



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
ХӨГЖЛИЙН ГАЗАР



International
Labour
Organization



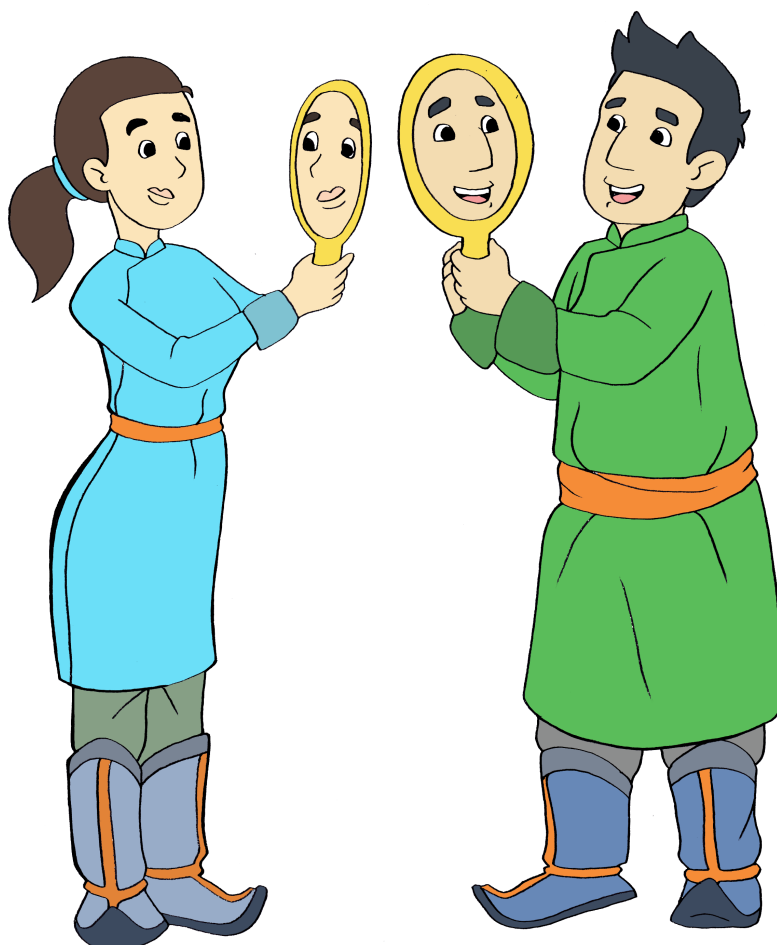
Funded by the
European Union



3-R Trainers' Kit

Rights, Responsibilities and Representation
For Children, Youth and Families

Module 1: Self-awareness and Identity



Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst

3-R Trainers' Kit

**Rights, Responsibilities and Representation
For Children, Youth and Families**

Module 1: Self-awareness and Identity

By

Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst



MINISTRY OF LABOUR
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН
ХӨГЖЛИЙН ГАЗАР



International
Labour
Organization



Funded by the
European Union

Copyright © International Labour Organization 2020
First published 2020

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Licensing), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: rights@dilo.org. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered with a reproduction rights organization may make copies in accordance with the licences issued to them for this purpose. Visit www.ifrro.org to find the reproduction rights organization in your country.

3-R Trainers' Kit: Rights, Responsibilities and Representation for Children, Youth and Families, International Labour Office, Country Office for China and Mongolia – Beijing: ILO, 2020

ISBN: 978-92-2-0325599 (web pdf)

Also available in Mongolian: *Амьдрах ухааны сургалтын багц: Хүүхэд, залуучууд, гэр бүлийн эрх, үүрэг, оролцоо*
ISBN: 978-92-2-0325605 (print) 978-92-2-0325612 (web pdf), Ulaanbaatar, 2020

NOTE ON THE 3-R TRAINERS' KIT, 2020 EDITION (ENGLISH AND MONGOLIAN VERSIONS)

This publication was developed by Busakorn Suriyasarn and Ulziitungalag Khuajin, consultants for the ILO, in collaboration with the Authority for Family, Child and Youth Development of Mongolia (AFCYD), government implementing agency, under the framework of the Phase 2 of the ILO project "Sustaining GSP-Plus Status by Strengthened National Capacities to Improve ILS Compliance and Reporting – Mongolia Phase 2" (MNG/17/50/EUR).

The content is extracted, customized and reproduced from the following original source: Empowerment for children, youth and families: 3-R trainers' kit on rights, responsibilities and representation, ISBN: 92-2-117849-8 (print), 92-2-117850-1 (web pdf), 92-2-117851-X (CD-ROM), Bangkok (2006) and subsequent editions, including the 2017 edition ISBN 978-92-2-130249-0 (print); 978-92-2-130250-6 (web pdf).

This publication was produced with the financial assistance of the European Union. The views expressed herein can in no way be taken to reflect the official opinions of the European Union.

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

Information on ILO publications and digital products can be found at: www.ilo.org/publns.

The authors are solely responsible for the contents and any opinions expressed within this publication, which does not reflect any official position of the ILO.

Book cover pictures and cartoons by ICCD LLC
Graphic design and layout by Sodbaatar Purevjav
Mongolia

FOREWORD

Over the last decade, the Government of Mongolia has taken concrete measures towards the implementation of the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182) and Forced Labour Convention, 1930 (No. 29). These efforts are in line with the 2030 Development Agenda which calls for the eradication of forced labour, modern slavery and human trafficking by 2030 and the elimination of child labour in all its forms by 2025.

Yet, to achieve these sustainable developmental results, key stakeholders in Mongolia have identified the need for a better understanding on how child and forced labour develops in today's context. This need is most acute on the side of state agencies and civil society organizations whose mission is to support children, youth and families who are at risk of child and forced labour and other forms of violence.

The Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families (3-R Kit) aimed at strengthening the capacities of both public and private entities in these areas. It was originally developed in 2006 by the ILO, and since then, successfully implemented in a number of countries including Mongolia where the first version of the training kit was used under the ILO/IPEC project in 2007. The 3-Kit has been recognized by the Mongolian Ministry of Labour and Social Protection and the Authority for Family, Child and Youth Development (AFCYD), government implementing agency as the most relevant and appropriate tool to strengthen the capacities of Mongolian public and private actors.

Under the framework of the "ILO/EU project on Sustaining GSP-Plus Status¹", the 3-R Kit has been revisited, adapted to the Mongolian context and validated by national trainers. We hope it will be of use to a large audience and eventually benefit those who most need it. The COVID 19 pandemic, which is unfolding at the moment of writing this note, has cast a new shadow on the wellbeing of vulnerable groups, particularly children. With an expected unfavorable economic environment for the upcoming years, governments, state entities, private sector, trade unions and civil society organizations all around the world are faced with the heightened challenge of eliminating child and forced labour by 2025 and 2030 respectively. The 3-R Kit is a modest contribution to support these efforts.

The ILO and the AFCYD are most grateful to the European Union's generous financial support, which made possible the realization of this Mongolian version of the 2020 3-R Kit. We look forward to our continuous engagement in support of most vulnerable parts of the population, helping to make sure that no one is left behind.

Enkh-Amar Mijidsuren
Chairperson
AFCYD

Claire Courteille-Mulder
Director
ILO Country Office for China and Mongolia

¹ Full title of the project is: "ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2" (MNG/17/50/EUR)



Contents

Foreword	iii
Acknowledgments	vii
Module Overview	1
Unit 1.1 Who Am I?	3
Ex. 1.1.1 Mirror, Mirror on the Wall	4
Ex. 1.1.2 What Animal Am I?	6
Ex. 1.1.3 What Can I Change and What Not?	9
TA 1.1.3 A: 20 Questions Worksheet	12
Unit 1.2 My Family and My Community	13
Ex. 1.2.1 My Family Tree	14
TA 1.2.1 A: Example Family Tree	17
Ex. 1.2.2 Our Community Map	18
TA 1.2.2 A: Example Community Maps (Rural and Urban)	22
Ex. 1.2.3 Story of Our Lives	23
Ex. 1.2.4 Community Analysis	26
TA 1.2.4 A: Community Calendar	31
TA 1.2.4 B: Community Groups and Organizations	32
TA 1.2.4 C: Community Problems	33
TA 1.2.4 D: Community Opportunities	34
Unit 1.3 I Have a Dream	35
Ex. 1.3.1 Market of Dreams and Happiness	36
Ex. 1.3.2 Road to Success	41
TA 1.3.2 A: My Road to Success: Example for Children	47
TA 1.3.2 B: My Road to Success: Example for Youth and Adults	48
Sources for Further Reading	49



ACKNOWLEDGMENTS

The present Mongolian edition of the 3-R Kit is the result of a teamwork and dedicated efforts by the AFCYD and ILO.

We acknowledge the valuable contribution of Ms Busakorn Suriyasarn, international consultant for her technical guidance.

In addition, we thank each member of the 3-R Kit Working Group established by AFCYD, in particular:

- o Ms Algirmaa Purevsuren (Modules 4, 9 and 10)
- o Ms Ariunchimeg Gombo (Module 11)
- o Ms Azjargal Jantsandorj (Modules 2, 4, and 9)
- o Mr Batsaikhan Batsukh (Modules 1 and 3)
- o Ms Battuya Tsanlig (Module 4)
- o Ms Bolortsetseg Sosorburam (Modules 10 and 11)
- o Mr Galbadrakh Sharkhuu (Modules 6 and 7)
- o LGBT Centre Mongolia (Module 6)
- o Ms Oyundari Bayanbaatar (Modules 5 and 8)
- o Ms Sanjid Borbandi (Module 3)
- o Ms Ulziitungalag Khuajin (Trainers' Guide).

We would like to express our appreciation to Mr Altansukh Ochirbat, former chairperson in AFCYD for his initiation of and support to this work. For the coordination, detailed national contributions and review of the Mongolian translation, we thank Ms Azjargal Jantsandorj, senior specialist in charge of child rights policy implementation in AFCYD and Ms Ulziitungalag Khuajin, senior lecturer in the Social Work Department of the Mongolian National University of Education. We are also grateful to Ms Bertsetseg Vanjil and Ms Narmandakh Battulga who provided translation support during the adaptation process and Ms Tuya Balchindorj for her edition of the Mongolian language version.

On the ILO side, Ms Lkhagvademberel Amgalan and Ms Bayartsetseg Bayarsaikhan in Ulaanbaatar, Ms Parissara Liewkeat, in Beijing and Ms Bharati Pflug, Senior Specialist on Fundamental Principles and Rights at Work in the ILO DWT-Bangkok, provided programming, administrative and technical support.



MODULE 1 SELF-AWARENESS AND IDENTITY

Module Overview

This module deals with self-awareness and identity of children, youth and adults. It aims to help especially children and young people to better understand and appreciate themselves, their community, and their social environment. Participants will be asked to explore their own character and identity, as well as their aspirations and means to realize them. It is important for children and youth to know who they are and what they want, and understand and respect that each individual is different. Although this module is designed primarily for children and youth, the exercises can also be used with adult women and men.

This module includes 3 units:

Unit 1.1 Who Am I?

