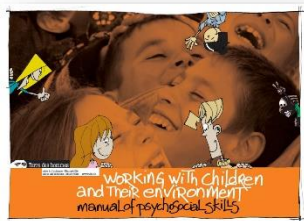


Participative methodologies for children and youths

Enhancing psychosocial resilience and empowerment

Movement, Games, Sport & Creativity (MGSC)



The MGSC methodology uses sport, games and creativity as a **psychosocial tool** to ultimately develop the personal and social skills of vulnerable children, and therefore **improve their resilience and psychosocial wellbeing**.

It uses an **INSTRUMENT**- games and sport (another instrument could be for instance creative activities, theatre, video, etc.) with a specific **METHODOLOGY** of experiential learning and participation and a **STRATEGY** of transfer of competences through 3 stages: basic training – coaching – training of trainers (for multiplication purposes).

Objectives

This methodology aims at **improving the overall wellbeing of children** through **strengthening the psychosocial skills of the adults in charge**, all the while passing on effective methods and tools (games and creative activities) for working with children.

The first aim of this approach is to improve the skill level of adults working with children: personal, social, methodological and technical skills. The children will in turn develop better mind, body and emotional aptitudes like confidence, trust, responsibility, respect, communication, cooperation, managing emotions and conflicts, etc.

Target group

Adults

Teachers, sport teachers, animators and social workers that are in daily interaction with children

Children and Youth

Age 4-14

Really flexible as a methodology, does not function as a curriculum but rather can be used through isolated sessions.

Global abilities developed in activities and games

Activities are a powerful tool because they engage the child as a whole:

• Head = mental capacities

the head is in command because they need to think, consider strategies and make quick decisions;



• Body = Physical capacities

The body is moving, the senses are stimulated;



• Heart = psychosocial capacities

The heart is central in controlling emotions and in applying fundamental values.



Four levels of skills for adult workers

The training manual contains 18 modules divided into two parts according to four fields of skills:

Part I: Managing oneself, one's relationships with others and in groups: Personal skills & Social skills.

Part II: Managing activities and games: Methodological skills & Technical skills.

Methodology

The methodology of training adults and playing games with children is based on Experiential Learning.

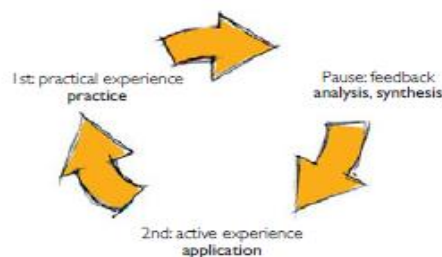
- 1st experiment a game
- 2nd stop the game and ask feedback
- 3rd re-experience the game.

Prerequisite

Ensure this methodology **fits your needs & context** in terms of:

- **Staff capacity & skills:** positive and motivated attitude upon any sort of experience in managing activities for children and basic knowledge on child protection and child well-being issues
- **Time commitment for the adult workers:** the whole process for the full package takes time: the longer the better, from 3 to 6 months with a regular technical support, as well as punctual refreshers.

The three steps of learning



Material available

(click on titles to access directly)

Working with children and their environment – Manual of psychosocial skills (training manual) which contains 18 practical training modules aims to provide people working with children the tools, methods and resources that can change their way of looking, being and acting, and thereby improve the quality of their interventions.

Laugh, Run and Move to develop together – Games with psychosocial aim is a compilation of twenty games, to provide those in charge of children a play tool which integrates the psychosocial approach and uses the phases of learning by experience.

Traditional games for child protection contain 15 traditional games from Eastern Europe (Romania, Moldova and Albania) and five 'international' games with strong psychosocial and protection elements, which combine mainly creativity, imagination and strategy.

PSS activities manual for children and adolescents provided activities categorized following Tdh's 5 Pillars of well-being.

Necessary resources

Timing for the transfer of competences:

- Initial Training: 14 to 18 modules can be considered over two weeks of training, successive or not (2 x 4 or 5 days), according to needs with a group of max 16 to 18 people
- Individual coaching: period of coaching with approximately six sessions of individual follow-up in the field, to assist with the integration of the different concepts learned.
- Refreshers: new modules that can be added.
- Training of Trainers: With a ToT component there is a multiplying effect by being able to duplicate shorter training courses (2 x 2 days or 4 successive days).

Human resources:

- a continuous 100% presence of an MGSC trainer – coordinator for the whole duration and ideally with on and off presence for follow-up & evaluation up to 1 year.



Terre des hommes
Helping children worldwide.

Links with Tdh MHPSS framework



Strengthening resiliency capacities and self and collective efficacy: Games, sports and creative activities help develop abilities (skills) in a global way – mental, psychosocial and physical abilities. The aim is to modify attitudes and behavior, reach long-term objectives such as better self-confidence and self-esteem, a feeling of security, and unity in a group.



5 pillars of well-being: Some PSS activities have been reviewed and classified by age and by pillars.



Feeling safe



Feeling connected



Feeling worth



Feeling respected



Feeling hopeful!



Supporting Children and youth participation and empowerment: Active participation (adults or children) is essential in the method of learning by experience. Everything comes from them and goes back to them, thanks to the mediation of the animator or trainer. The mental, physical and emotional involvement, the thinking and discussion after the experience, all help the person get fully mobilized for new discoveries and new behaviors.



Community based and contextualised approach to well-being: Every social worker, animator or teacher must recognize the importance of the community in the context of child protection. Therefore, one module will help participants understand the importance of community mobilization and how the community can support the development and protection of the child.

Monitoring & Evaluation

Evaluation can be done through questionnaires and other technical tools, but it can also be done by observing the animators and the children over a defined period of time and according to predefined criteria. The training manual proposes **three instruments for monitoring**.

For a periodical evaluation with reference to the indicators, a **general follow-up tool for psychosocial skills** meant for the targeted group. These are based on the requisite 14 skills and 42 sub-skills.

Two other follow-up tools are more specifically directed at animators and children during games, sports and creative activities.