <li>• 5 envelopes</li> <li>• Post-it</li> <li>• Maps – Instruction cards</li> <li>• Any other material needed for the games you will implement</li> </ul>

<p><b>Method</b></p>	<ul style="list-style-type: none"> <li>• 5 separate areas are pre-determined and every area is assigned a colour for Pentathlon tasks</li> <li>• 5 envelopes of five different colours (same as the areas) are prepared. In each envelope you put an image cut in many pieces (like a puzzle)</li> <li>• Participants are divided into 5 teams. Every team takes an envelope prepared for them and is asked to connect the different pieces of the puzzle and complete it. The colour of envelope indicates the first station of the team</li> <li>• The “Game Master” (Facilitator or older participant) gives to each team that completes the puzzle the first task they have to accomplish and the map showing the location of the different stations</li> <li>• Every team has to complete five physical and/or mental activities. All teams will have to do all activities but as time is limited the winner team will be the one who will realise the more activities in the set time</li> <li>• When a team finishes a task it goes to the “Score Manager” in order to prove that the task has been accomplished successfully, mark its score to the table and then goes back to the “Game Master” to take their next task</li> <li>• The group that successfully finishes all tasks first in the set time becomes the winner</li> <li>• Roles of facilitators: <ul style="list-style-type: none"> <li>• Game Master: Provides every group with their tasks and posts as every task is completed</li> <li>• Score Manager: Checks whether every task is successfully completed in accordance with the rules or not. Signs the task sheet after the task is completed</li> </ul> </li> </ul>
<p><b>Notes</b></p>	<ul style="list-style-type: none"> <li>• Have a person (facilitator or older child) supervising every task is the most ideal course of action. However, if not possible, the games can be planned to take place within the same location and the facilitator can have an overview of the correct execution and safety of all participants</li> </ul>
	<ul style="list-style-type: none"> <li>• As activities for the five different stations you can use: The Spider net, The Tower or any other activity that you feel it fits the scope</li> </ul>
<p><b>Feedback Questions</b></p>	<p>At the end of the activity ask participants to help you put everything in order and spend a few minutes for a short feedback discussion.</p> <ul style="list-style-type: none"> <li>• How do they feel?</li> <li>• What did they learn?</li> <li>• If they would do it again what they will do differently in order to achieve better results</li> </ul>

<b>Title</b>	<b>I can share</b>
<b>Aim</b>	Taking responsibilities, supporting each other, sharing
<b># of participants</b>	Any
<b>Target Group</b>	8+ y.o
<b>Duration</b>	30 min
<b>Materials</b>	-
<b>Method</b>	<ul style="list-style-type: none"> <li>• Start a discussion with participants asking them to say or write down (on PostIt papers) what they like to do and are good at and what they are not good at and they would like to learn</li> <li>• Facilitators can also start or add at the list some things: e.g. Mathematics (sum, multiplication, division, etc.), Arabic (read writing), English, Geography, drawing, singing, dancing, handcart, etc.</li> <li>• As as participants present what they wrote on the PostIt papers, the facilitator is creating a table where she/he writes the name of the participants, the things that each one is good at and the things that they would like to learn or become better</li> <li>• Then the facilitator makes a program and for some time every day or week, asks participants to work in small teams or pairs where those who are good at something explain to those who want to learn how they can become better</li> <li>• This activity should be supervised and supported by the facilitator but NOT run by him/her.</li> </ul>
<b>Note</b>	Make sure you have enough space and materials for the participants to run their small workshops.

## Dancing and Music activities

Using music, songs and dancing can be of great help to manage tension, tiredness and emotions in general. Collective singing has a powerful impact on team building and connecting the group.

<b>Title</b>	<b>Dancing</b>
<b>Aim</b>	Manage energy, develop coordination, have fun
<b># of participants</b>	Any
<b>Target Group</b>	Any
<b>Duration</b>	20'
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Music and music equipment</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• When the facilitator start playing the music she/he will do some movement and participants will repeat them</li> <li>• After a while the facilitator can ask a child to lead the dance and keep on dancing until the group energy is good</li> </ul>
<b>Notes</b>	If you have the necessary equipment you can also use some dancing video. Teenagers love to learn choreographies and they are very proud to show their skills in dancing
<b>Variations</b>	<p>a. Start the music and ask participants to dance freely.</p> <ul style="list-style-type: none"> <li>- Explain that when the music stops they will need to stop moving but they need to take a posture like a statue, according to what the facilitator will tell them e.g. bird, butterfly, chair, flower, tree, etc.</li> </ul> <p>b. Ask children if they like a particular type of dancing, most probably you will end up with different groups dancing different types of dance. Ask them if they would like to prepare a dancing show. If they agree, start working with them, setting out time for planning, practicing, create the appropriate space, prepare promotional material and finally perform a dancing show for guests from the community</p>

<b>Title</b>	<b>Jump</b>
<b>Aim</b>	Manage group energy levels and focus
<b>Target Group</b>	10+ y.o.
<b># of participants</b>	Any
<b>Duration</b>	5 minutes
<b>Materials</b>	-

