



deal

The Future



What is my outlook?



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.

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THE FUTURE

Last module of War Child's I DEAL intervention

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THEME INTRODUCTION

Goals of the module 'The Future':

This is the closing module of the I DEAL cycle. With the children you will evaluate the program they have participated in and look at their futures.

How will the children continue with their lives? Will they be able to use the skills they have learnt? What will they do if they feel they are going back to 'old' behaviours or habits? What are their dreams and future plans?

Reflecting on these questions helps to sustain positive change and hope – the overall goal of this module. We will try to achieve this in three sessions.

Sessions:

- 1 Looking back
- 2 Looking forward
- 3 Closing party



Session 1: Looking back

Goal: The children have reflected on what they have done, liked, and learnt. They have gone through the first three steps of ORID.



Session 2: Looking forward

Goal: The children have made plans for their future and they have practised decision making.



Session 3: Closing party

Goal: The children have said goodbye to I DEAL in a festive and positive way.

THE FUTURE

The 'Future' is a big concept. There are so many factors that determine the future. Some of these factors can be influenced and others cannot.

In other words the future is hard to foresee.

The future is the time ahead; those moments yet to be experienced.

For children it is hard to envisage what lies ahead.

Some may have big plans in terms of a profession: "I want to be a teacher" or "I want to be a doctor," they might say. Others, living in difficult circumstances, may avoid making such plans.

Having a sense of your future prospects is important. Every human being needs plans and dreams, to have goals to work towards in life. It is good to strive for your goals and dreams. It gives you direction and hope for the future.

The future is not only far away. It can also be very close:

"Next week I want to do well in the football match"; "I want to do well at school"; "I want to help my mum with this now, so that maybe tomorrow I can go out with some friends".

These are all examples of hopes for the immediate future.

ORID

In the first session, you will use a method of evaluation, called ORID. These four letters stand for:

- Observation
- Reflection
- Interpretation
- Decision-making

Observation

Observation is about facts, what actually happened, what was observed, without elaborating on the 'why'. Questions are about what people see, hear, touch, smell and taste.

What has happened during the time you have spent in the I DEAL group? What have you seen?

Reflection

Reflection is about emotions and feelings about certain things that took place in the sessions. Questions are directed to emotional responses: what made you angry, excited or frustrated and what did you enjoy, like or dislike.

Interpretation

Interpretation is about the meaning, purpose and value you attach to the subject. You will assess with the children what they have learnt. What was most useful? What was not useful? What was important? What was difficult? Did we reach our goals in this group? Has I DEAL been successful, or not?

Decision-making

Decision-making is about future plans. What are the children going to do next? What are their plans and dreams? In this last step, you will help the children to make decisions about the way forward. (This last step is mainly dealt with in session 2.)

The ORID method is background information for you as facilitators. There is no need to explain the method to the children – in the session plans, these steps are integrated in a creative and understandable way.

Plans for the future

In the second session you will be discussing the future plans for the group: What will the children be doing after I DEAL? Will they use the skills they have learnt? How? Will they be able to use their (re)gained coping strategies in times of trouble or frustration?

Another question regarding the group. They cannot continue to take part in your I DEAL group, as we will have to move forward to give other children a chance to follow the program. Still, the dynamics of a group for positive action would be a good thing to continue. With the group, you will discuss the local opportunities to connect to existing groups, like a peace club, youth club, music and dance club, or drama club.

They may want to start their own club. In that case, be aware of possible effects. Children that have followed I DEAL are not to exclude other children. It would be sensible to persuade the children that a new group should not be a club only for former I DEAL group members, since this would exclude children who did not participate. The outcome of the discussion can also be that the group will not continue. In that case, you have to say goodbye to each other in a positive way during the third and last session.

The party

In the last session you will assist the children in organising their own party. This should be a celebration to mark the end of, hopefully, a good time. Let them decide whether or not to invite their parents, friends or teachers. If their parents have been participating in the Parents Group, a nice way to close I DEAL would be to organise a combined party with both the children and the parents.

**When I think of
the future...
I feel a bit scared,
but I am also excited!**



SESSION 1 Looking back

Goal The children have reflected on what they have done, liked, and learnt in the IDEAL sessions. They have gone through the first three steps of ORID: Observation, Reflection, Interpretation, Decision-making.

