



deal

Relationships with Adults



How do I interact with adults?



War Child Holland's goal is to empower children and young people in war-affected areas. Children have the right to grow up in peace and War Child advocates for the realisation of their rights. Our programs strengthen psychosocial development, educational opportunities and support the development of a protective environment. Using the transformative power of creative arts and sports is central to our method of work.

War Child Holland has programs in Afghanistan, Burundi, Chechnya, Colombia, DR Congo, Israel and the Occupied Palestinian Territories, Lebanon, The Netherlands, Sierra Leone, Sri Lanka, Sudan and Uganda.

War Child Holland is an independent and impartial non-governmental organisation. We support all children and young people affected by conflict, irrespective of their religious, social or ethnic backgrounds.

War Child Holland is part of War Child International, a network of independent organisations.

www.warchildlearning.org

RELATIONSHIPS WITH ADULTS

Module of War Child's I DEAL intervention

Concept and development, War Child Holland,
Elise Griede, Liesbeth Speelman, Eveline Jansveld
Editorial design, art direction, technique, Butterfly Works
Illustrations, Robert Bouwmann
Photographs, Carolien Sikkenk, War Child Holland

For more information, please contact War Child Holland:

T: +31 20 626 1273

E: info@warchild.nl

W: www.warchildholland.org

© War Child Holland, June 2009

This publication may be copied and distributed freely, provided War Child Holland is acknowledged.

TABLE OF CONTENTS

4	THEME INTRODUCTION
4	Goals of this module
5	Relations
8	SESSION 1: MY CAREGIVERS
8	Exercise 1: Cover the space – visions of adults
9	Exercise 2: Social mapping of adults
10	Exercise 3: Advantages and disadvantages of being MY caregiver
13	Exercise 4: Peer-to-peer advice
13	Exercise 5: Repeat the rhythm
14	SESSION 2: OTHER IMPORTANT ADULTS IN MY LIFE
14	Exercise 1: Follow the sound
15	Exercise 2: Listing the problems
16	Exercise 3: Dealing with adults – the play
18	Exercise 4: Group photograph

THEME INTRODUCTION

Goals of the module 'Relationships with Adults':

The children have gained more 'tools' to maintain or restore positive relations with important adults in their lives.

Sessions:

- 1 My caregivers.
- 2 Other important adults in my life.



Session 1: My caregivers

Goal: The children have explored and analysed their relationships with the important adults in their lives, with a special focus on their caregiver(s).



Session 2: Other important adults in my life

Goal: The children have explored difficult situations with other important adults and learnt ways to deal with those situations.

In the first session you will make the children aware of the role of the care giving adults in their lives. The children will discuss how they relate to these adults in their personal lives.

The second session will focus on the other important adults the child meets in his/her life. In many cases, this will be teachers (this can differ in different situations). Some of these relations are positive, but in a lot of cases, problems occur. You will help them reflect on their role as a child and make them aware of a healthy position towards those adults.

RELATIONSHIPS

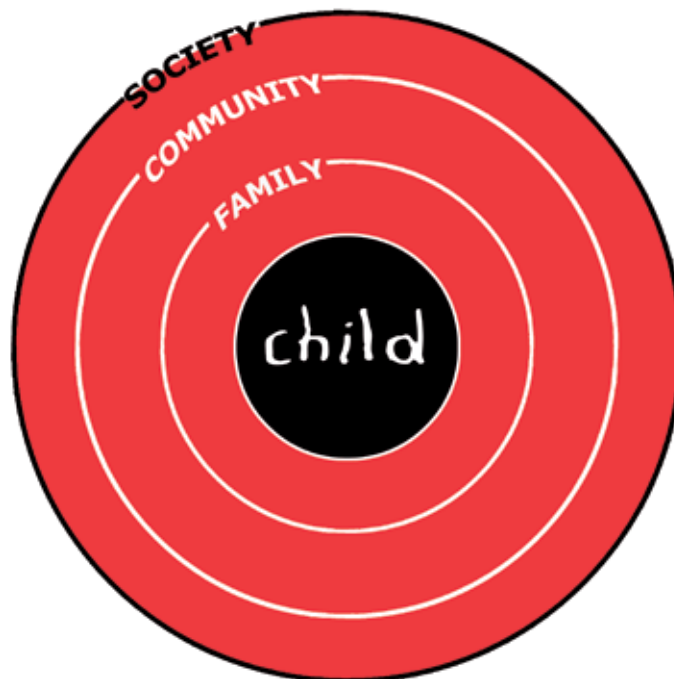
We are not alone in this world. Many other people surround us, with our families, our community, our country and the world. We have different relationships with different people. These relationships or bonds are important. They can help us – or cause problems.