Method	<ul style="list-style-type: none"> <li>• The participants are asked to form a circle by holding each other's hand</li> <li>• And then to jump in accordance with the instructions of the facilitator</li> <li>• First instructions: * Jump inwards, * Jump outwards, * Jump to the right, * Jump to the left</li> <li>• When the group successfully performs the instructions, the facilitator asks them to jump in the opposite direction of the instructions</li> <li>• E.g. when the facilitator says "jump inwards" the group must jump "outwards", when the facilitator says "jump to the right" the group must to jump "to the left"</li> </ul>
Notes	<ul style="list-style-type: none"> <li>• Make sure that all the participants clearly hear the instructions</li> </ul>

Title	<b>Put on – take off game</b>
Aim	Cooperation, coordination, fun
Target Group	8+ y.o.
# of participants	Any
Materials	<ul style="list-style-type: none"> <li>• a coat</li> <li>• a hat</li> <li>• or a hula Hoop</li> </ul>
Method	<ul style="list-style-type: none"> <li>• The participants are asked to form a circle</li> <li>• Accompanied with an upbeat song, the participants try to put on and take off the coat and hat, the one after the other</li> <li>• Whoever is wearing the coat and hat when the music stops has to either sing or tell a joke, read a poem, etc. in front of the group</li> </ul>
Note	Instead of coat and hat you can just use a Hula Hoop. Participants will need to pass their body through the hula hoop and pass it to the person next to them. Whoever is still having the hula hoop when the music stops has to either sing or tell a joke, read a poem, etc. in front of the group

Title	<b>Mirror</b>
Aim	Concentration, Empathy
# of participants	Max 25
Target Group	any
Duration	10 min

Materials	-
Method	<ul style="list-style-type: none"> <li>• Participants are divided in couples</li> <li>• They stand facing each other</li> <li>• In the first round one is pretending to be the mirror and the other the actor. The mirror has to follow carefully what the actor is doing and try to repeat exactly and simultaneously his/her moves</li> <li>• After some time (5') the roles are reversed (the actor becomes the mirror)</li> <li>• During the activity participants should be silent</li> </ul>
Notes	<p>During this activity switch on some calm music in the background</p> <p>After leaving participants move freely, you can repeat the game some more times giving them a topic e.g. daily routines, dancing, walking in the park, etc.</p>

## Handicraft Skills, Creativity and Imagination

<b>Title</b>	<b>Peace messages</b>
<b>Aim</b>	Develop handicraft skills and creativity
<b>Target Group</b>	4- 15 y.o.
<b># of participants</b>	Any
<b>Duration</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Colour paper</li> <li>• Toilet paper roll</li> <li>• Glue</li> <li>• Scissors</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Cut the colour papers in 5-cm long strips</li> <li>• Glue the strips to the roll trying to make it look like a rainbow. Every player must have her/his unique colour</li> <li>• Write peace notes on each different colour and hung them with strings from the ceiling of the room</li> </ul>

<b>Title</b>	<b>Drawing pictures</b>
<b>Aim</b>	Practice observation and drawing skills
<b># of participants</b>	Any
<b>Target Group</b>	Any
<b>Duration</b>	35 minutes
<b>Materials</b>	A4 papers and colour pencils
<b>Method</b>	<ul style="list-style-type: none"> <li>• Each participant takes a A4 white paper and some markers</li> <li>• The facilitator asks them to focus on one object in the room carefully and try to draw it</li> </ul> <p><b>Variations</b></p> <p>Divide participants in pairs. Ask them to draw a picture of a man or a woman, and then tell each one of them to add more details so as to transform the person on their paper to a specific profession: doctor, teacher, pilot, farmer, etc. At the end hang the paintings on the wall.</p> <p>You can ask them also to imagine the room –lace that the person is working and add this information on their painting.</p>

<b>Title</b>	<b>Land Art</b>
<b>Aim</b>	Improve creativity and imagination, see the value in small humble objects, express feelings in an artistic way, connect to nature, and observe carefully.
<b>Target Group</b>	Any.
<b># of participants</b>	Any
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Everything can be useful</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• The facilitator takes the children to a natural open area (hill, park, field, forest, etc.) and ask them to choose and pick flowers, herbs, leaves, bark, stones and anything else they think can be useful</li> <li>• Once the natural materials are collected, the children settle on a table indoors or outdoors depending on the weather</li> <li>• The facilitator then asks them to create an artistic work using the collected natural material</li> <li>• The facilitator can provide children or teenagers with rope, glue, a stapler, if they need them for their creation. However, be careful do not use too much artificial material as the aim is to value the natural materials that the children have collected</li> </ul>
	<ul style="list-style-type: none"> <li>• Each child does what she/he wants; it can be abstract or realistic. The facilitator can also ask the children to do something specific e.g.: a flower, a house, an animal, etc. Everything is possible</li> </ul> 

<b>Title</b>	<b>Magical balloon</b>
<b>Aim</b>	Develop Creativity and imagination
<b>Target Group</b>	7- 9 y.o.

