

SOS activity book



Art and drama activities for children in the SOS children's villages

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**SOS CHILDREN'S
VILLAGES**

A loving home for every child





Preface

This book is written as a part of our graduation project at the school of applied science in Utrecht. For the realization of the book we want to thank Faith Asare for his commitment in cooperating with us and Boudewijn de Bruin for helping us out with the design of this book.



We hope you enjoy this book!

Lots of love,

Iris Wijker and Priscilla Versteeg.

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Art and drama activities for children in the SOS children' s villages

Introduction	5
How to use this book	6
Attitude & Rules	8
Structure	9
Tips & Tops	10
Cooperation skills	13
Exactly the same	14
Making a story together	15
Making a group snake	16
Draw a landscape together	17
Self- esteem	19
Quality game	20
The landlord and his farmers	21
Make a present for a friend	22
What is your friend good at?	23
Trusting each other	25
Blindfold trail	26
Fall backwards, be caught	27
Draw on each other's back	28
Sharing a secret	29
Concentration skills	31
Be a mirror	32
I am going to the market	33
Guided fantasy	34
Blindfold drawing	35

Take the lead or follow	37
Let's Dance	38
The sculptor	39
Draw with your friends hand	40
What will you draw?	41
 Attachments	 43
1. Exactly the same	44
2. Making of a group snake	50
3. Quality game	53
4. Draw on each other's back	55
5. Guided fantasy	56
6. Blindfold drawing	57
7. What will you draw?	58

The activities in this book are made for children from class three and higher, who live in the SOS Childrens Villages in Ghana. The idea of making this book arose during our work and stay in the village. Even though the SOS Childrens Village is a wonderful place which gives children a chance on a better future and provides in their needs we saw that the children were missing the ability to play together and that they had a lack in cooperation skills. Also the children had difficulties in trusting each other and found it difficult to concentrate.

Because the children don't have a lot of space and abilities to play, and we are studying art and drama therapy, we thought it would be a good idea to introduce both arts and drama activities for the children. We came up with a lot of activities which could improve the social skills of these children by using art and drama as a tool. Whereby experience and play are the two main keywords in our approach. We did some of the activities with the children and they responded well. They got really enthusiastic each time they came to us for an activity. We could definitely tell that the children liked the activities and learned some social skills while doing them. But because we were only in the village for about three months, the activities would stop after we would leave and the children would be left with nothing permanent. This lead us to the idea of making this book, so the children will still be able to play and learn by doing drama and art activities. The book is designed in such a way that it is easy for any adult to support the children during the activities. The older children can read the book themselves and therefore they don't even need support at all.

But to do the activities a certain level is required. Therefore the activities are not suitable for the children who are not yet in primary class three or higher.

The main goal of this book is to give the children the chance to continue playing by doing both arts and drama activities. The activities are designed in such a way that they can help improving the following social skills: cooperation skills, self-esteem, trusting others, concentration skills and learning how to take the lead or to follow. We made this book because we want to give the children a permanent guide that can help them improve the quality of their lives.

Of course we did a lot of investigation before we wrote this book. You can find information about the choices we've made in the sent report.

This book has a unique and easy setup, so you can easily find your way in working with it. Each page has the same structure, so you won't be lost in the book. We chose to have a lot of pictures to give you support in understanding the activities and to give examples how to do the activity. Because this is not a text book, we chose to have as little as text as possible.

Alright, so how does this book work?

We've designed activities based on five different areas: cooperation skills, self-esteem, trusting others, concentration skills and learning how to take the lead or to follow. Each area is connected to a certain color in the book:



Activities based on cooperation skills are blue.



Activities which can improve the self-esteem of the children are red.



Activities based on trusting each other are green.



Activities which improve concentration skills are purple.



Activities based on taking the lead or to follow are pink.

Just by looking at the color of the page you can see on which of the five areas the activities are based. Note: you can do any activity any time. There isn't a certain order you should do the activities in.

Now you know how the areas are classified we can tell you how the rest of the book works: In the upper left corner of each page you'll find an icon of a mask or a paintbrush. This icon tells you whether the activity is an arts or a drama activity. The mask stands for drama - and the paintbrush stands for art activity. Next to that icon you can find the title of the activity and the minimum amount of children needed. Below the title you'll find a bar with images which shows you the supplies you need to do the activities. Make sure you have those supplies ready before you start.

Now it's time for the actual activity. Pictures show you each step the children should take. The steps are marked with numbers so you won't get confused about the orders in which the steps should be taken. Underneath each picture there is a short text which explains the steps in words. If you follow each step, the activity will be done in the correct way.

Sometimes an activity requires certain extra examples or extra instructions. If this is the case, there is a note under 'supplies' which tells you on which page you can find those extra instructions. You will always find them in the back of the book under 'attachments'.

Because sometimes there are variations on an activity, we've occasionally added a grid with possible variations. You can choose to do those variations or not. Meanwhile we are at the bottom of the page, where you can find two other text grids: the left one provides you tips and tips for doing the activity and working with the children. And the right one gives you some background information about the activity and some possible questions you can ask the children when they are finished.

Now that you know how this book works, we wish you a lot of fun working with it. On the next page you'll read something about the attitude of the supervisor, rules and structure. When you follow those instructions you will maximize the amount of fun!

Attitude of the supervisor

Because the main goal of the activities is for the children to have fun, it is important that the supervisor has an open, enthusiastic and supportive attitude. It is your purpose to stimulate the children in what they do and make. If you give the children compliments it will do well for their experience and self-esteem.

Rules

To gain pleasure from the activities it is important that the environment in which the activities take place is a safe place for the children to be their selves. But this doesn't mean that the children are allowed to do anything they want. To prevent fights and dissensions we have set up the following rules:

1. We do not fight, kick or hit each other
2. You listen to your supervisor
3. If the supervisor claps his hands you pay attention and stop what you are doing
4. We do not climb on tables and do not write on blackboards.
5. The most important rule: we are together and make fun together!

When we were working in the village, we worked according to these rules. Therefore the children are already familiar with them.

To insure a safe and healthy environment it is important to provide the children a certain structure. When you provide structure the children will know what you expect from them and will know how to behave appropriately. The activities in this book are designed around the following structure:

When the children are all present you welcome them and let them say the rules. If necessary correct them. This will only be necessary in the beginning. Give the children some time to remember the rules. When they are clear, start the activity by giving an explanation. Ask if they have any questions and tell them that they should always feel free to ask questions. When the activity is explained you give the children the time and space to work individually on the assignment. You should give compliments and support the children in what they are doing.

When everyone is finished you ask the children if they can say something about the activity and if possible, show each other what they've made. Letting the children tell about their experiences will make them feel special, taken seriously and heard. Again you listen to the children, agree with them and give compliments.

Because the activities in this book are based on this structure, we strongly advise you to use this structure when you do the activities with the children. Using this structure will increase the improvement of the children's social skills while doing the activities.

This page is specially designed for future volunteers who are coming to work with the children in the SOS Children's Villages. We know from experience in working with the children that it can be very challenging to get control over the children. This is not because the children don't want to listen to you, but is often because there are differences between your culture and the children's culture. To level with the children you need to have a good approach. The tips and tops below will give you a handle in approaching the children:

- * Talk slowly: The children have difficulties understanding English and might not understand you.
- * Don't cuddle or lift the children during an activity: the children will be more occupied getting your attention than doing the activity.
- * Before you start the activity, take away all the individual toys: so the children won't be distracted by or get issues over the toys during the activity. Give the toys back when the activity is finished.
- * When the children hit each other you ask 'why': experience learns that this is a common way to respond on beating each other. Don't expect an answer. A simple 'why?' is enough.
- * End every game with an applause for yourself: this gets the children enthusiastic, is good for their self-esteem and gives space to continue with the next exercise.
- * Let the children raise their hands before they speak
- * Encourage the children and help them: this is good for their self-esteem.
- * Divide your attention: all the children want your attention but it is impossible to give it to all at the same time. Tell the children that they are equally important/ will be heard but that they have to wait for their turn.
- * Tell the children to be a 'good boy' or 'good girl': this is commonly said in Ghana when children do something right/ good. It also improves self-esteem.
- * Tell the children 'that's my boy/ girl': this is also commonly said in Ghana and makes the children feel appreciated.

Cooperation Skills



Exactly the same

14

4-8

SUPPLIES

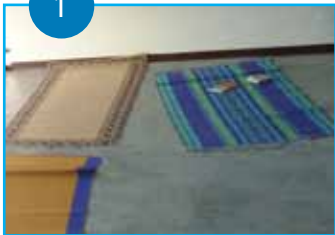


Not necessarily needed.
You can borrow some sleep mats at the kindergarten or nursery.
If possible, as many mats as children.



