

THE Journey of Life

COMMUNITY WORKSHOP
TO SUPPORT CHILDREN



COMMUNITY
IMPLEMENTATION
GUIDE

ACTION WORKSHOP 8: ENDING HUMAN TRAFFICKING



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SERIES

Each workshop comes in both a Facilitator Training Guide (FTG) and a Community Implementation Guide (CIG) – Make sure you have the right version.

CIG
8

3rd Edition (for a Global Audience), December 2017





REPSSI (the Regional Psychosocial Support Initiative) is the leading African psychosocial support non-profit organization. It was founded in 2002 and operates in 13 countries across East and Southern Africa, with its head office in South Africa.

REPSSI partners with government ministries (particularly the ministries responsible for social services, education and health), development partners, international organisations, NGOs and CBOs. We provide support to our partners who strengthen the capacity of communities and families to care for and protect their children and youth. Our partners collectively reach at least two million children per year.

REPSSI promotes an enabling environment for communities and families to preserve and nurture the psychosocial wellbeing of boys and girls.

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Our mission is to assist impoverished and disadvantaged people overseas, working in the spirit of Catholic social teaching to promote the sacredness of human life and the dignity of the human person. Catholic Relief Services works in partnership with local, national and international organizations and structures in emergency response, agriculture and health, as well as microfinance, water and sanitation, peace and justice, capacity strengthening, and education. Although our mission is rooted in the Catholic faith, our operations serve people based solely on need, regardless of their race, religion or ethnicity. Within the United States, CRS also engages Catholics to live their faith in solidarity with the poor and suffering people of the world.

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The Journey of Life series

The Journey of Life (JOL) series is a community mobilization tool which facilitates community conversations and action planning about important issues. The JOL community conversations bring together diverse groups of people to engage in a dialogue about a vision and priorities for improving child wellbeing in the area. The basic methodology is as follows. A group of stakeholders look at a picture, discuss it following a series of prompts, then reflect on a series of key learning points (intended messages of the pictures). The pictures used in this guide tell a story. People talk about the story and how it applies to their own lives. A picture is a useful way to allow groups of people of any educational level to share their knowledge and skills and to develop strategies to improve their lives. Participants share what they think and feel, and listen to what others think and feel. Differences of opinion are respectfully listened to. The goal of the conversation is not to reconcile the differences, but to listen to and appreciate each view point, looking for areas of common ground that lead to specific recommendations on the issues that the conversations focus on. The people who participate in

a community conversation can all live in the same community, or they may be a community who work together at the state or local level on behalf of young children and their families. These conversations encourage the transfer of knowledge and skills within a community and between communities.

Why this is called an action workshop?

Journey of Life Action Workshops are called Action Workshops (as opposed to JOL awareness workshops) because they result in an action plan in which the community stakeholders develop a plan to address the issue under consideration.

The Journey of Life Action workshops include:

Action Workshop 1: Community Parenting

Action Workshop 2: Supporting Grieving Children

Action Workshop 3: Lessons from Life

Action Workshop 4: Social Connectedness

Action Workshop 5: Making our Communities Safer

Action Workshop 6: Children with Disabilities

Action Workshop 7: Ending Child Marriage

Action Workshop 8: Ending Human Trafficking

Action Workshop 9: Protecting our Children from Abuse

The Community Implementation Guide and the Facilitator Training Guide

There are two guides regarding Ending Human Trafficking. The one is the Community Implementation Guide (this one) and the other is the Facilitator Training Guide. They are very similar and as the names suggest, the Facilitator Training Guide prepares facilitators to implement the Community Conversation with stakeholders of the community. The Community Implementation Guide is to facilitate the actual community conversation with community members.

Structure of guide

The guide is structured in sessions that are made up of different activities. Each activity begins with a picture, followed by discussion (points) and then learning points. The facilitator is given instructions on what to do and the length of time recommended for each activity.

Participants

Participants should include children affected by human trafficking, parents affected by human trafficking, police

personnel, community workers, teachers and religious leaders.

Time

At least 10 hours spread over 2 days should be set aside for this workshop.

