



CATCH UP!

THEME: EMOTIONS



Red een Kind (ReK) is a Christian, child-focused development organization working with local Partners in Asia and Africa. Internationally the organization is known under the name Help a Child (HAC).

Help a Child wants every child to have a loving and dignified existence and a promising future.

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Written by Inge de Kroon (student Ecological Pedagogy, University of Applied Sciences)

Supervised by Liesbeth Speelman (Coordinator Child Development HAC)

For more information, please contact Help a Child

P.O. Box 40169

8004 DD Zwolle

The Netherlands

Phone: +3138 460 4648

Mail: childdevelopment@redeekind.nl

Web: www.redeekind.nl

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This document is part of the **CATCH UP!** activities book from the complete **CATCH UP!** package for children's clubs:

- **CATCH UP!** How to organize and facilitate a children's club
- **CATCH UP!** Activities Book
- **CATCH UP!** Training

This complete package is available at the knowledge portal
<http://howto.helpachild.org>



INTRODUCTION

This chapter presents the following information:

- **WHO** is this activities book for?
- **WHY** is this activities book written?
- **WHAT** is this activities book about?
- **WHERE** and **WHEN** can this activities book be used?
- **HOW** can this activities book be used most effectively?

Please read these pages carefully before you begin to use the activities!

WHO?

This activities book has been written for all the children's clubs of REK, Help a Child. The book can be used by all partners and volunteers who are facilitating children's clubs.

The stories and activities are focused on children in the age of 8 to 14 years. But most activities have options to make games easier or harder, so you can choose the level that fits your children's club, even if the children are younger than 8 years or older than 14 years.

WHY?

After a little research we found out that some partner organizations are struggling to make the children's club a success and to keep it running. Some of the partner organizations pointed out that more guidelines for the club would be helpful. We were planning on giving more directions to the children's clubs. Hopefully this book will help you organizing the clubs and make it full of original and informative activities.

WHAT?

The main focus of this activities book is to support the development of children by using different themes. This book will give you information about the development of children and why support in the development is important. Besides that the activities book gives you lots of subjects to talk about and games to play at the children's clubs, that will help the development of the children.

The book contains 5 different themes:

- **EMOTIONS**
- **LISTENING**
- **RESPECT**
- **SETTING BOUNDARIES**
- **WORKING TOGETHER**

This document only contains the theme: EMOTIONS.
Check out the knowledge portal for the other themes and the complete activities book:
<http://howto.helpachild.org>

Each theme is divided in three parts. The first part of each theme is the **information**. This chapter contains information and tips about the theme and the development of children around this theme. The information forms a foundation for the rest of the activities around the theme.

After every introduction you can find a **bible story** about the theme. It starts with a short summary, followed up by the complete story. After the story you find questions about the story and the theme that you can use to have a group conversation with the children. There is always a bible sentence you can teach the children and a prayer to close the bible time.

Every theme contains 8 different **games** you can play with the children. All games are about the theme and help children to understand, to practice and to learn, but are also fun to do. Every game has 'options' in the end, if you don't think the game fits your children's club, check the options to make it fit. There are options to make it easier, harder, different or a contest. Also there are options if you don't have the materials that are needed or there are children with a disability at your club. At last there is often the option 'afterwards' which contains questions and subjects to talk about with the children after the game is played.

WHERE AND WHEN?

Use this activities book at the children's clubs at the place where you facilitate it. Per game it is made clear if the game can be played inside or outside. Feel free to use this activities book for other occasions or clubs!

HOW?

There is not one right way to use this activities book. It's up to you to see what you can use and how you can use it. See and discuss with others what will fit your children's club the most. The themes are placed in alphabetic order, the book does not have to be used from the first page until the last page.

The themes are really related to each other, so it is easy to combine and let the themes follow up. The order of rank doesn't matter: emotions are important while setting boundaries or working together. But setting boundaries is also about working to get together and respect each other. Just like it is respectful to listen to each other and respect emotions of others. Look at your child club and see which one can be used the best at this moment.

