



# REIMAY: REACHING PAPUAN PROSPERITY ADOLESCENT MANUAL

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Empowered lives.  
Resilient nations.





# ACKNOWLEDGMENTS

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Koech, J., Webber, K., Mathews, C., Mtshizana, Y., Bastien, S., de Jager, S. & Mason-Jones, A. (2013) *PREPARE Manual for Facilitators* based on Jewkes, R., Gevers, A., Cupp, P., Mathews, C., Russell, M., LeFleur-Bellerose, C. & Flisher, A. (2010). *Respect 4 U*. Cape Town, South Africa: University of Cape Town.

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# TERMS AND DEFINITIONS

Term	Definition
Aggressive	Attitudes, behaviours or verbal and non-verbal communication that exhibit aggression such as anger, threat and attacks.
Coping	The specific efforts, both behavioural and psychological, that people employ to master, tolerate, reduce or minimize stressful events. Coping strategies can be categorized into problem-solving strategies that are efforts to do something active to alleviate stressful circumstances, and emotion-focused coping strategies that involve efforts to regulate the emotional consequences of stressful or potentially stressful events. ( <a href="http://www.macses.ucsf.edu/research/psychosocial/coping.php">http://www.macses.ucsf.edu/research/psychosocial/coping.php</a> )
Double burden	The situation of women who perform paid work outside the domestic sphere as well as homemaking and child-care work inside the home ( <a href="http://sociologyindex.com/double_burden.htm">http://sociologyindex.com/double_burden.htm</a> ).
Emotion	Intense mental activity as a response to certain circumstances or events. Emotion is expressed when someone is happy, angry or is afraid of something.
Emotional blackmail	A form of control in a relationship, or controlling other people in relationship through creating fear, guilt and obligatory commitments.
Empathy	A skill to understand and feel what another person thinks and feels without being submerged into it.
Femininity	Social attributes, behaviours, roles and activities associated with women, such as being gentle, passive, emotional and dependent. Femininity defines how women should behave and perform, and the attitudes that women carry.
Gender (gender construction)	A set of social attributes, behaviours, roles and activities associated with being male and female. These attributes, behaviours, roles and activities are socially constructed and learned through socialization. Therefore, they are contextual and changeable.
Gender discrimination	Prejudice and discrimination based on sex or gender.
Gender injustice	The gender norms, cultural practices, policies and laws that contribute and perpetuate unequal power relations between men and women. This inequality disadvantages women in many societies (UN Women, 2015).
Gender-based violence	Violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society (Bloom, 2008).
Leisure boredom	A negative state of mind when a person feels that their experiences in their free time (leisure) are not the most exciting, stimulating or arousing as they could be.
Marginalization	The process of marginalizing people due to their sex or gender. This process prevents people from getting access to rights and services and enjoying their rights and needs.
Masculinity	Social attributes, behaviours, roles and activities associated with men, such as being strong, aggressive rational, brave, powerful and violent. Masculinity defines how men should behave and perform, and the attitudes that men carry.
Mind map	A technique to present ideas using a map in order to make it understandable.
Patriarchy	Patriarchy is social system and ideology that believes in and enforces men having more power and control over resources and decision-making than women.
Power relations	Power relations are relationships in which one person has social-formative power over another, and is able to get the other person to do what they wish (whether by compelling obedience or in a more subtle way). ( <a href="http://kgsvr.net/dooy/power.html#power.relns">http://kgsvr.net/dooy/power.html#power.relns</a> )
Reflection	A process where people reflect on their past experiences, thoughts and feelings to try to learn lessons for their lives in the present and future.
Relaxation exercise	An exercise to release physical and emotional stress to make our body relax, aiming at building a balance between our mind, soul and body. Relaxation exercises can be done individually or in a group, self-guided or guided by other persons.

Reproductive health	A state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity, related to the reproductive system, functions and processes (WHO).
Risky behaviour	Risky behaviours are those that potentially expose people to harm, or significant risk of harm which will prevent them reaching their potential. Some risky behaviour is normal and part of growing up.
Sarcastic	A form of communication using words that clearly mean the opposite of their original meaning, often aiming to mock or hurt other people.
Sensitivity	Being aware of certain conditions and situations. For instance, gender-sensitive means being aware of the social differences between men and women where men have a higher status than women.
Sex	The biological characteristics that define humans as male or female (UN Women, 2015).
Sexuality	Here are some of the things that are included when we talk about sexuality: 1. Sexuality is much more than body parts and sex (though it includes these things, too). 2. Sexuality includes our gender identity (the core sense that we are female or male). 3. Sexuality includes gender roles (the idea of how we should behave because we are female or male). 4. Sexuality includes our sexual orientation (heterosexual, homosexual, or bisexual). 5. Sexuality includes how we feel about our bodies. We call that "body image," and poor body image can have a profound effect on our ability to have healthy relationships. A person with poor body image may not think they deserve a good partner, and so they may be willing to settle for someone who will not respect them or who may even abuse them. 6. Sexuality includes our sexual experiences, thoughts, ideas and fantasies. 7. Sexuality includes the way in which family, friends, religion, age, life goals, the media and our self-esteem shape our sexual selves. 8. Sexuality includes how we experience intimacy, touch, love, compassion, joy and sorrow. 9. We like this quote: "Sexuality is expressed in the way we speak, smile, stand, sit, dress, dance, laugh, and cry." In short, sexuality is an integral part of who we are, what we believe, what we feel, and how we respond to others. ( <a href="http://www.srcp.org/for_all_parents/definition.html">http://www.srcp.org/for_all_parents/definition.html</a> )
Social construction	The construction of beliefs, values, norms and social practices such as traditions in society through the process of socialization and internalization in families, schools, and other social institutions. The process happens from one time period to another time and from one generation to another.
Stereotype	A set of ideas that people have about what someone or a group of people is like, where they take one idea, which may be wrong, and apply it to a whole group of people.
Stress	According to Santrock (2003), stress is the individual response to stressors (situations or events that produce stress) that threaten and disrupt an individual's ability to cope with the stress.
Stress management	A skill that enables people to anticipate, manage and heal themselves from stress.
Survivor	A person who has survived a terrible event, for example that has threatened their life.
Trauma	An emotional response to a terrible or an extraordinary event such as natural disaster, rape or accidents. The events happens suddenly, out of control of the person experiencing it, and hurt or threaten the life of the person. ( <a href="http://www.apa.org/topics/trauma/">http://www.apa.org/topics/trauma/</a> )
Violence	Any act that results in or is likely to result in physical, sexual or psychological harm, including threats, coercion and deprivation of liberty whether occurring in public or private life.
Violence against women	Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life (UN Declaration on Violence against Women, 1993).
Volunteerism	Conducting community activities and providing help for others based on voluntary principles or without a profit motivation.

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# INTRODUCTORY NOTES

## *Welcome to the **Adolescents Workshop Manual**.*

The intervention has two components: one for adolescent girls and boys, and one for the caregivers of these adolescents, such as parents, teachers, youth service workers, youth health care providers, and youth group leaders. These two components are designed to be complementary and implemented in parallel. This guide is intended for use by facilitators of intervention groups of adolescents, and their supervisors.

The overall aim of this intervention is that adolescent girls and boys will emerge with gender-equitable, respectful and caring attitudes and practices and will be supported and equipped with skills to appropriately manage stress and mental health challenges, engage in productive and beneficial leisure pursuits, and build healthy, non-violent and happy interpersonal relationships – and they will be supported by their caregivers and communities.

The adolescent intervention, specifically, seeks to promote:

- Aspirational and values-based decision-making (i.e. identifying hopes and dreams for the future and making decisions in the present to attain those future aspirations)
- Positive coping and stress management skills
- Refusal skills related to peer pressure, alcohol, drugs and sex
- Gender-equitable ideals, attitudes and practices
- Positive, safe, fun and happy relationships with family members, friends and potential dating partners
- Respectful and assertive communication and conflict-resolution skills
- Awareness of different forms of intimate partner violence and how to deal with them

Participants will be given opportunities to engage in community volunteerism projects that serve to share the message of the intervention and sustain its effects, as well as provide additional activities to combat youth leisure boredom and promote a sense of belonging and purpose within supportive and mentoring relationships. The meetings are participatory and discussion-based.

## **Who are the young adolescents?**

This programme is intended for boys and girls in the early stage of adolescence – basically in Junior High School. Participants must have finished primary school in order to participate in this workshop because it is believed that the content and process of the programme is more appropriate to those in Junior High and before Senior High School. The participants in the pilot projects on manual implementation ranged in age between 12 and 16.



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Young adolescents are the specific focus of this programme because the programme seeks to influence social practices and attitudes before the ones that are problematic – the status quo – become normative for this generation. In this way, preventing violence in the long-term can become a reality. In addition, data from Indonesia show that a significant proportion of men who

perpetrate rape do so for the first time before they are 15 years old, indicating that this adolescent age group is vulnerable and represents an important opportunity for preventing violence.

It should be noted that this programme does not promote dating or involvement in sex; however, research has shown that open discussion and education on these issues is more effective in preventing problems and promoting delay of sexual activities than holding back information. Indeed, most research suggests that young adolescents are not engaging in dating relationships or sex (even though some do), but most are very interested in these topics and will engage in relationships and some sexual exploration at some point during their later adolescence or early adulthood. Therefore, adolescence is a critical time to influence ideas, attitudes, decision-making skills, behaviours and practices.

It is helpful to encourage participants to consider experiences and attitudes from different perspectives and to reinforce that they can resist peer pressure to conform to problematic norms or behaviours. For example:

- If teenagers think rules are there to control them arbitrarily, ask them to consider other reasons for the rules such as the concern and worry of their caregivers or the desire to protect teenagers from risks
- Emphasize that dating is not something they have to do – it is okay to be single and just have friends; but if they do choose to try dating relationships then it is important to do it in ways that protect their safety and where they have fun together
- For teenagers who do try dating types of relationships, it is important to know that they should not feel pressure to do sexual activities with a partner – dating relationships can be about being close and special to one another without being sexual
- Dating relationships during the teenage stage should be easy and fun – if you're always worried or anxious then maybe it's not the right kind of relationship for you at this time.
- It is okay to make the choice that is right for you, as long as it is not putting you or others in danger or hurting you or other people – even if other people think your choice is “uncool” or “strange”. We should all work on supporting people who make choices that are right for them even if they do not conform to current social norms because those norms can be harmful or stressful to people. We can make choices that make us happy and keep us safe and healthy no matter if society pressures us to do something different.

### Composition and timing of the workshops

Groups of 20–25 adolescent girls and boys meet about twice monthly for approximately 2½ to 3 hours at a mutually agreed place and time for about 12 months. With 22 sessions, these could be held over an 11-month period or spread out over a full 12 months.

## MOBILIZING AND RECRUITING PARTICIPANTS

It is important to get the necessary permissions, approvals and support from leaders and key stakeholders to conduct this programme in a community. In addition, a venue and logistical arrangements should be secured for the duration of the programme.

Mobilizing and recruiting participants is a lengthy process, so it is important to allocate enough time, budget and human resources to this foundational activity. Other programmes have found success in discussing the potential benefits of participating in the programme (e.g. through past



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participant or facilitator testimonials, evidence from evaluations, and discussions of the relevance and helpfulness of the programme topics to issues being faced in the community). This kind of conversation is especially helpful to engage men in the programme.

Allow time to present the programme overview and for communities to think about and ask questions about it to minimize the spreading of rumours or misinformation about the programme. It is important to include all leaders and key stakeholders from a community and potentially also community members in meetings to mobilize and recruitment participants. It is particularly important to systematically build support for and get permission to conduct the adolescent workshops.

## RECRUITING, TRAINING AND SUPPORTING FACILITATORS

Facilitators are an essential ingredient to successful programmes. They have a major influence on the programme and therefore must be carefully selected, intensively trained, and receive intensive supportive supervision and ongoing in-service training.

The implementation and development team should consult with one another, community stakeholders or advisors, and other successful teams from other contexts to discuss the selection criteria for facilitators. For example, it is important to have female facilitators and ideal to have both a male and a female facilitator for a group. The age and education level as well as core competencies or skills should be considered for the particular context where this programme will be implemented. Generally, it is important to have facilitators with gender-equitable attitudes, openness to change and new ideas, and a commitment to non-violence. A non-judgemental and respectful approach are also essential.

Through the initial training, facilitators are guided through their own transformative experiences. It is best for them to be taken through the programme (at an accelerated pace if needed) as if they are participants themselves before engaging in formal training. During this experiential training, the trainers are also modelling the kinds of facilitation skills that are key in a participatory programme of this kind. Usually trainings should recruit 50 to 75 percent more potential facilitators than what is needed to account for drop out or a poor fit or skill level between the facilitator and the programme. The initial pre-service training should also include some background or theory, training and reflection at an appropriate level to provide additional information to what they receive during the first phase of training when they are participants of the programme. Finally, pre-service training must include an opportunity for facilitators to practise facilitation through “teach-back” sessions where they are assigned one activity to lead while the rest of the trainees are in the role of participants, and they can “teach back” what they have learned.

Because this work is emotionally and socially demanding and also promotes ongoing transformation and growth, it is essential that facilitators receive ongoing and quite intensive support, supervision and in-service training. These meetings will ensure that facilitators can cope with the stresses and challenges of their role; and maintain fidelity to the model and alignment with the programme values. In-service training sessions can be used to strengthen facilitator capacity and address skill gaps or revise core concepts and skills.

## COMMUNITY PROJECTS

One part of this intervention is promoting the conceptualization, planning and implementation of “Community Projects”. These projects are meant to be volunteer community service projects that will contribute to improving the community in some way that participants identify as valuable and important. These projects can also be an avenue for participants to share lessons that they have learned from this programme with other community members, and generally to make the community a safer and more vibrant place for all people – boys and girls, men and women. The projects also provide an opportunity for collaboration between adults and teenagers and specifically could provide a useful way of engaging teenagers’ time and energy outside of school to prevent leisure boredom and the enticement of various risk behaviours.

### CRITERIA FOR FACILITATORS:

1. Experience as facilitators of participatory group workshops
2. Understanding key issues related to the content of the manual (e.g. gender inequalities, masculinity, VAWG)
3. Cultural sensitivity
4. Good communication skills
5. Willingness to be a facilitator
6. Completed training for trainers
7. The following personal characteristics: empathy, sensitivity, patience, warmth, and non-judgemental, and open-minded attitudes.



## FACILITATION AND THE FACILITATOR'S ROLE<sup>1</sup>

Because this intervention is participatory and not didactic, this manual is not intended to be distributed to participants nor is it intended to be read from directly to participants by the facilitators. Instead, it is a guide that facilitators will use to prepare before sessions and refer to during sessions as needed to maintain fidelity to the model.

It is essential that facilitators prepare thoroughly before each session. They will need to read through both the session guide and the accompanying information in the appendices. The appendices are numbered to correspond to the session numbers (Session 1 = Appendix 1), but not all sessions have appendices. It is recommended that facilitators make notes for themselves within the manual, in a separate notebook or on notecards to help them facilitate a workshop that flows well.

Fidelity to the manual is of utmost importance during piloting and trial in order to attribute impact to this manual. Following an effective trial, fidelity to the manual, i.e. following the manual as closely as possible without variations or changes, is essential in order to replicate the results. Deviations from the manual should be carefully considered and thought out with a team of people.

## WHAT ARE PARTICIPATORY WORKSHOP METHODS?

This intervention relies on participatory methods of engaging participants in a workshop setting. The workshop is "participatory" because learning and change occur through the active involvement of the participants and their active engagement with the concepts, ideas and skills. It is the participants themselves who, through discussion, critical reflection and role plays or games, develop the answers and solutions. Participants consider new ideas or information or skills in light of their own life experiences and life goals.

During a participatory workshop, activities are selected specifically to encourage participants to engage with the materials and become active and animated – participants offer ideas, raise questions, build on one another's statements and challenge one another's opinions. They learn from and with other participants and work together on a collective analysis and consensus. The participatory workshop sessions are structured around the ability of the participants to reason, to analyse problems and to work out their own solutions. It emphasizes the process of inquiry, and therefore participatory workshops often end with questions as well as conclusions.



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Many of the principles of a participatory workshop approach draw on theories of learning, but the style of workshop is completely different from traditional teaching. Because people in general already know a lot, they learn best by building upon their own experiences and worldviews. People learn more by doing than by listening. Learning theory stresses that learners need opportunities to think, to understand, and to apply in order to best integrate new ideas and skills:

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<sup>1</sup> Adapted from Skhokho Supporting Success for Families

- To learn by thinking, participants need to have responsibility to work out their own conclusions
- To learn by understanding, participants need to relate the learning experience to their own values, beliefs and previous experiences
- To learn by applying, participants need to repeatedly practise and test a new skill and receive feedback on their performance

Learning is demonstrated by change – changes in behaviour, knowledge, understanding, skills, interests, values, awareness and attitudes. To facilitate these changes in participants, experiential activities – during which participants think, understand, and/or apply – are more effective than lectures. Good workshops include a broad variety of learning activities such as presentations, group work, small group work, personal reflection, discussions and debates, games and role play.

This style of workshop also improves the focus and attention span of participants because they are actively involved and so longer sessions can be tolerated. These sessions are also effective in inspiring change. Indeed, participatory style workshops are especially useful for gender analysis because people have different levels of awareness and understanding of gender issues; as a result they may be sensitive, defensive or even hostile to the topic. The participatory approach to a workshop diffuses negativity because participants explore gender and other sensitive issues for themselves in a supportive, motivating environment that encourages open discussion, critical reflection, and trying new experiences or considering new ideas.

A participatory workshop is more about having a group conversation, so it is good to move away from a strict approach where everyone must give answers while moving around the room systematically. Instead, a more informal approach is better so that people can spontaneously share as they would in a conversation or discussion.



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Within a participatory workshop, it is important not to tell participants what the intended outcomes or aims or key messages are of an activity or exercise. Telling them this information may bias some participants and cause them to disengage from the activity if they think it is unimportant or if they disagree with the stated aims, outcomes or messages. Instead, introduce the topic briefly as is outlined in the introductory flow chart of each session and allow participants to have an experience of really engaging with a topic and coming to their own conclusions. The process of active discussion, debate, dialogue, and critical reflection is more important than reaching “the right answer.”

It is also important for participants to come up with their own solutions to issues because this is a very empowering process that builds their self-esteem and skills in problem-solving in a variety of situations. In addition, solutions that participants devise themselves are more likely to be implemented because they will have a sense of ownership of them and they will be relevant, feasible and acceptable within their contexts. However, facilitators can also make suggestions or ask thought-provoking questions if participants cannot come up with solutions or if they suggest

solutions that are obviously inappropriate (e.g. violent, abusive or have a high potential to increase harm or risk).

## THE FACILITATOR'S ROLE

In participatory workshops, the facilitators are also active and frequently mobile, i.e. moving around the room instead of lecturing from one place. They primarily ask series of questions or guide reflection and role plays rather than telling or teaching or lecturing or instructing. Facilitation is derived from the word 'facilitate' which means "to make easy". Facilitation is about bringing a group of people (whether they are acquainted or not) to work together for a certain goal. Facilitation is about empowering others.

In this intervention, the facilitator's role is to work with a group of adolescents, to draw out knowledge and ideas from different members of the group, and to help them learn from each other and to think and act together. During these participatory workshop sessions, the facilitators' job is to structure and facilitate rather than deliver information, explain or provide answers. Facilitators initiate discussion and then engage the participants, encouraging them to express their points of view and consider different perspectives on an issue, concept, idea or skill. They highlight the comments of some participants and summarize others; they compare and connect separate remarks and point out opposing views. They draw the threads of discussion together and relate them to the workshop's objectives. They ask thought-provoking questions that promote critical reflection and flexible ways of thinking and understanding.

The role of a skilled facilitator is to create conditions in which a group can work together effectively and have open discussions and debates during which various views can be voiced and considered respectfully. The facilitator will guide a group of people through a process of learning and reflection by introducing topics or concepts and guiding the group through thinking and discussing topics or concepts without making a decision for the group participants or forcing a particular conclusion to be drawn.

Facilitation entails guiding participants through a discussion by considering many possible perspectives until they are able to arrive at some consensus about that particular topic or concept or acknowledge that there is no consensus. Facilitators can also add different perspectives for consideration or ask key reflection questions to keep participants engaged on a topic or when a group discussion is limited or homogenous. Topics are introduced that are usually not new to the participants. The facilitator's role is to help participants to discuss the concepts, come up with their own understandings of them, and present them to the rest of the group in various ways, for example, through brainstorming in a bigger group, small group discussions, presentations of group ideas to the bigger group, working in pairs by sharing in turn personal stories and perspectives, and individual self-reflection.

The role of a facilitator is very important in the context of a participatory workshop and needs to be executed in a careful way that balances being fun, thought-provoking, non-judgemental, neutral, factual and assertive.

### The main tasks of a facilitator are to:

- Help the participants set ground rules and keep them
- Encourage and guide participants to think critically
- Listen to participants' comments, questions and feedback

- Keep focus and keep things moving
- Help with observations and analysis
- Help participants integrate the foundational programme values of gender equity and non-violence for themselves
- Encourage participants to contribute to the discussion
- Build trust
- Help identify opportunities and potentials
- Summarize the discussion or ask others to do so

### Tips for effective presentation:

- Capture the participants' attention: Use any of the following methods: ask questions; state an impression or fact; narrate a story; cite a quotation; or make a forceful statement.
- Put the participants and yourself at ease: Give the right signals, both verbal and non-verbal, to the audience. In verbal signals, your voice should not be shaky. A calm but varied tone with a proper mix of enthusiasm should create the right impression on audience. Similarly, in non-verbal signals, your posture, movement, gestures and facial expressions should complement your verbal signals and not contradict them.
- Preview the topic: Always preview or tell the participants beforehand about what you're going to cover in that presentation. This helps participants understand what is going to be conveyed to them today or during that particular session. It also helps the participants prioritize their areas of interest.
- State the significance of the topic: Stating the significance of the topic helps the participants realize that the presenter values their time and will be able to improve their existing knowledge of the topic.
- Don't be negative: Being negative in a presentation can ruin your chances of being taken seriously or being able to convey your message effectively. Besides, being negative never helps you to get your ideas across. Instead, participants might reject or not accept what you are saying.
- Be concise: Concise means anything "said in a few words". If you can, as a presenter, communicate your idea or message in a few words. It helps you do less to retain audiences' attention because you take less time and words to get your message across. It also helps you cut down on boredom on the participants' part.
- Be enthusiastic and dynamic: Being enthusiastic and dynamic helps you hold and maintain your audience's attention, prevents the participants from falling asleep, and gets your idea across more effectively
- Be sensitive to culture and context, which means that you have to be aware of your own cultural biases. Being culturally and contextually sensitive will help you to build a good rapport with participants which is important for the entire process.



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## Facilitation skills and workshop techniques

<b>Be ready</b>	Develop and practise your session. Plan in advance.
<b>Be clear</b>	Give clear introductions to topics and ask clear questions to guide discussions, activities and reflection
<b>Show respect</b>	Through your effective communication skills (verbal and nonverbal)
<b>Be friendly</b>	In responding to questions and welcoming all participants and their contributions to the group
<b>Encourage participation</b>	Encourage quieter participants to share ideas and questions and allow participants to talk more by frequently using open-ended questions
<b>Pay attention, be present</b>	Address the needs and feelings of the gro
<b>Be time-sensitive</b>	Make sure your session plan fits with the time available and negotiate with participants to make agreements together and manage expectations
<b>Be honest</b>	Through confident professional manner and telling the truth
<b>Communicate effectively</b>	Use simple appropriate words and tones, maintain eye contact and practise active listening
<b>Use multiple channels</b>	Use different relevant workshop materials and tools to assist you in conveying messages and engaging participants
<b>Give take-away messages</b>	Wrap up and summarize the main points in your session or invite participants to share what they found most meaningful or surprising about a session or a topic and summarize these ideas and experiences

## Facilitation versus teaching

TEACHING	FACILITATION
Teachers have a formal relationship with students, based on the status of a teacher	Facilitators are considered as an equal, and develop relationships based on trust, respect and a desire to serve
Teachers are concerned with students understanding the right answer	Facilitators encourage and value different views
Information flows in just one direction, from teacher to student	Information flows in many different directions between the facilitator and individual group members
Teaching follows a pre-set curriculum	Facilitators uses practical, participatory methods, e.g. group discussions and activities, in which all members of the group participate
Teaching starts from the teacher's own knowledge	Facilitators start by assessing the knowledge of the group. Facilitators address issues identified by the group or their community and adopt new ideas to the needs and culture of the group
Teachers deliver lectures to a group of students – usually from the front of the room.	Facilitators facilitate from different places in the room, and with the group in different formations at different times.

## Pre-workshop information and content

### Preparation for each session

It is important to prepare for each session at least a day before by reading and highlighting all the different steps that are laid out for each exercise. Facilitators should also read the additional information for a particular session in the corresponding appendix (e.g. additional information for Session 1 is contained in Appendix 1, for Session 2 in Appendix 2, and so on). This will help you to know how to plan your time, what to communicate to participants and

how you will run the activities. Preparation is crucial, to limit any stumbling over steps and any uncertainty about how to proceed with activities.

### **Important content information**

It is the role of the facilitator to come up with content regarding a particular concept that is being presented or discussed during the session. The facilitator may be at the start of a session and reference to a certain concept may come up. The facilitator needs to ask what participants' understanding of that particular concept is, assess its accuracy and if there are gaps in the participants' understanding, then provide factual and accurate and even additional information about that concept to the group of participants attending the session. The manual has appendices which are often referenced to under the guide to activities. The appendices refer to information that the facilitator needs to know before starting the workshop and the essential content that helps to support the facilitator's knowledge about different parenting concepts and tips for parents and adolescents. It is not necessary for the facilitator to read the information out loud to participants, but the facilitator can refer to it to ensure accuracy and proper representation of the intervention's understanding of particular issues.

### **Facilitators' notes**

Facilitators' notes are provided within and at the end of most exercises, consisting of tips, reminders, guides and additional information for maximizing the depth of discussion during the exercise. These notes are short and clear, and should encourage the facilitator to ensure that they have addressed them before closing the session and moving on to the next exercise.

### **Workshop procedures**

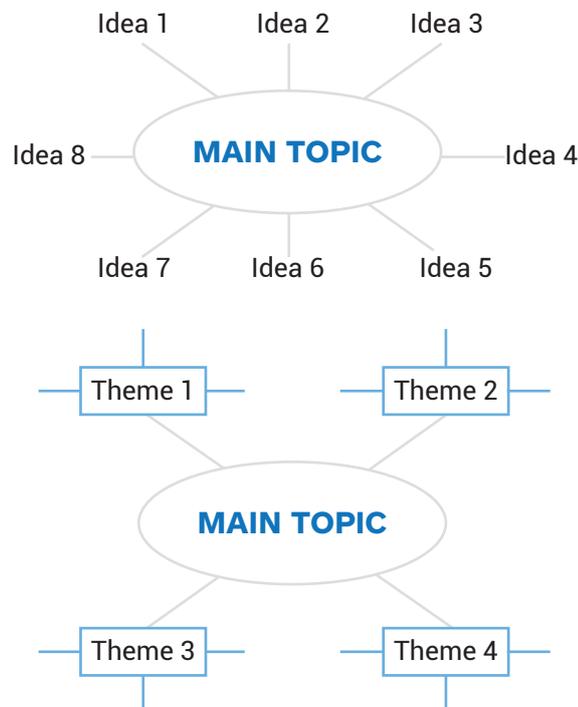
The facilitator is provided with the aim of the session, how the sessions are supposed to be implemented and directions for how to conduct the activities following the steps provided.

- Introduction – All activities begin with a brief or at times elaborate statement directing the facilitator how to introduce the exercise topic. In many exercise introductions (Step 1), the facilitator will introduce the topic of discussion. If there are related preceding activities, mention the relationship between the new exercise and the previous one(s). This is done in order to indicate to participants the connection between the sessions, for them to understand that all sessions in the workshop series are connected, related and build on one another and culminate in a holistic view of parenting issues.
- Directives – Most directives are meant to help the facilitator to conduct the activities and are in the form of imperative verbs – give, explain, ask, remind, summarize. These key words are very important directions for the facilitator on what and how they communicate the steps of each exercise to the participants.
- Probes/Discussion/Notes/Questions – These usually come just below the directed steps and are indicated as probes, questions or additional notes. These should be considered during the relevant step in the exercise. Sometimes participants will have already discussed or mentioned issues that are indicated in the manual, and in that case, participants need to just ensure that those issues are adequately covered in the relevant exercise.

## How to interpret the instructions in the activities

There are a number of methodologies used:

- Brainstorming – Brainstorm means asking workshop participants to quickly come up with ideas of what comes to mind when a certain concept is mentioned.
- Mind maps or spider diagrams – In several activities the facilitator or participants are encouraged to use mind maps or spider diagrams to record the group's ideas or brainstorming about a particular topic. Recording ideas this way helps to get a lot of information across in a small space and short time, and also validates each person's contribution. For these kinds of drawings, have a circle (or any shape) in the middle in which you write the main topic or question and then draw lines out from that circle (in many different directions) to record different ideas. If you are brainstorming several sub-themes within a topic you can have one central circle (the main theme) and then extend sub-topics out with their own circles and from those circles record participant ideas. Use as many lines and sub-themes as needed based on the activity and people's ideas. Feel free to use drawings within the diagrams or mind maps. Two examples are illustrated below:



- Working in pairs – Working in pairs means that the facilitator asks participants to find a partner within the group with whom they will talk about the issues the facilitator suggests to them as part of the activity.
- Small groups – A small group can have up to 4 or 5 people to discuss or brainstorm the topic and record their ideas.
- Personal reflection – In this workshop, one exercise used is an individual activity where participants are asked to close their eyes and think through particular issues in a quiet manner and personally reflect on them. The facilitator will read out a script starting with the posture that the participants must adopt, e.g. how they are seated or lying down, having

their eyes closed and being relaxed. Then the facilitator will introduce the story which the participants are asked to visualize or think through a certain story or situation. Then each part of the story is read slowly, quietly and in a well-paced manner, with pauses after each statement to allow participants to visualize or think through the situation in their minds. Taking a pause after the end of the activity is also important to allow participants to get back into the workshop setting. When questions are posed during personal reflection no one should be answering them out loud but should rather think to themselves.

- Larger group discussions – A bigger group refers to the main group of participants with whom one facilitator is working. During group discussions, allow it to flow and do not impose a structure where every person has to share something in a particular format – rather allow an informal and conversational flow to develop where people share spontaneously. But beware of not allowing a few participants to dominate the discussion and trying to draw in those who are very quiet.
- Checking in – It is important to check in with participants to determine whether they fully understand their activity and provide additional explanations if necessary to help them through their activity.
- Presentation and feedback – After each pair or small group work, participants will be asked to present their work whether it is verbal feedback or written work on flip charts. After each group has been assigned, the facilitator must always remind participants that they will need to decide who will present the group's ideas to the bigger group. At presentation time, the facilitator must let each group present, and should only ask clarifying questions and if necessary explain the meanings of the ideas. When all groups have presented, check to see if there are any discussion points for the activity that have not been addressed in presentations, and if necessary, address them.
- Role play, demonstration or practice – This methodology asks participants to act out different situations by pretending to be dealing with something that is relevant to the discussion topic or demonstrating a concept or practising new skills. These are not meant to be perfect drama or theater productions, but rather brief and casual ways to show and get a feel for a new skill or concept.
- Language use – This manual is available in Bahasa and English. Facilitators are encouraged to conduct the workshop in the language most easily understood by participants. This makes it important to prepare beforehand in order to help the facilitators to anticipate difficult concepts, and find out their colloquial translations and meanings before the workshop. Doing so ahead of time will help the facilitator gain confidence before the session, present confidently during the session, and earn the confidence of the participants as well.

### **Energizing games or icebreakers**

Facilitators should have a few ideas ready to use as energizers or icebreakers when they notice that a group is struggling to concentrate or needs a light break after a serious or difficult discussion. It is also helpful to ask if participants have ideas about short games. They could sing a song or do a brief movement or dancing game to get some energy into and bring some laughter to the group.

### **Group cohesion**

It is important to build a connected, cohesive group dynamic. In such a situation, members of the group feel included, welcomed, supported and encouraged. The group must be a safe, non-judgemental and trusting space where people can be open to share and discuss many different

and sometimes controversial or sensitive topics, and respect confidentiality.

It is important that the facilitator create such a group atmosphere through role modelling, through including and validating all members of the group, and through being non-judgemental, supportive, caring and respectful to every member. Remember, participants will be taking cues from the facilitator both during the group session and outside of it. If a facilitator arrives late then participants may start arriving late too; if a facilitator is seen to engage in poor behaviour in the community then participants may no longer trust or respect the facilitator, or they may believe that the behaviour is acceptable.

Situations that can disrupt a group dynamic include:

- Switching facilitators – try to have the same person (or two people) facilitating every session
- Having new members join the group after it has been established or having members attend erratically
- Having observers join the group without full introductions and consent
- People telling personal stories to others outside the group or spreading rumours

### Supporting participants

This programme addresses very personal and sensitive topics and issues, and therefore it is important for facilitators to be aware of this and to be very sensitive and supportive of all participants and the process they go through during the programme. It is essential that the facilitator remains respectful, non-judgemental, caring and supportive to all participants throughout the programme both during sessions and between sessions.

Participants may become distressed during the sessions or disclose previous traumatic experiences and it can be a difficult situation to manage.

- The first step is to notice how you as the facilitator are feeling about the participant's distress or disclosure and then to acknowledge that you are aware of the participant's distress or disclosure (e.g. "I see that you are feeling very upset", "I hear that you are very worried." or "I wonder if you are feeling disappointed right now?").
- It is understandable to be upset by another person's distress but you should still be able to focus on their problem and not on your reaction. It is also acceptable to not know how to respond best – you can even say: "I wish I knew the best thing to say or do right now that would make you feel better because I care about what you are experiencing, but I don't know."
- You may then want to ask whether the participant would like to take a break or discuss the matter with you individually away from the group.
- You can make suggestions but always ask their permission:
  - "Would it be helpful if we discussed different places where you can find help?"
  - "Would it be okay if I put my hand on your shoulder?"
  - "Taking slow, deep breaths can be helpful or sitting down or getting some water or tea to drink."
  - "What can I do that would be most helpful to you now?"
- Always believe participants when they are relating traumatic experiences and never blame them for it: "What happened to you is not okay and you did not deserve it or cause it. It was not your fault." This is especially important in sexual violence cases.

- Do:
  - Believe them and acknowledge the distress and traumatic experience
  - Remain calm
  - Be non-judgemental
  - Maintain their confidentiality (unless it is a child and you are mandated to report it – in which case, discuss the disclosure plan with the participant)
  - Debrief with a supervisor or manager afterwards
- Avoid:
  - Ignoring the distress
  - Minimizing the distress (e.g. “It could have been so much worse” or “It’s not so bad, don’t worry”)
  - Make promises you won’t or can’t keep (e.g. “I’ll make sure that the police arrest the perpetrator” or “Everything will be ok, you’ll see”)
  - Blame or disbelief
  - Telling others outside the group (other than a direct supervisor within the programme) about the situation.

It is not the facilitators' responsibility to provide additional services (e.g. counselling, legal advice, financial support, transport, tutoring, or couples or family counselling) to participants. It is important that facilitators rather refer participants with additional needs to the appropriate referral services in their community (see Appendix 13). Any requests or pressure to support participants outside the scope of the facilitator's role should be discussed with the facilitators' supervisor or manager in order to deal with it in a positive way.



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# SESSION 1: WELCOME

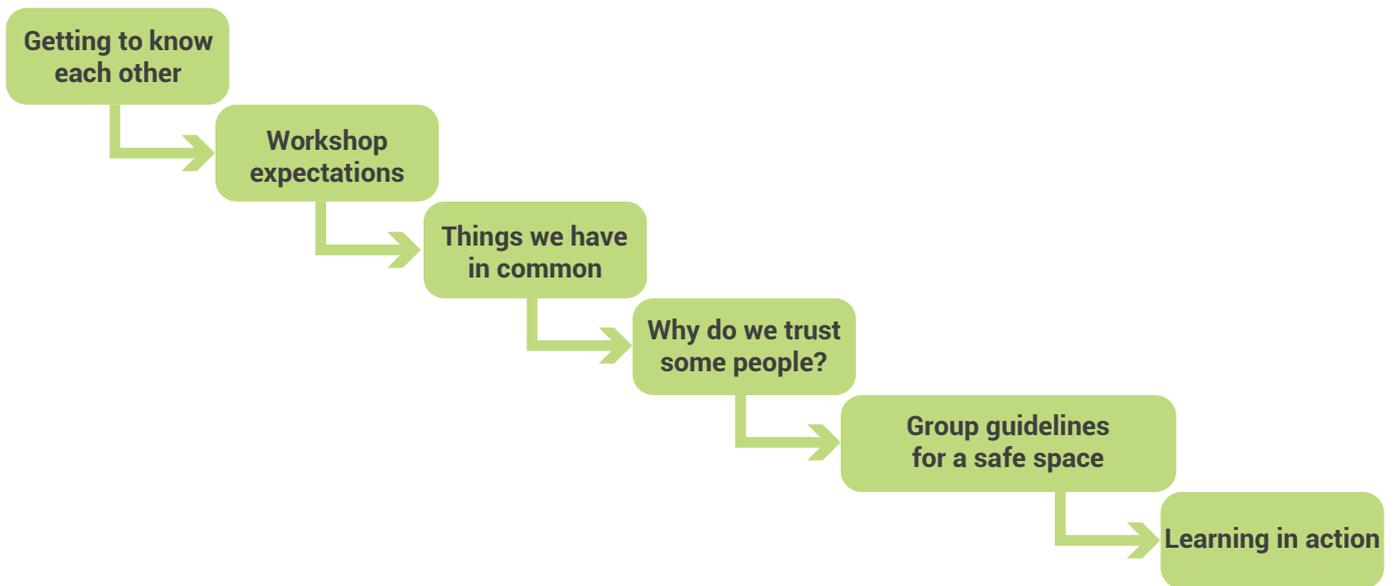
**Overview:** This session introduces the adolescent participants to the programme and sets the tone for the group to be a safe, comfortable and vibrant learning environment. Participants and facilitators meet one another and establish the group through introductions, exploring group expectations and a programme overview, establishing a 'code of conduct' or an agreement for a safe and vibrant space, and agreeing on meeting times and venues.

## Key objectives:

- Get to know group members
- Establish the group as a safe space
- Understand trustworthiness

Session 1 Activities	MATERIALS	TIME
<b>Activity 1.1: Getting to know each other</b> <b>Aim:</b> To break the ice and encourage self-expression and to learn one another's names and characters		30–40 minutes
<b>Activity 1.2: Workshop expectations</b> <b>Aim:</b> To introduce the workshop focus and to review practical arrangements	Flip chart, markers	15–20 minutes
<b>Activity 1.3: Things we have in common</b> <b>Aim:</b> To build group cohesion through participants sharing things they have in common.	2 bags of sweets, markers, flip chart	15–20 minutes
<b>Activity 1.4: Why do we trust some people?</b> <b>Aim:</b> To understand the concepts of 'trust' and 'confidentiality' and how these can be applied to the group workshops and also to our relationships.	Flip chart, markers	20–25 minutes
<b>Activity 1.5: Group guidelines for a safe space</b> <b>Aim:</b> To establish a set of ground rules as a group that will help to build trust and maintain the group as a safe and fun space for all members	Flip chart, markers	20–25 minutes
<b>Activity 1.6: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 1



### ACTIVITY 1.1: GETTING TO KNOW EACH OTHER

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** To break the ice and encourage self-expression to learn one another's names and characters

**Description:** A fun, expressive activity for the whole group

**Directions:**

1. Explain:
  - a. We are going to be meeting and discussing many issues related to being a teenager and family relationships over the next several months.
  - b. Let's start today by getting to know one another.
2. Set up activity:
  - a. Ask all group members (including facilitators and observers) to stand in a circle.
  - b. Explain: Each member of the group is going to say their name for the group in a way that gives the group a flavour of who they are through their tone of voice and movement.
  - c. For example, a person could sing their name or dance or clap or make any gesture that helps us to know this person.
  - d. After a person has introduced themselves, then the group will reflect back by imitating what the person said and did before continuing to the next person.
  - e. The facilitator/s should demonstrate.
3. Round of active introductions and reflection (activity):
  - a. The facilitator should start to model the introduction.

- b. Move around the circle so that each person introduces themselves with some expressive action or tone and the rest of the group imitates that action and tone with the name.
- c. Thank everyone for their participation and ask them to sit down.

#### FACILITATOR NOTES:

- Model a high level of enthusiasm to encourage participants.
- Some people may feel shy; take note of these people as they may need extra support throughout the group sessions to participate in the exercises and discussions.

## ACTIVITY 1.2: WORKSHOP EXPECTATIONS

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success for Families)*

**Time needed:** 15–20 minutes

**Aim:** To introduce the workshop's focus and to review practical arrangements

**Description:** The participants and facilitator will discuss their hopes and expectations related to the group workshop

#### Directions:

##### 1. Explain:

- a. In this group, we are going to talk and learn about the positives and the negatives of being a teenager and especially about your relationship with different caregivers in your life such as parents, other family members, religious leaders, teachers, group leaders, service providers, and other community members.
- b. We know that being a teenager can be both a very exciting and a very challenging time so we are going to have this space to discuss some of the joys and problems we are facing in order to get support and be supportive so we can all have successful futures that are safe, free from violence and vibrant.
- c. Some of the things we will do include:
  - i. Thinking and sharing about who we are, what is important to us, and how we are changing.
  - ii. How we deal with different feelings that we have and dealing with alcohol and drugs in our life.
  - iii. Discussing what it is like to be a girl or a boy and what pressures we feel to show that we are feminine or masculine in particular ways.
  - iv. Imagining the kinds of communities where everyone feels safe and happy.
  - v. Reflecting on the different kinds of relationships we have and how they can be happy or unhappy in different ways.
  - vi. Learning about violence and sexuality in different kinds of relationships and how we can deal with these kinds of problems.

- vii. Learning and practising communication, negotiation and conflict-resolution skills and how to express ourselves in respectful ways.
  - viii. What we could do as a group in our community to contribute to a safe and vibrant place.
- d. We hope that at the end of the workshop, you will have some ideas about and gain some skills for achieving success in your life and relationships and avoiding problems.
  - e. This workshop is not going to be like sitting in a classroom and being told or taught things – instead we want to have lively discussions about different topics and hear YOUR views on them.
  - f. We want to have fun together and do some active exercises, games and role plays.
  - g. As the facilitator, I am here to facilitate a discussion and an interesting experience – I am not a teacher. You should feel free to ask lots of questions. You should be open to listening to others. You should allow yourselves to wonder about something from a different perspective than what you usually take.
  - h. Does anyone have any questions?
2. Review the practical arrangements:
- a. Meeting times and locations
    - i. Discuss the importance of attending every session because each one of us has important ideas to contribute; it helps us to build a strong group if we all attend consistently; and the discussions each week build on each other so it will be difficult to keep up if you miss a session.
    - ii. Do participants need reminders of group meetings? How will we share those reminders? How will the group help each other to attend?
    - iii. What should we do if we cannot make a session?
  - b. Explain where the bathroom facilities are.
  - c. Explain if there will be refreshments.
  - d. Pass around an attendance register and explain that it needs to be completed at every meeting so that the facilitators can report back to supervisors how many participants were in the group.
3. Group discussion:
- a. Explain: Often people have expectations, they want certain things to happen through participating in the programme and there may also be some things they might feel a little worried or concerned about.
  - b. Personal reflection: Think about why have you joined the group.
  - c. Ask and discuss: What do you hope to learn or gain from the programme? (Allow participants to share ideas spontaneously.)
    - i. Record these in one column on a flip chart
  - d. Ask and discuss: What concerns or worries do you have about the programme?
    - i. Record these in the second column on a flip chart

**FACILITATOR NOTES:**

- Encourage participants to share their own expectations and concerns spontaneously in a conversational style instead of systematically moving from participant to participant around the group – remind them that the format of the group is for us to have group discussions in a conversational or dialogue style.
- The facilitator can draw a tree of hope and ask participants to write their expectations on a card and put them on as the leaves or fruit of every branch of the tree of hope.
- The facilitator can also ask participants to write their worries on a card (red colour) and put them around the roots of the tree to illustrate things that prevent the tree of hope from growing.

## 4. Summary and conclusions (by the facilitator):

- a. Comment about the expectations that participants have shared.
- b. If there are any hopes that are not going to be addressed in the workshop, explain that to the participants.
- c. Try to reassure participants about their concerns.

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## ACTIVITY 1.3: THINGS WE HAVE IN COMMON

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*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 15–20 minutes

**Aim:** To build group cohesion through participants sharing things they have in common.

**Description:** Group work with a competition

**Directions:**

1. Divide the participants into four groups of equal size
2. Brainstorm in small groups:
  - a. Each group should come up with as many things as possible that they all have in common.
  - b. Give them examples like birthdays, early schooling, hobbies, physical characteristics of their bodies, residence, places they have visited, hobbies, talents or skills, favourite food or music and so on.
    - The rule is that all of them in the small group must share the same things.
3. Group work time: Give them about 5–8 minutes to come up with the list.
4. Ask each group to share their lists.
  - a. Count the number of different things that each group identifies.

- b. Give the winning group – the one with the highest number of things in common – a bag of sweets.
  - c. Give the rest of the participants another bag of sweets to share.
5. Conclusion by facilitator: This exercise is useful for us to learn more about each other, and to appreciate what we may have in common as well as the differences we have among one another.

**FACILITATOR NOTE:** If participants are finding it difficult to be creative about what they have in common, try to help them by encouraging them to come up with even the simplest examples of things they may have in common, e.g. being born after the 15th of the month even if they do not necessarily share the same date; if all of them have a family member who is left-handed; if they all like popcorn; if they all rear animals; if they all plant flowers at their homes, etc.



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## ACTIVITY 1.4: WHY DO WE TRUST SOME PEOPLE?

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success for Families*)

**Time needed:** 20–25 minutes

**Aim:** To understand the concepts of 'trust' and 'confidentiality' and how these can be applied to the group workshops and also to our relationships.

**Key messages:**

- Trustworthiness is about being a good listener, non-judgemental, and keeping things private
- Trustworthiness is something we like in other people and it is also important that we behave in ways that are trustworthy

**Description:** A brief discussion and self-reflection focusing on trustworthy behaviour with particular emphasis on confidentiality and non-judgement.

**Directions:**

1. Personal reflection
  - a. Ask the group to think about a very personal problem or worry they have experienced in their life.
  - b. Think about the last time you confided a very personal thing to another person – How did they respond? How did they make you feel?
  - c. How do you feel when you are with this person?
  - d. Who would you tell about this issue? Why would you tell that person and not someone else?
2. Group sharing
  - a. Ask volunteers to share who their confidante is. They should not share their personal problem – only who they would tell.
  - b. Why would you tell that person and not someone else?
  - c. Record the ideas on a flip chart
3. Summarize participants' descriptions of the trustworthy person and note especially the behaviours that will be important in the group to maintain confidentiality and build trust. Examples of what they may suggest:
  - a. Non-judgemental and doesn't blame me
  - b. Listens well, pays attention to my opinions and needs and what I say and feel
  - c. Will not tell other people or gossip
  - d. Caring, kind
  - e. Doesn't mock or tease me or what I say
  - f. Treats me like an equal or someone who is important to them
  - g. Dependable or reliable – always there when I need someone no matter what

- h. Makes an effort to understand me and what I'm going through
- i. Encourages and inspires me, makes me feel I am worth something
- j. Doesn't take advantage of me or what I tell them

4. Personal reflection:

- a. Do you behave in a way which helps people trust you?

**FACILITATOR NOTE:** You will not have time to actually discuss this – this is only for participants' personal reflection.

5. Group discussion:

- a. What are the benefits and risks about discussing our personal experiences in the group?

6. Explain:

- a. We learn a lot from talking together about our own real-life experiences. It can help us understand our lives, to solve problems, to feel better and to gain strength from one another, and to know that we are not alone in our struggles.
- b. We cannot be sure that none of us will talk to other people about our stories. If one of us tells someone a secret outside the group, someone might be angry or hurt, or a member of the group may get into trouble with a parent or spouse.
- c. One of the ways that we can try to reduce the risks and enjoy the benefits of being open and honest in this group is to make sure that we all behave in ways that build trust, like making sure we keep our discussions confidential (you can share your own experiences and lessons, but not what other people say), listening to one another, and being non-judgemental.

7. Summary and conclusion (by facilitator):

During this group programme, we are going to be sharing and discussing many things that are quite personal. So building trust is going to be very important.

**FACILITATORS' NOTES:**

- Participants have learned about trust and confidentiality and now understand the benefits of sharing.
- People may still feel uncomfortable sharing certain things. If that is the case, suggest that people can still share their story by talking about it as if it were about someone else, or they read it in a magazine.
- We must care for each other and not tell private stories outside the group.
- We should always talk about problems in a caring way without judging or joking about them.