Outcomes

1. A community conversation about the causes of human trafficking
2. A community conversation about the effects of human trafficking
3. A community conversation about ways to end human trafficking
4. A community conversation about ways to support children who have been affected by human trafficking
5. A community plan of action to end and address human trafficking

Place

The manual has been designed for use during formal or informal community gatherings

Introduction

“Human trafficking is an open wound on the body of contemporary society, a scourge upon the body of Christ. It is a crime against humanity.”

POPE FRANCIS

Human trafficking, often referred to as modern-day slavery, is the act of recruiting, harboring, transporting, providing, or obtaining a person for labor – including commercial sex acts – through the use of force, fraud or coercion.

In 2016, more than 40 million people around the world were victims of modern-day slavery. Of these, 25 million were in forced labor and 15 million in forced marriage¹.

There are more slaves today than any time in history. Forced labor mostly involves men and boys, and sex trafficking (including forced child marriage) mostly affects women and girls. Close to half of all victims were initially enslaved as children².

Traffickers prey upon the poor and vulnerable. Widespread poverty and other factors such as civil unrest and migration have created a vast ‘supply’ of potential victims. At the same time, the goods produced by the victims are sold all over the world, making us all inadvertent consumers of trafficked products. Therefore, strategies to combat trafficking must address both supply and demand.

Many countries have laws and policies to prevent trafficking, protect victims and prosecute traffickers. But implementing these laws is often a challenge. CRS addresses the issue by integrating various anti-trafficking measures in many of its projects around the world³. This workshop is one of them. It aims to stop trafficking at its source by increasing awareness about how to prevent trafficking one child, one family, one community at a time.

1 <http://www.ilo.org/global/topics/forced-labour/lang--en/index.htm>

2 <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

3 <https://www.crs.org/get-involved/learn/slavery-and-human-trafficking>

ACTION WORKSHOP 8:

Ending Human Trafficking

Facilitator's Guide

Introduction to the facilitator

This Action Workshop is designed to help communities understand what makes children and adults vulnerable to human trafficking, how to stop it, and what can be done to help survivors of human trafficking when they return home.

Human trafficking is the third largest crime in the world, and it is present in every country. This workshop builds on the Journey of Life Awareness Workshop and on the lessons that the workshop participants have learned from their experiences in the community.

Introduction to the Action Workshop

Although participation in the **Journey of Life** Awareness Workshop is not a pre-requisite for these Action Workshops, it is recommended.

It is best to have two facilitators per 20 participants.



Day 1: Workshop Schedule

8.30 Opening

PART 1: Children are Like Our Gardens

8.45 Activity 1: Garden Exercise

PART TWO: Identifying Human Trafficking in Our Communities

9.45 Activity 2: What does trafficking look like?

10.30 Tea

PART THREE: How can we respond to Human Trafficking?

11.00 Activity 3: How can we help prevent human trafficking?

11.30 Activity 4: How can we help survivors of human trafficking?

PART 4: Next Steps

12.15 Activity 5: Personal Commitments and Closing

1.00 Lunch (optional)

Workshop objectives:

- To learn what human trafficking looks like in our communities
- To identify ways to prevent human trafficking
- To identify ways we can best respond when survivors of human trafficking return home

Number of participants:

15–25

Age of participants:

16 years and older

Materials:

Flip chart with markers

Paper for drawing

Pens or crayons

Tape or sticky adhesive

Case scenarios for Activity 2, printed for distribution

NOTE: This is a suggested workshop schedule. Note that the times are approximate. The activities may take longer.

Opening



Open the workshop in a way appropriate to the culture or country (e.g. a song, prayer or dance).

Follow with this introduction:

“Welcome to Ending Human Trafficking in Our Community. This short workshop will help us understand what human trafficking is, what we can do to stop it, and how we can help people who have been affected by human trafficking in our communities. Let us begin by clarifying what we mean by Human Trafficking.”

Definitions:

Ask participants key words that they associate with human trafficking and write a few on the flip chart (e.g. violence, lies, coercion, etc.) Then ask if there is a committee in the community that pays particular attention to the needs of vulnerable children and families. If so, what is that committee called?