The bible stories

The bible stories aren't obliged, it's up to you if you want to use it at your children's club. The stories don't have to be specifically used for Christian children. They can also be used as a way to talk about the theme with each other and enlarging general knowledge of the children.

The games

The games are placed in random order, see which game fits your club the best as introduction which can be used more deepening. You are not obliged to use all games, feel free to combine games from different themes at your club gatherings!

We chose to give a lot of games to do at the club gatherings because of the positive effect of playful learning. By playing children develop locomotion, creativity, fantasy, mental capacity, and special insight. They learn to work together, handle frustrations and they get to know their selves and their skills and interests. Playful learning is the most natural form of learning. It challenges children to come in action and move their borders. So the games at the children's clubs will give a positive support in growing up and developing themselves!

Possible set up of children's club gathering:

1. Welcome the children and start up a song, a dance or a yell
2. Short group conversation about the theme of the day
3. A short and easy game to introduce the theme
4. A bible story about the theme with questions and prayer
5. A game about the theme that takes a long time
6. Sing a song (maybe you know a song about the theme or the bible story)
7. A last game to 'close' the club
8. Short talk with the children about what they think of the club today and an invitation for the next time

Feel free to adjust games or stories you learned when you were little. It is nice to pass through games and stories that are typical for your culture.

Be sure you prepare the children's club gathering very well! Know which theme you work on, prepare the story you are going to tell and know before the start of the gathering which games you are going to play. Be sure you know how the games work so you don't need to read the explanation again while the children are waiting. Good luck!

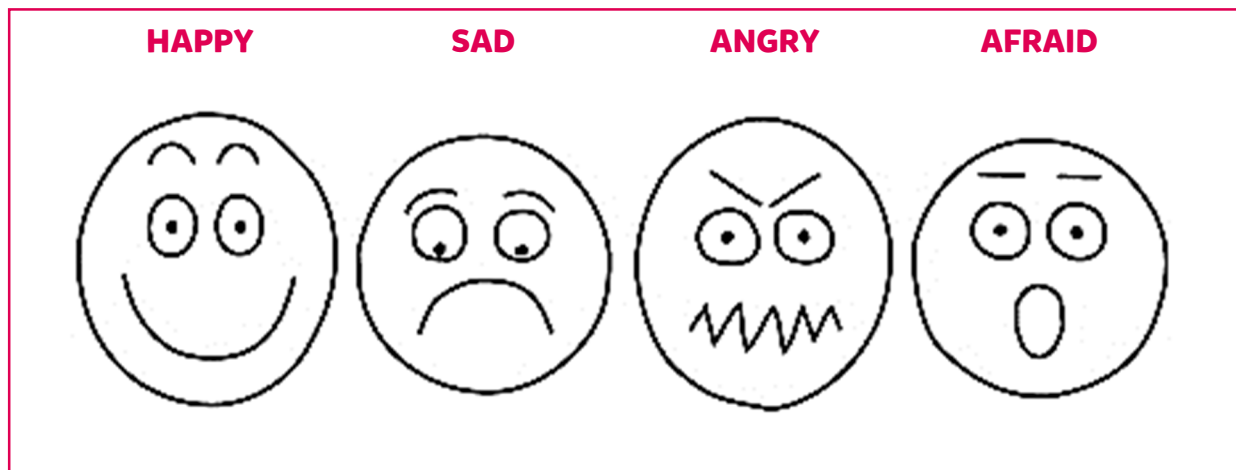
INFORMATION



EMOTIONS

There are four 'basic' emotions: happy, sad, angry and afraid.

Sometimes 'surprised' and 'disgusted' are also named as basic emotions, but researchers discovered that disgust & anger and surprise & fear are very look alike in facial signals. They say that the emotions surprise and disgust develop later, so that is why there are four basic emotions. The four emotions are called the basic emotions because all over the world, without cultural influences, they seem the same. Probably the mimics are native.



This four emotions are the head subject of this theme. Although there are a lot more emotions which probably will come forward at the children's club. Let the children think about what kind of emotions they already know and under which 'basic emotion' it can be placed. In the frame you see a couple of examples. Notice: these are not all emotions, there are a lot more!