Unit 1.2 My Family and My Community

Unit 1.3 I Have a Dream

Unit 1.1 Who Am I?		Objectives	Time
Ex. 1.1.1 Mirror, Mirror on the Wall	- To become aware of one's own appearance, characteristics and strengths - To learn others' opinion about one's own appearance, characteristics and strengths	40-50 mins	
Ex. 1.1.2 What Animal Am I?	- To become aware of one's own characteristics and behaviours and those of others - To learn to accept individual differences and opinions of others	60-75 mins	
Ex. 1.1.3 What Can I Change and What Not?	- To learn which aspects of oneself can be changed and which need to be accepted - To learn to accept and appreciate one's own identity	60-70 mins	
Unit 1.2 My Family and My Community		Objectives	Time
Ex. 1.2.1 My Family Tree	To reflect on relations within one's own family	50-60 mins	
Ex. 1.2.2 Our Community Map	- To reflect on one's role in one's own community - To identify resources, services, opportunities and constraints that exist in the community	60-75 mins	

Ex. 1.2.3 Story of Our Lives	- To identify participants' activities and experiences in the community, workplace or during the process of migration - To analyze participants' relationships with family, friends and others in their personal and work life - To identify their access to the resources available and the level of their involvement in the community	120 mins
Ex. 1.2.4 Community Analysis	- To identify community or workplace activities and resources - To analyze relationships and the level of participants' involvement in the community or workplace	75-90 mins
Unit 1.3 I Have a Dream		
	Objectives	Time
Ex. 1.3.1 Market of Dreams and Happiness	- To explore basic personal needs and desires in life - To learn to prioritize what is important in life	75-90 mins
Ex. 1.3.2 Road to Success	- To learn how to recognize and set goals in life - To practice drawing a roadmap toward a desired goal	60-75 mins
Total time in Module 1: 10 hours – 11 hours 45 minutes		

Unit 1.1 Who Am I?



Content

This unit deals with individual self-awareness of children and youth. The exercises help them explore their own individual characteristics, strengths and weaknesses. Participants will learn to appreciate their own unique characteristics and accept those of others. They will also learn that other people may have different opinions about themselves and become aware that, if they want to, some behaviours, attitudes and characteristics can be changed.



Key Messages

- Each person has his or her own unique character and qualities.
- Every person has strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us.
- There are characteristics that we are born with that cannot change or are hard to change but many behaviours and attitudes can be changed, if we want to.
- Look for good things in ourselves and in others: Value yourself and respect others.



Exercises

- 1.1.1 Mirror, Mirror on the Wall
- 1.1.2 What Animal Am I?
- 1.1.3 What Can I Change and What Not?



Related Units

- 1.2 My Family and My Community
- 1.3 I Have a Dream
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles

Exercise 1.1.1 Mirror, Mirror on the Wall



Objectives

- To become aware of one's own appearance, characteristics and strengths
- To learn others' opinion about one's own appearance, characteristics and strengths



Target Group

Children and youth



Duration

40-50 minutes



Seating Arrangements

Circle or semi-circle of chairs



Materials

- For each participant: 1 pencil, 2 pieces of blank paper (cut A-4 paper into 2-4 pieces)
- 1 small mirror for each participants or for 2-4 participants to share
- 2 rolls of masking tape



Session Plan Steps¹

1. Inspect oneself in the mirror – 5 minutes
2. Share good qualities of oneself with friends – 20-25 minutes
3. Good qualities, bad qualities – 10 minutes
4. Round up – 5-10 minutes

Step 1 Inspect oneself in the mirror – 5 minutes

Give a mirror to each participant and two pieces of blank paper. (If there are not enough mirrors available, 2-4 participants can share one mirror.) Give participants 2-3 minutes to look at themselves in the mirror.

Ask everyone to look at the person in the mirror, look for the qualities they like and choose three qualities that they like best. For example: physical characteristics such as large eyes, long hair, small nose, tall or strong statue, and delicate hands, as well as mental characteristics such as honesty, kindness, patience, determination, loyalty, and intelligence.

¹ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Admirable Quality, p. M-3.

After having found the qualities s/he likes, each person will write down the three best qualities of themselves on one sheet of paper, keep it for later and not show it to anyone. (If the participants cannot write well, they may memorize the three chosen qualities.)

Step 2 Share good qualities of oneself with friends – 20-25 minutes

Ask the participants whether each of them found some good qualities in themselves that they liked. Ask at least one girl and one boy to share their good qualities with other participants.

Use these as examples to explain that each of us has good qualities and strengths. Some of the qualities we recognize ourselves. Other qualities we overlook but are recognized by other people.

Next, participants will find out what good qualities others see in them.

Ask the participants to write their names on the top of the second sheet of blank paper and tape the paper on their backs. Everyone will then walk around the room to ask 5 people to write good things about him/her on the paper attached onto his/her back.

When everyone is finished, ask all to come back to their seats, take the sheet from their back and read it. Ask the participants to share:

- What nice things other people said about them
- Whether some of the things said by other people matched their own opinion about themselves as written on their sheet of paper in Step 1
- What s/he thinks are the 5 strongest qualities of him/herself and why.

Step 3 Good qualities, bad qualities – 10 minutes

Discuss about identifying qualities of oneself and those of others', using the following questions:

- What is easier: seeing good qualities in yourself or seeing good qualities in others?
- Did your friends see qualities in you that you did not think you had? Why do you think you did not see all of your own qualities?
- Did anyone say bad things about you? If they did or if someone pointed out your bad qualities or weaknesses, how would you feel and what would you do?
- Do you and your friends have bad qualities and weaknesses? What could you do if you know you have these?

Step 4 Round up – 5-10 minutes

Round up the exercise by emphasizing the following points:

- Each person has his or her own unique character and qualities.
- Every person has strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us because different people have different perspectives on things.
- Because everyone has both good and bad points, it is better to look for good things in ourselves and in others: Value yourself and respect others.

Exercise 1.1.2 What Animal Am I?



Objectives

- To become aware of one's own characteristics and behaviours and those of others
- To learn to accept individual differences and opinions of others



Target Group

Children and youth (or adults)



Duration

60-75 minutes



Seating Arrangements

Complete circle seating on the floor with space for drawing for each person



Materials

- At least one sheet of plain white paper for each participant for drawing
- Several sets of coloured pencils and erasers for participants to share
- 2 rolls of masking tape
- A medium-size bottle (with a bottleneck)



Session Plan Steps²

1. Choosing an animal – 20 minutes
2. Bottle-spinning circle – 45 minutes
3. Round up – 10 minutes

Step 1 Choosing an animal – 20 minutes

Ask participants what animals they know. Have them name some animals. Ask those who name the animals:

- What kind of character does each animal mentioned have (e.g., brave, fast, strong, shy, fierce, funny, angry, mischievous)?

² Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: What Animal Am I?, p. M-4.

- Have you heard the elders in your community say anything about these animals? What are their views on each animal?
- What do you think are the characteristics or habits of these animals?
- Can you see yourself in any of the animals?

Ask all participants to each select one animal that they think has the character most like themselves. Give the participants one sheet of paper and coloured pencils to draw the animal of their choice. They have 10 minutes to complete the drawing. If some of them do not like to draw, they may spend the time thinking of the characteristics of their animal and imitate that animal in the group.



Tip for Trainers

Explain to participants that this is a game. Playing this game does not mean that a person will become or be called the animal she or he chooses. The trainer may start by showing the group an example of his or her animal. Encourage participants to think of a lot of animals and give them some guidance in finding the comparisons between themselves and the animals. For example, they can think about innate character, special abilities, habits, strengths and weaknesses of each animal (e.g., fierce, loyal, mischievous, fast runner, early riser, night creature, smart, shy, patient, courageous, strong, cute). Encourage them to draw comparisons using animal and human characteristics that might exist in their culture.

Step 2 Bottle-spinning circle – 30-45 minutes

Once all participants finish the drawing or practicing the animal imitation, ask them to come back to sit in a circle in the room. Ask the participants with the drawing of an animal to tape it on the front of their shirts. Those without the drawing show the imitation when it is their turn to introduce themselves.

In the introduction, each participant will state the reason why s/he has chosen the animal and say what characteristics, behaviour, abilities and habits, as well as strengths and weaknesses s/he shares with the animal. The trainer can ask whether others in the group agree with the comparison, and why or why not.

Start the introduction by asking for a volunteer to introduce him/herself and his/her animal to the group by explaining or doing an imitation of the animal. The rest of the participants can guess the animal, if it is not clear what the animal is. After the introduction, give the bottle to the first volunteer and ask him/her to spin it around. The person to whom the bottleneck points to will continue the animal introduction of him/herself, and spin the bottle to identify the next introduction and so on. Allow all participants to introduce their animals, but mind the time (around 1 minute per participant).

Step 3 Round up – 10 minutes

Ask participants what they have learned from this exercise.

- Did you mention only good points or strengths, or did you also mention bad points or weaknesses of your animal and yourself?

- Is it possible for people to see themselves in a different way than other people see them?
- How do you feel when some people do not agree with your choice of animal and is it okay if they do not agree with you?
- What should you do if people do not really understand you, or see the 'real' you?

Conclude the exercise by emphasizing the following points:

- Each person has his or her own unique character and qualities.
- People are different but everybody has both strengths and weaknesses.
- The way we see ourselves may be different from the way other people see us because different people have different perspectives on things.
- Because everyone has both good and bad points, it is better to look for good things in ourselves and in others.
- It is good to express ourselves to help others understand us better.

Exercise 1.1.3 What Can I Change and What Not?



Objectives

- To learn which aspects of oneself can be changed and which need to be accepted
- To learn to accept and appreciate one's own identity



Target Group

Children and youth



Duration

60-70 minutes



Seating Arrangements

Circle, semi-circle or group seating with writing space for everybody



Materials

- A copy of Training Aid 1.1.3 A (or a set of pictures representing the same list)
- A pen or pencil for each participant



Training Aid

1.1.3 A: 20 Questions Worksheet



Session Plan Steps³

1. 20 questions worksheet – 20-30 minutes
2. Discuss what can be changed or what not – 30 minutes
3. Round up – 10 minutes

Step 1 20 questions worksheet – 20-30 minutes

Ask participants to reflect on their own qualities discovered in Exercise 1.1.1 and/or Exercise

³ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Accept or Change, p. M-1-2.

1.1.2. Ask them if there are things that they want to change about themselves. Explain that in this exercise they will have an opportunity to find out which aspects they can and which they cannot change.

Distribute a copy of the 20 Questions Worksheet (Training Aid 1.1.3 A) to everyone. Participants will use the worksheet to assess individually to what extent they can change any aspects about themselves. Explain the instruction written on top of the worksheet. Give them about 20-25 minutes to work on the worksheet. Emphasize that there are no absolute, right or wrong answers. If the participants are unable to read by themselves, the worksheet can be done together in one large group or smaller groups.



Tip for Trainers

If the participants are not able to read and write well, the trainers may use a set of pictures instead of words for the 20 questions in Training Aid 1.1.3. And instead of each participant doing the worksheet on their own, all participants may do the exercise together as a group.

Step 2 Discuss what can be changed or what not – 30 minutes

Once everyone has finished with the worksheet, ask which participants have a lot of things that can change completely and can change a lot. Ask those who raise their hands to give some examples. Then, ask which participants have a lot of things that can change a little and cannot change at all. Ask them to give examples. (Make sure to ask both girls and boys.)

After some girls and boys have given examples, encourage discussion with the following questions:

- Why do you think you can or cannot change these things about yourself? (There are certain things that cannot or are very difficult to be changed: biological characteristics that you are born with, such as being a boy or a girl, father and mother, birth date, height, and skin and eye colour, while most other things in life can be changed.)
- What are the types of things that you think can be changed? (Social characteristics or things that are acquired after birth such as behaviour, attitude and relationship with others.) Why can these things be changed? (You have control over them.)
- What are the types of things in your life that you have very little or no control over? (Things that one is born with and things that one has no power to change.)
- What are the things you think you want to change? How do you decide what to change or not? (Encourage discussion towards personal and cultural identity, and future goals, and how one can keep or change identity, or future goals, in a smart and informed way.)
- Do you think what you do or the way you behave can affect your life and other people's lives? How? (Create understanding of how one's action has impact on oneself: for example, getting up late causes being late for school, eating unhealthy food makes one unhealthy, staying out in the rain can lead to a cold; as well as on others: for example, fathers and sons not helping out with the household chores causes the mother and sisters to have heavier workload and less time for sleep and leisure.)
- What do you do with the things that you have little or no control over? (Understand that things can be changed that are within your control. Accept that there are certain things in life that

are not within your control and therefore cannot be changed. The key is to understand what in your life you can control and what you cannot. Seeing the distinction can be tricky.)