Some figures to make.
You can find some examples in the attachment on page 44 - 49 .

1



— Put the mats next to each other on the ground. Each child has to lay on a mat on his back. Not mats? Just use the ground.

2



— Let the children look at figures in which one person is placed in a certain position. Ask the children to adopt the same positions.

3



— Let the children look at a figure in which multiple persons are placed in a certain position. Ask the children to adopt the same position together.

4



— When that succeeded, the children can try to make other figures together. Stop when you notice that the children do not have any concentration any more or when they made a lot of figures.

VARIATIONS

1. Add a contest element in the end. Divide the group into two. Give both groups a figure with the same difficulty. The first group that lies exactly the same as the figure, has won.
2. Ask the children to make certain letters, out of their head, together on the ground. This is challenging and educational!
3. Difficult one: Try to make the figures without talking with each other!

TIPS & TOPS

- Follow the sequence of the figures as in the attachment This order is from easy to difficult.
- Take pictures of the position of the children. In this way, the children can see how they present themselves and whether that's right with the position as in the picture.
- Create excitement, try to stimulate to do it well.

BACKGROUND INFORMATION

— This activity is based on collaboration. To be able to create a figure together, it is essential that the children can listen to each other and can deliberate with each other. Before you start the activity you can tell the children that for this exercise it is very important to work together and that they need to deliberate. In the beginning you can help the children to make the figure and give them tips to get started. When the children know how to do it, you can take more distance and the children can work independently.

- Questions to ask:

- * Was it easy or difficult to make one figure together? Why difficult/ easy?
- * How did the deliberation go?
- * Did you listen to each other? Why/ why not?



Making a story together

15

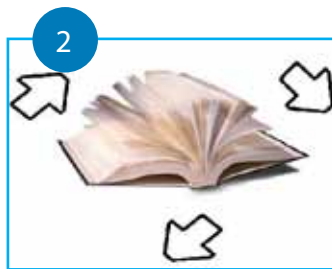


SUPPLIES

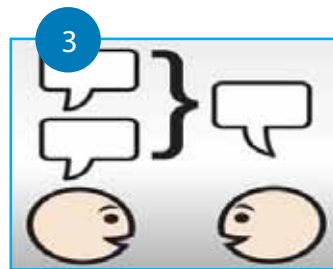
No supplies needed.



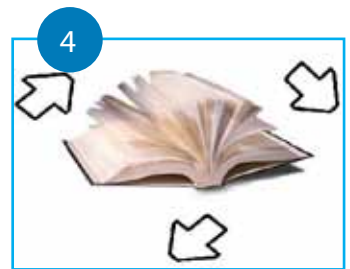
— Everybody sits in a circle.



— You make a story together. One child begins with one sentence and each child adds one sentence to the story.



— When the story is finished, the supervisor summarizes the story.



— You can start again by making a new story.

VARIATIONS

1. Instead of a whole sentence, the children say only one word.
2. You can work with a theme. For example: a day at school, a day-trip or a fairytale.
3. You can work without a theme: let the children decide.
4. The story can be played by the children.

TIPS & TOPS

- The supervisor can join this activity
- You can make the story interesting by adding exiting sentences.
- Leave the end of your sentence open so another child will be stimulated to finish the sentence.

BACKGROUND INFORMATION

— This activity stimulates the cooperation skills of the children. The children have to listen to each other, finish each other's sentences and add new sentences to make a good story. At the same time they need to adapt to each other because the story might not go the way the child expected or wanted it. Experience learned that children like this activity. They really listen to each other and are able to make a complete story. Both supervisor and children can finish the story.

— Questions to ask:

- * How was it to make a story together?
- * Was it easy or difficult to think of a sentence?
- * What do you think of the story?

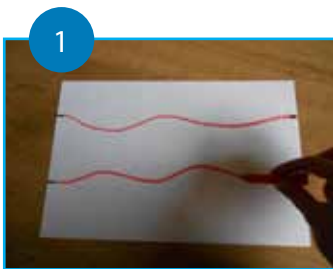


Making of a group snake

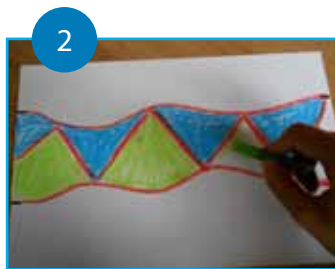
16

4-12

SUPPLIES



— Connect the lines from one side of the paper to the other side. You can use your imagination to make strange lines.



— Use crayons or pencils to color the snake's skin within the lines. Again, use your imagination to design your snake.



— If everyone's finished, stick the pieces of paper together to create one big snake.



— Color the jungle around the snake together.

PREPARATION

Copy the example on page 50 in the attachments. To make the different snake parts connect together, you have to draw small lines on each paper from which the children will start. An example of this is found in the attachments.

TIPS & TOPS

- make sure the beginning and the end of the lines on each page are connected. So the snake will become one.
- You can make a large piece of paper by sticking smaller ones together.
- Make the activity more exciting by asking some questions about snakes. Let the children think about what snakes are/ where they live/ what they look like.

BACKGROUND INFORMATION

— We are making a group snake. The children start individually and end together. Give the children examples how to color the snake's skin: lines, stripes, dots, waves. Let the children decide where their piece of snake is placed. Let them help you sticking their snake pieces.

— Questions to ask:
* What do you see?
* Which part did you make?
* What did you like most?



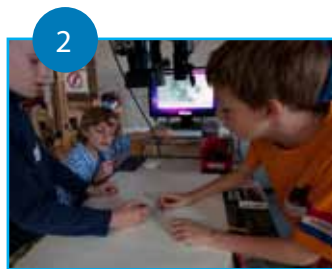
Draw a landscape together ¹⁷

2,4,6

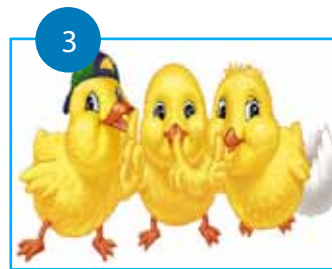
SUPPLIES



— Form groups of two and decide together which material you will use (crayons or colored pencils)



— Draw a landscape together on one paper. Both children start at a different point. The first 10 minutes you are allowed to talk.



— Continue working but this time you are not allowed to talk for 10 minutes! So work together in complete silence.



— Finish your work together. You are allowed to talk again.

VARIATIONS

1. Draw a different subject: sos-village, birthday, zoo, etc.
2. instead of letting the children talk in the beginning, start immediately with non-verbal communication.

TIPS & TOPS

- Guard the time very well.
- Be strict that the children don't talk.
- It is normal that the children are laughing because of the silence. Let them have their fun!
- Stimulate the children to fill their piece of paper it is difficult to work together like this in one time, you can repeat the activity several times so the children can practice and develop this skill.

BACKGROUND INFORMATION

— This activity stimulates the children to make a drawing together on one sheet. Tell the children that they should really work together so that the drawing looks like it is made by one person. Start the activity by asking the children what they know about cooperation skills. Tell them about verbal and non-verbal communication. 80% of what you communicate is non-verbal! Tell them this activity is an exercise to communicate non-verbal and experience working together in silence.

— Questions to ask:

- * What do you think about the assignment?
- * How did you experience working together?
- * How was it to work together in silence?
- * Does the drawing look like it is made by one person?

Self- esteem

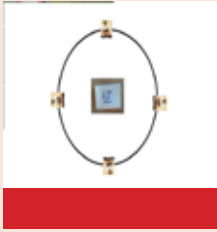


Quality game

20



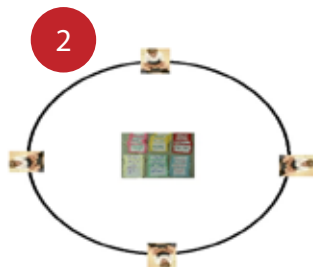
SUPPLIES



<--
You can find the quality and compliment cards in the attachment at page 53 and 54.



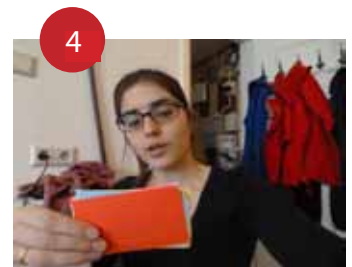
1 — Sit in a circle. Read the cards with qualities out loud.