Happiness: excitement, joy, fun, hope, optimism, relief, proud, admiration.

Sadness: pain, depression, disappointment, regret, grief, despair, guilt.

Fear: shock, fright, alarm, tension, nervous, anxiety, shame.

Anger: irritation, frustration, disgust, hate, jealousy, fury.

Emotions are a huge part of our lives. They influence the development of children a lot. That is why it is so important children know what emotions are, what they feel like and how they can handle them. Talk with the children about how they feel specific emotions, how their faces look when they are angry, sad, happy or afraid. What do they do when they feel like that? How long does the feeling last?

Children with a good emotional development have a stable self-esteem, strategies to solve problems, a kind of inner crisis management and, very important, they know alternatives for violence and drugs.

The development of emotional insight is subdivided in five aspects. The more a child is developed at the aspects, the more he can live a good social life. Keep this way of development in mind while working with the children.

Aspect 1: Becoming aware of your own emotions. At first there is the knowledge of own emotions. A child with a high emotional development is able to notice his own feelings and emotions and recognizes his own change of emotions.

Aspect 2: Handling emotions. This is about handling your emotions efficiently. Only the children who notice their feelings well can influence them and overcome emotions like anger or disappointment faster.

Aspect 3: Turning emotions into action. This is about using the noticed emotions, turning them into purposeful actions and to motivate yourself. At this point the skill of monitoring impulses has to be developed by the child.

Aspect 4: Developing empathy. Developing empathy is about recognizing feelings and emotions of other people, estimating them correct and develop sympathy.

Aspect 5: Becoming socially capable. The first 4 aspects are the foundation for accurate contacts and relationships. At aspect five the child is now able to live his life in a skilful way.

BIBLE STORY: THE BOY AND THE GIANT



Summary

In the story of the boy David and the giant Goliath the emotion *afraid* comes up a lot. David is not afraid because he trusts God. Talk with the children about emotions and how God can help them to deal with their different emotions. You can find this story in the bible in 1 Samuel 17.

The story

David looked around at the scared faces surrounding him. Why was everyone so scared of this big bully? God was on their side, so why were they afraid? Goliath was making them look stupid! And no one was doing anything!

David had just come to see how his three older brothers were doing at the battle and was delivering food their father had sent. He thought he would get to see the soldiers fighting. But there, on the other side of the valley, stood a huge giant! And, of course, no one wanted to fight him because he was just, well... just so big! So his brothers and the rest of the Israelite army were just standing there, looking very, very scared. David wasn't impressed. Something had to be done!

He walked up to one of the men and asked: "Excuse me, but isn't anyone going to fight that man?" The soldier looked down at him. "You mean Goliath?" David nodded. "Yes, is someone going to fight him or not?" "Are you kidding? He's too big!" the soldier replied. He'd crush our strongest men in a second! No one's going to fight that giant." David stared at him with a smile. "Then I will fight him!" The man laughed, "Oh, you're just a boy! In fact, you should be going home now. Your brothers have their food, so go!". David turned around and walked away, trying to ignore the laughter and sneers of the crowd. So what he was just a kid? God was on his side, too! But he did need to get home and it didn't seem like anyone was going to listen to him here.

Just as he was about to leave the camp, a man came running up behind him. "Excuse me. Are you David?" he asked. "Yes, I am. Is there something wrong?" David asked him. "Just come with me, please," the man responded, taking David's arm gently. He took David to a large tent where inside sat King Saul on his royal throne. David stepped forward and respectfully asked, "Sir, you wanted to see me?" The king looked down at the small boy before him. "Uh, yes. Go fetch the man who said he wanted to fight Goliath." David smiled proudly. "That's me!" King Saul looked at him strangely, and David stopped smiling. "Is there something wrong, King Saul?" he asked timidly. "Yes! You cannot fight Goliath! You are nothing but a small boy. He would crush you in an instant," King Saul bellowed. "But God is on my side, right? He'll protect me. You don't have to worry, King. It'll be okay. I promise," David said. "Once, when I was watching my dad's sheep, a lion tried to eat one of the lambs. I killed it with my bare hands. Another time, a bear tried to eat some of my dad's sheep. I killed it, too."