## ACTIVITY 1.5: GROUP GUIDELINES FOR A SAFE SPACE

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success for Families*)

**Time needed:** 20–25 minutes

**Aim:** To establish a set of ground rules as a group that will help to build trust and maintain the group as a safe and fun space for all members

**Description:** The participants and facilitator will together develop and agree to guidelines for a code of conduct

### Directions:

1. Explain:
  - a. It is important that everyone participates in the discussions both by sharing their views and by listening to what others say.
  - b. In order for us all to feel comfortable with one another, have fun together and make the most of the time that we have, we should agree on what is acceptable and what is unacceptable behaviour.
2. Group brainstorming and discussion:
  - a. Ask: What guidelines or ground rules do you think are important so that the group becomes a safe and also lively place for open discussions and learning?
    - i. Record these on a flip chart.

### FACILITATOR NOTES:

If participants do not come up with these items, add them to the list:

- No violence (e.g. hitting, pinching and name-calling); explain the concept of treating each other with respect and kindness
- No cellphones during the session
- Maintain confidentiality – don't tell other people's stories
- Be trustworthy
- Only one person talks at a time during group discussions and we actively listen to one another ("no side meetings")
- Active participation of all members of the group – speak out and share your ideas and thoughts and experiences, and ask questions when you don't understand something that we're talking about
- Put our learning into action
- Be supportive and encouraging of one another
- Attend every session and come on time (be responsible and let a buddy know if you really can't make it)
- Have fun

- b. Review the final list together and clarify any questions that may arise.

- c. Ask if everyone agrees to abide by the group guidelines.
  - d. Encourage all participants to remember to behave in acceptable ways in this group and to help remind anyone who is not respecting these rules during group sessions.
3. Explain:
- a. Our code of conduct, or guidelines, are only meaningful and only work if we all agree to abide by them and if we all help each other stick to them.
  - b. Some of the unacceptable behaviours have consequences.
    - i. We can talk with members who forget or don't follow our guidelines so that we maintain our safe and vibrant shared time and space here.
  - c. If we find that certain behaviours become disruptive to the group or certain ground rules are not working then we can go back and discuss them.
4. Display these guidelines during each group session.

#### **FACILITATOR NOTES:**

Remember to use the positive discipline skills you learned during training.

- Use specific, labelled **praise** to encourage participants' appropriate and desired behaviour such as listening to one another, participating in the exercises and sharing their own stories.
- Use **'I' statements**
- Be **consistent** in following through with appropriate consequences for inappropriate behaviour

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## **ACTIVITY 1.5: LEARNING IN ACTION**

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote volunteer activism, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action.

#### **Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have gotten to know one another and agreed on how we will continue to meet and have discussions. Today's activity and discussion focused on creating a safe space and being a trustworthy person.
  - c. At the end of every session, we will have a short discussion or sharing where just one

or two people will say what they gained from the session.

2. Group discussion (1 or 2 volunteers)

- a. Who would like to share something they found surprising or very interesting about the discussion today?

3. Explain:

- a. By participating in this programme, it is important that you find ways to put your learning from this group into action in your life. So we will encourage each other to do that and then discuss our experiences at the beginning of each group.
- b. Between now and our next meeting, think about your experience of the discussion today and notice the ways in which you are trustworthy (or not) in different relationships.
- c. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting during which we will discuss who we are and how we are changing.



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## SESSION 2: GOING THROUGH CHANGE

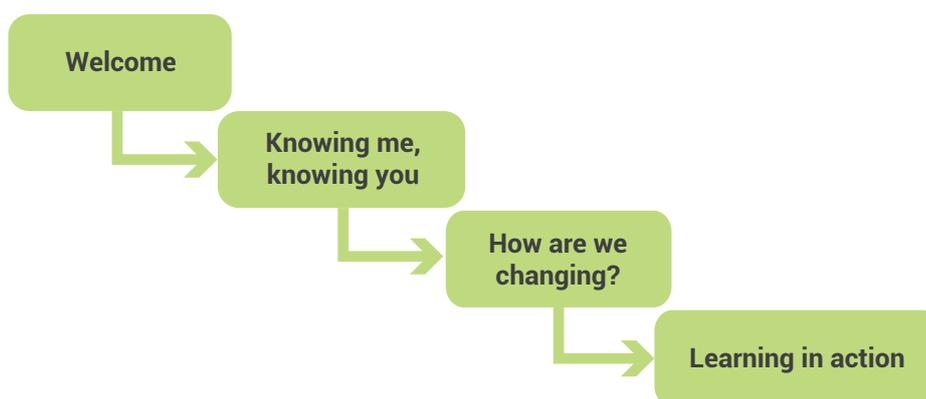
**Overview:** This session focuses on self-concept, sharing with peers, and typical developmental changes that adolescents undergo. Insight from this session should promote adolescents' understanding of themselves and the typical joys and challenges they may face or are facing. This understanding, together with the promotion of sharing and help-seeking, should be a general protective factor for adolescent girls and boys.

### Key objectives:

- Promote self-expression and exploration of different parts of their identity as a core developmental task of adolescence
- Build understanding and awareness of the multiple changes (not only physical) that adolescents are facing as they progress out of childhood towards adulthood

Session 1 Activities	MATERIALS	TIME
<b>Activity 2.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 2.2: Knowing me, knowing you</b> <b>Aim:</b> To give participants the opportunity to build self-awareness and express parts of their identity and self-concept	1 or 2 pieces of paper for each participant; colour pens and pencils; flip chart, markers	40–45 minutes
<b>Activity 2.3: How are we changing?</b> <b>Aim:</b> To provide participants with an understanding of their development including emotional/psychological, social and physical development	Flip chart, colour markers	40–45 minutes
<b>Activity 2.4: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 2



### ACTIVITY 2.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussion.

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. We want to start our workshops each week by having a volunteer (or two) share something that they did or that they witnessed that they feel fits with the themes discussed in the group.
  - b. Last time we met, we got to know each other and also discussed what it means to be trustworthy and agreed on a set of guidelines that will keep this group a safe and fun space for all of us.
3. Group discussion (1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on exploring who we are and how we are changing.

## ACTIVITY 2.2: KNOWING ME, KNOWING YOU

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence*)

**Time needed:** 40–45 minutes

**Aim:** To give participants the opportunity to build self-awareness and express parts of their identity and self-concept

**Key messages:**

- As we grow from children to adults, we begin to understand who we are as individuals
- It is important that we spend time getting to know ourselves and be honest about who we are, and what our feelings, opinions and ideas are

**Description:** Participants engage in a personal creative and reflection exercise and then share with others in the group.

**Directions:**

1. Explain:

- a. Today we are going to start by thinking about different aspects of who we are as individuals and sharing some that with others in the group.
- b. Remember that we have all agreed to keep this as a safe and fun space for everyone by following the guidelines we developed and agreed on together at our last meeting.
- c. Some of the things that we are going to think about and discuss today – like our feelings, opinions and ideas about ourselves – may be familiar or they may be new to you. Some of us may feel very comfortable with this topic while for others it may seem uncomfortable.
- d. You will not have to share anything that you are uncomfortable about so please be very honest when you do the first part of the exercise on your own.
- e. This exercise is not about presenting the “right”, “good” or “cool” image of yourself but for you to focus on what is true for you regardless of what anyone else may think.
- f. This is an opportunity for us to learn about ourselves and also to try to share that – only whatever you are comfortable with at this time – with other people in a safe and supportive space.

2. Individual expression activity (guided by facilitator):

- a. Hand out the paper – everyone should get 1 or 2 pieces.
- b. Place the colour pens and pencils somewhere that is accessible for everyone.
- c. Explain:
  - i. On the paper, draw an outline of each of your hands with the fingers spread wide open (the facilitator should demonstrate this on the flip chart).
  - ii. We will use these outlines as a type of mind map about different aspects of who you are (see Appendix 2 for an example of a mind map)
  - iii. In the middle of each hand, you should write or draw a symbol, picture or name that you feel represents you. Remember, you don't have to show this picture to other

people if you don't want to – it's important that you feel it truly represents who you are.

iv. On each of the 10 fingers, you will write about a different aspect of who you are by completing a sentence. The facilitator should write the prompt sentences on the fingers of the hand on the flip chart.

1. I feel most happy when \_\_\_\_\_
2. I feel most excited when \_\_\_\_\_
3. I feel most nervous about or scared of \_\_\_\_\_
4. I feel most sad when \_\_\_\_\_
5. I feel most frustrated or angry when \_\_\_\_\_
6. I feel ashamed or embarrassed about \_\_\_\_\_
7. Three things that I am very good at (my special talents or skills) \_\_\_\_\_
8. Three things that I would like to improve are \_\_\_\_\_
9. Something I often worry about is \_\_\_\_\_
10. During my free time I enjoy \_\_\_\_\_

v. Now find a space on your page to finish these sentences:

1. I am a person who \_\_\_\_\_
2. Something I wish others knew about me: \_\_\_\_\_
3. I care deeply about \_\_\_\_\_
4. What I want most in my life is \_\_\_\_\_

vi. Give participants 10–15 minutes to complete this drawing. Even if participants have not fully completed everything – they should record the prompts and you can move on with the exercise. Participants can finish this exercise during their own time if necessary.

### 3. Personal reflection:

a. Ask participants to stop drawing and to think about:

- i. What was it like to be very open and honest with yourself and only write what is absolutely true for you without worrying what other people may think?
- ii. Is it helpful to spend time reflecting about who you are? Did you discover anything about yourself that you haven't really thought about much before?
- iii. Sometimes we feel pressure to behave, think or pretend to be a certain way that may not feel true to ourselves. How does this kind of pressure and pretending to be a certain way feel to you?

b. Explain:

- i. Knowing who we are and being honest with ourselves about different aspects of our identities and values can help us make decisions and choices about what we do in our lives and also can help us in relationships with other people.
- ii. This kind of self-awareness can help us to understand ourselves and our lives, communicate better about the things that are important to us, and understand other people and their lives better.

4. Discussion in pairs:

- a. Ask people to gather in pairs (and a group of three if there is not an even number).
  - i. If you have friends in this group then try to do this activity with someone you do not know well or talk to very often.
- b. Explain:
  - i. During the last meeting, we started to get to know one another through our introductions and the game about what we have in common.
  - ii. Today, we are going to keep getting to know each other and share something (only something that you feel comfortable sharing!) from the drawing from today's exercise.
- c. Discussion guide:
  - i. Each person should take turns to share one or two things from their diagram while the other person listens and responds in a positive and supportive way.

5. Group reflections and conclusions (by participants):

- a. Would anyone like to share what you learned from this exercise and how it felt to do this exercise? (2–3 volunteers)

6. Summary (by facilitator):

- a. It can be quite exciting and build our confidence to think about the parts of ourselves that we are comfortable with; but some of us may have parts of ourselves that we are not yet comfortable with.
- b. As we grow up, it can feel exciting and confusing figuring out who we are as individuals – remember that you are not alone.
- c. Every person has upsetting feelings or makes mistakes at some point – the important thing is to be honest to yourself about them and decide what you want to do about it in ways that won't hurt you or other people.
- d. It helps us to build relationships if we share who we are and what is important to us, and at the same time listen to and show interest in the other person – who they are and what is important to them. This kind of sharing helps us to feel close to others and also helps us to understand other people's perspectives or points of view.
- e. Thank everyone for sharing and end with a round of applause.

**FACILITATOR NOTES:**

- It is essential for facilitators to manage this session carefully as the exercise can make people quite vulnerable. Ensure that trust, kindness, support, confidentiality, and no mocking or teasing are principles adhered to during this session.
- Affirm and thank any sharing that participants make during this exercise to model kind, supportive and empathetic responses.
- Help participants accept all aspects of themselves, even those that you may not feel comfortable with.

## ACTIVITY 2.3: HOW ARE WE CHANGING?

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success for Families*)

**Time needed:** 40–45 minutes

**Aim:** To provide participants with an understanding of their development, including emotional, psychological, social and physical development.

**Key messages:**

- This time of life, your adolescence is one of great change in all aspects and not just physical
- The changes can be fun and exciting but they can also be confusing and difficult
- It's important that we take responsibility for taking care of ourselves and keeping healthy

**Description:** In small groups, participants describe how their interests, rules (at home, at school), treatment by others, concerns, and feelings are different from or the same as when they were younger children. Participants then explore how their needs in their relationships (especially with parents and carers) may also be changing in some ways but similar in others.

**Directions:**

1. Explain:

- a. Being a teenager can be fun, exciting, happy, sad, confusing and frustrating.
- b. There are joys and problems for everyone during this stage – you are not alone and you are not “weird.”
- c. Being a teenager is about going through many changes as we grow from children to adults.
- d. People will go through these changes at different rates.
- e. You may be noticing some changes in yourself and also in your friends and maybe even in the way people are treating you differently compared to when you were a younger child.

2. Small group brainstorming and discussion:

- a. Ask participants to gather in small groups (4 or 5 people in each group).
- b. Give each group a large page from the flip chart and colour markers.
- c. Ask the groups to brainstorm how teenagers are different from younger children.
  - i. They should record their ideas creatively such as with a mind map or they could draw an outline of a person and describe different changes.
  - ii. This exercise does not have to be about getting all the right answers but just about coming up with different ideas and experiences for each prompt.
- d. Brainstorming prompts (the facilitator should draw a mind map with these questions on a flip chart before the session):
  - i. What are some of the things that are changing physically?
  - ii. What are some of the things that are changing for you intellectually – how you think about things or think through things?

- Are there new things that have become interesting as a teenager?
  - Have you noticed any changes about your attitudes about things in your life – for example, what is important to you or what is right or wrong?
  - Are there different kinds of problems or concerns that you are facing now or that you have to figure out?
- iii. How have your feelings changed – do you have different kinds of feelings or do you have perhaps lots of different feelings at the same time or perhaps stronger feelings compared to when you were a younger child?
- iv. How are your relationships changing – do people expect different things from you as a teenager compared to when you were a younger child?
- How do you expect to be treated differently?
  - Are the kinds of friends or the things you do with your friends different as a teenager compared to when you were a child?
  - What did you need your parents/carers to do for you as a child? Do you still need the same things from them or do you want things to be different?
- v. What are the things that you enjoy most about being a teenager compared to being a younger child?
- vi. What are the things that you find most worrying or hurt you or make you sad as a teenager?

3. Group feedback and discussion:

- a. After about 10 minutes, ask the groups to share their mind maps

4. Summary (by facilitator):

- a. Contextualize participants' discussions within a developmental framework
- b. The changes that you experience are about growing from a child into an adult; these changes are not only physical. Your body is changing inside and outside, the way you think and what you think about is changing, how and what you think about yourself and who you are is changing, your responsibilities are changing, how people react to you is changing ... and all this change can sometimes be exciting, but it can also feel confusing and scary.

5. Group discussion

- a. Have you and your caregivers talked about these changes? What have they said?
- b. Do any of these changes and expectations differ for girls and for boys?

6. Summary (by facilitator):

- a. There are a lot of changes that teenagers go through.
- b. In general, this stage of life is about increasing independence as you start to have more of a say about what you think and do, and also you have increasing responsibilities especially around taking care of yourself and your body.

- c. Of course, our caregivers are still there to ensure that you are safe and continue through this stage successfully and they still have a say in your life and to help you with challenges.
7. Conclusions (by participants):
- a. Ask one or two volunteers what they learned or found surprising about this activity.

### Facilitator information – See Appendix 2

## ACTIVITY 2.4: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action.

### Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today, we have talked about our self-concepts and the various changes you are going through as teenagers. It might be interesting for you to spend some time reflecting on who you are throughout this stage of life and to notice the different changes you are experiencing. And remember, you can always ask a caregiver for help with things that you are struggling with during this time of change.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice the different responsibilities you are starting to take on and reflect on whether you are taking good care of yourself or whether you need some additional help or support – remember, it's okay to ask for help!
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting during which we will discuss what we want for our future.

# SESSION 3: OUR HOPES AND DREAMS

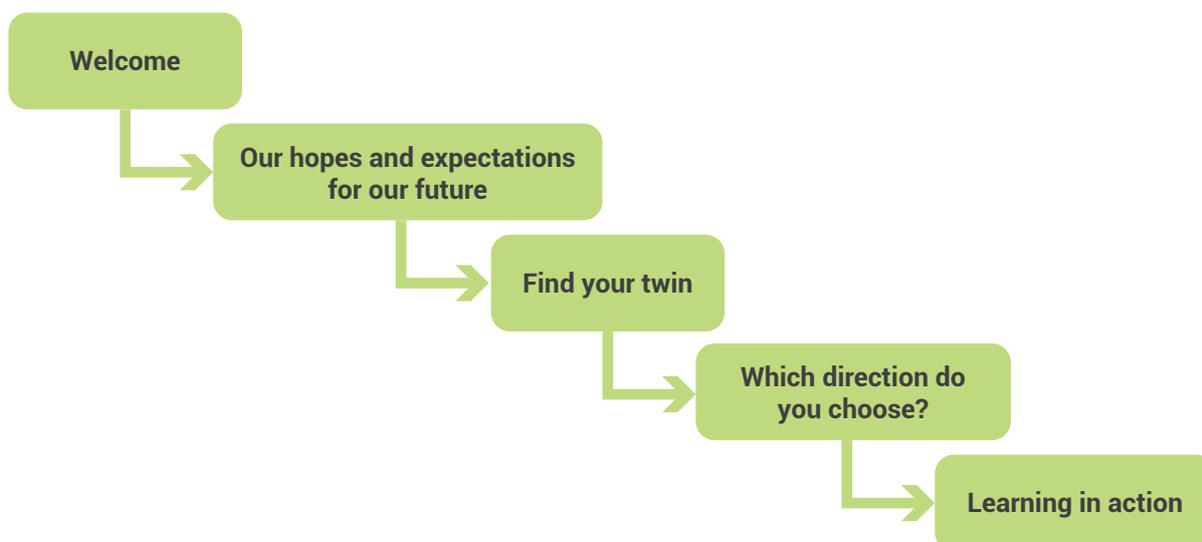
**Overview:** This session focuses on adolescents identifying and sharing their hopes and dreams for, and concerns and worries about the future. They identify potential supportive factors and potential challenges or barriers to successfully achieving their dreams and discuss strategies to deal with their concerns, worries and potential problems. Participants then engage in a creative individual exercise to illustrate their values and aspirations integrating the information discovered during Sessions 2 and 3.

## Key objectives:

- To identify hopes and dreams that are meaningful and inspiring to adolescents now which will instill a sense of purpose and serve as motivation to make choices that will help achieve those dreams and avoid risk behaviour

Session 3 Activities	MATERIALS	TIME
<b>Activity 3.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 3.2: Our hopes and expectations for our future</b> <b>Aim:</b> To identify and share hopes, expectations, and concerns for the future and identify potential facilitating factors and barriers to being successful in achieving these dreams	Flip chart, markers	30–40 minutes
<b>Activity 3.3: Find your twin</b> <b>Aim:</b> To energize the group and allow participants to get to know one another		10–15 minutes
<b>Activity 3.4: Which direction do you choose?</b> <b>Aim:</b> To help participants identify and articulate the values and aspirations that will guide their choices and decisions either in ways that take them closer to or away from their dreams	Flip chart, A3 or A2 sheets of paper for each participant; colourful pencils and markers	30–40 minutes
<b>Activity 3.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 3



### ACTIVITY 3.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions.

**Description:** Summary by facilitator and volunteer feedback.

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session we shared some of the ideas about who we are and what is important to us and we talked about knowing ourselves and the different ways in which we are changing as teenagers.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:

- a. The focus of this session is on exploring the hopes and dreams we have for the future and the potential things that will help or hinder us in succeeding.

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## ACTIVITY 3.2: OUR HOPES AND EXPECTATIONS FOR OUR FUTURE

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*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** To identify and share hopes, expectations and concerns for the future and identify potential factors that help or hinder us being successful in achieving these dreams

**Key messages:**

- Your hopes and dreams should inspire you, challenge you, and make you excited about the future
- Having an idea of what we want in our future can help us to do things in our lives now to help us achieve those dreams

**Description:** Working in pairs, participants divide a flip chart into four sections. In the first block, they write about their hopes and dreams for their futures, and in the second block, their worries or concerns about their futures. In the third block, they identify people or things or skills that will help them achieve their hopes and dreams and in the final block, they identify the people or other things that could be barriers to their success.

**Directions:**

1. Explain:

- a. Last week, we thought about who we are, what is important to us, and how we are changing as we grow from childhood to adulthood.
- b. During this stage, not only do we start to think a lot about our own identity and values, but we also start to get more responsibilities and think more about what we want in our future.

2. Personal reflection:

- a. Close your eyes and imagine you are an adult – what does your life look like and feel like? What are you doing? Which other people are in your life?

3. Discussion and sharing in pairs:

- a. Ask participants to sit in pairs (or small groups of three or four people)
- b. Give each pair a page of flip chart and a marker
- c. Demonstrate to participants how to divide the page into four quadrants and write their responses to each prompt in the appropriate quadrant as shown below.

Our hopes and dreams for our future:	Concerns or worries we have about our future:
People, skills or other things that will help me to achieve my hopes and dreams:	People, behaviours or other things that might prevent me from achieving my hopes and dreams (barriers or obstacles):

- d. Each participant in the pair should contribute at least one idea for each of the four topics.
- e. Participants should only write what they feel comfortable sharing with the group and remind them that there is no idea that is silly and that we have agreed as a group to be supportive of one another.

#### 4. Group feedback and discussion:

- a. After about 10 minutes, ask all pairs to return to the bigger group and report back on their discussions.
  - i. Encourage the group to applaud and cheer for each person's hopes and dreams.
- b. Group discussion: (If the following topics are not addressed, ask the group to consider and discuss):
  - i. External challenges
    - Peer pressure
    - Violence and abuse at home, at school, in the community or in our relationships (with friends or dating partners)
    - Bullying
    - Alcohol and drug use
    - Sexual and reproductive health issues
    - Depression or anxiety
  - ii. Sometimes we become obstacles for ourselves when we don't fulfil our responsibilities to take care of ourselves and not hurt ourselves or others; or when we don't attend school and do schoolwork.
  - iii. Sometimes family or community problems worry us or are a risk to our success.

5. Group brainstorming:

a. What can you do to ensure your success in achieving your dreams?

If participants don't identify the following suggestions, offer them to the group for consideration:

- Studying hard and finishing school
- Making choices now that will help set a good foundation for my future

b. What can you do to overcome possible obstacles?

Discuss:

- Asking a caring adult for advice
- Spending more time with friends and family who encourage and support your dreams instead of distracting you with things that could jeopardize your future
- Identify ways in which individuals can overcome different obstacles

c. What can you do to cope with your worries or concerns?

Discuss:

- Ask a caring adult for help (ask participants who are the caring adults in their lives)
- Ask a professional for advice (e.g. a counsellor, a teacher, a religious leader)
- Taking care of myself
- Thinking about different choices and options before jumping into any decision

6. Summary (by facilitator):

- a. It is important that we think about and name our hopes and dreams for the future as well as our concerns and worries so that we can figure out ways to achieve our dreams and not let risks or challenges compromise our future success.

7. Conclusions (by participants):

- a. Ask for one or two volunteers to share what they found most interesting about this activity and what they have learned.

**Facilitator information – See Appendix 3**

## ACTIVITY 3.3: FIND YOUR TWIN

**Time needed:** 10–15 minutes

**Aim:** To energize the group and allow participants to get to know one another a bit better

**Description:** This game is played in rounds, and in each round members of the group need to find their twin and ask one or two questions.

**Directions:**

1. The facilitator gives direction for how each person is to find their twin in each round. Some examples:
  - a. Round 1: Find someone the same height as you
  - b. Round 2: Find someone who was born in the same month as you
  - c. Round 3: Find someone who likes the same type of music.
2. During each round, after finding their twin, ask one or two questions, i.e. your favourite food, colour, music, sport, hobby, fruit, pet, animal, etc.

## ACTIVITY 3.4: WHICH DIRECTION DO YOU CHOOSE?

(Adapted from PREPARE)

**Time needed:** 30–40 minutes

**Aim:** To help participants identify and articulate the values and aspirations that will guide their choices and decisions either in ways that take them closer to or away from their dreams

**Key message:**

- Knowing who we are and what we want in life can help us to make decisions now to help achieve those dreams and live in ways that are meaningful and fulfilling

**Description:** Participants will integrate self-discovery information and discussion into an illustration of their values, aspirations, supportive factors and potential challenges

**Directions:**

1. Explain:
  - a. Now we are going to think about our lives as if we are on a path. Our goal is to move closer to our hopes and dreams that we identified in the previous activity and also to be the kind of person we would be proud of and happy with.
  - b. Throughout life we often come across different opportunities and obstacles. Sometimes these can help take us closer to our hopes and dreams but other times they may send us on a detour or to a dead end in the path or get us stuck.
  - c. We always have to make choices and decisions about what we are going to do or not

do with our lives, so it may be helpful to put together all the information about our values, ideals, hopes and dreams related to who we are and who we want to be, and what is important to us and what we want for our lives.

d. For example:

- i. Talking to a friend about a problem they have might move you toward your value of being a caring friend
  - ii. Going to school helps you move toward your goal of learning valuable skills and finishing high school
  - iii. Helping with house chores moves you toward a value of contributing to a happy home and family environment
  - iv. Deciding to wait until you and your partner are both ready and prepared to have sex will help you to avoid the emotional and physical problems that can happen when you are not ready as well as potentially compromise your future
  - v. Asking for help when you are struggling or facing challenges will help you overcome obstacles along your path
  - vi. Standing up for your beliefs even when peers might be pressuring you to do something very risky or something that you think is “bad” will move you toward achieving your dreams instead of taking a detour away from them
- e. Without this road map as a tool, you could get lost so your journey to your hopes and dreams could take longer than expected or might mean that you never actually reach your desired destination.
- i. The same principles apply to relationships – with family, friends, dating partners, caregivers and others. Happy, healthy relationships require planning and good decision-making.
  - ii. You should set some pointers in place to guide you in your relationships with parents, brothers and sisters, other family members, and friends. As you think about what you would like the relationships in your life to be like, you need to plan what route you should take to make this happen.
- f. You might also think about what you need to be successful along your journey – Are there people who join you? Are there stopovers where you can stop and reflect on how far you have come and where you are heading? Do you have enough fuel (skills, health and well-being) to keep you going?
- g. Remember, detours are not always a bad thing. And if your hopes and dreams for your future change – that is okay too. The important thing is that you are always consciously making a choice and aware of what you truly want, so that you can take advantage of opportunities to help you get there and deal with challenges or obstacles that come up along the way.

2. Personal creative activity:

- a. Explain: Now it is time for you to draw your own road map
  - i. This drawing is just for you

- ii. You can share it with your friends or family if you wish, but you don't have to.
  - iii. You can draw your road map in any way that is meaningful to you.
  - b. Road map guidance – Use the information that we have already discussed in this group:
    - i. Who you are as a person, your self-concept
    - ii. What is important to you in your life
    - iii. The kind of person you want to be ideally in friendships, family relationships, dating relationships; in your community and at school
      - How do you want to treat others?
      - How do you want others to treat you?
    - iv. Your own hopes and dreams and aspirations for the future – where are you heading?
    - v. What are some of the things or skills that can help you along the way?
    - vi. What are some of the barriers or challenges, and risks or concerns that might come up? Where will those paths take you?
  - c. Give participants 20 to 30 minutes to work on their drawings.
3. Group sharing:
- a. Ask if there are any volunteers who would like to share their drawings of their road maps with the group (you will only have time for two or three people).
    - i. Remember to praise and support the participants who share their ideas.
    - ii. Remind participants that they can choose to share and discuss their road maps with any of their friends or caregivers.
    - iii. Remind participants that this is a tool for them to use when they think about making choices in their lives.
  - b. Ask participants what they learned from this activity (about 2 or 3 volunteers).

## ACTIVITY 3.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action.

## Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about our hopes and dreams for the future as well as our concerns and worries about the future. We also identified some of the things or people who can help and support us toward success in our future and some of the things or people who may be barriers or challenges to achieving our dreams. We illustrated all of this in our road maps and we talked about how important it is for us to make choices that will lead us closer toward our dreams and not away from them.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, think about whether what you are doing now is helping you move toward your dreams or away from them.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on stress and coping.
    - i. Suggest to participants that they may want to bring a towel or small blanket so that they can lie on the floor for one of the activities during the next session.



# SESSION 4: COPING WITH STRESS AND KEEPING HEALTHY

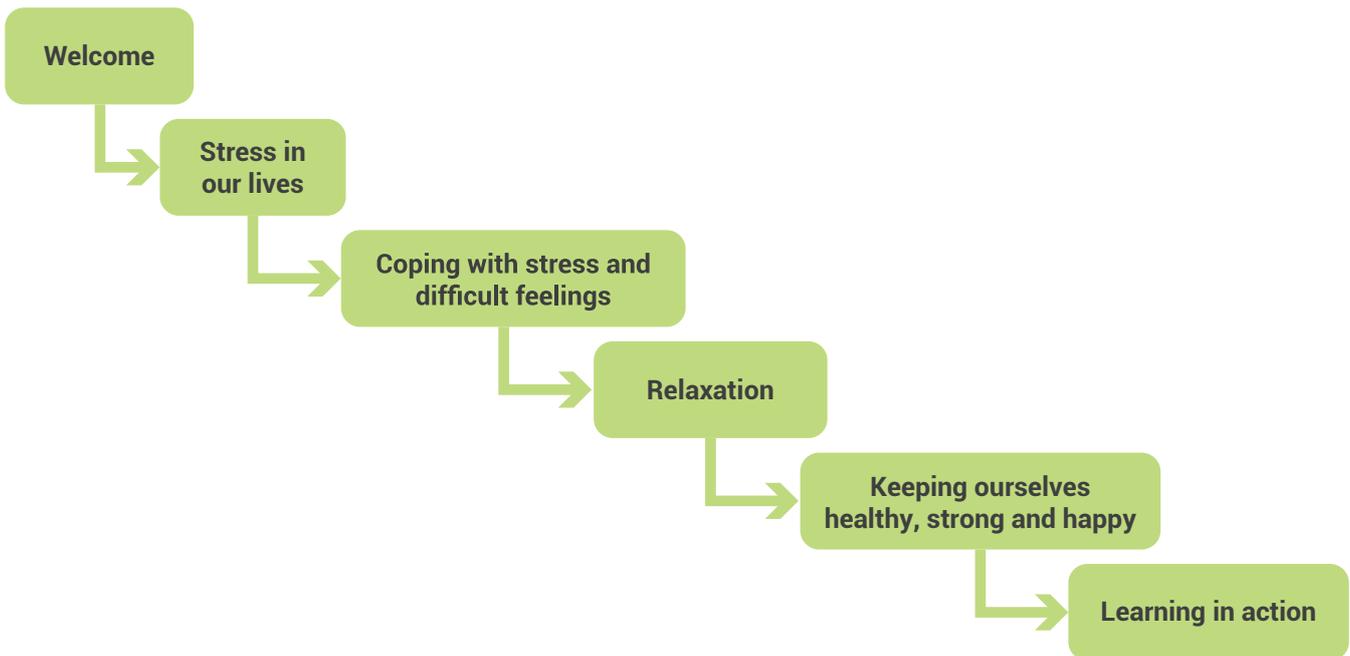
**Overview:** This session focuses on building participants' awareness of stress, difficult feelings, and different coping styles and strategies with a focus on promoting positive coping skills and help-seeking, and building resilience.

## Key objectives:

- To build understanding of the pros and cons of different ways of coping with stress
- To build relaxation skills
- To promote skills to build resilience

Session 4 Activities	MATERIALS	TIME
<b>Activity 4.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 4.2: Stress in our lives</b> <b>Aim:</b> To help participants to identify the regular sources of stress in their lives and to start thinking about ways of coping with them	Flip chart, markers, 3 bottles of sparkling water or soda water	20–30 minutes
<b>Activity 4.3: Coping with stress and difficult feelings</b> <b>Aim:</b> To help participants to identify positive coping strategies including help-seeking	Flip chart, markers, masking tape, notecards or small pieces of paper	30–40 minutes
<b>Activity 4.4: Relaxation</b> <b>Aim:</b> To show participants a relaxation technique to help reduce stress	Participants should bring a blanket or towel.	15–20 minutes
<b>Activity 4.5: Keeping ourselves healthy, strong and happy</b> <b>Aim:</b> To identify healthy and effective health promotion and coping strategies	Flip chart, markers, note or memo cards and markers or pens, 2 bags of sweets or candy	30–40 minutes
<b>Activity 4.6: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 4



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### ACTIVITY 4.1: WELCOME

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**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session, we shared our hopes and dreams as well as concerns and worries about the future. Then everyone integrated all the information from Sessions 2 and 3 to illustrate your self-concept, values, and aspirations in a road map of your life, and we thought about whether our choices and decisions now are taking us in the directions of our dreams and values or away from them.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

## 4. Explain:

- a. The focus of this session is on stress and coping.

## ACTIVITY 4.2: STRESS IN OUR LIVES

*(Adapted from Skhokho Supporting Success for Families and SPARCS: Structured Psychotherapy for Adolescents Responding to Chronic Stress)*

**Time needed:** 20–30 minutes

**Aim:** To help participants identify stress and to start thinking about ways of coping with it

**Key messages:**

- Stress affects all of us in different ways.
- We should beware of bottling up our stress because we may explode or become numb and cut ourselves off from support.
- It's important to continuously engage in positive activities to relieve stress.
- Asking for help is an important way to deal with major causes of stress in our lives.

**Description:** Brainstorming session

**FACILITATOR NOTES:**

- Ahead of time prepare three identical plastic bottles of soda water.
- Keep two with soda water in them and for the third pour out the soda water and pour in water.
- Position participants so that the plain water bottle is in the middle.

**Directions:**

## 1. Explain:

- a. We've talked about all the changes teenagers are going through, the growing responsibilities we are expected to take on, our concerns and worries about the future, and potential risks and challenges to our future success – all of these, as well as other things in our lives, might cause us stress.

## 2. Brief group brainstorming:

a. What do you think I mean when I say "stress"?

**FACILITATOR NOTES:**

- Stress is about being under pressure, bothered, hurt or very worried about something or someone
- A situation, an event, a thought or an experience can all cause stress
- Stress is a physical, mental and emotional experience
- Stress happens to most people in some form at some time

3. Group brainstorming and demonstration:

- Ask for three volunteers and give each one a bottle of soda (see note on preparation).
- Ask the rest of the participants to call out what stresses them or what difficult feelings teenagers might have and while they do that the volunteers are going to shake the bottles a lot as if we are stressing the bottles just as we are stressed.
- (Optional) Record responses on a flip chart in a spider diagram or list. Stick this flip chart close to where the flip chart stand is standing.
- After some time, stop brainstorming and shaking the bottles, and explain: people usually react in one of three ways to stress and we're going to demonstrate those.
  - Ask the first person only to just open their bottle cap very quickly – the soda water should spray out or explode
  - Ask the second person only to just open their bottle cap very quickly – this is the flat water so nothing should happen
  - Ask the third person to open their bottle cap a little and let some pressure escape and then close it again and then repeat this process until they can open the bottle without spraying soda water everywhere.

4. Explain:

- These three approaches demonstrate that often we either explode, we become numb or we do things regularly to let off pressure and stress little by little so that we don't explode or shut down.
- Thank the volunteers and ask them to sit down.

5. Group brainstorming:

- How does stress affect us:
  - Physically
  - Emotionally
  - Relationships
  - At school
  - At home

## 6. Summary (by facilitator):

- a. It's helpful for us to identify what causes stress for us, how we react to it, and how it affects us so that we can use this awareness to make healthy and positive choices to cope with stress instead of exploding or becoming numb.

## 7. Conclusions (by participants – 1 or 2 volunteers):

- a. What did you learn from this activity?

## ACTIVITY 4.3: COPING WITH STRESS AND DIFFICULT FEELINGS

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** To help participants to identify positive coping strategies including help-seeking

**Key messages:**

- Stress and difficult feelings are things that every person has to cope with – you are not alone
- It is helpful to be aware of the feeling, the cause for the feeling (if there is one – sometimes difficult feelings just arise with no cause), and identify options for positive action
- It is sometimes a good idea to ask for help to cope with stress or difficult feelings

**Description:** Reflection, sharing and brainstorming session

**Directions:**

1. Explain:

- a. Now we are going to talk about specific coping strategies that we use and also learn about others that you may not have tried yet.

2. Group discussion:

- a. What are some of the things you or your friends or other teenagers do when you are stressed?
- b. Remember, there are no right or wrong answers, and no good or bad answers. It's helpful for us to honestly reflect on what we do so that we can be aware what is helping us and what is not helping us along our pathways toward our dreams.
- c. How well do the various strategies work in the short-term and long-term to deal with the stress?
  - i. Identify any strategies that may cause additional stress (e.g. spending too much money while shopping; feeling sick after eating too much; getting drunk and

making poor choices after drinking).

- ii. Explain: Sometimes things we do when we get stressed might make us feel better or forget for a short time but might actually cause more problems.
- iii. Explain: Other strategies might seem difficult or boring and not offer immediate relief but in the long-term, they help you cope and grow stronger.

### 3. Explain:

- a. There are three steps that many people have found helpful in dealing with whatever feelings are difficult for them – perhaps you do some or all of these steps already.
  - i. Let's consider them together (write the heading for each step on a flip chart as you go along, but use the descriptions and explanations for each step as discussion, not as points to write up).
- b. Step 1 – What am I feeling
  - i. Recognize and label the feeling or feelings that are difficult or uncomfortable.
  - ii. Sometimes we try to ignore the feeling or pretend that it is not there because it doesn't feel good so we might want to escape it or we feel guilty about having that feeling. But this kind of avoidance can often make the problem get bigger and it means we have less control of choosing how we will cope with the feeling.
  - iii. When we label the feeling or feelings then we often worry about it less or it feels less overwhelming and more like something you can act on. Remember to feel the associated feelings like guilt or shame or frustration that may be related to having the core difficult feeling in the first place.
- c. Step 2 – Why do I feel that way?
  - i. Try to understand if there is something specific making you feel a particular way. It may help to find a quiet space to think, write or draw a picture about the feeling and how it arose. Or you may find it helpful to talk to someone you trust about it.
  - ii. You may discover that you feel bad because of the way someone treated you or the way you treated someone else. Think about what that other person is feeling and why they may be feeling that way. This kind of understanding other people's feelings and situations is called 'empathy' – it doesn't mean we agree with the feelings, perspectives or behaviour, but we have some awareness of what their situation is.
  - iii. You may discover that you feel bad because of some challenges or obstacles along your path, or because you discover that a choice you made has lead you along a difficult detour away from your dreams.
  - iv. When you have discovered the reason or reasons for a feeling it may give you a clue about what you could do about it.
  - v. Sometimes we don't know why we feel a certain way and sometimes there isn't a logical reason for a feeling – this is okay even if it feels frustrating not to find a reason.

- d. Step 3 – Choose and take a positive action
    - i. Think about different options that you have to deal with the feelings and the situation causing it – don't hold back and brainstorm all the different ideas you have.
    - ii. Now think through the different options
      - 1. Will it hurt you?
      - 2. Will it hurt another person?
      - 3. Will it cause more problems or help to solve some problems in the short-term and long-term?
    - iii. Make the choice that won't hurt you or others and one that won't cause you more problems or stress.
4. Group discussion:
- a. What do you think about these steps?
  - b. What do we do when our stress or problems are too big to carry or cope with alone?
    - i. Reinforce and legitimize help-seeking from different people or places (e.g. trusted close friends, family or caregivers, a counsellor or social worker, supportive NGOs or other youth organizations)
    - ii. Go through the referral source sheet given to participants to explain what kind of services adolescent participants can access (see Appendix 21)
    - iii. Explain to participants that people who experience violence in their homes or relationships, sexual abuse including rape, or drug addiction (among other problems) often need extra help to deal with what they have gone through. There are organizations that specialize in providing services for these problems.
  - c. How do participants feel about these suggestions?
  - d. What have participants learned from this discussion?

## ACTIVITY 4.4: RELAXATION

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 15–20 minutes

**Aim:** Participants will be able to practise a relaxation technique to help reduce stress

**Key message:** A simple relaxation exercise can be done alone to help cope with stress in a positive way

**Description:** Relaxation exercise

## Directions:

1. Explain:
  - a. We are going to practise a relaxation exercise
  - b. You might feel you have more energy if you do these types of exercises regularly to help you manage daily stress or to help you to go to sleep at night.
2. Read the guided relaxation exercise aloud to the participants (read slowly and pause throughout so that participants can focus on their own experience). The facilitator has two optional relaxation guides, a short version and a long version. The facilitator can choose the most comfortable and suitable for the workshop's location and context.

### **SHORT GUIDED RELAXATION SCRIPT**

To begin, sit in a chair with your back straight. Place both your feet flat on the floor. Rest your hands comfortably on each leg.

After you feel calm, slowly take deep breaths through your nose. Let your chest and stomach inflate. Let your stomach inflate to its maximum capacity. Hold your breath for a few seconds and release it gently through your mouth, or your nose if it is the most comfortable way. When you release your breath, feel the change in your body. Repeat this exercise a few times until you feel calm and comfortable.

### **LONG GUIDED RELAXATION SCRIPT**

To begin, sit in a chair with your back straight. Place both your feet flat on the floor. Rest your hands comfortably on each leg.

Take a deep breath. And, as you slowly let the breath out, let your eyes close gently. Let your eyes remain closed to help you to focus. Just pay attention to your breathing. Notice as the air enters through your nose and fills your lungs. And then notice as the breath leaves your body and the cycle starts again. There is no need to change how you are breathing, just notice that you are breathing and focus all of your attention on what it feels like to breathe now.

If you notice that your mind is wandering and thinking of other things, just bring your attention back to your breath.

Take a moment now to notice how your body feels. There is no need to change your position, just notice how your body feels now, in this moment.

Feel your feet in your shoes and on the floor.

Feel your body on the chair and your hands on your lap.

Give all of your attention to noticing how your body feels now while still keeping your eyes closed. If you notice that your mind has wandered off again to think about things that are not here and now, then just gently bring it back to your breath and feeling your feet on the ground.

Now we are going to keep our eyes closed and direct our attention to how our bodies feel now, and do a muscle relaxation exercise.

Gently shift your attention to your hands lying in your lap. Clench your fists. While holding

them clenched, pull your forearms up against your upper arms as far as you can. Pull your forearms up tight enough so you can feel the large muscle in your upper arms tighten. Hold it. Relax; just let your arms flop down into your lap, and notice the difference between tension and relaxation.

Gently shift your attention to your head and raise your eyebrows while still keeping your eyes closed. At the same time, imagine moving your scalp down to meet your eyebrows. Release that tension all at once, now. Just allow your forehead to smooth out.

Once again, raise your eyebrows and feel the muscles that are tense. Now try to let about half of the tension go from your forehead while keeping the remaining tension at a constant, even level. Now let half of that tension go and hold the remaining tension steady. And then release half of that, so that you are maintaining just a tiny level of tension. And then let all of that tension go. Now squeeze your eyes shut tight and then let them relax and still keep them closed. Notice how your jaw feels and notice if you can let go of the tension there too.

Now tense all the muscles in your body, but do them in this sequence. Raise the tips of your toes up as if to touch your shins and hold that while tensing your thighs, and then your buttocks. Take a deep breath and hold it. Clench your fists and tighten your upper arms. Grit your teeth and close your eyes tight. Hold it so you are tense all over. Now let go all at once. Don't ease off, but just let go and feel the tension leaving your body.

Take a slow, deep breath. Hold it for a count of four and then let it out slowly. As you let it out, just notice how your body feels. Once again, take a deep breath; hold it. As you let it out, bring your attention back to how your body feels. Now notice how your feet feel in your shoes and the soles of your feet touching the floor; notice where your body touches the chair and your hands touch your lap. Slowly, when you're ready, open your eyes.

### 3. Group discussion and conclusions:

- a. Ask participants about their experience of doing this exercise.

### 4. Summary (by facilitator):

- a. Remind participants that this is an exercise they can do anytime, anywhere to help them relieve some of the symptoms of stress and is particularly helpful to do in bed if they cannot fall asleep at night.
- b. Even during the day, if they notice they are feeling very stressed or angry or anxious, they can just take a minute or two to pay attention to their breathing and focus on their feet on the ground. These few minutes, even with your eyes open, can be very helpful before you choose an action based on strong feelings instead of your values.

#### **FACILITATOR NOTES:**

It is important for facilitators to master on how to guide the relaxation process; therefore the facilitators need to practise the exercise as much as they can prior to workshop.

Although it is ideal to have a quiet and comfortable place to learn and practise relaxation skills, remember that participants may need to use these skills in less ideal situations that are noisy, chaotic or uncomfortable.

Therefore, acknowledge if it is noisy or uncomfortable where you are and focus on completing this activity and continuing to practise the skill even if it is noisy and busy.

## ACTIVITY 4.5: KEEPING OURSELVES HEALTHY, STRONG, AND HAPPY

(Adapted from *Skhokho Supporting Success for Families*)

**Time needed:** 30–40 minutes

**Aim:** To identify healthy and effective health promotion and coping strategies

Key messages:

- We need to do small things each day to keep ourselves healthy so that we do not get dragged down by stress
- There are small things we can do for ourselves each day to promote our health
- When we keep ourselves strong and healthy (in body, mind and spirit) then we are more likely to cope better with stress

**Description:** Participants will brainstorm and share their ideas for holistic health promotion and coping strategies

**Directions:**

1. Explain:

- a. We have talked about various things that cause us stress and also ways to cope with that stress.
- b. One essential way to cope with the effects of stress in the long-term is to build our resilience – that means keeping our bodies, minds, hearts, spirits and relationships healthy and strong.
- c. It is important that we do such things every day – just one or two things.

**FACILITATOR NOTE:** 'Resilience' is the ability to recover quickly from difficulties.

2. Brainstorming in small groups:

- a. Ask participants to gather in small groups
- b. Give each group flip chart and markers, or A6 pages with pens.
- c. Explain:
  - i. You are going to brainstorm things in your groups things that you can do to keep yourself healthy in mind, heart (feelings), body, spirit and relationships. Include things that you can do to feel good and enjoy life and things that you can do to have healthy relationships with your friends, parents, other family members and other caregivers.
  - ii. We are going to have a small competition – the group with the most different ideas will win.

2. Group feedback:

- a. After about 10 minutes, ask all the groups to return and report back their ideas.

**FACILITATOR NOTES:**

- Praise positive, health-promoting strategies and reinforce ideas of doing such things daily.
- Praise those who have come up with ideas about seeking help, and explain that seeking help is a good step, not admission of defeat – it is about expanding all your options and so it should not be embarrassing.
- See Appendix 4 for information on strategies that work to promote health – if participants struggle to identify strategies for each group then you can suggest some ideas from this list.

b. Count each group's number of unique ideas

c. Give one bag of sweets to the winning group and let the rest of the groups share the other bag.

3. Summary (by facilitator):

a. When we keep ourselves healthy, we are better able to deal with stressful situations as they arise, and we are aware of the importance of keeping our bodies, minds, and spirits healthy as well as ways to keep healthy

4. Summary and conclusions (by participants):

a. What did you learn from this activity?

## ACTIVITY 4.6: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action.

**Directions:**

1. Explain:

a. We have come to the end of our time together today, but remember we have agreed to meet again.

b. Today we have talked about stress and coping and keeping ourselves healthy.

2. Group discussion (1 or 2 volunteers):

a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.

3. Explain:

a. Between now and our next meeting, use some of the coping AND the keeping healthy strategies that we discussed.

b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on alcohol and drugs.

# SESSION 5: DRINKING AND DRUGS

**Overview:** This session is about exploring reasons why people use alcohol and drugs, and increase participants' knowledge of the impact alcohol and drugs can have on our lives, families and community as well as support participants to develop skills to respond to peer pressure to use alcohol and drugs.

**Key objectives:**

- To promote the delay and reduction of substance use
- To build skills to being able to refuse unwanted behaviour or action

Session 5 Activities	MATERIALS	TIME
<p><b>Activity 5.1: Welcome</b>  <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions</p>		10–15 minutes
<p><b>Activity 5.2: Reasons why people use alcohol and drugs</b>  <b>Aim:</b> To explore participants' knowledge, opinions, beliefs and ideas about alcohol and drug use in different contexts</p>	Flip chart, marker pens, tape.	30–40 minutes
<p><b>Activity 5.3: Impacts and affects of alcohol on our lives</b>  <b>Aim:</b> To help young people become aware of the variety of negative effects on the body, mind, thoughts, feelings, behaviour and relationships of drinking too much alcohol.</p>	Flip chart, markers	30–40 minutes
<p><b>Activity 45.4: Responding to peer pressure to use alcohol and drugs</b>  <b>Aim:</b> To allow participants to practise responding to peer pressure to use alcohol and drugs</p>	Flip chart, markers	40–45 minutes
<p><b>Activity 45.5: Learning in action</b>  <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</p>		10–15 minutes

## FLOW OF SESSION 5



### ACTIVITY 5.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session we learned about stress and some healthy ways to cope with stress and difficult feelings. We agreed we would try to put these ideas into action.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:

- a. The focus of this session today is on the reasons why people use alcohol and drugs, the impact they can have on our lives, families and community and how to respond to peer pressure to use them if we do not want to.

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## ACTIVITY 5.2: REASONS WHY PEOPLE USE ALCOHOL AND DRUGS

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To explore participants' knowledge, opinions, beliefs and ideas about alcohol and drug use in different contexts

**Key messages:**

- Although there are many reasons that people choose to use alcohol or drugs, it is important to remember that it is a choice
- It is easier to avoid start using alcohol or drugs than it is to stop using after you have started

**Description:** Small groups work together followed by a big group discussion on reasons for drinking alcohol and using drugs

**Directions:**

1. Explain:

- a. Today we will talk about what kind of occasions and reasons teenagers and people in your communities and families – young and old, men and women – drink alcohol and use drugs.