Resources 3 flip charts, markers, balls.

Exercise 1 Favourite game (10 minutes)

Exercise 2 What have we been doing? (15 minutes)

Exercise 3 How was it? (20 minutes)

Exercise 4 What did we learn? (35 minutes)

Exercise 5 Another favourite game (10 minutes)



Exercise 1: Favourite game (10 minutes)

Goal of the exercise: The children have warmed up and started the lesson with a positive feeling.

Step 1. Ask the children which of the IDEAL's games they liked the most.

Step 2. Choose a game that is popular and appropriate as an opening game and play that game with the group.



Group talk

Tell the group: We are coming to the end of our group sessions. We have two more sessions to go, and one goodbye party to organise. In today's session we will look back at all the things we have been doing in the past few weeks.

In next weeks session we are going to look at the future: your future, and the future of the group. In the last session we will organise a goodbye party. But first let us look back.



Exercise 2: What have we been doing? (15 minutes)

Goal of the exercise: The children have observed the past activities from the IDEAL sessions and they have done step 1 of ORID.

Step 1. Set up a flip chart. Ask all the children what they remember from any of the previous IDEAL sessions. Anything can be mentioned: a particular exercise, a theme, a discussion or assignment.

Step 2. Write all the answers down on the flip chart. When a child mentions something you have already written down, encourage him/her to come up with something new.



For now don't ask the children to express how they felt about the things they mention. This exercise is just meant to recall what has been done during IDEAL. In exercise 3 the group will reflect on what they liked and didn't like and how they felt about it.

! *Make sure that every child makes an effort to dig into his/her memory. Invite the quiet children to contribute too.*



Group talk

Tell the group: That is quite a list (refer to the flip chart). We have done a lot of things. In the next exercise we are going to think about which of these things we really liked, and which we did not like.



Exercise 3: How was it? (20 minutes)

Goal of the exercise: The children have reflected on the past activities from the I DEAL sessions and they have done step 2 of ORID.

Step 1. Set up three flip charts a few meters apart from each other: one with a happy smiley face; one with a sad face, and one with a question mark.

Step 2. Explain the idea behind the exercise to the children: “I will go through the list we just made and mention some of them. After I mentioned a topic or activity or game, you have to ask yourself: did I really like it? If you did, go to the paper with the smiling face. If you did not, you walk up to the sad face.

If you do not remember it yourself or if you do not have a particular feeling about it, go to the face with the question mark. You have to choose for yourself. There is no right or wrong answer!”

Step 3. Go through the list you made in the previous exercise. If the list looks like it is too long for the group to reflect on all items, then select those items from the list that you think are the most important.

With some of the activities, you can ask different children to explain why they are standing at either the happy face, the sad face or the face with the question mark.

! *Keep an eye on possible group pressure. It is important that the children choose freely, without looking at their friends. A way of doing this could be to let the children stand in a line and go one by one, and put the group leaders in the back of the line.*

! *Make some notes on the flip charts on the number of people that like/dislike the listed activities and why. This would be for our own evaluation to improve the way we work with the children.*



Group talk

Tell the group: Now we know what you liked, what was difficult, and what you did not like. That is important to know. The next thing is even more important: what did you learn? In everything we do there is something to learn, even if it is a very small lesson. For different people, different lessons can be important.



Exercise 4: What did we learn? (35 minutes)

Goal of the exercise: The children have interpreted the past activities and they have done step 3 of ORID.

Step 1. Introduce an imaginary microphone. It can be an empty water bottle, a stick or some other object.

Step 2. Ask the children questions such as:

- What did you learn?
- How important was it to you to learn that?
- Do you use what you have learnt, and if so, how?
- If not, why is it hard to put in practice?
- How does that influence you?

Step 3. Make sure all the children are listening to one another. Pass the microphone along to help keep the discussion going.

- ! *Let the children be specific. If a child says: "I learnt games," ask questions to get more specific answers, such as:
What kind of games?
Why was the game important?
Which aspect of the game?
Do you also use what you learnt in the game in other situations?
So in general you want to find out about the usefulness and the level of difficulty. Try to get as much information as possible. Take your time for this part.*



Group talk

Tell the group: Now that we have reflected on what we have done in the I DEAL program, we have looked at what we liked, and at what we have learnt. What would be the next step? The next step is to look at how we can use these lessons in the future. That is what we will talk about the next time, the future.