# of participants	Any
Materials	<ul style="list-style-type: none"> <li>• Cardboards</li> <li>• Coloured papers</li> <li>• Glue</li> <li>• Scissors</li> <li>• Crayons</li> <li>• Any material for decoration</li> </ul>
Method	<ul style="list-style-type: none"> <li>• Tell participants that there is an imaginary Hero with Magical Hands, that she/he shares emotions like love, happiness, peace, etc. with all of the people in the world through its balloon</li> <li>• Participants are told that they need to find a name for this Hero</li> <li>• Now they need to create all together this Magical Balloon. Place pig pieces of paper on the floor where you have, drawn the shape of the balloon in advance. Coloured papers, scissors and glue are put in front of them and they will start decorating the Balloon</li> <li>• While some of them are drawing and decorating the Balloon, ask some others to draw the Hero</li> <li>• The created Magical Balloon and Hero are displayed in the room</li> </ul>
Note	You can use both the Balloon and the Hero in future activities, such as storytelling

<b>Title</b>	<b>Magical Basket</b>
<b>Aim</b>	Develop creativity and imagination
<b>Target Group</b>	9- 13 y.o.
<b># of participants</b>	Any
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Coloured Cardboards</li> <li>• Scissors</li> <li>• Glue</li> </ul>
	<ul style="list-style-type: none"> <li>• A4 colour paper</li> <li>• Any material for decoration</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Select a cardboard box to be the Magical Basket</li> <li>• The Magical Basket of this activity is where the toys that make the children happy are kept</li> <li>• Initiate the activity by saying that we need to create these toys</li> <li>• Children are divided into groups of two. Materials are put in the middle. They are asked to make toys. Each toy is presented to the group after being made and placed in the Magical Basket</li> </ul>

<b>Important Notes</b>	The Magical Basket is an on-going activity. The content of the Basket can be changed from day to day and you can ask children to create more things according to the topic you plan to explore. You can also use the Magical Basket for sharing emotions and ask participants at starting or closing of the day to put or take from the Basket the emotion that they have or would like to have.
------------------------	--

<b>Title</b>	<b>The Machine</b>
<b>Aim</b>	Develop cooperation, imagination, creativity and self-confidence
<b>Target Group</b>	7+ y.o.
<b># of participants</b>	5- 25
<b>Materials</b>	-
<b>Method</b>	<ul style="list-style-type: none"> <li>• The facilitator asks a child to stand in the centre and make a gesture accompanied by a repetitive sound without stopping</li> <li>• Then another child or pair of children stands next to the first The facilitator asks a child to stand in the centre and make a gesture accompanied by a repetitive sound without stopping</li> </ul>
	<ul style="list-style-type: none"> <li>• Then another child or pair of children stands next to the first one and makes a different sound and gesture in relation to the first sound. And so on</li> <li>• The parts of the machine are connected, but they do not necessarily touch each other</li> <li>• At first, the facilitator can introduce him/herself as a great creative scientist who has an idea for a new machine and so asks the children if they want to help him/her to bring the machine in life</li> <li>• During the game, the scientist can increase or reduce the intensity of sound and gestures, to test the potential of the live machine. The scientist can also propose a theme for the machine for example “infernal machine”, “haunted house”, “Fun Park”, etc.</li> <li>• At the end of the activity, it is important to ask the children what they thought of it. Guide this discussion in a subtle way and help children (if needed) to realise the importance of listening to each other and cooperate in order to achieve their goals. The more they will cooperate and listen to each other the more harmonious and artistic will be the machine</li> </ul>
<b>Note</b>	<p>The facilitator can let the machine work in a steady rhythm for a couple of minutes and then give instructions to the children such as: faster, louder, slower, etc.</p> <p>The machine can be created in a free imaginary process or the facilitator can give some instructions e.g.: This machine will create flowers, clouds, love, happiness, etc.</p>

<b>Title</b>	<b>Our Hero</b>
<b>Aim</b>	Develop creativity and imagination, express emotions, identify inner powers and possibilities of personal action for change
<b>Target Group</b>	7-12 y.o.
<b># of participants</b>	At least 10
<b>Duration</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Coloured cardboard</li> <li>• Coloured markers</li> <li>• Decoration materials</li> <li>• Scissors</li> <li>• Glue</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Divide participants in small teams (3-5 members) and ask them to draw on the cardboard (big pieces) a person</li> </ul>
	<ul style="list-style-type: none"> <li>• Tell them that this person will have super powers and will help people to have better lives</li> <li>• As participants keep drawing ask them to think what people really need and what super powers this super hero should have. Why is the super hero helping people? How does he/she feel when people are sad and when they are happy and so on</li> <li>• Conclude the workshop by asking participants if they could perform actions like the super hero they have imagined and try to help them realise that each one of them can do something (even small) to bring change in people's lives</li> <li>• Hang the super heroes on the walls.</li> </ul>