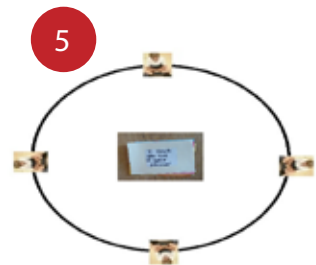
2 — Put the cards with qualities in the middle of the circle.



3 — Every child goes, one by one, to the middle and picks up the qualities they believe that they possess. They take the cards back to their place



4 — Take away the remaining cards with qualities. Make it clear that now it is the turn to give compliments. Read all the cards with compliments out loud.



5 — Put the compliments on a pile in the middle of the circle.



6 — Choose a child who will take a compliment and read it by himself. The child chooses someone from the circle to give the compliment to.



7 — The child with the compliment goes to the chosen child and gives the card. He looks the other in the eyes and says aloud the compliment.



8 — Repeat steps 6 and 7 until everyone has given and received a compliment. Let everyone in the circle finally read aloud all the cards they have.

TIPS & TOPS

- Copy the cards of the attachment and cut them out.
- Ensure that each quality card has been copied so many times that every child can take one.
- Let the children take the qualities and compliments home, then they have a souvenir of the activity.
- If a child can not read the compliment whisper it in his ear.

BACKGROUND INFORMATION

— This activity has a positive effect on the self-confidence. The children are encouraged to look at their positive qualities. Also by getting compliments self-confidence can be increased. You hear where others think you're good at. Giving compliments makes sure the children learn to be nice to each other. It is important to explain what compliments and qualities are, before the activity starts. Ask the children whether they ever have gotten a compliment and how they felt when they got the compliment. Let the children also think of different qualities. The supervisor rules the game by giving each child the turn. It is also important for the supervisor to approach the children in a very positive way. Make sure each child gets equal compliments. If a child already has a compliment he can not be selected by the one in the middle. Let the children say thank you when they get a compliment.



The landlord and his farmers ²¹



SUPPLIES



Or



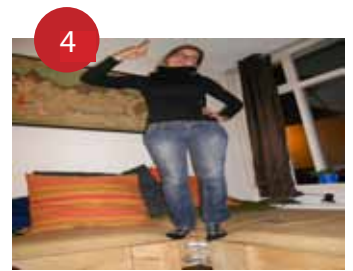
— Stand in a circle.



— Tell the children that there was a landlord with farmers and that his farmers were working very hard because he treated them very well. The farmers liked their work.



— Choose a child who plays the landlord and let him stand on a chair or bench in the middle of the circle.



— Tell the landlord that he is aloud to give assignments to his farmers. The landlord always begins with the sentence: 'Dear famers, I'd like you to.....'



— The farmers like each order so much that they start to give an applause and say "Yeah!" out loud.



— The farmers perform the assignment until the landlord says 'stop!' The landlord thinks of another assignment and step 3 and 4 will repeated.



— Exchange after the landlord gave a few orders

TIPS & TOPS

- Help the landlord if he doesn't know any commands. (jumping, hopping, sleeping,)
- If possible make sure everyone has become landlord once.
- Encourage the children to clap enthusiastic. Join enthusiastic.
- Try to encourage children to act as a real landlord (leader) in their behavior. Low voice, chest forward and chin up!

BACKGROUND INFORMATION

— This activity stimulates in particular the self-confidence of the landlord. In each order that the landlord gives, the farmers responded enthusiastically and this gives a good feeling. The landlord can do nothing wrong, surely it is always fun. As a supervisor you can join the activity. This encourages the children to participate more actively in the game. Give compliments if children are creative in coming up with orders as a landlord. Grab in if the assignments are not feasible.

— Questions to ask:

- * How was it to be the landlord?
- * What part of the activity did you like most/ less?
- * How was it to do the orders?
- * What did you like better, to be the landlord or the farmer?



Make a present for a friend

22



SUPPLIES



1



— Write your name on a small piece of paper and put it in a box.

2



— Close your eyes and pick a name out of the box

3



— Read the name and make a drawing for that friend

4



— When you are finished, wrap a string around your drawing.

5



— When everyone is finished, give the present to your friend

6



— Open your present one by one and show it to the rest.

VARIATIONS

1. Make a present for your mother
2. Let the children choose who to make a present for (make sure every child will receive one present)

TIPS & TOPS

- Let the children choose to work with crayons or colored pencils.
- Tell the children to think about their friend. What does he/ she like? what would you like to make for him/ her?
- Make sure the strings are already cut.
- Tell the children to say thank you when receiving the gift.



BACKGROUND INFORMATION



— This activity can improve the self-esteem of the children because it is fun to receive a present. The children will feel happy to get something and feel worthy and seen. Stimulate the children in making nice gifts for each other and complement them for their drawing skills.

— Questions to ask:

- * Who gave you your present?
- * What is drawn on your present?
- * Who did you make your present for ?
- * What did you like most: making the present or receiving it? And why?





What is your friend good at? ²³

4 +

SUPPLIES



— Write your name big on a big paper



— In five minutes: draw something you like doing or what you are good at.



— Give your drawing to the person on your left side



— Read the name on the paper in front of you, and draw something you think he or she is good at. Draw it in five minutes.



— Repeat step three and four until everyone gets his own drawing back.



— Let the children look at their drawings and tell them to say what they see.

TIPS & TOPS

- Tell the children they will be drawing on each other's paper.
- Adjust the time with larger/ smaller groups.
- For extra excitement: tell them not to watch their own drawing.
- The children may use words to clarify their drawings.



BACKGROUND INFORMATION



— This activity may increase the self-confidence of the child because each group member draws something nice about the other person. The children will see that their friends think nice things of them and that can make the children more confident about their selves. You can also join the activity. Children feel extra worthy when you tell them what you think they're good at. Give compliments about their drawing skills.

— Questions to ask:

- * What do you think your good at?
- * What do your friends think your good at?
- * Did you like to draw what your friend is good at?



Trusting each other



Blindfold trail

26

2,4,6

SUPPLIES



— Form groups of 2.



— One child puts the blindfold on.



— The child without the blindfold guides his friend. He leads him through a trail.



— Change roles. The one with the blindfold gives the blindfold to his friend. Now he is the guide.

VARIATIONS

- To make the activity more difficult you can make an actual trail out of tables, chairs and other stuff.
- Another difficulty: the guide stays on one place while the blindfolded child is moving around. This time the blindfolded child has to focus and concentrate on the voice of his guide without getting confused by voices of other guides.

TIPS & TOPS

- Explain to the children that this is a trusting game.
- Stop the activity when someone jokes around. The environment should be safe for everyone. Start the activity again after explaining why you stopped.
- Give compliments when someone guides well.
- Give compliments when someone follows well.

BACKGROUND INFORMATION

— This activity is an exercise for children to learn how to trust each other. One child guides the other child who is blindfolded. It can be scary to be guided without seeing. You should stimulate the children to at least try to be guided. Because we want to increase their trust, it is very important that the children guide each other well. You need to make sure that joking around is not funny and that it can actually decrease the level of trust. Your job as supervisor is to oversee all the children and intervene when somebody is not serious.

— Questions to ask:

- * How was it to see nothing?
- * Were you able to trust the other child?
- * How was it to be responsible for the blind child?



Fall backwards, be caught

27



SUPPLIES

No supplies needed.

1



— All the children should stand in a circle shoulder to shoulder.

2



— The children in the circle have their hands in front of their chest and should be ready to catch someone. One child stands in the middle.

3



— The child in the middle places his feet together and makes himself stiff like a plank. When he is ready he lets himself fall backwards. The circle catch the child.

4



— The children change position: someone else is going to stand in the middle.

5



— Repeat the above steps until everybody has been in the middle once.

VARIATIONS

1. You can fall front and sides.
2. Practice: supervisor can catch children one by one
3. Form groups of 2: catch each other

TIPS & TOPS

- This is a scary activity. Is a child is afraid to be in the middle you should stimulate the child to try it at least one time. But if he/she's really afraid you should respect her choice and don't force her into the activity.
- You should never make fun of anyone who is afraid and you need to make sure the group doesn't make fun of others too. Otherwise the children will lose their trust in others and their selves.

BACKGROUND INFORMATION

— This activity is an exercise for children to learn how to trust each other. To make this activity work it is important that the group stands close to each other- shoulder to shoulder- and have their hands in front them, ready to catch the one in the middle. The one in the middle should stand with his feet next to each other and has to fall backwards as if it was a plank. Tell the children that this activity can be dangerous if someone doesn't pay attention. Someone could fall and hurt himself. It is a difficult activity wich requires cooperation of every participant. The person in the middle should be able to trust the group that he will be caught when he falls. When the group doesn't catch him, the trust may be broken. So make sure this doesn't happen!