Assignment for next time

Tell the group: Please think about all we have been discussing today. Also then think of the dreams you have for the future, for yourself, for the group, for the village (or city, or camp) you live in. Maybe when you think of the future you feel a bit scared or maybe you also feel excited. And remember always we all have a role to play in making a better life for everyone.

For next week we want you to think about:

- How can I use what I have learnt at I DEAL in the future?
- What can I do in my village (or city, or camp) to make life better?
Think about becoming a member of an existing group in your area, or starting a club for yourself etc.
- Ask yourself what would be a nice way to round off our time together in this group.
Should we have a party or shall we perform some ritual? Who should we invite, what activities shall we do, etc.

Ask the children to make a drawing, poem, or story about their dreams for the future. Or at least to write down the answers to the questions you just asked.



Exercise 5: Another favourite game (10 minutes)

Goal of the exercise: The children have closed the session with a positive feeling.

- Step 1. Ask the children for a game they really liked.
- Step 2. Choose a game that is popular and appropriate and play it with the group.

**I saw that some of us
were very open
while others kept
more to themselves.**



SESSION 2 Looking forward

Goal The children have made plans for their future and they have practised decision making.

Resources Ball of wool/cotton/coloured thread.

Exercise 1 The web (20 minutes)

Exercise 2 Action plan (40 minutes)

Exercise 3 (Alternative for Ex. 2): Living your dream (40 minutes)

Exercise 4 Planning the last party (20 minutes)

Exercise 5 The last game (10 minutes)

! *Research beforehand what groups are locally available and advisable for the I DEAL groups to consider joining. Also decide before the session whether you feel it is advisable for the group to form a new group and what local adults (or yourself if realistic) could assist them in this endeavour. Be aware that it is easier to connect with an existing group. And the group should also be open for people not involved with I DEAL. Whether you talk about this issue of continuation depends on the possibilities and the rest of your program. Do not bring this up if this is not realistic or does not fit in to the environment or program.*



Exercise 1: The web (20 minutes)

Goal of the exercise: The children have become aware of the group bond and have expressed individual future plans.



Step 1. Form a circle with the whole group, including you yourself. Tell the group that you are going to take turns sharing both your dreams for your future plus one action you plan to take to make it come true.

Step 2. Hold a ball of thread. While holding on to the thread, throw the ball to one of the children, asking: “What is your dream for the future? And what action will you take to make it happen?”

! You can start off yourself to give them an idea, for example *I want to have a happy home life and I plan to be kind to my family members everyday to make this happen. Or I wish to become the best I DEAL facilitator and I plan to work hard every day to make it happen.*

Step 3. After answering, ask the child to keep the thread in his/her hands and to throw the ball to another person, asking this person the same question. Continue until everyone has had a turn. Everybody is now holding part of the thread, making a web.

Step 4. While standing in this position, ask the children what it is they have made and what it stands for.

Tell the group: This is the final session. Next time we will have the goodbye party. Maybe you are sad or happy it is over or maybe sad and happy at the same time. In any case, we will not lose track of each other if we don't want to. We are still connected through what we have done together and what we have learnt from each other. In the future, we can stay connected.

While continuing to stand in this position, tell the group: You have all mentioned your plans and dreams for the future. These are important. They give you an idea of where you want to go in your life. Some plans and dreams may not come true, but others will. When you grow older, dreams may change. That is fine, as long as you have them and keep your hope that good things are possible for you.



Group talk

Ask the group: Did you do your assignment? Who wants to share his or her poem, story, drawing or idea with the others?

! Take your time for this. *It is the children's last opportunity to share their feelings in the group.*

Ask the group:

- What would you like to do after I DEAL has finished?
Think about the things you have learnt during the past weeks or months.
- How do you want to put them into practice?
- And what will you do if you are faced with a new problem?
- Is there any existing group you want to become a member of?
- We are now going to look at these questions in small groups.



Exercise 2: Action plan (40 minutes)

Goal of the exercise: The children have practised decision making, and they have done step 4 of ORID.