"If you must go, you will need armor," he said as he motioned for a guard to come over. "Go get my royal armor," he told the guard. When he came back, King Saul commanded the guard to put it on David. David stood, or tried to stand, under all the armor. It was heavy. Very heavy.

"Um, King Saul?" David mumbled from underneath the suit of heavy armor. "Yes?" he answered, trying to place the sword in David's hand. Clang! David dropped it. "This stuff is too heavy. I can't wear all this. I'll be fine without it, King Saul."

When he didn't seem convinced, David said, "King Saul, God is on my side. I'm not scared. Please let me go fight the giant." King Saul went back to his throne and sighed heavily. "All right. You may go," he said. "But please be careful. The Lord be with thee." David smiled, and as he walked out of the tent said, "Thanks!"

He soon reached the valley where the giant was standing on the other side. David turned and saw a small brook. He walked over to it and picked up five smooth stones. He placed one into his leather slingshot and stepped closer to where the giant was. "What is this?" Goliath shouted loudly. "The Israelites send me a boy to fight? I will feed your skin to the birds!" David shivered at the thought, then straightened his back and lifted his chin. "But God is on my side. You can't hurt me! And I'm not scared!"

Goliath laughed and David began to swing his slingshot in the air slowly at first, then faster and faster. Goliath saw what he was trying to do and began walking towards him. Then snap! David snapped the slingshot and the rock flew through the air, straight at Goliath's forehead, and wham! David's eyes widened as the giant went cross-eyed for a moment, then fell over! He was dead and Israel was saved! David had won the battle for the Israelites!

Think!

Does our size really matter to God?
Does He care if we are short or tall, fat or skinny?
What kind of emotion did the army have?
Why was David not afraid?
Could God use you to do something special for Him?
Think of a time when you really needed God's help.

Learn!

"Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am." – Philippians 4:13 (MSG, The Message).

Pray!

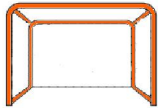
Dear God, help me to know that You love me just the way I am. Give me the courage to do what You want me to do. Help me to remember that You are with me at all times, ready to help me with all of my problems and emotions. In Jesus' Name. Amen.

THE FEELINGS ABC



EMOTIONS

GOAL



- Learning new emotions
- Learning new words to describe feelings
- Working together

MATERIALS



- Something to write down feelings: papers and pencils, a chalk board, etc.

TIME



- **10 - 20 minutes**

THE GAME

With almost every letter in the alphabet you can make up a word that describes a feeling. Let the children make a list of feelings from A to Z. Some examples:

Afraid

Bored

Confused

Disappointed

Excited...

Note: If your language doesn't use a lot of different letters then give the children the task to think of 15 different emotions.

In short:

1. Explain the game to the children
2. Make groups of 4-7 children, they have to work together
3. Give them about 10 minutes time to think of the emotions from A to Z
4. Gather everyone together again and discuss about the emotions the children have written down. Discuss which letters were easy and which letters were hard to think of an emotion.

OPTIONS

- **Make it harder:** let the children make sentences about the words of feelings, for instance: 'My mom is really *mad* when I come home too late'.
- **Make it harder:** let the children think of emotions individually, now the children really have to think to find original emotions on their own.
- **Make it different:** let the children think of different emotions, as many as possible. Discuss with the children and try out the mimics and expressions that come with that emotion.
- **Make it a contest:** (individual or in groups) the child/the group who has finished the ABC as first has won. Compare all answers with the rest of the group.
- **Make it a contest:** (individual or in groups) the child/the group who has found the most different feelings in the ABC within a specific amount of time (for instance, 10 minutes), has won. Compare all answers with the rest of the group: are there a lot of the same answers or are they different?
- **Afterwards:** when the children are mentioning the feelings, ask them questions: when do they have that feeling? How does that feel? Why do they have that feeling? Does the rest of the group recognizes this?