Step 3 Round up – 10 minutes

Conclude the exercise with the following key messages:

- There are characteristics that we are born with that cannot change or are hard to change such as the place and time we were born, our father and mother, height, and skin and eye colour. These are things that are beyond our control and we had better learn to accept and appreciate them.
- Most things in life are within our control. If we want to, we can change most things in our life such as our behavior, attitude and our own environment.
- It is up to us to decide to keep what is good or to change what is bad in our lives.



Training Aid 1.1.3 A: 20 Questions Worksheet

You need to decide how much you can change things about yourself: (1) cannot change at all, (2) can change a little, (3) can change a lot, (4) can change completely. For each item, choose only one from the four choices (1 to 4) and mark [X] in the appropriate column.

My Name: _____ **My Home Town:** _____

Things about me	1	2	3	4
	Cannot change at all	Can change a little	Can change a lot	Can change completely
1. Nose				
2. Hair style				
3. Height				
4. Being shy				
5. My favourite idol				
6. Mother				
7. How I help mother/father				
8. Time I wake up				
9. Shape of my eyes				
10. Clothes I wear				
11. Eye colour				
12. What I watch on YouTube				
13. Father				
14. Grades in school				
15. My birth date				
16. What I do with my friends				
17. My sex				
18. Skin colour				
19. Food I eat				
20. What I want to be when I grow up				
Total score [20]				

Unit 1.2 My Family and My Community



Content

This unit helps children, youth and families reflect on their family and community relations. They will have a look at themselves in their family and community network: where they are in the family structure, how they relate to their family, relatives and friends, what kind of community they live in, and how they fit in their own community, and their relations with friends, neighbours and organizations within the community.



Key Messages

- You are not alone. Everyone is connected to someone: family or friends.
- What makes a strong family are the family ties: the sense of belonging, love, caring and helping each other among the family members, even though they may live far apart.
- We all live in a community, in which we share our lives with families and friends, go to school or work, eat our favorite food, and celebrate special traditions, holidays and events.
- Being part of a community means being connected to others in the community, participating in the community activities, helping each other when there are problems and helping to make the community a better, happier place.
- A community/workplace is happy and strong when its members, regardless of their age, sex, ethnicity, rank or status, have equal opportunities to participate in its activities and in groups and organizations that serve their needs and promote their interests.
- In each community/workplace there are both problems and opportunities that can be dealt with, if its members join forces together to address them with efficiency, creativity and clear vision.



Exercises

- 1.2.1 My Family Tree
- 1.2.2 Our Community Map
- 1.2.3 Story of Our Lives
- 1.2.4 Community Analysis



Related Units

- 1.1 Who Am I?
- 1.3 I Have a Dream
- 2.3 My Rights and Responsibilities
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 4.1 Who's Doing What Work and Who Has a Say in the Family?

Exercise 1.2.1 My Family Tree



Objectives

To reflect on relations within one's own family



Target Group

Children, youth and adults



Duration

50-60 minutes



Seating Arrangements

Seating in semi-circle or in groups with writing space for everybody



Materials

- A sheet of blank A-4 paper for each participant
- At least 5-6 sets of markers in four different colours for participants to share
- Flipchart or whiteboard and markers for trainers



Training Aid

1.2.1 A: Example Family Tree



Session Plan Steps

1. Show a family tree example – 10 minutes
2. Participants draw family trees – 20-30 minutes
3. Family tree show and tell – 15 minutes
4. Round up – 5 minutes

Step 1 Show a family tree example – 10 minutes

Begin the exercise by showing the participants your own family tree. Draw a rough picture of a big tree with roots, trunk and branches on a flip chart or a white board (see Example Family Tree,

Training Aid 1.2.1 A). Explain that because mothers and fathers are the foundation of families, they are like the roots of the tree: write the word 'mother' or draw a picture of mother on one of the roots, 'father' on another root. Grandfather and grandmother are also part of the roots (and remain so even if they have passed away). Children are the branches of the tree because they are growing up. Identify yourself, your brothers and sisters, cousins, nieces, nephews and other relatives who are part of your family. Put two close friends on the branches of your tree and explain that sometimes we consider close friends as part of our family. Your friends can come from anywhere. They can be neighbours, schoolmates or colleagues at work.

Step 2 Participants draw family trees – 20-30 minutes

Explain to participants that they will draw their individual family trees like the example you have shown. Tell them that each tree will be different. Some are big trees with a lot of branches because the family is large, with grandparents, aunts, uncles, and cousins. Other family trees may be small because there are few children and relatives or some trees may have more friends than relatives.

Distribute to participants a sheet of blank A-4 paper each and several sets of colour markers to share. Give them about 20 minutes to draw their family trees. Tell them they can make their trees as beautiful as they like.



Tip for Trainers

To help facilitate the discussion in Step 3, trainers may ask participants to use different colours to note different types of relations. For example, they may use:

- **red colour** for immediate family members living close to them
- **green colour** for best friends living close to them
- **blue colour** for family members, relatives and friends whom they feel close to but live far away
- **black colour** is for family members who have passed away.

Step 3 Family tree show and tell – 15 minutes

In plenary ask volunteers to show their family trees. Make sure to get both boys and girls and young as well as older participants to show their family trees. Stimulate discussion with the following questions:

- Who has a tree with a lot of (or very few) branches?
- Do you like to have a family tree with a lot of branches (or few) branches? Why?
- Are all the branches, all family members, still together today? If no, what happened to them? Where are they now? Do you miss them?
- Do you feel particularly close to anyone in the family tree? If yes, who are they and why? If no, why not?



Tip for Trainers

Try to get participants to talk about their families, their relatives, the history and the current situation in their families. It is important to get a glimpse of the relations participants have with their family and friends.

If migration or trafficking is an issue to emphasize for the target group in migration source communities, probe more about the current situation of participants' families: are all the family members still together; has anyone within the family migrated; are any of the participants thinking about migrating themselves; if there are migrants within participants' families, are they still in contact, how often are they in contact, and do they know the situation of the migrants.

If the target group is already in migrant destination areas, ask them to draw the family tree in their home village. Ask similar questions as above, only in reverse: are you still in contact with your family or friends back home, how often do you call or write them, how often do they come and visit you, what are the things you often talk about when you talk to them, do you send money to your family, etc.

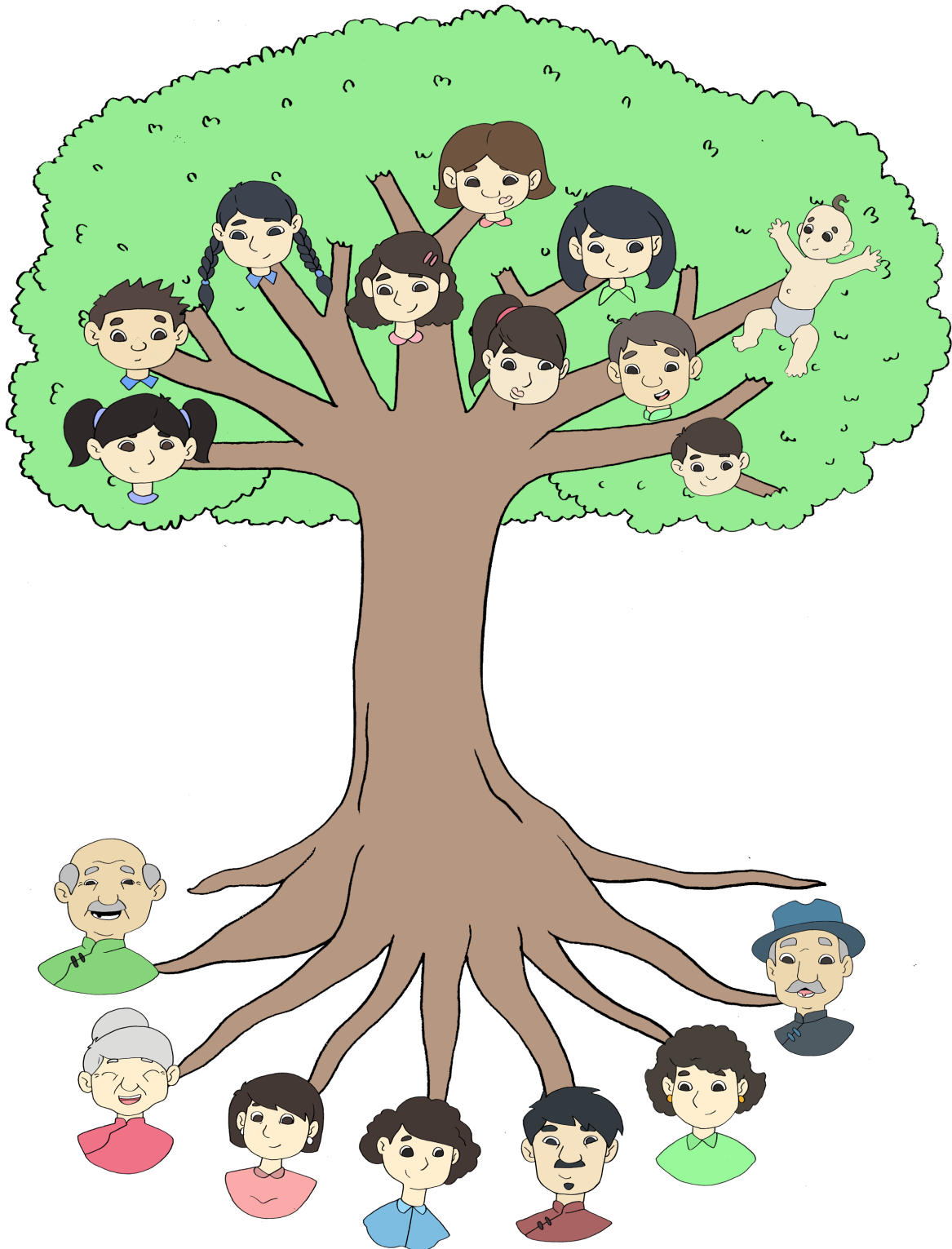
Step 4 Round up – 5 minutes

Round up the exercise by summarizing the discussion and emphasizing the following messages:

- You are not alone. Everyone is connected to someone, family or friends.
- Different people may have different types of families: some are big, some are small, some are traditional and some not. Some families may include people who are not blood-related.
- What makes a strong family are the family ties: the sense of belonging, love, caring and helping each other among the family members, even though they may live far apart.



Training Aid 1.2.1 A: Example Family Tree



Exercise 1.2.2 Our Community Map



Objectives

- To reflect on one's role in one's own community
- To identify resources, services, opportunities and constraints that exist in the community



Target Group

Children, youth and adults



Duration

60-75 minutes



Seating Arrangements

Circle seating or small group seating with space for group work and large wall space



Materials

- Participants' individual family trees from Exercise 1.2.1 (if available)
- Colour markers, one or more for each participant
- 10-20 sheets of flipchart paper
- 5-6 rolls of masking tape or 5-6 bottles/rolls of glue



Training Aid

1.2.2 A: Example Community Maps (Rural and Urban)



Session Plan Steps⁴

1. Make a community map together – 30-40 minutes
2. Map show and tell – 20-30 minutes
3. Round up – 10 minutes

⁴ Adapted from: *GET Ahead Package* by Susanne Bauer, Gerry Finnegan & Nelien Haspels (ILO: Bangkok, Berlin and Geneva, 2004), Exercise 9: Her Business in Her Community: Business Mapping, pp. 109-112.