1. *Facilitator says:*

On our journey of life, our parents and those who loved us protected us from bullies, violence and dangerous situations. They taught us right from wrong and gave us life skills to promote our safety. Parents and communities are involved in promoting the safety of children, as well as promoting their children’s education and healthy life development. But sometimes, unexpected things happen – extreme poverty, natural disasters, death of a loved one – these can create environments where a child has no other choice but to trust a situation that seems too good to be true.

2. *Facilitator says:*

What is human trafficking and how does it work? I am going to describe three situations that might sound familiar to you.

3. *Facilitator says:*

A young girl is told by her parents that she can no longer attend school. A man in her village has offered to pay the parents so that he can marry the young girl. The family is very poor and believes this will be their best option to feed and clothe their other children.

A young boy is taken to a neighboring country for work in the fields. He is promised a decent wage and good working conditions. He intends to send his money back home to his mother to support his family. When the young boy arrives at work, his identification documents are taken and he is forced to work in the heat without breaks. He asks to speak to a supervisor but is beaten by men who work for the company.

A teenage girl is taken into the big city from her village. She is promised work as a babysitter for a family that a relative knows. When she is in the city she is taken to a cramped apartment with other teenage girls, where is told she must offer her body to customers, at their request. If she says no or tries to run away, she will be beaten and bring shame to her family.

Facilitator continues:

These three stories describe human trafficking, which is a form of modern human slavery.* To successfully trap their victims, human traffickers frequently make false promises. Sadly, by the time their victims find out the truth they are trapped. Human traffickers try to break victims psychologically and physically, for example by enforcing terrible working conditions, stealing their money and documents, subjecting them to frequent abuse and forcing them into prostitution.

Ask, What is human trafficking?

(Allow for responses. Then say...) Human trafficking is the act of recruiting, harbouring, transporting, providing or obtaining a person for compelled labour or commercial sex acts using force, fraud or coercion. Human trafficking is modern-day slavery. With 21 million victims world-wide, more people are enslaved today than at any time in history.^{[i]; [ii]}

Although many people think that human trafficking requires movement – for example, from one country to another – that is not true. You can be a victim in your hometown. At the heart of human trafficking is the traffickers' goal of exploitation and enslavement.

[i] ILO, "Forced Labour, Human Trafficking and Slavery," last modified September 15, 2015

[ii] CRS, I am Human Trafficking,

4. Now, the facilitator defines a Community Protection Committee. **The facilitator says:**

In addition to talking about human trafficking, in this Action Workshop we will also be talking about Community Protection Committees, although a different name for these is used in some countries. A Community Protection Committee (or CPC) is a group of local leaders who come together periodically to support the needs of children and vulnerable adults or families in their area. CPCs may include representatives from nearby schools, religious leaders, health facilities, the police, local government and non-governmental organizations, as well as parents, grandparents and children.

PART 1 Children Are Like Our Gardens

Activity 1 Garden Exercise *Drawing and Discussion*



Purpose

This activity helps a community to build upon knowledge of human trafficking and to conceptualize how to best protect children in the community from trafficking

STEPS

1. Ask participants to name a few dangers that children in their communities may face. The facilitator writes these items on the flip chart. Participants may name things like violence, labor exploitation, abuse, extreme poverty, or crime.

2. Ask participants to give you instances where they have seen children taken into situations not appropriate for their age (for example, leaving the village for work, harsh labor or child marriage, abuse). The facilitator writes the observations on the flip chart.
3. Then, ask the group what problems exist in the community that create a vulnerability to these situations, and also write these on the flip chart. Explain that, while it may not be possible to solve all of these problems, later on in the workshop there will be time to discuss some of the things that can be done to make some improvements.

TIP:

The goal of this activity is to increase participants' awareness that children need continuous nurturing and protection. This includes protection from situations that may not initially seem to be a problem but can, in fact, put a child at serious risk for trafficking and exploitation.

“When we have strong communities that focus on protection children, then we are helping our children to grow and to flourish. This process is similar to tending to a garden. We plant our vegetables with care, water them and protect them from insects or other predators who may try to pluck them out of our garden. When we are successful, the plants bear fruit and the whole family benefits.”

“We are now going to do a guided drawing of a picture of a garden which will represent your own children or children in your community. When we go through this activity, think about what children need to grow and develop, like a garden full of healthy, beautiful vegetables. For example, some parts of the garden may be symbolic of other things, like soil may represent love and safety. A few of the dangers we discussed in the first exercise may be present, we should keep them in mind when thinking about how we set precautions to protect our children.”