2. Discussion and brainstorming in small groups

- a. Ask participants to form groups of 4 or 5
- b. Give each group flip chart and markers
- c. Half of the groups should discuss the question of alcohol and the other half should discuss the question of drugs.
  - i. Question 1: What are the different situations, occasions or reasons that you see teenagers or adults – women and men, girls and boys – drinking alcohol?
  - ii. Question 2: What are the different situations, occasions or reasons that you see teenagers or adults – women and men, girls and boys – using drugs?
- d. Tell the groups to record their ideas on the flip chart (they can use a spider diagram or mind map, drawings or a list)

### 3. Group feedback and summary:

- a. After about 10 minutes, ask everyone to share their ideas ensuring that every group has an opportunity to speak.
- b. After everyone has shared their ideas, get out four different colour markers and write each heading in a different colour: 'social events', 'solving problems', 'health-related' and 'other'.
- c. Go through each group's poster and circle or underline each reason in the colour that corresponds to the relevant category heading.

#### FACILITATOR NOTES:

- It is possible that a new theme will emerge from participants' ideas so be flexible with categorizing.
- Make sure you get a broad range of reasons for drinking and drug use.
- If there are any obvious omissions, the facilitator can suggest ideas for participants' consideration.

Social events	Solving problems	Health-related	Others
Weddings	Drinking to forget	Thinking drinking is healthy	Thinking that the taste is delicious
Religious festivals	Drinking to feel happy	Drinking after giving birth	
Meeting friends	Drinking to be brave		
	Drinking to cope with stress		

### 4. Group discussion:

- a. What are the reasons that some teenagers start to drink or use drugs as they move towards being adults?

#### FACILITATOR NOTES:

- Joining in with a group of friends and feeling that you belong to that group
- Experimenting together and daring each other to take risks
- Showing you are grown up
- Feeling cool
- Not caring or wanting to escape a difficult situation and difficult feelings

### 5. Explain:

- a. It is sensible to learn to drink safely if you decide to drink at all.
- b. In some countries, including Indonesia, it is illegal for people under 18 to drink.
- c. Young people's bodies and minds may not yet be mature enough to deal with alcohol and the harmful effects may be worse at a young age.

- d. Highlight that drug use is illegal (at all ages) because it can be extremely risky and harmful not only to the users themselves but to their families, friends and communities.
6. Conclusions (by participants):
    - a. Ask participants what they learned or found surprising about this activity.

**Facilitator note – See Appendix 5 for additional information**

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## ACTIVITY 5.3: IMPACT AND EFFECTS OF ALCOHOL ON OUR LIVES

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To help young people become aware of the variety of negative effects on the body, mind, thoughts, feelings, behaviour and relationships of drinking too much alcohol

**Key message:** Drinking can have some pleasant effects but many unpleasant and even dangerous effects

**Description:** Brainstorming and group discussion activity

**Directions:**

1. Explain:
  - a. Now we will spend time thinking and learning about the impact and effects of drinking alcohol – what happens to someone if they drink alcohol.
  - b. There are positive and negative effects of drinking alcohol. The positive effects (like feeling confident, having fun, joining in a group activity and being accepted as a member of that group) are often the reason why people choose to drink, but unfortunately the negative effects are often not far behind.
  - c. Drinking – especially drinking often and/or drinking a lot – affects our bodies, minds (the way we think and feel), behaviour (what we do), our relationships with other people, and also our communities and society (what others think of or do to those who drink; what happens to others when some people drink).
2. Group brainstorming:
  - a. Prepare a flip chart with the outline of a mind map/spider diagram
    - i. In the centre, draw a circle and write the title: 'Effects of Drinking'
    - ii. Divide the rest of the page into five sections with these labels
      - 1. Physical (body)
      - 2. Mind (thoughts and feelings)
      - 3. Behaviour (actions or doing)

- 4. Relationships
  - 5. Communities and Society
- b. Ask participants to think about and share what they have seen, heard or think about how drinking alcohol affects people and communities. When someone drinks alcohol, what happens to them and to those around them?
- i. Record the responses in the appropriate sections on the flip chart
  - ii. Remind people of confidentiality: not to use real people's names when thinking about their experience of drinking in the family and village
  - iii. Think about the positive and the negative effects; think about the immediate, short-term and long-term effects

#### FACILITATOR NOTES:

- Body: liver disease; hangovers; vomiting.
- Mind: feeling happy or excited and confident; confused or can't think clearly.
- Behaviour: stumbling and falling over; hitting people; not going to work; unsafe sex; accidents; having fun; dancing and singing; overconfidence; making a fool of yourself.
- Relationships: joining in social events; wife and children feel disappointed because their husband/father spends money on drinking and is aggressive; being violent; losing relationships; chatting to new people.
- Community: community members look down on people who drink too much; drunk driving accidents; people stay away from work or lose jobs.

When participants have shared all their suggestions, you can continue to add new ideas and information they have not thought of to the flip chart. You can use the resource sheet (see Appendix 5) to help you. Make sure that all the main points are represented.

#### 4. Summary (by facilitator):

- a. If you drink occasionally and moderately, alcohol can be one way to have fun. The impact is mainly short-term. It can make you feel confident for a few hours, not forever.
- b. But there are also a lot of negative effects and many of these can be long-term. They could change your whole life. The worst consequences could be accidents, damaged relationships, damage to the brain and liver, losing a job, engaging in risky sex that can lead to STIs, HIV infection or unwanted pregnancy (or damaging a fetus if someone drinks while they are pregnant), or becoming violent towards a partner which could lead to jail.
- c. Provide a resource sheet to all participants that summarizes the risks of drinking and where to find help.

#### 5. Personal reflection:

- a. Think about how choosing to drink or use drugs will impact your path toward your hopes and dreams that we discussed in an earlier session. What do you think it will do – get you closer to your dreams or keep you further away?

6. Conclusions (by participants):

- a. What did you find surprising or interesting about this discussion?

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## ACTIVITY 5.4: HOW TO SAY NO

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 40–45 minutes

**Aim:** To develop and practise communication skills for saying no to alcohol or drugs.

**Key messages:**

- You can make the choice about whether you drink or not for yourself, even if your friends or peers make a different choice
- Refusing to drink or use drugs (saying no) may not be easy but it is possible and it is up to you

**Description:** Brainstorming and role play

**Directions:**

1. Explain:
  - a. We are going to practise different ways of dealing with pressure to drink or use drugs.
2. Group brainstorming:
  - a. What are some common scenarios in which young people like you might be pressured to try drinking or using drugs by their friends or peers?
  - b. Write the suggestions on a flip chart so everyone can see them.
3. Role play (practice – demonstration – discussion):
  - a. Ask participants to work in pairs or small groups (3 or 4 people)
  - b. Each pair or group should do a short role play to demonstrate a scenario where the young person being pressured successfully says no.
  - c. Ask a few pairs or groups to volunteer to show their role play.
  - d. After each role play ask:
    - i. What did you think about the response?
    - ii. How did the person being pressured to drink/take drugs solve the situation?
    - iii. What was good about the response given?
    - iv. Could the person have said something different? If so, what would have happened then?
  - v. Thank the volunteers for showing their role play.

#### 4. Conclusions (by participants):

- a. What have you learned about how to respond if friends or peers pressure you to try alcohol or drugs?

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## ACTIVITY 5.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action.

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about reasons why people use alcohol and drugs and learned about the effects of alcohol and drugs on individuals, families and communities as well as practised how to respond to peer pressure if we do not want to drink or use drugs.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, you can share some of the information that you have learned with others or practise responding to peer pressure if a situation arises were you do not want to do something.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will talk about being a woman and being a man.

# SESSION 6: BEING A GIRL, BECOMING A WOMAN/BEING A BOY, BECOMING A MAN

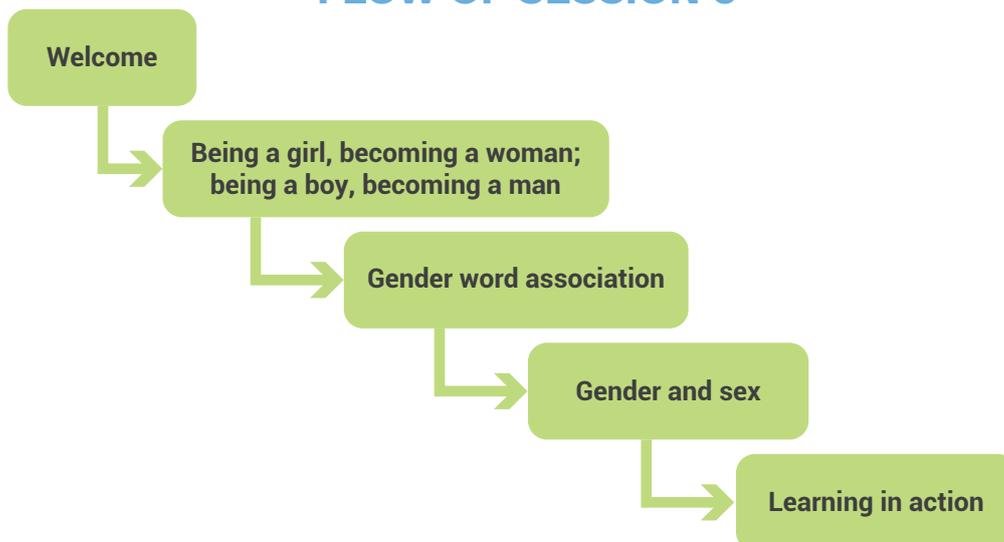
**Overview:** In this session, participants share their experiences of gender socialization and reflect on the fairness of dominant gender ideals and norms. Participants will gain an understanding of the difference between sex and gender, and think about challenging gender inequalities

## Key objectives:

- Conveying that strict and restrictive ideals about how to be a man and how to be a woman puts unfair pressure on boys and girls, men and women and unfairly gives different opportunities to each group
- Conveying that equality and ideals based on human rights and individuals manifesting their personal talents and potential may make communities and societies safer and more vibrant

Session 6 Activities	MATERIALS	TIME
<b>Activity 6.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 6.2: Being a girl, becoming a woman; being a boy, becoming a man</b> <b>Aim:</b> To allow participants to reflect on and discuss their experiences of gender norms and inequalities	Flip chart, markers	50–60 minutes
<b>Activity 6.3: Gender word association</b> <b>Aim:</b> To reflect on stereotypes of women and men and social expectations of being a man or woman	A5 pieces of paper, flip chart, coloured crayons, marker pens, tape	15–20 minutes
<b>Activity 6.4: Gender and sex</b> <b>Aim:</b> To discuss the meaning of sex and gender and understand that gender is socially constructed	Flip chart, colourful marker	20–30 minutes
<b>Activity 6.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 6



### ACTIVITY 6.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session, we talked about alcohol and drugs and how to make healthy choices.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on sharing our experiences of being a girl or boy and exploring ideas about how our society expects us to be men and women in particular ways.

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## ACTIVITY 6.2: BEING A GIRL, BECOMING A WOMAN; BEING A BOY, BECOMING A MAN

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(Adapted from *Skhokho Supporting Success for Families*, *PREPARE* and *A Young People's Toolkit On Issues Connected to Gender-Based Violence*)

**Time needed:** 50–60 minutes

**Aim:** To allow participants to reflect on and discuss their experiences of gender norms and inequalities

**Key messages:** Society's ideals about how to be a man and how to be a woman put a lot of pressure on boys, men, girls and women

**Description:** Participants will share their experiences of social constructions of gender with the group

**Directions:**

1. Explain:

- a. We are going to talk about what it is like to be a girl, boy, man or woman in different situations, such as at home with your family, at school, among your friends, and in your community.
- b. Often we get told to be (or NOT to be) a certain way, or we are treated differently as girls and boys, or we are given different privileges and opportunities in life because we are girls or boys.
  - i. For example: the facilitator should share an example from their life to illustrate this point.

2. Personal reflection:

- a. Ask participants to sit back in their chairs, be quiet for a while or if it is possible for participants to close their eyes
- b. Think about a time that you were treated in a particular way because you are either a girl or a boy. If girls were boys or boys were girls in the same situation then they probably would have had a different experience.
  - i. Perhaps you were told "ladies don't do that" or "be a man" about specific behaviour.
  - ii. Perhaps you were worried about being told that you are too much like a boy (if you are a girl) or too much like a girl (if you are a boy).
  - iii. Perhaps you were allowed or not allowed to do something because you are a boy or a girl.
  - iv. How did you feel at the time of having this experience?
  - v. How do you feel about this experience now?

### 3. Group discussion

- a. After about 10–12 minutes, ask them to return to the group and for volunteers to share some of their stories.
- b. Record the gender pressures, norms and ideals that they report on a flip chart – use a separate column for “girls” and one for “boys.”
  - i. Allow participants the opportunity to add to the lists any additional ways in which we expect or allow different things from girls and boys.
- c. Point out some of the contradictions and double standards as well as the unrealistic nature of many of the ideals, norms and expectations.
- d. Discussion questions:
  - i. When have you been told about how “ideal women” or “real men” are supposed to behave or what they are supposed to do or not do?
  - ii. What does it feel like to have all of these expectations and norms about how to be an ideal woman or man?
  - iii. What are these ideas based on?

**FACILITATOR NOTE:** Note the differences and expectations that are based on biology and physiology (e.g. reproductive capacity) and those that are more about social norms (e.g. boys don't cry; women should stay home to do housework and care for children)

- iv. What values are being shown by these differences?

#### FACILITATOR NOTES:

- Men are more valued than women
- Men's roles and characteristics are usually seen as more desirable, powerful and important compared to women's roles and characteristics
- Women are often seen to play a supporting, background role to men.
- Who should make decisions?
- Who is seen as more competent and should be leaders?
- Who is more caring?

- v. Are these differences fair?
  - 1. Do they fit with the concept of equality?
  - 2. Do they affect communities that value equality and human rights?
  - 3. What is the problem when we value one set of ideals over another and at the same time suggest that each set is only for one particular sex?
  - 4. What happens when you start to think about groups of people as very different?
- vi. What similarities are there between boys' and girls' experiences?

#### FACILITATOR NOTES:

- Both girls and boys feel pressure to fulfil expectations that are unrealistic
- The experience of girls and boys are not very different and they have many similar capabilities if given the same opportunities.

vii. How might some of these ideas about how to be a man and how to be a woman affect our futures?

viii. How do you feel about the ideas and messages we get about how to be a man and how to be a woman?

ix. What would happen if we all truly believed and treated men and women as equal and forgot about all the ideals, pressures and norms about being a man or a woman?

#### 4. Conclusions (by participants):

- a. Ask for volunteers to share what they learned or found new or surprising during this discussion.

#### FACILITATOR NOTES:

- Refer to previous exercises that may have brought out gender issues.
- Help participants acknowledge their vulnerabilities (e.g. we might share similar feelings so boys may feel hurt, sad or nervous about something just like girls do; both girls and boys might feel pressure to try to live up to rigid gender ideals when they do not really identify with them or cannot attain them for some reason).

#### Facilitator information – See Appendix 6

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### ACTIVITY 6.3: WHAT IS GENDER?

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 15–20 minutes

**Aim:** To reflect on stereotypes of women and men and social expectations of being a man or woman

**Key message:** Society's ideals about gender are shown in the way we are taught to think and talk about men and women

**Description:** Participants will brainstorm (in two teams) as many words as possible that describes men/boys or women/girls. The result of this exercise will be used in the following activity in Section 6.4.

#### Directions:

1. Stick up two pieces of flip chart on which are drawn the outlines of a man and a woman.

2. Group brainstorming:
  - a. Ask participants to name a few words (just as examples) that describe the characteristics of females and of males such as jobs they typically do, roles, skills, behaviours, feelings, attitudes and anything that they think makes that sex different from the other.
  - b. Write the words up next to the relevant drawing.
3. Brainstorming in small groups:
  - a. Ask the girls to gather in one group and the boys to gather in a different group.
  - b. Give each group A6 pieces of paper or post-it notes or memo cards and markers and pens.
  - c. Each group should write down each word they think of on one piece of colour card, ready to stick them around the flip chart figures of a woman and a man.
    - i. Ask the girl's group to think of as many words as possible to describe the different characteristics of males (e.g. acts as head of the family, makes important decisions, has a penis).
    - ii. Ask the boy's group to think of as many words as possible that describe the different characteristics of females (e.g. soft-spoken, can get pregnant).
    - iii. Remember to think beyond just physical differences – what about other characteristics, feelings, behaviours and roles in the family and society?
4. Group feedback and brief discussion:
  - a. Ask the groups to stick their cards around the appropriate drawing.
  - b. Ask what it was like to hear from the opposite sex when they think of the characteristics of their own sex.
5. Summary and conclusion (by facilitator):
  - a. Ideas about gender (how to be a man or how to be a woman) are taught to us by many people throughout our lives – but the key is that they are taught. So the ideas (and ideals) are not fixed: they can be changed.

## ACTIVITY 6.4: GENDER AND SEX

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 20–30 minutes

**Aim:** To discuss the meaning of sex and gender and understand that gender is socially constructed.

**Key message:** Sex is biologically determined but gender is not; the gender categories of male and female are ideas that are socially created through the ways in which we live and work

**Description:** Participants will discuss information to deepen their understanding of gender from the first activity in this session

**Directions:**

1. Group discussion:
  - a. Ask whether participants know what the difference is between 'sex' and gender'.
  - b. Go back to the flip chart with the descriptions of ideals and norms related to being a girl and being a boy from the previous activities.
    - i. Point out which issues are biological and which are socially constructed – try to use different colour markers to indicate them.
2. Explain: Sex is based on our biology and we are born with it so we don't choose it. Gender is based on dominant ideas in our society and culture about how to be a 'woman' and how to be a 'man'. So we have choices; we learn gender concepts and we can teach gender concepts.
3. Group discussion:
  - a. Why do you think it matters whether something is driven or created by biology or by culture?

**FACILITATOR NOTES:**

- We can understand what we can change and what is unlikely to change.
- We can think about what is fair and what is not and whether we can do something to change what is not fair or equal.

b. Why would we want to change some things about the ways our culture 'constructs' ideals about gender? What would we want to change?

4. Conclusions (by participants):
  - a. Ask volunteers to share what they found new or surprising about this activity.

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## ACTIVITY 6.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about what it is like to be a girl or woman and what it is like to be a boy or man in our society.
2. Group discussion (1 or 2 volunteers)
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice the messages you get about how to be an ideal or good woman or an ideal or good man. And notice how you feel about the messages and experiences you have – and if they are trying to make you accept gender inequalities.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will talk about gender and power.



# SESSION 7: GENDER AND POWER

**Overview:** This session focuses on power inequalities and how dominant constructions of gender include a power imbalance. Through a game and then discussions of a scenario, participants develop an awareness of gender and power inequalities and its impact on relationships.

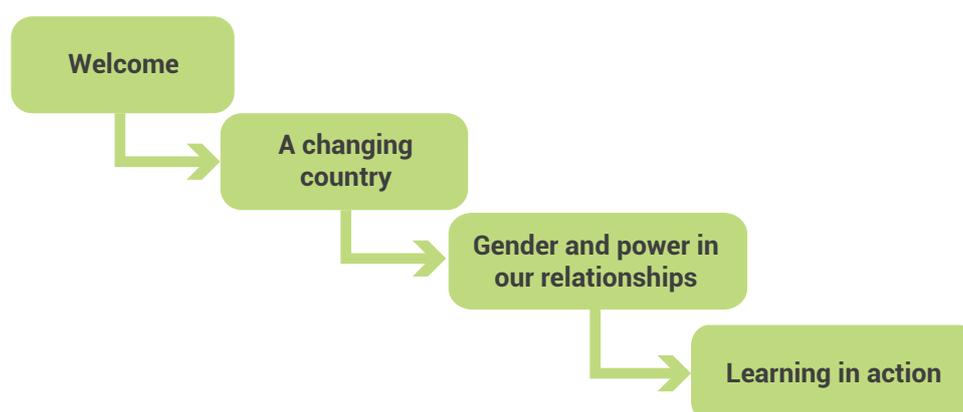
## Key objectives:

- To build an understanding of how gender ideals and power inequalities are linked
- To build an awareness of how gender and power inequalities together make women particularly vulnerable to violence from men

Session 7 Activities	MATERIALS	TIME
<b>Activity 7.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 7.2: A changing country</b> <b>Aim:</b> To create an experience of how we use power over one another and what this does to our communities and relationships and to reflect on the power dynamic inherent in dominant constructions of gender	Flip chart, markers, game cards (for all participants)	40–45 minutes
<b>Activity 7.3: Gender and power in our relationships</b> <b>Aim:</b> To create awareness of the impact of gender and power inequalities on relationships	Flip chart, markers	40–45 minutes
<b>Activity 7.4: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes



## FLOW OF SESSION 7



### ACTIVITY 7.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session, we talked about gender and sex and what it is like to be a girl or a boy in our society with the various pressures to demonstrate our masculinity (ways of being a boy or man) or femininity (ways of being a girl or woman) in particular ways. We wondered as a group if these ideals were fair and what might happen if we treated everyone equally.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session they would like to discuss?

#### FACILITATOR NOTES:

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on exploring how gender and power are related.

## ACTIVITY 7.2: A CHANGING COUNTRY

(Adapted from SASA!)

**Time needed:** 40–45 minutes (the game should take 15–20 minutes and the discussion should take about 20–25 minutes)

**Aim:** To create an experience of how we use power over one another and what this does to our communities and relationships, and to reflect on the power dynamic inherent in dominant constructions of gender

### Key messages:

- Some people in society have more power than others (not based on merit but purely based on who they were born as and what society values)
- We have a choice about how we use our power – are we using it to abuse others or help others?

**Description:** Participants will play a short game and then reflect, through a group discussion, on the experience of the game and how it relates to lived experiences

### Directions:

#### 1. Explain:

- a. In this exercise, we will all become citizens of a New Country. In this (pretend) country, we do one thing all the time – greet each other! We also listen to and seriously follow the laws of the land all the time.
- b. The facilitator should also explain that they are the ruler of this New Country, will describe its laws and watch over the New Country.
- c. All people in the New Country will walk around the space and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g. where you live, what you enjoy doing for fun, what book you are reading, a song you like listening to at the moment, etc.). For all greetings, you should use your real identities and tell people things that are true about yourself.

2. Allow participants time to move around and meet one another. While they do so, put out the four piles of “Rights Cards”.

3. After two to three minutes, call all participants to attention and to remain standing for an announcement and explain: “In this new country, there are special laws and the citizens in this country do whatever the laws say. Now I will read the first of three laws of the new country.”

### FIRST LAW

Welcome to all People of New Country, this is a happy, friendly country where we all obey whatever the law says.

- a. As citizens of this country, you each have the rights to four things:
  - i. First, you have the right to physical safety, which protects you from being physically

hurt. This right means that other people are not allowed to hurt you and you are not allowed to hurt other people. You will each get this card that represents your right to physical safety (show the card for “physical safety” to the group.)

- ii. Second, you have the right to respect from others, which protects you from unkind or discriminatory treatment from others. This right means that other people are not allowed to treat you badly just because they do not like something about you, and you also cannot treat others poorly just because you do not like something about them. You will each get this card that represents your right to respect from others (show the card for “respect from others” to the group.)
- iii. Third, you have the right to make your own decisions about your body. This right means that others cannot tell you what you must do with or to your body (unless it is to protect you from harm) and you cannot force others to make particular choices regarding their bodies. You will each get this card that represents your right to make your own decisions (show the card for “make your own decisions” to the group.)
- iv. Fourth, you have the right to control over your sexuality, which protects you from being forced into marriage, sex, commercial sex work, or any type of unwanted sexual activity. This right means no one can force, coerce, beg or trick you to do something sexually that you do not want to do; and you cannot force, persuade, coerce, beg or trick someone to do something sexually that you want but they don't want. You will each get this card that represents your right to control over your sexuality (show the card for “control over your sexuality” to the group.)

b. Please collect your cards and continue greeting each other.

4. While participants continue greeting each other, lay out the two piles of different shapes of “Type Cards”: circles and squares with the same number. The Type Cards are to differentiate two different types of people in the New Country.

5. After two to three minutes, call out “stop” and ask participants to keep standing and give you their attention. Explain that it is time to explain the second law:

### **SECOND LAW**

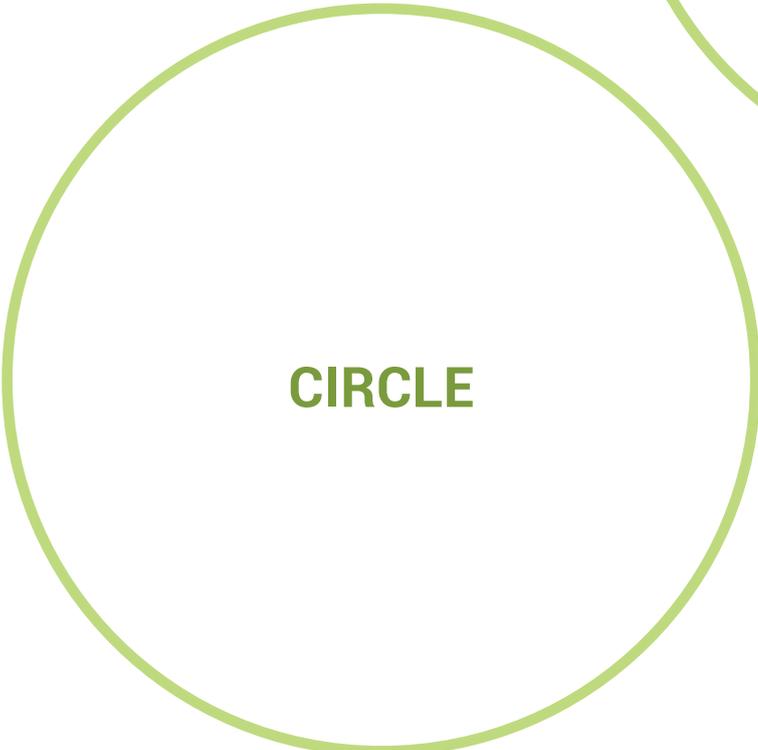
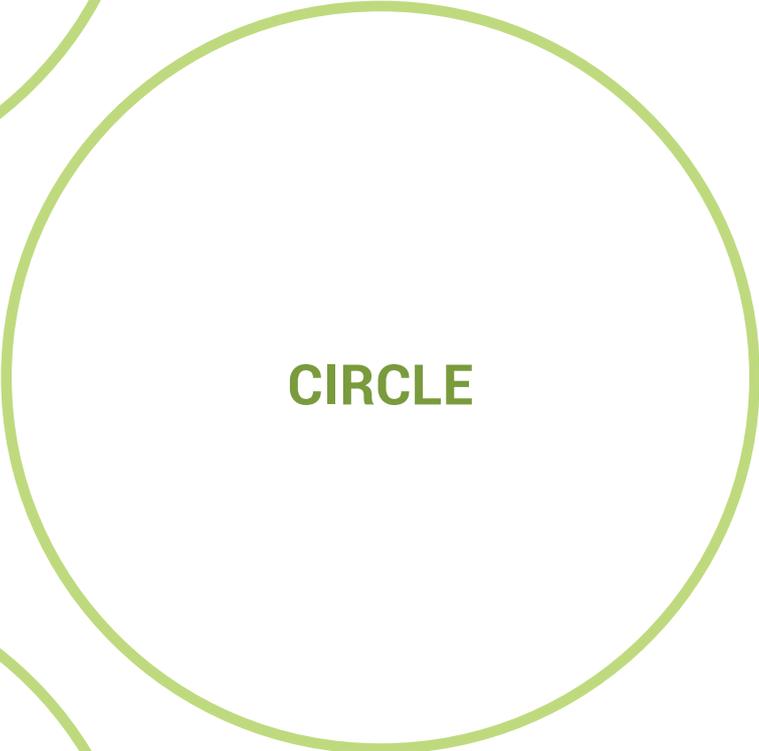
- a. To all noble citizens of our New Country – the whole population will now be divided into two types.
- b. Half of you will now become “squares” and the other half of you will become “circles.”
- c. You will each come to pick a card representing one of these groups and the card is called your “Type Card”.
- d. You must have one of these cards to survive in this New Country so please come to collect a card (and keep your Rights Cards); then, continue about your business of greeting one another.

6. After another 2–3 minutes, ask participants for their attention again and explain that now, you will read the third law:

### **THIRD LAW**

- a. To all noble citizens of our New Country – times have changed.

- b. I now officially declare that Circles have more power than Squares.
  - c. And from now on, when a Circle meets a Square, that Circle can take one of the Square's Rights Cards.
  - d. If a Square has no more Rights Cards then the Circle can take the Square's Type Card.
  - e. When a Square's Type Card has been taken, they must sit down.
  - f. Even with this new law, all citizens of our New Country must continue to move around and greet each other. Please continue.
7. Allow participants to continue the game and watch how it unfolds without trying to control it.
- a. When about half to two thirds of the Squares have sat down, ask for everyone's attention and stop the game, but ask everyone to keep whatever cards they have at the time and sit down.
8. Group discussion:
- a. How did you feel about the New Country at the very beginning?
  - b. What happened to our New Country when people were divided into Circles and Squares and then given unequal power?
    - i. Was it fair and safe to give one group more power than the other?
  - c. Squares
    - i. How did you feel when the Circles were given more power?
    - ii. How did you feel being at risk of having your rights taken away?
    - iii. How did it affect your behaviour?
  - d. Circles
    - i. What was it like to have the most power?
    - ii. How did it affect your behaviour?
    - iii. How did you feel taking away the Rights Cards or Type Cards of others?
  - e. Can you think of ways in which this kind of situation (one group having more power and/or privilege than another group) happens in our homes or communities?
    - i. There are many different ways in which our society gives more power to one group than another. One of those ways is with men and women – men have more power and privileges than women and are sometimes considered more important than women. What does that mean for men and women, or boys and girls?
    - ii. What does this activity help us to understand or learn about gender and power?
  - f. Are you happy living with unequal power between men and women if it makes the environment unfair and unsafe? What could be done about this situation?



**SQUARE**

**SQUARE**

**SQUARE**

**THE RIGHT  
TO BE  
RESPECTED**

**THE RIGHT TO MAKE  
MY OWN DECISIONS  
ABOUT MY BODY  
AND MY LIFE**

**THE RIGHT  
TO BE SAFE**

**THE RIGHT TO  
DECIDE WHAT  
SEXUAL PRACTICES I  
ENGAGE IN**

## ACTIVITY 7.3: GENDER AND POWER IN OUR RELATIONSHIPS

(Adapted from PREPARE)

**Time needed:** 40–45 minutes

**Aim:** To create awareness of the impact of gender and power inequalities on relationships

**Key messages:**

- Gender ideals and power inequality can cause problems in relationships – especially dating types of relationships between men and women or boys and girls
- We should promote equitable types of relationships where the focus is not on one partner controlling another

**Description:** Participants will listen to a scenario and then engage in a full group discussion about how power and gender dynamics influence relationships and reflect on whether they make happy or unhappy relationships

**Directions:**

1. Explain:

- Let's think about how the issues about gender and about power differences that we have been discussing today and during the last session might impact on relationships between boys and girls.
- First let's consider an example.

2. Read the story:

- Merry agreed to be Paty's girlfriend about two months ago. They see each other when Paty decides they should or when he feels like it. Lots of girls like Paty.
- Ruben, Paty's friend, told him that he saw Merry talking with another guy after school the previous day so now Paty feels very angry with Merry. He waits for her after school and doesn't smile when he sees her – instead he just says: "You have to come with me and explain."
- Merry tries to tell him that she can't because she promised her parents she would be home early after school to study because she did poorly in her last test. Paty does not accept this reason and grabs her arm and takes her away from the crowds of people leaving school.
- Then he says to her: "Why do I hear that you are going out with another guy?!"
- Merry is confused so he tells her: "Ruben told me he saw you yesterday when I was busy. You can't think that you can get away with disrespecting me by having another boyfriend!"
- Merry tries to explain that she is not dating anyone else but Paty does not accept it.
- Paty gets a text message from Elly – another girl that he is seeing from another school – she wants to know if they will still meet that afternoon.

- He is annoyed and responds: "I'm busy. I'll tell you when I'm free again and we can do something then."
- Paty tells Merry that her behaviour will make him look bad if she thinks she can just go around doing what she wants while everyone knows she is his girlfriend.

### 3. Group discussion:

- a. What do you think about Paty's behaviour?
- b. What is the power dynamic in Paty and Merry's relationship?
- c. What are Paty's ideas about relationships between girlfriends and boyfriends?
- d. What are some of the contradictions between his expectations of Merry and his own behaviour?
- e. Do you think Merry is happy or unhappy with this experience? Is it fair?
- f. What choices does Merry have over what to do now that she has some insight into Paty's ideas and expectations about girls and boys in relationships as well as his controlling and threatening behaviour?

### 4. Continued reflection and group discussion:

#### a. Reflection:

- i. We have seen that one way that gender and power could impact on our relationships is that boys think that they can and should control girls, and that their own rules don't apply to them (e.g. having multiple partners or many friends versus having only one partner at a time; doing what they want when they want versus being available whenever the boyfriend wants).

#### b. Discussion

- i. What are some other ways that ideas about how to be a man and woman and how power inequality could impact on our relationships (including dating relationships, friendships and work colleagues)?
- ii. What are men expected to do and what are women expected to do – is this fair?
- iii. Do gender ideals and power inequalities seem to make relationships happy or unhappy?
- iv. How would you like things to be different?

### 5. Conclusions (by participants):

- a. Ask for volunteers to share what they learned from this exercise or what they found surprising.

## ACTIVITY 7.4: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

### Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about how power impacts on the ways in which we interact with one another and specifically about how gender and power could influence different kinds of relationships between men and women and boys and girls.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice how power and gender may be influencing your relationships.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting during which we will focus on rights and responsibilities.



## SESSION 9: HOW WE COMMUNICATE

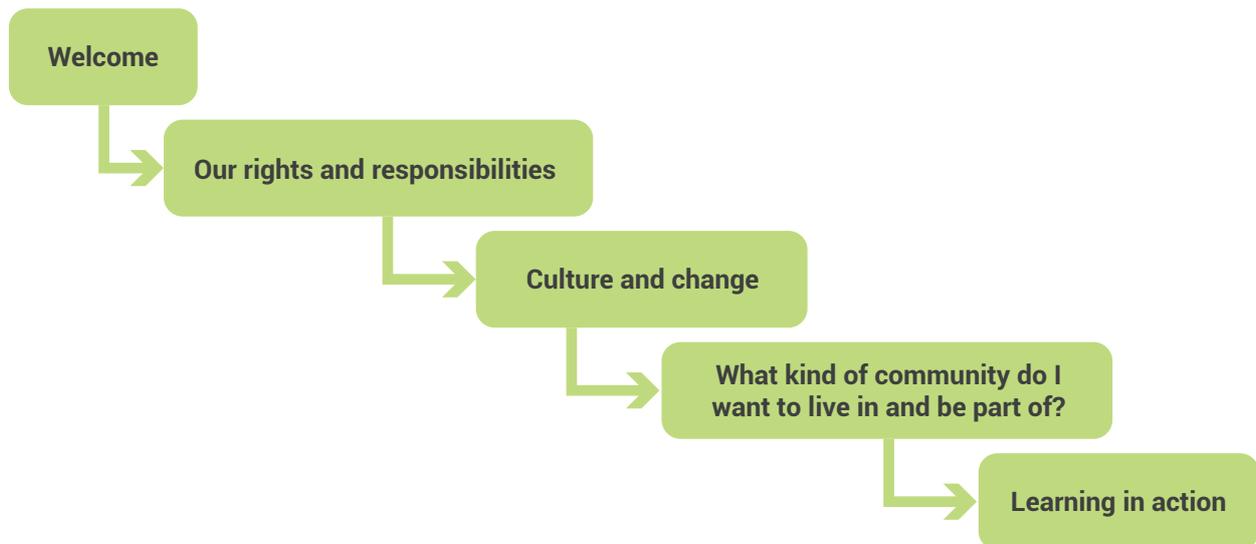
**Overview:** This session focuses on understanding children's rights as well as the responsibilities that come with these rights and with becoming adults. Participants will also reflect on how culture is created and how it changes over time, and then share their ideas for an ideal community.

### Key objectives:

- To understand aggressive, manipulative, passive and assertive ways of communicating and how these approaches influence interactions
- To understand and practise good listening skills
- To build skills in assertive communication and conflict resolution

Session 9 Activities	MATERIALS	TIME
<b>Activity 8.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 8.2: Our rights and responsibilities</b> <b>Aim:</b> To build participants' understanding of their rights and responsibilities	Flip chart, colour markers, tape, A6 pieces of paper in 4 colours	30–40 minutes
<b>Activity 8.3: Culture and change</b> <b>Aim:</b> To open participants to the idea of fluidity in culture and to focus on continuing aspects of culture that are helpful and changing aspects that are harmful	Flip chart, markers	20–30 minutes
<b>Activity 8.4: What kind of community do I want to live in and be part of?</b> <b>Aim:</b> To give participants the opportunity to begin to articulate a vision for their communities that they can then use as inspiration for a community project	Flip chart, markers	30–40 minutes
<b>Activity Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 8



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### ACTIVITY 8.1: WELCOME

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**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions.

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session we focused on gender and power.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on exploring our rights and responsibilities, culture, and our ideas for an ideal community.

## ACTIVITY 8.2: OUR RIGHTS AND RESPONSIBILITIES

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence*)

**Time needed:** 30–40 minutes

**Aim:** To build participants' understanding of their rights and responsibilities

**Key messages:**

- All children and teenagers have the same rights to ensure and protect their survival, safety and healthy development, and encourage their participation in decision-making
- Along with rights, we also have responsibilities

**Description:** Participants brainstorm rights and responsibilities

**Directions:**

1. Explain:

- a. Last session we played a game about a New Country and part of that game was that at the beginning, every person had rights.
- b. We are going to talk about children's rights today – "children" here refers to anyone who is not yet an adult so that would include teenagers even though you may not think of yourself as a child.
- c. We can think of children's rights in four main groups:
  - i. Survival – what children need in order to survive
  - ii. Protection – what children should be protected from and how to be kept safe
  - iii. Development – what children need to grow (physically, mentally, emotionally, socially, etc.) into healthy, successful adults
  - iv. Participation – being involved in decisions about children and their lives and well-being

2. Brainstorming in small groups:

- a. Gather in small groups (4–6 people)
- b. Give each group markers and A6 size paper in four different colours – note each colour corresponds to one theme: blue=survival; green=protection; yellow=development; and purple=participation.
  - i. Write the colour and group name on the flip chart for everyone to refer to while they brainstorm in the small groups
- c. Brainstorm what kind of rights you know about in each of these four groups and write them on the coloured paper that links to that group

3. Group feedback and discussion:

- a. After about 8–10 minutes, call everyone back and share the ideas by sticking the cards into theme groups

b. If there are any obvious gaps then add information as needed (prepare Rights Cards ahead of time). See notes in Appendix 8.

c. Ask what participants think about these rights and how they feel knowing that they all have them.

4. Explain:

a. When we talked about how we and our lives are changing now that we are teenagers, one thing we noticed was that you are given more responsibilities now compared to when you were a young child.

b. Similarly, just as we all have these rights that we have talked about today, we also have responsibilities linked to them.

c. Responsibilities are about actions that we need to take to put our rights into action as well as the rights of others so that we are contributing to a society that fulfils people's rights through everyone fulfilling their responsibilities.

d. In general, responsibilities mean not doing things to harm yourself, not disregarding your own rights and not disregarding others' rights so that you all have lives in which you survive and thrive.

e. Think about responsibilities linked to the different rights (e.g. the right to education links to a responsibility for you to attend school and do your schoolwork).

5. Brainstorming in small groups:

a. Meet in five small groups; each group will brainstorm different responsibilities:

i. Responsibilities to yourself

ii. Responsibilities to your friends and peers

iii. Responsibilities in your family

iv. Responsibilities at school

v. Responsibilities in your community

6. Group feedback:

a. After about 8–10 minutes, ask each group to share their ideas.

b. Applaud each group's presentation and then ask if others have anything to add before moving to the next group.

7. Personal reflection for conclusion:

a. Think about what the community or even the world would be like if everyone fulfilled their responsibilities.

**FACILITATOR NOTE:** There is no discussion at this stage as these issues will be covered in Activity 8.4.

## ACTIVITY 8.3: CULTURE AND CHANGE

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence*)

**Time needed:** 20–30 minutes

**Aim:** To open participants to the idea of fluidity in culture and to focus on continuing aspects of culture that are helpful and changing aspects that are harmful.

**Key messages:**

- Culture is a way of living, ideas about traditions and what values are important. Culture is created by a group of people through our behaviour and the way we interact with each other
- Culture has always changed over time as people's ideas and behaviours change.
- We can change the parts of our culture that may be harmful.

**Description:** Participants engage in a group brainstorming and discussion activity

**Directions:**

1. Brief group brainstorming:
  - a. We are going to talk about culture – let's have a very quick brainstorm about what is 'culture'.
  - b. Call out your ideas.
2. Explain:
  - a. Culture can influence our language, clothes, food, the jobs we do, our values and beliefs, our festivals or other celebrations, our houses, what we expect from other people, and what behaviour is considered good or appropriate (or bad, inappropriate or offensive). Culture also shapes ideas about how to be a man and how to be a woman as we discussed in the last two sessions.
  - b. We get messages about culture and conform to culture in different ways, such as proverbs or sayings, and when people tell you that something is bad luck or inappropriate behaviour, as well as implicit messages when some people are given different opportunities or rewarded for things that others aren't. Or sometimes 'tradition' is used as a way to enforce culture.
  - c. In this way, it is all of us and the people around us (especially adults) who are creating culture.
3. Group discussion:
  - a. Does culture ever change?
  - b. Who can share an example of how things are still the same now as they were when your grandparents were young?
  - c. Who can share an example of how things are different now in terms of culture compared to when your grandparents were young?
4. Summary (by facilitator):

- a. The important thing to remember is that culture and tradition play an important part of our lives and shaping the communities we live in.
- b. But culture is something that is always changing in different ways depending on our choices and actions as a collective.
- c. There may be things about our culture that help us to all live safe and happy lives – so these are the things that we want to continue. There are also other things that might be unfair or compromise people's safety or happiness and these are the things that we want to change.

## ACTIVITY 8.4: WHAT KIND OF COMMUNITY DO I WANT TO LIVE IN AND BE PART OF?

**Time needed:** 30–40 minutes

**Aim:** To give participants the opportunity to begin to articulate a vision for their communities which they can then use as inspiration for a community project

**Key message:** When we identify the kind of community we want to be part of, we can start doing things to create such a community

**Description:** A brainstorming and creative expression activity for small groups

### Directions:

1. Explain:
  - a. We have talked about culture being fluid and that we might want to continue aspects of the culture that are helpful but change aspects that are harmful.
  - b. In this programme, you are going to do a project of your choosing that you feel will do something positive for your community, a Community Project for Change.
  - c. You could partner with your caregivers or other adults to do the project together.
  - d. But before we jump into the projects, first we are going to do some imagining and dreaming about the kind of community we want.
2. Brainstorming and creative activity in small groups:
  - a. Gather in small groups of 3 or 4 people.
  - b. Give each group some colourful markers, pens, pencils and a sheet of flip chart.
  - c. For this exercise you can creatively express your ideas in any way you want – with a drawing, keywords, phrases or with #hashtags like we use on social media.
    - i. Think about: What kind of ideal community do I really want to live in and be part of?
    - ii. What does this community look, feel and sound like to you?
    - iii. Is there something about the spaces and activities that take place in the community

that you want to identify?

- iv. Is there something about the way people interact that you want to focus on?
- v. Also think about the existing good things about your community that you want to build on, continue, grow or make bigger.
- vi. How is this ideal community an especially great place for young people (girls AND boys)? What does it have or do that makes it a safe and vibrant place?

3. Group feedback and sharing:

- a. After about 15 minutes, ask participants to briefly share their ideas
- b. Encourage the participants to think about how they might put some of those things into action.

## ACTIVITY 8.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about our rights and responsibilities, culture, and we've started imagining the ideal kind of community we'd like to live in.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice whether you are fulfilling your responsibilities; notice aspects of our culture that you think are helpful and those that are harmful; and keep imagining the ideal community and how you might help create one.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on how we communicate.

# SESSION 9: HOW WE COMMUNICATE

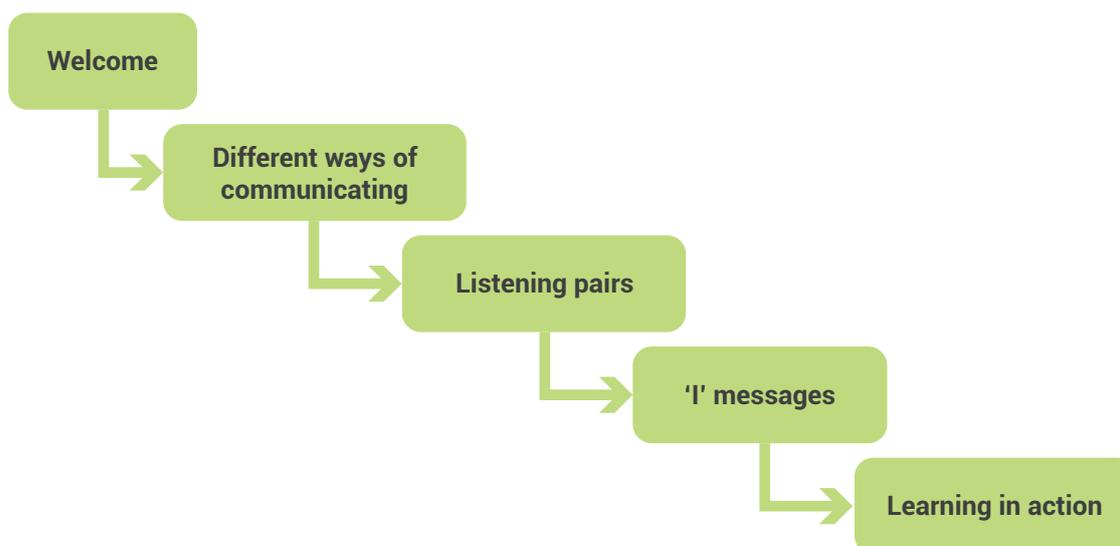
**Overview:** This session focuses on communication – how we communicate and how different types of communication may impact on relationships and interactions. Assertive communication and listening techniques will be practised for enhancing good communication skills.

**Key objectives:**

- To understand aggressive, manipulative, passive and assertive ways of communicating and how these approaches influence interactions
- To understand and practise good listening skills
- To build skills in assertive communication and conflict resolution

Session 9 Activities	MATERIALS	TIME
<b>Activity 9.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 9.2: Different ways of communicating</b> <b>Aim:</b> To identify communication behaviours that are attacking, avoidant, manipulative and assertive, and how these strategies may impact on relationships or interactions	Flip chart, colour markers, tape, A6 pieces of paper in 4 colours	30–40 minutes
<b>Activity 9.3: Listening pairs</b> <b>Aim:</b> To help people realize the importance of listening skills to good communication in all life situations including relationships	Flip chart, markers	20–30 minutes
<b>Activity 9.4: 'I' messages</b> <b>Aim:</b> To learn and practise using 'I' messages as an assertive communication skill.	Flip chart, markers	30–40 minutes
<b>Activity 9.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage		10–15 minutes

## FLOW OF SESSION 9



### ACTIVITY 9.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions.

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last session focused on our rights and responsibilities, and culture and we started imagining the ideal kind of community we'd like to live in.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:

- a. The focus of this session is on exploring how we communicate.

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## ACTIVITY 9.2: DIFFERENT WAYS OF COMMUNICATING

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*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 50–60 minutes

**Aim:** To identify communication behaviours that are attacking, avoidant, manipulative and assertive, and how these strategies may impact on relationships or interactions

**Key messages:** We all communicate in different ways, especially when we are trying to influence other people, but sometimes our communication approach can cause more problems especially if it is aggressive, passive or manipulative

**Description:** Participants brainstorm various ways in which they and others communicate in helpful and unhelpful ways. The facilitator then categorizes the examples provided by participants and gives further examples of aggressive, passive, manipulative and assertive approaches.

**Directions:**

1. Explain:

- a. When we try to influence the thoughts, choices or behaviour of other people, we communicate in different ways. Or when others are trying to influence us, we respond in different ways. Sometimes we do not always communicate in ways that are helpful or constructive in these situations.

2. Group brainstorming:

- a. Ask participants to list ways of communicating that are helpful and those that are not helpful.
- b. Write these on the flip chart.
- c. Ask why teenagers say things are helpful or unhelpful, and how that is helpful or unhelpful.

3. Role play

- a. Ask participants to form pairs or groups of three.
- b. Ask groups to develop short role plays to demonstrate different ways of communicating in various situations.
- c. Assign one of the situations below to each group. If there are more than four groups then some groups will have the same situation. That's okay because they may have different ideas.
  - i. What do you say or do to a teacher when you have not done an assignment and you do not want to get into trouble?