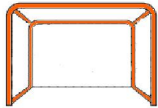
abc

THE LAND OF THE SMILE



EMOTIONS

GOAL



- Recognizing face expressions
- Practicing and expressing different (new) face expressions

MATERIALS



- No materials needed

TIME



- **10 - 15 minutes**

THE GAME

There is a land that is called the land of the smile. The people who live there are always, every day, really bored. But there is one secret clown in the land. That secret clown can bring a big smile on the face of the people in the land of smile! When a bored person receives a wink of the clown, he or she suddenly has the biggest smile on his face and shines around the circle! The clown has to be secret, no one may know who he is. Every day he winks without the bored people knowing who the clown is. But sometimes one of the bored people finds out who the secret clown is.. What will happen today?!

If someone of the bored children thinks to recognize the clown, he can raise his hand and call the name. If he is wrong, he automatically goes to the land of smile. If he is right, the game is over and there can be played a next round.

In short:

1. Explain the game and tell the story to the children
2. Let the children stand or sit in a circle
3. Let every child close his eyes
4. You tap someone on the shoulder, that child is the secret clown
5. The children can open their eyes and make a bored face
6. The secret clown has to look around and give someone in the circle a wink. The child who receives the wink is from now on in the land of the smile, he has a big smile on his face.
7. If someone of the bored children thinks to know who is the clown, he can raise his hand and

call the name. If he is wrong, he automatically goes to the land of smile. If he is right, the game is over and there can be played a next round.

8. If no one guesses who is the clown, the game continues until the secret clown has winked every child into the land of smile. The clown wins.

OPTIONS

- **Make it easier:** discuss, before you start, how the face expressions 'bored' and 'happy' look and practice it with the children.

- **Make it harder:** if you have a big group of children you can make it harder to point out more clowns, it makes it harder to recognize. Also, the bigger the group the bigger the circle, so it is less easy to see who the clown can be.

- **Make it different:** in new rounds, let the children make up new emotions/feelings. So instead of smiling and shining in the land of smile, the child who receives a wink will go to the land of love/sadness/shyness and discuss which face expression matches with that kind of land.

- **Afterwards:** talk with the children about what they think of the game. Was it hard to play? What made it hard? Do they want to play it again?

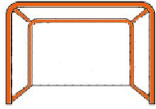


THE EMOTION BUS



EMOTIONS

GOAL



- Learning new emotions
- Learning to express different emotions
- Practicing in switching between emotions

MATERIALS



- Chairs to create a 'bus'
- Something to create a 'bus stop' (this can be anything, a book, a box, just something so the children recognize where the bus stop is)

TIME



- **10 - 20 minutes**

THE GAME

There is a bus that drives through the town/community. One child is the bus driver and sits in front of the bus. The bus driver can make up where the bus is going to and he sells tickets to the passengers.

The other children, the passengers, are waiting for the bus at the (invisible) bus stop. The bus driver acts like he's driving and stops at the bus stop. One child can go in and buy a ticket. When the child enters the bus he brings an emotion with him, so for instance he acts like he is really angry. The bus driver takes over the emotion and sells a ticket to the passenger in a very angry way. When the passenger is seated, the bus driver drives to the 'next' stop. They both are still acting really angry. A second passenger enters the bus and takes another emotion with him, for instance: in love. Everybody who is in the bus (bus driver and all passengers) take over the emotion in love and act like it. They stare, they sigh, say lovely things, they look really in love. When everybody is sitting down, the bus driver goes to the 'next' stop. This continues till all passengers are in the bus.

Play it again and let another child be the bus driver.

In short:

1. Explain the game and tell the story to the children
2. Let one child sit in front of the bus, he is the bus driver
3. Let the other children stand and wait at the bus stop
4. Choose one child that will be the first passenger: let him think of an emotion that he is

going to play

5. Let the child step in the bus, the first passenger and the bus driver act together
6. Choose the second passenger, let him think of an emotion that he is going to play
7. Go on until all children are in the bus
8. When the bus is full: let everybody go out of the bus
9. Play the game again, choose a new bus driver

OPTIONS

- **Make it easier:** play the game in a smaller group, so the children can choose out of a lot of emotions. Are the children really young, help them finding original emotions by asking questions about specific moments and how they feel when they are in that moment. You can also give them an emotion they have to play.