Introduction

In this exercise, participants will work together to create their community map. If the participants come from different communities, group them according to their community (neighbourhood, bagh, khooroo, soum, aimag). If the participants come from the same, large community, break them into groups according to the neighbourhood/bagh. The details of the exercise are slightly different, depending on whether the participants come from the same or different communities, rural or urban, and whether they are (potential) migrants living in places which send or receive migrants (hereafter referred to as 'sending' or 'destination' areas of migrants respectively).

Step 1 Make a community map together – 30-40 minutes

For participants in the rural areas or sending areas of migrants

Group those who live near each other in groups of 4-6. Give each group 2 sheets of flipchart papers, colour markers, one roll of masking tape or glue.

In each group, members will work together to draw a rough map of their community (see Example Community Map, Training Aid 1.2.2 A). Ask the groups to do the following:

- Tape together the two sheets of paper, if they wish, to make a large map.
- Fill in the key landmarks and facilities that exist in their immediate neighbourhood or bagh such as their houses, road signs, mountains, rivers, big trees, fields, water wells or pumps, school, markets, post office, telephone/internet kiosks, bus station, police station, health clinic, local government building, factory, temple or other place of worship. In case of making a map of their workplace, facilities inside and around the workplace such as work area, cafeteria, dormitory, water fountain, bathrooms, rest areas and landmarks in the neighbourhood of the workplace can be drawn.
- If participants have done 'My Family Tree' exercise, they may put their individual family trees in the location relative to one another on the map.

For participants in destination areas of migrants

Ask participants to identify friends or relatives in the group who currently live together or near each other in the same community. Once identified, group those who live in the same community together (for example, child herders or child domestic workers working for employers in the same neighbourhood or bagh, child workers who work together in the same place, for example, market, street, mine, farm or factory). Ask them to fill the map with landmarks and facilities that migrants use such as road signs, markets, shops, restaurants, telephone/internet kiosks, bus stations, health centers, hospitals, temples, workplaces, etc.

Each group will work together to draw a map of their community (see the instructions above for participants in sending areas). If all or most participants live or work in the same community, break them into smaller groups. All groups will draw the same community map.



Tip for Trainers

If participants are very young or if you feel they need more guidance, you may draw an example on the flipchart or on the board. If different groups of participants work on different neighbourhoods, you may tip the groups to have a look at each other's drawing to get a feel on how it can be done. Participants do not need to be literate to draw a map. Make sure that everyone in each group has a marker and participates in the making of the map and not a few only dominate the exercise.

Step 2 Map show and tell – 20-30 minutes

When the maps are completed, ask the groups to present their maps.

- If the groups draw maps of several neighbourhoods or baghs that are part of a soum, ask them to put their maps together to form a soum map. They may make some adjustments to create a nicer bagh map (but there is no need to redraw the entire village map).
- If the groups draw maps of different baghs/soums and workplaces or maps of the same community, ask all groups to put up all their maps on the board or on the wall and do the presentation together.

Encourage discussion with the following questions:

- What are the key landmarks in your community/workplace?
- Where is your home, your school, and your workplace?
- What are the common places/facilities in your community/workplace that are open for everybody to use? Are there people who are not allowed to use these places/ facilities? If so, why not?
- What are the special places/facilities that serve only certain groups of people in the community/workplace?
- Are there special places where you and your friends, co-workers, and family get together? Where are they? What do you do and how often do you go there?
- What are your most and least favorite places on the map?
- Which places are safe and which are dangerous? Why?
- Are there any places/facilities you wish to have in your community/workplace that do not currently exist? If so, why would you like to have these?
- Are there any places/facilities that you hope will always be there? If so, what are these and why? If not, why not?

Step 3 Round up – 10 minutes

Summarize the discussion and make sure to cover the following points:

- A community is the environment in which we share our lives with families and friends, go to school or work, eat our favorite food, and celebrate special traditions, holidays and events.
- In each community/workplace, there are common places/facilities which members use such as the market, the school, the health clinic, the post office, the temple, mosque or church, the

meeting hall, etc. Many communities have specific places/services for particular members such as the school, the childcare center, the youth club, the women's center, the elderly center, and the sports fields.

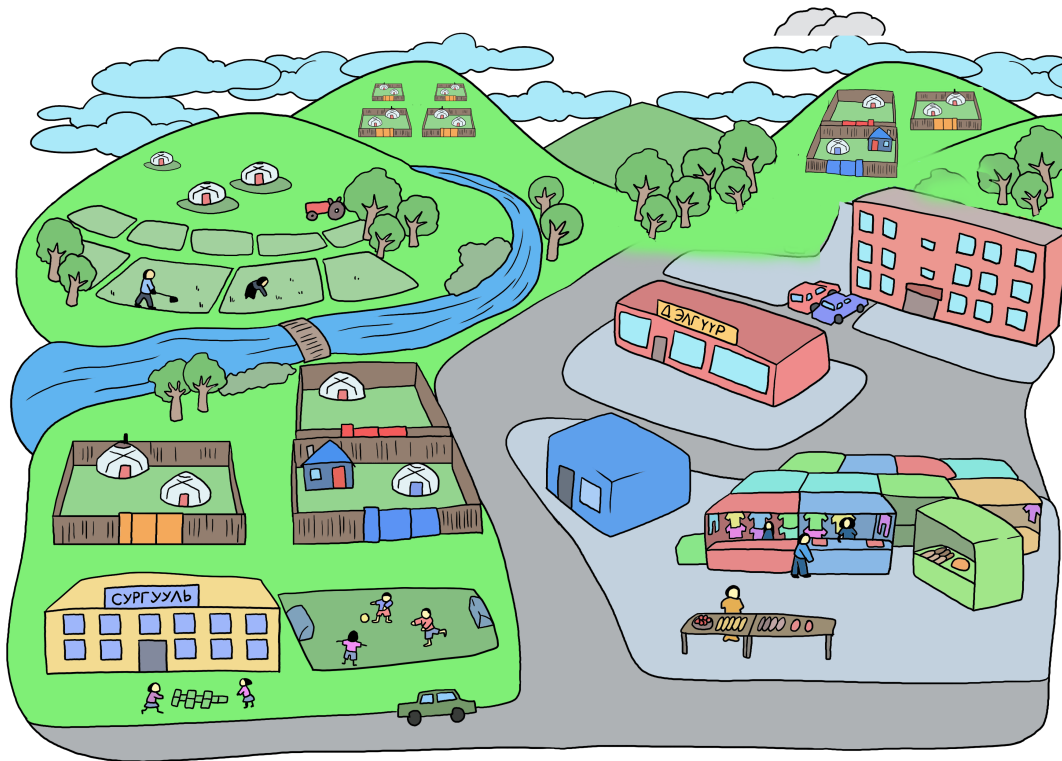
- Each community/workplace has facilities and services that exist to serve the needs of the members and them give opportunities to get together and develop or continue the traditions of that community/workplace.
- A happy community can be like a big, extended family but this is not always the case. Some communities are characterized by close ties; others by control of one group over another. In destination areas of migrants, the old and new populations may mix freely or live in separate parts of the community. In some societies men and women may use the same facilities; in others they live and work in separate spaces.
- The community/workplace can change for the better and it is often up to the members of that community/workplace to make that happen.

Keep all the maps on the walls and keep them there during the training.

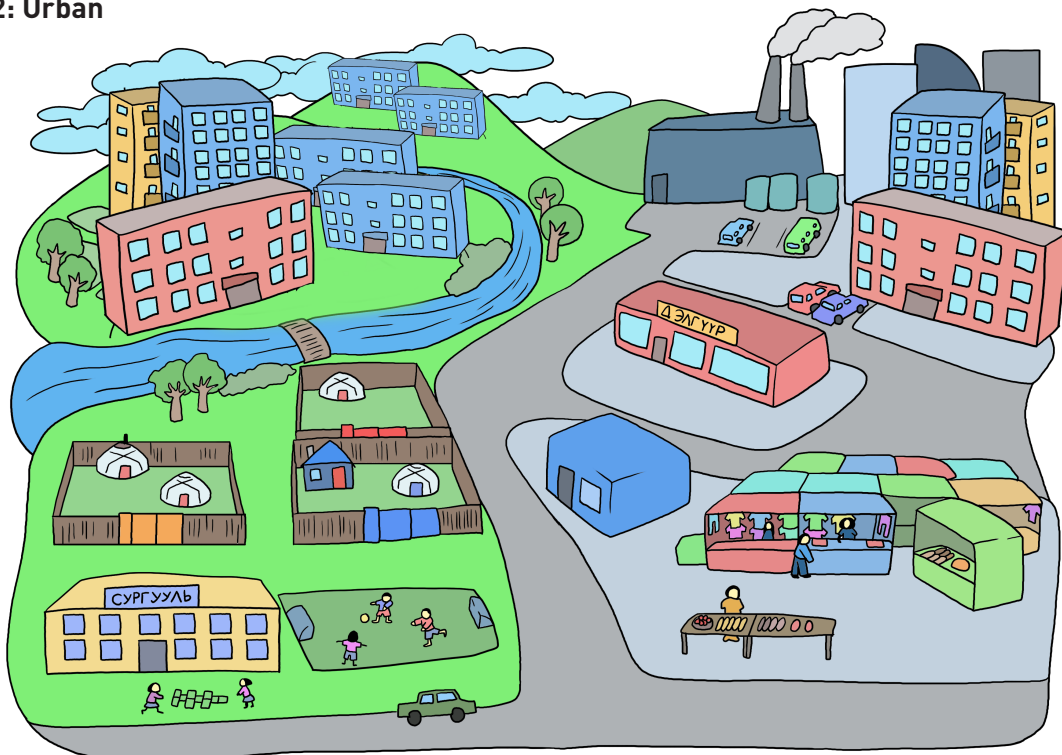


Training Aid 1.2.2 A: Example Community Maps (Rural and Urban)

MAP 1: Rural



MAP 2: Urban



Exercise 1.2.3 Story of Our Lives



Objectives

- To identify participants' activities and experiences in the community, workplace or during the process of migration
- To analyze participants' relationships with family, friends and others in their personal and work life
- To identify their access to the resources available and the level of their involvement in the community



Target Group

Children, youth and adults



Duration

120 minutes



Seating Arrangements

Small group seating with space for group work



Materials

- Community map(s) from Exercise 1.2.2
- Drawing materials: A-4 and/or flipchart paper, colour markers, pencils, etc.
- 5-6 rolls of masking tape
- Large boards or large wall space



Session Plan Steps

1. Explain the exercise – 10 minutes
2. Make picture stories in small groups – 60 minutes
3. Share group stories – 30-40 minutes
4. Analyze stories and round up – 20-40 minutes

Introduction

In this exercise participants will make picture stories about their lives in their community, which can be the village in which they live, their workplace, or the community where they have migrated to and work, or their lives during migration. Before beginning the exercise, the trainer should know basic information about their participants: age range, ethnicity, where they come from, what work or activities they do, etc., because it is important to group participants with similar work and life experiences together.

Step 1 Explain the exercise – 10 minutes

Explain to the participants what they will do in this exercise as follows:

They will work together in small groups to draw pictures that tell a story about their lives and experiences, for example, as children or youth living in a bagh/soum, as child herders, child jockeys, child workers in a factory, mine, market, or in domestic service, as children living on the street, as migrants living in a big city. Each group is free to choose whatever topics they like to share about their lives, but they must try to draw at least 6 pictures that show different aspects of the story of their lives.