Important adults can be parents, grandparents, other caregivers, and teachers. Adult support is important for children’s healthy development and well-being.

We are all social beings. When we are born we completely depend on the care of others (our caregivers) to stay alive. From our earliest moments we are related to other people.

While growing up our network of relationships expands. Alongside our families we find ourselves involved with friends, peers, teachers or other important people in the community or society.

Through relations with others we learn how to function in society. We develop an awareness of how others see us. We learn how to control our own behaviour to make it acceptable for others. The input from ‘others’ is crucial for developing the ‘self’, the appropriate (gender) role, and appropriate social behaviour. Our personal morality is formed by interaction with others.



Relationships with others also provide us with the warmth and the emotional and physical support that we all need.

Relationships with adults

In this module we will focus on the child's relationships with adults. Every child needs physical, emotional, social and moral support from relevant adults in order to grow and develop – both physically and mentally.

Importance of relationships

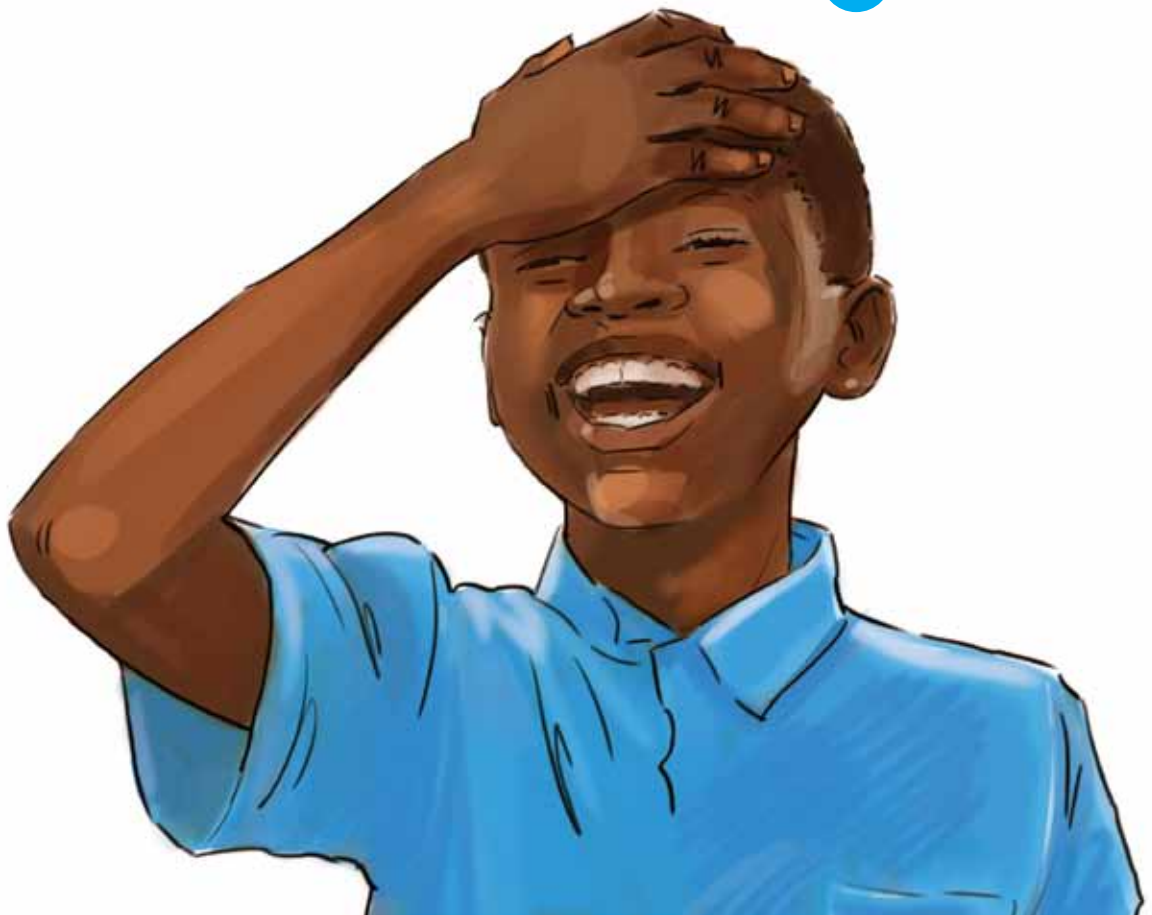
Support of other adults is also essential, e.g. grandparents, neighbours, and teachers. Through their relationships with adults children form their identity and learn about cultural norms and values. Interaction with adults helps them to develop into functional members of their societies. Besides working with children on relationships with adults, War Child also involves adults such as parents and teachers in its interventions.