- ii. What do you say or do to your parents when they will not let you go to a friend's party?
  - iii. What do you say or do to a peer who might tell a teacher about a big school rule that you have broken?
  - iv. What do you say or do to a friend who wants you to stay and study together in the school library instead of going to the community field to 'hang out' with other teenagers?
- d. After about 8–10 minutes, ask volunteers to share their role plays.
- i. During each role play, the facilitator should keep a list of communication behaviours that illustrate different types of communication
  - ii. After each role play, ask participants to identify and label behaviours that were used to influence people in the role plays
  - iii. Record these ideas and suggest additional ideas from the facilitator list
    - 1. List the behaviours in four columns: aggressive & attacking, passive & avoidant, manipulative, and assertive & respectful.

4. Explanation and review:

- a. Use the definitions in the table below to describe communication behaviours that fit the different labels and link it to the lists made during the role play demonstrations

<b>AGGRESSIVE &amp; ATTACKING</b>	<b>PASSIVE &amp; AVOIDANT</b>	<b>MANIPULATIVE</b>	<b>ASSERTIVE &amp; RESPECTFUL</b>
Expressing your feelings and desires in a way that threatens or punishes the other person	Giving up to the will of others; hoping to get what you want without actually having to say it; leaving it to others to guess or letting them decide for you	Using trickery or deceit to get your way; sometimes people who are being manipulative pretend at first to be passive then manipulate you through speech	Telling someone how you feel and what you want in a way that does not seem rude or threatening to them.
<ul style="list-style-type: none"> <li>• Shouting</li> <li>• Interrupting</li> <li>• Exploding</li> <li>• Warning or threatening ("If you don't do this...!")</li> <li>• Correcting ("Look at the facts...")</li> <li>• Persisting ("I am right...")</li> <li>• Insulting</li> <li>• Sarcastic</li> <li>• Revenge ("I'll get you back...")</li> <li>• Nagging</li> <li>• Staring or glaring</li> <li>• Leaning forward, standing or gesturing strongly in their personal space</li> <li>• Blaming (accusing the other person)</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawal</li> <li>• Sulking in silence</li> <li>• Being polite but feeling angry</li> <li>• Avoiding conflict at all costs</li> <li>• Talking behind someone's back</li> <li>• Trying to forget about the problem</li> <li>• Not saying what you think</li> <li>• Not being honest in case you hurt the other person</li> <li>• Pretending to agree</li> <li>• Leaning backwards</li> </ul>	<ul style="list-style-type: none"> <li>• Whining</li> <li>• Making others feel guilty</li> <li>• Begging or pleading</li> <li>• Crying or pretending to cry</li> <li>• Emotional blackmail</li> <li>• Offering something (e.g. food) conditional on support for a completely different issue</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly and honestly stating your feelings, thoughts, or ideas</li> <li>• Listening to the other person and asking clarifying questions</li> <li>• Suggesting compromises or other solutions</li> <li>• Balanced posture</li> </ul>

5. Group discussion:

- a. How do you feel when people use these communication strategies with you (aggressive & attacking, passive & avoidant, manipulative, and assertive & respectful)?
- b. How do you usually respond when people use these strategies with you? How do people respond when you use these different strategies?
  - i. At home: when you are treated like this by adults at home, how does that make you feel?
  - ii. At school: when you are treated like this by teachers and other adults at school, how does that make you feel?
  - iii. Among friends: when you are treated like this by friends, how does that make you feel?
- c. What do you think about the outcomes from this kind of communication: aggressive & attacking, passive & avoidant, manipulative, and assertive & respectful? List the outcomes and assess with the participants whether the outcomes are positive or negative.
  - i. Can participants give some examples?

6. Conclusions (by participants):

- a. Ask for a few volunteers to share what they learned or found interesting about this activity.

7. Conclusions (by facilitator):

- a. Remind the group that we all use some of these approaches some of the time and that they may seem like the easiest or most effective way to communicate at the time.
- b. However, in the long term, aggressive, passive and manipulative communication strategies can cause problems. For example, passive people are often taken for granted and used; aggressive people are often feared and avoided; and manipulative people are often distrusted and disliked. In addition, often using these strategies means that you do not reach a positive solution to the issue, where both parties feel that they benefit (a "win-win solution").

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## ACTIVITY 9.3: LISTENING PAIRS

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*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 15–20 minutes

**Aim:** To help people realize the importance of listening skills to good communication in all life situations including relationships

**Key messages:**

- Listening is an essential part of good communication.
- Poor listening can negatively impact on an interaction or relationship.
- It does not feel good when someone you are talking with does not listen well.
- Good listening skills are important to practise and put into action.

**Description:** Participants work in pairs, taking turns to speak. As one speaks, the other first listens carefully to what they say, then stops listening. A group discussion and summary follows.

**Directions:**

1. Explain:
  - a. We have been doing a lot of listening to one another in this workshop.
  - b. In this activity, we are going to look together at the skills of good listening.
2. Role play in pairs:
  - a. Ask participants to find a partner to work with.
  - b. One person should be the speaker and one person should be the listener.
  - c. Ask the people in the listener role to meet you outside the meeting area or far enough away that the speaker group will not hear the instructions they get.
  - d. Tell the speakers: Tell the listener about an event in your life or a story or experience that is very important or meaningful to you. You should continue speaking no matter what the listener does. The listener should say nothing.
  - e. Tell the listeners: Listeners should not say anything during this exercise. They should begin by concentrating hard on hearing what is being said and demonstrating good listening skills. When the facilitator claps hands, then the listeners should stop listening and demonstrate that they are not really paying attention to the speaker even though the speaker is continuing the story. The person could yawn, look elsewhere, turn round, check their watch, play with their cellphone, do whatever they like: the important thing is that they should no longer listen and still not speak, although the speaker should continue to tell the story.
  - f. Begin the role play activity and after a few minutes, clap so that the listeners remember to stop listening.
  - g. After a few more minutes, stop the exercise.
3. Group discussion:
  - a. Ask participants how they felt as speakers, encouraging them to compare telling their story to a willing listener and telling it to a bad listener.
  - b. Then ask participants to describe and compare how they felt as good and bad listeners.
  - c. Ask participants to describe some of the attributes of good listening which they experienced; and then some of the attributes of bad listening. Record ideas on a flip chart in two columns.

GOOD LISTENER	BAD LISTENER

4. Personal reflection:

- a. What kind of a listener are you in your family? What kind of a listener are you with caregivers?
- b. How do you think a caregiver or friend feels if you are distracted while they are sharing something with you? What does this do to your relationship?

5. Summary (by facilitator):

- a. We communicate verbally and non-verbally. We need to be aware of our own body language, so that we can communicate the right mood to others and make sure it is something we really do mean to communicate.

6. Conclusions (by participants):

- a. What did you learn from this activity?

**FACILITATOR NOTE:** Encourage participants to be aware that we communicate and listen as much with our bodies as with our words. Explain how some body language can appear very powerful and aggressive, some can appear friendly and warm, while other body language can appear very weak and submissive. We say a lot with our bodies!

.....  
**ACTIVITY 9.4: 'I' MESSAGES**  
 .....

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** To learn and practise using 'I' messages as an assertive communication skill.

**Key message:** 'I' statements are a good way to communicate clearly, respectfully and assertively, especially during disagreements

**Description:** Participants learn the 'I' message formula and then practise using it through role playing several scenarios.

**Directions:****PART A. Explanation (15 minutes)**

## 1. Explain:

- a. We are going to learn one way to communicate in a clear, assertive way that encourages those in a conflict to better understand one another and to work together to find a resolution.
- b. This method also makes misunderstanding and increasing conflict less likely.
- c. This way of communicating shows respect to yourself and the other person/people involved which will help to decrease tension in a conflict situation and help to give everyone clarity on each person's perspective.
- d. One way to communicate in a clear, respectful, and assertive way is to use what we call 'I' statements.

## 2. Explain 'I' statements (See Facilitator Information: Appendix 9)

- a. Write the formula on a flip chart and explain each step while giving examples.

## 'I' statement formula

*"I feel...[say your emotion]"*

Say "I feel..." rather than "I think..." and keep it to your own feelings: "I feel hurt/sad/happy/disappointed/ignored...", for instance, and not: "I feel that you are being disrespectful!"

*"When you... [describe the behaviour that makes you feel that way]"*

Make it as specific and non judgemental as possible, e.g. "When you tell me do something but don't listen to what I reply..."

*"Because...[explain why the behaviour makes you feel that way]"*

If you think an explanation helps, you can add one here. But make sure it is still not blaming the other person, e.g. "... because then it feels like you respect you."

*"What I'd like is...[suggest a solution and/or ask for their perspective]"*

Give a statement of the change you would like. It is okay to say what you want, but not to demand it of the other person, e.g. "What I'd like is for us to talk about this" not "You must stop ordering me around!"

## 3. Demonstration (by facilitator):

- a. Give examples of 'you' statements and then change them into 'I' statements
- b. Give several examples of 'I' statements
- c. This is a structured format and may seem strange to start with. It takes time to absorb new skills and begin to use them unconsciously. Adapt the language to suit your situation.

4. Brief group discussion:

- a. Ask participants how they feel hearing each style of statement (a 'you' statement versus an 'I' statement)
- b. Ask each person to briefly say an 'I' statement about a situation they have recently faced in order to practise going through the formula

**PART B. Practice (30 minutes)**

5. Practise in pairs:

- a. Ask participants to find a partner to work with
- b. Ask participants to prepare one 'I' statement each, relating to a current or recurring difficulty they are facing in their lives.
  - i. Half of the groups should think of and demonstrate a situation with a peer or a friend
  - ii. Half of the groups should think of and demonstrate a situation with a parent or caregiver
- c. Partners can help each other to make their statements clear and concise (5–8 mins).

6. Group demonstration:

- a. After about 5–8 minutes, call everyone back together
- b. Ask for a few volunteers to demonstrate their 'I' statements
- c. After the demonstration, ask the group for comments or suggestions as to how they might be improved (10 mins).

7. Group discussion:

- a. What do participants think about the 'I' statement?
- b. In what ways could the 'I' statement formula be useful to participants? (5 mins)

8. Summary (by facilitator):

- a. Ask all participants to commit themselves to making one 'I' statement to somebody before the next session.
- b. Try to use it first in an easy context, with a friend over a small problem. You can begin just by saying "I feel happy when..." and see how that works. Then as you gain practice in using it, you can try it with a friend in harder situations. You can start to try out "I feel unhappy when..." When you feel okay with that, you could try out "I feel happy when..." with your caregiver. Finally, you can try out "I feel unhappy/sad/frustrated when..." with your caregiver.

**Facilitator information – See Appendix 9**

## ACTIVITY 9.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about different ways of communicating and we discussed how various styles of communication affects us. We have also learned about assertive communication, which is a respectful, honest and confident way of communication and helpful in building healthy relationships with other people. We practiced 'I' statements which is one way to help us communicate assertively.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice how you are communicating and listening to others. Try to use your assertive communication skills and reflect on the effect of using this way of communication.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting during which we will focus on negotiating and problem-solving.



# SESSION 10: NEGOTIATING AND PROBLEM-SOLVING

**Overview:** This session is on exploring problem-solving and negotiation with caregivers, peers and friends as well as encouraging reflection on relationships with caregivers, caregivers' responsibilities and what young people need from caregivers.

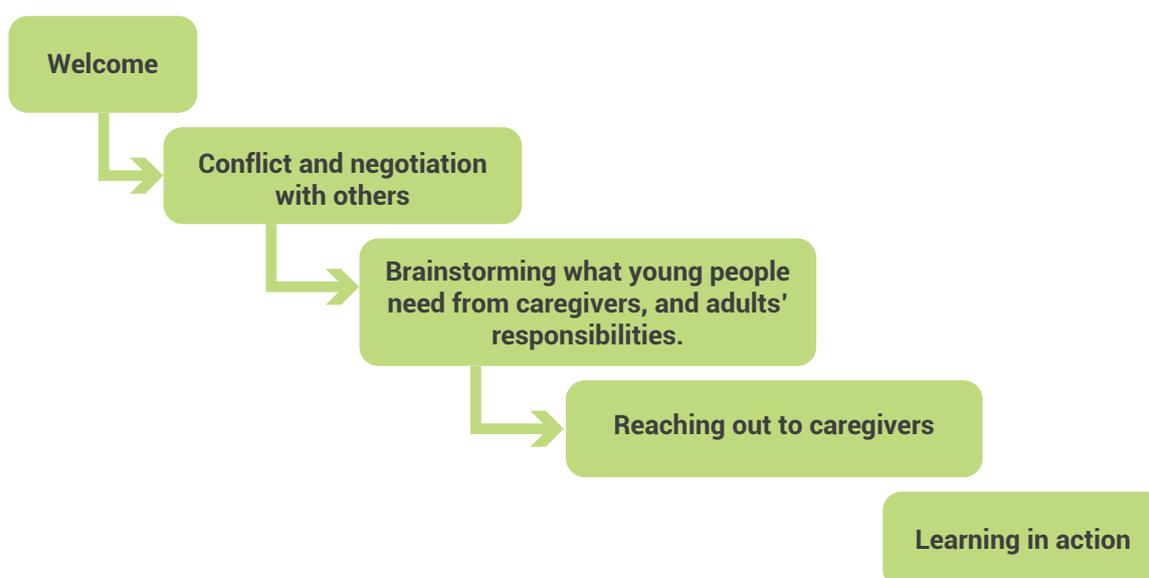
## Key objectives:

- To promote positive conflict resolution and negotiation skills
- To build awareness of what teenagers and caregivers need
- To promote help-seeking and openness between caregivers and teenagers

NOTE: If possible, invite members of the caregivers group to view the posters that teenagers create during this session.

Session 10 Activities	MATERIALS	TIME
<b>Activity 10.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 10.2: Conflict and negotiation with others</b> <b>Aim:</b> To learn and practise assertive, respectful communication skills that can be used to deal with disagreements with caregivers, other adults, peers and friends.	Flip chart, markers	40–50 minutes
<b>Activity 10.3: Brainstorming what young people need from caregivers, and adults' responsibilities.</b> <b>Aim:</b> To make participants reflect on what young people need from caregivers and the responsibilities of adults. This will be used in the following activity.	Flip chart, markers	15–20 minutes
<b>Activity 10.4: Reaching out to caregivers</b> <b>Aim:</b> To make participants reflect on their own relationships with caregivers and express and share ideas of about what young people need from their caregivers.	Paper, coloured pens and crayons, paint, pictures from magazines or newspapers, scissors, glue.	50–60 minutes
<b>Activity 10.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session.		10–15 minutes

## FLOW OF SESSION 10



### ACTIVITY 10.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:

- a. The focus of this session is on exploring problem-solving and negotiation with caregivers, peers and friends. We will also reflect on relationships with caregivers, caregivers' responsibilities and what young people need from caregivers.

## ACTIVITY 10.2: CONFLICT AND NEGOTIATION WITH OTHERS

*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 40–50 minutes

**Aim:** To learn and practise assertive, respectful communication skills that can be used to deal with disagreements with caregivers, peers and friends.

**Key message:** Conflict does not have to be a negative experience if you approach it respectfully and assertively

**Description:** Participants will prepare role plays to practise and demonstrate the use of communication skills learned earlier in the workshop to negotiate a disagreement or conflict situation with caregivers, friends or a dating partner.

**Directions:**

**PART A:**

1. Explain:

- a. One way of building healthy, non-violent and happy relationships is through the positive communication skills we have been learning and practising in our group sessions.
- b. Today we are going to think about and practise using these skills to negotiate through a conflict situation with caregivers, adults, friends or peers.

2. Group brainstorming:

- a. Ask participants which skills they think might be useful when they have a disagreement with or are in a conflict situation with their friends or dating partner or a caretaker.
  - i. List these on the flip chart.

**FACILITATOR NOTE:** If participants don't mention assertive, respectful communication skills, especially 'I' statements, remind them and refer to the sessions when they were discussed.

3. Role play:

- a. Ask participants to work in pairs or groups of three to devise a brief role play story during which a teenager negotiates a compromise during a disagreement with their caregivers.

- b. After about 5–8 minutes of preparation, gather as a full group and give each small group or pair a turn to present their role play.
- c. After each role play, ask the group:
  - i. What positive behaviours did you see in the role play?
  - ii. Do you think that interaction could happen in your family? Why or why not?
4. Group discussion and brainstorming:
  - a. Help adolescents to think of ways in which they feel they could use some of the skills they have learned in the programme.
  - b. Brainstorm how to overcome barriers (including anxiety).
5. (Optional – time permitting) Repeat the above role play, but participants should choose a scenario with a peer, friend or boyfriend or girlfriend.
6. Conclusions (by participants):
  - a. Ask for a few volunteers to share what they learned from this activity.

#### FACILITATOR'S NOTES:

- For Step 5, assess how much understanding participants have about the topic and whether there is a need to engage more on the exercise.
- Remember to clearly praise participants' use of skills learned and promoted during the programme.
- You may need to help coach participants through some difficult scenarios, helping them to maintain respectful, assertive, open communication.
- Point out how we can use assertive, respectful communication skills with both caregivers, peers and friends.
- Encourage participants to be realistic in their application of the skills to scenarios.
- Ask participants to think about how they might stand up against something their friends say or do that they do not accept. Ask them how they might cope with their friends' reactions to this behaviour (e.g. being called weak or being called names).

## ACTIVITY 10.3: BRAINSTORMING WHAT YOUNG PEOPLE NEED FROM CAREGIVERS, AND ADULTS' RESPONSIBILITIES

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 15–20 minutes

**Aim:** To make participants reflect on what young people need from caregivers and the responsibilities of adults

**Key message:** Even though we are becoming more independent and taking on more responsibilities, we still need our caregivers.

**Description:** Participants will brainstorm what young people need from caregivers and the responsibilities of adults. This information will be used in the following activity

**Directions:**

1. Explain:
  - a. This activity is about reflecting on the relationship between caregivers and young people and what young people need from their caregivers.
2. Group brainstorming:
  - a. What do children and teenagers need from their caregivers?
  - b. What are the roles and responsibilities of caregivers to children/teenagers?
  - c. Record ideas on a flip chart

**FACILITATOR NOTE:** Examples include: to love children, to share affection, to praise, to teach children right from wrong, and to provide guidelines for behaviour and discuss when things go wrong.

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## ACTIVITY 10.4: REACHING OUT TO CAREGIVERS

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 50–60 minutes

**Aim:** To make participants reflect on their own relationships with caregivers and express and share ideas about what young people need from their caregivers

**Key messages:**

- There are various caregivers in teenagers' lives and they are an important source of support and guidance for teenagers
- It is important for teenagers to seek help or support from caregivers

**Description:** Participants will create posters with pictures and messages to caregivers about what children need.

**Directions:**

1. Explain:
  - a. We are going to make posters with pictures and messages that reach out to caregivers to tell them what teenagers need.
  - b. You can refer to the ideas you have just brainstormed and any other ideas you have.

- c. You can work alone or in pairs or in small groups to help plan your ideas.
  - d. It does not matter if you are a great artist or not, the important thing is expressing your ideas and having fun making something.
2. Making posters:
- a. Allow participants to decide whether they will work individually or in groups
  - b. Make flip chart/poster boards and colourful markers or crayons available
  - c. Allow about 30–40 minutes for this activity
3. Group display and discussion
- a. When completed, stick all the posters up and ask people to look at each other's posters.
  - b. Ask a few volunteers to present their posters explaining what the ideas are behind them.
  - c. Ask participants where they would like to display the posters so that caregivers can see them
4. If possible, ask caregivers to view the posters and provide positive, supportive feedback to the teenagers.
5. Conclusions (by participants):
- a. Ask a few volunteers to share what they found interesting or useful about this activity

**FACILITATOR NOTE:** This activity is intended to promote positive ideas and the voices of young people themselves about the roles and responsibilities of caregivers. The aim of the activity is to spend some relaxing time creating something attractive, so it is important for facilitators to show interest in participants' artwork, to prompt ideas if people seem stuck, to encourage the use of many kinds of materials, and not to criticize. It is very important to have many kinds of attractive materials such as paper, coloured pens and crayons, paint, pictures from magazines or newspapers, scissors and glue for participants to use to make posters. They can also use natural materials if they are available – e.g. leaves and flowers – to stick onto the posters for added variety.

## ACTIVITY 10.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action.

## Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about how to deal with conflicts between caregivers, peers and friends and practised assertive, respectful communication skills that can be used to deal with disagreements with others. We have also reflected on what young people need from their caregivers as well as caregivers' responsibilities.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, try to think about how you communicate with caregivers and others, especially how you deal with potential conflicts. See if you can use 'I' statements and reflect on the effects of communicating in this way.
4. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting, when we will focus on family relationships.



# SESSION 11: FAMILY RELATIONSHIPS

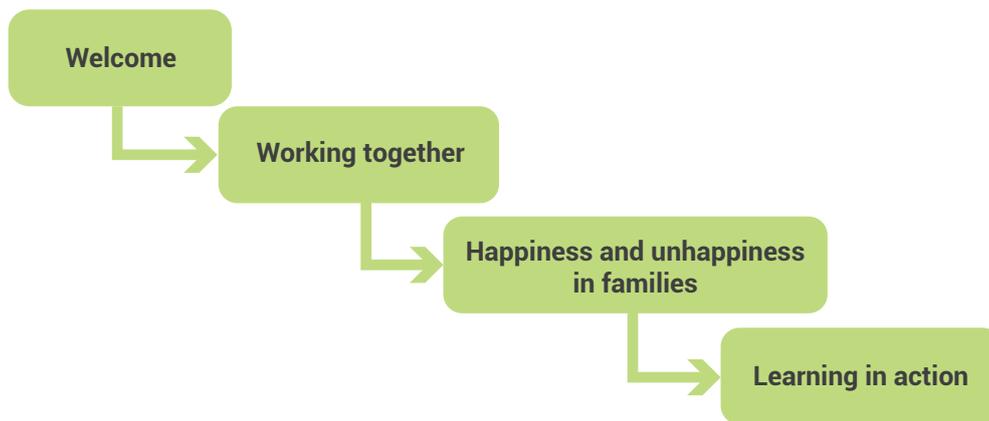
**Overview:** During this session, participants will consider different aspects of family life including cooperation and working together, behaviour that contributes to happiness or unhappiness in families, and the impact of gender ideas on roles and relationships within families.

## Key objectives:

- To understand that an individual's behaviour and attitude within family relationships and interactions can make a significant impact on the overall happiness of the family
- To learn that cooperation within the family can help members of that family overcome challenges together
- To promote gender equity within family roles  
NOTE: If possible, invite members of the care-givers group to view the posters that teenagers create during this session.

Session 11 Activities	MATERIALS	TIME
<b>Activity 11.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 11.2: Working together</b> <b>Aim:</b> To understand helpful and unhelpful ways of cooperating as a group to overcome challenges	Rope circles	20–30 minutes
<b>Activity 11.3: Happiness and unhappiness in families</b> <b>Aim:</b> To reflect on behaviour and attitudes that contribute to happiness in families regardless of how families are made up	Flip chart, colour markers or pens, paper	30–40 minutes
<b>Activity 11.4: Roles in the family</b> <b>Aim:</b> To reflect on how constructions of gender impact family relationships	'Agree', 'Disagree' and 'Don't Know' signs	30–40 minutes
<b>Activity 11.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 11



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### ACTIVITY 11.1: WELCOME

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**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on family life.

## ACTIVITY 11.2: WORKING TOGETHER

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence*)

**Time needed:** 20–30 minutes

**Aim:** To understand helpful and unhelpful ways of cooperating as a group to overcome challenges

**Key messages:**

- There are many ways of communicating and one of the most important ways is to notice and listen to one another
- Working in teams in challenging situations can be challenging but also fun

**Description:** A game and discussion to help participants translate their experience of working in a group to relationship and group work principles, especially to overcome challenges

**Directions:**

1. A game in small groups:
  - a. Explain: We are going to play a game.
  - b. Divide participants into small groups of about 5 people.
  - c. Ask each group to decide on an animal as their group identity.
  - d. Tell participants that from now on they can only communicate with one another using the sounds that their animal makes.
  - e. Place 2 or 3 rope circles (small enough to make it challenging but not impossible for all group members to stand in them) close to one another for each group.
  - f. Challenge activities for the groups:
    - i. Tell the groups that they need to find a set of rope circles and find a way so that they can all fit into them – remember, no talking, only the animal noises that correspond with their group names can be used.
    - ii. Once they have achieved this challenge, tell them they need to find a new home that one of the other groups is in, but they need to move as a group to find and agree on a space and see how things go with other groups also relocating and potentially wanting the same space as you do.
    - iii. As groups move, the facilitator should go around and remove one rope circle from each group so that it is an even smaller space to fit in.
    - iv. Observe how groups communicate with one another and how they help each other.
2. Group discussion:
  - a. What was the experience like?
  - b. What did you learn about group work, communicating and relationships during this activity?
  - c. Thank everyone for sharing.

## ACTIVITY 11.3: HAPPINESS AND UNHAPPINESS IN FAMILIES

(Adapted from *A Young People's Toolkit On Issues Connected to Gender-Based Violence*)

**Time needed:** 30–40 minutes

**Aim:** To reflect on behaviour and attitudes that contribute to happiness in families regardless of the way they are made up

**Key messages:**

- Most families go through happy and unhappy times
- Our actions and attitudes can make our families happier or unhappy
- If a family is very unhappy then it might be helpful to get assistance with the things that are troubling in the family

**Description:** A creative brainstorming and expression exercise in small groups

**Directions:**

1. Explain:
  - a. We are going to talk about the group of people who many of us live with and grow up with – families.
  - b. People can have very different kinds of families. Sometimes they include many people and sometimes only a few; sometimes parents and grandparents, aunts and uncles, cousins and siblings are part of a family and sometimes people are not blood relatives in a family.
2. Brainstorming and drawing in small groups:
  - a. Ask participants to meet in small groups of 3–5 people.
  - b. Give each group A3/A2 sheets of paper and colour markers/pens/pencils/crayons.
  - c. Ask participants to draw two pictures or mind maps.
    - i. On the first picture draw or write some of the things that make families unhappy.
    - ii. On the second picture draw or write some of the things that make families happy.
3. Group feedback and discussion:
  - a. After about 10–15 minutes, ask groups to return and share their ideas with everyone.
  - b. Praise and applaud each group's ideas.
  - c. If there are any key ideas (see Appendix 11) that participants have not raised, suggest them for their consideration.
4. Summary (by facilitator):
  - a. There are different things that we or others do to help make families happy or cause unhappiness – think about whether your actions are helping make your family happier.

- b. And if your family is unhappy then think about whether you need to ask for help to deal with it, or, you could try some of the skills that we learned earlier in the programme of coping and expressing feelings. If these actions don't help to make you and the family happier then perhaps you would benefit from asking for help from others like those listed on the referral sheets.

**FACILITATOR NOTE:** Remember to have referral sheets with you (see Appendix 21)

- c. Often families have some aspects that make them happy and others that make them unhappy, but families that are more happy than unhappy are good for the people in that family, especially the children and teenagers.

## ACTIVITY 11.4: ROLES IN THE FAMILY

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To reflect on how constructions of gender impact on family relationships

**Key messages:**

- Ideas and beliefs about gender roles influence family relationships
- Families that do not apply fixed gender roles, and instead have more flexible gender roles can more easily adapt to change

**Description:** A game to express opinions on different gender roles in a family

**Directions:**

1. Stick three signs around the room:
  - a. Agree
  - b. Confused/Don't Know
  - c. Disagree
2. Explain:
  - a. You are going to express your personal opinions about several statements regarding gender roles in the family.
  - b. First, I will read a statement and you will think about it and decide for yourself whether you agree or disagree with it, or if you are confused and don't know.
  - c. Remember there are no right or wrong answers – this is about expressing how you think and feel about a particular statement and we will discuss as a group so that we can understand everyone's opinions.
  - d. Ask everyone to stand up and show them where the "agree", "disagree", and "don't know" signs are.

3. Read out the statements one by one:

- a. Only girls need to learn how to cook.
- b. It is a father's job to teach his sons to fight.
- c. Men in the family should know how to repair things around the house.
- d. Men and women cannot be equal in the home or family.
- e. Women should have an equal say in how to manage the family finances.
- f. Women are the only ones who know how to care for babies; men do not know how.
- g. Boys can do some housework but girls should be doing more of it.

4. Discussion about different opinions:

- a. Point out similarities and differences, especially if there are strong trends by sex on different statements.
- b. Why do you agree/disagree with this statement? Help us to understand your point of view.
- c. What confuses you about this statement?

5. Conclusions (by participants):

- a. What did you find surprising or what did you learn during this activity?.

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## ACTIVITY 11.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:

- a. We have come to the end of our time together today, but remember we have agreed to meet again.
- b. Today we have talked about family relationships.

2. Group discussion (1 or 2 volunteers):

- a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.

3. Explain:

- a. Between now and our next meeting, notice if there are things that you can do to contribute to your family's happiness.
- b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on different kinds of relationships – with friends and dating partners.

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# SESSION 12: FRIENDSHIPS AND HAPPY, CARING RELATIONSHIPS

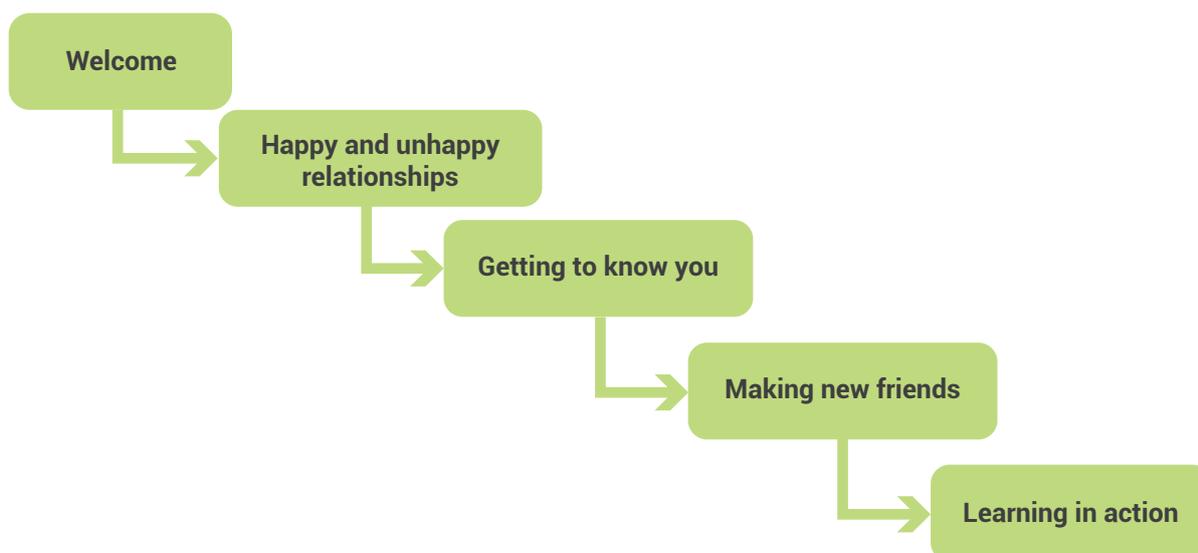
**Overview:** This session focuses on identifying the characteristics and behaviours of a happy and caring relationship, and then developing skills for building friendships.

**Key objectives:**

- To recognize what makes relationships happy and caring and what causes problems
- To have similar standards of caring and kind behaviour in dating types of relationships as we do in friendships
- To promote relationship-building skills.

Session 12 Activities	MATERIALS	TIME
<b>Activity 12.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 12.2: Happy and unhappy relationships</b> <b>Aim:</b> To identify aspects of relationships that make them caring, positive, happy and good, and what makes them unhappy, negative and problematic	Flip chart, markers, scenario pages, pens	40–45 minutes
<b>Activity 12.3: Getting to know you</b> <b>Aim:</b> To practise ways to get to know people	Flip chart, markers, pens, conversation cards	20–30 minutes
<b>Activity 12.4: Making new friends</b> <b>Aim:</b> Teenagers will learn relationship-building skills	Flip chart, markers	30–40 minutes
<b>Activity 12.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 12



### ACTIVITY 12.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:

- a. The focus of this session is on exploring friendships and caring, happy relationships.

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## ACTIVITY 12.2: MAKING NEW FRIENDS

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*(Adapted from Skhokho Supporting Success for Families)*

**Time needed:** 30–40 minutes

**Aim:** Teenagers will learn relationship-building skills

**Key message:** Happy friendships are important to humans so it is a good idea for us to learn and practise skills to build good friendships and relationships

**Description:** Through role plays, teenagers will explore different ways to start new friendships

**Directions:**

1. Explain:

- a. In previous sessions, we shared ways of having conversations with peers. This is one way to get to know a person and start to develop a friendship or relationship.
- b. We are going to think about and try different ways of starting friendships or relationships.

2. Group discussion:

- a. Ask the teenagers for a few volunteers to describe how the friendship with their best friend started or how they have made a new friend in high school.
  - i. Try to get examples of recently started relationships to get tips that are relevant to teenagers' lives.
- b. As the volunteers share their stories, list different relationship-starting behaviours on the board.
- c. Ask the group if they have any additional ideas to add to the ones already listed.
- d. If not already suggested, you may want to ask whether the following introductions would be appropriate in their peer group:
  - i. "I've noticed that we're both in the same Maths class. Would you like to try to do homework together after school?"
  - ii. "I think you're really interesting. I would like to spend more time with you to get to know you better. What do you think?"
  - iii. "I'm going to the soccer match later. Would you like to go there together?"
  - iv. "Are you planning to go to the school play? Maybe we can meet there?"
  - v. "I have really enjoyed spending time with you and it seems like we enjoy doing

many similar things. Would you go out with me?"

vi. "I really like you. Whenever I spend time with you, I have fun. What do you think about us going out?"

e. To make new friends, find out what they enjoy doing and what they are interested in.

### 3. Role plays in small groups

a. Ask participants to meet in small groups (3 or 4 people).

b. Each group should prepare a short role play about starting a friendship and getting to know one another.

### 4. mGroup feedback and discussion:

a. Record any new ideas about starting relationships and getting to know one another on the list on the flip chart.

b. Explain to the group that sometimes people may want to start relationships with us when we don't want to. How might we respond to this in a respectful, assertive way?

c. Record assertive, respectful responses on the flip chart.

### 5. Conclusions (by participants):

a. Ask participants what they found helpful about this activity and whether they could use these skills in their daily lives.

## ACTIVITY 12.3: GETTING TO KNOW YOU

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 20–30 minutes

**Aim:** To practise ways to get to know people

**Key message:** Starting new friendships or other kinds of relationships can seem to be difficult, but sharing and finding out more about a person is one important way to build good relationships

**Description:** Participants will play a game with conversation prompts to get to know members of the group even more

### Directions:

#### 1. Explain:

a. Although we have met as a group several times, there may still be things that people don't know about you or that you don't know about others.

b. So we are going to play a game where you will have conversations about particular topics with people in the group.

c. Start off in pairs – it is best if you find someone in the group who you don't know well.

- d. Each pair should come to get a conversation card from the facilitator.
- e. You will each have about 3 minutes to answer the question on the card and then you will thank one another and move on to another person and repeat the process.

**CONVERSATION CARDS:**

- A person I admire...
- My favourite possession...
- Something I really enjoy doing...
- Something I am looking forward to...
- A crazy dream I had...
- Something I really want...
- The funniest thing that ever happened to me...
- Something I like to do when I'm with my family...
- I feel happiest when...
- My favourite place...
- Something I enjoy doing with my friends...
- A wish I have (that I don't often share with people) is...
- A person I'd like to be like when I grow up...
- One thing I'm sure I can do well...
- Something I want to keep forever...
- Something I'm afraid of...
- Something I'm looking forward to...

2. Play the game:

- a. After about 6 minutes, ask participants to switch partners and get new conversation cards.
- b. Repeat once more if there is enough time.

3. Group discussion (after 2 or 3 rounds of meet-and-greet discussions in pairs):

- a. What did you experience and learn in this activity?

4. Summary (by facilitator):

- a. Any kind of close relationship is about getting to know a person. It's important that we share our thoughts, feelings and experiences with close friends, family members, caregivers or dating partners – but we also need to feel safe and happy in the relationship (Appendix 10) in order to share openly and honestly.
- b. It's important that we listen well when people share their thoughts, feelings, and experiences with us.

## ACTIVITY 12.4: HAPPY AND UNHAPPY RELATIONSHIPS

(Adapted from PREPARE and Skhokho Supporting Success for Families)

**Time needed:** 40–45 minutes

**Aim:** To identify aspects of relationships that make them caring, positive, happy or good, and those that make them unhappy, negative or problematic

**Key messages:**

- It is important to think about what makes a friendship or dating relationship (or any relationship with another person) happy or unhappy so that we can recognize it and either keep doing things to make the relationship happy or deal with the unhappiness
- We should think about whether we have different standards in different relationships – if a friend is uncaring or hurtful to us or makes us uncomfortable then we would not want to be friends. Do we feel the same way about dating types of relationships?

**Description:** Participants will reflect on relationships they have experienced and witnessed, and identify behaviours within them that made the relationship either happy or unhappy.

**Directions:**

1. Explain:

- a. Most people probably want a happy, caring and respectful relationship whether it is with a friend, dating partner or family members.
- b. Today we are going to think about and talk about what such relationships might look like and feel like.

2. Personal reflection:

- a. Ask participants to sit back and be quiet for a while. If it is possible, ask them to close their eyes so that they can focus on a the reflection exercise.
- b. Think about a person or people in your life who have helped you to feel good about yourself, who you feel cared about you and who you feel had a happy relationship with you. They may be part of your life now or they may have been part of your life at an earlier stage for a long time or a short time. It can be anyone, as long as that person was caring and respectful towards you.
- c. Identify this person or people. You won't have to tell the others who it is.
- d. How did this person or these people make you feel?
- e. How did this person or these people show you that they care about you?
- f. What made the relationship a happy one?

3. Group discussion:

- a. Ask participants to open their eyes.
- b. Ask for volunteers to share how they felt in the caring relationship and what behaviour made the relationship a caring and happy one.

- i. List their ideas on a flip chart.
  - c. Notice what each person in a relationship does to make it a caring and happy one – do you think it is up to just one person in the relationship to make it happy and caring?
  - d. What kinds of relationships do these ideas apply to?
  - e. Do you think it is important that we expect to have similar caring and happy relationships with dating partners as we do with friends? Why would we expect something different?
4. Explain:
- a. In an earlier session, we talked about interacting in respectful, trustworthy and safe ways within our group.
  - b. These ideas might also be important when we think about caring relationships.
  - c. Sometimes relationships we have with other people become unhappy or unsafe; these relationships could include close relationships such as with family members, good friends, a dating partner, a family friend or a teacher and they could include people we know only a little or not at all like a neighbour, a community leader or a stranger.
5. Group discussion:
- a. How might a relationship become unhappy or unsafe? (Record responses on the flip chart)
  - b. How might a relationship become hurtful, abusive or violent? (Record responses on the flip chart)
  - c. Do we think it is more or less acceptable for dating relationships to have these kinds of unhappy aspects compared to our friendships?
  - d. Why do we have different (or similar) standards or expectations for dating relationships compared to friendships?
6. Ask participants to gather in 4–6 small groups and give each group a story. Ask the groups to read their scenario and then write down:
- a. What is caring or happy or good about this relationship?
  - b. What is unhappy or problematic or bad about this relationship?

STORY 1: Thomas and Maria often hang out together – they do homework on weekdays and on the weekends they like to watch their favourite television show and go to parties together. They have a lot in common and have similar interests. They are able to talk to each other about their hopes and dreams for themselves and resolve any disagreements calmly.

STORY 2: Jefri and Ruth always meet up at parties on the weekends. They have lots of fun drinking and dancing and usually end up having sex at the party. They don't socialize at home or talk on the phone. The relationship consists of drinking and having sex. Jefri has lots of other girlfriends and he also has sex with some of them and makes out with some of them.

STORY 3: Debi is in Grade 11 but does not like to go out with high school boys, because she prefers older guys who can entertain her. Her current boyfriend is 22 years old and has a great job. He drives his own motorbike and is always buying her gifts, such as a cellphone, and even promised to pay her school fees now that her father is unemployed. He can be fun, but sometimes he bores her because she doesn't have any of the same interests as he does, which makes it difficult to talk to him.

STORY 4: Tenus and Yemima became friends when they started high school. They were both new to the area and new to the school. They are always seen together at school and around the neighbourhood. Tenus finds maths and science difficult, so Yemima helps him to do his homework and understand the work. Yemima is shy, so Tenus organizes social activities for them. Yemima tries to always agree with Tenus and go along with what he is doing even when she feels uncomfortable. When Yemima does disagree with Tenus, Tenus gets upset.

STORY 5: Sarce and Adrian live in different neighbourhoods. They talk on the telephone once a week, but are only able to see one another once or twice a month when Sarce's mom visits her aunt who lives next door to Adrian. When they meet, they usually make out with kissing and light petting.

STORY 6: Victoria and Wibe have known each other since they were in junior school together. Now that they are in high school, they do the same after-school activities together and often do their homework together during the week. They spend most weekends together doing things they both enjoy, and it seems as if they never run out of things to talk about. When they do have arguments, they find it useful to be apart for some time before talking over the issue together.

7. Group feedback and discussion:

- a. After about 10 minutes, ask each group to share their story and their observations of the positives and negatives in that relationship.

8. Summary (by facilitator):

- a. Sometimes people in relationships might feel confused about what the other person is doing, especially if that person is someone they are close to and feel that they care about.
- b. It is useful to consider: How loving and caring are their hurtful behaviours and actions? No matter who it is, you should not feel unsafe or worried from experiencing negative behaviour. If this behaviour leads to you being in an unsafe or abusive relationship, or you are being abused, then you should tell another trusted adult and get help and support.
- c. Remember other people's violent or abusive behaviour is not your fault or your responsibility, but getting help for yourself is your responsibility.

9. Conclusions (by participants):

- a. What did you learn from this activity?

### FACILITATOR NOTES:

- Participants who have experienced violent, abusive or neglectful relationships may feel upset during this exercise and need additional support.
- Be sure to be vigilant of any distress that arises and respond supportively.
- Also be sure to be available at the end of the group session to discuss issues with anyone who may want to do that and provide all participants with a list of support resources so that they could seek help for issues discreetly.

**Facilitator information – See Appendix 11**

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## ACTIVITY 12.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about caring and happy relationships and also practised different ideas about how to make new friends.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice whether your relationships with different people are happy and caring or not. Think about whether you are contributing to happiness in a relationship, or whether you need help to deal with an unhappy relationship.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on dating relationships.

# SESSION 13: RESPONSIBLE AND SAFE DATING RELATIONSHIPS

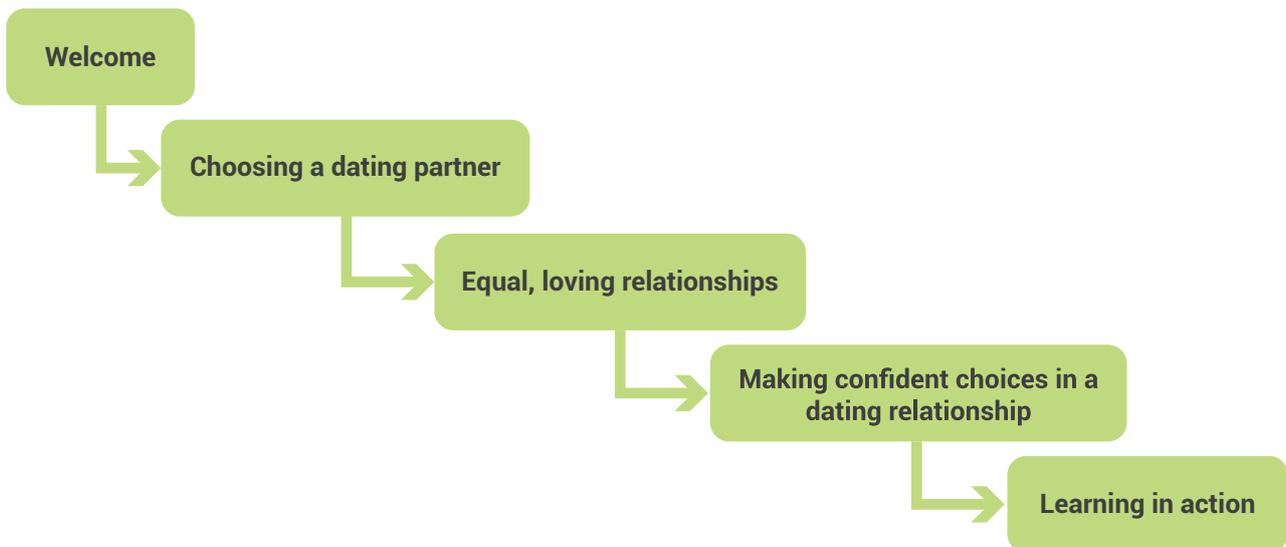
**Overview:** This session focuses on identifying the characteristics of ideal partners and relationships with an emphasis on happy, loving, equal relationships that may apply to many different kinds of relationships including dating relationships. In addition, assertive and confident refusal skills are developed.

## Key objectives:

- To build an expectation that dating and other types of relationships are responsible and safe experiences with no violence or harm
- To build skills in assessing ideals for future relationships including partner choice, equality between partners, and decision-making within a relationship

Session 13 Activities	MATERIALS	TIME
<b>Activity 13.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 13.2: Choosing a dating partner</b> <b>Aim:</b> To help participants reflect on and identify the important qualities and characteristics of a dating partner	Flip chart, markers	20–30 minutes
<b>Activity 13.3: Equal, loving relationships</b> <b>Aim:</b> To help participants understand how an equal, loving dating relationship is built and what would be the benefits of such a relationship	Flip chart, markers, scenarios, pens	30–40 minutes
<b>Activity 13.4: Making confident choices in a dating relationship</b> <b>Aim:</b> To help participants develop assertive refusal skills	Flip chart, markers	20–30 minutes
<b>Activity 13.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 13



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### ACTIVITY 13.1: WELCOME

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**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on exploring dating relationships.

## ACTIVITY 13.2: CHOOSING A DATING PARTNER

(Adapted from PREPARE and Skhokho Supporting Success for Families)

**Time needed:** 20–30 minutes

**Aim:** To help participants reflect on and identify the important qualities and characteristics of a dating partner

**Key messages:**

- We need to remember what is most important to us in a person who could be a friend or a dating partner (boyfriend or girlfriend) so that we can build a good relationship together
- Knowing what is most important, "nice to have", and what spoils a relationship helps us to build a good relationship and end ones that are ruined by behaviour or attitudes that are unacceptable

**Description:** Using the metaphor of baking a cake, learners will brainstorm which qualities are essential, which are "extra nice," and which are spoilers in a relationship with a friend or partner

**Directions:**

1. Explain:

- Remind participants that last session we discussed happy and unhappy relationships and what to do about unhappy and abusive relationships.
- Today we are going to think about how we might choose a friend or partner.
- We need to think about the qualities or characteristics of a partner that are important to you. You can think of choosing a partner as similar to baking a cake:

**FACILITATOR NOTE:** Prepare well ahead of time so that you can talk through this explanation easily and in an interesting way with the participants.

- There are different layers in a cake and each layer requires different ingredients.
- For the actual cake, you might need eggs, flour, butter, baking powder and sugar. These are ingredients that we definitely have to have in order to bake a cake. If we are missing even one of the ingredients, we won't have a cake. For example, if we have only flour, milk and eggs, will we still be baking a cake? Or maybe if we mix together baking powder, sugar and eggs – will we have a cake?
- After we have baked the cake, we can put icing on the cake. But is icing necessary to make a cake a cake? It's just something we add to make the cake sweeter and to decorate it, but it is not essential. Without the icing, we will still have a cake.
- And perhaps on the icing, we will sprinkle some nuts and fruit. But if we don't have nuts and fruit, we will still have a cake. The nuts, fruit and other sprinkles that decorate the cake just make a cake that is decorated.

2. Group discussion with facilitator explanation:

- Now I want you to consider that choosing a partner is like baking a cake.

- b. Think about the kind of person you would like to share an intimate relationship with and the type of relationship you want to share. What makes a relationship, a true relationship for you, one that you want to be in?

**FACILITATOR NOTE:** Illustrate the points of the story through drawing an outline of the cake as you go along.

- c. The essential cake ingredients – these are characteristics of a partner and a relationship that you identify as necessary or “must have”
- Think about what is most important to you in a relationship and a partner, friend, boyfriend or girlfriend – these would be your essential ingredients. The things make a cake a cake, or, in this case, the things that make a relationship a true relationship for you. So if a partner does not have certain characteristics or if your relationship does not have certain characteristics that are essential to you, then you do not have a “cake,” or a true relationship. If that is the case, you need to decide what to do.
  - DISCUSSION: What are some of the essential characteristics of a good friend or potential dating partner to you? Get ideas from participants and write it on the diagram within the main cake section – these are usually about being kind and caring, clever, working hard, treating people with respect and enjoying some of the same things.
- d. The icing – these are characteristics of a partner, friend or relationship that are “nice to have” but not necessary
- DISCUSSION: What are some of the “nice to have” characteristics? Write participant ideas on the diagram within the icing section – these are usually mainly about popularity or talents.
- e. The fruit, nuts, sprinkles and other decorations – these are the “extra nice” characteristics of a partner, friend or relationship that would improve it, but are not necessary. You might find the “fruit” or other decorations as you get to know your partner and develop the relationship.
- DISCUSSION: What are some of the “extra nice” types of characteristics you discover? Write participant ideas on the diagram within the decorations section – these are usually mainly about looks.
- f. SUMMARY: Of course, there are things about relationships and partners that we would really like to have, but maybe they are not necessary, like the icing. It would be preferable to have them, but we could compromise if the essential ingredients or partner characteristics are there. And then, perhaps, there are a few things that would be nice to have, like nuts or fruit or sprinkles, but they are just exciting extras that are not essential to make the relationship.
- g. Spoilers or “bad eggs” – these are the characteristics of a partner or relationship that would destroy or ruin the “cake” (relationship) and they are the characteristics that you do not want in a partner or relationship.
- There might also be qualities that you DO NOT want in a partner. For example,

would we still have a cake that we could enjoy if we have rotten eggs?