<b>Title</b>	<b>This is our story</b>
<b>Aim</b>	Develop creativity and imagination
<b>Target Group</b>	8+ y.o.
<b># of participants</b>	10- 25
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A4</li> <li>• pens</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants are asked to form teams consisting of at least 10 members. Team members create a circle and sit together</li> <li>• A blank page and pen is provided to every group</li> <li>• The first participant thinks and writes down the title and the introductory sentence of the story. After writing, the participant folds the page in a manner to conceal what she/ he has written and gives the paper to the next member of the team.</li> </ul>

	<ul style="list-style-type: none"> <li>• The second participant in line is asked to write down an explanatory sentence regarding the character of the story. Again the page is folded and passed on to the third participant</li> <li>• The third participant is asked to write down sentence-s regarding the location where the story takes place. The page is folded and by repeating the same process in turns, all of the participants within the group complete the story by writing the different stages of the story (plot, development and conclusion)</li> <li>• After all of the participants have contributed in the story, the stories are read. The groups are asked to share their views in respect of the stories</li> </ul>
Note	Facilitators can let participants write freely or they can set a topic e.g. this will be a love story, or an adventure, a science fiction story, etc.

<b>Title</b>	<b>Collective paintings</b>
<b>Aim</b>	Practice teamwork and solidarity, support creativity
<b>Target Group</b>	6- 8 y.o.
<b># of participants</b>	10- 25
<b>Duration</b>	45 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Large drawing papers</li> <li>• Crayons</li> <li>• Different colours</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Participants are divided to 5 teams</li> <li>• Every team is given a large piece of drawing paper</li> <li>• Every team draws a painting regarding friendship on the paper for 10 minutes</li> <li>• When the time expires, every team passes on their painting to another team that will continue the half-finished painting</li> <li>• This process continues until every team contributes to every painting. When the activity ends, a joint product is achieved. During the evaluation process, groups comment on the finished painting and talk about what elements are common or different in the different paintings and what their paintings express about Friendship</li> </ul>

<b>Title</b>	<b>Hands up!</b>
<b>Aim</b>	Raise awareness regarding child rights.
<b>Target Group</b>	6- 12 y.o.
<b># of participants</b>	Any

Duration	45 minutes
Materials	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> <li>• Different markers</li> <li>• Decoration material</li> </ul>
Method	<ul style="list-style-type: none"> <li>• Participants draw the picture of their hands by putting their hands on the paper and then they can decorate or paint them</li> <li>• When the participants are done, have them sit in a circle and ask them to talk about what they like to do with their hands</li> </ul>
	<ul style="list-style-type: none"> <li>• After everyone finishes talking about what they like to do with their hands, you can summarise the repeated subjects. (For example, playing games, eating, holding hands, painting, etc.)</li> <li>• Then summarise by saying that these are things that children/people like to do. Depending on what the participants said (e.g. playing games, write, eating healthy, making friends, etc.) are the rights of every child</li> <li>• Children are asked about which of the things they or others might do with their hands that they feel are not good such as aggressive behaviour, fighting, etc.</li> <li>• Then tell them that all children have the right to be protected from such behaviours and talk about what they should do in case they find themselves in such situations</li> </ul>

<b>Title</b>	<b>A Beez story</b>
<b>Aim</b>	<p>Develop a sense of justice, social responsibility, self-respect and respect towards others</p> <p>Create a will to help the society improve</p> <p>Empathy and solidarity</p> <p>Developing problem solving skills</p> <p>Democratic participation in the activities with discussions and voting</p>
<b>Target Group</b>	6 – 12 y.o.
<b># of participants</b>	25 max
<b>Duration</b>	90 min
<b>Materials</b>	The story
<b>Method</b>	<ul style="list-style-type: none"> <li>• Start talking with children by asking them about the forest, bees and arts. This way, you'll draw their attention to the topic</li> <li>• <b>Introduction:</b> Tell them the "Bee Story" first.</li> </ul>

The children will experience the story better through interactive storytelling. The story is told with the help of music, singing, role playing and similar methods.

- **Decision Making and Expression Activity:** At the point where Bee Lee and Bee Zu are thinking about their adventure in the forest, pause the story and let the children decide together with the bees
- After the story is told, we will be discussing with children with the help of bee images that they will draw. Ages 6- 8 can paint the image, ages 8- 11 can fill in how Bee Lee feels. Seeing what children learn by using the bee image, shows how they correlate the story to their own reality. Therefore, ask them to write what the bee has learned during its time spent in the woods on its head; what the bee has felt on its body or heart and what the bee needs to do when it's back at the hive on top of the image. Afterwards, each child should share what they wrote with the others. The younger children may use colours to express themselves

Adaptation: The images can be used for them to tell what the bee should do and this way they can write their own story endings. If there's enough time, they can even act it out as a short sketch.

- **Discussion Activity - How Do We Convince Queen Bee:** The facilitator keeps on telling the story. During the story, the children discuss whether the Queen Bee will allow Bee Lee to play a game or not, with its reasons. The story pauses at the moment where Bee Lee and the others go to Queen Bee for their rights to play. The facilitator tells the children to think of whatever is necessary to convince the Queen Bee and write it on the wings of the bee image. After everyone has written, the children share them with each other.