At the same time, a lack of attention from relevant adults can be extremely destructive. Lack of parental warmth can result in aggression, bad behaviour at school, emotional unresponsiveness and depression.

The same applies to negative attention from adults, which has an even greater impact on children. Abuse and neglect seriously endanger a child's development.

This module is about regular, acceptable problems between adults and children. Should you identify cases of serious abuse or neglect, you should report this to your superior, in order to decide what steps to take.

**My teacher always
tells me that my
drawings are nice!
That makes me feel so
proud.**



SESSION 1 My caregivers

Goal The children have explored and analysed their relationships with the important adults in their lives, with a focus on their caregiver(s).

Resources Large sheets of paper, pencils (preferably coloured), markers/chalk and board.

Exercise 1 Cover the space – visions of adults (10 minutes)

Exercise 2 Social mapping of adults (30 minutes)

Exercise 3 Advantages and disadvantages of being MY caregiver (20 minutes)

Exercise 4 Peer-to-peer advice (25 minutes)

Exercise 5 Repeat the rhythm (5 minutes)



Exercise 1: Cover the space – visions of adults (10 minutes)

Goal of the exercise: The children have explored the various relationships they have with the adults in their lives.



- Step 1.** Ask the children to walk around the space – without talking or making contact with others. Tell them to try and cover the whole space and fill up the empty spaces.
- Step 2.** Tell the children that they are first going to practise forming groups of 1, 2, 3 or 5, when you clap and call a number they should try to form a group with that number of children in the group.
- Step 3.** When you see that the children are able to respond correctly to the instructions, tell the children that you are now going to add another instruction. When you clap and call a number you will also tell them to freeze into a pose with that number of people in the group showing various relationships between children and adults.

Examples you can use for the relationship poses they should try to show are:

- A teacher in a classroom giving instructions.
- A mother talking with her two children.
- An angry father complaining to his son.
- A happy family at church.
- A teacher with a proud pupil etc.

You can be creative. Think of different images that are nice for the children to portray.