Possible aspects are:

- | | |
|--|--|
| - Family and friends | - Most favorite places to visit or hang out |
| - Fun activities with friends and family | - Places to avoid |
| - School | - Important people in the community or workplace |
| - Work daily or seasonally | - Problems experienced: what you did, how you got help and where you went for help |
| - Favorite special days or events: what they do on these occasions | - What you wish you could have or could do in your community/workplace/situation |
| - Travel or migration experiences/stories | |



Tip for Trainers

If participants are migrants from other areas, their pictures and story can include their journey that shows how and when they came to the community. If possible, try to get a glimpse of the kind of problems and challenges they may face in the community. Participants may be hesitant to include problems in the story. If so, try to draw them out during the discussion in Step 4 and get them to think of possible solutions to the problems and what role they might play as part of the solutions.

If participants share traumatic experiences like physical, sexual or ethnic violence, give them time to express their emotions and views. Ensure that they are given respect and support, and continue the training. Have a separate discussion with them after the training to check whether any follow-up assistance is needed. If there are ethnic, religious or other tensions within the group, ensure a climate of respect in the training at all times and emphasize the importance of sharing diverse experiences.

Step 2 Make picture stories in small groups – 60 minutes

Divide the participants into small groups. Try to put participants with similar work and life experiences together. If there is a great diversity in the group, ask the participants to identify themselves by their age group, place of origin, type of work or workplace, village/community, ethnicity, whether they are migrants, etc., and group them accordingly. Allow flexibility in the

groupings; let the participants decide in which group they want to work. Ideally the number of people in the group should be no more than 8 people of similar age groups and including both sexes. If there are more than 8 in a group, the group may split into two.

Give each group adequate materials to make their picture story. If they want to, they can use the community maps they created in Exercise 1.2.2 in their picture story. In the group work, participants will:

- First, discuss important situations in their lives.
- Then, make decisions together on choosing which situations to include in their pictures and story.
- Divide the work among the group members. All should participate in the drawing.
- Name the story.
- Practice how to present the story in 5 minutes with participation of the whole group. The group may choose to do a storytelling, a role play or any other performance method (if they are not happy with making the drawings).

Step 3 Share group stories – 30 minutes

Each group presents the story within the 5 minutes time limit. The presentation should be an opportunity for the participants to show their talents and to have fun.

Step 4 Analyze stories and round up – 20 minutes

Compliment the participants on their performances and efforts in making their stories. Then, ask them to analyze:

- What aspects/experiences participants have in common
- What unique aspects/experiences some participants have
- What aspects/experiences in the stories they think should happen more (good things)
- What aspects/experiences in the stories they think should happen less or should not happen at all (bad things); what they think could or should be done about them.

Conclude the exercise with the following points:

There are many things that we all share in living or working in our respective community.

- A community can be like a big, extended family in which we share our lives with families and friends, go to school or work, eat our favorite food, and celebrate special traditions, holidays and events. However, this is not always the case. Some communities are characterized by close ties; others by control of one group over another. In destination areas of migrants, the old and new populations may mix freely or live in separate parts of the community. In some societies men and women may use the same facilities; in others they live and work in separate spaces.
- Being part of a community means being connected to others in the community, participating in community activities, helping each other when there are problems and helping to make the community a better, happier place.
- Nowadays more people than before move to live, work or study outside of their home community, so some people belong to more than one community: their home community and the new community where they have resettled.
- Like in a family, the most important part of a community is its people. A community can only be as good and happy as the people living in it.

Exercise 1.2.4 Community Analysis



Objectives

- To identify community or workplace activities and resources
- To analyze relationships and the level of participants' involvement in the community or workplace



Target Group

Youth and adults



Duration

75-90 minutes



Seating Arrangements

Small group seating with space for group work



Materials

- Community map(s) from Exercise 1.2.2 (if available)
- Flipchart paper and markers for each group
- Large boards or large wall space



Training Aid

- 1.2.4 A: Community Calendar
- 1.2.4 B: Community Groups and Organizations
- 1.2.4 C: Community Problems
- 1.2.4 D: Community Opportunities



Session Plan Steps⁵

1. Explain the exercise – 10 minutes
2. Do a community analysis in small groups – 30 minutes
3. Present the community analysis – 30-40 minutes
4. Round up – 5-10 minutes

Step 1 Explain the exercise – 10 minutes

Explain to participants that they will conduct an analysis of the community in which they live and work. Refer to the community map(s) from Exercise 1.2.2, if they have done this exercise. For each community or workplace, participants will analyze 4 aspects of the community in 4 groups as follows:

- 1) **Community Calendar:** Important community events, special events, celebrations or festivities that observe the community tradition and culture. These events can be regular activities at school, workplace, sports, social gatherings, annual holidays, cultural traditions or religious events. Participants will list such events for an entire year to make a community calendar and give a brief description for each event, including the purpose, activities, participants, and key players in the event.
- 2) **Community Groups and Organizations:** Formal and informal groups, associations, or clubs that exist in the community such as youth groups, children's clubs, sports clubs, women's organizations, men's organizations, religious associations, neighbourhood associations, trade unions, etc. Participants will list the names of groups and their main purposes and activities, identify the name(s) of the group leaders if possible, and indicate whether they participate in any of these groups.
- 3) **Community Problems:** Participants will list things that make life difficult for community members, in the daily life in the family, in school, at work, in relating to one another in the community, and in dealing with others outside of the community. Participants will note possible causes and possible ways to solve each problem, as well as who should take the lead in solving it.
- 4) **Community Opportunities:** Participants will list things that make life easy for community members or existing opportunities that will help the members improve their daily life in the family, in school, at work, in relating to one another and in dealing with others outside the community. Participants will note possible uses and benefits and how, by whom and when each opportunity can be used. The opportunities can be tangible or intangible resources such as a room in the school that is not used, a water source, unique raw materials in the area, or special skills of people in the community.

⁵ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Youth Community Analysis, p. J-22, and *World Wise School* by Peace Corps, Part 1: Defining Culture, Looking at Ourselves and Others, Exercise: Where I Come From, <http://files.peacecorps.gov/www/pdf/LookingatOurselvesandOthers.pdf> (accessed 2 March 2017).



Tip for Trainers

If participants are migrants living in destination areas, for example, former pastoral nomads living in the ger district in Ulaanbaatar, they may feel that they belong to neither place. It is important to give them support and help them understand that culture is related to the people, not to the place, and therefore, culture can be transported with the people to a new place. While migrants need to adapt to a new way of life in the place they migrated to, they can still do many things they used to do back home. In this case, the participants may draw a community calendar based on their culture back home. Then they analyze the activities, groups and organizations, problems and opportunities in the community in which they currently live: They can make up a second calendar that draws from their home community and shows the situation in their new community.

Step 2 Do a community analysis in small groups – 30 minutes

If all participants come from the same community or workplace, divide them into 5 mixed groups, each to analyze one of the 4 topics above. If they come from different communities, group them according to their community. In each group, members will divide among themselves the responsibility to analyze the 4 topics.

Give each group their worksheets with instructions and guidelines (Training Aids 1.2.4 A, B, C and D), as well as flipchart paper and markers for group work.

Step 3 Present the community analysis – 30-40 minutes

Ask each group to present their analyses of the 4 topics, one presenter for each topic, preferably both male and female presenters. Allow all presentations to finish before starting the large group discussion. Encourage sharing and comments among participants, particularly from members of different groups. It is important to help participants see the big picture in the process of analyzing the various aspects of their community. Guide questions for discussion are:

1) Community Calendar:

- What are the most important events on the calendar? Why?
- What are these events or celebrations connected to? Food, clothing, music, religious events, a particular season or natural happening?
- Does everyone participate in these events? If no, who participates?
- What are the main activities for children, youth, men, women, and the elderly?
- Are there specific roles and responsibilities for individuals who participate in these events? If so, what are they? Are there any differences between older and younger people or between women and men, girls and boys?
- How do you feel if you are unable to participate in these events?

2) Community Groups and Organizations:

- Are there any groups, associations, organizations or clubs in your community and/or at your work?

- What is the main mission or goal of each group? What do people do when they join the group?
- Who are members of what group? Are they for older or younger people, girls, boys, women, men, or can anyone join the group?
- Did you join any of these groups? How often? Why do you join?
- Do you know the history of these groups? Who founded them and when?
- What are the most popular (or the most useful) groups in the community? Who are the key players in each of these groups?
- Are there any groups that you have wanted to join but have not? Are there any particular reasons you have not joined? What are they?
- What kind of groups, do you think should exist in the community?

3) Community Problems:

- What are the problems that make life difficult in your community?
- What or who do these problems concern? Girls, boys, women, men, older people, or people with specific needs?
- What do you think are the most difficult problem(s)? Why?
- Do you know what caused these problems?
- When there are problems in your community, what do people do? Where do they go? Whom do they consult?
- Have there been any actions taken to deal with these problems? If so, by whom? What has changed after the actions have been taken?
- Do you think these problems are solvable? What are your proposed solutions? Who can take the lead in solving the problems?

4) Community Opportunities:

- What are the facilities, services and initiatives that make life easier in your community, in your daily life or in dealing with others from the outside?
- Who in your community contributes to this? Specify by age and sex as relevant.
- What opportunities exist that may potentially help make your community a better and stronger place and improve the quality of life in your community/ workplace?
- If there are such opportunities, what are the ways to use them? For what purposes?
- Who do you think can participate and take the lead in using these opportunities towards a better life in your community?

Step 4 Round up – 5-10 minutes

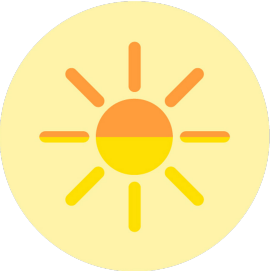
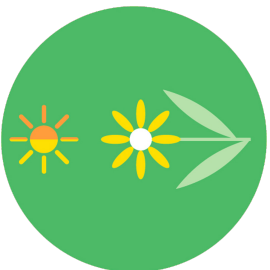
Briefly summarize the presentations. Highlight the key points, including the following:

- Living and working practices in a community have their own culture and tradition, and some may have a unique way of life.

- A happy community can be like a big, extended family but this is not always the case. Some communities or workplaces are characterized by close ties, others by control of one group over another. In destination areas of migrants, the old and new populations may mix freely or live in separate parts of the community. In some societies men and women may use the same facilities; in others they live and work in separate spaces.
- A community is happy and strong when its members, regardless of their age, sex, ethnicity, rank or status, have equal opportunities to participate in its activities, and have groups and organizations that serve their needs and promote their interests.
- In each community there are problems as well as opportunities that can be dealt with, if the members of that community join forces together to address them with efficiency, creativity and clear vision.

 Training Aid 1.2.4 A: Community Calendar

Guidelines: List important community events, special events, celebrations or festivities for an entire year. These events can be regular activities at school, workplace, sports, social gatherings, annual meetings, holidays, cultural traditions or religious events. Mark with name or drawing of each event in the corresponding month or months on the calendar. Describe briefly the event, including the purpose, main activities, who leads and who joins in the event, and where it takes place. Specify age, sex, ethnicity, and migrant or other group status as relevant.