After the children share their reasons, they take up roles for a real debate. A child becomes the Queen Bee and 3- 4 children become the community. After that, they start negotiating with the Queen Bee and reach a decision.

HINT: Here, democratic procedures (like voting, referendum etc.) may be discussed. Once the children reach a decision, the trainer brings the story to an END.

- **Closing Discussion:** First, you start by connections with real life. Afterwards, the children share their ideas on what could be done to change this kind of a situation. Finally, the children are asked to write whatever they have learned in this session below the bee

## STORY OF LEE THE BEE

Once upon a time, there was a little Bee named Lee. Bee Lee lived in a very crowded beehive. In the hive, everyone worked and every day was the same as the day before.

(Here, the songs of the bees can be sung as a march: "Every morning we wake up, put honey in the cup. We work for honey, not for money. Because honey is our money")

One day, Bee Lee notices that it actually liked doing weird things and goes to its friend Bee Zu saying: "Look Zu! See what I've done! I've made honey balls! I have so much fun throwing the honey balls around!"

"Having fun, what does it mean?" said Bee Zu.

"I also do not know what it means but I felt good and I was laughing." answered Bee Lee.

Bee Zu was confused and said puzzled: "Have you been doing these balls instead of working? You know it's forbidden don't you? You should be working day and night".

Bee Lee answered "But I want to find how I can laugh and have more fun. I also want to go to the forest! Would you like to join?"

Bee Zu said in fear "What if we're caught?". But Bee Lee convinced Bee Zu and they started their journey together.

When they reached the forest, first they encountered an elephant. The elephant, using its huge trunk was drawing pictures with many colours. Bee Zu and Bee Lee stood there admiring the elephant and asked: "What are you doing?" The elephant answered, "I'm playing with colours to express my feelings." Bee Lee and Bee Zu asked dazed and confused, "Playing? What is playing?" The elephant was so much into its game; it didn't even notice their question! After walking for some more time, they encountered a monkey. The monkey was jumping from side to side and doing acrobatic moves. The bees all confused, asked the monkey "What are you doing?". The monkey answered "I'm playing with the ropes and jumping up and down to be healthier." Bee Lee and Bee Zu were dazed once again; "Playing? What is it?" they asked. The monkey was so busy admiring its own muscles; it didn't even hear the question. The buddies again moved on with their journey.

A bit further away, they encountered a cat. The cat was doing various handcrafts using balls of string. Bee Lee and Bee Zu were impressed once again and they asked the cat: "What are you doing?" The cat replied instantly, "I'm playing with the balls of string to do some handcrafts." Again, Bee Lee and Bee Zu were confused and they asked, "Playing? What is it?" The cat was so busy; it didn't even notice their question. The two buddies got going once again...

Finally, Bee Zu and Bee Lee met a very interesting bird. The bird was laughing and singing at a high volume. Bee Lee and Bee Zu looked at the bird in a confused manner and asked, "What are you doing?" The bird replied, "I'm playing with my voice. I'm trying to understand how high and how low I can push my voice and to write new songs." Bee Lee and Bee Zu, dazed and confused asked "Playing, what is it?" The bird was so busy joining the song of another bird, it didn't hear their question.

	<p><i>Bee Lee and Bee Zu while ending the adventurous journey and getting back to the hive, started talking to each other on their way; Bee Lee, "Did you notice Bee Zu? They all used the word -playing-." Bee Zu asked "What do you think playing means?" "I think playing is laughing and having fun while learning and doing something good for our body and health." answered Bee Lee.</i></p> <p><i>"But Bee Lee, we're bees, we should always work. That's why we were born! We shouldn't "waste" our time with things like "playing"." warned Bee Zu.</i></p> <p><i>"Yes but if being a bee means working every day and every night, I'm quite sure I do not want to be a bee!" (Long silence) TO BE, OR NOT TO BE... THAT IS THE QUESTION (with a bowl of honey).</i></p> <p><b>****Decision making and Expression Activity****</b></p> <p><i>Bee Lee decided to share its information about playing with the other bees and said it would be making a very important speech. It gathered all the animals they encountered along with all the bees and stood up to speak...</i></p> <p><i>"Today, we gathered here to talk about our right to play. We're here to not comply with the prohibitions, but for our rights. I'm an individual but I want to be an individual playing games."</i></p> <p><i>With the support and trust from everyone gathered, Bee Lee went to the hive to talk to Queen Bee. It asked a place and some time to play in return of the days and nights they spent working. The Queen replied, "Bee Lee, I'm amazed by your courage but do you not remember our national anthem?"</i></p> <p><i>"Every morning we wake up, put honey in the cup. We work for honey, not for money. Because honey is our money."</i></p> <p><i>Then, Bee Lee turned to the crowd and asked, "Do you want to play?" The crowd replied "YEEEEES" and they convinced the Queen Bee.</i></p> <p><b>**** Discussion Activity****</b></p> <p><i>Queen Bee allowed the bees some place and time to play and from that time onwards their rate of honey production increased. There was lots of food and laughter at the hive where all bees lived together. The request of a bee for its right to play ended up for the benefit of all the bees.</i></p>
<p><b>Note</b></p>	<p><i>Convention on the Rights of the Child - Article 31:</i></p> <ol style="list-style-type: none"> <li><i>1.States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</i></li> <li><i>2.States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.</i></li> </ol>