Group talk

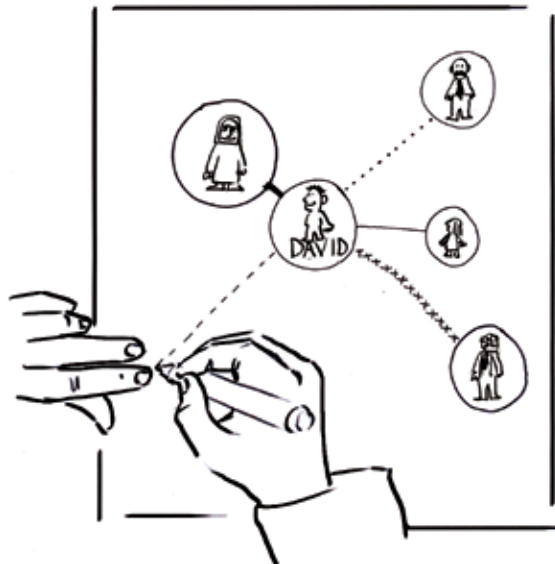
Tell the group: In this exercise you have just expressed different relationships that exist between you and adults. This is the theme for the coming two sessions. We will look at the following questions:
Who are the most important adults in your life?
What kind of relationships do you have with them?

We will also discuss problems or difficulties that you may have with your parents, teachers, or other adults. Together we will find out what we can do to improve our relationships with them.



Exercise 2: Social mapping of adults (30 minutes)

Goal of the exercise: The children have drawn a map of their social relationships and analysed these relationships.



Step 1. Give each child a piece of paper and a pencil. If possible use different coloured pencils but if not single black pencils are also fine.

Step 2. Ask everyone to draw a circle in the middle of the paper. This circle is to represent themselves, so they can write their own name or draw themselves inside this circle.

Step 3. Now tell the children to think of the most important adults in their life (for example parents, grandparents, teachers, neighbours, etc). Ask them to draw a circle for each adult, and to fill in the circles with the names or titles of the adults (they can also just draw the adult if they prefer).

Tell them to draw the circles for the adults most important to them, closest to themselves in the center and draw the circles for the adults they are less close to further away from the center.

Step 4. Ask the children to draw lines between their own circle and the circles with the adults and to give signs to the adults. The lines and signs show how they feel about that particular relationship: strong/not strong, supportive/un-supportive, loving/problematic, etc.

- They can use a thick line for a close relationship and a thin line for a bad relationship.
- They can use a squiggly line if the relationship is unpredictable or continually changing.
- They can use a heart sign for a loving relationship.
- They can use a lightning sign for a relationship that scares them or that they feel uncomfortable with.

! *Encourage the children to express, as honestly as possible, how they feel about the different adults they portray in their maps. Tell them that the maps will stay at the I DEAL group that they don't have to show them to anyone if they don't want to.*

Step 5. Now let the children discuss their maps in pairs – explaining their map to each other, looking at similarities and differences.

Step 6. Close the activity by inviting some children to talk about their maps. Have a short group discussion allowing the children to share their thoughts about the differences and similarities in the maps they found during their pair discussions and the exhibition. Make positive remarks about the personal maps, try to point out something unique or special about all the maps.



Group talk

Ask the group:

- How did you like making your own social map?
- Looking at your own map, what did you discover?
- Which relationships would you like to improve?
- What do you think you need to do to improve your relationships with others?

! *Make sure to collect the children's social maps and bring them again next session.*

The children can also take their maps home and bring them next time, but there might be children who forget to bring them.



Exercise 3: Advantages and disadvantages of being MY caregiver (20 minutes)

Goal of the exercise: The children have experienced being in the role of a caregiver and gained more empathy with this role.

- Step 1.** Ask the children to place themselves in the role of their personal caregiver (most of the time, a parent). Explain what a caregiver is: that these are the people providing their daily care: mother, father, grandparents, others.
- Step 2.** Let the children walk around imagining that they are one of their caregivers. Let them try out different behaviours/activities that suit their role: being in a hurry, working, preparing food, doing other tasks or activities that fit the role.
- Step 3.** Ask the children to think about what is nice about being this person? Then ask them to do a movement or gesture expressing this. (If needed, give them an example, e.g. a hugging pose, but let everyone think of their own movement).