- **Make it harder:** play the game in a bigger group, now the children really have to think (and help each other) to find original emotions.

- **Lack of materials:** don't you have (enough) chairs for the children? Use something to mark 'seat' spots at the ground (a branch of a tree, a circle in the sand).

- **Big group of children:** if your child club is really big, split up the group and have more busses at one time.

- **Afterwards:** you can talk at the end of the game with the children about how they experienced playing this game. Which emotion is easy to play and which emotion is hard to play? Why is that? What is different in attitude and talking in different emotions?

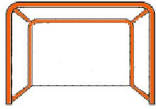


THE LITTLE SNAIL



EMOTIONS

GOAL



- Finding a quiet and safe place to relax
- Experiencing own feelings
- Learning to call up pleasant feelings

MATERIALS



- No specific materials needed (you can let the children squat on the ground or if you are sitting on chairs with tables, you can also tell them to lay on the table with their upper body)

TIME



- **10 minutes**

THE GAME

After a busy (school)day it is good for children to relax a bit and find some rest. Some children are feeling really small, unimportant or they feel a lot of pressure to perform or of taking care of others. That are the kind of moments in which they prefer to move back from everything. To ease the group of children you can give them a moment of safety, like a snail who gets back into his little house and is alone and safe. You can do this by telling them what they do and what they feel. Tell it really slow and in a calm way, so the children will relax:

“Go and make a squat. Put your head between your knees, make your back round, put your hands on your head and close your eyes. Imagine that you are a small snail who pulls back in his little house to have a safe place to be. Take a deep breath. Now you feel that a kind person takes you in his arms, really careful. While you are laying in his arms, you relax every muscle you have. You become real soft and your head feels light. You feel the warmth of the whole snail house through your body. You have a very warm and lovely feeling. Now you feel strong enough to come out of your snail house. You are curious about all things that are outside. Really carefully you stretch your arms amongst your body, like a snail stretches out his feelers. Also your body becomes longer and longer. Slowly you open your eyes. Maybe you can put a smile on your face.”

In short:

1. Explain to the children what you are going to do
2. Make sure there is a safe and quiet place to do this game

3. Check if all children have enough space to relax
4. Tell the story
5. When you are done, slowly finish the game. Make sure there is a nice transition to the next game so the children keep having the safe feeling.

OPTIONS

- **Disability:** if there is a child who can't participate in this game because of a disability, he can just sit at his chair with the eyes closed.
- **Big group of children:** split up the group and do this exercise in small groups.
- **Afterwards:** talk with the children about how they experienced it. What do they feel? Do they feel more peace? Was it nice to do?

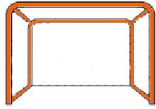


THE ACTING GAME



EMOTIONS

GOAL



- Learning to talk and act in front of a group
- Practicing in recognizing and representing emotions

MATERIALS



- Papers and pens to make the acting cards (sentences + emotion)
- If you have some materials that the children can use to act like their character, it is fun to make a box of stuff they can pick from.

TIME



- **20 – 30 minutes**

THE GAME

Make little cards with a few sentences and an emotion on it. Two children are going outside (the room) and they get a card. They can discuss in a minute who is going to say which line. Back inside they have to act out a short scene with the sentences from the paper in the emotion from the paper. The other children of the group are watching and have to guess which emotion they are representing.

In short:

1. Explain the game to the children
2. Make couples, decide who is going first
3. Give a card to the first couple, let them go outside and discuss
4. Let the first couple act in front of the group, make sure everyone can see it
5. Ask the children who are watching which emotions they say in the play of the couple, lead the conversation with the children about what they just saw
6. Let the couple give the final answer: what emotion did they act?
7. Do this with all of the couples

OPTIONS

- **Make it easier:** help the children to prepare the little scene, by discussing with them how they are going to do it.
- **Make it harder:** make it harder by putting emotions on the card that are harder to represent.
- **Lack of materials:** if you don't have any materials you can still do this game. Just tell the couples what emotion they have to act and let them improvise the lines.
- **Afterwards:** talk with the children about the game, which play was really fun to see? Which emotion was hard to guess?

