

# Child Friendly Activity Cards



## Introduction

World Vision International and IFRC Reference Centre for Psychosocial Support launched a Child Friendly Space (CFS) Toolkit in 2017. This set of activity cards is selected and adapted from the existing CFS Activity Catalogue that promote children and their families' psychosocial well-being during the COVID-19.

The activity cards are designed especially for children who are in lock-down or have limited access to school and recreational programming. All of the activities can be done individually or with a small group of 2 to 3 people at home or in any suitable places. The A5 size cards are available online and through in-person distributions wherever possible.

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## For Parents and Caregivers



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These activities are designed to help children to have fun, learn ways to be emotionally healthy, and to practice new skills.

Play is crucial to children's well-being. It works best when children share ideas about what play they would like. Remember to keep in mind that each child is different based on their age and abilities.

We encourage you to spend time to do these activities with your child at home or any suitable places, this will help the child feel supported and motivated.

Before you use each activity, take a few minutes to discuss the activity with your child and give them a chance to share their views. Encourage children as they play with the activities and provide positive feedback.

Reflect with children at the end of each activity

- a) How did it feel to do this activity?
- b) What did they like about this activity?
- c) What did they learn about each other or this activity?

## For Parents and Caregivers



## For Parents and Caregivers

If you have any concerns that any child is being harmed physically or emotionally, please stop the activity and seek help. When appropriate, you can:

- Talk to a local leader or government official
- Call or email a child helpline or agency that protects children
- Contact the local police office
- Seek support from service providers or frontline workers (i.e. social workers, health workers, etc.)

If you are worried you might hurt your child:

- Talk to someone you trust about your feelings
- Only discipline children when you are calm; do not hit a child

## SOCIAL SUPPORT

### Ground Rules



### Ground Rules

**Materials:** paper and pen

- Setting the ground rule should be the first activity before you start with other activities in these cards.
- Gather the members of your family you will do the activities with.
- Ask everyone to say which rules it would be good to follow when doing the activities, so they will be fun to do. The rules can be things like: we listen to each other, we respect if anyone does not want to participate, and we play fair.
- Agree on a set of rules and note them on a piece of paper.
- Remind each other of the rules whenever you carry out the activities on these cards.

## SOCIAL SUPPORT

### Our Unique Names



### Our Unique Names

**Materials:** Pieces of cardboard, pens and safety pins

- Ask your family members to tell you something about your name. Ask them why it was chosen.
- On a piece of paper or cardboard, draw a picture that shows your name on one side and on the other side write down the meaning of your name.
- Decorate your name card with crayons, magazines, stickers or any materials you can find.
- Show your name card to your family and offer to make a name card for them.
- Collect stories of other people's names and help them make name cards too.
- As a family, wear your name cards on a day you all choose.

## EMOTIONAL LEARNING

### The Emotion Wheel



### The Emotion Wheel

**Materials:** Two pieces of cardboard, colour pencils and a paper fastener

- Draw a circle on a cardboard and cut it out carefully. Divide the circles into six equal slices like in a pie. For each slice, name the emotions: happiness, anger, disgust, fear, surprise and sadness.
- Draw a simple image next to the emotion to illustrate the emotion.
- Cut a second circle and divide it into 6 slices too. Then cut out 1 slice from the circle like in the picture on the front of this card. Place the second circle on top of the first circle and attach the two with a metal paper fastener in the middle of the circles.
- Colour or decorate your wheel as you like.
- Turn the second circle so that one emotion from the first will show through the missing slice.
- Use the wheel to check how you or other people feel each day or week! Remember there is no right or wrong emotion.

## EMOTIONAL LEARNING

### More on Emotions



### More on Emotions

**Materials:** The emotion wheel, paper and pen

- If you have not done the emotion wheel, start with the activity with the title 'The Emotion Wheel' first
- Look at the six emotions on the emotion wheel.
- Think about which kind of situations could make someone feel each of the emotions on the wheel?
- Act out a short story for others to guess which emotion you are expressing.
- Take turns until it is easy for everyone to recognize the six emotions and how we show them.

## EMOTIONAL LEARNING

### Other Emotions



### Other Emotions

**Materials:** The emotion wheel, paper and pen

- If you have not done the emotion wheel, start with the activity with the title 'The Emotion Wheel' first
- Look at the six emotions on the emotion wheel.
- Think about how many other emotions you know? Make a list of these.
- Talk with someone else if the emotions you wrote are another form of an emotion (for example, unhappy is another form of emotion as sad) already on the wheel or is not on the wheel.
- How many other emotions did you write down?