											
12	1	2	3	4	5	6	7	8	9	10	11
Winter			Spring			Summer			Autumn		



Training Aid 1.2.4 B: Community Groups and Organizations

Guidelines: List the names of groups, clubs or organizations and their main purposes and activities, members and name(s) of leaders if possible. The groups can be formal or informal groups, associations, or clubs that exist in the community such as youth groups, children's clubs, sports clubs, women's organizations, men's organizations, sports clubs, religious associations, neighbourhood associations, trade unions, employers' groups, etc. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Group	Purpose	Activities	Leaders	Members



Training Aid 1.2.4 C: Community Problems

Guidelines: List things that make life difficult in your community, in the daily life in the family, in school, at work, in relating to one another within and in dealing with others outside of the community. Note possible causes and recommended solutions for each problem, as well as who should take the lead in it. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Problem	Concerning whom	Cause(s)	Proposed solution(s)	Action taken



Training Aid 1.2.4 D: Community Opportunities

Guidelines: List things that make life easy for community members or existing opportunities that help the members improve their daily life in the family, in school, at work, in relating to one another and in dealing with others outside of the community/workplace. For each opportunity, note possible uses and benefits and how, by whom and when such opportunity can be used. The opportunities can be tangible or intangible resources, such as a room in the school that is not used, a water source, unique raw materials in the area, or special skills of people in the community. Specify age, sex, ethnicity, and migrant or other group status as relevant.

Opportunity	Possible uses & benefits	How	By whom	When

Unit 1.3 I Have a Dream



Content

This unit aims to assist children, youth and adults to explore their needs and aspirations in life. Participants will learn to recognize and set their personal goals. They will also learn how to plan the steps of actions toward a desired goal.



Key Messages

- Everyone has the same basic needs, including 1) physical/survival needs like food, clothing, shelter, and healthcare, 2) emotional and social needs of love and acceptance and 3) needs for self-development such as education and intellectual and career fulfillment.
- Different people put different values on what they consider important to them because the life situations, roles and responsibilities of a person determine what s/he considers important in life.
- Happiness does not depend on just material wealth. Money does not buy many very important needs in life such as true friendship, love, respect, knowledge and experiences.
- A family and society can ensure happiness for its members by making the opportunities to fulfill these basic needs as **equal** and **equitable** for everyone as possible, by appropriately responding to the specific needs of different groups among its members.
- The road to success begins with a dream or goal setting and is paved with milestones of actions.
- Successes are the result of good planning and knowing how to use your talents and skills, combined with hard work and determination.
- To help yourself reach the desired goal more easily: 1) break down the tasks into several small steps towards achieving the goal; 2) focus on the task at hand; 3) recognize and know how to seize good opportunities; 4) do not give up at the first obstacles; 5) find creative ways to overcome obstacles.



Exercises

- 1.3.1 Market of Dreams and Happiness
- 1.3.2 Road to Success



Related Units

- 3.3 Making a Happy Family
- 10.1 A Smart Migrant
- 10.2 A Smart Job Seeker

Exercise 1.3.1 Market of Dreams and Happiness



Objectives

- To explore basic personal needs and desires in life
- To learn to prioritize what is important in life



Target Group

Children, youth and adults (separately)



Duration

75-90 minutes



Seating Arrangements

A large semi-circle with chairs or mats or carpets for people to sit on the floor with a large empty space in the middle of the room



Materials

- 5 pieces of blank paper in 1/4 A-4 size for each participant
- Lottery tickets and play money (see preparation in Step 1)
- A bag or a hat
- Pens and markers, one for each participant
- Flipchart papers, 5-6 pairs of scissors, and 5-6 rolls of masking tapes



Session Plan Steps⁶

1. Everybody makes 5 wishes – 5 minutes
2. Organize the wishes for the market of dreams and happiness – 10-15 minutes
3. Everybody draws a lottery of life and goes shopping – 20-25 minutes
4. Discuss the 3 types of basic human needs – 25-30 minutes
5. Round up – 15 minutes

⁶ Adapted from: *Friends Tell Friends on the Street* by Greg Carl & Nonthathorn Chaiphech (Thai Red Cross Aids Research Centre: Bangkok, 2000), Exercise: Self Awareness and Development, p. M-7.

Preparation

In this exercise participants will list what they want and need in their lives. They will receive resources through a lottery and aim to fulfill their wishes and needs in the Market of Dreams and Happiness.

Prepare in advance the following for the exercise:

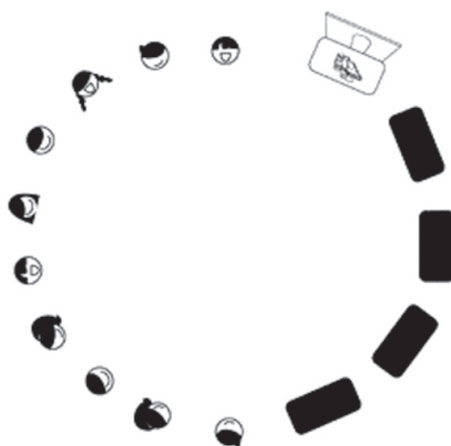
For Step 1

Cut 20-30 sheets of A-4 size paper into 4 equal pieces. Make sure to have at least 5 pieces for each participant.

For Step 3

- Make lottery tickets as follows:
 - Cut blank paper into a number of 2"x2" pieces to make lottery tickets, one for each participant.
 - Write down an amount of money in MNT (Mongolian Tugriks) on each ticket. Make sure to give various amounts on different tickets, for example: some tickets have an amount equal to 1 month or 3 months salary; some 1 year, and others 5 years or 10 years salary.
 - Roll up the lottery tickets and put them in a bag or a hat.
- Make play bank notes in small and large denominations. Make sure to have enough to give to participants when they claim their lottery tickets and for the sellers at the Market.

Set up the room, by arranging at least 5 tables and chairs for sellers in a makeshift 'market' on one side of the room, and chairs for participants in a semi-circle on the other side, leaving a large empty space in the middle of the room. Set aside one table for the moneychanger. (If there are no tables and chairs, use other objects to mark the sitting and selling areas.)



Step 1 Everybody makes 5 wishes – 5 minutes

Distribute to each participant 5 sheets of blank paper and a pen or marker and ask them to write down 5 things they need and wish to have in life. Tell them they can write or draw anything and as many as they can think of, one wish or need on a sheet of paper. If they need more paper, they can ask for more. The words and pictures should not be too small.

Step 2 Organize the wishes for the market of dreams and happiness – 10-15 minutes

Collect the sheets from participants and do the following:

- 1) Quickly divide the sheets into **4 groups**:
 - a) **Basic material items** (such as food, clothing, medicine, house, mobile phone, local means of transportation, etc.)
 - b) **Luxury material items** (such as fancy cars, fashionable clothes, jewelries, the latest mobile phone gadgets etc.)
 - c) **Emotional items** (such as love, family happiness, fun, success, peace, safety, etc.)
 - d) **Self-development items** (such as education, books, computer, training course, internship, job, travel, learning a new language, volunteer work in community, etc.)
- 2) Place the 4 groups of items as if they were products on sale in the market—different groups of items on different tables. For example: items in Group 1) on Table No. 1, items in Group 2) on Table No. 2, and so on.
- 3) Put a price on each item. The prices should be realistic, for example: luxury items are a lot more expensive than basic items in general. Emotional items are free. Self-development items such as education and travel may be expensive but leadership in the community is free, etc. The trainers should use their judgment on how to price the items relative to the amounts of money assigned on the lottery tickets for participants.



Tip for Trainers

Process: The trainers need to work quickly in Step 2. Divide the work among your co-trainers, or ask 1-2 participants to help you if you are the only trainer. To save time, while Step 2 is not yet finished, another trainer can start Step 3.

Content: Deciding whether some items are basic necessities or luxury items may be debatable. For example, mobile phones have become very important in modern life. Smart phones and access to the internet can be an important social networking and learning tool, especially among the younger generation, or be used for endless entertainment. There is no black and white answer to this and the trainers should encourage participants to discuss such points. They may disagree and that is okay.

Step 3 Everybody draws a lottery of life and goes shopping – 20-25 minutes

Tell participants they will now draw a lottery ticket in the 'Lottery of Life'. Walk around the room with the lottery bag and ask each participant to draw a lottery ticket from the bag. Ask participants to check the amount of money on their tickets and go to the 'Moneychanger' to change the tickets for (play) money.

After all participants have finished their exchange, announce that you are opening a 'Market of Dreams and Happiness' and invite participants to shop in the market. (At this point, all the trainers should assume the positions of the sellers and be ready to sell the items.) Tell participants that as the shoppers, they can bargain with the sellers for the price they think is right for each item. They are free to spend all the money that they have.

Step 4 Discuss the 3 types of basic human needs – 25-30 minutes

After everyone has finished shopping, ask participants the following questions (Make sure to get answers from both male and female participants on a variety of items):

- What did you buy?
- Why did you buy these items?
- Were you able to buy everything that you wanted?
- Are you satisfied with what you got from the market? Why? Why not?
- What items were expensive and what were not?
- Are there any more things you want that were not available at the market or were too expensive for you? What are they?
- Was there a difference among participants on the amount they got in the lottery?
- How did this affect their ability to buy?
- Are there any differences in the needs and wishes among people, especially women and men, girls and boys, younger and older people? If so, what are the differences and why?

Put up the items discussed on the board. Open up a discussion on **basic human needs**. Explain that human needs include mainly 3 types of needs, as follows:

- 1) **Physical needs** or needs for survival
- 2) **Emotional/social needs** or needs to sustain good mental health and (perceived or real) social standing
- 3) **Self-development needs** or needs for personal betterment in life.

Write down the 3 needs in separate columns on the board or 3 flipchart stands (see the table below) and ask participants for a few examples of each type of needs. Write down the examples under the appropriate column on the board or on the appropriate flipchart. Then, ask participants to put the items they have bought in the appropriate columns on the board or flipcharts as well.

1. Physical Needs	2. Emotional/Social Needs	3. Self-Development Needs
- Food - Clothing - Shelter - Medical care - ... (items from Group 1 in Step 2)	- Love from family and friends - Personal safety - Fashionable clothes - Acceptance in community - ... (items from Groups 2 & 3 in Step 2)	- Education - Job - Travel - Participation in community - ... (items from Group 4 in Step 2)



Tip for Trainers

Discuss whether there are differences in the needs and expectations of girls and women as daughters, sisters, wives, and mothers, and needs of boys and men as sons, brothers, husbands and fathers. Address specific situations and needs of your target group, for example needs of child herders, child jockeys, children out of school, child labourers in working mines or construction, child domestic workers, factory workers, mothers, single parents, rural migrant workers in the city, etc. Also watch out for participants who may have special needs such as persons with disabilities, etc.

Step 5 Round up – 15 minutes

Ask participants to take 2-3 minutes to look at the items on the board and consider which items are necessary in life and which ones are not. Ask 4-5 participants to point out what they want most in life (ask participants of different sexes and age groups for a variety of answers). Point out that while everyone has all three basic needs, different persons may have different priorities in life, different needs and different expectations. Different persons may also have different considerations and constraints.

The roles and responsibilities of a person often determine what the person considers important in life. For example, children and young people have different priorities and concerns from adults with family responsibilities; children need more time for schooling, rest and play, while adults need more time for work; daughters may have different needs from their brothers'; and a married woman with a new baby surely has priorities that are different from those of a young single man or an elderly grandfather.

To have happiness in life, a person needs to be able to fulfill his/her basic survival needs, emotional needs and self-development needs. Life circumstances can affect the abilities and opportunities to fulfill a person's needs. For example, a child born to a rich family will have fewer problems fulfilling physical needs and getting better education than a child born to a poor family. However, it is important to remember that happiness does not depend on just material wealth. Children born to poor families can enjoy as much love and other emotional fulfillment, and seek opportunities for self-development through education which is a very important in creating better opportunities in work and in life. Money does not buy many very important needs in life such as true friendship, love, respect, knowledge and experiences.