Draw on each other's back

28

2 +

SUPPLIES



<--
You can find
the con-
centration
exercise at
page 51.



1
— Form groups of two.
Decide who will start drawing
on the back of the other with
his finger.



2
— Close your eyes and do
the concentration exercise.



3
— Child 1: draw figures on
the back of your partner with
your finger.
Child 2: draw what the other
is drawing on your back on a
paper with a pencil.



4
— Exchange roles.

VARIATIONS

1. Tell the children to work with their eyes open and let them experience the difference.

TIPS & TOPS

- Practice the concentration exercise before you give it to the children.
- Tell the children to make large figures.
- Tell the children to draw slowly on each other's back.
- Repeat the exercise several times so the children can develop.



BACKGROUND INFORMATION



— This activity requires personal contact and can stimulate trust between the children. Trust is gained because the children work together and touch each other in the process. Only when the children trust each other and focus they'll be able to make a good drawing together. This activity does not only stimulate the children to trust each other, it also stimulates them to focus and to take the lead or to follow.

— Questions to ask:

- * How was it to draw on someone's back?
- * Were you able to draw on paper what your friend was drawing on your back ?
- * How did you experience someone drawing on your back?



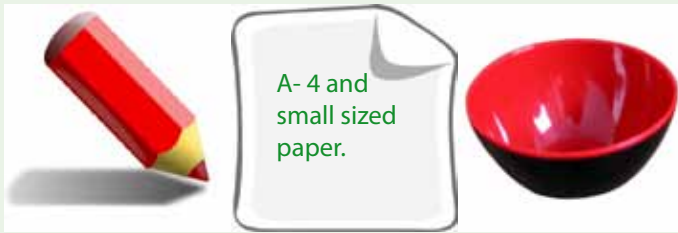


Sharing a secret

29

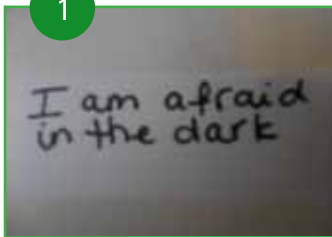
4,6

SUPPLIES



A-4 and
small sized
paper.

1



— Write down a secret that can be shared in the group. Don't write your name under it.

2



— Fold your secret and put it in a bowl.

3



— Every one picks a secret out of the bowl. If it is your own you put it back and take another one.

4



— Read the secret and draw the person of which you think the secret is.

5



— When everyone is finished you place the secret on your drawing.

6



— Tell each other if the one who is drawn is the one who wrote the secret. Share your secrets with each other.

TIPS & TOPS

- Before you start you can ask the children what secrets are.
- Important: the children to write a secret that can be shared in the group.
- Tell the children they should not make fun out of each other but respect each other.
- Tell the children they should not read the secret out loud. This makes the activity more exciting.



BACKGROUND INFORMATION



— This activity can help the children to trust each other. The children share secrets in the group by linking the secrets to each other. By making mistakes the children see that everyone can have the same secrets. This activity is a step into sharing personal information with each other. By sharing personal information you take away the pressure of carrying a secret.

— Questions to ask:

- * How was it to share your secret?
- * Was it easy to guess who's secret belongs to who?



Concentration skills



Be a mirror

32

2,4,6

SUPPLIES



— Divide the children into pairs.



— Let the children stand face to face about a meter away from each other.



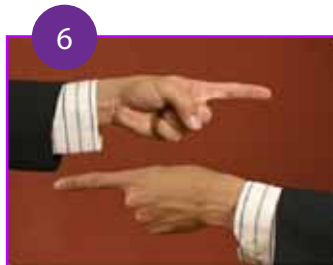
— Tell the children that one child is the mirror, and the other child stands before the mirror.



— Let the children decide who stands before the mirror (leader) and who is the mirror (follower).



— Turn the music on. The one who stands before the mirror (leader) moves to the music and the mirror (follower) imitates him exactly.



— Let the music fade away and change roles. Those who just were followers become leaders and vice versa.

TIPS & TOPS

- Show an example with yourself and one child.
- Use quiet music. Preferably without vocals. Example: B.r.e.a.t.h.e by Avalon.
- Tell the leaders to move slowly otherwise it is impossible to follow.
- Say that you will observe them very well. If the children keep secret who the leader is, you can try to guess.

BACKGROUND INFORMATION

— This activity stimulates concentration skills. To move as similar as possible, the children have to look well to each other and always keep their attention. Only with the most concentration you are able to move exactly the same. When the children lose concentration or when they moved for a long time, let the music fade away and exchange roles. Before the activity begins, you can hold a conversation about mirrors. What exactly is a mirror? What do you see when you watch it? It moves exactly the same as you! etcetera. This activity is also useful to learn how to lead and follow and to cooperate.

- Questions to ask:

- * Was it easy or difficult to move exactly the same? Why easy/ difficult?
- * What did you like the most; to follow or to lead? Why follow/ lead?



I am going to the market

33



SUPPLIES

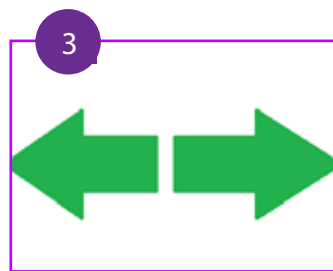
No supplies needed.



— Sit in a circle.



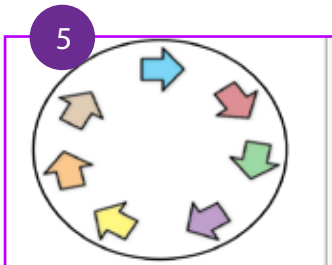
— You start with saying the sentence: 'I am going to the market and I buy....' and then you say an item you can buy at the market.



— Give the turn to the child next to you (left of right side).



— That child also starts with saying the sentence: "I am going to the market and I buy...." continued by the word you said. He add also another thing to buy.



— The turn goes to the next person. Repeat step 3 and 4 till someone makes a mistake or doesn't know the order anymore.

VARIATIONS

1. If someone doesn't know the order or makes a mistake, the activity can just go on without that person(s) until there is a winner
2. A more difficult variation: add a movement to each item. Everyone has to make the correct movement with each item and has to do them in the right order.

TIPS & TOPS

- Join the activity. It is nice for the children if you are part of it.
- Challenge the children to say the right order.
- Don't do the activity with too many children otherwise it takes ages before it is your turn.

BACKGROUND INFORMATION

— With this activity, children must always concentrate on what is being said so that they can remember it. Even if it is not the child's turn it is important that he keeps his attention!

To stimulate the children not to lose you may say that the winner gets a surprise, such as candy. This ensures that the children will do their best to concentrate more.

Some children from the SOS Children's village know this game already for a long time, they are familiar with and can do it very well!

— Questions to ask:

- * Was it easy or difficult to remember the order? Why?
- * Did you enjoy the activity?



Guided fantasy

34

1+

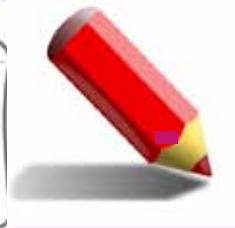
SUPPLIES



<--
You can find
the con-
centration
exercise at
page 56.



<--
You can
find the
story at
page 56.



1



— Do the concentration exercise and leave your eyes closed.

2



— Read the story while the children listen very well.

3



— The children have to draw what they saw with their eyes closed, when they listened to the story.

VARIATIONS

1. You can tell the children different stories.
2. You can think of your own story.

TIPS & TOPS

- Talk slowly.
- Read the story once yourself, before reading it out loud for the children.
- Practice the story one or two times before reading it to the children.
- Make sure you are in a quiet space!
- Use the word focus instead of concentration.



BACKGROUND INFORMATION



— This activity stimulates the children's ability to concentrate. The children make a drawing based on the story you tell them. To get the children focused you start by doing a short concentration exercise. Then read out loud the story from the attachment and let the children draw what they saw/ thought of when you read the story.

— Questions to ask:

- * How did you experienced this assignment?
- * Were you able to concentrate?





Blindfold drawing

35

3+

SUPPLIES

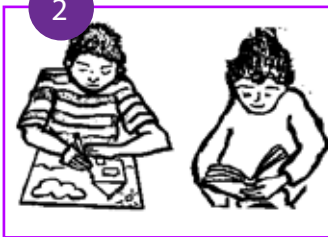


1



— Bind the blindfold to the children's heads.

2



— Read out loud the first instruction from the attachment and let the children draw your instruction.

3



— Repeat step two and until the instructions are finished.

4



— Tell the children to take off their blindfold and let them look at their work.