- ii. DISCUSSION: What are some of the spoilers or rotten eggs about people or relationships that would ruin a relationship for you? Write participant ideas in a separate list marked "X" or "Bad eggs" – these usually include characteristics, actions or attributes like controlling, mean, violent or abusive behaviour, has another girlfriend/boyfriend, tries to get me to do things I am not comfortable with, pressures me, etc.)

3. This metaphor can help you to think about:

- a. The kind of person you want as a friend or even as a girlfriend or boyfriend.
- b. The type of relationship you want with that person.

4. Conclusions (by participants):

- a. Ask participants what they found surprising or helpful about this activity.

**FACILITATOR NOTE:** Facilitator can replace the cake metaphor with another traditional food that is well-known by participants; however, it must have similar components or ingredients: essential ingredients, icing and decorations.

**Facilitator information – See Appendix 12.**

## ACTIVITY 13.3: EQUAL, LOVING RELATIONSHIPS

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To help participants understand how to build an equal, loving dating relationship and what are the benefits of such a relationship

**Key messages:**

- When there is equality in a relationship then both partners feel heard and feel that they have a say in decisions
- Equal relationships are more likely to be safe because one person doesn't feel more powerful or important than the other
- Equal relationships mean that partners treat one another with respect, listen to one another, communicate openly and make decisions together – it benefits both people in the relationship

**Description:** Participants brainstorm ideas as a large group and then respond to different scenarios using their original ideas from the brainstorming exercise

## Directions:

1. Explain:
  - a. Remind participants that last session we discussed happy and unhappy relationships and what to do about unhappy and abusive relationships.
  - b. Today, we are going to discuss our ideas about what might make a dating relationship or marriage equal and loving for both partners.
  - c. These ideas could be important in close friendships too, so don't worry if you don't have or don't want a dating relationship – you can still use these ideas to help your close friendships work well.
2. Group brainstorming:
  - a. Let's start off by brainstorming some ideas as a group.
  - b. Divide a flip chart into two columns
    - i. Write headings in each column: "Loving" and "Being Equal"
  - c. Ask participants to share their ideas about what a loving relationship is and then what an equal relationship is.
    - i. Record their responses in the appropriate column.

### FACILITATOR NOTES:

- Some examples of loving may include: being caring, trusting, trustworthy and understanding.
- Some examples of equality may include: mutual respect, making decisions together, giving each partner's opinion and feelings the same value and importance, always listening and sharing ideas, feelings and opinions, being honest, communicating openly, working together to resolve disagreements, building the same expectations and applying responsibilities to both partners, etc.

3. Brainstorming and discussion in small groups:
  - a. Gather in small groups of 3–5 people
  - b. Hand out two prompt cards to each group with flip charts and markers

**TOPIC CARDS:**

- Having other sexual partners: If the man wants to have other sexual partners in addition to his wife/girlfriend, can the wife/girlfriend also have other partners? How would they deal with this issue in an equal way? Is it loving to have other sexual partners? Why or why not?
- Doing housework: Who should do the housework? Are different housework tasks divided up or are they all given to one person? How is this decision made in an equal and loving relationship?
- Working outside the home: Who should be the breadwinner among the partners? Should it be discussed and agreed or is it only meant to be one way? If the man pursues work opportunities outside the home, should the woman be able to do the same? Why or why not?
- Making decisions about money: In a couple, do both have a say in how money is spent or do they only have a say over the money they earn? What if only one partner earns money? How would this issue be dealt with in an equal and loving relationship?
- Having or not having children, and when to have children: Who has the say in whether or not a couple has children, when they have children and how many children to have? Whose opinion is more important here? How would this be dealt with in an equal and loving relationship?
- Making decisions about how the couple spends their time: If the partners have different interests, how do they spend their time together and apart in ways that reinforce an equal and loving relationship?
- Sex: What if one partner is not in the mood for sex or not ready to have sex but the other one really wants to have sex? What about using protection? What would happen in an equal and loving relationship?
- Freedom to see other friends: Can both partners have other friends and spend time with them? Why or why not? How would this issue be dealt with in a loving and equal relationship?

c. In your small groups, you are going to discuss in more detail how a marriage or dating relationship or close friendship could be loving and equal on different issues (most of the examples will be about marriages in particular and some will apply to dating relationships as well) – how partners should behave towards one another, what responsibilities each partner has in the relationship, expectations of each partner, etc.

- i. Participants should discuss each topic and think about how a couple in an equal and loving relationship would deal with that issue – be sure to think about it from each partner's perspective.
- ii. Someone in the group should record your ideas so that you can share them with the other groups.

4. Group feedback and discussion:
  - a. After about 10–12 minutes, ask groups to share their ideas.
  - b. What do you think it would be like to be part of a relationship that is loving AND equal?
  - c. What are the good things about having equality in a relationship?
  - d. Do you think it is important that a marriage or dating relationship is both loving AND equal? Why or why not?
5. Conclusions (by participants):
  - a. Ask for volunteers to share what they learned from this activity that is valuable to them.
6. Summary (by facilitator):
  - a. Often social norms or traditions might promote unequal relationships where we assume that men have more power and more say about what happens in the relationship and the home
  - b. But we can make a choice about whether we want to be part of an unequal relationship like that, or if we want to build an equal and loving relationship with a partner that is good for both partners.
  - c. It might not be easy, but think about whether being happy and satisfied in your relationship is something you want or whether you will give that up if you are in an unequal relationship.

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## ACTIVITY 13.4: MAKING CONFIDENT CHOICES IN A DATING RELATIONSHIP

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success for Families)*

**Time needed:** 20–30 minutes

**Aim:** To help participants develop assertive refusal skills

**Key messages:**

- You are allowed to refuse to do something that your partner wants to do, for any reason
- A partner who truly likes, loves and respects you will not try to force, pressure, trick or persuade you to do something that you are not comfortable with

**Description:** Role plays to practise refusal or saying no assertively and confidently

**Directions:**

## 1. Explain:

- a. As we discussed last session, sometimes relationships become unhappy, unsafe, abusive or violent.
- b. When you notice that a relationship is becoming negative or problematic for you, it's important that you are able to communicate what is okay and what is not okay for you.

## 2. Group discussion:

- a. Is it easy to stand up for yourself and say you do not want to do something that someone else – especially a dating partner – really wants? What makes it difficult?

**FACILITATOR NOTE:** Some reasons may include: feeling inferior, feeling nervous and not wanting to upset the other person.

- b. What will happen if we don't stand up for ourselves and say no to something that we are not comfortable with or that is hurting us?

**FACILITATOR NOTE:** Some outcomes may include: getting hurt, having sex before you're ready, engaging in risky behaviour that is dangerous to you or against your beliefs, leading you away from your pathway toward your dreams, and feeling sad, hopeless or angry.

## 3. Explain:

- a. It is very important that we learn ways in which we can say "no, stop" in assertive and confident ways when something is happening in a relationship that is not okay or is making us unhappy or feel unsafe.
- b. Let's practise some ways to be confident and assertive.

## 4. Group demonstration and practice:

- a. Ask everyone to stand in a circle and shake any stiffness out of their limbs.
- b. Explain:
  - i. Now, imagine that something has happened that makes you feel very good about yourself – something that gives you the feeling that you are good at doing things and people like you.
  - ii. Do you all have that feeling? (Brief nods and "yes" responses will suffice; no discussion needed).
- c. Personal reflection and group discussion:
  - i. Now that you have that feeling – notice how you feel in your body. Are you standing tall and strong but relaxed? Are you breathing fully instead of with short and shallow breaths? What is your facial expression like?

- ii. Ask participants to share some observations.
    - iii. How would you talk to people when you have this feeling? (e.g. clearly, with warmth, without shouting and dominating conversation, but also not being quiet and unsure).
  - d. Demonstration and discussion:
    - i. The facilitator should demonstrate assertive and confident body language and contrast it with aggressive and passive body language.
    - ii. Do you see the difference between assertive, aggressive and passive body language?
    - iii. How will other people react to you in these different modes?
    - iv. Remember this feeling of being assertive but not aggressive when you do the role plays.
5. Role play preparation:
- a. Ask participants to meet in pairs or groups of 3 people.
  - b. You are going to do short role plays that you feel are realistic, based on different scenarios.
  - c. Go through the role play and then some volunteers will show us what they did.

**SCENARIOS (one person should play the role of trying to convince, and the other the role of refusing confidently and assertively):**

- Going for a walk alone with someone who likes you
- A boyfriend trying to convince a girlfriend to send him sexy pictures
- Having sex without using a condom
- Going to a party with friends where they will want you to drink and experiment with drugs
- Having sex in exchange for gifts or to show love

6. Role plays:
- a. Allow about 5–8 minutes for preparation (role plays should be short and show people saying no confidently and assertively).
  - b. Ask for volunteers to share their role plays and praise examples of confidence and assertiveness.
7. Conclusions (by participants):
- a. Ask for a few volunteers to share what was useful to them about doing this activity.
8. Facilitator summary and conclusion:

- a. I hope your confidence has been built by practising being assertive and confident, especially when you need to say no.
- b. Remember, a partner in a caring and equal relationship would not want you to feel unhappy or unsafe so you need to think about whether this relationship is the kind that makes you truly happy or if you need to move on.

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## ACTIVITY 13.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about the kind of partner we'd like to date, what makes a relationship equal and loving, and being confident and assertive to express when we are not okay with something in the relationship.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice whether relationships you are in are equal and loving (even if they are friendships!) and use your assertive and confident communication skills if you need to.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on sex and relationships.

# SESSION 14: SEX AND RELATIONSHIPS

**Overview:** This session focuses on the social context of sexual activity by considering the pressure to have sex in relationships, the gendered nature of sexual expression and expectations, and individual expectations, hopes and fears about sex.

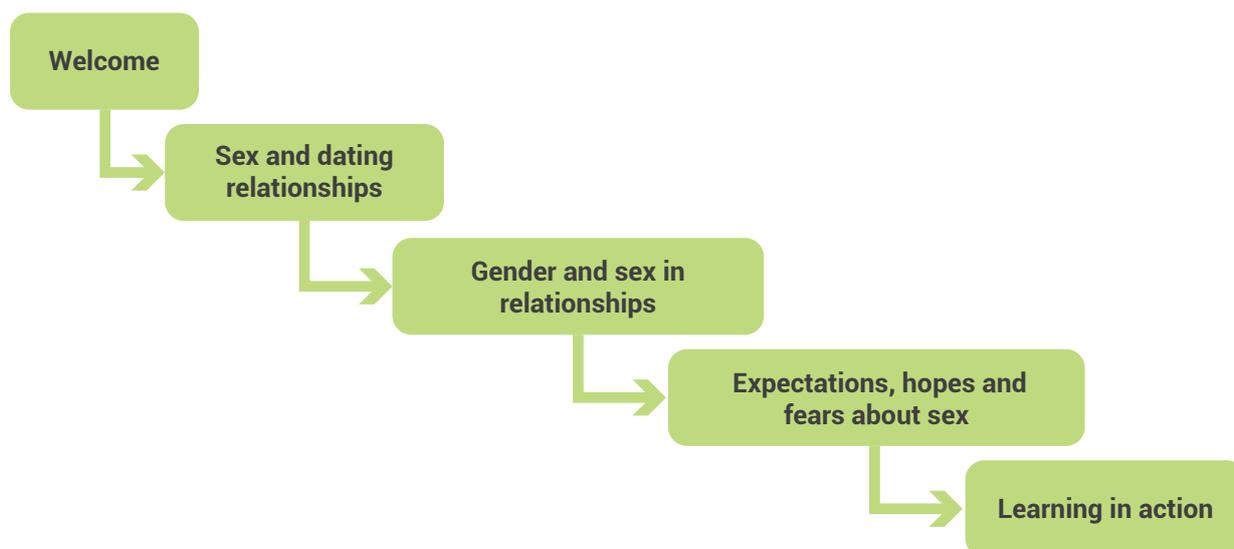
**Key objectives:**

- To promote the idea that people do not have to have sex in dating relationships – it is a choice and should only be explored when both people in the relationship are ready
- To build understanding of how gender inequalities impact negatively on sexuality and how equality is likely to have a positive impact
- To promote openness in discussing sex and different aspects of it beyond the physical nature

NOTE: This session should be facilitated with girls and boys separately (See Appendix 14)

Session 14 Activities	MATERIALS	TIME
<p><b>Activity 14.1: Welcome</b>  <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions</p>		10–15 minutes
<p><b>Activity 14.2: Sex and dating relationships</b>  <b>Aim:</b> To help participants think about sex broadly and to understand that dating relationships do not necessarily include sex</p>	Flip chart, markers	20–30 minutes
<p><b>Activity 14.3: Gender and sex in relationships</b>  <b>Aim:</b> To understand how gender impacts on sex in relationships</p>	Flip chart, markers	20–30 minutes
<p><b>Activity 14.4: Expectations, hopes and fears about sex</b>  <b>Aim:</b> To help participants communicate their personal expectations, hopes and fears about sex</p>	Flip chart, markers, colourful paper	30–40 minutes
<p><b>Activity 14.5: Learning in action</b>  <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</p>		10–15 minutes

## FLOW OF SESSION 14



### ACTIVITY 14.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on exploring sex and relationships

## ACTIVITY 14.2: SEX AND DATING RELATIONSHIPS

(Adapted from PREPARE)

**Time needed:** 20–30 minutes

**Aim:** To help participants think about sex broadly and to understand that dating relationships do not necessarily include sex

**Key messages:**

- Sex is about more than just sexual intercourse
- You don't have to have sex in a dating relationship

**Description:** Group discussion

**Directions:**

1. Explain:
  - a. Last session, we talking about dating relationships and different things that make them happy or unhappy.
  - b. Today we are going to focus on sex in particular.
2. Group discussion:
  - a. Why do you think it is important that we discuss sex in this group?
  - b. How do you feel about discussing sex openly? Is there something that we can do to help people feel comfortable about discussing this topic?
  - c. What kinds of different sexual things might people do?
  - d. What role does sex (including any sexual activity whether it is kissing, petting, oral sex or sexual intercourse) have in teenagers' relationships? Ask participants to share their ideas.
  - e. Why do some teenagers have sex in their relationships and others do not?
  - f. In general, what do boys think about having sex in a relationship? And in general what do girls think about having sex in a relationship?
  - g. Do teenagers talk about having sex with their partners – why or why not?

**FACILITATOR NOTE:** It is important to get everyone's input and provide positive reinforcement for any ideas that are shared to encourage people to share their opinions.

3. The facilitator should summarize the discussion and highlight the following key points:
  - a. Sex can mean a variety of sexual behaviour
  - b. You do not have to have sex in a relationship if you don't want to; sex does not define a dating relationship, especially during adolescence

#### 4. Conclusions (by participants):

- a. Ask for a few volunteers to share what they have found useful or surprising about this discussion.

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### ACTIVITY 14.3: GENDER AND SEX IN RELATIONSHIPS

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 20–30 minutes

**Aim:** To understand how gender impacts on sex in relationships

**Key message:** Gender inequalities can have a negative impact in many different ways on people's experiences of sex

**Description:** Participants play a game to consider whether they agree or disagree about different statements related to gender and sex, and then discuss additional impacts of dominant social constructions of gender and sex

**Directions:**

1. Explain:
  - a. Remind participants about the discussions about gender, power and relationships, and what are caring, loving and equal relationships.
  - b. Today's discussion builds on these previous discussions and will focus on how gender impacts on sex in relationships.
2. Group game:
  - a. Ask participants to stand. Remind them of the game you played previously in which they had to agree, disagree or say "don't know/confused" for different statements. We will do the same this time.
  - b. For the different statements – ask some volunteer participants why they agree, disagree or are confused about the statement.

## STATEMENTS:

- Men and women should both be virgins until they are married
- Only men should carry condoms
- Men should be the ones to initiate and start sex
- Men can have sex with other people other than their partner
- It is worse for a woman to be unfaithful (have sex with another person outside the relationship) than a man
- Women should have sex with their partner whenever their partner wants it
- Men enjoy sex more than women
- Only men can talk about sex; it is inappropriate for women to talk about sex

### 3. Brainstorming and discussion in small groups:

- a. Ask participants to divide into two groups
- b. Give each group a flip chart and markers
- c. One group will brainstorm ideas about men and sex – what are men traditionally expected to do and say when it comes to sex?
- d. The second group will do the same for ideas about women and sex

### 4. Group feedback and discussion:

- a. After about 8–10 minutes, ask the groups to report back their ideas

### 5. Summary (by facilitator):

- a. Summarize their inputs, noting the inequalities, and emphasize the double standard in sex and sexuality for men and women (the same behaviour is praised in men but frowned upon in women)
- b. If we want to have truly equal and loving relationships then we will need to overcome gendered ideas about sex and sexuality that could become harmful

### 6. Conclusions (by participants):

- a. Ask participants if they found anything especially interesting or surprising about this activity

## ACTIVITY 14.4: EXPECTATIONS, HOPES AND FEARS ABOUT SEX

(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)

**Time needed:** 30–40 minutes

**Aim:** To help participants communicate their personal expectations, hopes, and fears about sex

**Key message:** Sex can be complicated and is not only about a physical act – there are many emotions involved

**Description:** An individual exercise to express questions and opinions about sex.

### Directions:

1. Explain:
  - a. We have talked about sex quite a lot but mostly it was not very personal.
  - b. Now we are going to have an opportunity to explore our own expectations, hopes and fears about sex.
2. Group discussion:
  - a. How do you feel about our conversation about sex becoming very personal? (Allow participants to share, affirm their feelings, and note the importance of having such discussions).
3. Explain:
  - a. You will write your ideas, opinions and questions about different aspects of sex on cards and hand them in anonymously.
  - b. The facilitator will shuffle them and then read out some of the contributions.
4. Individual brainstorming:
  - a. Hand out four colours of paper with pens or markers.
  - b. On each page, you will write your own questions or ideas about sex:
    - i. Yellow = What do you know about sex?
    - ii. Green = What do you think will happen to you and to your relationship if you have sex when you are teenagers?
    - iii. Pink = What are the benefits of not having sex when you are a teenager?
    - iv. Blue = Write about your concerns, worries or fears related to sex
5. Group discussion:
  - a. After about 10 minutes, collect all the cards and mix them up.
  - b. Go through the cards and stick them up.
  - c. Offer additional information as relevant.

6. Summary (by facilitator):

- a. Sometimes there are no quick or easy answers to your questions, hopes or fears about sex but it can be helpful to start thinking about them and sorting through your own thoughts and feelings first before deciding whether to explore having sex with another person.

7. Conclusions (by participants):

- a. Ask participants what they found most interesting or surprising about the activity.

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## ACTIVITY 14.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:

- a. We have come to the end of our time together today, but remember we have agreed to meet again.
- b. Today we have talked about gender and sex in our relationships and what our own hopes, fears and expectations are about sex.

2. Group discussion (1 or 2 volunteers):

- a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.

3. Explain:

- a. Between now and our next meeting, notice how gender influences people in what they do or are subjected to sexually.
- b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when the focus will be on sexual and reproductive health.

# SESSION 15: SEXUAL AND REPRODUCTIVE HEALTH

**Overview:** This session focuses on sexual and reproductive health and sexual decision-making in a relationship, with a particular focus on decisions about when to have sex.

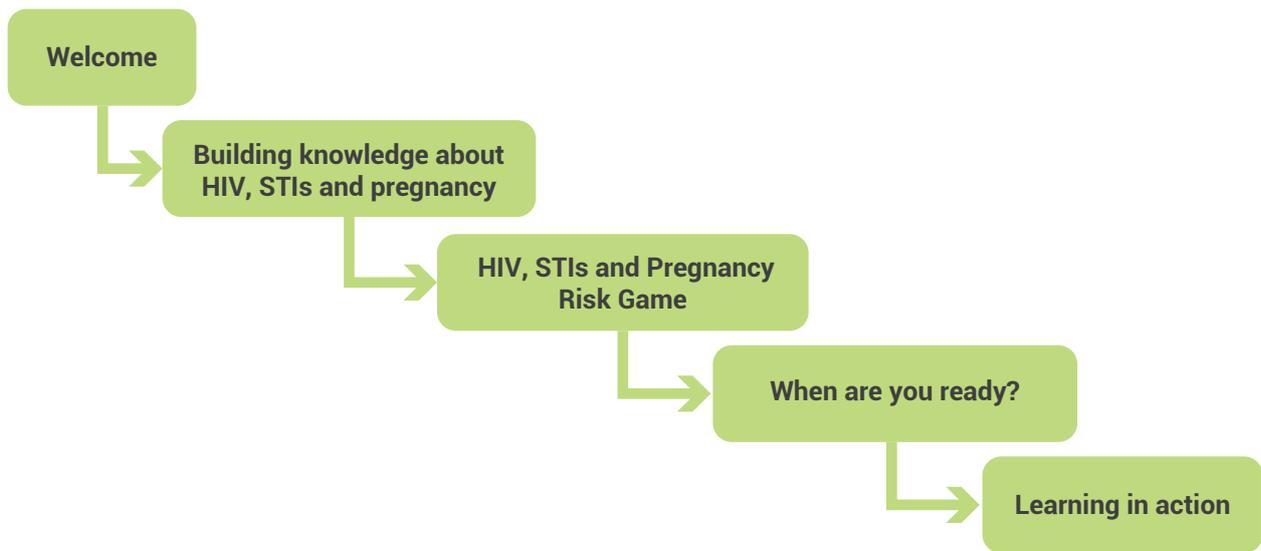
**Key objectives:**

- To build knowledge and awareness of some of the physical consequences of having sex – pregnancy, STIs and HIV
- To begin exploring sexual decision-making

NOTE: This session should be facilitated separately for girls and boys.

Session 15 Activities	MATERIALS	TIME
<p><b>Activity 15.1: Welcome</b>  <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions</p>		10–15 minutes
<p><b>Activity 15.2: Building knowledge about HIV, STIs and pregnancy</b>  <b>Aim:</b> To explore what the group knows about HIV, STIs and pregnancy and increase their knowledge on these topics</p>	Flip chart, markers	20–30 minutes
<p><b>Activity 15.3: HIV, STIs and Pregnancy Risk Game</b>  <b>Aim:</b> To increase participants' knowledge on risk behaviours, how HIV and other STIs are transmitted and how to protect oneself from getting STIs and/or an unwanted pregnancy</p>	2 posters with prepared text, cards with risk behaviours.	40 minutes
<p><b>Activity 15.4: When are you ready?</b>  <b>Aim:</b> To enable discussion and awareness among participants of different considerations before making the decision to have sex</p>	Handouts	30 minutes
<p><b>Activity 15.6: Learning in action</b>  <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</p>		10–15 minutes

## FLOW OF SESSION 15



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### ACTIVITY 15.1: WELCOME

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**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on sexual and reproductive health and exploring decisions about when to have sex.

## ACTIVITY 15.2: BUILDING KNOWLEDGE ABOUT HIV, STIS AND PREGNANCY

(Adapted from PREPARE)

**Time needed:** 20–30 minutes

**Aim:** To explore what the group knows about HIV, STIs and unwanted pregnancy, and increase their knowledge on these topics

**Key message:** If we understand how HIV, STIs and unwanted pregnancy occur then we can make good decisions to prevent them in our lives

**Description:** The group will share their knowledge on these topics and the facilitator will introduce and revise the information that participants already know

### Directions:

1. Explain:
  - a. This activity is about sexual and reproductive health and we will focus on HIV, STIs and unwanted pregnancy.
2. Group discussion (facilitator can write responses on the flip chart):
  - a. What are some of the consequences of having sex?
    - i. There may be physical, emotional, and social consequences of having sex.
  - b. How do women become pregnant?
  - c. What do you know about HIV?
  - d. Which STIs do you know about?

**FACILITATOR NOTE:** Facilitators should correct misinformation and fill in key gaps in knowledge as needed.

- e. Ask if participants have any questions regarding HIV, STIs and pregnancy.

### FACILITATOR NOTES:

- Provide accurate information where possible
- If you do not know the answer, take note of the question and tell them you will find out and report back at the next session

**Facilitator's information – see Appendix 15**

## ACTIVITY 15.3: HIV, STIS AND PREGNANCY RISK GAME

(Adapted from PREPARE)

**Time needed:** 40–45 minutes

**Aim:** To increase participants' knowledge about risk behaviours, how HIV and other STIs are transmitted, and unwanted pregnancy and how to protect oneself from all of the above

**Key messages:**

- Different sexual activity has different risks, outcomes and consequences, such as pregnancy, STIs and HIV
- Most sexual activity has some risk and this game does not address the risk of emotional or social consequences
- It is important to know how to minimize the risk of sexual activity

**Description:** A drawing and discussion exercise

**Directions:**

1. Explain:

- a. "Knowledge is power" when it comes to protecting yourselves and others
- b. It's very important to understand how a person can get HIV, other STIs or pregnant so that we know how to protect ourselves from diseases and unwanted pregnancy
- c. This session will involve the "Risk Game".
  - i. You will be given some cards with a sexual behaviour/activity written on each.
  - ii. You will decide whether it is a high risk, low risk or no risk for HIV/STIs or pregnancy and will place the card accordingly on pre-prepared posters with the different risk levels.
  - iii. After all cards have been placed, a group discussion will follow.

2. Preparation:

- a. Put up two posters on the wall, already prepared with three columns listing three risk levels:
  - i. Poster 1. HIGH RISK FOR HIV/STIs, LOW RISK FOR HIV/STIs and NO RISK FOR HIV/STIs
  - ii. Poster 2. HIGH RISK FOR PREGNANCY, LOW RISK FOR PREGNANCY and NO RISK FOR PREGNANCY.
- b. Give each individual participant two cards with the same sexual behaviour written on each card (but give each participant different behaviours)

3. Group discussion:

- a. Participants read their cards

- b. Participants take turns placing their cards under the appropriate risk level.
  - i. Give the group the opportunity to discuss where the different cards belong if there are disagreements or confusion

#### FACILITATOR NOTES:

- Use the resource information in the manual to correct any possible mistakes
- See Appendix 15

#### 4. Conclusions (by participants):

- a. Ask for volunteers to share what they found useful or interesting about the activity

#### 5. Facilitator summary:

- a. Close the session by ensuring that participants know where they can go to get help if they are worried about HIV, STIs or unwanted pregnancy.

#### FACILITATOR NOTES:

- Have copies of the referral sheet ready
- It is not WHO you are but WHAT you do that puts you at risk. We are going to look at some of the things people do in sexual relationships, and learn about whether they are risky or not.

## ACTIVITY 15.4: WHEN ARE YOU READY?

(Adapted from PREPARE)

**Time needed:** 30 minutes

**Aim:** To make participants aware of different considerations when making the decision to have sex or not

#### Key messages:

- You should only have sex when both you and your partner feel ready and not pressured
- You can only be ready to have sex if you are able to discuss sex and sexual decisions with your partner

**Description:** Handouts and group discussion about sexual decision-making

#### Directions:

##### 1. Explain:

- a. We are now going to discuss some things to consider before making the decision to have sex.

2. Brainstorming and discussion in pairs:
  - a. Give participants the “When are you ready?” handout. See Appendix 15.
  - b. Ask participants to think about and complete the exercise in pairs.
  - c. The exercise involves giving friends advice about how to know when they are ready to have sex, and when they are not ready.
3. Group feedback and discussion:
  - a. After about 10–12 minutes, ask participants to report back and the facilitator is to compile the advice on the flip chart
  - b. Discuss the responses together.
  - c. What other factors do you think are important to consider when you are deciding whether or not to have sex with someone?
4. Summary (by facilitator):
  - a. We often (but not always – though we should always) have choices when it comes to sexual activity – what we do, when we do it, how we do it, and who we do it with.
  - b. It is important to remember that the choice is not ours alone – we must have a partner who also consents (freely and without coercion).
  - c. Sometimes people put pressure on others to have sex and we might be able to deal with such pressures by being assertive.
  - d. Sometimes we are forced into sex. If this has happened to you, it is important that you find an adult you trust to talk to and to get help from.
  - e. Remember, even if you have had sex before, that does not mean that you have to do it again if you do not want to.
5. Conclusions (by participants):
  - a. Ask for volunteers to share what they found surprising or useful about this discussion.

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## ACTIVITY 15.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today, we have talked about the body and negative consequences of sex, such as HIV, STIs and unwanted pregnancy and how to protect ourselves. We have also discussed decisions about when to have sex.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, think about what we have talked and discussed during this session and if any questions, comments or thoughts arise, you are always welcome to ask the facilitator(s) at the next meeting.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting where we will share and learn from each other's perspectives as girls and as a boys.



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# SESSION 16: SHARING AND LEARNING FROM GIRLS' AND BOYS' PERSPECTIVES

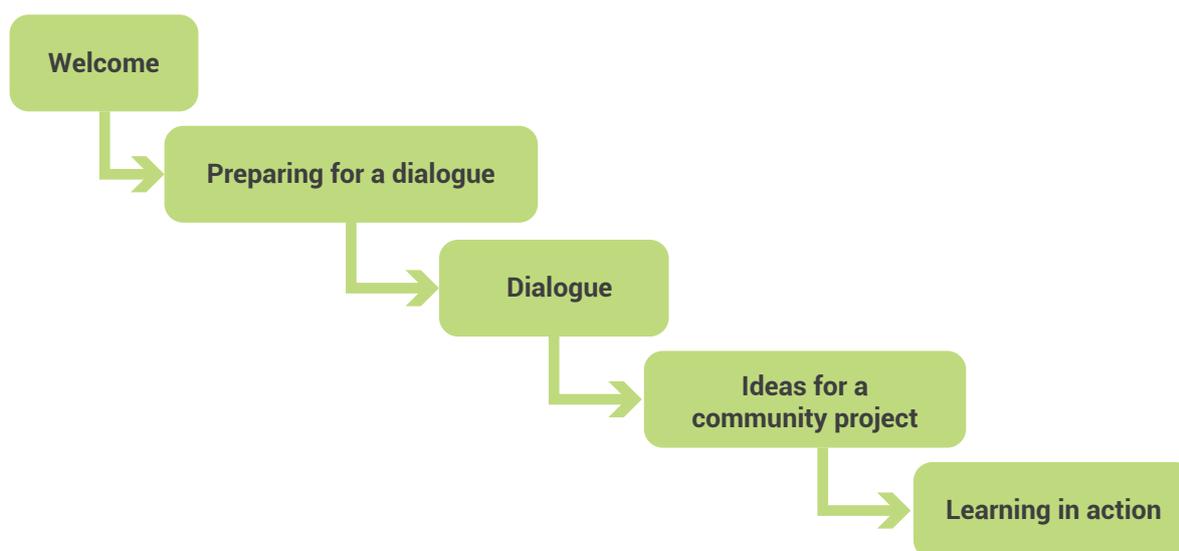
**Overview:** This session offers the opportunity for a dialogue where girls and boys share perspectives with one another about any issues relevant to the programme. The session ends with brainstorming specific ideas for a community project in which the adolescents will share messages and skills from the programme or promote another activity to make the community a safe and vibrant place for teenagers.

## Key objectives:

- Girls and boys develop empathy and understanding for one another
- Participants experience the value of equality

Session 16 Activities	MATERIALS	TIME
<b>Activity 16.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 16.2: Preparing for a dialogue</b> <b>Aim:</b> To allow girls and boys space to prepare what they would like the other group (boys and girls respectively) to understand or think about	Flip chart, colourful markers	20–30 minutes
<b>Activity 16.3: Dialogue</b> <b>Aim:</b> To allow girls and boys an opportunity to communicate issues that are important to them as a group based on what they have learned during this workshop		40–45 minutes
<b>Activity 16.4: Ideas for a community project</b> <b>Aim:</b> To allow participants time to brainstorm and build on their ideas for a community project (refer to Activity 8.4)	Flip chart, markers, voting cards, summary of Activity 8.4	20–30 minutes
<b>Activity 16.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 16



### ACTIVITY 16.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on a dialogue between girls and boys and thinking more about a community project.

## ACTIVITY 16.2: PREPARING FOR A DIALOGUE

**Time needed:** 20–30 minutes

**Aim:** To allow girls space to prepare what they would like boys to understand or think about, and vice versa

**Key messages:**

- It can be helpful to think through and prepare what you want to say when you are trying to share your perspective with another person or group
- Think about what you would like the other group to truly understand about your views and experiences

**Description:** Girls and boys work separately to prepare to have a dialogue

**Directions:**

1. Explain:

- a. Today, we are going to have a dialogue – an opportunity for girls and boys to share their ideas, wishes and important messages with one another based on what you have learned in this programme so far, and especially about the last few sessions on sexuality and relationships.
- b. Perhaps there is something about the pressures and expectations on girls or on boys that you want the other gender to understand.
- c. Perhaps you would like to suggest a change in behaviour that you would find more respectful and makes you feel safer.
- d. Perhaps there are questions you would like to ask in order to gain a better understanding and build your empathy.
- e. Perhaps you'd like the other group to understand how some behaviours make you feel (either good or bad).
- f. Perhaps you have some ideas of how you could work together with the other group to make the community a safer place and to have good friendships or relationships.
- g. The point of this dialogue is not to embarrass one another. We all will agree to continue to follow our code of conduct, and use the skills around communication and building understanding that we have learned here together.
- h. You can use any format that you feel works for you. Each group will decide how to present their ideas to the other group and then we will have a dialogue.

2. Discussion and preparation in small groups:

- a. Ask the boys to meet in one group and the girls in another
- b. Provide them with flip charts and markers
- c. Ask them to discuss and decide together what they would like to communicate and how they will do that

3. After about 12–15 minutes, ask the groups to wrap up so that you can move on to the dialogue.

## ACTIVITY 16.3: DIALOGUE

**Time needed:** 40–45 minutes

**Aim:** To allow girls and boys an opportunity to communicate issues that are important to them as a group based on what they have learned during this workshop

**Key message:** Boys and girls may have some similar and some different views – it is important to openly share perspectives, ideas and experiences in order to build gender equality and better relationships between boys and girls

**Description:** Girls and boys meet together for a dialogue

### Directions:

1. Explain:
  - a. A big theme in this programme has been on gender and different kinds of relationships between boys and girls and men and women.
  - b. Today, you have the opportunity as a group of girls and a group of boys to share thoughts, ideas and feelings that you feel are important to share with the group of boys and the group of girls in this programme.
  - c. Remember, the code of conduct that we all developed and have adhered to throughout this programme still applies to this session. We want to make sure that we are respectful in all of our interactions so please put that into action throughout this dialogue.
  - d. The way the dialogue is going to work is that we will randomly start with one group who will share their ideas and then the other group will share.
  - e. After this formal, prepared sharing, we will move on to have a discussion which the facilitators will moderate (that means that we will take turns speaking and call on you to speak if you indicate that you have something to say).
2. Do a coin toss to determine whether the girls' group or the boys' group will present first.
3. Allow the first group and then the second group to present for 3–5 minutes each. Ask others to hold their comments and questions.
4. After the presentations – discussion:
  - a. Thank everyone for sharing.
  - b. Think about what each group has shared – how do you FEEL about what they have said? And why do you think you feel that way?
    - i. Allow 1 or 2 people from each group to share before going to the other group.
    - ii. Make sure to be fair and balanced so that both groups get the same opportunities to share their feelings.
  - c. Do you have anything else that you would like to share – a comment, question, observation or feeling?

- i. Moderate the dialogue as described above, so that each group and different participants get turns to talk.
5. Conclusions (by participants):
  - a. After about 20–30 minutes of discussion, ask the group to wrap up.
  - b. Find out if there is a volunteer who would like to share what was most surprising for them in the dialogue.
6. Closing (by facilitator):
  - a. Share your observations as the facilitator to close the dialogue.

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## ACTIVITY 16.4: IDEAS FOR A COMMUNITY PROJECT

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**Time needed:** 20–30 minutes

**Aim:** To allow participants time to brainstorm and build on their ideas for a community project (refer back to Activity 8.4)

**Key message:** It is possible to do something to make the community a safer and happier place in some way

**Description:** Participants choose a focus for a community project

**Directions:**

1. Explain:
  - a. Earlier in this programme (in Session 8), we talked about the kind of communities we'd like to live in and how we could turn those ideas into a reality through community projects.
  - b. We have some time today for you to come up with some ideas for community project/s that you can do either as a group of teenagers or together with adults to make the community a better place in some way.
  - c. You will do these projects outside of our meeting times but today there is time for you to discuss your ideas.
  - d. The community projects are one way for you to continue to work together, support one another, and have a positive influence on each other as well as other people and the community.
  - e. The projects can be about sharing what you have learned here or doing something else that you think will be beneficial for other teenagers in this community or the community more broadly so that it can be a safe and vibrant place for everyone.
  - f. Today we are going to brainstorm several ideas and then choose – through voting – our top three.
2. Group brainstorming:

- a. What are some different ideas for a community project?
    - i. They can be big or small projects and participants could partner with adults from the caregiver group or other adults in the community to do the project.
    - ii. The projects can share messages or skills from this programme or they can take on other activities that will contribute to a safe and vibrant place, especially for adolescents but for the community as a whole.
  - b. Record participants' ideas on the flip chart – do not censor or change anything at this point.
  - c. Take about 10–12 minutes for this brainstorming.
3. Voting for the top ideas:
- a. Explain:
    - i. Now we are going to vote to get our top three ideas, so that we can develop plans for them next week, and so that you can put them in action.
    - ii. Each person will have two votes – you can either give one idea both of your votes or one each to two ideas. It is up to you.
  - b. Provide every participant with two cards or two A6 pieces of paper so that they can cast their votes.
  - c. Label each idea on the flip chart clearly.
  - d. Read each idea and ask for votes
    - i. Collect the votes for each idea being sure to label the votes to correspond to the idea number and then count them and write the count on the flip chart so that it is all very transparent.
4. Summary and conclusions:
- a. Write down the top 3 ideas that received the most votes
  - b. Note that the ideas that are not in the top 3 are not bad ideas but that the focus on the planning exercise in a later session will be on these 3.
  - c. Each person will need to choose one idea group to join and work with the others in that group to do the planning. This does not mean that you can't participate in the other projects but only that you will do the planning exercise with one group.
  - d. You can start to work on your ideas and plans for these projects in your own time too.
  - e. We will only discuss these projects again in one of the later workshop sessions.

## ACTIVITY 14.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

### Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have shared views between girls and boys and then talked about ideas for a community project.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, think about the three project ideas that we have voted on and how you might put the projects into action.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss what makes relationships unhappy and how to deal with them.



# SESSION 17: UNHAPPY RELATIONSHIPS

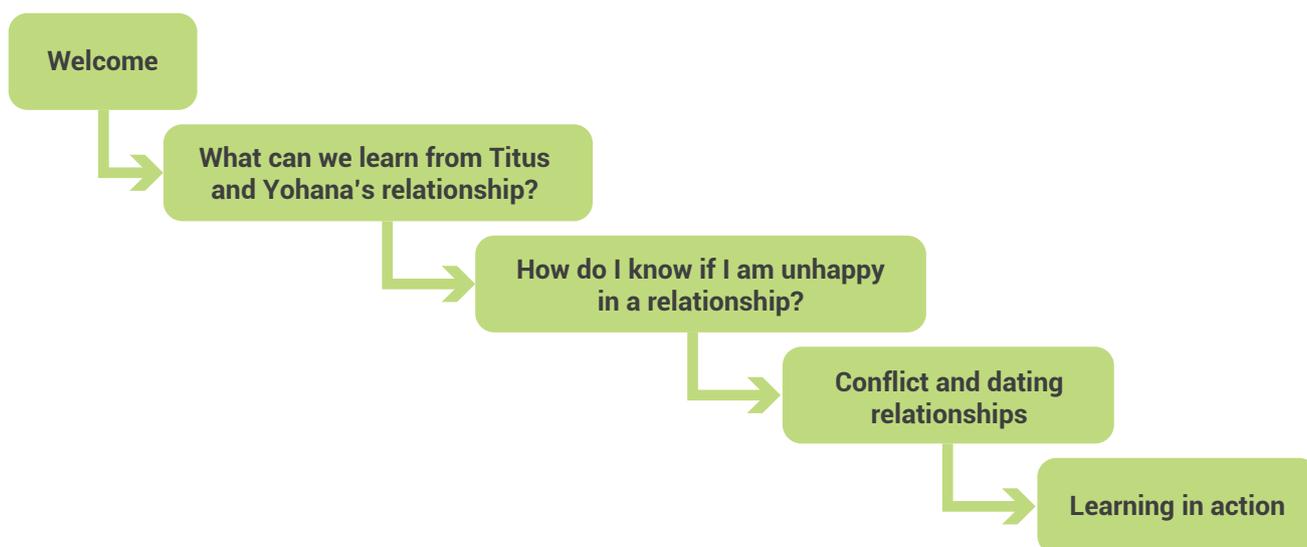
**Overview:** This session focuses on various aspects of dating relationships that can be risky or problematic or cause unhappiness, including conflict situations within and about teenagers in dating relationships.

**Key objectives:**

- To learn about various problems in relationships
- To understand conflict and conflict resolution in relationships

Session 17 Activities	MATERIALS	TIME
<p><b>Activity 17.1: Welcome</b>  <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions</p>		10–15 minutes
<p><b>Activity 17.2: What can we learn from Titus And Yohana's relationship?</b>  <b>Aim:</b> To identify various types of problems teenagers may face in dating relationships</p>	Flip chart, markers, Titus and Yohana's story	40–45 minutes
<p><b>Activity 17.3: How do I know if I am unhappy in a relationship?</b>  <b>Aim:</b> To consolidate awareness about aspects of relationships that make them mutually positive experiences and aspects that compromise happiness and safety</p>	Flip chart, colour markers and crayons	20–30 minutes
<p><b>Activity 17.4: Conflict and dating relationships</b>  <b>Aim:</b> To understand the different types of conflicts that occur IN and ABOUT teenagers' dating relationships and to reflect on why these conflicts arise and how we deal with them</p>	Flip chart, colour markers	30–40 minutes
<p><b>Activity 17.5: Learning in action</b>  <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session</p>		10–15 minutes

## FLOW OF SESSION 17



### ACTIVITY 17.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on exploring problems that can arise in dating relationships.

## ACTIVITY 17.2: WHAT CAN WE LEARN FROM TITUS AND YOHANA'S RELATIONSHIP?

(Adapted from PREPARE and Skhokho Supporting Success for Families)

**Time needed:** 40–45 minutes

**Aim:** To identify various types of problems teenagers may face in dating relationships

**Key messages:**

- Dating types of relationships can be difficult for teenagers and cause various problems
- It is important to recognize some of the problems so that we can understand what is not acceptable or a potential problem and think about what we could do if we were in such a situation

**Description:** Participants will read the story about Titus and Yohana and then in group discussions, they will identify the various problems in the relationship. Finally, participants will discuss advice they would give to Titus and Yohana.

**Directions:**

1. Explain:
  - a. Often our friendships and relationships can be fun and supportive (and we've already discussed many different aspects of happy, caring, loving and equal relationships). But sometimes we experience problems (and we've discussed some of this when relationships become unhappy or unsafe).
  - b. We are going to read about the relationship between two teenagers – Titus and Yohana.
2. Read the story
  - a. Ask learners to sit in pairs and read through the story together
  - b. Alternatively, character roles can be assigned and read out as a group
  - c. Or the facilitator can read the story
3. Group discussion
  - a. Do you think Titus and Yohana have a good relationship?
    - i. Why or why not?

**FACILITATOR NOTE:** The facilitator could list the good and bad parts of the relationship that participants identify on a flip chart.

- b. What are some of the problems they faced?

#### **FACILITATOR NOTES:**

- Making assumptions and poor communication
- Titus's abusive behaviour including being controlling and jealous, humiliating Yohana in front of their friends, shouting at Yohana, roughly grabbing Yohana and forcing her out of the room, and trying to force her to have sex

c. What are some examples of assertive communication that people used in story?

#### **FACILITATOR NOTES:**

- Yohana uses 'I' statements first when she and Titus talk after fighting and second during their SMS conversation – point these out and note how Yohana assertively and clearly states her feelings and what she needs
- Friends disagree on statements about gift-giving, drinking, sex, HIV and condom use, and Titus's violent behaviour

4. Discussion in small groups:

- At the end of the story, Yohana is left with a decision to make about her relationship.
- Ask participants to sit in small groups.
  - Half of the groups should discuss what advice they would give Yohana
  - The other half should discuss what advice they would give to Titus

5. Group feedback and discussion:

- After about 8–10 minutes, ask everyone to return to the full group and ask the groups to share their ideas.
- What do you think about this advice?
- Do you think you would be able to say this to your friend if they were in a similar situation?
- The problems in Yohana and Titus's relationship may also impact on other people – who else is affected by these problems?
- What do you think parents or caregivers think and feel about teenagers like you being involved in intimate or dating types of relationships?
  - Why do you think they are worried or concerned?

6. Conclusions (by participants):

- Ask participants what they have learned from Titus and Yohana's relationship.

## ACTIVITY 17.3: HOW DO I KNOW IF I AM UNHAPPY IN A RELATIONSHIP?

(Adapted from PREPARE)

**Time needed:** 20–30 minutes

**Aim:** To consolidate awareness about aspects of relationships that make them mutually positive experiences and aspects that compromise happiness and safety

**Key messages:**

- It is important to think about how we feel in a relationship
- If we are unhappy in a relationship then we need to think about how to change it or whether to leave it

**Description:** Participants have a brief group discussion and then draw pictures to express their ideas about happy and unhappy relationships

**Directions:**

1. Explain:
  - a. Over the past few weeks, we have talked about several ways in which relationships could be happy or positive and several ways in which they could be unhappy or negative.
  - b. We have also talked about having the same standards for our relationships with boyfriends and girlfriends as we do in our close friendships.
  - c. Things might not be happy all the time but we want relationships to be happy and positive most of the time.
2. Brief group discussion:
  - a. Why do you think it is important for us to know when we are happy and when we are unhappy in a relationship?
  - b. Should we also consider whether the other partner in the relationship is happy or unhappy? Why or why not?
  - c. Can a relationship be happy and positive if one or both partners feels unhappy or unsafe in it?

**FACILITATOR NOTE:** The key idea here is that knowing if you or your partner is happy or unhappy can help you to keep a relationship happy (by doing the things that make you both happy) or to make decisions about changing the things that make either or both of you unhappy or ending the relationship.

3. Brainstorming and discussion in small groups:
  - a. Gather in small groups (3–4 people).
  - b. Give each group a flip chart and colourful markers.

- c. On one half of the page, first draw or write the things that make you unhappy or unsafe in a relationship and then on the other half draw (or write) things that make you happy and comfortable in a relationship. So then we can see what unhappy and happy look like.
  - i. It could be helpful for you to think of a time when you were really unhappy in a relationship (a dating relationship or a friendship) – what was that like, what happened to make you feel unhappy?
  - ii. Then think of a time that you were really happy in a relationship and what that was like and what happened to make you feel that way.
4. Group feedback:
  - a. After about 10 minutes, ask groups to share their posters.
  - b. Thank everyone for their contributions.
5. Conclusions (by participants):
  - a. Ask for a volunteer to share what they found interesting or surprising about this discussion.
6. Summary (by facilitator):
  - a. In later sessions, we are going to talk about dealing with conflicts in relationships, communication skills, and ending relationships when necessary.
  - b. But first let's think more about conflicts in and about dating relationships.

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## ACTIVITY 17.4: CONFLICT AND DATING RELATIONSHIPS

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*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To understand the different types of conflicts that occur IN and ABOUT teenagers' dating relationships and to reflect on why these conflicts arise and how we deal with them

**Key messages:**

- There is often conflict between teenagers and caregivers about dating types of relationships
- Sometimes conflict between friends or within a teenager's dating relationship can occur

**Description:** Participants will brainstorm their ideas and experiences in small groups and then share them with the whole group for reflection

**Directions:**

1. Explain:
  - a. We are going to think about conflict related to dating relationships as a teenager – both the potential and common conflicts that occur between dating partners and

also conflicts that may arise with others (such as with caregivers or friends) because of your dating relationship.

## 2. Brainstorming and discussion in small groups:

- a. Ask participants to divide themselves into small groups of 4–6 people.
- b. Give each group a flip chart and markers.
- c. Draw a big circle on the flip chart:
  - i. First, brainstorm different kinds of conflicts that may arise IN a dating relationship between partners (use one colour for this and write inside the circle)
  - ii. On the rest of the page outside the circle, brainstorm different kinds of conflicts that may arise ABOUT a dating relationship such as with friends, family, caregivers, etc. (use another colour for this)
- d. After about 8–10 minutes, ask participants to use a new colour to write in the causes or reasons for the different kinds of conflicts.

## 3. Group feedback:

- a. After about 10–12 minutes, ask participants to share their ideas with the rest of the group.