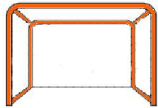
EMOTION: Angry
LINES: "Give me back my ball!"
"No! It's my ball. I'm not giving it."
"That's not true! I found it!"
"Well, now it's mine. Go away!"
"I'm going to tell the teacher!"

THE INVISIBLE FRIEND



EMOTIONS

GOAL



- Being nice to each other
- Experiencing what it is like when others do something really kind for you
- Experiencing how positive it feels to treat each other nicely
- A good atmosphere at the club gatherings

MATERIALS



- Pieces of paper and pencils
- Something to put in the papers, a box / a hat / a bag / a basket

TIME



- **10 - 20 minutes**
- **After that: 1-4 weeks**

THE GAME

All children write their name on a little paper, fold it and put it in a box. Be sure you mix the papers very well. Now all the children have to pick, one by one, a paper out of the box. If a child picks his own name, he has to put it back and pick another paper. Everybody has to keep the name on their paper a secret. You, the leader of the game, can decide for how long. This can vary from the duration of the child club till a week or two. In this period every child has to do as much as good things for the child whose name is on their paper, as an invisible friend. Everything has to happen in secret, so it will be a surprise who is the invisible friend. Good deeds of the invisible friend can be giving compliments, cleaning up for the other, surprising by sneaky giving a little gift or card, opening the door for the other, etc. The children have to discover who their invisible friend can be. If the arranged period is over, there can be a moment in which the invisible friends are being exposed in the group. Everybody can guess who their invisible friend was. Talk about why the children had some suppositions and what the good deeds of the invisible friends were.

In short:

1. Explain the game and tell the story to the children
2. Let the children write down their name, put the papers in a box
3. Let every child pick a name out of the box
4. Tell the children the game starts now and tell them when the game is over (for instance, next club gathering)

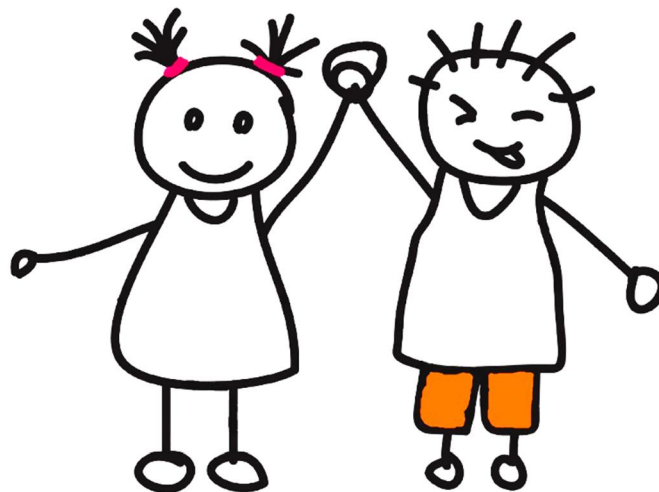
5. Make clear again that the friend is invisible, so they have to keep it a secret

OPTIONS

- **Make it easier:** help the children finding nice things to do and little presents that cost nothing.

- **Make it easier:** when the children can't write yet, write the papers by yourself.

- **Afterwards:** when the period is over and the children can find out who their invisible friend was, talk with them in the group. How was it to be extra nice to someone? Did they notice a difference in the group? What was the nicest thing someone has done?

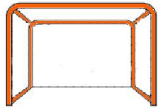


WHO'S THE BOSS



EMOTIONS

GOAL



- Practicing different emotions
- Learning to analyse behaviour, attitude and emotions of others