DRAWING ACTIVITY

1. Distribute paper and colored crayons or markers to participants. Explain to participants that they will draw a vegetable garden on their paper. Lead the drawing by asking each question and having participants draw or write words around their garden. Give enough time between questions for them to draw what they want to show. Offer instructions to the participants:
 - We are going to pick two dangers from the previous exercise (Facilitator has participants volunteer two dangers). These dangers will be present in your garden. You should keep them in mind when thinking about how to best protect your garden.
 - How do you prepare the soil before you plant your seeds, are there any vulnerabilities to your soil that might make it hard to grow? (Start your drawing.)
 - What else can you do to help your vegetables grow, starting when they are very small plants (Draw different things that you would do.)
 - Are all your vegetables the same? (Draw some plants) Or are there differences, for example different types of vegetables or that some are stronger than others? (Draw some of the differences.)
 - What dangers threaten your garden, such as storms or predator animals? (Draw the signs and symptoms that can show this.)

- How do you try to protect your plants from storms or predators? (Draw what you would do.)
- How do you know your vegetables are ready to be picked? (Draw the all-grown vegetables.) By contrast, what happens when a vegetable is picked too soon? (Draw an example of this).

SHARING

2. Have participants share in pairs or groups of three. As they describe their gardens in detail, ask them to also share how they care for and protect children in their community.
3. Invite several participants to come up and briefly tell the story of their gardens, and how this is similar to the way they care for children.
4. Have participants hang their gardens up on the walls and give time for participants to look at what others drew.

TIP:

As people give their presentations, write down key points on the flip chart and hang this on the wall near all the garden pictures.

Facilitator should make sure to emphasize

- There are important practices that all communities need to have, in order to protect the children who live there. (Name some of these, for example “caring for each other,” “warning each other of dangers in the community, etc.”)
- It is the responsibility of community members, including parents and caregivers, to implement these protection practices
- We need to learn from our own experiences to identify the most effective ways to protect others in our community.

PART 2 Identifying Human Trafficking In Our Communities

Activity 2

What does trafficking look like?

Case Scenarios – Small Groups



45 MINUTES

“We have spent some time talking about our gardens that, like our children, need to be nurtured and protected. But what happens if someone comes in to cut off one or two flowers because they think that’s what they need? This action is a lot like human trafficking. Now we will learn how to identify human trafficking when it comes to our communities and suggest different ways that we can protect our children and youth from being trafficked.”

STEPS

1. Divide participants into six groups, and distribute the case scenarios, two per group.
2. Each group discusses four questions for each case scenario within their small groups.
 - Do you think this situation is a problem? If yes, is it a human trafficking problem? Why or why not?
 - What led to the child being vulnerable in this scenario?
 - Is there anything you can do to help as an individual? What and how?
 - Is there anything that the local Child Protection Committee can do to help? What and how?
3. Have each group briefly present what they discussed.
4. The facilitator should write key points for what an individual can do and what a Community Protection Committee can do to help on the flip chart. After each group presents, the facilitator should ask the other participants if they agree or disagree with the actions the presenting group is suggesting.

What might other participants add as actions to be taken up to protect the child? (These should also be recorded on the flip chart.)

TIP:

Have case scenarios printed in advance for distribution to groups. It is okay that more than one group has the same scenario.

Group 1:

A child lives in a house where the father is often drunk and the mother looks very sad.

A family has two children in school, a boy and a girl. The girl is a year ahead of the boy and is getting good grades. The family has had with a poor harvest this year and can only afford to send one child to school. They choose to send the boy.

Group 2:

A family asks their oldest son aged 13 to go to town to work in a factory to earn money for his sister's dowry.

A family is struggling to feed itself. As broker comes to town and tells the father that he knows of a well-to-do family in town that is looking for a servant. They ask their oldest daughter, who is 12, to go to town to earn money as a servant.

Group 3:

A 15-year-old girl returns to the village after having been away for a year in a big city. She seems changed: she is now very quiet and does not want to attend school.

A family has three daughters ages 7, 11, and 13; they decide to marry one of the daughters off now to reduce the dowry.