TIPS & TOPS

- Before you start you can do the concentration exercise from page 55 or 56.
- Give the children background information.
- Tell them that they have to concentrate on the words and their paper.
- Read the instructions yourself before you give them to the children.



BACKGROUND INFORMATION



— This exercise stimulates the children's concentration skills. When the children are blindfolded the supervisor reads out loud the instructions from the attachment. The children have to listen carefully and draw the instructions. Give the children enough time to draw the instruction. They will experience drawing with their eyes closed and practice with focusing. Practice it before you officially start.

— Questions to ask:

- * How was it to draw without seeing?
- * Were you able to focus?
- * Was it easy or difficult ?
- * Did you enjoy it ?



Take the lead or follow

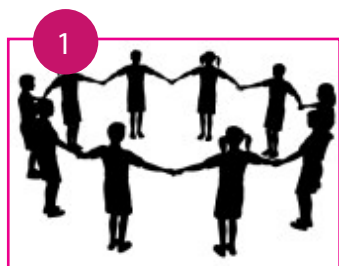


Let's Dance

38



SUPPLIES



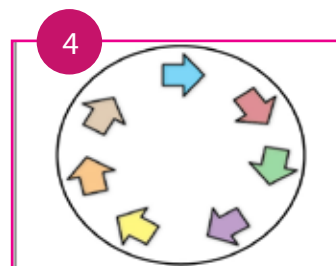
— Stand in a big circle. Make sure everybody has enough space to move.



— Tell the children that you are going to turn on the music and going to dance on the music. Let the children imitate your movements.



— Give the turn to the child on your left or right side. Tell everyone that they have to imitate the child's movements.



— Give all the children one by one the leadership until the round is completed and you're back to yourself. If necessary, turn the music a second time.



— Repeat this as often as you like and with different music.

TIPS & TOPS

- Start with easy movements so the children can get use to it.
- Use swinging and upbeat music.
- Do not force a child to take the leadership if the child does not want to. Skip the child.
- Change turns while dancing.
- Give everyone the opportunity to have the leadership.

BACKGROUND INFORMATION

— With this activity, children have to follow and to take the lead. In the beginning all the children are following the supervisor but later, each child will also get the lead once. It is logical that the children find it exciting and therefore they maybe do crazy movements. Let them dance how they want to. Stop if you really find it too crazy yourself. Encourage the children to make their own dances and give them compliments.

— Questions to ask:

- * How did you find this activity?
- * What did you like better? To make the movements yourself or to follow someone else's movements? Why?



The sculptor

39



2,4,6

SUPPLIES

No supplies needed.



1

— Form groups of two.



2

— One child is the sculptor the other the statue. Let the children choose who is the sculptor and who is the statue.



3

— The sculptor should now put the statue (child) in the position he wants. This can be an act (like washing) or just something else.



4

— After the sculptors are finished, the statues stay at their places. Everyone can now walk through the “garden of statues” to admire each other’s statue.



5

— After this change roles. The sculptor becomes the statue and vice versa.

TIPS & TOPS

- The sculptor puts his statue in the right position by touching the child and explains what he wants.
- Let the children work as much as possible by themselves. Help where it's needed.
- Stimulate the children to be creative in positioning the statue by giving suggestions and examples.

BACKGROUND INFORMATION

— In this activity the sculptor is the leader and the statue the follower. The statue is basically in possession of the sculptor so he can do with it what he wants. It could be that a child does not like to be the statue in the beginning because he thinks he looks crazy standing in a certain position. It is therefore important to always switch roles so that they both can be the sculptor.

— Questions to ask:

- * What did you like the most? To be the sculptor or the statue?
- * Was it easy or difficult to make your own statue? Why?



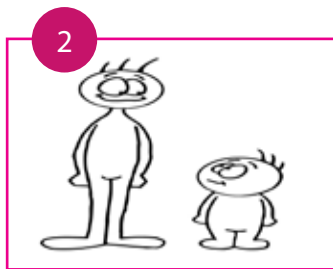
Draw with your friends hand₄₀

2,4,6,8,

SUPPLIES



— Form groups of two.



— Decide who is going to be the leader and who is going to be the follower.



— The follower holds the pencil, the leader is drawing with the hand on the follower. The leader decides what they draw. The follower lets him draw with his hand.



— Exchange roles.

VARIATIONS

1. Draw together with one pencil. See if it's possible to make a drawing together using one pencil. This time you don't make appointments about who is the leader or follower.

TIPS & TOPS

- Ask the children if they know what leading and following is. Explain to them if necessary.
- Practice this activity several times so the children will get familiar with both roles.
- It can be strange for children not to control their own hand. Let them experience what they feel.

BACKGROUND INFORMATION

— This activity helps the children to practice with taking the lead or to follow. The children practice and experience both roles. The leader draws with the hand of the follower. Stimulate the children to really practice their role. They should not work together to make the drawing.

— Questions to ask:

- * What do you think about this activity?
- * Which part did you like most: taking the lead or to follow and why?



What will you draw?

41

2,4,6,8

SUPPLIES



<--

You can find the warm-up in the attachment at page 58.

1



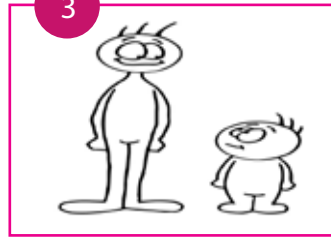
— Do the warming- up from the attachment.

2



— Tell the children they will now do it their selves and form groups of two.

3



— Decide who is going to be the leader and who will follow.

4



— The leader decides if the follower is going to work with crayons or pencils and gives instructions to the follower about what to draw.

5



— Exchange roles. The leader becomes the follower and the follower becomes the leader.

TIPS & TOPS

- Tell the children that with this activity they will practice leading and following.
- Give the children compliments when they give good instructions.
- Give them compliments when they follow well.



BACKGROUND INFORMATION



— With this activity the children practice with taking the lead and to follow. You can see the example from the attachment as a warming up. You give an example, so the children will know what is expected from them. After one child has practiced one role, you exchange roles so each child can practice with both roles. When the children take over, be sure you tell the leaders to give very specific instructions to the followers. Also you should tell them and make sure that the leaders give the followers enough time to draw his instruction.

— Questions to ask:

- * How was it to give instructions?
- * How was it to follow instructions?
- * What did you like most?

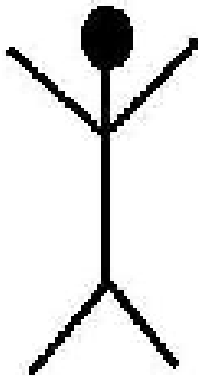


Attachments

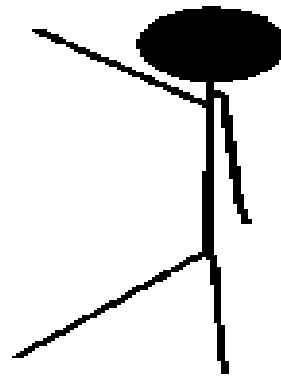
1. Exactly the same

Figures with one child.