MATERIALS



- No materials needed

TIME



- **10 - 15 minutes**

THE GAME

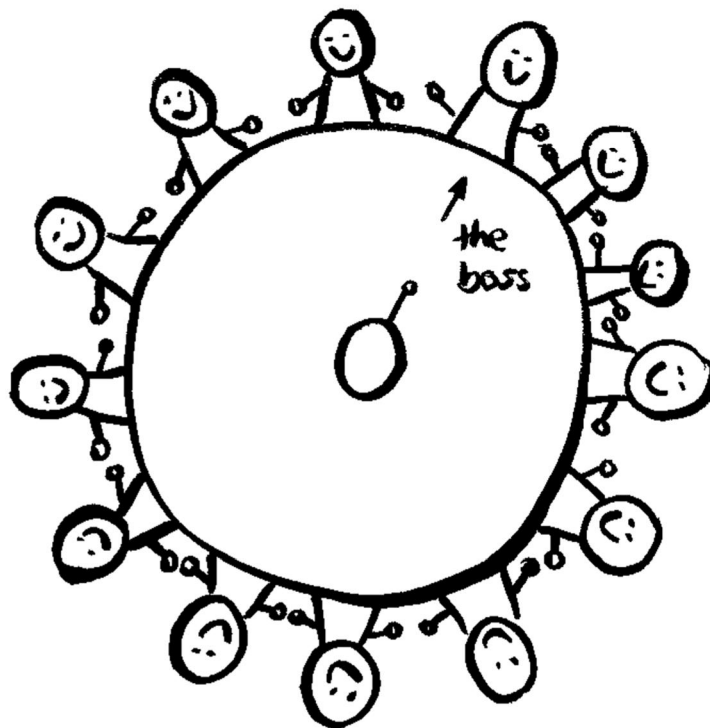
All children are sitting or standing in a circle. One child has to go outside for a short time. When that child is outside, the rest will decide who is going to be the boss. The boss decides the behavior, attitude and emotion of all the other children in the circle. When the boss scratches madly his head, the rest of the children have to copy his behavior, attitude and emotion by scratching their head madly. When the boss is sitting on his hands and looks shy, the rest of the children have to sit on their hands and look shy. When the boss looks happy and smiles, the rest of the children have to look happy and smile. And so on. The child who was outside is called back in and has to stand in the middle of the circle. He has to find out who is the boss. That is not so easy, especially when the boss changes something when the child in the middle is standing with his back to the boss. The other children in the circle have to copy the boss as much as possible, but not too obvious of course, the best is when they don't look at the boss so much.

In short:

1. Let the children sit or stand in a circle
2. Explain the game to the children
3. Ask who wants to guess and send that child away for a minute
4. Discuss with the group who is going to be the boss
5. Ask the child that went away for a minute to come back and let him stand in the middle
6. The boss starts to do his 'work', the rest of the group follows
7. The game is over when the child in the middle has guessed right and knows who the boss is

OPTIONS

- **Make it harder:** put a limit on guessing for the child in the middle, discuss with the group how often there can be guessed (for instance, 3 times).
- **Big group of children:** split up and play the game in different groups at the same time.

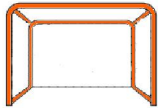


THE FEELINGS BOX



EMOTIONS

GOAL



- Learning to speak up for their selves
- Good atmosphere at the child club gatherings

MATERIALS



- A box, or something that looks alike
- Papers and pencils

TIME



- Making the box: **10 – 15 minutes**
- Discussing what is in the box: **15 – 20 minutes**

THE GAME

Create a special box where children can ‘drop’ their feelings. Make sure there are papers and pencils next to the box, so when children want to share something, they can put it in the box. This can be anything, something they worry about, something about their home situation, something that happened at the club, etc. The child can decide for itself if he wants to put his name on the paper or not.

Make an agreement with the children about when you open up the box. For instance this can be at every start of the club gathering. Read the little messages out loud and discuss them in the group. What is on the paper? What can the group do about this? Does someone know a solution or something that can change? How are they going to realize this?

In short:

1. Explain how it works to the children
2. Plan in a regular moment with the children when the box will be opened
3. Make clear to the children that they can choose if they put their name on the paper or if they drop their feelings without their name.

Important: Make sure you make a few rules by introducing the feelings box, the best is to make the rules together with the children. Example: how often you open up the box, be respectful to each other, do not laugh about what is on the paper, etc.

OPTIONS

- **Make it easier:** for children who are (very) young or disabled, talk to them individual and propose to them to fill in a paper together.
- **Small group of children:** if you have the materials you can choose to make/decorate the feelings box together with the children.