- Step 1.** Divide the group in small groups (about 4 children per group).
- Step 2.** Ask all of the groups to discuss the following questions (give them about 15 minutes):
- How are you going to put the skills you learnt here into practice (personal plan)?
 - What will you do when a new problem comes up (personal and group plan)?
 - Is there an existing group that would be good for you to join (group and community plan)?

! *If there is no existing group, or if the available groups are not suitable for these children, suggest that they start their own group. (See note at the beginning of this session). They could do so at school or in the community or even at a friends place after school time. Get them to discuss the goal and activities of the group they envisage, how often they will meet etc. Try to bring them into contact with a suitable person to help them establish this group (e.g. a teacher or community leader).*

! *Check in with each group to see if you can help them if they are stuck.*

- Step 3.** Let each sub-group present its plans to the rest of the group. Give positive feedback to the plans.
- Step 4.** Give a summary of all the plans and wish the children well. Stimulate them to share their personal plans with their fellow group members. Feed them with self confidence. Now is also the time to make some positive concluding remarks for the group, such as:
- Comment on how well the children have developed, give some examples.
 - Thank them for their attention, give some examples.
 - Thank the children for their input, give some examples.



Exercise 3 (Alternative for Ex. 2): Living your dream (40 minutes)

Goal of the exercise: The children have practised decision making, and they have done step 4 of ORID.

- Step 1.** Look at the different dreams that the children expressed during the previous exercise. Or use the poems/drawings from last session's assignment. Group similar dreams together and ask those children to form one group – making a total of 3 or 4 groups.
- Step 2.** Let each group discuss their dreams and determine together what dream they would like to show. They choose one person who will guide the other people in the group to express that dream in one scene, like a snapshot, with nobody moving.
- Step 3.** Let all groups come together and one by one the groups can show their dream to the others.
- Step 4.** Ask the people in the still scene to “live the dream” by acting it out.
- Step 5.** Discuss with the group what actions the people with this dream could take to be able to live their dream.

Step 6. After all 3 or 4 dreams have been seen and discussed, the children go back into their small groups. Ask them all to discuss the following questions (give them about 15 minutes):

- Which of the skills that you have learnt in the past weeks are you going to put into practice, so that you can reach your dream?
- What will you do, when a problem comes up that could be an obstacle to reaching your dream? Think of possible problems, and possible solutions.
- Think about how you can help each other as a group in reaching your dreams?

! *Check in with each group so you can help them if they are stuck.*

Step 7. Let each sub-group present its plans to the rest of the group. Give positive feedback to the plans.

Step 8. Give a summary of all the presented plans and wish the children well. Stimulate them to share their plans with their fellow group members. Feed them with self-confidence. If you have some other concluding remarks for the group, make them now!

For example:

- Comment on how they developed, give examples.
- Thank them for their attention, give examples.
- Thank them for their input, give examples.



Exercise 4: Planning the last party (20 minutes)

Tell the group: Let us now discuss the goodbye party which we will have next time.

Ask the group:

- Where will the party be?
- Who are we inviting?
- Is there something special we can do?
- Will there be music?
- Will there be some other celebration?

! *Discuss together and make plans, divide tasks etc. Plans have to stay within the possibilities of budget and materials. Use the creativity that is applied throughout I DEAL - let there be a final presentation/performance of what's been done or learnt.*



Assignment for next time

Prepare for next time's party!

Make sure that all the children know what their task is and what they need to do.



Exercise 5: The last game (10 minutes)

Goal of the exercise: The children have closed the session with a positive feeling.

Step 1. Ask the children for a game they really like, this will be the last game of the group in this I DEAL context.

Step 2. Choose a game that is popular and/or appropriate and play it.

SESSION 3 Closing party

Goal The children have said goodbye to I DEAL in a festive and positive way.

Resources Depends on the kind of party.

Close I DEAL with a celebration, according to the children's own plan and activities. Let them invite whomever they want: parents, teachers, and friends.

Ideas:

- Small groups can prepare a song, a play about I DEAL, some other (type of) performance.
- Teach the guests some of the games you have learnt.
- Dancing/Music.
- Treasure hunt (set out a certain route with challenges and questions, on the way to a final destination).
- Together, make a big wall drawing (for example, on a school wall, Child Friendly Space, local community centre).
- Organise a parade through the community.





Let's have a party!



Let's have a party!



Let's have a party!



Let's have a party!



Let's have a party!