Group 4:

You noticed that last month there were two students who dropped out at the school and now they are working at the brick kiln.

A family has two children in school, a boy and a girl. The girl is a year ahead of the boy and is getting good grades. The family has had a poor harvest this year and can only afford to send one child to school. They choose to send the boy.

Group 5:

A 15-year-old girl returns to the village after having been away for a year in a big city. She seems changed: she is now very quiet and does not want to attend school.

A family has three daughters aged 7, 11, and 13; they decide to marry one of the daughters off now to reduce the dowry.

Group 6:

You noticed that last month there were two students who dropped out at the school and now they are working at the brick kiln.

A child lives in a house where the father is often drunk and the mother looks very sad.

PART 3 How can we respond to human trafficking?

Activity 3

How can we prevent human trafficking?

Discussion



30 MINUTES

Purpose

To identify ways to prevent human trafficking by making our community safer

"After making our gardens we discussed what can be done when a child is at risk for a potential trafficking situation. If the right actions are taken – either by ourselves or through our local Child Protection Committee -- the trafficking situation can be stopped and the child will remain safe. We are now going to look at how we could prevent trafficking from even occurring in the first place."

STEPS

1. The Facilitator says: Early in our workshop, when you drew your gardens, we briefly talked about how you prepare the soil before you put your seeds or plants in the ground. We said the soil is like your family and the community; it is the foundation upon which all of us depend. But what happens if the soil is not right, not healthy? Perhaps it is too dry or gets too wet or lacks some vital ingredient. In these situations, what happens? (Allow for answers.) Can we do something to help the soil in these situations? What can we do? (Allow for answers.)
2. Now, let's think of the soil as families and the community. What can go wrong with families and communities that get in the way of children growing up strong and healthy? (Allow for answers.) What caused these problems to occur – maybe recently or maybe a long time ago? (Allow for answers.) Can we do something to help strengthen families or the community in these situations? What can we do? (Allow for answers.)

3. If a family or community is facing a lot of challenges, how does this make children and adults vulnerable to trafficking? (Allow for answers.) What can we do to reduce the vulnerability and keep people safer? (Allow for answers.)

"In working together as a community, we can decrease the vulnerabilities of children and promote positive community practices to stop human trafficking from occurring in our community."

Activity 4
How can we help survivors of human trafficking?

Discussion



45 MINUTES

Purpose

To help participants address and respond compassionately to trafficking survivors in their communities

"We have spent the day so far looking at what we can do to keep our families and communities safe from human trafficking. Now, we will consider what we can do when survivors of human trafficking return home. I am going to read to you the story of a real girl, Nirmala, so we can learn from her experiences."

STEPS

1. Facilitator reads Nirmala's story aloud.
2. Participants are broken into dyads (pairs) and are told that they will be asked questions about Nirmala's story that they should discuss with each other. Then the Facilitator asks each question and gives the dyads 2–3 minutes to discuss, before asking the next question.
 - Do you think Nirmala's story could happen in your community?
 - What could members of the community do to protect Nirmala and others like her from being trafficked in their village in the future?
 - In a way, Nirmala's story has a happy ending. What are the things that went well for her, that saved her life?
 - Even after Nirmala returned to the village, she says she cries every night. Why is Nirmala still crying?
 - What can ordinary adults and children do in Nirmala's village to make her feel more welcome, now that she is home?
 - What role can the community Child Protection Committee play?
 - What barriers exist to prevent other girls from having a similar experience to Nirmala, and how can these barriers be overcome?

Continue the conversation in plenary (all participants together) and discuss:

- What are the barriers in your community that get in the way of supporting children like Nirmala?
- What can your community do to overcome those barriers?
- What are some action steps your community can do to support survivors of trafficking like Nirmala?

TIP:

One type of response to human trafficking is to work with the Police, Justice Department and other government officials to enforce laws against trafficking and also to catch perpetrators – that is, identify and stop the traffickers and the people who benefit for them.

"In working together as a community, we can support survivors like Nirmala who return home after experiencing trauma. We must avoid victim blaming – no individual ever chooses to be trafficked. We can respond with care and compassion, to help survivors rebuild their lives at home."