A family and society can ensure happiness for its members by making the opportunities to fulfill these basic needs as **equal** and **equitable** for everyone as possible, by appropriately responding to the specific needs of different groups. Sometimes **equality** or equal opportunity may not necessarily lead to **equity** or fairness and justice, if the benefits cannot be enjoyed by the intended people (see Briefing Note on Gender Equality Concepts and Definitions in Exercise 3.1.1 What Makes a Boy, What Makes a Girl?).

Conclude the exercise by emphasizing the following points:

- Everyone has the same basic needs, including 1) physical/survival needs like food, clothing, shelter, and medical care, 2) emotional and social needs of love and acceptance and 3) needs for self-development such as education and intellectual and career fulfillment.
- Different people put different values on what they consider important to them because the life situations, roles and responsibilities of a person determine what s/he considers important in life.
- The lottery of life can be good to some and harsh to others. Some people are born into a rich family; others live in poverty. Coming from a poor background means that it is more difficult, though still possible, to gain education and have other opportunities that can enhance the quality of life. However, happiness does not depend on just material wealth. Money does not buy many very important needs in life such as true friendship, love, respect, knowledge and experiences.
- A family and society can ensure happiness for its members by making the opportunities to fulfill these basic needs as **equal** and **equitable** for everyone as possible, by appropriately responding to the specific needs of different groups among its members.

Exercise 1.3.2 Road to Success



Objectives

- To learn how to recognize and set goals in life
- To practice drawing a roadmap toward a desired goal



Target Group

Children, youth and adults (children and youth separate from adults)



Duration

60-75 minutes



Seating Arrangements

A large circle or semi-circle seating on chairs or on the floor, indoors or outdoors



Materials

- Blank sheets of A-4 size paper, pencils and colour markers, enough for all participants
- Flipchart paper, markers and 2 rolls of masking tapes



Training Aid

1.3.2 A: My Road to Success: Example for Children

1.3.2 B: My Road to Success: Example for Adults



Session Plan Steps

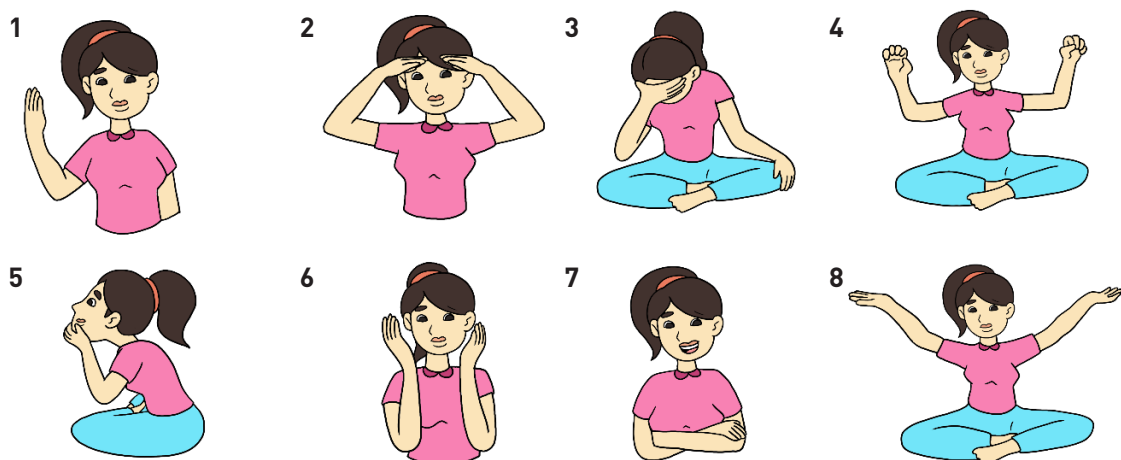
1. Visualize – 10 minutes
2. Discuss dreams for the future – 10 minutes
3. Make steps to realize a dream – 15-20 minutes
4. Set a life goal – 15-20 minutes
5. Share a roadmap to success – 15 minutes

Step 1 Visualize –10 minutes⁷

Gather all participants to sit in a circle or semi-circle. Play a slow, relaxing music in the background. If this exercise is in the afternoon, do some slow stretching exercises with participants for 2-3 minutes. Then ask them to find a comfortable position, which can be sitting in a chair or on the floor, reclining, or lying down. This step has two options for visualization exercise: No. 1 is recommended for children and youth although it can also be done with adults, and No. 2 is recommended for adults or youth. Choose what you think will work best with your target group.

Visualization 1 (for children and youth, or adults): Make sure the participants are relaxed but focused. The music can be changed to one that is more upbeat and repetitive with a steady rhythm. This exercise will help the participants focus on themselves, reflect on their lives; it encourages positive thinking to overcome obstacles in order to reach their goals in life.

Start by asking participants to sit cross-legged, then say the following statements while making each of the following 8 postures that corresponds to each statement (marked by a number). These statements can be spoken or sung to music. Be creative. Keep a steady rhythm and equal time (about 30 seconds) for each statement. Each posture is done along with each statement, not before or after.



Statements:

- 1) "Do you sometimes stop to think who you are? Who are you? Who am I? What do I want?" *(Open you right palm facing towards your face as if looking in a mirror.)*
- 2) "You look around to see the possibilities. Do you see any possibilities? Look. See into your future." *(Put both hands over the eyebrows, palms down, and turn your face slowly from side to side as if looking for something.)*
- 3) "But sometimes you don't see any good possibilities. You are so tired, depressed. It gives you a headache." *(Put one palm over one side of the face, and rest the elbow on one knee.)*

⁷ The idea of meditation is inspired by *Training Manual for Domestic Workers, Module Two: Kasambahay Processing Seminar* by Visayan Forum Foundation, Inc. [VF: Manila, 2002], Session 5: I Have a Dream.

- 4) "And sometimes people are mean to you. It makes you wanna fight like a tiger. Right? So growl, growl!" *(Raise both hands to either side of your face and claw your fingers and pretend to be a tiger crawling. Grit the teeth, make a growling noise to release any pent-up emotion.)*
- 5) "You can be depressed or angry, but will the difficulties disappear? Probably not. Let's see if there's a way to deal with this. Hmmm..." *(Turn to the left. Rest your left elbow on your left knee and rest your chin on your left fingers, as if thinking.)*
- 6) "Where did you go? Falling asleep?... Hey, wake up! Wake up! You gotta do something!" *(Slap your face once – not too hard – on both sides with both palms. Close your eyes. Keep the palms on the face. Then open your eyes at the words "wake up.")*
- 7) "You are strong, you are smart. Look beyond the horizon and you will find your dream. You can make it happen." *(Cross your arms on your chest, arch your spine. Turn to the right, tilting your face upward and smile in a happy, hopeful and playful attitude.)*
- 8) "Open yourself. For the possibilities. Is it impossible? Maybe. Maybe not. Reach for the sky. Now, let's join with friends who have a dream to fly too." *(Arms open wide to 45 degree above your head. Project a positive and courageous attitude.)*

After having shown one round of the statements and postures, tell participants that you will ask them to say the statements and do the postures with you. You may have to show the series of postures one more time and then start again with everyone joining. After statement No. 8), when everyone open their arms wide in the sky, end with having everyone hold the hands of the person next to them on either side. End in a positive, hopeful note.

Visualization 2 (for adults): Tell participants that everyone will be having a daydream during the next 5 minutes. Ask everyone to close their eyes, relax their minds, and try to see the image of themselves, their family, and the place where they live. After 1-2 minutes, ask them to imagine—like in a movie, in a dream—images of themselves in the future, that they wish to happen: what they will look like, what they will be doing, and what things will happen . . . in the next month . . . after 3 months . . . 6 months . . . 1 year . . . 3 years . . . 5 years . . . 10 years. After about 5-6 minutes, ask them to slowly come back to the present . . . Snap a finger, clap your hands or ring a bell and ask them to open their eyes.



Tip for Trainers

Step 1 is a meditation exercise, so it is important to do this in a quiet place. It is important to have participants in a relaxed mood to help put them in a meditative state. Ask them to sit or lie down on the floor if there is enough space. Playing slow meditative music is helpful. For visualization 1, the trainer conducting this step should practice saying or singing each of the statements in sync with each posture in advance. For visualization 2, speak clearly, calmly and slowly.

Step 2 Discuss dreams for the future – 10 minutes

Ask participants to sit up and ask them the following questions:

Visualization 1:

- Did you see anything when you look around for possibilities? (*Make posture No. 2.*)
- Do you sometimes think about your life? Your future?
- What do you dream about? Can you share some of your dreams with friends?
- Does everyone dream of the same thing? (*No*)
- Do you think it is a good thing to think and dream about the future? Why? Why not?

Visualization 2:

- Were you able to see yourselves in your daydream?
- What kind of things did you see yourselves doing?
- Do you want what you saw in your daydream to come true? Why? Why not?
- Do you think what you saw yourselves doing in your daydream can come true? Why? Why not?
- Have you ever done this kind of daydreaming by yourselves before? If so, have you ever told people about your daydreams?
- Do you think or dream about your future?
- Do you think it is a good thing to think and dream about the future? Why? Why not?

Conclude by stating that everyone has hopes and dreams about the future, some of which may come true and others may not. Many successes in life – small and big – begin with a dream, followed by setting a goal to realize your dream and implementing practical steps to achieve your goals and thereby your dream. There may be many steps to take before to reach a goal or a dream. Dreams and goals will not be realized unless actions are taken towards them.

Step 3 Make steps to realize a dream – 15-20 minutes

Ask participants to think of the dream or goal that they visualized in Step 1, and the steps they think they need to take to reach their goal. Explain that there are short-term, medium-term and long-term goals and give some examples as follows (examples a) are for children and examples b) are for youth and adults):

- Short-term goals aim for a result in the immediate future, for example:
 - a) You are studying for an examination and your goal is to get a good mark.
 - b) You want to find a new job within 1 to 3 months.
- Medium-term goals aim for a result in the not-so-distant future, for example:
 - a) You just started middle school (or a non-formal education program) and your goal is to finish it on schedule.
 - b) You are working and saving money for a vocational training course/apprenticeship program in about a year (or to set up your own business in 3 years).
- Long-term goals aim for a result in a distant future, for example:
 - a) When you grow up you want to be a teacher (a doctor, an artist, a computer programmer, a soccer player, a successful business owner, etc.).

- b) In 10 years, you expect your business to become very successful, your family will have financial security and your children will be studying and have a bright future.

Ask how they can set and reach their goal. Brainstorm for ideas and summarize:

- 1) Have a goal that is achievable.
- 2) Find out what exactly you need to do in order to reach the goal.
- 3) Break down the tasks you need to do one step at a time.
- 4) Have in mind the end result, but always keep your focus on the task at hand.
- 5) Recognize good opportunities and find creative ways to overcome obstacles.

Warn participants of early judgment (i.e., thinking that things are too difficult or they will never happen). Note that considering whether a goal is achievable can be tricky because what seems difficult or even impossible can actually happen, given good planning, hard work, determination and knowing how to best use your talents and skills. Some people are lucky to have special talents, skills and resources necessary to achieve the goal, but these alone do not always amount to success. Often, successes are a result of good planning, hard work and determination. For example, children of rich parents may not always succeed in school and in life, if they do not study hard and are not serious about their future, while children of poorer parents can succeed if they work hard to overcome many obstacles. People who are successful always challenge themselves to do better, even to do what seems impossible at first. (Give examples of some unlikely success stories that are familiar to participants.)

Step 4 Set a life goal – 10-20 minutes

Ask for examples of a short-term, medium-term and long-term goal from participants. Ask what they are doing now that will help them reach their goals. Work with participants on how to break down the tasks to reach these goals, starting with a short-term goal, followed by a medium- and then long-term goal. Use the given example of 'My Road to Success' (Training Aid 1.3.2 A for children and B for youth and adults).