<b>Title</b>	<b>Drawing for change</b>
<b>Aim</b>	Imagination, Problem solving, active participation
<b># of participants</b>	10 – 25
<b>Target Group</b>	7+ y.o.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A4 papers</li> <li>• Colour pencils</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Start a discussion with participants asking them where they usually go every day. Write down the places they mention</li> <li>• Then ask them to be divided in teams. Each team draws a place from those mentioned. First they try to draw it as it is. Then you ask them to think how they could make it look better (more beautiful) and add these changes on their paintings</li> <li>• Start with the places that most children know e.g. school, bazaar, football yard, and home and then proceed to the places that are mentioned less.</li> <li>• You can develop further this game by asking participants to place this location on the wall trying to create a map of the camp or neighbourhood</li> <li>• This activity can be further developed according to the age of the participants; you can discuss about health and safety in each area and ask them to discuss how they could make this place more clean and safe</li> <li>• If the actions they propose are easy to be realised by them e.g. collect garbage, facilitators can organise an activity of garbage collection that can be finalised, either by talking to them about recycling or by creating a trash art/recycling workshop</li> <li>• If the needs for enhancing the places is not in the hands of the children but of adults, then discuss with the children about this and help them write letters to the authorities e.g. about limited lights in the space, dangerous holes, lack of space for playing, etc. and deliver them to the responsible people.</li> </ul>

## Games for teaching formal school topics

Non Formal Education is aiming mainly on the holistic development of children personality with a clear focus on soft skills (communication, cooperation, creativity and critical thinking) enhancement. Nevertheless as facilitators working with refugee or internally displaced children, you might discover that they have serious lacks in basic knowledge such as writing, reading, arithmetic calculations, geography and so on. Many of the children you are working with have lost part of their formal education, if they had any, while at the same time in their current condition (living in refugee camps or centres) formal education, most of the times, is not enough (very few teachers, limited hours of school, classes with large number of children, child labour, family responsibilities) and the above circumstances might prevent them from filling these gaps.

In case you find yourself in such a situation you could include some “teaching” part of formal topics in your activities as well, while following the basic principles of NFE presented at the beginning of this manual.

Bellow, you will find some examples of activities that the facilitators of our project have used in their camps. These activities are just examples on how you can teach basic knowledge in a more active, funny and participatory way.

<b>Title</b>	<b>Learn the Arabic or English or any other alphabet</b>
<b>Aim</b>	Alphabetisation
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A4 papers,</li> <li>• Balloons,</li> <li>• Markers</li> </ul>
<b>Method</b>	<p>Give to each child a piece of paper and teach them how to write their name . Ask them to stand up forming a line and then as the facilitator start singing the alphabet.</p> <p>Children who hear the letter of the alphabet that their name starts with, can jump or make a dancing movement.</p> <p><b>Variations</b></p> <p>a. Give to each child a balloon and ask them to write the first letter of their name</p> <p>The facilitator starts reading the letters, in order and each child that has the balloon with that letter, has to say the name of an animal, flower, country, etc. starting with this letter. If you feel that children are getting stressed, you can ask them to imitate with sound and/ or movement the animal or object that has the same first letter with their name</p> <p>b. Write a word on the board and ask children to form it by putting their balloons in order. As the knowledge of the children will increase you can start writing simple phrases</p>

	<p>c. Write a word on the board and ask children to form it by putting their balloons in order. As the knowledge of the children will increase you can start writing simple phrases</p> <p>d. Write some random letters on the board and ask children to form words using these letters. The more words they form, the more points they will get. Tell them that if they manage to get a set number of points collectively by creating words, you will give them the certificate of the “master of the letters”</p> <p>e. Write single words and put them in the balloons. Give to each child a balloon and ask them to burst it so that they can get their word which is inside. Once all children have their words ask them to create as many phrases as they can. You can also ask them to create short songs</p> <p>f. Divide participants in two teams and give each team a paper with a table on it, where they have to fill in each column a word starting with the letter that the facilitator will announce. The columns are: name, animal, flower, fruit, country, etc. the team that first fills the table will win one point. The facilitator will repeat the activity with a number or all the letters. The team that collects the biggest number of points is the winner.</p> <p>g. The facilitators will say a word and the kids will say the opposite of it for example:</p> <ul style="list-style-type: none"> <li>- Hot- cold</li> <li>- Happy- sad</li> <li>- Tall- short</li> <li>- A child can take the role of the facilitator and give the words to the others.</li> </ul> <p>h. Divide the participants into two teams. Start by saying a name which starts with (A) and then ask participants to compete by saying names starting with the last letter of the name like (Maha, Amal, Lamis, Sirin). The team that manages to give more names will win.</p> <p>i. The facilitator writes down the name of a job or profession on the balloons. Each balloon has also a number on it. She/he throws the balloons randomly in the space. Say a number and ask children to find the right balloon. The child, who finds the balloon, reads the professions and then explains to the others what this person is doing in his/her job and why it is important for the community.</p>
--	---