## EMOTIONAL LEARNING

### Creating Good Emotions



### Creating Good Emotions

**Materials:** The emotion wheel, pen and paper

- If you have not done the emotion wheel, start with the activity with the title 'The Emotion Wheel' first
- Look at the wheel and pick the emotion on the wheel that makes you most feel good inside.
- Think about all the things you can do at home to feel this emotion and write these on the paper.
- Try doing the things you wrote down and notice if you can feel the good emotions inside.

## EMOTIONAL LEARNING

### Dealing with Difficult Emotions



### Dealing with Difficult Emotions

**Materials:** The emotion wheel, pen and paper

- If you have not done the emotion wheel, start with the activity with the title 'The Emotion Wheel' first
- Look at the wheel and pick the emotion on the wheel that makes you feel a little bit uneasy. Where do you feel this emotion most in your body? In your stomach or heart or head or legs or somewhere else?
- When you can identify and can name such emotions, it gives you time to find out how to respond to the feeling.
- Note down, how you can respond to the feeling?
- Whenever an emotion is difficult to have in your heart or to share with others, you can create the good emotions by doing the things you noted down in the other activity 'Creating good emotions'

## EMOTIONAL LEARNING

### Different Ways to Respond



### Different Ways to Respond

- Let's explore the different ways people respond to their emotions.
- First, you need to find another person at your place to pair up with you.
- Pick one emotion and show it on your face and through acting it out with your body. Next, ask your partner to guess which emotion you are showing.
- Tell your partner if the guess is correct. Ask your partner to act out the same emotion.
- Now take turns to pick another emotion and try acting out these emotions too.
- Use your imagination to make a fun story where you can pretend to use all of the emotions you practised!

## WELL-BEING AND COPING

### Tree in the Wind



Find a friend or family member who can read the instructions to you in soft voice and you just follow the instructions.

### Tree in the Wind

**Materials:** None

- Stand nice and straight with your feet placed apart with space around you. Bend your knees a little bit. Relax your arms at your sides and let them hang down naturally.
- Feel your feet planted on the ground, just like the roots of a tree. Imagine you have roots growing down into the ground, standing firm.
- Locate the centre of your body and breathe into the centre of your body, using nice slow, deep breaths.
- Slowly lift your arms like branches and with each out-breath send the energy into your arms.
- Breathe in the energy from your roots and breathe out to send the energy to feed your branches and leaves.
- Now, open your eyes and shake your feet, hands and arms.
- Your tree is always there. Whenever you want to feel rooted and strong and calm, you can just plant your feet and grow your roots and branches again!

## WELL-BEING AND COPING

### Relaxed Breathing



Find a friend or family member who can read the instructions to you in soft voice and you just follow the instructions.

### Relaxed Breathing

**Materials:** None

- Sit or lie in a comfortable position. Close your eyes gently or keep them open but keep them soft and unfocused. Breathe out slowly as if you are blowing on a hot drink to cool it. Notice how this makes the out-breath long and slow.
- Put your hands on your chest and breathe in, and notice how the chest goes up and down as you breathe.
- Next, place both hands on the stomach. Breathe in while you let your stomach move out-ward, as if there is a balloon in your stomach that becomes inflated.
- Notice how your back and sides feel bigger when you breathe in and then shrink back when you breathe out.
- Bring your hands down to your lap, and just breathe quietly for a couple of minutes.
- Notice how your breath feels, how your body feels now.

## WELL-BEING AND COPING

### Relaxed Breathing to Sleep Well



Find a family member who can read the instructions to you in soft voice and you just follow the instructions.

### Relaxed Breathing to Sleep Well

**Materials:** None

Sometimes it is hard to fall asleep and a relaxed breathing exercise can help you fall asleep. On each outbreath you will count down. The first out-breath count five, on the next four all the way down to zero and go back to five and count down till you fall asleep.

- Lie on your back or side and feel how you are supported by the mattress.
- Next focus on your breathing, let the mouth be slightly open, and let go of tension in your eyes, tongue and jaw.
- Breathe in deeply, and on the first out-breath count five. On the next out-breath, count four, on the third count three and so on – till you get to zero.
- As the breath deepens and slows with the exercise, you can increase the count down from ten to zero. One out-breath, one count. Sleep well.

## WELL-BEING AND COPING

### Muscle Relaxation



Find a friend or family member who can read the instructions to you in soft voice and you just follow the instructions.