Nirmala's story

My name is Nirmala. I lived with my mother until I was 13 years old, but in the last years she became ill. We had no money, so I dropped out of school in Grade 7. Then a local boy sought me out, saying, "I know a family in Mumbai; you can work there and earn good money." I thought, I can do that for a few months to help my mother and then come back home and return to school. My mother didn't want me to go but I persuaded her. The boy took me to Mumbai but the city is so big; I didn't know where I was. Soon I realized I was sold as a servant to a wealthy family.

This family made me work very hard from sunrise until the middle of the night. I was locked in the house all the time and could not use a phone. I had to do whatever they wanted. It was terrible. I was always tired and they made me do bad things. I was just an innocent girl, but they took that part away from me. When I asked for my money or said I wanted to go home the man hit me and said, "We paid money to the boy for you, so now you belong to us."

I did not see anyone outside that family for a whole year. I could not contact my mother. I just wanted to die; I felt dirty and ashamed.

After a year, another servant came to the house, an older woman. She saw my situation and one day she left a door unlocked. I ran through Mumbai asking for the railway station. A man saw me crying and called ChildLine, the emergency telephone hot-line, on my behalf. A ChildLine counselor arranged for a railway ticket to the city closest to my home. When I arrived, someone from ChildLine met me and took me to a Children's Shelter.

For my first month at the shelter I couldn't say anything. I just wanted to sleep, sleep, sleep. It's God's grace that I survived. I thought everyone would blame me for what happened; that it was all my fault. Eventually the (ChildLine) counselors helped me regain my health and I could accept their comfort. They arranged for my mother to meet me again. I knew my mother always loved me and I am fortunate that she accepted my coming home. But I have not told

anyone else in the village because I am scared. I still cry every night. What will become of me in the future?

My mother told me that the same boy who trapped me also persuaded my cousin, daughter of my uncle, to go with him to the city. We don't know where they went, and she is still missing. The police were called to arrest the boy, but he ran away. Just think, he is also a child like me! I am sure someone else is paying him to tell lies so other desperate girls will follow him. I pray all the time that no one else has to suffer like me.

*Interviewed by Lucy Steinitz, May 2016
(name changed for confidentiality)*

PART 4 Next Steps

Activity 4 Personal Commitments and Closing Ceremony *Discussion*



45 MINUTES

Purpose

To help participants review what they learned from the workshop and commit to doing at least one thing to prevent and/or respond to human trafficking in their community

STEPS

"In working together as a community, we can support survivors like Nirmala who return home after experiencing trauma. We must avoid victim blaming – no individual ever chooses to be trafficked. We can respond with care and compassion, to help survivors rebuild their lives at home."

1. Facilitator breaks participants into the same groups of 2-3 persons as earlier. Ask each group:
 - What did you learn today that you can bring back to your community?
 - Name at least one thing that individuals can do to end human trafficking in their communities and/or make life better for those who survived.
 - Name at least one thing that the community Child Protection Committee can do to end trafficking in their communities, and/or make life better for those who survived.

- What is your personal commitment of what you will do after you get home, based on what you learned or discussed today?
2. Bring the small groups back to the main group and ask each group to briefly mention one thing that they discussed. Add that participants are welcome to share their personal commitments, if they want to.
 3. Ask if anyone wants to add anything. If any steps were identified during the workshop for follow-up by the community's CPC or another group, be sure to remind everyone of that now.

TIP:

If certain groups want extra time for action planning as a group, this time should be set aside with a simple matrix: If desired, smaller sub-actions or steps can also be described.

"In working together as a community, we can prevent human trafficking, as well as support survivors like Nirmala who return home after experiencing trauma. Our community can be a place of protection and also of healing."

Actions	Goal (should be SMART)	Description	Who is the leader?	Who are other members involved?	When should results be expected?	What resources are needed?

SMART = S (SPECIFIC), M (MEASURABLE), A (AGREED UPON), R (REALISTIC), T (TIME BOUND)

4. The facilitator thanks the workshop participants for coming.

“Thank you for coming to this workshop. The next step is to have meetings within your community and your community groups to talk more about what you have done with your action plans, and other matters affecting your children. We wish you all the best and know that the children living here will benefit.”