Give each participant a piece of blank A-4 paper and a couple of colour markers. Ask them to choose a medium- or long-term goal and draw up their own road to success.

Explain that there are many steps on the road to a desired goal. Some of these are easy to take, while others are obstacles to overcome. In drawing a road, participants have to mark not only each step (or milestone) toward the desired goal, but also obstacles that may be in the way of success. It is possible that on the road, there may be a few necessary steps backward, for instance, when one alternative is not possible, they may have to come back to restart the step with another alternative. Always try to find creative ways to get around or overcome the obstacles.

- Example 1: If you fail an examination because you did not study hard enough, you can study harder and take the examination again. If you worked very hard for the examination already but failed it, you may wish to check why you failed, and see whether it is realistic to sit for the same examination again.
- Example 2: You may have a deep wish to support your parents, but making a lot of money quickly may mean you work such long hours, that you are too tired to look after your own

health, so you can become sick. Or you may be enticed to earn quickly money by selling your body to send money to your parents. Is that what you need to do? Perhaps it is possible for you to work to support your family and save some time for yourself to gain more education and to develop your talent and skills so that you can find a better paying job in the medium or long term.

Stress that because each individual's life is connected to his/her family and community, individual efforts to reach a desired goal often need support from family, friends and community. For example:

- A son's and daughter's desire to pass school examinations with good marks can be realized not only by their efforts to study hard in school, but also can be helped greatly by their family's understanding and encouragement, not putting too much demand on them to do housework or extra work before or during the examination and allowing them more time to study at home.
- A child's desire for a better future cannot be realized if she or he needs to work full time to support the family with no time for his or her own education or skills development, because education, knowledge and skills are necessary for finding a good job.
- If a woman wants to set up a small business, she needs her husband to understand the business demand on her time. Her husband can support her by sharing household responsibilities, and vice versa.

Step 5 Share a roadmap to success – 15 minutes

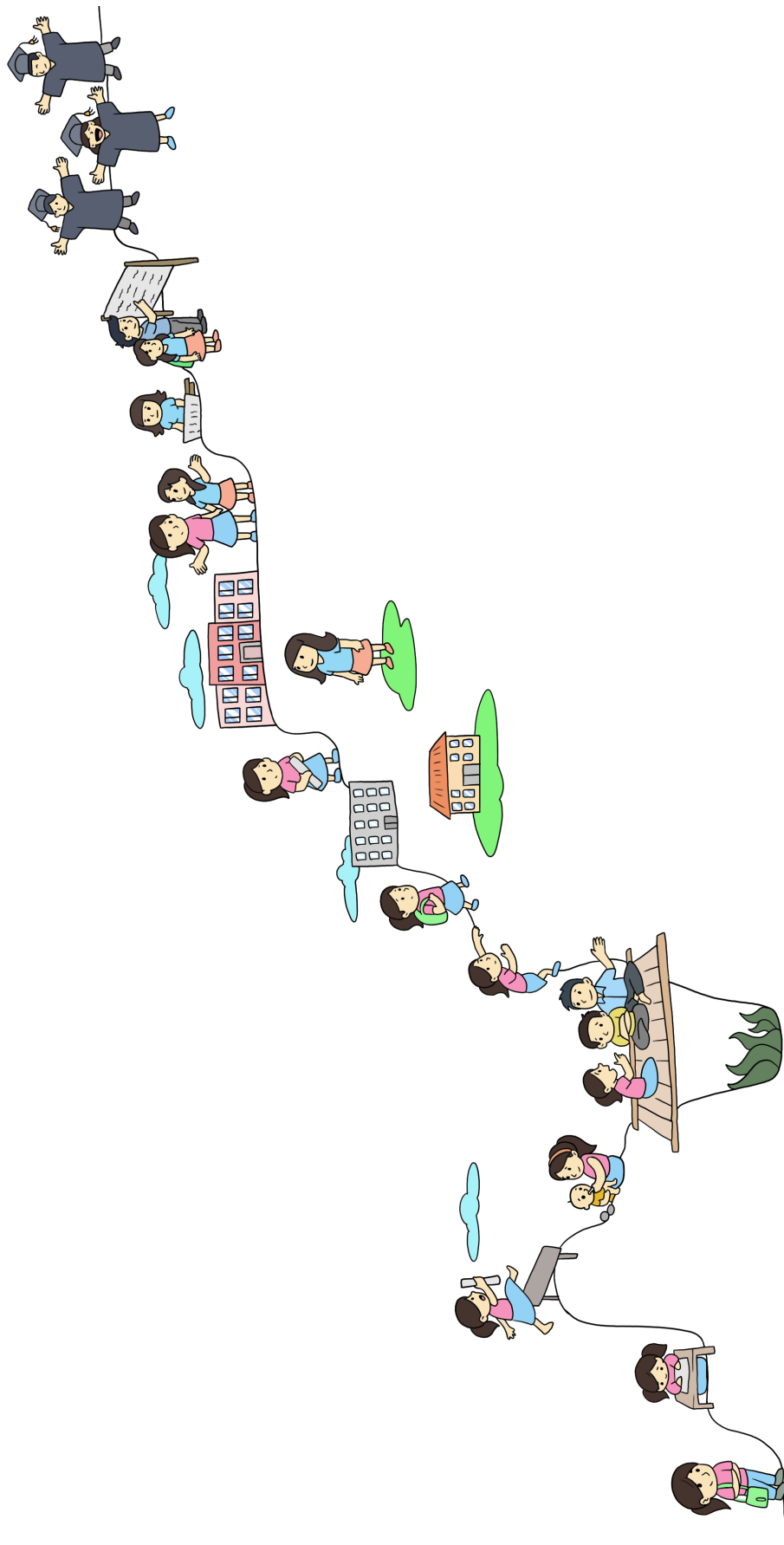
Invite 2-3 participants to share their roads to success. Ask other participants to comment and suggest alternative ways on each presentation. If there is time, trainers may extend time for this step to allow more participants to share their roads to success.

Conclude the exercise with the following messages:

- A road to success begins with a dream or goal setting.
- Short-term, medium-term or long-term goals will not be realized unless actions are taken towards them.
- Successes are a result of good planning and knowing how to use your talents and skills, combined with hard work and determination.
- To help yourself reach the desired goal more easily:
 - Break down the tasks towards achieving the goal into several small steps.
 - Focus on the task at hand.
 - Recognize and know how to seize good opportunities.
 - Do not give up at the first obstacle.
 - Find creative ways to overcome obstacles.
- Understanding and support of family and friends is often behind individual success.

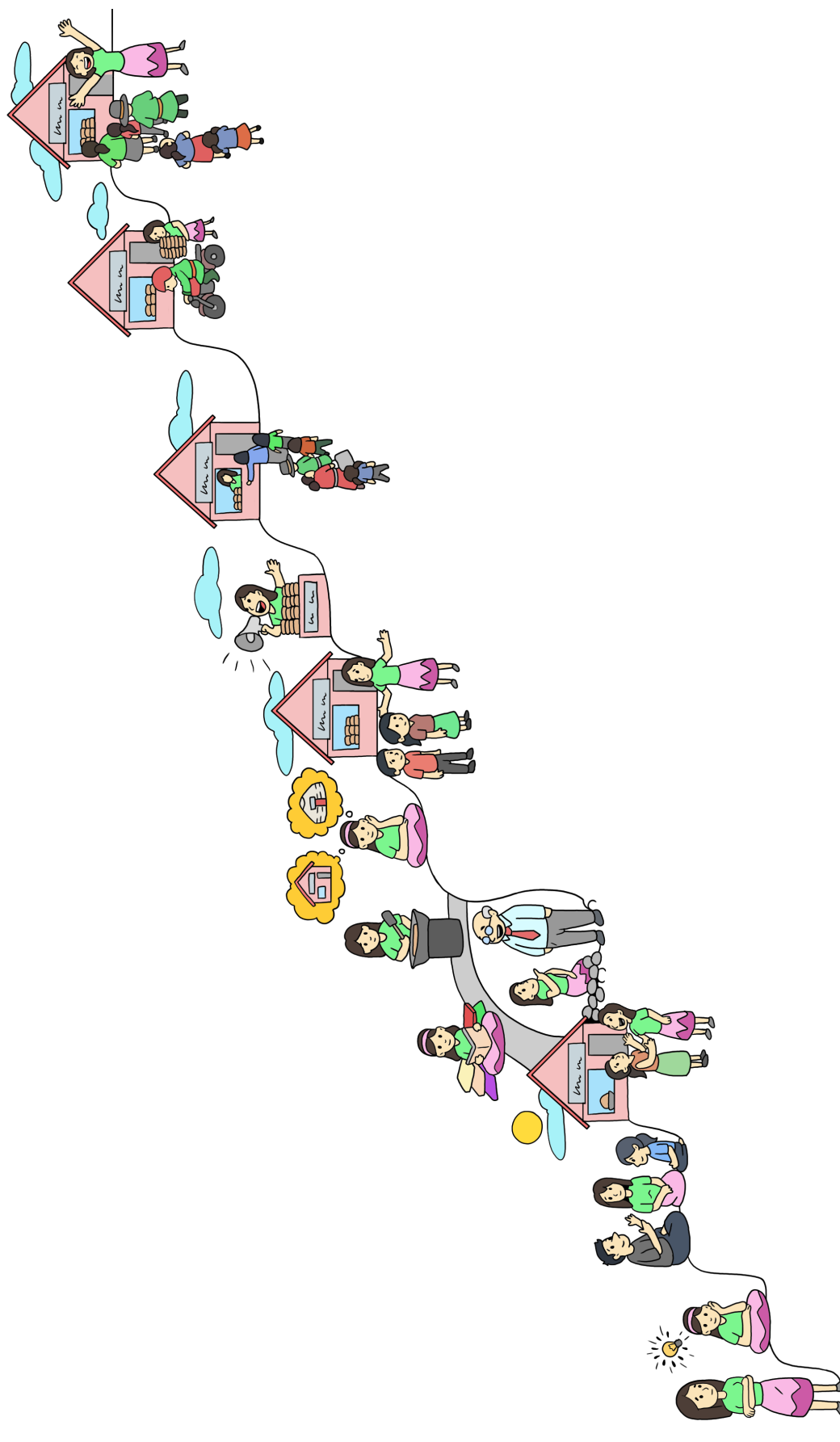


Training Aid 1.3.2 A: My Road to Success: Example for Children





Training Aid 1.3.2 B: My Road to Success: Example for Youth and Adults



Sources for Further Reading

Ansell, Nicola & Young, Lorraine, *HIV/AIDS and Children's Migration: A Training Manual for Community Workers*, Brunell University.

Bauer, Susanne, Finnegan, Gerry & Haspels, Nelien, *Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise Training Package and Resource Kit (GET Ahead Package)*, ILO: Bangkok, Berlin and Geneva, 2004.

Carl, Greg & Chaiphech, Nonthathorn, *Friends Tell Friends on the Street*, Thai Red Cross Aids Research Centre: Bangkok, 2000.

Visayan Forum Foundation, Inc., *Training Manual for Domestic Workers, Module Two: Kasambahay Processing Seminar*, VF: Manila, 2002.

Useful Websites

ILO, Fundamental Principles and Rights at Work Branch: Publications on child labour, forced labour and gender in the world of work, <https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/governance/fprw/lang--en/index.htm>.

Peace Corps: World Wise School, <https://www.peacecorps.gov/educators/>.



3-R Trainers' Kit

**Rights, Responsibilities and Representation
For Children, Youth and Families**

Module 1: Self-awareness and Identity

Produced under the framework of the *ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2*, with the financial assistance of the European Union. The views expressed herein can in no ways be taken to reflect the official opinions of the European Union.

For more details: www.ilo.org/mongolia