### Muscle Relaxation

**Materials:** None

- Sit or lie in a comfortable position and breathe nice and evenly.
- Make a fist with both hands and clench them really hard – as hard as you can. Feel the tension in your hands and forearms. Hold your body like this and slowly count to five and then relax your hands and arms.
- Bend your arms at the elbow, as if you are lifting a heavy weight, making your arms tight and tense.
- Now try doing this also for your neck and shoulders. Then your face. Then your stomach. And then your legs and feet.
- Notice how it felt between tense and relaxing of the muscles in the body.

## WELL-BEING AND COPING

### Belly Breathing



Find a friend or family member who can read the instructions to you in soft voice and you just follow the instructions.

### Belly Breathing

**Materials:** None

- Lie down with your head resting on the belly of another person such as a parent, grandparent, or sister or brother. Breathe deeply and regularly.
- If you have someone resting on your belly, notice how their head rises and falls when you breathe in and breathe out.
- Watch the breathing for a moment.
- Feel the air in the nose or mouth, when you breathe in. Notice how the air fills your lungs and how the head on the belly moves.
- Feel how the head is being moved by the breathing. up... and... down, up... and... down...
- Now both take a deep in-breath so the bellies become inflated and the head resting on the belly rises upwards... and let the out-breath be long, so the head comes down really slowly...
- You can take turn to rest your head on the belly of other if you are only two and repeat the same steps.



## WELL-BEING AND COPING

### Mindful Walk



### Mindful Walk

**Materials:** Paper, pencils, crayons or colours

- Find a place that makes you feel safe and happy, either inside or outside. Take time to look around and really SEE what is in the place.
- Notice everything as if seeing it for the first time. Notice everything around you in all the tiny details. Walk in total silence, bringing your full attention and try to notice the colours, textures, smells, sounds or feeling of sunshine or a breeze.
- Stop walking, sit down and think of something beautiful that you saw during the walk. Draw something that you liked the most during your walk. Draw as much as you can remember. Like, if it is a leaf, draw its shape, the veins, its color and anything else that makes the leaf special.
- Share what you have drawn with someone in your family.

## Working Together



## Working Together

**Materials:** Pencils or sticks

- Place real or pretend long sticks between one of your finger and same finger of the hand of a friend or a family member. You can line up and play with as many people as possible in this activity.
- Now move together in any direction without dropping any of the sticks. Watch each other closely and move at a speed that all of you are happy with.
- Do the same exercise using other fingers of the hands.
- Now try it again but this time without talking!
- Notice how long you can balance the sticks together. Also talk to each other about what it takes to work in a team like this.

## My Garden with Friends



We encourage you to do this exercise with your caregivers or anyone that you trust so that you can share your instant feeling and thoughts with the others.

## My Garden with Friends

**Materials:** Paper and crayons

- On a piece of paper, make a drawing of a nice garden maybe with trees, flowers or a playground.
- Think about who you would like to be in the garden with. It can be family, friends or someone you trust. Add these persons to the drawing of the garden.
- Tell the others in your family about who is in your garden.
- Think about who you can go to in your garden if you have a problem. Who can you trust and talk to. Share this with your family if you feel like it.

## A Memory of Someone Who Matters



We encourage you to do this exercise with your caregivers or anyone that you trust so that you can share your instant feeling and thoughts with the others.

## A Memory of Someone Who Matters

**Materials:** pen and paper or any other materials at hand

- Take some time to think of a special person that matters in your life. Next think of a positive memory you have of or with that person.
- Create a drawing or find another way to create a symbol that represents the memory. Tell a friend or a caregiver the story and what it has meant to you.
- Notice how it feel to share the story of the memory?
- Can you find a way to keep positive memories stored inside?

## Open or Closed Body Language



## Open or Closed Body Language

**Materials:** None

- Pair up, stand in front of each other. Appoint one person as A and the other as B.
- B turns the back to A, who in the meantime takes a position that demonstrates open or closed body language when listening.
- When A is ready, B can look and say whether the body language is open or closed and why it is so. Next change to B demonstrates open or closed body language.
- Talk about what makes open and closed body language.

## Taking Turns



## Taking Turns

**Materials:** None

- Take turns to decide and demonstrate a physical exercise that everyone will do for 30 seconds.
- Everyone should be able to carry out the exercises chosen.
- When the 30 second is up, the person should pass on to the next person who will demonstrate a new action that others should follow.
- You can do jumping jacks, run in place, jump up and down, imagine picking fruits from a tall tree, or picking up clothes off the floor, climbing up steps, sitting down on a chair and get up again, or you can jump from side to side, walk in place, clap the hand on the same and then the opposite knee or you can do whatever exercises you remember or will create any new ones.
- Go on for up to ten minutes, then stretch the muscles or shake the entire body from head to toe.