## 4. Facilitator summary

- a. Underline the problematic behaviours in one colour and circle or underline the positive behaviours in another colour on all the posters.
- b. Note the common themes across the presentations – what is it that teenagers feel very strongly about?

## 5. Group brainstorming

- a. What do you usually do when you are faced with conflicts IN a relationship or ABOUT a relationship?

## 6. Conclusions (by participants):

- a. Ask for a volunteer to share what was useful or surprising about this activity.

## 7. Facilitator summary

- a. Conflict happens in many different kinds of relationships – it is how we deal with the conflict that can either have a very negative or a positive effect on our relationships.
- b. We need to think of ways to deal with conflict that fit with the ideas we have about caring, loving, equal relationships that we have already talked about.
- c. Open, honest and respectful communication where people in conflict can share their feelings and ideas is usually the most helpful way to deal with conflict.
- d. We will discuss and practise different conflict resolution, communication, and negotiation skills in later sessions.

## ACTIVITY 17.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

### Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today, we have talked about various ways in which dating relationships can be risky, problematic or unhappy.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, notice what is making different relationships you are in or you observe either happy or unhappy.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will discuss violence in relationships.



# SESSION 18: VIOLENCE IN RELATIONSHIPS

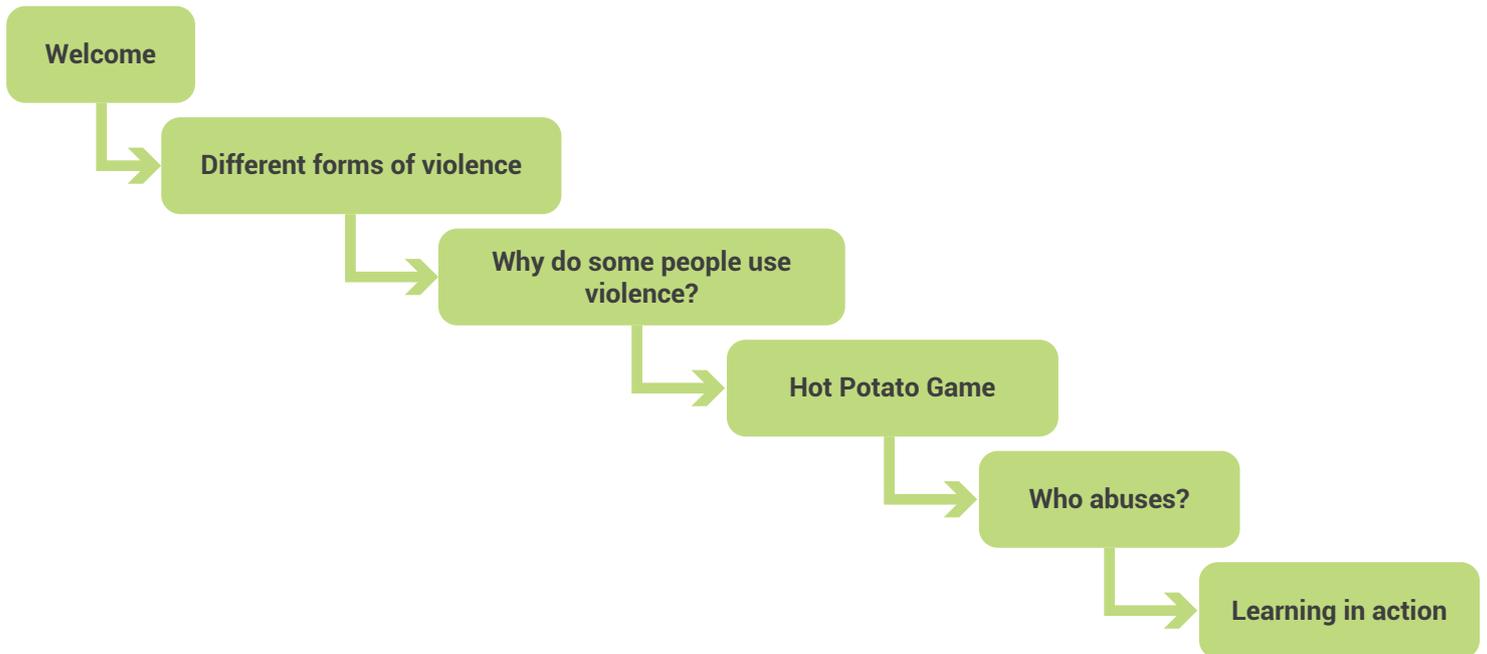
**Overview:** In this session, participants will learn to define and identify different forms of violence common in violent relationships. They will understand the factors that make violence more likely but still understand that violent behaviour is a choice and the responsibility of the potential perpetrator. Finally, they will confront stereotypes of those who perpetrate abuse and how victims are often blamed.

## Key objectives:

- To understand different forms of violence within intimate or dating relationships
- To understand that violence is a choice and the responsibility is the perpetrator's not the victim's
- To understand that perpetrators are often people that the victims know

Session 18 Activities	MATERIALS	TIME
<b>Activity 18.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 18.2: Different forms of violence</b> <b>Aim:</b> To build awareness of different forms of intimate partner violence	Flip chart, markers, worksheets, referral sheets	30–40 minutes
<b>Activity 18.3: Why do some people use violence?</b> <b>Aim:</b> To build an understanding of the pathways to and motivations for violent behaviour and an awareness that there is a choice involved	Flip chart, markers, worksheets	30–40 minutes
<b>Activity 18.4: Hot Potato Game</b> <b>Aim:</b> To energize the group and create a good atmosphere for learning and participation	Soft ball or toy, music player or a whistle	10–15 minutes
<b>Activity 18.5: Who abuses?</b> <b>Aim:</b> To build awareness that those who perpetrate sexual violence are usually not strangers and to challenge victim blame	Flip chart, markers, A5 papers, pens, referrals sheets	15–20 minutes
<b>Activity 18.6: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 18



### ACTIVITY 18.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on violence in dating relationships.

## ACTIVITY 18.2: DIFFERENT FORMS OF VIOLENCE IN RELATIONSHIPS

(Adapted from PREPARE)

**Time needed:** 30–40 minutes

**Aim:** To build awareness of different forms of intimate partner violence

**Key message:** Emotional, physical and sexual violence occur in different forms within dating types of relationships

**Description:** Brainstorming and categorizing examples

**Directions:**

1. Explain:
  - a. Violence is something that a person does to another person that hurts them in some way.
  - b. It is when one person does not respect the other person's dignity and rights and abuses them.
  - c. Today, we are going to focus on different types of violence that occur in intimate or dating types of relationships.
2. Group brainstorming:
  - a. Ask participants to call out different examples of violence or abuse in relationships – they can call out anything that they feel is hurtful even if they are not sure whether it is violence or abuse.
  - b. Record responses in three groups or columns that you will label (after you have examples in each category):

### FACILITATOR NOTES:

- Emotional violence (actions that hurt someone's feelings, humiliates or belittles a person, or makes a person feel scared, includes bullying, harassment, name calling, threats, spreading rumours, lying, cheating/infidelity, making you feel ashamed, insults, shouting, making promises and not keeping them, forcing you to lie, destroying your things, doing reckless things to scare you)
- Physical violence (actions that hurt someone's body, includes hitting, scratching, pushing, shaking, choking, spitting, biting, kicking, punching, beating, pulling hair, throwing things, using a weapon)
- Sexual violence (actions that hurt someone through sexual acts, includes forcing or coercing or tricking you into a sexual act, molestation, rape, any sexual act while you are too drunk, high or not conscious so you cannot consent, any non-consensual sexual act)

- c. If there are any key examples missing, suggest them to the group for consideration.

### 3. Scenarios in pairs

a. Ask participants to work in pairs.

b. Hand out the worksheet with scenarios to each pair and ask them to complete it. See Appendix 18 for a print-ready version (this facilitator version has the answer key).

Scenario	What type of violence is occurring in this scenario?	What is the problem?
Ruli and Lisa have been hanging out a lot. When they are late for a party, Ruli tells Lisa, "It's your fault for always making us late. You make me so angry!"	<u>Emotional</u> Physical Sexual None	Ruli is being accusatory and blaming Lisa instead of using respectful, assertive communication skills such as 'I' messages
Felix accuses Juli of cheating on him after he sees her talking to a boy in her class. During the argument he pushes her to the ground and walks away.	<u>Emotional</u> <u>Physical</u> Sexual None	Felix is being accusatory and blaming instead of using respectful communication skills. Pushing her to the ground is physical violence.
Okto told Mela if she wants to wear a skirt she has to try it on for him first because he doesn't want other guys checking her out.	<u>Emotional</u> Physical Sexual None	This is controlling behaviour by Okto – a girl can wear whatever she wants. The clothes she wears do not cause other people's behaviour.
Piet and Elisa are hanging out at Piet's house. Piet wants to watch a programme on TV and Elisa wants to talk. Piet yells at Elisa, "Shut up I want to watch this."	<u>Emotional</u> <u>Physical</u> Sexual None	Shouting and cursing ("shut up") are very aggressive and Piet is not being supportive of Elisa's needs. He could use respectful negotiation skills to make time for talking and for TV.
Maria tells Melky that her friends asked her to go out with them after school, but he does not like her friends. He pushes her up against the wall and says, "You can't go. No girl of mine hangs out with that group."	<u>Emotional</u> Physical Sexual None	Melky cannot control his girlfriend – he cannot tell her who she can see and when. Pushing her is physical violence.
Wanggai told Natali that he can't speak to other girls when she is not around.	<u>Emotional</u> Physical <u>Sexual</u> None	This kind of controlling behaviour is not okay.
Amos pressures Elsinä to have sex with him by threatening to hurt her and making her feel guilty.	<u>Emotional</u> Physical Sexual None	Pressuring someone to have sex is sexual violence. Consent should be freely given or denied. Threats and guilt are emotional violence.

When Natali walks home, men say things to her about her body and say they love and want to marry her – she feels very uncomfortable.	<u>Emotional</u> Physical <u>Sexual</u> None	This is sexual harassment.
Markus and Tina only do physically intimate things (e.g. holding hands, hugging or kissing) when they both feel ready and comfortable and have talked about it.	<u>Emotional</u> Physical Sexual <u>None</u>	Both partners have freely consented to sexual activity that they are comfortable with. Open communication about sexuality is important.

#### 4. Group feedback:

- a. After about 10–12 minutes, go through the worksheet and find out what different pairs noted.
- b. When you have an answer from one pair, find out if anyone has a different answer – where there are differences discuss them.

#### 5. Conclusions (by participants):

- a. Ask participants what was new or surprising to them about the information discussed in this activity.

#### 6. Summary (by facilitator):

- a. Violence is any act that is harmful to another person and could include emotional, physical or sexual harm, abuse or violence.
- b. No matter what violence occurred, who perpetrated it or what impact it has – it is unacceptable and against children's rights (and human rights) to use violence against another person.
- c. If you feel afraid, scared, humiliated or threatened then trust that feeling and find a trusted adult caregiver to talk to about the situation.
- d. If you have experienced violence and you have not told anyone or received any help, then you can either talk to me or one of the people at the organizations on the referral list that you will all receive.
- e. We will be talking more about the different types of help that survivors of violence may find useful, but you don't need to wait – you can find help now.

## ACTIVITY 18.3: WHY DO SOME PEOPLE USE VIOLENCE?

(Adapted from PREPARE)

**Time needed:** 30–40 minutes

**Aim:** To build an understanding of the pathways to and motivations for violent behaviour and an awareness that there is a choice involved

**Key message:** Violence is a behaviour that is a choice and because that choice is made by the perpetrator, it is the perpetrator who is responsible for the violent act

**Description:** Introduce the concept of a “pathway to violence” and how this applies to an example scenario

### Directions:

1. Distribute the worksheet “Pathways to Violence” (**Appendix 18**) and explain:
  - a. We have talked about the pathways to our hopes and dreams and how sometimes we can get sidetracked or off track because of different events and choices that we make.
  - b. Today, we are going to think about a specific pathway towards violence as a way of understanding why some people use violence and also knowing that using violence is always a choice.
  - c. On your handout, you will see a diagram of a pathway and along the pathway are various things that might influence whether a person chooses violence or not. Let’s discuss each of them before you work through an example.
    - i. In an instance of violence, there are usually **underlying factors**, which happen before the immediate event that makes someone upset or angry. This is known as a “trigger”. Underlying factors might be negative; for example, using drugs or alcohol, having witnessed violence between your parents, or being exposed to violence in the community. Underlying factors can also be positive; for example, learning communication skills, or remembering what is important to you (your values) and the direction you want your life to go (remember your road map?). These positive factors help us to deal with situations in more respectful, non-violent ways.
    - ii. **The trigger** is the immediate situation or event that makes someone very angry or upset. A trigger can be internal or external. Triggers are often the thing that causes someone to feel angry or hurt, which could lead to physical violence.
    - iii. There may also be **opportunity factors**, which provide the possibility for violence to be used.
2. Example:
  - a. Story: Hans is at a party with Mela and he’s drunk. He sees her dancing and feels jealous. He grabs her, pushes her into an empty room and hits her.
  - b. Analysis: Here the underlying factor is the alcohol and perhaps that Hans has seen other people treat their girlfriends in this way. The trigger is Mela dancing and the

jealousy that Hans feels. The opportunity factor is the room being empty. Could Hans choose to deal with Mela dancing and his jealousy in a different, respectful way?

#### FACILITATOR NOTES:

- Dancing is not the problem, but Hans as a controlling man feels jealous and angry
- Alcohol is not the reason or an excuse – it is the catalyst that increases the risk of the situation

#### 3. Discussion in small groups:

- a. Now gather in small groups of 3 or 4 people
- b. Read Edo and Nowela's story

Edo dropped out of school three months ago because he was failing his subjects. He just couldn't concentrate at school anymore with the little sleep he was getting at night. Sometimes he found he was too nervous to sleep, waiting for his parents to start fighting. He started smoking drugs with his friend, Tobias. With the drugs he could stay up most of the night and felt great!

"Where you going to so quickly. Stay a bit longer and let's have another," said Tobias.

"No, Nowela will be really upset if I am that late. Catch you later?" replied Edo.

Edo really liked Nowela – she was pretty and she made him feel special. They talked by text messages, and Edo was ready to have sex with her. After smoking drugs with Tobias he felt really good and decided that he wanted to sleep with Nowela that day. He was going to meet her at school and walk home with her. Nowela was waiting for him at the school gates; he took her hand and told her how beautiful she looked and that they were going to have some fun before she went home. He decided to take her to a guesthouse.

When they got to the guesthouse, Edo started kissing and touching Nowela. She tried to stop him and said she wanted to go home. Edo shouted: "You are probably going to see your other boyfriend." He did not believe her when she told him that she did not have another boyfriend because she loved him. He said, "If you love me, you'll sleep with me." When Nowela said that she was not ready, Edo replied, "But I'm ready and I'll hurt you if we don't do it now." Nowela tried to get up to leave, but Edo grabbed her and held her down and forced her to have sex.

- c. Underline the underlying factors
- d. Circle the trigger
- e. Point arrows to the opportunity factors

#### 4. Group feedback:

- a. After about 8–10 minutes, ask participants to return to the group and share their perspectives.
- b. Underlying factors

- i. Dropped out of school
  - ii. Drug use (peers and Edo)
  - iii. Edo feeling that he can decide what happens in the relationship based on his own desires instead of discussing them with Nowela
  - iv. No communication about what they want in the relationship
- c. Trigger
  - i. Nowela's refusal and attempt to leave (makes him angry and he chooses to rape her)
- d. Opportunity factors
  - i. Being alone at the guesthouse room
- 5. Group discussion:
  - a. What did Edo and Nowela gain and lose because of Edo's choice to be violent?
    - i. Gains, results and consequences: Edo's desires are met and he asserts his control or power over Nowela and he also punishes her for not doing what he wanted
    - ii. Losses: Nowela's trauma; breaking trust, respect, freedom and love; hurting the relationship so it may end; committing a crime
- 6. Conclusions (by participants):
  - a. Ask participants what they learned from this activity
- 7. Conclusions (by facilitators):
  - a. No matter the underlying factors, triggers or opportunity, violence is a choice. You can choose respectful actions instead of violent actions.

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## ACTIVITY 18.4: HOT POTATO GAME

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**Time needed:** 10–15 minutes

**Aim:** To energize the group and create a good atmosphere for learning and participation.

**Description:** Participants toss a large soft ball or a soft toy between each other. When the music stops (or when a whistle blows), the person holding the ball or toy are out of the game.

**Directions:**

1. Participants spread out in the room, moving around the whole time.
2. A large soft ball or a soft toy is being tossed between people.
3. Whoever is holding it each time the music stops (or when a whistle blows) must drop out of the game and sit on the side.

4. The game continues until there is only one player left and that person is the winner.

#### FACILITATOR NOTES:

- If the game takes too long, stop the music or blow the whistle more frequently and tell the participants that the last two persons who have touched the ball or toy must leave the game. (i.e. both the thrower and the catcher).
- To make the game more interesting, ask participants who are out of the game to sing or dance.

## ACTIVITY 18.5: WHOSE RESPONSIBILITY IS VIOLENCE/ABUSE?

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 15–20 minutes

**Aim:** To build awareness that the perpetrators of sexual violence are usually not strangers and to challenge victim blame

**Key message:** Sometimes people who should be caring can become violent

**Description:** Brainstorming views followed by a review of facts provided by the facilitator

#### Directions:

1. Explain:
  - a. Sexual abuse can happen to girls and boys and now we are going to learn about who are typically sexual abuse perpetrators.
2. Individual brainstorming:
  - a. Hand out A6 or A5 sheets of paper and ask participants to quickly write some keywords or draw a picture of the type of person who commits or perpetrates sexual violence.
3. Group feedback:
  - a. After 3–5 minutes collect all the cards
  - b. Briefly read out the various ideas
4. Explain:
  - a. Often people think sexual abuse perpetrators are strangers, uneducated or foreign – when in fact most sexual violence survivors were abused by someone they know such as a friend, boyfriend, family member, neighbour, colleague, or people in positions of power such as police officers, local authorities, teachers, health care providers or healers.

- i. This information has been found in studies in Indonesia and is similar to patterns that we see around the world.
- b. Most sexual abuse is perpetrated by men from all nations, all cultures and all social classes.
- c. You cannot tell if someone is an abuser just by looking at them because ordinary people perpetrate such violence.
- d. Sexual abuse and violence can take place anywhere, but often it is in a private location that the perpetrator knows well such as where they live or work.
- e. Abusers will try several methods to commit sexual violence (sometimes they pretend to be nice and friendly at first!):
  - i. Become friends and build trust with the intended victim so that they can easily manipulate them
  - ii. Give gifts, money or food to the victim or the victim's family
  - iii. Make promises to the victim
  - iv. Put pressure on the victim ("but if you love me you will do it" or "if you don't do it then I'll find another girlfriend")
  - v. Repeatedly harass a victim
  - vi. Trick a victim
  - vii. Make threats to harm them or harm others close to the victim
  - viii. Give alcohol or drugs to a victim
  - ix. Use physical force or restraints
- 5. Emphasize to participants:
  - a. No matter who the perpetrator is and what they did to trap a victim – sexual abuse is never the survivor's fault or responsibility and it is never okay to use sexual violence.
- 6. Conclusions (by participants):
  - a. Ask if any participants have any questions.
  - b. Ask for volunteers to share what they found surprising about this information and why they think it is useful to them.
- 7. Conclusion (by facilitator):
  - a. End by emphasizing that survivors of sexual violence should seek help, either from one of the organizations on the referral sheet, talking to the facilitator, or talking to another trusted adult in their lives.

## ACTIVITY 18.6: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about different types of violence in relationships.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, look at the referrals sheet so that you understand where you can find help if you need it.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting where we will discuss the impact of violent relationships.



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# SESSION 19: IMPACT OF VIOLENCE RELATIONSHIP

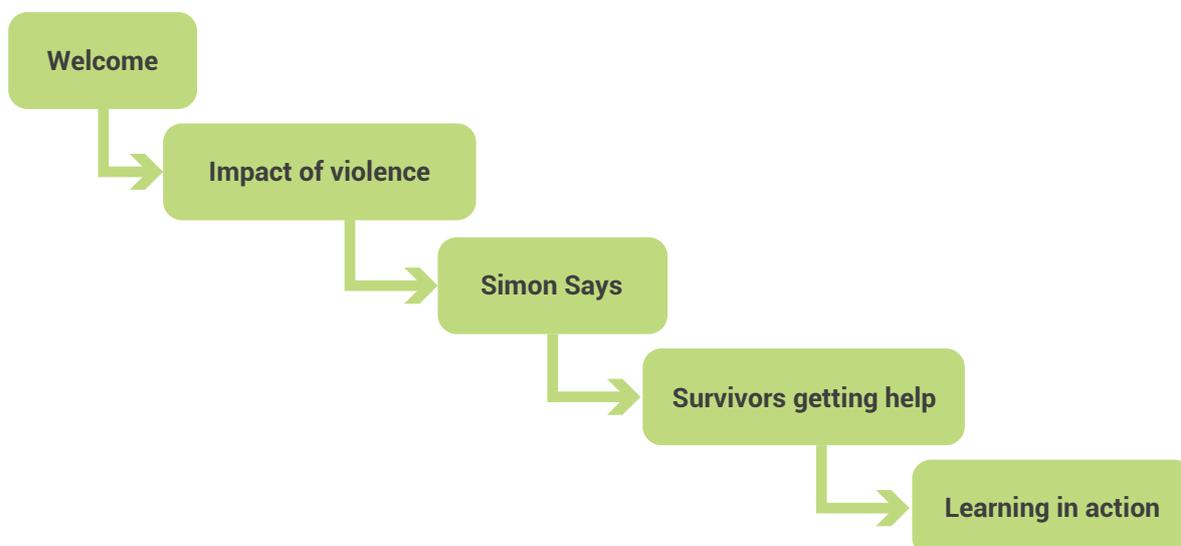
**Overview:** This session focuses on building empathy for the impact of violence on survivors and considering the broader impacts on survivors' families, friends, communities and society. The focus then turns to identifying supportive resources and approaches to interacting with survivors of violence.

## Key objectives:

- Violence is a traumatic experience and can have severe physical, emotional and social consequences for victims in the short-term and the long-term
- It is important that we believe survivors and help them to find assistance in order to recover from the trauma

Session 19 Activities	MATERIALS	TIME
<b>Activity 19.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 19.2: Impact of violence</b> <b>Aim:</b> To understand the multiple short-term and long-term impacts of relationship violence and rape	Flip chart, markers	40–45 minutes
<b>Activity 19.3: Simon Says</b> <b>Aim:</b> To energize the group and create a good atmosphere for learning and participation		10–15 minutes
<b>Activity 19.4: Survivors getting help</b> <b>Aim:</b> To understand the different services and sources of help for medical, emotional and legal issues as well as challenging victim blame and promoting empathetic support	Flip chart, markers, response cards, tape, referral sheets, resource sheets	30–40 minutes
<b>Activity 19.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 19



### ACTIVITY 19.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on understanding the impact of relationship violence and finding help.

## ACTIVITY 19.2: IMPACT OF VIOLENCE

(Adapted from PREPARE and A Young People's Toolkit On Issues Connected to Gender-Based Violence)

**Time needed:** 40–45 minutes

**Aim:** To understand the multiple short-term and long-term impacts of relationship violence and rape

**Key message:** The experience of violence can severely affect a victim's health and well-being – physically, emotionally and socially – in the short-term and long-term

**Description:** Through an imaginative empathy exercise and group brainstorming, participants identify the different levels of impacts that violence may have on individuals and those in their lives.

### Directions:

1. Personal reflection:
  - a. Imagine that you or someone very close to you has experienced violence in a relationship – perhaps you have been humiliated, hit and raped.
  - b. What sort of physical injuries do you have?
  - c. What might you be feeling?
  - d. What might you be thinking about the experience?
  - e. What might you be thinking about yourself?
2. Sharing and discussion in small groups:
  - a. Open your eyes and find a small group of 3 or 4 people to share ideas with.
  - b. Record your ideas on a flip chart either by drawing or writing them all down.
  - c. After about 10 minutes, ask groups to add other ideas to their posters:
    - i. How could this impact on your future?
    - ii. What do other people close to you (close friends and family) think and feel about you, knowing that you are a survivor of intimate partner violence or rape?
    - iii. What do other people not close to you think and feel about you, knowing that you are a survivor of violence?
3. Group feedback and discussion:
  - a. After about 10 minutes, ask groups to share their ideas with everyone else.
    - i. The facilitator should thank the participants for their contributions and summarize the main themes emerging from their posters
    - ii. The facilitator should fill in any gaps in information (see Appendix 19)
  - b. If we think about how the impact of violence is not only on the survivor but also on those people in the survivor's life – if this violence happens to many people then

what impact could it be having on our communities or on our society as a whole?

4. Conclusions (by participants):

- a. Ask volunteers to share what they have learned from this activity.

5. Summary (by facilitator):

- a. We see that violence in relationships can have short-term and long-term negative effects on survivors (their bodies, their feelings, their thoughts, their relationships, and their future) as well as on those close to survivors.

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## ACTIVITY 19.3: SIMON SAYS

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**Time needed:** 10–15 minutes

**Aim:** To energize the group and create a good atmosphere for learning and participation

**Description:** An energizing game

**Directions:**

1. The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying "Simon says..." If the facilitator does not begin the instructions with the words "Simon says", then the group should not follow the instructions.
2. The facilitator begins by saying something like "Simon says, clap your hands" while clapping their hands. The participants follow. But, if the facilitator simply says, "jump," without first saying "Simon says," players must not jump. Those that do jump are out.
3. The game can be continued for as long as it remains fun or there is only one person left.

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## ACTIVITY 19.4: SURVIVORS GETTING HELP

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*(Adapted from PREPARE and A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To understand the different services and sources of help for medical, emotional and legal issues as well as challenging victim blame and promoting empathetic support.

**Key messages:**

- It is important that survivors of violence know that they do not need to deal with the trauma alone
- There are various kinds of help and support available to survivors of violence
- It is important that we believe and support survivors of violence

**Description:** Participants brainstorm the kinds of sources of help that survivors could access and then have a discussion about helpful and unhelpful responses to survivors.

**Directions:**

1. Explain:
  - a. We have identified several ways in which violence impacts on survivors.
  - b. Using this information and some other ideas lets us identify what kinds of help survivors might need.
  - c. Remember we identified that survivors may experience the following kinds of consequences after violence:
    - i. Physical injuries or infections
    - ii. Emotional difficulties (feeling scared, anxious, worried, angry, confused, etc.)
    - iii. Self-concept issues (feeling guilty, ashamed, worthless, alone, etc.)
    - iv. Safety and legal issues
2. Brainstorming in small groups:
  - a. Meet in small groups of 5–6 people
  - b. Give each group flip charts and markers
  - c. Brainstorm ideas for the kinds of help that survivors could get for the four types of issues.
3. Group feedback:
  - a. After about 10 minutes, call the groups back to share their ideas.
  - b. Thank and praise each group for their contribution.
  - c. Fill in any obvious gaps based on the information in Appendix 19 and on the referral sheet in Appendix 21.
4. Summary (by facilitator):
  - a. Survivors need medical, psychological and legal help as well as the unconditional support and caring of people around them so that they can deal with the consequences of violence and rebuild their health and strength.
5. Group brainstorming:
  - a. Let's spend some time thinking about how we might respond to a survivor of violence. Draw two columns on a flip chart and label one "helpful" and the other "unhelpful."
  - b. We want to be helpful to survivors so there are several cards here that I will read out and you can tell me whether we should put them in the helpful column or the unhelpful column.

<b>HELPFUL</b>	<b>UNHELPFUL</b>
<ul style="list-style-type: none"> <li>• Believe the survivor</li> <li>• Listen carefully</li> <li>• Empathize</li> <li>• Stay friendly</li> <li>• Keep confidentiality</li> <li>• Be trustworthy</li> <li>• Encourage the survivor to get additional help and support and help them to make plans to get this help</li> <li>• Remember for rape cases, it is best to get health care within 72 hours of the incident and do not bathe or wash before the medical examination if possible</li> </ul>	<ul style="list-style-type: none"> <li>• Blame</li> <li>• Judge</li> <li>• Criticize</li> <li>• Look down at them</li> <li>• Stare</li> <li>• Mock</li> <li>• Tell them it is not so serious or that they are lucky it wasn't worse</li> <li>• Push or force them to take particular actions ("you must do..." or "you must not do...")</li> <li>• Tell other people the survivor's story</li> </ul>

- c. A good response: "I am so sorry that you had this experience. It is unfair. Thank you for trusting me and telling me what you are going through. How can I help you?"
- d. In our society, we often blame the person who was raped or beaten by a partner for the rape or other violence, or we think they are responsible in some way for what happened.
- i. Is it fair to blame someone for something that they did not do or had no control over? For example, what if someone got mugged or their house was burgled – whose fault is that?
- ii. Why do you think blaming the victim happens (especially in rape cases)?

#### FACILITATOR NOTES:

- Often rape survivors are women; women have less value in our society so they are often blamed for things
- Rape survivors have no control or choice about being raped – it is the rapist who chooses the behaviour.
- It is harmful to rape survivors if we blame them for what happened because it causes more hurt and it may mean that they won't seek help and protection and they will be at greater risk of being victimized again.
- If we blame victims then we fail to hold the perpetrators responsible for what was ultimately their own choice to be violent and harm someone else.
- Any legal consequences that a perpetrator faces for his actions are not the responsibility of or caused by the victims.

6. Explain:
  - a. It is important for us to remember that even when we really want to help a survivor, we should not force a survivor to listen to or do something that you think is helpful but that they do not want to do.
    - i. Instead, ask the survivor, "Can I do [X]?", "What would be helpful to you now?" or "What do you need now that would help you to feel better?"
  - b. Give each participant a copy of the referral sheet.
7. Ask if anyone has any questions or concerns to discuss from this activity.
8. Conclusions (by participants):
  - a. Ask for volunteers to share what they learned or found helpful about this activity.

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## ACTIVITY 19.5: LEARNING IN ACTION

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**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

**Directions:**

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about the impact of violence on individuals, families, and society, and also the kinds of services and helpful responses that survivors may benefit from.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, think about telling a friend or a family member about what you learned today.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will focus on taking action against violence.

# SESSION 20: TAKING ACTION AGAINST VIOLENCE

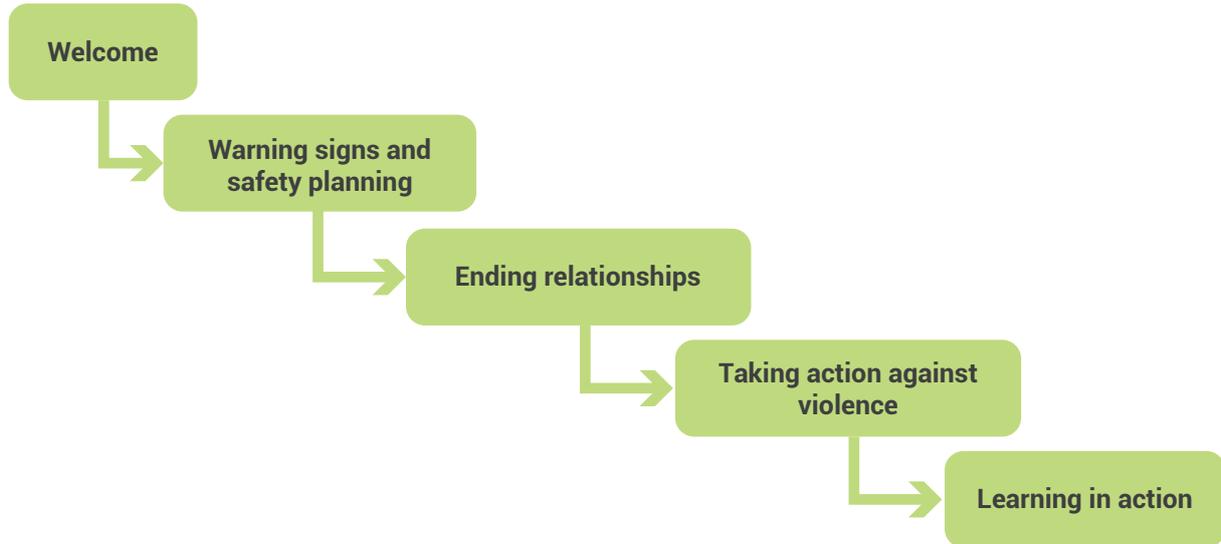
**Overview:** The focus of this session is on preventing and taking action against violence. Participants will learn about the warning signs of a violent relationship and steps to access safety. They will then discuss the need to end relationships and do some practice exercises. To end the session, participants will discuss ideas for community projects related to ending reducing violence.

## Key objectives:

- To understand the warning signs of violence in a relationship
- To build skills to end relationships
- To promote activism through community projects to prevent violence and contribute to safer and happier communities

Session 20 Activities	MATERIALS	TIME
<b>Activity 120.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 20.2: Warning signs and safety planning</b> <b>Aim:</b> To build awareness of warning signs and practise safety planning measures	Flip chart, markers, resource sheet	40–45 minutes
<b>Activity 20.3: Ending relationships</b> <b>Aim:</b> To build an understanding when relationships need to end	Flip chart, markers, resource sheet	20–30 minutes
<b>Activity 20.4: Taking action against violence</b> <b>Aim:</b> To promote ideas for individual action and group action or projects to contribute to preventing violence	Flip chart, markers	30–40 minutes
<b>Activity 20.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session		10–15 minutes

## FLOW OF SESSION 20



### ACTIVITY 20.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

#### FACILITATOR NOTES:

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. Explain that the focus of this session is on preventing and taking action against violence in intimate relationships and generally against women and children.

## ACTIVITY 20.2: WARNING SIGNS AND SAFETY PLANNING

(Adapted from PREPARE)

**Time needed:** 40–45 minutes

**Aim:** To build awareness of warning signs and practise safety planning measures.

**Key message:** You can plan for situations in which there may be risk of sexual harassment or abuse, and have a plan for ensuring you are safe.

**Description:** Reflection on a scenario with multiple risk factors and on a resource sheet, and brainstorming a safety plan

### Directions:

#### 1. Explain:

- a. We are going to identify some warning signs of risky situations and also of violent relationships.
- b. I am going to read a story to you and when you feel uncomfortable about what is happening in the story or when you realize that the situation is getting risky, then hold up your hand for me to stop. We will then discuss what is happening.

#### 2. Read the story (Don't read the facilitator's notes):

Luki has been talking to Agnes at school for weeks. He really likes her, but he also feels a little shy around her. He knows that Agnes is going to the same party as he is this weekend and he is excited about seeing her there. At the party, Luki begins to drink alcohol with his friends. Very soon, he is feeling good and he feels brave enough to ask Agnes to dance with him.

**RISK:** Drinking alcohol interferes with our ability to think clearly and make decisions. People are more likely to do something risky or dangerous when they have been drinking.

**SAFETY STEPS:** Luki could choose not to drink or he could choose not to go to a party where there will be a lot of drinking. If he does choose to drink, Luki could choose not to be around girls or to limit how much he drinks.

Luki and Agnes dance together very closely for most of the night. Luki has a few more drinks. After many people at the party have left, Luki suggests that they also leave the party and go to a guesthouse and get a private room.

**RISK:** A risk is that there are only a few people at the party (opportunity factor – no one to stop or report what is happening and no one to help) and leaving the party presents even more of a risk (opportunity factor – no one will see that help is needed and be able to intervene). The risk is also increased because Luki is drunk (impaired decision-making).

**SAFETY STEPS:** Luki could have stopped drinking earlier and if he was feeling drunk, he could go home so that he does not put others or himself in danger. Luki's friends could see that he is in a risky situation and take him home. Agnes could have left the party with her friends. Luki might have chosen not to go to the guesthouse and get a private room and Agnes could have disagreed about going along.

At the guesthouse, Luki and Agnes go to a room and start kissing. Things progress quickly, and soon Luki is touching Agnes when Agnes pushes him away. Agnes says, "I have to go." Luki responds, "You can't start something without finishing it."

**RISK:** They are alone. Luki is assuming Agnes is okay with the sexual activity and he also begins to pressure her to do what he wants.

**SAFETY STEPS:** Agnes pushes Luki away and tries to leave. She might have chosen to use some assertive communication skills. Luki could choose to respect Agnes and her rights not to do things she does not want to do. Luki and Agnes should also discuss their sexual boundaries. Luki could control himself and stop what he is doing.

Agnes tells Luki, "I don't want to do this." Luki doesn't listen and continues to kiss her against her will. Agnes again says, "No." Luki says, "I can't stop now. We've already gone too far."

**RISK:** Luki is not stopping as Agnes has asked and he is pressuring her to continue.

**SAFETY STEPS:** Luki should recognize and take responsibility for his behaviour and not put Agnes in this difficult and abusive position. He should exercise some self-control. Agnes clearly tells Luki that she no longer wants to engage in the sexual activity. Agnes might call for help or use self-defence.

Luki holds Agnes down while he rapes her.

**RISK:** Are they using a condom? Having sex with someone against their will is rape.

**SAFETY STEPS:** Using a condom every time you have sex is important to keep you and your partner safe. People should only have sex when BOTH partners want it AND agree to it without being forced or tricked.

Afterward, Luki walks Agnes home and talks about some people at the party. Agnes does not say a word. When they get to Agnes's house, Luki tries to kiss her, but she turns away. He leaves by telling Agnes, "I'll call you soon. Maybe we can go out next weekend."

**RISK:** Going out with Luki may not be a safe choice.

**SAFETY STEPS:** Agnes could seek medical, legal and emotional help for this violent experience. Luki needs to get help in order to take responsibility for his actions and learn respectful ways of treating other people.

Luki goes home early and the next day the police arrive at his home and arrest him on a charge of rape.

3. Each time that you are stopped by participants, ask:
  - a. Why do you want to stop the story here?
  - b. What do you think the character/s could do at this point to increase their safety and decrease their risk?
4. Brainstorming and discussion in small groups:
  - a. Work in small groups (5 or 6 people)
  - b. Give each group flip charts and markers.
  - c. Brainstorm the steps that you and your friends can take to increase your safety.

## 5. Group feedback and discussion:

- a. After about 8–10 minutes, ask the groups to describe their ideas to the others.
- b. Thank the participants for their contributions.
- c. If there are any obvious gaps in key ideas, suggest them to the group for consideration.

**FACILITATOR NOTES:**

- Do activities in groups of people you know rather than alone with one person
- Only go somewhere with friends that you trust
- Have a safety plan with your friends so that you don't leave one another alone
- Avoid drinking alcohol or taking drugs
- Tell your parents, caregivers and/or friends where you are going and with whom and agree on a time when you will be back
- Have emergency phone numbers with you
- Ask for help if you find yourself in a risky situation
- Leave a risky situation
- Remember that "no" never means "yes"
- Pay attention to how you feel in a situation – if you feel uncomfortable or worried then recognize and follow that feeling
- If things start happening that you did not expect or agree to – think about whether the situation is getting too risky or out of control
- Keep asking yourself – How safe am I here now? What makes me safe? What puts me at risk? What can I do to keep myself safe?

6. There are also warning signs in relationships that give us clues about whether the partner may become violent – let's read the resource sheet together (see Appendix 20)

## 7. Conclusions (by participants):

- a. Ask volunteers what they have learned or what they found surprising about this story and discussion.

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## ACTIVITY 20.3: ENDING RELATIONSHIPS

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*(Adapted from PREPARE)*

**Time needed:** 20–30 minutes

**Aim:** To build an understanding when relationships need to end

**Key message:** Sometimes the best thing to do about an unhappy, risky or violent relationship is to end it

**Description:** Group brainstorming activity and role plays

**Directions:**

1. Explain:

- a. Although we try to mend relationships when they are unhappy, sometimes we need to realize that the relationship cannot be mended or is not the kind of relationship you want to be part of – then you need to end the relationship.

2. Group brainstorming:

- a. What are some reasons to end a relationship? (note any missing key ideas and suggest them for consideration)

**FACILITATOR NOTES:**

- Any type of violence or abuse
- Disagreeing with sexual boundaries
- Alcohol and drug use
- Cheating
- Dishonesty or lying
- Being bored of the relationship or partner
- Having a lot of arguments with your partner that are not easily resolved even with the help of someone else who could help resolve the conflict
- Being interested in someone else
- Hearing a terrible rumour about your partner
- Your friends or family think you should break up
- Your partner is moving to a new town or a new school
- Your partner has another serious girlfriend/boyfriend
- Your partner does not have the qualities that are very important to you (remember the relationship cake idea)
- Is the relationship getting in the way of you moving forward toward your hopes and dreams?
- Feeling unsafe with or scared of your partner

3. Explain:

- a. Even when you have decided to end a relationship, you still want to do that in a respectful way.

4. Role play preparation:
  - a. Ask participants to work in pairs to role play different ways of breaking up with someone.
  - b. They should be very brief.
5. Role plays:
  - a. After about 5–8 minutes, ask for volunteers to demonstrate their role plays.
  - b. Thank them all for their contributions.
6. Summary (by facilitator):
  - a. Note the positive examples from the role plays.
  - b. Find somewhere private to talk to the person and be clear and assertive that you want to end the relationship and share your feelings openly.
  - c. However, if you are in an abusive relationship then it may not be safe for you to be alone and face-to-face with that person. In that case, it might be a good idea to go with a friend or to send a text message.
  - d. Remember, you never want to humiliate or harm the person you are breaking up with.

## ACTIVITY 20.4: TAKING ACTION AGAINST VIOLENCE

*(Adapted from A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

**Time needed:** 30–40 minutes

**Aim:** To promote ideas for individual action and group action or projects to contribute to preventing violence

**Key messages:**

- Violence should not be a common or normal experience in relationships so we need to change ideas and behaviours about this violence
- We can do something to take action against violence and make our community a safer and more vibrant place

**Description:** Summary by facilitator and group brainstorming

**Directions:**

1. Group discussion:
  - a. Do you want to live in a community where violence is a normal part of everyday life?
  - b. Is it okay to treat girls and women as less than boys and men?

## 2. Explain:

- a. There are several things that especially men and boys (but all of us) can do to take action and contribute to a decrease and eventually an end to violence between men and women and boys and girls. Think about these points as I read them out and follow along on the resource sheet:

### **Taking action against violence against women and girls:**

- Respect women's and girls' rights and treat them as equals.
- Learn more about the problem of violence and sexual violence and share that knowledge with other boys and men.
- Listen to women and girls, learn from what women and girls say about sexual violence.
- Imagine how you would feel if the person who is sexually abused was your own sister, brother or child.
- Look out for friends who have a similar attitude to your own so you can support each other.
- Challenge jokes and remarks that are abusive to women and girls.
- Refuse to take part in activities that are abusive to women.
- Learn and practise how to challenge sexual harassment in your workplace, school or community.
- Think about how your own behaviour may make the problem worse.
- Be aware of your own value as a man – you are in control of your actions and choices and you are worth more than resorting to violent behaviour against others.
- Learn more about Indonesian's own laws such as on anti-domestic violence, child protection and the elimination of human trafficking.

- b. Ask if anyone has any questions, responses or comments.

## 3. Brainstorming in small groups

- a. Gather in groups of 5 or 6 people.
- b. Give each group flip charts and markers and crayons.
- c. Remind participants about their community project ideas.
- d. Now brainstorm ways in which you could take action in your own life and also do a project to reach others to promote the idea of not using violence against women and children.

## 4. Group feedback:

- a. After about 10–15 minutes, ask all groups to return and share their ideas with the rest of the participants.

- b. Thank participants for sharing and applaud their ideas.
  - c. Take note of any innovative project ideas that appear feasible and sound promising.
5. Summary (by facilitator):
- a. If we all accept that violence between men and women and boys and girls is abnormal and unacceptable, and if we all do not accept that men and boys are entitled to do anything that oppresses or exploits women and girls then it is a big step toward reducing this kind of violence.
  - b. The next step is that we can decide not to use violence and instead to experience our feelings and opinions and find ways to make decisions in caring and equal ways rather than using violence.

## ACTIVITY 20.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action

### Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today we have talked about warning signs and then we have started thinking about actions that we could take to contribute to stopping violence.
2. Group discussion (1 or 2 volunteers):
  - c. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, keep thinking about what you could do as an individual or what you could do as a group to take action against violence and help to prevent it in your community.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting where we will discuss how to develop your community projects.

# SESSION 21: COMMUNITY PROJECTS & INSPIRING OTHERS TO CHANGE

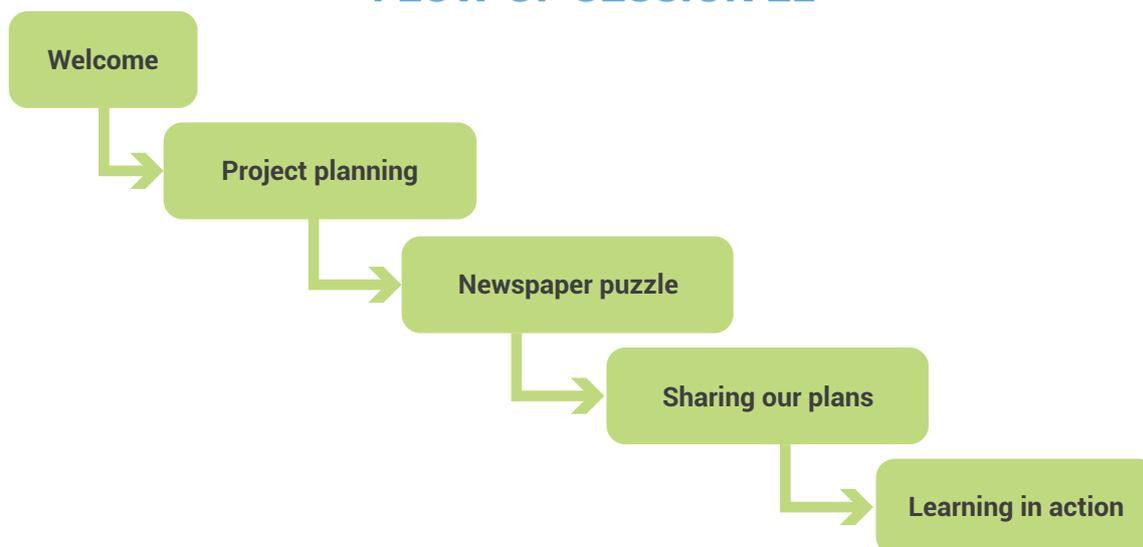
**Overview:** This session gives participants time and guidance to develop plans for their community project ideas and to share and get feedback to strengthen these plans.

**Key objectives:**

- To develop detailed and realistic action plans for the community projects
- To build enthusiasm for the community projects

Session 21 Activities	MATERIALS	TIME
<b>Activity 21.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 21.2: Project planning</b> <b>Aim:</b> To help participants make specific action plans for each community project idea	Flip chart, markers	40–45 minutes
<b>Activity 21.3: Newspaper puzzle</b> <b>Aim:</b> To energize the group and encourage cooperation between participants	5–7 copies of a newspaper	10–15 minutes
<b>Activity 21.4: Sharing our plans</b> <b>Aim:</b> To review project plans for feasibility and strengthening		30–40 minutes
<b>Activity 20.5: Learning in action</b> <b>Aim:</b> To close the group meeting, promote implementation of learnings, and encourage participants to return to the last session		10–15 minutes

## FLOW OF SESSION 21



### ACTIVITY 21.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. The focus of this session is on planning for the community projects.

## ACTIVITY 21.2: PROJECT PLANNING

**Time needed:** 40–45 minutes

**Aim:** To help participants make specific action plans for each community project idea

**Key message:** A detailed action plan helps us to accomplish projects step by step as a group

**Description:** Small group exercise

### **Directions:**

1. Explain:
  - a. Remember the top three ideas you had for community projects?
    - i. Write the title of each of the top three community project ideas on separate flip charts.
  - b. Today, we are going to work on planning these projects so that you have a guide for putting them into action.
  - c. Do you all still agree on these projects? Or do you want to do another idea or just one or two of the ideas?
  - d. Ask for volunteers for each project – each participant should have a project.
    - i. Check that there are roughly equal numbers of participants in each group; if there aren't, ask for volunteers to switch groups to create more balance.
  - e. Give each group flip charts and markers.
  - f. Present your project plans in this way:
    - i. Name of project
    - ii. Description of project (What are you going to do?)
    - iii. Target audience (Who are you going to try to reach or engage with your project?)
    - iv. Target outcome (What are you going to try to change or promote with your project?)
    - v. Location (Where are you going to do your project?)
    - vi. Timeframe (When are you going to implement your project activities?)
    - vii. Resource needs (What materials or resources do you need to do your project?)
    - viii. Project partners (Which people, groups or organizations would help to make the project succeed if they were involved?)
    - ix. Partner engagement strategy (How are you going to engage potential partners in your project?)
    - x. Action plan (What are the tasks or steps (and in what order) that you need to take to make this project come to life?)

## ACTIVITY 21.3: NEWSPAPER PUZZLE

**Time needed:** 10–15 minutes

**Aim:** To energize the group and encourage cooperation between participants

**Description:** An energizing team game

**Directions:**

1. Divide into teams of five or six people and give each group a copy of the same newspaper.
2. Ask them to spread the newspaper out in front of each team.
3. Describe a particular ad, article, fact or picture from the paper and the group has to find it, rip it out and bring it to you. The first team to bring it gets a point.
4. Continue calling out items and the winning team is the one with the most points.

