



UMUGISHA

Child Voice Toolkit

A practitioner's guide for Child Inclusive Mediation.
Created for children of diverse backgrounds across Africa and beyond.

Child's name

Age

Session date

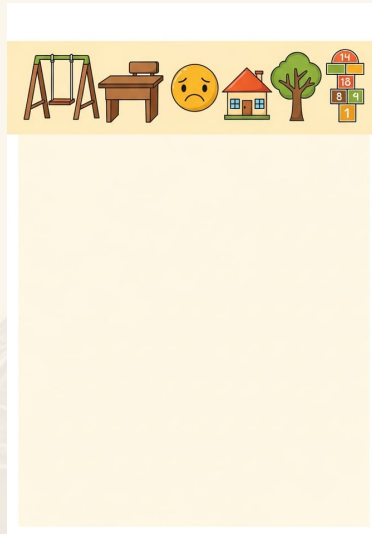
Mediator

Referred by

UMUGISHA — THE TEACHER, THE BLESSING

Interview Plan — Session 1

Tick the techniques you plan to use. Add notes in the space provided.



Techniques selected

- My World (relationship mapping)
- Feeling Circle (emotion faces)
- School Playground map
- Classroom scene observation
- Neighbourhood board
- Two Houses (Dad / Mum)
- A Typical Day (routine questions)
- Parental Relationship scenarios
- Messages for Mum / Dad
- Weekly Planner

Practitioner notes

Interview Plan — Session 2

Tick the techniques you plan to use. Add notes in the space provided.



Techniques selected

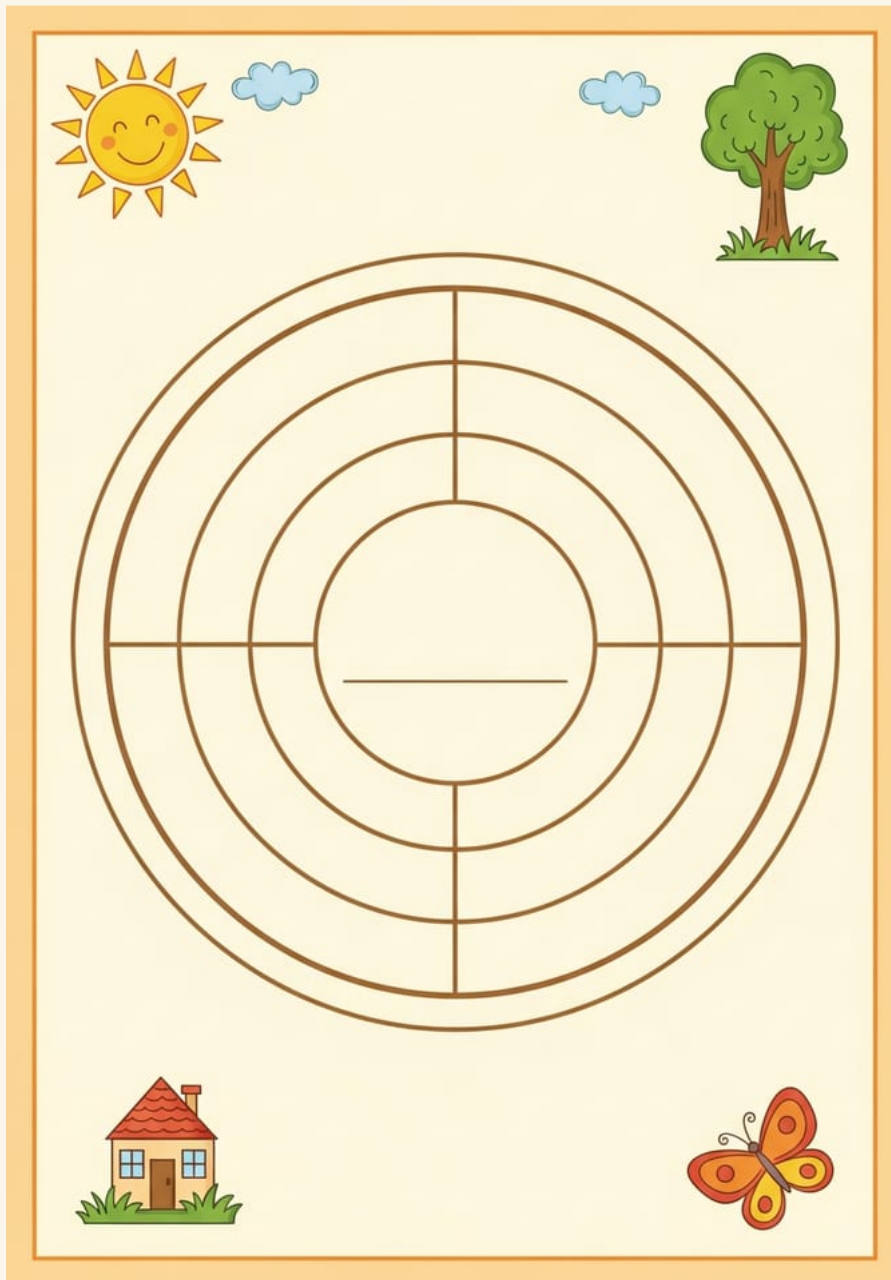
- My World (relationship mapping)
- Feeling Circle (emotion faces)
- School Playground map
- Classroom scene observation
- Neighbourhood board
- Two Houses (Dad / Mum)
- A Typical Day (routine questions)
- Parental Relationship scenarios
- Messages for Mum / Dad
- Weekly Planner

Practitioner notes

ACTIVITY

My World

Ask the child to place themselves at the centre and write the names of people, places and things in the rings around them — closer rings mean closer to me.