5. Close the workshop in a way appropriate to the culture or country (e.g. a song, prayer, deep-breathing exercise or short dance).

End of Workshop

Annex 1: Games and Energizers for the workshop

1. The sun shines on

The participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out, for example, “the sun shines on all those wearing blue”. All the participants wearing blue must change places with one another. The person in the middle tries to take one of their places as they move so that there is another person left in the middle without a place in the circle. The new person in the middle shouts out the same thing, this time using another color or type of clothing and the game continues.

2. Pass the energy

Standing or sitting in a circle, the participants hold hands, stay quiet and concentrate. The facilitator sends a series of ‘pulses’ both ways round the group by discreetly squeezing the hands of those next to her/him. The participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them and literally ‘energizing’ the group.

3. Pass the person

The participants stand facing each other in two lines. Each person tightly grasps the arms of the person opposite. A volunteer lies face up across the arms of the pairs at the beginning of the line. Gently, the person is ‘bumped’ all the way along the line by pairs putting their arms up and down to move the volunteer on.

4. Heads to tummies

People lie on the floor in a chain so that each person has their head on another person’s stomach. Someone will laugh. Hearing someone laugh through his or her stomach makes the next person laugh and so on round the chain.

5. Yes/No Game

The participants split into two lines, so that each person faces a partner. One line has to say, “Yes” in as many different ways as possible, while in the other line the opposite person is trying to say “No”. Swap around so that each line has said both “Yes” and “No” and then discuss how people felt/which one was easier to say etc.

6. People to people

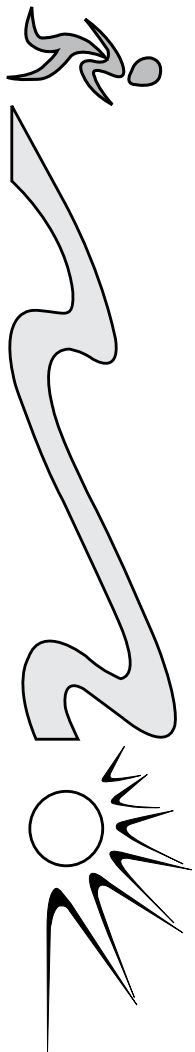
Everyone finds a partner and one person is the leader and calls out actions, e.g. nose to nose, back to back, head to knee etc. The participants have to follow these instructions in pairs. When the leader calls "People to people" everyone must change partners.

7. What am I feeling?

The participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.

8. Clap exchange

The participants sit in a circle. Send a clap around the circle by facing and clapping in unison with the person on your right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps around the circle at the same time.



THE **JOURNEY** OF **LIFE**

Certificate

_____ has successfully completed the

_____ workshop

in the Journey of Life Series.

_____ (Facilitator)

_____ (Organisation)

_____ (Date)

Acknowledgements

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JOL COMMUNITY CONVERSATIONS SERIES

Each workshop comes in both a **Facilitator Training Guide (FTG)** and a **Community Implementation Guide (CIG)** – The FTG prepares facilitators to implement the community conversation (using the CIG) with stakeholders of the community. Make sure you have the right version.

Number	Manual	Content	Where to access
1, 2, 3	The Journey of Life Community Workshop to Support Children	Facilitation Skills Workshop + JoL Awareness Workshop	www.repssi.org www.crs.org
	Action workshop 1	Community Parenting	
	Action workshop 2	Supporting Grieving Children	
	Action workshop 3	Lessons from Life – Teaching Life Skills to Children	
4	Action workshop 4	<i>Social Connectedness</i>	www.repssi.org
5	Action workshop 5	<i>Making our Communities Safer</i>	www.repssi.org
6	Action workshop 6	<i>Children with Disabilities</i>	www.repssi.org
7	Action workshop 7	<i>Ending Child Marriage</i>	www.repssi.org
8	Action workshop 8	Ending Human Trafficking	www.repssi.org, www.crs.org
9	Action workshop 9	Protecting Children from Abuse	www.repssi.org, www.crs.org

- The JOL series has developed in response to the changing needs of children and other action workshops have been added to the original package.
- If facilitators have prior experience in facilitation and community mobilisation it is not necessary to begin with the Facilitator Training Guides and they can begin with the Community Implementation Guides.