<b>Title</b>	<b>Alchemy!</b>
<b>Aim</b>	Children learn some basic chemical principals, do something useful on their own, use tools and materials, to realise how everyday products are made.
<b>Target Group</b>	9+ y.o.
<b># of participants</b>	5- 15
<b>Duration</b>	60 min

Materials	<ul style="list-style-type: none"> <li>• 100gr of natural soap chips (Marseille or Aleppo type)</li> <li>• 3 soup spoons of baking soda</li> <li>• 1 can of about 3 liters</li> </ul>
	<ul style="list-style-type: none"> <li>• 1 spatula</li> <li>• 1 large container</li> <li>• 1 funnel</li> </ul>
Method	<ul style="list-style-type: none"> <li>• Boil 1 liter of water and put the 100 gr of soap flakes.</li> <li>• Mix and add the baking soda.</li> <li>• Mix well and leave to rest if possible for 24h.</li> <li>• Next day put the mixture in the can with the help of the funnel and add 1 liter of boiling water.</li> <li>• Shake well and your SOAP is ready.</li> <li>• It is cheaper and more natural for skin and clothes!</li> </ul>
Note	<b>Pay special attention at safety issues!</b>

<b>Title</b>	<b>Make an Egg Float in Salt Water</b>
<b>Aim</b>	Familiarise children with chemistry principles, teach them how to use basic materials, cultivate observation, analytic and deductive thinking, increase curiosity about nature and its laws.
<b>Target Group</b>	Any
<b># of participants</b>	Any
<b>Materials</b>	<ul style="list-style-type: none"> <li>• One egg</li> <li>• Water</li> <li>• Salt</li> <li>• A tall drinking glass</li> <li>• A table spoon</li> </ul>
<b>Method</b>	<p>An egg sinks to the bottom if you drop it into a glass of ordinary drinking water. What happens if you add salt?</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Pour water into the glass until it is about full.</li> <li>2. Gently lower a raw egg in the glass. The egg naturally will sink. Why this is happening?</li> <li>3. Take the egg out of the glass.</li> <li>4. Empty the glass until it is almost half</li> <li>5. Stir in the glass lots of salt (about 6 tablespoons).</li> <li>6. Carefully pour in plain water until the glass is nearly full (be careful to not disturb or mix the salty water with the plain water).</li> <li>7. Gently lower the egg into the water and watch what happens.</li> <li>8. Ask again the children what happens and why they think the egg is not sinking further in the salty water layer (e.g. Dead Sea where the density of water is so high that everything floats).</li> </ol>

Note	<p><b>What is happening?</b></p> <p>Salt water is denser than ordinary tap water, the denser the liquid the easier it is for an object to float in it. When you lower the egg into the liquid, it sinks in the layer of the normal tap water until it reaches the salty water, at this point the water is dense enough for the egg to float. If you were careful when you added the tap water to the salt water, the two types of water will have created two different layers, enabling the egg to float in the middle of the glass.</p> <p>For more scientific activities please visit: <a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a></p>
------	---

Title	<b>Invisible Ink</b>
Aim	Familiarise children with chemistry principles, teach them how to use basic materials, cultivate observation, analytic and deductive thinking, increase curiosity about nature and its laws.
Target Group	7+ y.o.
# of participants	Any
Materials	<ul style="list-style-type: none"> <li>• The juice of a lemon</li> <li>• 1 toothpick</li> <li>• 1 container</li> <li>• 1 sheet of white paper</li> <li>• 1 lighter (or a candle)</li> </ul>
Method	<p>Squeeze the lemon to extract the juice in the container. Then dip the tip of the toothpick into the lemon juice and write or draw with the toothpick on the sheet of paper. Dip the toothpick regularly as if you were using normal ink. Let the paper dry and then give the paper to someone else. The person takes the lighter and lights it under the sheet of paper at a distance so as to avoid burning it. The heat will burn and blacken the lemon juice, which will reveal the written words or drawings.</p> 

<b>Note</b>	<p>You need to pay extra attention while using fire.</p> <p>For more scientific activities please watch this video</p> <p><a href="https://www.ted.com/talks/arvind_gupta_turning_trash_into_toys_for_learning">https://www.ted.com/talks/arvind_gupta_turning_trash_into_toys_for_learning</a></p>
-------------	---

<b>Title</b>	<b>Traffic lights</b>
<b>Aim</b>	Practice traffic behaviour, security and safety
<b># of participants</b>	15
<b>Target Group</b>	6- 12 y.o
<b>Duration</b>	30 minutes
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Colour papers: green, red, orange.</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>• Make the traffic signs with colour papers</li> <li>• Divide participants in three teams. One team will be the cars, the second team will be the drivers that will hold the “cars” from the shoulders and “drive” them. The third team will be pedestrians. They start moving carefully around trying not to hit each other. When the facilitator raises the red paper, the “cars” should stop and the pedestrians can move</li> <li>• When the facilitator raises the orange paper “cars” will get ready to move and pedestrians will get quickly out of the way</li> <li>• When the green paper is raised, the “cars” will start moving again.</li> <li>• At the end of the game have a short talk about the rules of safety in the street</li> </ul>

## A concluding note by the author

Yesterday you were working as a teacher, accountant, lawyer, student, something, but today you are working as a facilitator and tomorrow who knows.