! *Don't let the children think for too long about the movement - it should be spontaneous.*

- Step 4.** Let the children come together in a circle. Ask one of the children to show the movement they made. Invite every other participant who recognises this feeling, to repeat the movement.
- Step 5.** Go around pointing out participants and asking them to show their movement plus any comments they want to make. Let the co-facilitator write down these points.
- Step 6.** Keep going until everybody has had one turn OR until there are no new points raised.
- Step 7.** Let the children leave the circle and get them to think about the next question: What is the most difficult thing about being this person?
Again ask them to do a movement or gesture representing this. (If needed, give them an example, e.g. carrying a heavy bucket of water.)
- Step 8.** Let the children come back together in a circle. Ask one of the children to show the movement he/she made this time, showing a difficulty. Invite every other participant who recognises this feeling, to repeat the movement. And let the co-facilitator write down these points.
- Step 9.** Keep going until everybody has had one turn OR until there are no new points raised.



Group talk

Tell the group: We just did an exercise that put you in your caregiver's shoes. It allowed you to look at the world from his or her perspective.

Ask the group: When you pretended to be your mother, father or other caregiver did you understand him or her better?
What did you notice?

Tell the group: Putting ourselves in our caregivers shoes can help us to respect them, even if you do not always like what he or she tells you. In the next exercise you will be yourself again.



Exercise 4: Peer-to-peer advice (25 minutes)

Goal of the exercise: The children have learnt how to share problem situations with their peers.

Step 1. Divide the group into pairs.

Step 2. Ask the children to think of a difficult situation that recently occurred between themselves and their caregiver.

! *If the children cannot think of a situation, remind them of the things they portrayed in their drawing in exercise 2, or of a 'difficult point' mentioned in exercise 3.*

Step 3. Ask them to share this situation with the peer they have been paired with.

Remind the children of good listening skills:

- Listen carefully and don't interrupt while the situation is being explained.
- Listen not only to the words, but also to what the person is feeling.
- Be sincerely interested in what the other person is talking about.

Step 4. Invite the peer to ask questions about the situation and to help clarify what the problem is.

Step 5. Ask the peer to try and give his/her advice on how to solve the problem. What would he or she have done? What could be done to improve the situation?

Step 6. After a few minutes, let the pairs change roles.

Step 7. Re-unite the whole group for an evaluation.

Ask the group: Ask for examples of the problem situations that were discussed and the advice given.

! *When one of the peers has (in your eyes) given an unhelpful advice, don't just tell them that it is bad advice. But show the pair what would happen through asking questions and provide them with other options to solve the situation.*

Tell the group: Summarise the best advices given by the children to each other and add any good advice and tips you have yourself for solving problems with caregivers. Examples of good advice you could share are:

- Talk to your caregiver soon after you have had a problem.
- Talk to them when they are alone and not busy doing something else.
- Be clear that you know they want the best for you, but that you think there's another way of getting it.
- Talk calmly and clearly, so wait until your anger has calmed.
- Listen carefully to their reasons and consider them before responding.

Tell the group: Today we have looked at the relationships we have with the adults in our lives. We have learnt that we have some relationships that are strong and supportive and some that are less strong. We have learnt that it

is not always easy to be a caregiver. And we have learnt some new ways to solve problems we have with adults. Remember to practise at home and share what you learn with your I DEAL friends.



Assignment for next time

Tell the group: Think of something you would like to know about the past of an important adult in your life. This can be your parent but also your grandmother or uncle.

Questions are for example:

- What were you like as a child?
- What games did you play?
- Did you go to school?
- When you were a child what did you want to become in the future?

Ask that adult your question before next session.



Exercise 5: Repeat the rhythm (5 minutes)

Goal of the exercise: To close the session by relaxing to a friendly rhythm.

- Step 1.** Form a circle with the whole group.
- Step 2.** Clap, vocalise or play a short and simple rhythm. Ask the group to repeat the rhythm after you. Do your rhythm again, with the whole group repeating it.
- Step 4.** Let the child standing next to you do the same: he/she makes a short rhythm, with the whole group repeating it.
- Step 5.** Go around the circle and repeat these steps until it is your turn again.