## Just listen



## Just listen

**Materials:** None

- Stand or sit in front of each other. One person will be a monkey and the other person will be an elephant or you can choose the animals you like.
- The monkey will talk about something the monkey likes to do at home. The elephant will listen very carefully and try to fully understand the monkey without asking any questions. The elephant will also use the body language to try to show that they are listening.
- After a minute or two, the elephant will repeat back what the monkey has said.
- Change so the elephant now talks about something the elephant likes to do at home and the monkey listens. After a minute or two, the monkey will repeat back what the elephant said.
- Next, take turns talking about something you look forward to
- Talk about how you know if someone is really listening to you.

## PROTECTION AND BOUNDARIES – MY SAFETY

### My Community



### My Community

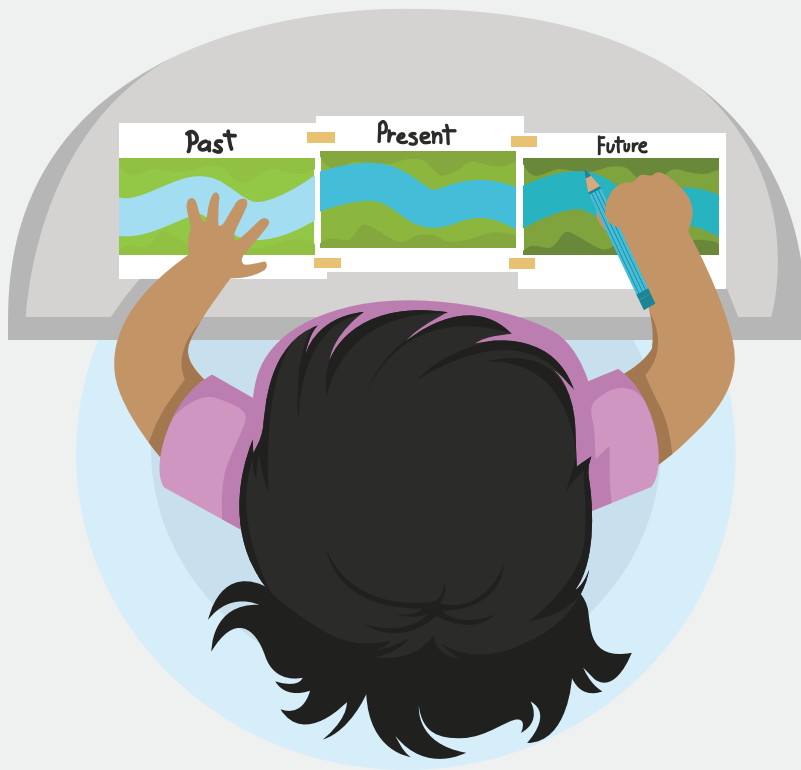
**Materials:** Paper and pencils

- Draw a picture of your community either on your own or with others. Include things like schools, houses, hospital, police station, parks, roads, rivers, woods, shops, and other things that come to mind.
- Put a checkmark beside your favourite places in the community.
- Draw a green circle for the places that you feel are the safest. Then draw a red circle for the places that are not safe for children.
- Think about what makes a place safe for you and others.
- Make a list on a separate piece of paper of three ways your community could be safer for children.
- Write the names of three people in the community that could help make things safer.
- Talk to a parent and make a plan to try to make one thing safer in your community.



## BUILDING ON STRENGTHS: ALL MY SUPPORTS

### River of Life



### River of Life

**Materials:** Three pieces of paper, pencils, tape and crayons

- Take three pieces of paper and tape them together side by side.
- Mark the first page with the words “the past”, the second paper as “the present” and the third paper as “the future.”
- Draw a river going across all three sheets of paper from the past to the present and to the future.
- On the sheet that represents the past, note or draw some favourite memories, in the present sheet add what is important to you now, and in the future sheet describe three dreams you have for yourself.

## BUILDING ON STRENGTHS: ALL MY SUPPORTS

### Heroes



### Heroes

**Materials:** Five sheets of paper, pencils, crayons and stapler or glue

- Fold five sheets of paper in half and staple or glue them near the fold to make a booklet of 20 pages
- Write Heroes on the front page as the title
- On the next page write your name and age; on the third write or draw what you are good at; on the next what you are worried about; and then key problems you have overcome
- On the next few pages write headings, like: my favourite super hero, who I talk to when I'm happy, who I talk to when I am worried, my favourite animal friend, who I can talk to for help, the person I learn most from.
- Draw a picture for each page.
- On the last two pages write what you liked most about this activity