## ACTIVITY 21.4: SHARING OUR PLANS

**Time needed:** 30–40 minutes

**Aim:** To review project plans for feasibility and strengthening

**Description:** Group presentations and feedback

**Directions:**

1. Ask each group to present their plans.
2. At the end of each presentation:
  - a. Thank the group for their ideas and praise a specific aspect of their plan.
  - b. Ask whether the group members have any feedback or questions of clarification or ideas for strengthening the project.
  - c. Add in any aspects that you think the group could think about in order to strengthen their projects.
  - d. Give the group applause before moving to the next group.
3. Conclusion (by facilitator):
  - a. Close the activity by sharing your enthusiasm for each project and encouraging participants to put the plans into action – they can all work on one project, all work on all three projects, or work on the projects with their small planning groups. Ask them to choose dates to meet to develop the planning.

## ACTIVITY 21.5: LEARNING IN ACTION

**Time needed:** 10–15 minutes

**Aim:** To close the group meeting, promote implementation of learnings, and encourage participants to return to the next session

**Description:** The facilitator or participants summarize the key messages from the discussion and suggest ways in which this learning can be put into action through volunteer engagements

### Directions:

1. Explain:
  - a. We have come to the end of our time together today, but remember we have agreed to meet again.
  - b. Today, we have planned three project ideas.
2. Group discussion (1 or 2 volunteers):
  - a. Ask whether any participant would like to share something they found surprising or very interesting about the discussion today.
3. Explain:
  - a. Between now and our next meeting, start to put your project plans into action.
  - b. Thank everyone for participating and tell them you look forward to seeing them again at the next meeting when we will reflect on what we have learned and say goodbye.



## SESSION 22: COMMITMENT TO MY FUTURE

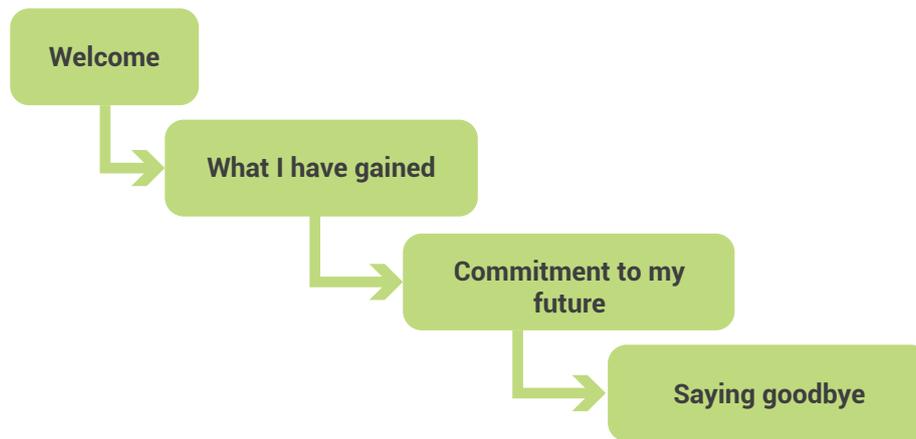
**Overview:** This final session will focus on reviewing and reflecting on the group, personal gains and transformation over the course of the programme. Participants will write personal letters to themselves as a commitment to how they will continue maintaining any positive changes that they have experienced. Finally, participants will exchange ideas on how to continue supporting one another and implementing the community projects before saying farewell and expressing their gratitude to the group.

### Key objectives:

- To reflect on, consolidate and integrate learnings from the full programme experience
- To build enthusiasm to keep meeting and completing the community projects

Session 22 Activities	MATERIALS	TIME
<b>Activity 22.1: Welcome</b> <b>Aim:</b> To welcome participants to the workshop and follow up on any questions, concerns or achievements related to the group and prepare them for the day's discussions		10–15 minutes
<b>Activity 22.2: What I have gained</b> <b>Aim:</b> To review what participants feel they have gained from the overall programme	Flip chart, markers, worksheets	30–40 minutes
<b>Activity 22.3: Commitment to my future</b> <b>Aim:</b> To give participants time to reflect on personal gains and transformation from the programme and commit to maintaining the positive changes on their pathways toward their dreams	Flip chart, markers, A4 pages (or worksheet), colour pens	30–40 minutes
<b>Activity 22.4: Saying goodbye</b> <b>Aim:</b> To close the formal group meetings, encourage participants to continue to implement the learnings individually and with the community projects, and say goodbye		30–40 minutes

## FLOW OF SESSION 22



### ACTIVITY 22.1: WELCOME

**Time needed:** 10–15 minutes

**Aim:** To welcome participants to the workshop and follow up on any questions, concerns, feelings or achievements related to the group and prepare them for the day's discussions

**Description:** Summary by facilitator and volunteer feedback

**Directions:**

1. Enthusiastically welcome the participants back to the workshop.
2. Explain:
  - a. Last week we reflected on different communication styles and how they affect us, and learned about assertive communication, including using 'I' statements.
3. Group discussion (only 1 or 2 volunteers):
  - a. Does anyone have something to share about putting the learnings from the last session into action?
  - b. Does anyone have any questions or concerns from the previous session that they would like to discuss?

**FACILITATOR NOTES:**

- If none of the participants have anything to share then the facilitator can share a personal story or observation from their own life and link it to the previous session's discussion.
- Use applause, praise and cheering to positively reinforce success or transformation stories.

4. Explain:
  - a. Today is our last session together.
  - b. The focus of this session is on reflecting on what we have learned.

## ACTIVITY 22.2: WHAT I HAVE GAINED

(Adapted from PREPARE and Skhokho Supporting Success for Families)

**Time needed:** 30–40 minutes

**Aim:** To review what participants feel they have gained from the overall programme

**Description:** Brainstorming, creative expression, and sharing by participants

**Directions:**

1. Explain:
  - a. We have come to the end of our programme so it's time for us to reflect on what we have gained.
2. Group brainstorming
  - a. We are going to start by doing a quick word association exercise – this means that you will call out single words that to you describe what this programme has been about, what you have learned, what you have experienced, and what you have gained from it.
  - b. Record responses on a flip chart.
3. Brainstorming and discussion in small groups:
  - a. Gather in small groups of 3 or 4 people.
  - b. Give each group flip charts and colourful markers or crayons.
  - c. Share what you have gained from this workshop and then draw or write that on the flip chart.
  - d. After about 10–15 minutes, ask participants to add the top two things that they wish other people could also get from such a programme – the two most important things that you would share with others. It can be what you found most meaningful, useful or transformative, or what you think would help others to better understand and support you.
4. Group feedback:
  - a. After about 5 minutes, ask participants to come together and share their posters.

## ACTIVITY 22.3: COMMITMENT TO MY FUTURE

(Adapted from PREPARE)

**Time needed:** 30–40 minutes

**Aim:** To give participants time to reflect on personal gains and transformation from the programme and commit to maintaining the positive changes on their pathways toward their dreams

**Description:** Participants write a letter to themselves and share whatever they feel comfortable revealing with the group

**Directions:**

1. Personal reflection:

- a. Ask participants to sit back and close their eyes for an individual reflection exercise.
- b. Think back to the first meeting we all had together – do you remember how you felt sitting here and starting the group meetings?
- c. Now reflect on how far you have come since that first meeting – notice what you have learned and how you have changed along the journey of this programme.

2. Individual exercise to write a letter:

- a. Give each participant A4 paper and colourful pens and ask them to write a letter to themselves to remind them of how much they have grown during this workshop and what they will do to maintain any positive changes to keep themselves strong along their personal life pathways towards their dreams for the future.
- b. These letters are only for yourselves – you won't have to share them with anyone else if you don't want to
- c. They should write:
  - i. Important skills, knowledge and ideas they have learned during the workshop (What will you always remember?)
  - ii. A note about their personal transformation and gains during the programme (What are they are proud?)
  - iii. 1 or 2 things that they intend to do to continue the gains from the workshop –
    - 1. For themselves
    - 2. In their friendships and relationships
    - 3. In their families
    - 4. In their communities
  - iv. What they will do if they find themselves facing a personal struggle or relationship challenge in their lives

3. Group feedback and discussion:

- a. After about 15 minutes, ask participants to gather as a group.
- b. Ask if there are any volunteers who want to share one aspect of their letters or reflection with the group.
- c. Thank volunteers for sharing and applaud.
- d. If there are no volunteers, ask if anyone would like to share what it was like to reflect on their personal experience and gains of the programme and write this letter.

## ACTIVITY 22.4: SAYING GOODBYE

**Time needed:** 30–40 minutes

**Aim:** To close the formal group meetings, encourage participants to continue to implement the learnings individually and with the community projects, and say goodbye

**Description:** The facilitator and participants say farewell to each other

**Directions:**

1. Explain:
  - a. We have come to the end of our formal time together.
  - b. This ending does not mean that you have to stop seeing one another or supporting one another.
2. Group discussion:
  - a. What are some of the ways that you could keep doing that?
    - i. e.g. Whatsapp group if they all have cellphones; continue meeting once a month; implementing the community projects together, etc.
3. Group sharing:
  - a. Explain: Now it is time for us to say thank you and farewell.
  - b. Go around the group with each person saying one thing they are grateful for in the group and saying goodbye.
4. Closing (by facilitator):
  - a. Thank everyone for participating and tell them you look forward to seeing how they take what they have learned and developed in this programme forward in their futures, in their friendships, in their homes and in their communities.



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# APPENDICES

Notes:

- Not all sessions have a corresponding appendix.
- The numbering of the appendices match the session numbers; if there are missing appendices, it means that none were felt needed for the session.

## Appendix 1

### WELCOME: Background notes

- It is important to remember that this first session contributes a lot to the tone for the group as a whole and how they will approach the programme.
- Other successful prevention programmes have emphasized the value of connecting people to the potential personal or individual benefits of participating in the programme.
  - ▶ You may consider framing the discussion around expected outcomes to link to what participants feel will benefit them and also why they are attending the programme.
  - ▶ Facilitators should take note of this information as it provides insight into what motivates participants.
- You may want to establish a reminder or buddy system to improve attendance.
  - ▶ You could send reminders via text message or social networks if everyone in the group uses cellphones.
  - ▶ A buddy system means that each member of the group partners with another participant and they regularly visit or check in with one another (e.g. once per week) to be supportive and also to remind one another to attend the group sessions.
  - ▶ The facilitator could phone or visit participants who miss sessions, or visit all participants informally to be supportive over the course of the weeks between meetings as this will also help to motivate attendance.
  - ▶ The facilitator and participants could discuss other methods of reminders or how to encourage full attendance.



## Appendix 2

### GOING THROUGH CHANGE: Background notes

- We must remember that all teenagers go through developmental changes at different rates; not everyone goes through the same changes in the same way at the same time.
- Teenagers go through multiple changes and have to learn many new things in each of these areas as they grow into independent adults.
- Teenagers are facing increasing demands in their society and culture requiring them to take on new roles in various arenas as well as to develop a mature and individual self-concept.
- The choices made and experiences faced during adolescence have a long-term impact as individuals make the transition into adulthood.
- If you think about the overall path of development, it is about increasing independence and autonomy – starting with complete dependence during infancy, and then developing some level of independence and autonomy within the very structured, regulated and confined environment of the family or school. Then during adolescence, it's about expanding your independence and autonomy and finding your way in your community and nation as an adult.
- During the discussions it would be valuable to:
  - ▶ Explore how these changes have impacted on their family and personal relationships, especially focusing on improvements, conflicts and other changes.
  - ▶ Explore issues around growing independence and conflict around rules, boundaries and desires for freedom.
  - ▶ Explore community attitudes or messages about adolescents and adolescence.
  - ▶ Any serious concerns should be dealt with individually after the session (e.g. linking someone with appropriate services or talking through the concerns).

### Adolescent Development Notes

(From A Young People's Toolkit On Issues Connected to Gender-Based Violence and Skhokho Supporting Success)

#### How our bodies change

Girls	Boys
Get taller and heavier.	Get taller and heavier.
Breasts get bigger. Girls become capable of producing milk for their child if they become pregnant.	Voice gets lower because the vocal cords inside boys' necks develop and change.
Hair under the arms and outside of the genitals.	Hair around the genitals, under the arms and on the arms, legs and face making a beard and moustache. Some men also have hair on their chest.
Hips get bigger (this and other gains in weight are natural).	Shoulders broaden, body becomes more muscular and stronger.
Genitals: the womb and vagina grow bigger.	Genitals: the penis and testicles grow bigger.

Skin: acne may appear on the face and back; the body produces more sweat than before; the body smells more (especially under the arms).	Skin: acne on the face and back; the body produces more sweat than before; the body smells more (especially under the arms).
Periods start: eggs inside the ovaries start developing. The girl will start to bleed from her womb once a month.	Ejaculation: A boy starts to experience erections. Boys start ejaculating semen when they have an orgasm, for example when they have a dream about sex (wet dreams).
Start releasing eggs: this means you can get pregnant if a man ejaculates sperm into your vagina.	Start producing sperm which is ejaculated from the penis in semen – this means you can get a girl pregnant if you ejaculate into her vagina.

## How our minds develop

As you change from child to adult, your brains develop.

- You get better at analysing situations and understanding more abstract ideas.
- You get better at understanding what is right and wrong and being able to take responsibility for taking serious decisions.

## How our feelings, behaviour and relationships develop

As you change from child to adult, you start to feel and behave differently.

- Young people start to be interested in love and romance.
- They begin to feel sexual attraction for other people, often for the opposite gender, although this can be for the same gender.
- They begin to admire particular people, have romantic feelings for them and sometimes feel a bit moody, frustrated and confused.
- They start to develop their life outside the family – to want to have a group of friends to belong to, to have closer friendships than before and to develop their own ideas, opinions and interests and be more independent than before.
- The need to be accepted by their peer group gets stronger. However, young people still need support from their parents. They need their parents to continue to love them, pay attention to them and support them financially (as far as they are able).
- They want to experiment and learn about new things. Sometimes that leads to wonderful new things and sometimes it leads to dangerous behaviour.
- Physical development (changes to the body):
  - ▶ Physical growth and maturation including development of secondary sex characteristics and reaching reproductive maturity
  - ▶ Hormonal changes
  - ▶ Neurological growth (especially development and sophistication of particular areas of the brain) and development that has an impact on intellectual or cognitive abilities and processes

- ▶ Sexual development
  - ▶ Most people become sexually active during adolescence or youth (usually in late adolescence)
  - ▶ Influenced by all domains
  - ▶ Need for comprehensive sexual education including sexual and reproductive health and, importantly, sexual decision-making and negotiation skills
- *Intellectual development (changes to the way they think about and understand things):*
    - ▶ How to process information, think about things, make sense of the world, and make decisions
    - ▶ How to process and cope with these processes of developing, growing and changing
    - ▶ In the early teenage years, there is a transition from thinking in simple terms – perceiving things as good or bad, right or wrong – to thinking more abstractly, imagining the future, understanding and recognizing the consequences of their actions, and anticipating what others are thinking.
    - ▶ In early adolescence, the capacity to think through complex and abstract ideas is still limited.
    - ▶ Teenagers need to learn how to think through different issues including how to weigh different consequences so that they can make decisions.
    - ▶ Youth begin to question family and school rules and challenge their parents because they are growing to be more independent and making decisions and choices for themselves instead of just readily accepting what others tell them
    - ▶ It's important that teenagers are encouraged to question and think critically about issues, but also to balance their rule-challenging behaviour with safety, responsibility and respect.
    - ▶ A teenager's emotional processing centre in their brain is very active and so they often think about things and make choices based on their feelings.
    - ▶ This often results in types of responses such as fight, escape, freeze and/or panic, which can compromise strategic reasoning skills and impulse control.
    - ▶ This may lead to misinterpretation of social cues such as facial expressions (and we know that the social sphere is of heightened importance during adolescence AND that behavioural responses are then based on these interpretations from a highly emotional centre of the brain)
    - ▶ Still primarily "knowing through doing"
    - ▶ Learning how to express oneself

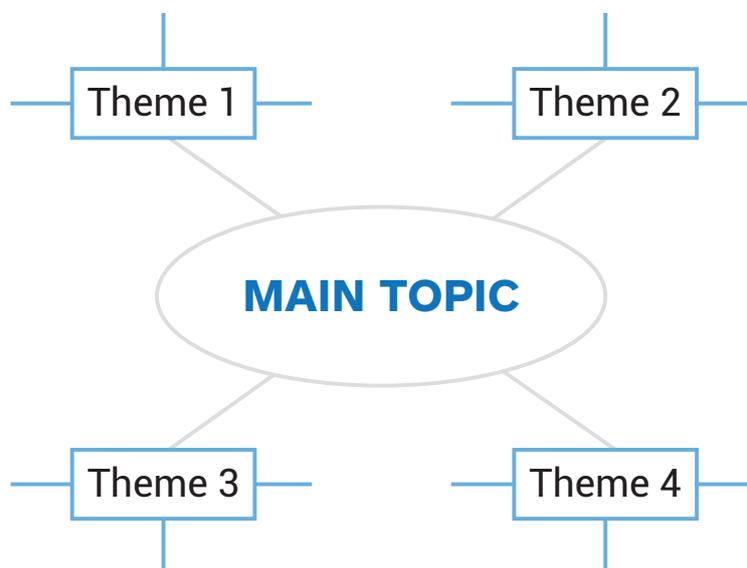
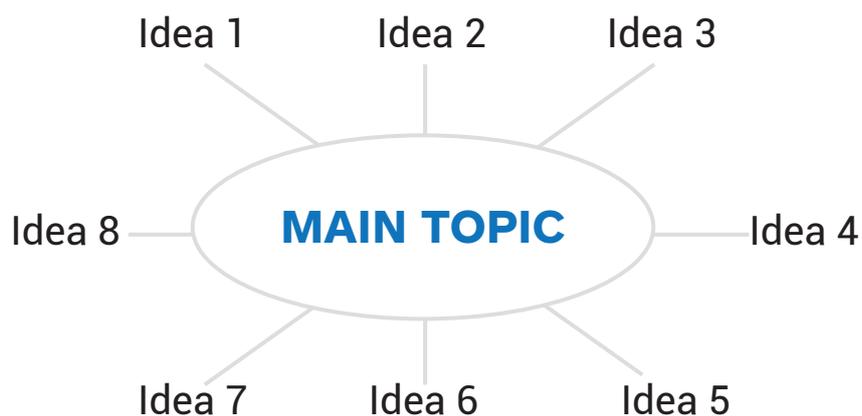
- *Emotional development (changes to the types and range of mood and emotion):*
  - ▶ Teenagers might be moody because they are experiencing many changes and their lives can become quite confusing as they experience new feelings and thoughts and deal with several developmental challenges and people's expectations.
  - ▶ Time of increased anxiety although it may not always look like anxiety
  - ▶ Dealing with change without much structure, guidance or knowing
  - ▶ Also the increased consciousness of the social sphere and social evaluation also contributes to an increase in anxiety.
  - ▶ Immaturity around understanding and dealing with emotions
  - ▶ Expression and release of emotions through action
  - ▶ Need to learn to express emotions adaptively and appropriately
  - ▶ Teenagers may engage in difficult behaviour, for example getting into physical fights, using alcohol or drugs and skipping school, to express emotional pain
  - ▶ Preteens and teens have mixed feelings about "breaking away" from parents. One day children may ignore parents, the next they are constantly by their sides.
  - ▶ Increased vulnerability to mental health challenges, especially mood disorders, but it's important to remember that some moodiness, sadness, anxiety, and anger or irritability are normal for teenagers to experience; when these feelings seem to rule their lives and interrupt their daily functioning (e.g. they stop doing well at school; don't see friends at all, etc.) then it is likely they need mental health care.
  
- Psychological development (changes to how they think about and understand themselves and who they are as an individual):
  - ▶ Personal identity – Who am I? Am I important in this world?
  - ▶ May explore identity through exploring different clothes, hairstyles, friends, music and hobbies as a way of expressing different identities that they may be trying. They are trying to find an identity which fits them best and with which they are comfortable.
  - ▶ Very focused on themselves (can appear selfish or egocentric).
  - ▶ Preteens and teens believe they are the centre of attention because they are learning and experiencing their independence and ability to have an impact on the world around them. They often blame themselves or are blamed, if parents get divorced. They can also be painfully self-conscious and feel that everyone will notice and care if they have acne or don't have nice clothes and this will be a disaster for them.
  - ▶ Dreams and hopes for the future contrast with a living-for-now disregard for consequences and sometimes difficulty with impulse control.
  - ▶ Meaning making and purpose in life – where is my place?
  - ▶ Connectedness.

- ▶ Values (what's important and what isn't) to them. Boundaries and independence and limits. Teenagers want to assert their independence and this is often through testing boundaries with adults.
  - ▶ They want ideas that are theirs and not given to them by adults.
  - ▶ Teenagers' self-esteem and self-confidence can be very fragile.
  - ▶ Learning how to express themselves.
  - ▶ Preteens and teens tend to believe that bad things won't happen to them. This helps explain why they are risk-takers. For example, a teenager may believe they can have unprotected sex without becoming pregnant or contracting HIV.
- Social development (changes to their needs and how their social world works):
    - ▶ During adolescence, people learn to become independent and develop a social network wider than just the family
    - ▶ Teenagers begin to spend more time with peers and less time with family members. In fact, their peers and peers' opinions and ideas become very important to them as they try to figure out who they are themselves.
    - ▶ Teenagers find comfort among peers because they might feel better understood and accepted among people who are going through similar changes
    - ▶ Teenagers start to get interested in dating and are then quite vulnerable. For example, if they are rejected by someone they are interested in, they can feel their world has fallen apart. Or sometimes, these relationships can become emotionally, physically or sexually abusive. They need a lot of support to help them navigate these issues even though they may avoid the topic with parents because of embarrassment, feeling their parents wouldn't understand, or worrying that they would get into trouble or be forbidden to date. Dating can be very confusing for teenagers and is often an awkward or embarrassing topic for them.
    - ▶ Dating can be very important among teenagers and so they may feel pressure to have a girlfriend or boyfriend or to do certain things with people they date. Sometimes younger teenagers will get a boyfriend or girlfriend just to be able to tell their friends they have one, even if they don't spend very much time with that girlfriend or boyfriend.

### Example of mind maps

- In several activities, the facilitator or participants are encouraged to use 'mind maps' or 'spider diagrams' to record the group's ideas or brainstorming about a particular topic. Recording ideas this way helps to get a lot of information across in a small space and short time, and also validates each person's contribution.
- For these kinds of drawings, have a circle (or any shape) in the middle in which you write the main topic or question and then draw lines out from that circle (in many different directions) to record different ideas.

- If you are brainstorming several sub-themes within a topic you can have one central circle (the main theme) and then extend sub-topics out with their own circles and from those circles record participant ideas.
- Use as many lines and sub-themes as needed based on the activity and people's ideas.
- Feel free to use drawings within the diagrams or mind maps.
- Two examples are illustrated below:



## Appendix 3

### OUR HOPES AND DREAMS: Background notes

(From *Skhokho Supporting Success for Families*, p. 147)

- Emphasize actions that teens can take themselves, especially in terms of the choices they make every day. Discuss how small things done every day can lead to achieving big dreams.
  - ▶ Examples:
    - Doing your homework every day not only makes sure that you don't fall behind in your learning, but also helps you to do better at school so that you are more likely to go to a training college or university and succeed there and eventually get a good job.
    - Saving a small bit of money every week can eventually build up to a large amount of money with which you can buy that special item you've been wanting.
    - Practising a sport and keeping fit by exercising every day will help you develop good skills so that you could play for your school or community team and it will help to keep your body strong and healthy.
    - Discuss possible solutions to dealing with obstacles and concerns. Note that we will be talking and learning about skills that can support our success such as a positive relationship with our families and good communication skills and also about possible obstacles such as gender inequality and violence.
  - ▶ Examples:
    - Teens might find it difficult to balance doing fun things with their friends and making sure they get their schoolwork and chores done. Perhaps one solution is to make sure they do their homework and chores first before visiting their friends.
    - Teens might have a group of friends who are doing more and more dangerous things (e.g. staying out late, beginning to drink alcohol, vandalizing property, etc.) and they are worried about getting into trouble or getting hurt, but they are also worried about not having any friends at all if they lose this group. One solution might be to find a trusted adult to talk to about this problem and get to know other people your age who do things that you enjoy and are comfortable with.

## Appendix 4

### COPING WITH STRESS AND KEEPING HEALTHY: Background notes

- Bodies
  - ▶ Exercise (cardio and stretching) vigorously 3 to 7 times per week (even if just for 30 minutes)
  - ▶ Eat a healthy, balanced diet
  - ▶ Drink water
- Minds
  - ▶ Do mind games or puzzles like sudoku or crosswords
  - ▶ Read an interesting book
  - ▶ Learn something new
  - ▶ Take up a creative or fun hobby
- Hearts
  - ▶ Focus on what gives you joy
  - ▶ Smile at others
  - ▶ Practise “random acts of kindness”
  - ▶ Everyday, tell a friend or family member about something good or positive that happened to you or write about it in a journal
  - ▶ Compliment or praise other people
- Spirit
  - ▶ Engage in a spiritual practice
  - ▶ Read spiritual verses
  - ▶ Visit spiritual places
- Relationships
  - ▶ Spend time with people you care about
  - ▶ Truly listen to them
  - ▶ Find out what makes them most cared for and think about when you feel cared for – try to do some of those things for each other
  - ▶ Do a fun activity together

## Appendix 5

### DRINKING AND DRUGS: Background notes

*(From A Young People's Toolkit On Issues Connected to Gender-Based Violence)*

- The list of reasons for drinking include: to join in social events in your community; to have fun by losing normal inhibitions; peer pressure; dealing with life problems, difficult feelings and stress; and having a harmful habit or addiction. Clarify who drinks for each of those reasons, e.g. men or women, boys or girls, younger or older people?
- For drug use, this list includes most of the same reasons for drinking alcohol. As with alcohol, acknowledge that one reason people like taking drugs is the way the drug makes you feel and act in the short term, but it is important to stress the long-term negative effects.
- Remind people about ground rules and confidentiality when having discussions that touch on personal experiences.

It is important to acknowledge and understand that people drink because alcohol can have some effects that they enjoy. Young people may know this already and they can discover this easily. If we just lecture young people about the bad effects without recognizing the good effects, young people will not pay attention to what we say. Alcohol and drugs are increasingly available to young people and young people have more modern, independent lives with friends outside the family, so it is best to help them learn facts about drinking alcohol and reflect on their own reasons so they make sensible decisions about drinking – whether they want to not drink or to drink safely and moderately.

They also need help to reflect on the reasons they might take drugs and consider whether there are alternative ways to meet their needs instead of taking drugs, for example, other groups of friends to join and other ways to have fun and excitement.

One important difference between alcohol and drugs that is important to make clear is that using drugs is illegal and using alcohol is not.

Some young people will have suffered from having a parent who drinks or uses drugs in a way that causes problems, for example, acting violently, spending money on alcohol or drugs rather than on the family, and ignoring the needs of their partner and children. If participants talk about this, pay attention and respond to their feelings and ideas. If someone is particularly distressed, follow the safety guidelines in the toolkit introduction. Remind people of the ground rules and confidentiality if you think that it is necessary.

Facilitators need to be sensitive to the fact that some people in the group may have used alcohol or drugs so do not ask for personal information. Be careful not to be judgemental, but do talk seriously about the effects of alcohol and drug use.

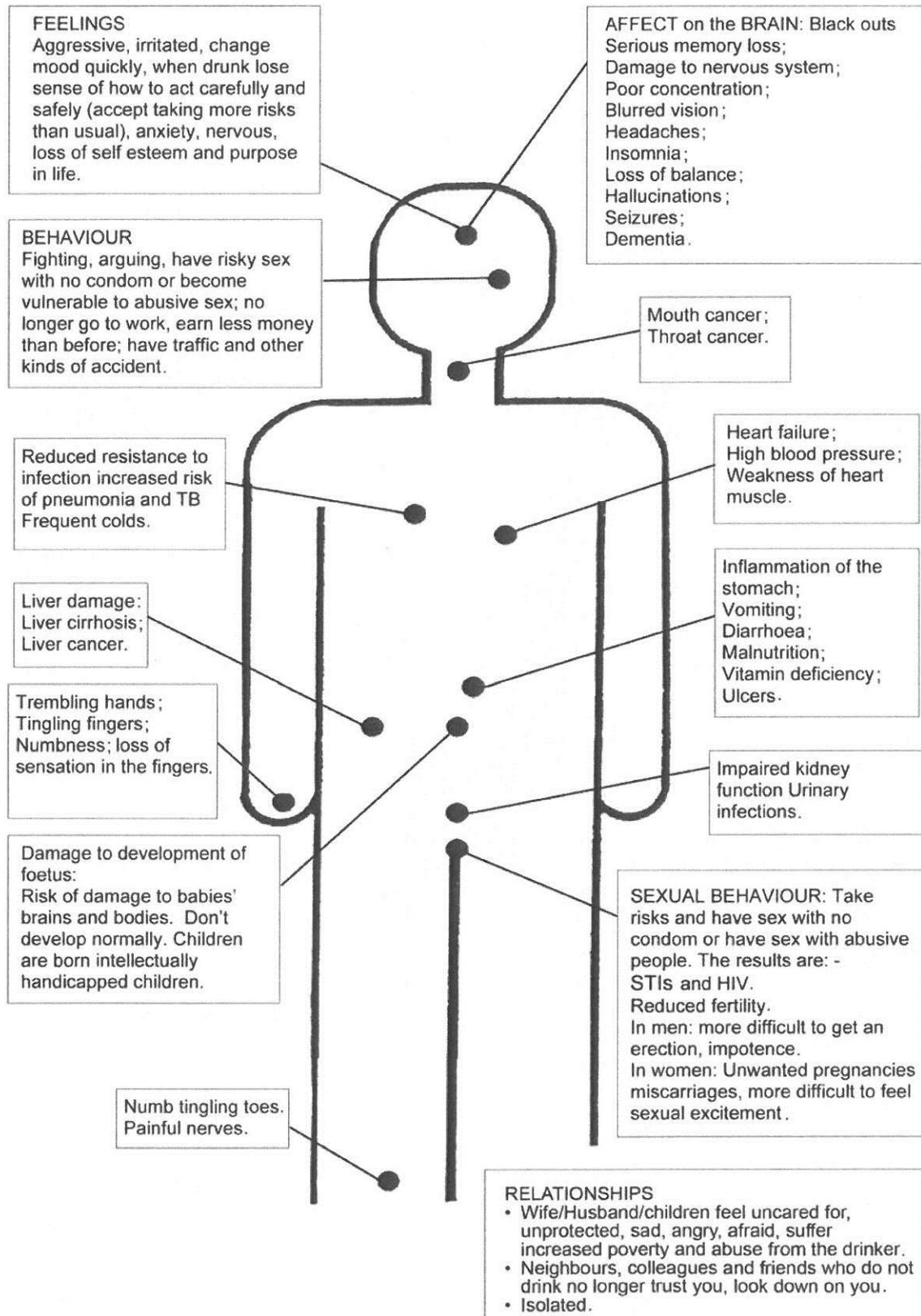
As with the sessions on drinking alcohol, acknowledge that one reason people take drugs is because they like the way the drug makes them feel and act in the short-term. Young people need help to consider all the consequences of drug use – not just the immediate positive affects. They need help to reflect on the reasons they might take drugs and consider whether there are alternative ways to meet their needs instead of taking drugs, for example, other groups of friends to join and other ways to have fun and excitement.

# Resource Sheet

Session 4:  
Impact & Effects Of Alcohol  
On Our Lives

## Resource Sheet: Impact & Effects Of Alcohol On Our Lives

### Negative Effects Of High Risk Drinking: Too Much Too Often



## Resource sheet: Photo cards of different drugs

<h3>GANJA</h3>  <p>Dikenal juga dengan istilah : Marijuana, Cimeng, Gelek, Hasis</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Motivasi rendah dan susah dikendalikan</li> <li>- Depresi dan paranoid</li> <li>- Gangguan persepsi dan berpikir</li> <li>- Gangguan keseimbangan tubuh</li> <li>- Sulit konsentrasi</li> <li>- Gerakan lambat</li> </ul> <p><b>GEJALA :</b> Murung, tegang, mudah marah dan rasa cemas berlebihan</p>	<h3>HEROIN</h3>  <p>Dikenal juga sebagai : white, smack, junk, serbuk putih, medicine, obat</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Detak jantung lemah dan sesak nafas</li> <li>- Kerusakan paru-paru, ginjal dan hati</li> <li>- Sulit buang air besar</li> <li>- Sulit konsentrasi</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Sulit tidur</li> <li>- Mata dan hidung berair</li> <li>- Mudah marah dan gelisah</li> <li>- Tremor dan kram tubuh</li> <li>- Menggigil dan berkeringat</li> <li>- Diare dan muntah</li> </ul> <p>Overdosis bisa menyebabkan kematian karena pusat pemafasan di otak tertekan dan lumpuh</p>	<h3>SHABU</h3>  <p>Dikenal juga sebagai : ice, ubas, methamphetamine</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Gangguan fungsi hati, ginjal dan urat syaraf</li> <li>- Perilaku abnormal, mudah bingung</li> <li>- Berkhayal dan berhalusinasi</li> <li>- Mudah cemas dan marah</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Senantiasa merasa lapar</li> <li>- Cemas, depresi dan marah</li> <li>- Susah tidur</li> </ul> <p>Overdosis bisa menyebabkan kematian karena pecahnya pembuluh darah di otak</p>
<h3>ECSTASI</h3>  <p>Dikenal juga sebagai : inex, enak cui iin, flash, dolar, flipper, hammer</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Kerusakan ginjal, hati dan otak</li> <li>- Kehilangan ingatan dalam jangka waktu yang lama</li> <li>- Manggigil, berkeringat dan muntah</li> <li>- Tidak mampu untuk berfikir, melihat dan menyelaraskan fungsi tubuh</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Rasa cemas berlebihan, depresi, paranoid, kehilangan sensitifitas akal sehat dan kesadaran</li> <li>- Kematian dapat terjadi karena gangguan pembuluh darah jantung, dehidrasi dan pecahnya pembuluh darah otak</li> </ul>	<h3>KETAMINE</h3>  <p>Dikenal juga sebagai : Vit K, Kitkat K, Special K</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Sulit menggerakkan tubuh, gangguan persepsi, pendengaran, penglihatan, penciuman, sentuhan dan rasa</li> <li>- Berhalusinasi</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Sulit tidur</li> <li>- Depresi, mudah marah dan tersinggung</li> <li>- Sering manguap</li> </ul> <p>Overdosis bisa menyebabkan kesulitan bernafas dan kematian</p>	<h3>INHALANTS</h3>  <p>Digunakan dengan cara dihirup atau dihisap Contoh : lem aica aibon, solvent</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Kerusakan permanent pada otak, hati dan ginjal</li> <li>- Cenderung mengalami pendarahan pada hidung (mimisan)</li> <li>- Kehilangan ingatan, sulit belajar dan melihat sesuatu secara jelas</li> <li>- Kehilangan kendali tubuh</li> <li>- Kram, nyeri dan batuk parah</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Pusing, gemetar, mudah marah dan sulit tidur</li> </ul> <p>Hirupan mendadak dapat menyebabkan serangan jantung, pecahnya pembuluh darah di otak hingga kematian</p>
<h3>KOKAIN</h3>  <p>Dikenal juga sebagai : crack, daun koka, pasta koka</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Memicu serangan jantung, stroke dan gagal ginjal</li> <li>- Perilaku agresif</li> <li>- Gemetar berlebihan</li> <li>- Pandangan kabur, halusinasi</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Mudah marah, depresi, cemas dan gelisah</li> <li>- Kehilangan gairah untuk melakukan sesuatu</li> </ul>	<h3>LYSERGIDE</h3>  <p>Dikenal juga sebagai : acid, trips, blotters, tabs, stamp, black sesame, seed, micro, micro dot</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Memacu detak jantung, nafas dan temperatur tubuh</li> <li>- Mati rasa</li> <li>- Gangguan penglihatan, pendengaran, penciuman</li> <li>- Sulit konsentrasi</li> </ul>	<h3>ERIMIN-5</h3>  <p>Contoh : Nimetazepam</p> <p><b>DAMPAK :</b></p> <ul style="list-style-type: none"> <li>- Sulit bicara, bergerak ketidakselarasan fungsi tubuh</li> <li>- Gangguan berfikir dan pandangan</li> <li>- Hilangnya kesadaran</li> </ul> <p><b>GEJALA :</b></p> <ul style="list-style-type: none"> <li>- Cemas dan gelisah</li> <li>- Insomnia</li> <li>- Mudah marah, denyut jantung cepat</li> <li>- Keringat berlebihan</li> <li>- Kejang &amp; kram perut</li> <li>- Mudah bingung, histeris</li> </ul> <p>Overdosis dapat menyebabkan sulit bernafas dan kematian</p>

Source: <http://drugfreebintara.blogspot.co.id/>

## Appendix 6

### GENDER: Background notes

*(From Skhokho Supporting Success for Families)*

- The central idea of the social construction of gender can be understood as there being many different ways of being a woman, man, girl or boy. We learn how to be a girl or a boy in childhood and the ideas of how to be a girl or boy and then a woman or man change as we get older. These ideas are influenced by our social environment and peers as well as our choices and values. The importance of understanding that gender is socially created lies in the possibility for choice and change. Gender is not determined like sex is; gender is created.
- Though different cultures may have different ideas and expectations about gender and gender roles, it is important to remember that culture and tradition are not justifications for creating social inequality and maintaining power imbalances between men and women. Creating and maintaining inequality is a violation of the fundamental human right to equality and non-discrimination as declared in the Indonesian constitution that every citizen has rights to be treated equally and protected from any forms of discrimination (Article 27 of UUD 1945) and in the Universal Declaration of Human Rights.
- Because ideas about gender are central to this programme, there are a lot of notes for facilitators within the lesson plan. We strongly encourage facilitators to go through these notes before the lessons and to keep referring back to them throughout the programme so that gender inequality can be challenged and respect and equality promoted throughout all lessons.
- Ideas of masculinity and femininity are very different. Men and women are often judged differently and there are quite different standards for men and women. For example, men can be judged positively for having many sexual partners, while women are judged negatively. Men generally have more freedom and access to power than women do. Women are usually relegated to activities and roles in the private domain, the home, and men have more and stronger roles in the public domains of work or school. If women venture into roles in the public domain, they are still primarily responsible for activities in the private domain. These ideas limit the opportunities of both women and men. They also make women particularly vulnerable to gender inequality, abuse and violation of rights.
- Different cultures may have different ideas about gender. Although we can respect different cultural beliefs and practices, it is not acceptable to harm or discriminate against someone for any reason.
- Although ideas about gender and sexual orientation are sometimes linked, they are not always correlated. That is, we cannot assume that a male who acts in ways that are stereotypically considered female or feminine is gay. Similarly, a female who acts in ways that are stereotypically considered male or masculine cannot be assumed to be lesbian. Many traditional ideas about gender include ideas about sexual orientation – for example, dominant ideas about masculinity often include ideas about men's sexual access to and dominance of women. This idea assumes that men and women are heterosexual.
- Sex differences, like reproductive capacities and hormones, are biologically determined and the same around the world. We can think of sex being male or female, or less often as

intersex, where sex is not determined or has both male or female characteristics.

- Gender norms, however, are socially created. That is, social groups create ideas about how to be a boy or man and how to be a girl or woman. Gender is constructed in different ways around the world and the assigned attributes and roles of men and women are not necessarily “true”. Females do not have to be feminine and are capable of doing things that are considered masculine, and the same is true for males. Although there is a long history of gender norms and gender inequality in many cultures, societies and cultures are dynamic and have changed in various ways throughout history. Therefore, social and cultural change is possible, including to fight gender inequality by challenging gender roles.
- Culture and family practices may influence how we think about gender and power. However, it is reasonable and just to expect to be treated fairly and with respect, regardless of one's gender.

### Notes about power

- Power is the ability to act or cause a particular effect. It is authority, influence, and the control of access to various benefits such as economic resources, social admiration/ respect/regard, decision-making including making policies and laws, preferential treatment, social influence, social and economic mobility and promotion, and directing social interactions.
- In general, being older, having more money, being taller or bigger or stronger, being a man, and being white (Caucasian) means having more power to influence people or situations in a variety of ways in many societies.
- Power can be used in positive and negative ways and should be distinguished as such, i.e. is power used to help society in caring and helpful ways, or is it used in ways that are abusive or violent?
- Power is not a bad or dangerous thing, it is how we use it that might be positive or negative. We are now going to think about some of the problems with power.
- We discovered that there are different expectations on girls and boys. Some gender ideas are potentially harmful and unhealthy to individuals and those around them. Do we really want to promote the idea of men as being, for example, powerful, lacking emotion and drinking heavily, while promoting the idea of women as weak, passive and on diets?
- Although women do not often have as much social or physical power in society as men, the laws of the country still give us all power and women can choose to access and use that power in different ways.
- We all have choices about how to use the power that we have. We can use our power in harmful or abusive ways or we can use our power in helpful and respectful ways. What do you choose to do with your power?
- Sometimes not using your power, such as by doing nothing or staying silent, is a form of abusing your power.
- Explore the short-term and long-term consequences of particular actions not only on the character identified as powerful but also on those people who may be connected to either the powerful or the powerless character.

## Notes about gender and power

- In patriarchal societies where men are dominant, men have more far-reaching, public power whereas women's power is more limited to the private sphere and often needs to be validated by men.
- Despite recent popular rhetoric about "girl power" and women taking on powerful public positions (such as in our government in Indonesia), in many cases, however, power is still mostly retained by men and men's influence has more social value and influence.
- Men can express their power freely and overtly because they are socially expected to do so; whereas women often need to be more subtle and indirect, such as asserting power through men.
- When women or girls have power, it is largely confined by limits set by men as if men are the custodians of power and have the right or ability to assign power as they wish.
- Society is often conditioned to feel threatened by women having and expressing power openly and may shun or criticize them or not take them seriously.
- Having more power than another person or group of people, does not mean that you are allowed to exert your power in ways that harm yourself or them.
- Being part of a generally non-powerful group does not mean that you are powerless. Every person has the same rights and by using different communication skills you can try to assert your power. However, there are social and structural issues that make it harder for people without power to exert power.
- Gender roles create inequality between girls and women and boys and men when women are put in positions of inferiority relative to men. Often, ideas and expectations are not based on true capabilities; that is, both men and women are capable of doing the same things (e.g. housework, running a business), but inequitable ideas about gender put limits on both men and women.
- Power differences make women very vulnerable to oppression and abuse and also mean that it's easier for those with power to maintain and perpetuate gender inequality.
- Not only are gender ideas unequal, but access to benefits and resources are also unequal between men and women. Specifically, women's access to various resources, benefits and rights are restricted because of being women. Gender inequality violates women's rights to equality.
- The unequal power between men and women based on gender is not fair or acceptable. We are all equal as people according to our constitution, therefore, we all have equal rights and we all have the responsibility to treat others as equals and not to exploit or discriminate against other people.
- Gender is constructed in such a way that men currently have more power than women, but this does not mean that women should not have power or cannot access power. Nor does it give men the right to abuse the power they have to oppress and exploit women.
- Having power is a great responsibility. We can choose not to abuse power AND to use power positively instead of just not using your power at all.

- Discussions about power can be quite complex and abstract so remember to use behavioural examples (especially those provided by workshop participants) to illustrate the points.
- Remember, this discussion is not about taking men's power away or thinking that women have no power. Also, the discussion should not reinforce women's relative less power as an inability to make choices and decisions within relationships and other aspects of life.
- The workshop should reinforce ideas about equality.

# Appendix 7

## GENDER AND POWER

For notes, see Appendix 6.



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## Appendix 9

### RIGHTS AND RESPONSIBILITIES: Background notes

(From *A Young People's Toolkit On Issues Connected to Gender-Based Violence*, p. 96–97)

#### Resource Sheet: Children's Rights

#### FOUR BASKETS OF CHILDREN RIGHTS

	<p>1. Rights to Survival – includes rights to adequate, nutritious food, shelter, quality health care and the right to have a legally registered name and nationality.</p>
	<p>2. Rights to Protection – includes rights to be protected from all kinds of physical and mental violence, injury or abuse, neglect, maltreatment or exploitation from the adults taking care of the child, to be protected from sexual abuse, exploitation of their labour, and to be protected from drug use.</p>
	<p>3. Rights to Development – includes to get warm care from parents, to go to school, relax and play, and get appropriate and reliable information as long as the information is not damaging to them or to others.</p>
	<p>4. Rights to Participation – includes rights to express their opinions freely and be heard, have access to appropriate and reliable information as long as the information is not damaging to them or to others, meet together, relax, have fun, join groups, form groups, and participate in social activities with others.</p>

## The Convention on the Rights of the Child

1. World leaders believe that all children are special and important to society and need to be protected and supported. So they met in 1989 in New York and wrote down all the rights they believed every child in the world should have in a document called the Convention on the Rights of the Child, commonly abbreviated as the CRC. They all agreed to take action to protect and promote the rights of children.
2. The CRC defines a "child" as a person under the age of 18.
3. "Rights" means several different kinds of things. Rights include the basic standards of life, freedoms and justice that a child or young person needs to reach their full potential and to mature into a good citizen.
4. By December 2008, nearly every country in the world (193 countries) had agreed to follow the CRC and make plans to ensure the protection of the rights of all children in their country. Indonesia signed the agreement on 26 January 1990 and ratified it on 5 September 1990.
5. In its Article 2, the CRC states that all children have these rights, whoever they are, whoever their parents are, whatever the colour of their skin, whatever language they speak, whatever religion they belong to, whether they are a girl or a boy, disabled or not, rich or poor. This is a rule against discrimination.
6. In its Article 29, the CRC states that the purpose of educating children is to help them reach their full potential physically and mentally. It must also prepare them to live a responsible life "in a spirit of understanding, peace, tolerance, equality of the sexes and friendship amongst all peoples," whatever their nationality or religion. It also says that children should be educated to develop respect for their parents and for other people's human rights.



## Appendix 9

### HOW WE COMMUNICATE: Background notes

(Adapted from *Skhokho Supporting Success for Families*)

#### Communication skills

- Assertive communication skills:
  - ▶ Be confident
  - ▶ Prepare and rehearse
  - ▶ Express your feelings and your message honestly and clearly
  - ▶ Ask about and acknowledge the other person's feelings and what is important to them
  - ▶ Ask clarifying questions
  - ▶ Send assertive, respectful non-verbal messages
  - ▶ Respect yourself and the other person
  - ▶ Look for common ground and think about the differences
  - ▶ Exchange ideas about possible solutions and negotiate an agreement with which everyone involved is comfortable
  - ▶ Check in with your feelings and remember to make choices that are positive for you
  - ▶ If you feel overwhelmed, confused or in a position where you cannot make healthy decisions, take time to think before you discuss

#### Facilitators:

- Remember to praise participants' efforts at using assertive, respectful communication skills
- As the facilitator, use 'I' statements during the group session whenever you get the opportunity and encourage participants to use them too
- See the feelings vocabulary sheet below

#### Notes on 'I' statements

One way to respectfully and clearly communicate with others is to use an 'I' statement. An 'I' statement is a way of clearly expressing your point of view about a situation by using the word 'I'. It includes an expression of how it is affecting you, and how you would like to see it change. Although you might make suggestions about potential solutions, the best 'I' statement is free of specific demands and blame. It opens up the area for discussion and leaves the next move for the other person.

We should aim for our 'I' statements to be clear (that is, to the point) and clean (that is, free of blame and judgement). To make a successful 'I' statement, make eye contact, and don't whine, be sarcastic, or shout. An 'I' statement or 'I' message is a way of clearly expressing your point of view about a situation and is free of specific demands or blame.

We should beware of 'you' statements which place blame on someone else, hold them responsible, demand change from them or hold a threat. 'You' statements can often make people feel quite defensive and so it can constrict positive communication.

Explain to participants that this formula may seem really strange and unfamiliar at the moment, but with practice they will become more comfortable with it and it will flow naturally when they speak with others instead of being very stiff. The important thing is to keep practising it. You might try to use it in easy situations with close friends first (e.g. "I feel happy when...") and then slightly more difficult situations (e.g. "I feel unhappy when...") before using it in more situations with different people.

#### **Two examples of a 'you' statement**

"You are always yelling at me and setting rules that are not reasonable. You're always in a bad mood. What's wrong with you?"

"You come home late. You're not around when I want to talk. If you aren't a better parent to me then I might just give up trying to ever be nice. Do you want that to happen?"

These statements are very judgemental and make the listener feel accused or trapped and thus defensive.

#### **Two examples of an 'I' statement**

"I feel like you are stressed at the moment, but I am not sure what is going on. I feel like you sometimes yell at me and I feel hurt because of this. I would like us to discuss what you are going through and maybe we can find a way to help each other."

"I feel disappointed that we are not coming to an agreement about what my responsibilities are at home. I would like us to talk but without the anger or frustration I may have expressed previously. I would like us to discuss how we can go forward."

These statements carry no blame and are phrased not to annoy the listener. The expectations within them are presented in a non judgemental manner (there is no "you must...") and are not accusing the listener. They state the speaker's expectations or hopes, but they do not demand that they be met.