ACTIVITY

School Playground

Ask the child to point out where they play, where they feel safe, where they avoid.



Observations

ACTIVITY

Classroom Scene

Who do you sit next to? Who do you look to? Who do you look for?



Observations

ACTIVITY

Feeling Circle

Point to a face that shows how you feel today. Can you remember a time you felt that way?



Happy — when I...

Sad — when I...

Angry — when I...

Worried — when I...

ACTIVITY

My Neighbourhood

Show me where your home is. Where else do you go? Where is safe? Where isn't?



Observations

ACTIVITY

Dad's House, Mum's House

Tell me about each house. Who lives there? What do you do there? What do you like? What is hard?



Dad's house

Mum's house

ACTIVITY

A Typical Day (morning ' afternoon)

Walk me through a normal day. There are no right answers — tell me what it's really like.



1. What time do you usually wake up?

2. Who wakes you?

3. What do you eat for breakfast?

4. How do you get to school?

5. Who takes you to school?

6. Who do you sit with in class?

7. Who do you play with at break?

8. What is your favourite subject?

9. What do you eat for lunch?

10. Who picks you up from school?

ACTIVITY

A Typical Day (evening 'weekend)

Walk me through a normal day. There are no right answers — tell me what it's really like.



1. What do you do after school?

2. Who helps you with homework?

3. What do you do for fun?

4. Who cooks dinner?

5. Who do you eat dinner with?

6. Who gives you a bath?

7. Who reads to you or tucks you in?

8. What time do you go to bed?

9. Do you have any chores?

10. What do you do on weekends?

Risk & Protective Factors

Note anything the child says or draws that suggests risk (neglect, conflict, fear) or protection (a trusted adult, a safe place).



Notes

ACTIVITY

Parents & Me

Point to a picture that is most like your family. Tell me what's happening. What does it remind you of?



What the child said

ACTIVITY

A Message for Mum & Dad

If you could tell your mum one thing, what would it be? And your dad? Write it, draw it, or tell me.



For Mum

For Dad

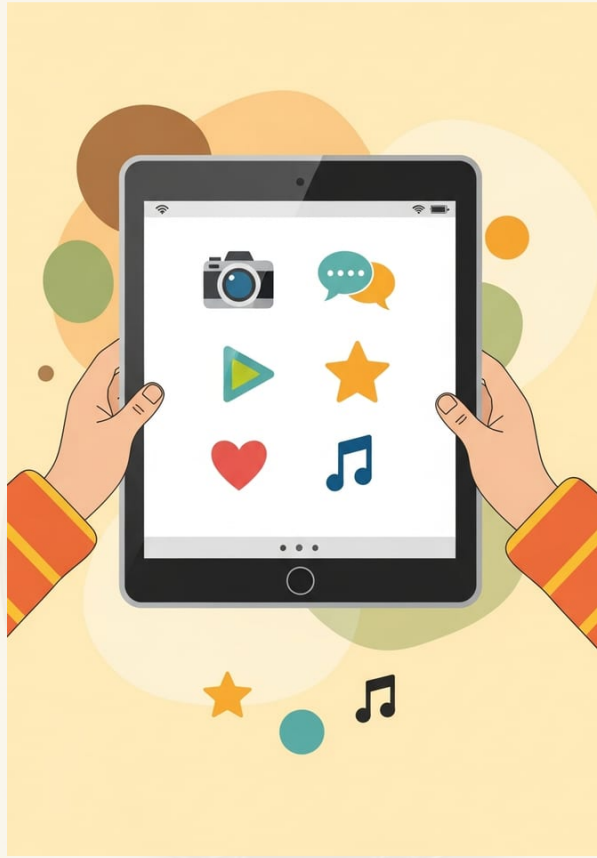
Blank writing area for a message to Mum.

Blank writing area for a message to Dad.

ACTIVITY

My Digital World

Do you use a phone or a tablet? What do you watch, play, or scroll? Who do you talk to? How does it make you feel?



What the child uses and how they feel about it

ACTIVITY

My Week

What happens each day of your week? Draw it or write it.



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



Thank you for being brave.

The stories you tell us help the grown-ups listen.
Your voice matters. Always.

*COPYRIGHT UMUGISHA
UMUGISHA — THE TEACHER, THE BLESSING*