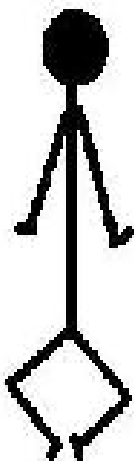
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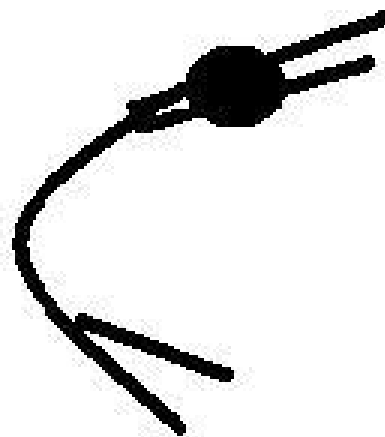
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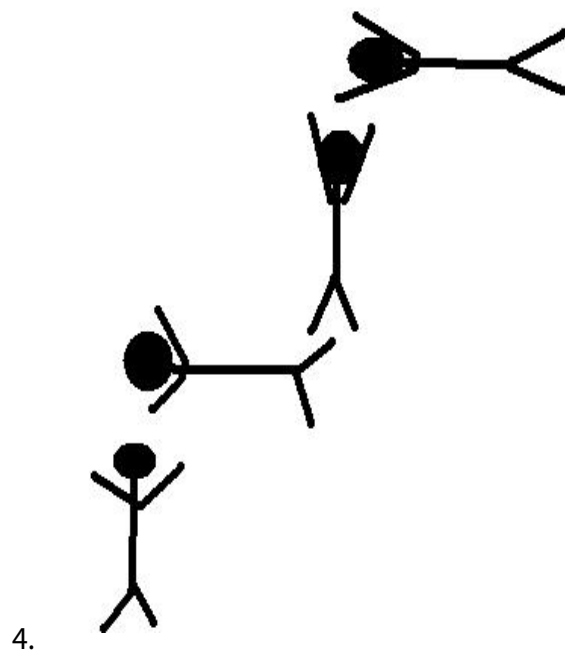
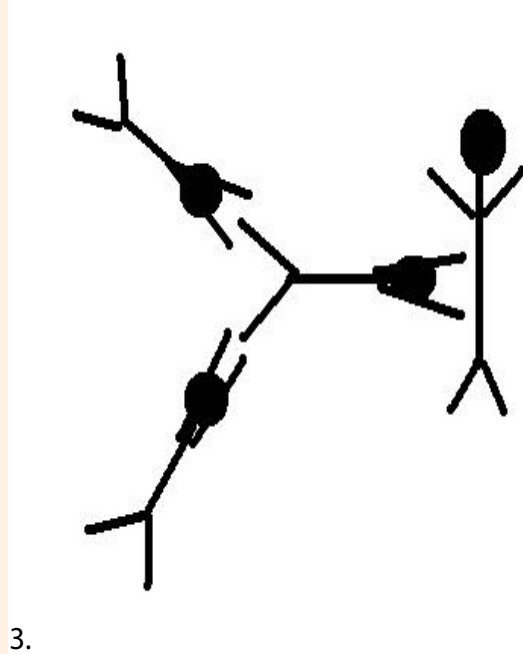
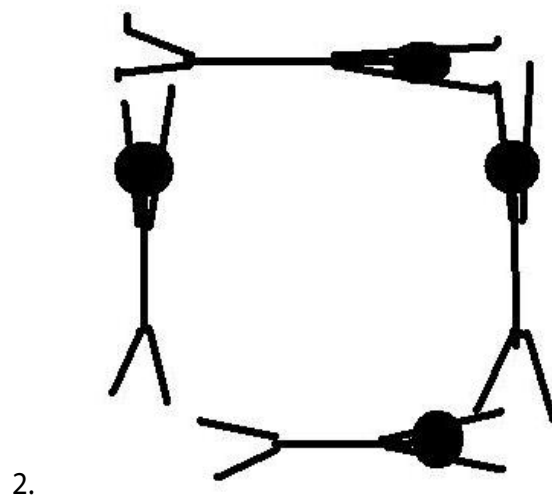
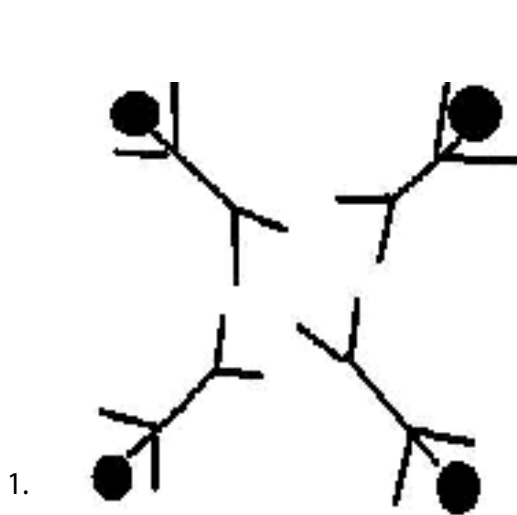


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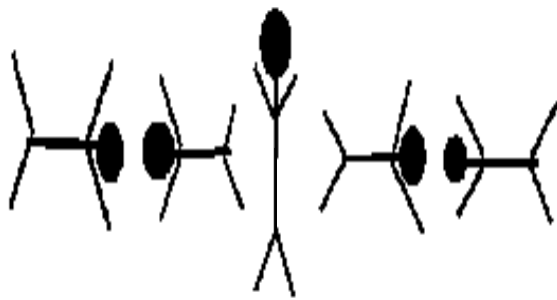
Exactly the same

Figures with four children.



Exactly the same

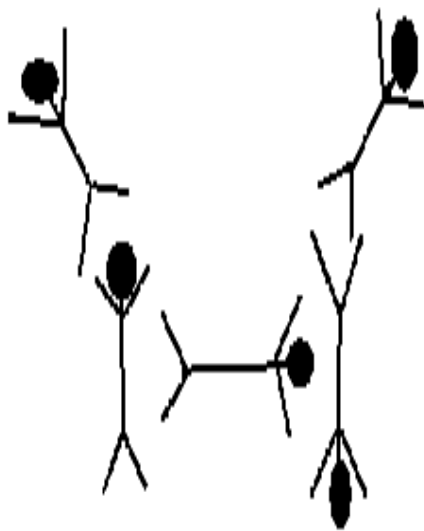
Figures with five children.



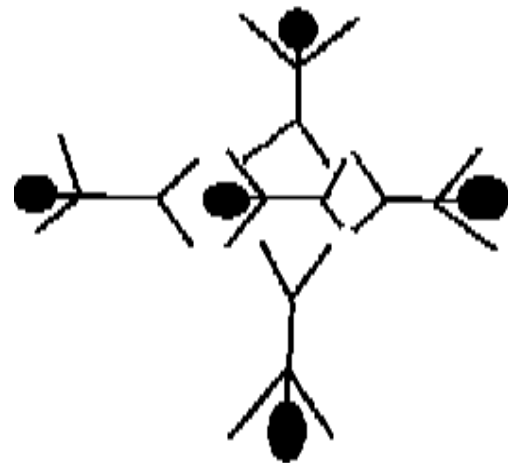
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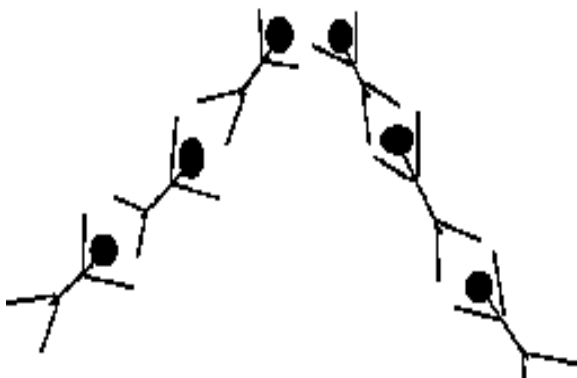
3



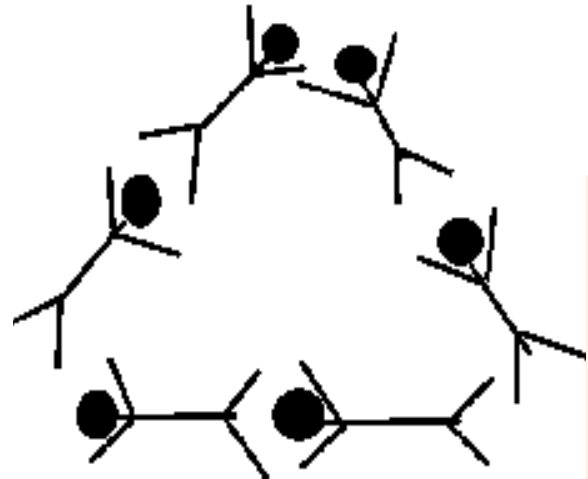
4.

Exactly the same

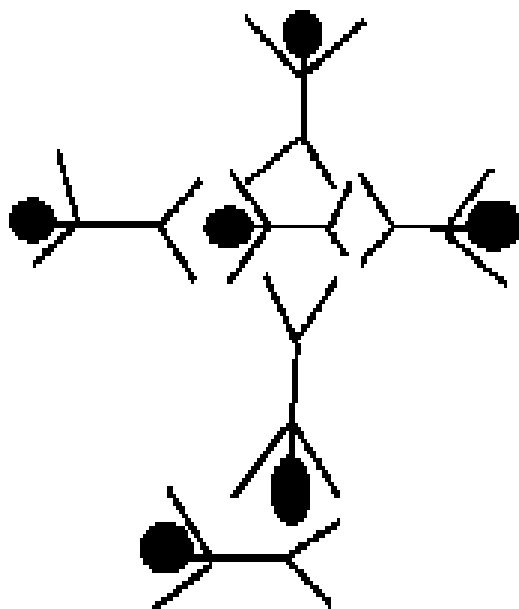
Figures with six children.