SESSION 2 Other important adults in my life

Goal The children have explored difficult situations with other important adults and learnt ways to deal with those situations.

Resources Social maps from last week, large sheets of paper, pencils, markers/chalk and board.

Exercise 1 Follow the sound (10 minutes)

Exercise 2 Listing the problems (10 minutes)

Exercise 3 Dealing with adults – the play (60 minutes)

Exercise 4 Group photograph (10 minutes)



Exercise 1: Follow the sound (10 minutes)

Goal of the exercise: To warm up the group and start the session with a positive feeling and to practise different expressions and creativity.



- Step 1.** Form a big circle with all the children.
- Step 2.** Ask all the children in the circle to step forward and backward with their right foot in the same rhythm (left foot stays put).
- Step 3.** Hold still for a moment while the group keeps going.
- Step 4.** When their right foot is pointing backwards, you step forward with a new sound and movement. When the group steps forward, you step back, creating a 'counter rhythm'. Ask the group to copy your sound and movement.
- Step 5.** Go on making a variety of sounds and movements that the group can imitate. Vary in volume, emotional expression, and size movements. The more varieties you come up with, the more you stimulate expression and imagination.
- Step 6.** Ask one of the children to take the lead. And another.



Group talk

Welcome the group: Welcome back everybody!

Ask the group:

- Who has done last time's home assignment?
- What did you ask your caregiver?
- What did he or she tell you?
- What did you learn from this?
- Did it lead to a conversation?

Tell the group: Last time we learnt about dealing with difficult situations with our caregivers. This session we will focus more on our relationships with other adults in our lives such as for example teachers.

! *You can mention here other important adults, depending on the group you are working with.*

Distribute the individual social maps.

Ask the group: First, let's find out what possible difficulties you are experiencing with other adults. Let's look at the map we made last time:

- Which other adults do you have a relationship with?
- And how are these relationships?
- Could anyone give an example of a difficult situation or a problem he/she has with an adult (other than his/her caregiver)?

Tell the group: In the next exercise, we will make a list, and then we will make short drama scenes.



Exercise 2: Listing the problems (10 minutes)

Goal of the exercise: The children have reflected on and listed the difficulties and problems they experience with teachers and/or other adults in their lives.

Step 1. Invite the children to tell about difficult situations, or even problems that they experience with teachers (or, if they do not attend school, other important adults). Make sure you have at least 4 situations, and make a list on the board/flip chart. If more than 4 situations are mentioned, let the group decide on the 'top 4' difficult situations.

Step 2. Ask the children to 'rate' the situations, going from difficult to easier. For each situation the children will clap - the louder they clap, the more difficult the situation is, and thus the higher the situation is on the list.

Step 3. Now each child can decide which situation he/she wants to zoom in on. Each corner of the room will represent one problem situation. Count to 3 and at 3, the children can run to the corner of the situation they identify with the most.

! *If one of the corners is very full, ask if there are some children that have another situation that they can identify with. Try to get 4 equally sized groups.*



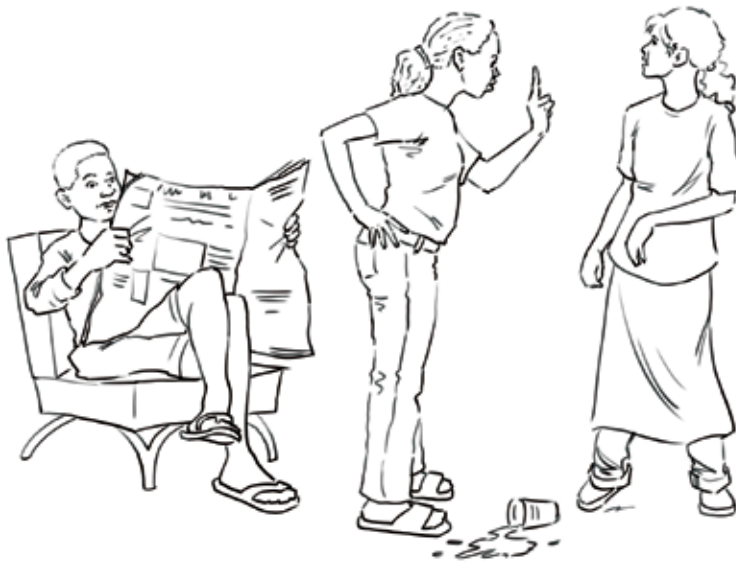
Group talk

Tell the group: You have decided which problem situation you find most important. Now we will bring this situation to life by acting it out in a drama scene. Each group will make their own drama about the problem situation they chose. So let's play!