There are many paths that might lead you to becoming a youth facilitator, it can be a life vocation based on your desire to help children become the best they can or it might be just the job you happen to get.

You might find yourself working in a very well organized Child Friendly Space with lots of materials and recourses or in places where there is nothing, just you, the children and maybe some stones around.

You might find yourself in an organisation, offering training and guidance on how you can do your job or left alone to do whatever you believe is better.

All of the above scenarios can happen and by the end of the day, why you are doing it or if you have all the recourses and support you need or not, does not really matter.

What really matters is HOW you will do your job!

Being a facilitator and working with children, any children, either as a volunteer or a paid staff, is a professional role and has specific rules and framework that you need to follow, if you want to end your day with the feeling (maybe the only real payment for your hard work) that you did a good job! That children who have attended your activities, had fun, learned new things, evolved and will be better-happier persons!

How you will do your job will have a great impact on children, but at the same time and without even you realising it, it will have a great impact on the whole community, same as the impact of a wave.

In this manual we have tried to share with you some basic guidelines on what it means to do a good job as a NFE Facilitator as well as some activities that you could use with children.

The manual is the result of a three year-long project aiming to develop the professional skills of Non Formal Education Trainers and Facilitators working with Refugee and Internally Displaced Children living in camps or communities in the Kurdish region of Iraq.

Most of the activities described have been either developed or adapted and used by the project facilitators with thousands of children during these three years.

The target group of activities explained within this manual are kids and adolescents between the ages of 6 to 16.

43 Facilitators (Kurdish, Iraqi, Syrian, Shabak, Yazidi) have been involved in this program and they have been working with children in 9 different refugee and IDP camps (Sharia, Bardarash, Ashti IDP, Arbat refuge, Bahrka, Kawrgosk, Zaitoon, Kbar tu, Duhok). The facilitators have worked in Child Friendly Spaces, women centres, schools, tents, containers, in the open spaces of the camps (streets, football yards, school yards and everywhere else where children were gathering).

The main aim of these activities were to empower all children living in the camps, help them develop their capacities and skills, create an awareness about their rights and support them to be better integrated in the formal education system which many times is not fully functional due to the conditions.

Use them freely and adapt them to your work and I really hope that you and the children will have great FUN!!!

***Xenia Koutentaki***

# Acknowledgements

## The Project Team

Sahar Hussien, Awara JALAL and Tablo Hawre

## Main Partners

**Agence Française de Développement**  
**Public Aid Organization**  
**Civil Development Organization**

## The trainers

Ageed SALIH, Ahmed SHUKUR, Aras MUFTY, Kani AMJAD, Kaniwar HAJ, Mahabad HAJ, Maher JALAL, Ranj ABDULQADER, Suhaila HASAN, Zhilwan ABDUALLA

## The facilitators

Ahmed Muhammed , Ahmed Nemat, Entisar Abbas, Hala Saeb from Bardarash camp.  
 Adil Munther, Muneeb Ali , Balqees Salih, Rahma Haqee and Tablo Hawre from Ashti IDP camp.  
 Sherin Aasim, Suriah Ali, Ali Radwan, Nasrin Murad from Arbat refugee camp.  
 Yusif Eissa, Bedil Mjeed , Khalid Ahmed and Essraa Yousif from Bahrka IBP camp.  
 Shayma Khalid, Ydagar Hiwa, Hiba Sallah, Astelan Asos, Basoz Muhammad from Zaitoon camp.  
 Jamal Abdulsattar, Reema Ahmed from Kawrgosk Camp.  
 Barzan Haider, Shukir Haji Ali, Sepan Haji khalaf, Shang Ashti , Sali Badal from Sharya camp.  
 Avivan Najman from Dhok.  
 Ayad Esmaeel from Kbar tu Camp.

## The Pedagogical Committee

**Margaux AUBRY**, Directrice Jeunesse  
**Rémi BONDU**, Directeur du Château de l'Environnement, Vacances Léo Lagrange  
**Laurent BRAILLON**, Directeur du Centre Social Le Petit Charran  
**Camille CAZENAVE**, Coordinatrice Jeunesse  
**Sophie DEPIGNY**, Coordinatrice Régionale BAFA/BAFD  
**Marie DUARTE**, Chargée de Mission Pédagogique  
**Frantz HOLWECK**, Coordinateur pédagogique à Campus  
**Sophie KHATIB**, Chargée de Mission Internationale  
**Isabelle KOELSCH**, Directrice Campus Léo Lagrange  
**Manon MELENDEZ**, Coordinatrice Pédagogique du Pôle Engagement

## Special thanks

**Léna BAUER, Laury COSSOU, Khayne SOLIS Bénédicte Bastin - B2COM Studio** for the design  
**Dimitris Patronas** for the editing