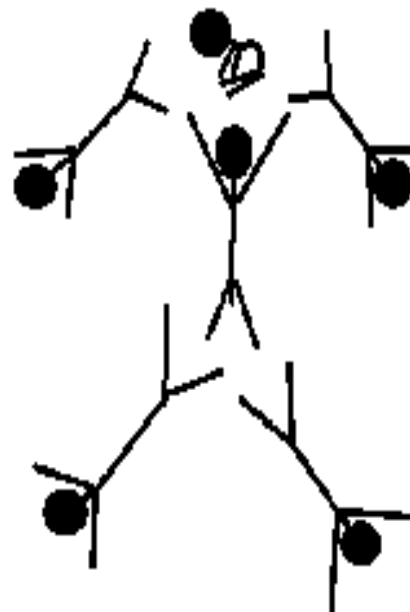
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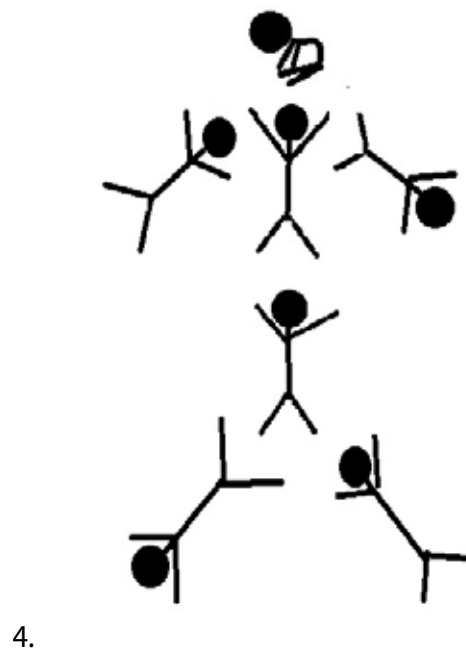
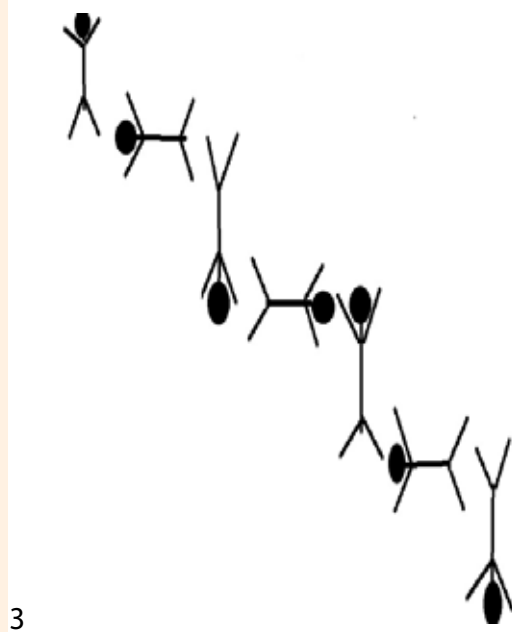
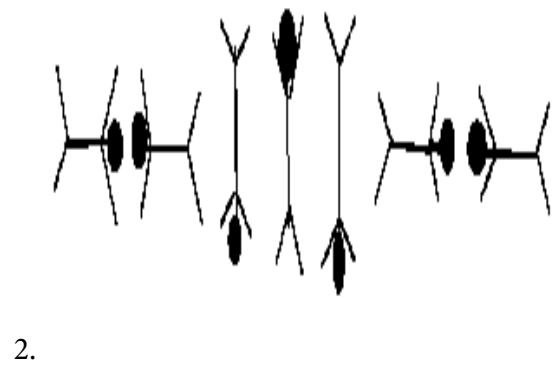
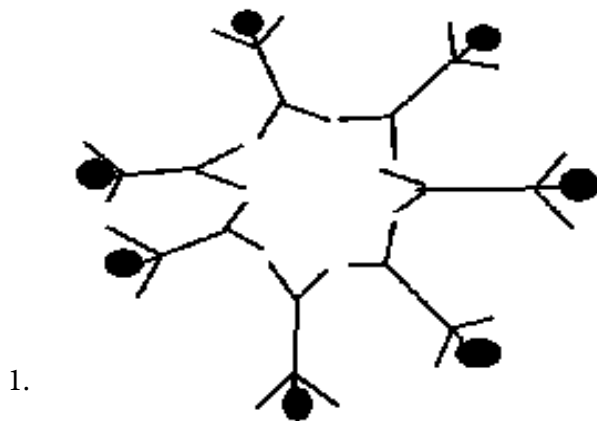
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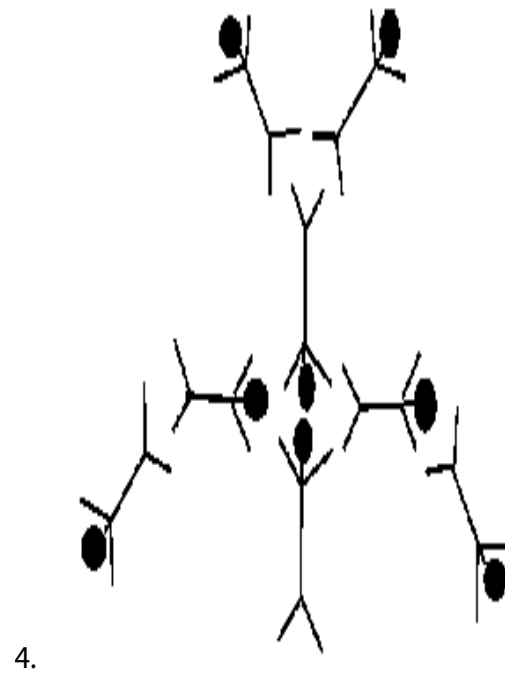
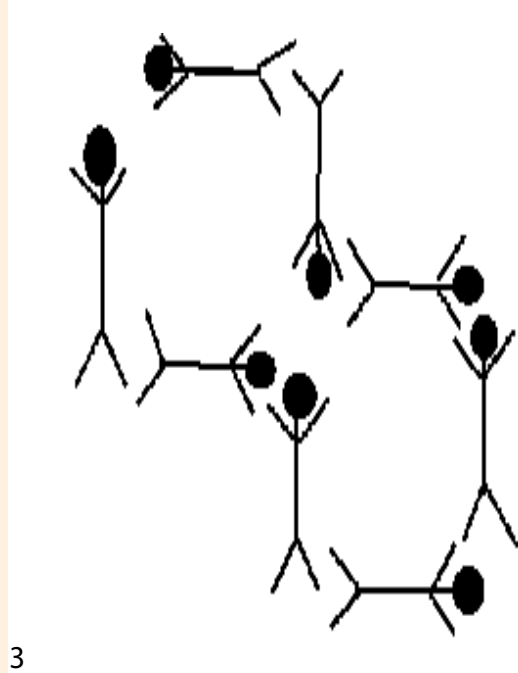
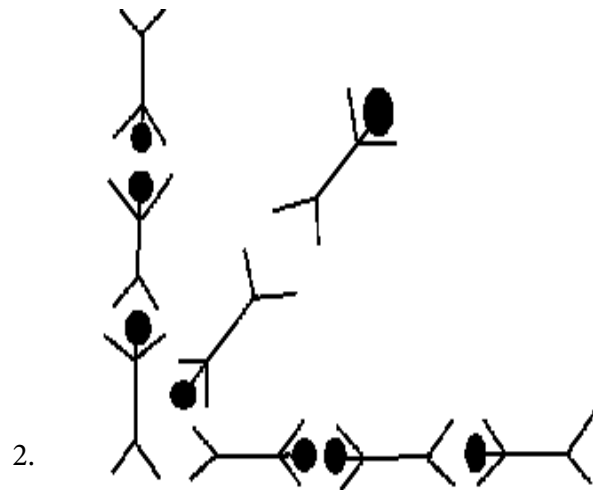
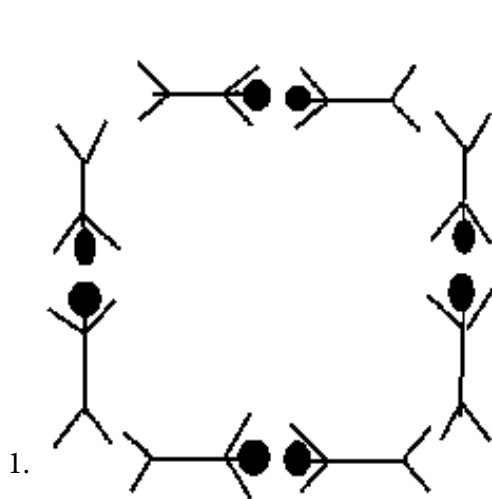
Exactly the same

Figures with seven children.