Exercise 3: Dealing with adults – the play (60 minutes)

Goal of the exercise: The children have learnt to express the problems they have in relationships with adults and found some solutions to those problems.



Step 1. The children stay in the groups that were formed in the previous exercise (so 4 groups in total, each having their 'own' problem situation). Give the children 10 minutes to make a short drama play. Ask the children to cooperate and create the play together. The play should be short - a maximum of 5 minutes long.

Step 2. Let each group appoint someone to be the director of the play. He or she can keep an overview.

! *Not every child can play the leading part in the play. Still, try to make sure that everyone does have a role albeit small. Remind the children that supporting roles are important too.*

! *During the creation of the scene, both the leading- and co-facilitator should be walking around to help the children. Help them put together a short but comprehensive performance that captures the problem situation.*

Step 3. Assign a 'stage' and a location for the 'audience'. Let each group play their scene. Make sure you mark a clear start and end for the scenes (with a clap or an announcement). Let the audience show their appreciation by applauding after the scene (and the 'performers' can take a bow).

Step 4. After each scene, you can analyse the problem that has been displayed.

Ask the group questions like:

- Do you recognise the problem in the play?
- Has this ever happened to you?
- Have you seen this happening to others/in your environment?
- Does it happen like this, or is it different?
- How did this problem arise?
- What could you do to improve this situation?



This can be time-consuming, so keep an eye on the time!

Step 5. Invite someone who came up with a solution to act it out right away in the scene. Restart the scene at the point where the solution comes in.

Step 6. Help the children reflect on the solution just acted out. Is it realistic? Who would take these steps in real life? Can the children do something to help each other with this?

Step 7. Let the group play a scene in which the solution means that the child involved (the main character) does something to change the situation, if that was not the case in earlier solutions portrayed.



Remember that the children can not change the behaviour of others, only their own behaviour can be changed.

Step 9. Repeat same process (step 4-7) for the other 3 groups.



Be creative with this exercise. The goal is for children to reflect on the problems that they encounter in their daily lives with teachers (and/or other noncore care giving adults). Let them find out what they can do to improve these situations. In the scenes they can 'practise' new behaviour.



Reflection: Module evaluation

Evaluate the module by asking questions such as:

- What have we done?
- What games/exercises do you remember?
- What was easy, what was difficult for you?
- What have you learnt about this theme?
- Did you already use something you learnt in I DEAL in your daily life?
- If so, how? If not, what is keeping you from using it?
- Did you miss anything? What else would you have liked to learn about this theme?

Tell the group: Thanks everyone for all your great work today, we are learning so many new things together remember to encourage each other to practise the things you have learnt every day and ask each other for help if you need it. See you next week.



Exercise 4: Group photograph (10 minutes)

Goal of the exercise: To close the module with a positive group feeling.

- Step 1.** Ask the group what kind of group picture they would like to take. A picture of a happy group? A sad group? A group during a special occasion? (For example, a class that has just graduated, a big family reunion, a group of teachers etc.)
- Step 2.** Install yourself in front of the group and pretend you are the photographer.
- Step 3.** Count 1-2-3: on 3 everybody poses as the group image they have chosen. Take the (imaginary) picture and close the session with clapping.

**I often talk
to my aunt
about things
that bother me.**





Let's have positive relations!



Let's have positive relations!



Let's have positive relations!



Let's have positive relations!



Let's have positive relations!