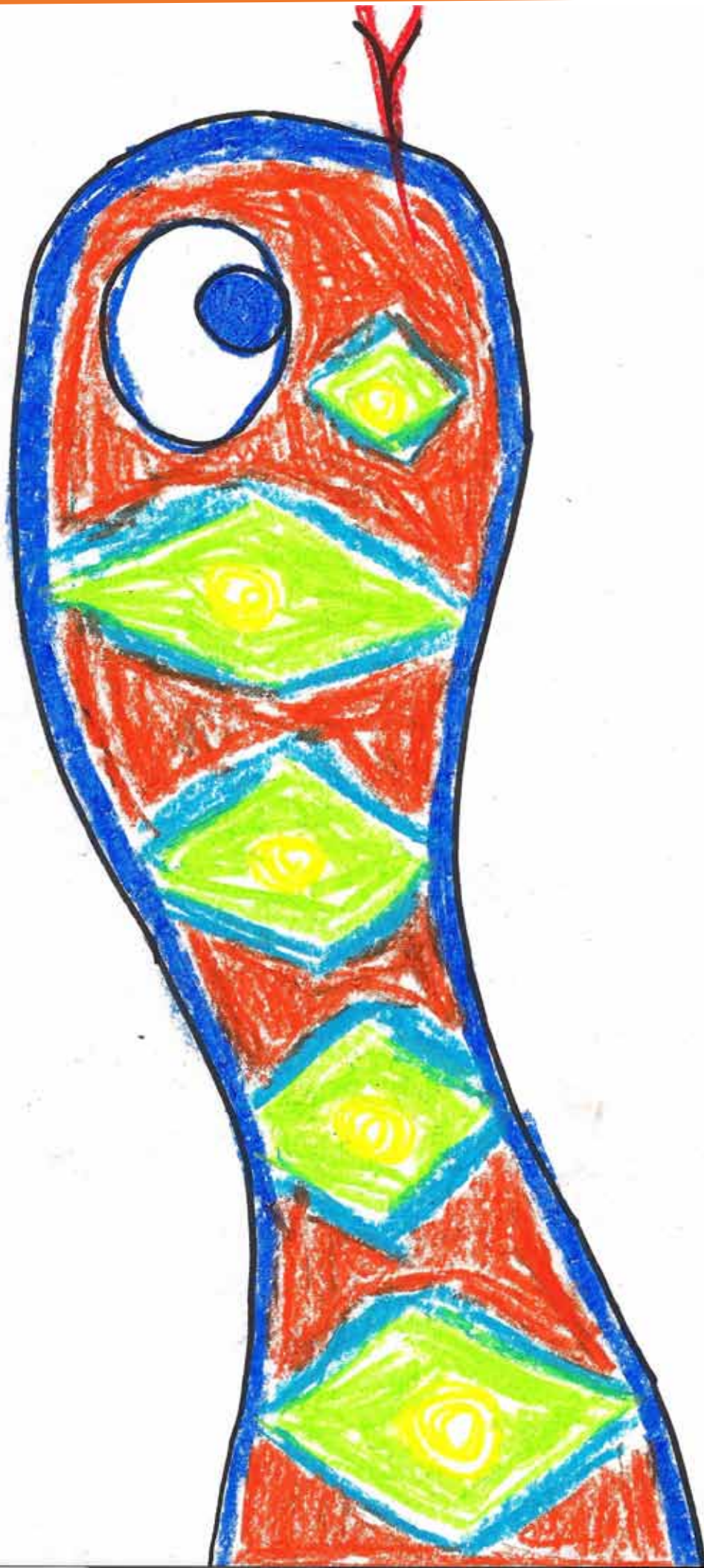
Exactly the same

Figures with eight children.



2. Making a group snake

50





3. Quality game

53

Cards with qualities:

I can listen very
well to somebody

I am good at
taking care of
somebody

I am good at
sweeping the
floor

I am good at
playing with
other children

I am good in
cheering somebody
up

I am good in
taking orders

3. Quality game

54

Cards with compliments:

I think you are
smart!

I think you are
a good dancer!

I think you look
nice today!

I think you are
good in drawing!

I think you are
a good friend!

I like to play
with you!

4. Draw on each other's back

Concentration exercise:

Before you draw on each other's back, it is important that the children are focused on each other. This exercise helps the children to concentrate on the other and on the assignment. The exercise exists out of 10 steps. The 11th step is the start of the exercise. To keep the children concentrated it is important that they leave their eyes closed. To improve the effectiveness of the exercise, you should talk slowly and with a soft voice.

Steps:

1. Close your eyes
2. Take a deep breath in
3. Take a deep breath out.
4. Repeat step 2 and 3 three times.
5. Focus on your hands
6. Focus on your back
7. Focus on the paper that lies in front of you
8. Now focus on your friends hand on your back
9. Take a deep breath in
10. Take a deep breath out
11. Leave your eyes closed and begin the exercise

5. Guided fantasy story

Concentration exercise.

Follow the following instructions:

1. Close your eyes
2. Take a deep breath in
3. Hold it for three seconds
4. And breath out
5. Repeat these steps

Let the children have their eyes shut when you tell the story.

Story:

Imagine yourself walking through a rainforest. There are many many big, green trees. You are all alone. Around you, you hear the birds singing. There are many birds with a lot of colors: red, green, blue and yellow. The birds sing beautiful songs. You can hear the sound of a small breeze through the leaves. You can feel the warm wind in your face. Everything around you seems to be in peace with nature.

Variations:

1. Imagine yourself walking to a pond to fetch water. It is very warm outside and you and your friend are walking together. While you are walking an old man passes you. He says: don't go to the well, there is a lion waiting for you. But you and your friend are not afraid. You don't listen to the old man and walk further. When you reach the pond you get scared.. you see the lion drinking water. But you need to fetch water. So you walk to the water and the lion runs away.

2. Imagine you and your friends going on a excursion to the Kentampo waterfalls. You are very excited. In the bus you sing many many songs and everyone is happy. When you are at the waterfall, you can hear the water falling down. The surrounding is beautiful. There are a lot of trees and birds are singing. There are three waterfalls: one big, one middle and a very large waterfall. The water makes a lot of noise and the water is clear blue.

3. Imagine you and your friends playing football. You run very fast to get the ball. You run, you kick and you score! A trainer walks toward you and tells you he wants you in his football team. You are very excited. Your dream comes true. You are in a large stadium now. Playing a soccer game. You run, you kick the football and you score. Everybody loves you and gives you hugs.

6. Blindfold drawing

Practice instruction 1:

1. Draw a big circle
2. Draw a square in the circle
3. Draw a triangle in the square

Practice instruction 2:

1. Draw a man
2. Draw a woman on the left side of the man
3. Draw a flower on the right side of the man

Instruction 1

1. Draw a lake
2. Draw a boat on the lake
3. Draw a tree next to the lake

Instruction 2

1. Draw a lake
2. Draw a boat on the lake
3. Draw a house on the left side of the lake
4. Draw a man in the boat
5. Draw a sun in the sky

Instruction 3:

1. Draw a house
2. Draw a man on the left side of the house
3. Draw a car in front of the house
4. Draw a sheep near the man
5. Draw a tree on the right side of the house

Instruction 4:

1. Draw a cooking pot
2. Draw some yam on the left side of the cooking pot
3. Draw a woman stirring in the cooking pot on the right side of the pot.
4. Draw a house on the right side of the woman.
5. Draw a chair near the yam
6. Draw some clouds in the sky

7. What will you draw?

Before the children can practice with leading each other, it is good for them to know what is expected from them. This warming up is given by the supervisor. It is an example of how to give instructions when you are the leader. During this warming up, all the children are followers as the supervisor is the leader. This warming up exists out of three short exercises with three different ways to give instructions. The exercises go from easy to difficult.

Exercise one:

1. Draw a house
2. Draw a tree next to the house
3. Draw a man under the tree
4. Draw flowers in the tree

These instructions tell the children what to draw, but don't say anything about size and shape. It is quite easy to follow them.

Exercise two:

1. Draw a line 10 centimeters upwards in the middle of the paper.
2. Draw the same line 10 centimeters next to the other line.
3. Connect the upper sides of the lines together
4. Connect the lower sides of the lines together

The children now have made a square. This exercise is more difficult because the children only make lines. They do not know what they are making until the drawing is finished.

Exercise three:

Use your imagination to give instructions. You can only do this with one child at the same time. You tell the child exactly what to do:

1. Draw a line upwards until I say stop stop.
 2. Draw a line side wards until I say stop..... stop
- etcetera.

This exercise is even more difficult because the follower is completely depending on you. If the follower doesn't listen well, the drawing won't be well done.