This is a useful way of separating feelings and facts in order to clarify what a problem really is. The formula may seem strange and unfamiliar, but with practice it can become an unconscious reaction rather than a laboured response. It is a tough discipline and needs practice. It is worth pointing out that it can be used with anyone and any situation, particularly when you feel that your needs are not being met.

Groups, as well as individuals, can use the formula to help them make a statement about something they feel strongly about.

# HOW DO I FEEL?

## Vocabulary...

### Angry

Agitated  
Annoyed  
Bitter  
Cruel  
Disgusted  
Fed up  
Frustrated  
Furious  
Grumpy/Grouchy  
Hate  
Impatient  
Irritated  
Jealous  
Outraged  
Rage  
Resentful  
Scorn  
Spiteful

### SCARED

AFRAID  
ANXIOUS  
DISTRESSED  
EDGE ON EDGE  
FEAR  
FROZEN  
HORROR  
HYSTERICAL  
NERVOUS  
OVERWHELMED  
PANICKED  
SHOCKED  
TENSE  
TERRIFIED  
UNEASY  
WORRIED

### Sad

Agony  
Crushed  
Defeated  
Depressed  
Despair  
Disappointed  
Down  
Gloomy  
Grief  
Homesick  
Hopeless  
Hurt  
Insecure  
Lonely/Isolated  
Miserable  
Neglected  
Rejected  
Unhappy  
Unloved

### Ashamed

Shame  
Insulted  
Guilty  
Disgraced  
Embarrassed  
Can't face it  
Humiliated  
Put down  
Ruined  
Degraded  
Responsible  
Blamed  
Criticised  
Feel Bad  
Regret

### Happy

Blissful  
Cheerful  
Content  
Delighted  
Ecstatic  
Enthusiastic  
Excited  
Glad  
Joy  
Overjoyed  
Pleased  
Satisfied  
Thrilled

## Appendix 11

### FAMILY RELATIONSHIPS: Background notes

(From *A Young People's Toolkit On Issues Connected to Gender-Based Violence*, p. 96)

#### What makes a family happy

Encourage the group to think broadly about the many kinds of behaviour and attitudes that can make a family happy.

For example:

- i. Respect
- ii. Love
- iii. Having enough money: talk about how important that is and ask if money is enough to make a family happy on its own.
- iv. Other important ideas for making a family happy are:
  - Making each other feel safe and protected inside the family
  - The mother and father having a strong and loving marriage
  - Equal and fair treatment of everyone
  - Warmth from parents to each other and children
  - Talking with each other about their experiences, ideas and feelings and showing acceptance, understanding and kindness
  - Sharing of household jobs and responsibilities
  - Having fun together
  - Encouraging family members to interact with the world outside the family confidently – helping children go to school, welcoming friends to the house, etc.

#### What makes a family unhappy

For example:

- i. An unhappy family may argue over things
- ii. The mother and father may not listen to each other
- iii. The parents may not listen to the children and the children may not listen to their parents
- iv. People may use violence or hurt each other
- v. People may blame each other a lot

- vi. People may feel jealous or unloved
- vii. The older people may demand respect even though they do not act in a way that deserves it
- viii. The younger people may not pay enough attention to the knowledge and experience of the older ones
- ix. Family members may not know how to talk and listen, show interest in each other and have fun together.

## Appendix 12

### FRIENDSHIPS AND HAPPY, CARING RELATIONSHIPS: Background notes

*(From Skhokho Supporting Success for Families)*

- Help participants to articulate behaviours that they and their best friends engage in while they are in caring, supportive relationships. Focus also on activities they engage in together on a regular basis.
- Draw parallels between girlfriends/boyfriends and best friends.
- Throughout this programme we are encouraging learners to create “healthy relationships.” The definition of such a relationship is one that learners should be constructing throughout the programme. In this lesson, we suggest that caring and friendship are important characteristics of healthy relationships, including healthy intimate relationships. Remind learners to think about what makes a relationship healthy or unhealthy throughout the following lessons in the programme.
- It is important to remember that caring relationships can refer to a number of different types of relationships, not just intimate relationships.
- In the context of intimate relationships, the idea of fidelity or faithfulness and caring may be a useful discussion during this lesson or future lessons.
- Ideas about different kinds of relationships that may be relevant to learners:
  - ▶ A simple friendship without any partnership connotations, such as someone you might do things with in a group or share an interest with, a neighbour, or a friend’s brother or sister.
  - ▶ Someone you might occasionally go to a party with, but not seek out or spend time with on a regular basis.
  - ▶ Someone you like a lot, see fairly frequently, and sometimes go out with, but haven’t agreed to a mutually exclusive relationship. After going out, you might kiss and sometimes engage in light petting.
  - ▶ Someone you are very attracted to and want to spend time with whenever you can. You both agree not to date others.

- ▶ When you are alone, you kiss and engage in light petting.
- ▶ When you are alone, you engage in heavy petting and occasionally have sex.
- ▶ You plan to get married someday. When you are alone, you engage in heavy petting and often have sex.
- Examples of caring actions by others:
  - ▶ Listening to us
  - ▶ Showing that our feelings are important to them
  - ▶ Helping us solve problems
  - ▶ Being able to talk to the person about our problems
  - ▶ Spending time with the person doing things we enjoy
  - ▶ Trusting them
  - ▶ Being affectionate: hugs
- How do caring people make you feel good about yourself?
  - ▶ They encourage you
  - ▶ They celebrate your successes
  - ▶ They help or support you to succeed and grow
- Examples of what makes a relationship caring
  - ▶ Caring relationships are safe – you would not feel scared, intimidated or afraid in a caring relationship
  - ▶ These relationships should make you feel good about yourself
  - ▶ Trust
  - ▶ Mutual – the other person cares for you and you care for that person
- Gifts or presents
  - ▶ Gift-giving is a complicated issue. Gifts in a mutually caring relationship are sometimes given and received to show caring and affection. However, gifts can be problematic if there is an expectation of reciprocity or indebtedness of some kind. Gifts can also be problematic if they are given because someone feels guilty about a likely uncaring action.
  - ▶ If a gift makes you feel uncomfortable or the potential consequences of accepting the gift make you feel uncomfortable, then it may be a good idea to rethink accepting the gift.
  - ▶ If someone gives you a gift because they want you to do something you do not want to do, is that caring?
  - ▶ If someone has hurt you and tries to buy you gifts to apologize or “take them back,” is that caring?
    - Forgiveness becomes an issue in this kind of scenario. Does your disappointment,

anger or hurt affect how you feel about your partner in a positive or negative way?  
Do you think that your partner is truly sorry and will not hurt you or be uncaring towards you again?

- Physical punishment
  - ▶ Parents (or teachers) sometimes use physical punishments such as hitting, slapping, pinching etc.
    - If learners describe parents hitting their children as caring, this idea should be challenged. Physical punishment is against the law, and there are effective AND caring ways to punish children if they break rules.
    - Teens may be able to identify other ways that they could be punished that are non-violent and effective. What non-violent action could parents take that would teach you that what you did was wrong and potentially harmful?
  - ▶ This issue is also closely tied to corporal punishment in schools and intimate partner violence.
    - Challenge ideas that intimate partners may not be able to control themselves or beat their partners “because they care so much” or “because they love you too much.”
  - ▶ Physical violence cannot be justified and is illegal, unless it is used in self-defence.

### **Feeling safe in a relationship**

- Feeling safe, comfortable and happy in a relationship is important during adolescence
- We want young people to start listening to and trusting their feelings
  - ▶ If they feel nervous, scared, frightened, afraid or uneasy then something may be wrong and they should pay attention to their feelings, and act accordingly
  - ▶ A partner should not do things that make the other partner feel uncomfortable, unsafe, threatened or worried

## Appendix 13

### RESPONSIBLE AND SAFE DATING RELATIONSHIPS: Background notes

If your partner does not have the essential qualities you want, you have to think about your choices and make a decision based on what is important to you and what your “absolute musts” or “essentials” are.

In relationships, we have many choices about what kind of partner we go out with and what kind of a relationship we create with this partner. Things often change with time. Throughout this time, we have to make choices. You can think about the idea of the cake to help you decide whether you are in the type of relationship you want, or whether your relationship cake is jeopardized by some “bad” ingredients. When you realize these things, you need to decide whether you are okay with not having a real cake or having a spoiled cake.

You may not find a partner who is a perfect match to your ideas of the kind of person you would like to go out with, and you are also unlikely to be a perfect match for your partner's ideas of a partner. And your ideas may change over time as you get to know yourself, as you yourself change, and as you learn more about relationships. If a partner is not a perfect match (that is, does not have all the “essential ingredients” and all the “extra” additions, does that mean that you should forget about your ideas? Does it mean that you should wait until you find a perfect match? Does it mean you should try to change your partner? If you are not exactly the kind of girlfriend/boyfriend that your partner wants, does it mean that you need to change who you are? Remember, every person has the right to choose who they are and the freedom to be who they are (without harming others). Remember to think about what is essential for your “relationship cake” and what is just decorative.

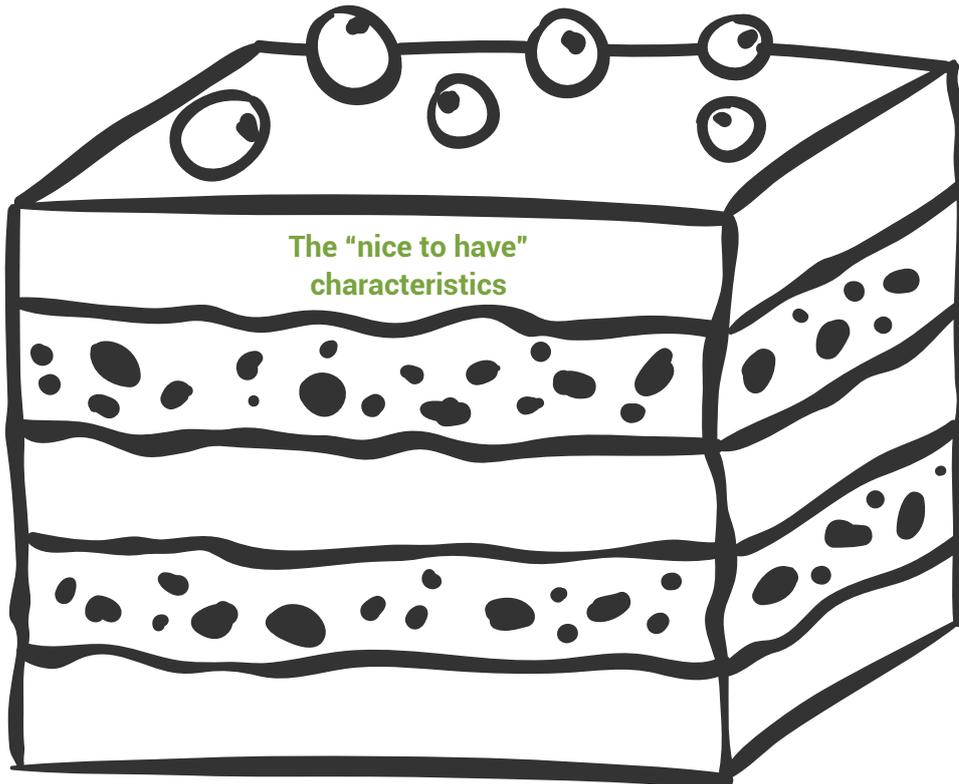
Challenge ideas that appearance is essential. Personality characteristics can be attractive too. Preferences for someone's appearance are individual – some people might like cherries on their cake and others might prefer strawberries. It's about your own personal taste. Think about whether it is more important how someone treats you or how they look.

We have explored what you would like in a partner by using the metaphor of baking a cake. You should now have a better understanding about the essential or “must have” qualities you want in a partner and relationships and those qualities that are ideal, but not necessary. Thinking about choosing a partner and building a relationship in this way can help you make choices about whether to start a relationship with a particular person, whether to continue a relationship with a particular person, or things you would like to change about a relationship.

Perhaps it is important to you to have a partner who is caring, honest, has a good sense of humour, and goes to school. These might be the essential characteristics for you to build a caring and fun relationship. Perhaps you would really like a partner who is very good looking, plays sport and dresses well. These characteristics might be of less importance to you; they might not be essential to you. So even if they are not a very good-looking athlete who dresses well, but are caring, honest, have a good sense of humour, and go to school, then you could still build the kind of relationship you want with this person. What if you meet a good-looking person who dresses well, but who is dishonest and teases people in a mean way? Can you still have “cake” when all you have is the icing and cherries? It is unlikely that you could build the caring relationship that you want with this person because they do not have all of the absolutely necessary characteristics that are important to you.

Violent or aggressive people, or people who are a lot older than you, are not partners with whom we would be comfortable or safe. These might be the “bad” ingredients that spoil our cake.

The “extra nice”  
characteristics



The “nice to have”  
characteristics

The essential or  
“must have”  
characteristics

Unwanted characteristics:

## Appendix 14

### SEX AND RELATIONSHIPS: Background notes

- Sessions 14 and 15 focus on issues of sexuality, sexual decision-making, and sexual and reproductive health should be facilitated in sessions where boys and girls are completely separate.
  - ▶ If there are two facilitators, one facilitator can meet with the boys group in one location and the other with the girls group in another location
  - ▶ If there is only one facilitator then for these two sessions, separate meetings at separate times will need to be organized and facilitated
- The reason for separating boys and girls for these sessions is because at this stage of early adolescence, boys and girls often feel shy or embarrassed to talk openly about sexuality issues or they may begin to tease one another. These situations will not be helpful in conducting effective sessions on these topics.
  - ▶ After these two sessions, the boys and girls will meet for a dialogue to share their perspectives about what it's like to be a boy or girl, relationships, sexuality, and any other issues that they feel is important to communicate from their point of view.
- There are very few ideas, models or depictions of adolescent intimate or dating types of relationships that are publicly shared.
  - ▶ Therefore, adolescents often rely on what they see in their communities or in the media, which are mostly depictions of adult relationships
  - ▶ There are many negative consequences of this lack of appropriate ideals and models for adolescent dating. One of them is the idea that sex is a core part of having a boyfriend or girlfriend.
  - ▶ However, it is important to help adolescents (and caregivers!) understand that adolescents do not have to have sex or do sexual things with a boyfriend or girlfriend if they do not want to
  - ▶ Indeed, it is best if adolescents delay initiating sexual intercourse until they are older and are ready to deal with the emotional, social and physical aspects of sex and its consequences
  - ▶ Intimate or dating relationships can be about sharing a special or close relationship with someone where you share deep discussions and spend time doing fun things together and care about one another
- Comprehensive sexuality education means that we have to give teenagers space to explore all aspects of sex, and talk about the positive aspects and not just the negative ones. The theory is that if you only cover the negative aspects and make teenagers think sex is bad or not fun, then when they have an experience that feels quite nice or exciting or some combination of positive, negative and confusing, they will not have the skills to be able to deal with it well. So, it is better to have them fully prepared and to consider whether the benefits outweigh the possible costs. Therefore, when you have this discussion about sex

be sure to be completely open and ask them to share the good, the bad and the confusing. Some perceived benefits that teenagers have about sex may be debunked such as sex resulting in gaining popularity, love or loyalty – so raise some of these as questions or possibilities if teenagers don't do it themselves. Also, it is important to be able to talk about the emotional consequences of sex, not just the physical.

## Appendix 15

### SEXUAL AND REPRODUCTIVE HEALTH: Background notes

(From PREPARE p. 93)

#### What is HIV?

The human immunodeficiency virus (HIV) infects cells of the immune system, destroying or impairing their function. Infection with the virus results in the progressive deterioration of the immune system, leading to "immune deficiency." The immune system is considered deficient when it can no longer fulfil its role of fighting infection and disease. Infections associated with severe immunodeficiency are known as "opportunistic infections," because they take advantage of a weakened immune system.

#### What is AIDS?

AIDS is acquired immunodeficiency syndrome. The term AIDS applies to the most advanced stages of HIV infection, defined by the occurrence of any of more than 20 opportunistic infections or HIV-related cancers.

#### How is HIV transmitted?

HIV can be transmitted through unprotected sexual intercourse (vaginal or anal), and oral sex with an infected person; transfusion of contaminated blood; sharing contaminated needles during injecting drug use; and sharing contaminated syringes or other sharp instruments. It may also be transmitted between a mother and her infant during pregnancy, childbirth and breastfeeding. Different factors raise and lower the likelihood of transmission.

#### How quickly does a person living with HIV develop AIDS?

The length of time can vary widely between individuals. Left untreated, the majority of people who have been infected with HIV will develop signs of HIV-related illness within 10–15 years, and hence, the time between HIV infection and an AIDS diagnosis can take the same amount of time or longer. Antiretroviral therapy (ART) can slow disease progression by decreasing an infected person's viral load.

What is the most common life-threatening opportunistic infection affecting people living with HIV?

Tuberculosis (TB) kills nearly a quarter of a million people living with HIV each year. It is the number one cause of death among people living with HIV in Africa, and a leading cause of death of people living with HIV worldwide.

### **How can I limit my risk of HIV transmission through sex?**

- Use male or female condoms correctly each time you have sex.
- Practise only non-penetrative sex.
- Remain faithful in a relationship with an uninfected equally faithful partner with no other risk behaviour.
- Abstain from sex.

### **How effective are condoms in preventing HIV?**

Quality-assured male and female condoms are the only products currently available to protect against sexually transmitted infections (STIs), including HIV. When used properly during every sexual intercourse, condoms are a proven means of preventing HIV infection in women and men. However, apart from abstinence, no protective method is 100 percent effective.

### **What is the benefit of an HIV test?**

Knowing your HIV status can have two important benefits:

- If you learn that you are HIV positive, you can access treatment, care and support, even before any symptoms appear, thereby potentially prolonging your life for many years.
- If you know that you are infected, you can take precautions to prevent the spread of HIV to others.

### **What are antiretroviral drugs?**

Antiretroviral drugs (ARVs) are used in the treatment and prevention of HIV infection. They fight HIV by stopping or interfering with the reproduction of the virus in the body.

### **Is there a cure for HIV?**

No, there is no cure for HIV. But with good and continued adherence to antiretroviral treatment, the progression of HIV in the body can be slowed down and some people living normal life spans.

### **What other kinds of care do people living with HIV need?**

In addition to antiretroviral treatment, people with HIV often need counselling and psychosocial support – support that relates to the interrelation of social factors and an individual's behaviour and thought. Access to good nutrition, safe water and basic hygiene can also help a person living with HIV maintain a high quality of life.

<p><b>Chlamydia</b></p>	<p>Chlamydia is symptomless at first. After the disease progresses some of the symptoms include odourless discharge and burning during urination.</p>	<p>Chlamydia is known as a "silent" disease because most infected people have no symptoms. Chlamydia usually is found in the cervix and the urethra in women. Men may have a discharge from the penis, a burning sensation when urinating, burning and itching around the penis, and pain and swelling in the testicles. Chlamydia also is found in the anus and throat.</p>	<p><b>Transmission:</b> Chlamydia is transmitted through vaginal, anal or oral intercourse. It can also be transmitted from a mother to her baby during birth.</p> <p><b>Treatment:</b> Chlamydia can be treated and cured with antibiotics.</p> <p><b>Prevention:</b> Not having sex at all is the only 100 percent effective, foolproof method of preventing pregnancy and sexually transmitted infections (STIs). Latex condoms, when used consistently and correctly, can reduce the risk of transmission of chlamydia.</p>
<p><b>Genital HPV</b></p>	<p>The human papillomavirus (HPV) is a group of viruses that are sexually transmitted. Some types of these viruses cause genital warts which look like small hard bumps or many bumps. They start as small painless spots. Some genital warts cannot be seen by the naked eye, but they can still be transmitted through sexual contact. About 70 percent of all sexually experienced people may have HPV; less than one percent of these infected people will develop visible warts. Someone who does not have visible genital warts could still carry HPV.</p>	<p>Most people who have a genital HPV infection don't know they are infected. Others get visible genital warts. Genital warts can be found on the vulva, on the cervix, in or around the vagina or anus, and on the penis, scrotum, groin or thighs.</p>	<p><b>Transmission:</b> The types of HPV that infect the genital area are spread primarily through sexual contact with someone who is infected.</p> <p><b>Treatment:</b> There is no cure for HPV.</p> <p><b>Prevention:</b> Abstinence is the only 100 percent effective method of preventing genital HPV. Latex condoms used consistently and correctly can reduce the risk of HPV infection but the virus can still be transmitted by parts of skin not covered by a condom.</p> <p>HPV vaccination is now available in Indonesia and if effective can prevent HPV if given before someone is sexually active.</p>
<p><b>Gonorrhea</b></p>	<p>Gonorrhea is caused by the bacterium Neisseria gonorrhoeae. Symptoms appear from two days to four weeks after exposure. They include painful urination, pus-like discharge, bumps on the cervix, anal irritation and painful bowel movement. As the disease progresses, pain in the lower abdomen on both sides, vomiting, fever and irregular menstrual periods occur.</p>	<p>Gonorrhea is found in the cervix, uterus, and fallopian tubes in women, and in the urethra in women and men; and in the mouth, throat, and anus.</p>	<p><b>Transmission:</b> Gonorrhea usually is transmitted through vaginal, anal or oral intercourse with an infected person.</p> <p><b>Treatment:</b> Gonorrhea can be treated but can be resistant. Abstinence is the only 100 percent method of preventing it. Condoms when used consistently and correctly, can reduce the risk of transmission.</p>

<p style="text-align: center;"><b>Herpes</b></p>	<p>Herpes is caused by the herpes simplex viruses type 1 (HSV-1) and type 2 (HSV-2). Most individuals have no or only minimal signs or symptoms from HSV-1 or HSV-2 infection..</p>	<p>Signs may occur as one or more blisters on or around the genitals or rectum. The blisters break, leaving tender ulcers (sores) that may take two to four weeks to heal the first time they occur. Typically, another outbreak can appear weeks or months after the first, but it almost always is less severe and shorter than the first episode.</p>	<p><b>Transmission:</b> Sex with someone who has a genital HSV-2 infection causes infection. HSV-1 causes infections of the mouth and lips, so-called “fever blisters.” A person can get HSV-1 by coming into contact with the saliva of an infected person. HSV-1 infection of the genitals is caused by oral-genital sexual contact with a person who has the oral HSV-1 infection.</p> <p><b>Treatment:</b> There is no treatment.</p> <p><b>Prevention:</b> Abstinence is the only 100 percent effective method of preventing pregnancy and STIs. The correct use of latex condoms can help protect against infection with herpes, but do not provide complete protection because the condom may not cover the herpes sore(s).</p>
<p style="text-align: center;"><b>Syphilis</b></p>	<p>Syphilis is caused by the bacterium Treponema pallidum. The first symptom is a painless sore like a pimple, blister or open sore that appears at average 21 days after the bacteria enter the body. The second stage starts when one or more areas of the skin break into a rash -- which usually doesn't itch -- on the entire body, on the palms of your hands or on the soles of your feet, in addition to rashes, fever, swollen lymph nodes, sore throat, loss of hair, headaches, weight loss, muscle aches, and tiredness. The third, hidden stage of syphilis begins when the secondary symptoms disappear without treatment. Syphilis remains in the body, and it may begin to damage the internal organs, including the brain, nerves, eyes, heart, blood vessels, liver, bones and joints, and could cause death.</p>	<p>Syphilis mainly occurs around the genitals and anus. It occasionally occurs in and around the mouth.</p>	<p><b>Transmission:</b> Syphilis is transmitted through direct contact with a syphilis sore. Transmission occurs during vaginal, anal or oral sex. The bacteria penetrates mucous membranes or broken skin on the genitals, mouth and anus.</p> <p><b>Treatment:</b> Syphilis can be diagnosed and treated at any time with penicillin by injection or a substitute antibiotic for those who are allergic to penicillin. It is recommended that you not have sexual intercourse until the syphilis sores are completely healed.</p> <p><b>Prevention:</b> Not having sex at all is the only 100 percent effective, foolproof method of preventing pregnancy and STIs. Syphilis can occur in genital areas that are covered or protected by a latex condom.</p>

(From: *A Young People's Toolkit On Issues Connected to Gender-Based Violence p. 250*)

## Menstruation

- Generally women start to have their period between the ages of 12 and 18.
- But some girls may reach maturity earlier or later than this.
- Periods stop when a woman is 45 to 55 years old.
- Normally, women shed menstrual blood every 28 days (the "menstrual cycle"). Different women have slightly different menstrual cycles. For example, some women bleed as often as every 21 days and some women have a cycle as long as 40 days.
- On average, women menstruate for between 3 to 7 days.
- Many girls are surprised when they first see blood coming out between their legs. They might feel scared and think that they are sick or injured if no one has told them about menstrual blood. In fact, having a period is normal and natural.
- Sometimes women get painful cramps with their menstruation and their mood can change. This is normal. The cramps happen when the muscles of the womb contract to expel the old lining of the womb. It can be painful or uncomfortable. You can take paracetamol to reduce the pain.
- Information about hygiene: it's a good idea to wash around the vaginal opening often with soap. You can soak up the blood with sanitary pads. These should be changed often. You should keep these pads clean by washing them often and hanging them to dry in the sun.

## Fertilization

This refers to the time when an egg combines with a sperm. One egg leaves an ovary every month approximately 14 days before the next menstruation. After a man has ejaculated sperm into the woman's vagina, the sperm can live for up to 72 hours. However, after a woman's egg has left the ovary it lasts for only 12 to 24 hours. Usually, fertilization happens during the day the egg leaves the ovary. Fertilization happens when one of the sperm swimming towards the egg in the fallopian tube meets and combines with it. The egg and sperm are now the beginning of a new human being.

- The fertilized egg then moves through the fimbria and fallopian tube for 6 to 8 days to the uterus. There it touches and sticks onto the wall of the uterus.
- The fertilized egg begins developing into a baby. Now a foetus is developing within her. The woman no longer releases new eggs for fertilization and thus her periods stop until after the baby is delivered.
- A woman gets pregnant when her egg is fertilized by a man's sperm. Even if neither partner enjoyed the sexual act or if the woman was forced or exploited into having sex, fertilization can still happen.

Non-fertilizing period

Fertilizing period

Non-fertilizing period



(From *Skhokho Supporting Success for Families*, Appendix 22, pp. 168–170)

## Gender and sex in relation to adolescent sexuality

### What is sexuality?

- A central aspect of being human throughout life, it encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction
- Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, roles and relationships
- While sexuality can include all of these dimensions, not all of them are always experienced or expressed
- The World Health Organization describes sexuality as influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors

### What is sexual orientation?

- The sex of those to whom one is sexually and romantically attracted
- Categories of sexual orientation typically include attraction to members of the other sex (heterosexuals), attraction to members of one's own sex (gay men or lesbians) and attraction to members of both sexes (bisexuals)
- While these categories continue to be widely used, research has suggested that sexual orientation does not always appear in such definable categories and instead occurs on a continuum

### Types of sexuality

- Heterosexuality – the sexual attraction between members of the opposite sexes such as man to woman and woman to man
- Homosexuality – the sexual attraction between members of the same sexes such as man to man and woman to woman
- Bisexuality – the sexual attraction to both the opposite and same sexes
- Asexuality – also known as non-sexuality, is the lack of sexual attraction and sexual interest towards others<sup>169</sup>

- Transsexuality – when a person identifies themselves with a physical sex that is different to their own biological one.
  - ▶ A medical diagnosis can be made if a person experiences discomfort as a result of a desire to be a member of the opposite sex.
  - ▶ For example, a person may be born male and is uncomfortable with their gender as a male and identifies as female, or vice versa.
  - ▶ Some transsexual people undergo surgery and other medical procedures, such as taking hormones, and others do not. There is a large variation in how transsexual people choose to live their lives.
  - ▶ Someone's identification with a gender is separate to their sexual orientation. A transsexual person may be heterosexual, homosexual, bisexual or asexual.

### What is sexual health?

- A state of physical, emotional, mental and social well-being related to sexuality. It is not merely the absence of disease, dysfunction or infirmity.
- Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.
- The World Health Organization states that for sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

### What are sexual rights?

- These include the right of all persons, free of coercion, discrimination and violence, to:
  - ▶ Receive the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive health care services
  - ▶ Seek and impart information in relation to sexuality
  - ▶ Receive sexuality education
  - ▶ Have respect for bodily integrity
  - ▶ Have a free choice of partner
  - ▶ Decide to be sexually active or not
  - ▶ Have consensual sexual relations
  - ▶ Have consensual marriage
  - ▶ Decide whether or not and when to have children
  - ▶ Pursue a satisfying, safe and pleasurable sexual life
  - ▶ The World Health Organization states that the responsible exercise of human rights requires that all persons respect the rights of others

### What is reproductive health?

- A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes.
- Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.

## APPENDICES

### What are reproductive rights?

- The basic rights for all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so
- The rights of men and women to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law
- The right to the highest attainable standard of sexual and reproductive health, including the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant
- Reproductive rights also include the right of all people to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents
- Reproductive health care is defined as the constellation of methods, techniques, and services that contribute to reproductive health and well-being by preventing and solving reproductive health problems.
- Reproductive health care also includes sexual health, the purpose of which is the enhancement of life and personal relations, and not merely counselling and care related to reproduction and sexually transmitted infections.

## High risk, Low risk, No risk – HIV & AIDS and other STIs

(From PREPARE, p. 64)

Behaviour/Activity	High, low or no risk
Vaginal sex without a condom	HIGH
Vaginal sex with a condom	LOW
Oral sex with a man without a condom	LOW for HIV and Chlamydia HIGH for Herpes
Oral sex with a man with a condom	LOW
Anal sex without a condom	HIGH
Anal sex with a condom	LOW
Self-masturbation	NO
Mutual masturbation	NO
Wet kissing	NO
Dry kissing	NO
Massage	NO
Showering and bathing together	NO
Romantic conversation	NO
Sharing needles without cleaning them	HIGH
Sharing needles and cleaning them with bleach	LOW
Being raped	HIGH
Sex with many different partners without using a condom	HIGH
Sex with many different partners with a condom	LOW
Unprotected sex with a person who injects drugs or shares needles	HIGH
Sex with a person that injects using needles, but you use a condom	LOW
Sex with someone who has had many partners, without using a condom	HIGH
Using contraception (family planning) but not condoms	HIGH
Unprotected sex with a man that has sex with other men	HIGH
Sharing a plate of food with an person living with HIV	NO
For a baby to get HIV from their mother if she is HIV positive and not receiving Prevention of Mother-to-Child Transmission (PMTCT)	HIGH
Having sex without a condom with a person living with HIV who looks healthy	HIGH
Hugging a person living with HIV	NO

Note: Knowing the HIV status of your partner is always important so that you can take conscious decisions about protecting yourself from getting infected.

## High risk, Low risk, No risk – Pregnancy

(From PREPARE, p. 64)

Behaviour/Activity	High, low or no risk
Vaginal sex without a condom	HIGH
Vaginal sex with a condom	LOW
Oral sex with a man without a condom	NO
Oral sex with a man with a condom	NO
Anal sex without a condom	NO
Anal sex with a condom	NO
Self-masturbation	NO
Mutual masturbation	NO
Wet kissing	NO
Dry kissing	NO
Massage	NO
Showering and bathing together	NO
Sexually active but not being on contraception (family planning)	HIGH
Romantic conversation	NO
Sex with many different partners without using a condom	HIGH
Sex with many different partners with a condom	LOW
Forgetting to take your contraception pill every morning	HIGH
Using the emergency contraceptive pill (morning after pill) often	LOW
Being raped	HIGH (NO HIGHER THAN REGULAR UNPROTECTED SEX)
Unprotected sex with a man who has sex with other men	HIGH

## When are you ready?

(From PREPARE, p. 61)

Choose the options you think are right from the box below or write any others that you think of.

You are probably not ready for sex when:

- 
- 
- 

You are probably ready when:

- 
- 
- 

- You are doing it because you think everyone else is doing it
- You are doing it because you are scared that your boyfriend/girlfriend will leave you if you don't
- Someone is trying to persuade or pressure you to have sex
- When you have a condom and you are both willing to use it
- When you are both willing to take responsibilities that come as a result of having sex
- You have not talked about condoms and contraception
- You don't trust the person you might have sex with
- You don't feel in control of your decisions
- You think you might regret it afterwards

**Most young people who choose to have sex early say that they regret it afterwards.**

## Appendix 18

### VIOLENCE IN RELATIONSHIPS: Scenarios and Reference Sheet

Scenario	What type of violence is occurring in this scenario?	What is the problem?
Ruli and Lisa have been hanging out a lot. When they are late for a party, Lisa tells Ruli, "It's your fault for always making us late. You make me so angry!"	Emotional Physical Sexual None	
Felix accuses Juli of cheating on him after he sees her talking to a boy in her class. During the argument, he pushes her to the ground and walks away.	Emotional Physical Sexual None	
Okto told Mela if she wants to wear a skirt, she has to try it on for him first because he doesn't want other guys checking her out.	Emotional Physical Sexual None	
Piet and Elisa are hanging out at Piet's house. Elisa wants to watch a programme on TV and Piet wants to talk. Elisa yells at Piet, "Shut up I want to watch this."	Emotional Physical Sexual None	
Maria tells Melky that her friends asked her to go out with them after school, but he does not like her friends. He pushes her up against the wall and says, "You can't go. No girl of mine hangs out with that group."	Emotional Physical Sexual None	
Wanggai told Natali that he can't speak to other girls when she is not around.	Emotional Physical Sexual None	



# IT'S A CHOICE • PATHWAYS TO VIOLENCE

UNDERLYING FACTORS

"My friends like to invite me to their parties, and when I get there, I am always teased about what I'm wearing; they are lucky to have both parents who can look after them so well when I don't."

UNDERLYING FACTORS:  
The things that happen long before the choice to be violent or non-violent.

[Empty box]

[Empty box]

**TRIGGER OPPORTUNITY**

Some of the boys in my class talk about how "lekker" my girlfriend is. Today she was talking to them at break without me there. They were all laughing, and no teachers were around.

**TRIGGER:** This happens right before you make a choice to use violence or not. Usually this makes you angry or feel hurt.  
**OPPORTUNITY:** The situation either makes it possible to use violence or more difficult to be violent in that moment at that place

**CHOICE**

**RESPECTful Action**

I will talk to my girlfriend about my fears and feelings.

I will shout at my girlfriend and tell her never to talk to other boys. I will hit her to teach her a lesson.

**Violent Action**

## Appendix 19

### IMPACT OF VIOLENT RELATIONSHIPS: Background notes

(From PREPARE and A Young People's Toolkit On Issues Connected to Gender-Based Violence)

#### **Facilitator notes (from GTZ)**

It is possible that some participants may have been sexually abused or know someone who has been sexually abused. Facilitators therefore need to be prepared to support any individual who seems to be distressed. Don't ignore someone who seems upset. Remember to be supportive and caring and to have the referral sheets with you. Also remember to protect their confidentiality.

#### **Notes about the consequences and impact of violence (from GTZ)**

Note that these consequences are often not easy to forget or get over quickly – especially the consequences for mental and emotional health. Survivors have to deal with them for a long time and that is why it is important that they get help and support from others, including their friends and family as well as from professionals or organizations offering support for survivors. Some of the consequences are:

- Physical (injuries, wounds, broken bones, bruises, cuts, pregnancy or miscarriage, long-term health issues)
- Emotional (feeling afraid, angry, insecure, inferior, not the same as others, ashamed, isolated, alone and lonely, having low self-confidence, losing trust in others and yourself, feeling helpless or not being able to control your own life or protect yourself and/or others, self-blame, being anxious, depressed, believing violence is normal, being quiet and withdrawn, aggressive toward others, long-term mental health issues related to trauma)
- Risks to other family members (e.g. children experiencing violence and trauma and similar physical and emotional impacts)
- Fear and loss of safety: Normally, we do not feel scared all the time and every day. If someone has had the power to hurt us badly then we realize we are not safe from harm. Many victims continue to be at risk from the abuser. Sexual violence can make us lose the ordinary, everyday security we normally have but are not aware of.
- Broken trust: If people close to us can betray our trust and hurt us and use us for their own sexual purposes then it will be hard to ever trust other human beings again.
- Shame and disgust.
- Self-blame: It is not the victim's fault. However, many victims feel like they should have done something to avoid sexual violence. In fact the only person who holds responsibility is the person who acted violently.
- Isolation: Often, victims correctly imagine that other people (even parents and friends) will blame them for the abuse happening. Or they are afraid that if they speak out about the violence then terrible conflict will happen in their family or community. So they remain silent and the abuser can continue. The victim is alone with a terrible problem.

- Disempowerment: Victims often feel they cannot protect themselves and manage their lives effectively anymore. The abuser has used them and other people make the situation worse not better. They become powerless.
- Survivors need a safe place, someone to listen to them, to know that the violence is not their fault, support and caring responses from other people, and information about additional help resources and centres.

### **Notes about victim blame (from PREPARE and GTZ)**

- In our society, we often blame the person who was raped or beaten by a partner for the rape or other violence, or we think they are responsible in some way for what happened. Rape and all acts of violence are a violation of a person's human rights.
- We blame the victim because women have less power and often less value in our society. Women have little power to get support, particularly when they are abused by powerful members of our society.
- It is unfair and unkind to blame a victim as it causes them more hurt after they have already gone through the trauma of sexual or other violence. The perpetrator, the person who commits the violent act or rape, holds the responsibility and blame for the rape and violence. Rape is an act of male power over women. Shouldn't those with power take responsibility for using it carefully and respectfully?
- The consequences that the perpetrator faces are not the responsibility of or caused by the victim. The victim only has the responsibility to deal with the consequences of their violent experience as they choose.
- We must have control over our behaviour no matter how strong our feelings or desires are. Feeling lustful does not mean that you have to have sex or that you have no control over what you do in response to that feeling.
- Being violent toward other people is a violation of their human rights and such behaviour is not acceptable or appropriate.
- Often people think that a respectable man or a brother would not use sexual violence. In fact, 80 to 90 percent of victims already know their abuser.
- Often people think that if the girl or boy spent any time at all with the abuser then they must have agreed to the sex. In fact, there is a big difference between being someone's friend and agreeing to have sex with them. Abusers exploit friendships and relationships and betray them by using pressure and force.
- Often a victim suffers even more after the sexual violence because other people tend to not believe them or blame them rather than support and protect them.
- All the consequences of sexual violence will not be finished soon and are not easy to forget.

### **Notes about getting help:**

- Victims need medical, psychological and legal help as well as the support and caring of

people around them so that they can deal with the consequences of the violence in a healthy way.

- It is important for victims to be believed, not blamed and validated and supported by listening to them and compassionately expressing your support. (e.g. I am so sorry that you had this experience. It is unfair. Thank you for trusting me and telling me what you are going through. How can I help you?)
- If someone does share with you, it is important that you do not gossip about this situation. This will only hurt your friend more.
- Witnesses and friends should also seek help and they often need psychological or counselling help.
- Perpetrators need to get psychological or counselling help. Sometimes getting help can be difficult, but it is important for us to respect ourselves and those around us by taking care of ourselves and doing what we can to help others.
- Different kinds of help including medical attention, emotional support, legal aid, law enforcement and therapy are available to us. Different people and organizations offer these kinds of help – find something that works for you. Consider the referral services on the referral sheet that has been given to you (Appendix 21). You can access these to get help for you or for a friend.
- Barriers may include personal feelings of fear, embarrassment or shame; not wanting to admit that something is wrong; a belief that you don't need help or that nothing and no one can help; not wanting other people to know what you have experienced; worrying that you will get into trouble or be blamed for what happened; lack of resources to access help; not knowing where to find help; being prevented from finding help by the perpetrator and their family and friends or your own family and friends; not wanting to hurt your partner, friends, family or the perpetrator; fearing that the perpetrator will retaliate; feeling as if you cannot trust anyone.
- If you are not believed, listened to or helped when you ask for help regarding a violent situation, keep telling trusted adults until someone believes you and helps you get the support that you need.
- You can encourage and support your friend by suggesting they get help and offering to assist them in finding appropriate resources to help them. Sometimes the most helpful and safe thing to do is to find an adult you trust and tell them.
- Dealing with violence can be very difficult and cause emotional and physical injuries. If you have been exposed to violence or find yourself being violent then you may need and benefit from getting help either to get you into a safer situation or, once you are safe, to help you recover.
- Remember that victims need us to believe them and support them, not blame them.

### **What to do if you are sexually assaulted:**

- Remember, it is illegal for anyone to force or attempt to force any woman, man, girl, or boy to have sex (even if the perpetrator and victim are in a relationship, such as being married

or dating).

- Tell someone you trust about what happened to you.
- Get medical and other help to deal with the physical and psychological consequences of being raped.
- Get medical attention within 3 days (72 hours) of the rape because you may need to take antiretroviral medicines to protect yourself from getting infected with HIV.
- Also, the evidence that is collected during the medical exam is important for a legal investigation.
- Get counselling (see referral sheet).
- It is important that you report this crime – both for you and other potential victims! Don't let anyone talk you out of standing up for yourself.
- Do not wash or change the clothes you were wearing at the time of the rape. There could be important evidence on the clothes that the police will need.
- It is helpful to tell the police about the rape as soon as possible. Keep the case number they give you.
- When you report the rape to the police, they will take a statement from you which means that they will write down what you say about what happened. You can later make another statement to add facts to your statement if you want.
- You can ask a family member or friend to be with you when you tell the police about what happened.
- When you give your statement to the police, they must treat you with respect and allow you to talk to them in a private room or area where no one else can hear you (your friend or family member can go with you).
- The police have to open a case if a complaint is made – they are not allowed to decide that it wasn't rape. Ask them to give you the case number.
- Tell the police if you are afraid of the perpetrator doing something to you after you report the rape, and ask them to help keep you safe.
- If a charge is laid, a case may go to court. You might be called as a witness to talk about what happened to you.
- By law, any person who knows or suspects that child abuse is occurring must report it to the police so that the child can be protected from the abuser.

## Resource Sheet 1: What Do Survivors Need From Us?

### RESPONSES TO A VICTIM OF SEXUAL VIOLENCE

What kind of attitudes and behaviour should we have with people who have suffered sexual violence? How should we help them?

Assess these responses to a friend who has told you they have suffered sexual violence. Assess how helpful each response is for the victim. How would you feel if someone said that to you?

	Response	Helpful	Not helpful
1	"How do you feel about it now?"	x	
2	"That's disgusting to have sex before you married. It will wreck your reputation.."		x
3	"But you're male! How could that happen to you?"		x
4	"Why did you go out with him (the abuser) by yourself? Why did you let him do it?"		x
5	"I'll listen if you want to tell me what happened."	x	
6	"You mustn't tell your mum. She'll be very angry."		x
7	"Do you have people who would support you?"	x	
8	"Do you think your mum would support you?"	x	
9	"Stop crying!"		x
10	"It's not your fault. I'm sorry that happened to you."	x	
11	"Do you still think you are not safe? What do you think you need to make you feel safe?"	x	
12	You decide to go to the police/village chief/your friend's mum to tell them what happened without discussing it with your friend first, without their agreement.		x
13	You are patient and willing to listen and discuss the problem over a long period of time as your friend feels increasingly able to talk and think about what happened and trust you.	x	

## Resource Sheet 2: What Do Survivors Need From Us?

### HOW TO HELP: WHAT TO DO & WHAT NOT TO DO

#### WHAT TO DO TO HELP

- Carry on being friends.
- Treat them with understanding and respect. Tell them you are there if they want to talk. Listen to them carefully and believe their story.
- Encourage them to talk about their feelings. Many people feel unloved, dirty and angry after they have been abused or raped. Talking about feelings can help people get better.
- Reassure them it's not their fault. It is the abuser's fault.
- Give them time to think and do not rush them or force them to make decisions. Ask them what they need to feel okay and to be safe.
- Help them contact NGOs, authorities or individuals who can help, if they want you to and if you can, e.g. a helpline, safe shelter, trusted family member or medical staff (so that they can get treatment for any injuries and/or drugs to prevent pregnancy and/or an authorized doctor to give a medical examination which will provide evidence to a court that they were raped).
- Keep confidentiality.

#### DON'T DO THESE THINGS!

- Do not disbelieve them if they say they have been sexually abused. People rarely lie about this when it happens to them. In fact, usually, people keep it secret.
- Do not blame them. No one wants to be sexually abused!
- Do not tell them to stop crying. People need to cry. It helps us release tension and makes them feel better.
- Do not laugh at, mock them or make jokes about their situation.
- If it's a boy, don't say it's not possible or it's not serious like it is for a girl. Do not make the person feel as if they have less value.
- Do not take action or make decisions for them without discussing it with them first. Only take action with their agreement.
- Don't gossip!

## Appendix 20

### TAKING ACTION AGAINST VIOLENCE: Background notes

#### Notes on warning signs and safety planning

(From PREPARE)

Resource sheet

Here are 18 warning signs that may show up early on in a relationship if a person is likely to be possessive, controlling or violent.

- 1. Too good to be true:** Have they become totally occupied with you, such as calling you every hour just to "hear your voice," leaving and picking you up at school, and doing things that you were doing for yourself, thus taking charge of your life?
- 2. Temper outbursts:** Do they have outbursts of anger or a quick temper, such as swearing, throwing things or kicking doors? These outbursts may not necessarily be directed towards you, but towards anybody or anything?
- 3. Violent or demeaning language:** Do they use derogatory terms for other women (or you), such as "whore" or "slut"? Or do they use racist or other hateful language? Or do they make threats toward others?
- 4. Sexist attitude:** Do they have strong ideas about the place and position of women versus men? Do they insist that "a man or a woman should know their place"? Think back to what you learned about gender and power in earlier sessions to help you understand what ideas and beliefs your boyfriend or girlfriend has about how to be a man and how to be a woman.
- 5. Insults:** Do they put you down for your opinions or laugh at what you believe in? Do they make you feel stupid, ignorant or incompetent?
- 6. Psychological abuse:** Do they make you feel that you can't do anything right or that you can't get along in the world without their help? Do they tell you that "you're no good"?
- 7. Ridicule or humiliation:** Do they make fun of you alone or in other people's presence?
- 8. Rage for past relationships:** Notice how they talk about their ex- or previous partners. Do they seem to be extremely angry towards a previous relationship or do they call their ex-partner names or use other insulting terms to describe them? Remember that later they might turn the same rage or anger and insults towards you.
- 9. Alcohol and drug abuse:** Do they have a drinking or drug problem? Think about the risks of using drugs and alcohol in a relationship that you discussed in a previous session – are any of those things happening in your relationship?
- 10. Blaming others:** Do they have a habit of blaming others for decisions or actions that they make themselves?
- 11. Violence under the influence of alcohol or drugs:** Do they become verbally or physically abusive under the influence of alcohol and drugs? Do they change a lot after drinking or using drugs and try to pressure you to do things you do not want to do (e.g. join them in drinking or using drugs, have sex, go for a drive somewhere, fight with another group of people, etc.)?

- 12. Verbal or physical abuse towards others:** Are they verbally or physically abusive towards others, like people in a restaurant, other drivers, anyone they come in contact with, etc.?
- 13. Extremely critical of you or your family:** Do they say negative things about you or your family?
- 14. Extreme sexual jealousy:** Do they say "I love you so much that I can't stand you spending time with other people"?
- 15. Possessive behaviour:** Are they unhappy or moody when you spend time with your friends or family? Do they always want to know exactly where you are and what you are doing? Do they get very upset or angry when you don't answer your phone or respond to messages quickly? Do they expect you to be around to see them whenever they want?
- 16. Restricting and controlling behaviour:** Have they told you to not keep any contact with your friends and family? Have they told you what to wear or what not to wear? Do they try to tell you things you can do, places you can go, things you can't do or places you can't go?
- 17. Jealous accusations:** Have they jokingly or seriously complained that you were trying to attract other men/women by the way you walk, dress or behave?
- 18. Checking and tracking:** Do they keep track of where you went, who you met, and how much time you spent with another person or doing something else? Do they try to check the calls and messages on your phone?

If you answered "yes" to any of these questions, chances are that the person will get worse as time goes on, putting you at risk of being in a violent relationship. If you notice several of these signs in your relationship, it may be best for you to break up. If you (or someone you know) has experienced verbal, emotional or physical violence, you should get help by speaking to a trusted adult or the facilitator, or contact one of the organizations listed on the referral sheets (**Appendix 21**) you have already received.

## Appendix 21

REFERRAL SERVICES (English and Bahasa)

Current as of 30 January 2018

### Referral Services – REIMAY Project (Mental Health, Violence against Women and Girls, Drugs Abuse, Sexual and Reproductive Health)

No	Organization	Services	Address	Hotline	Contact Person
<b>A : Mental Health (Depression and other Psychological Issues)</b>					
1	RSJ Abepura	Counselling	Kampkey, Abepura	0821 97787206	Dr. Idawati Waromi
<b>B : Violence against Women and Girls</b>					
2	P2TPA Kabupaten Jayapura	Counselling, Mediation	Gunung Merah Kantor Bupati Kab. Jayapura	0813 44125658	Maritje Nebore
3	LP3A Papua	Counselling, Mediation, Law assistance	Jl. Bosnik BTN Tanah Hitam Kampkey Abepura	0813 44311135	Siti Akmianti
4	UPPA Polres Jayapura	Mediation, Law Service	Polres Kabupaten Jayapura, Sentani	0812 47520232	Frengky Pangkali
<b>C : Sexual and Reproductive Health</b>					
5	KPA Kabupaten Jayapura	Counselling	Kantor Bupati Kab. Jayapura	0852 44239121	Maria Deda
6	PKBI	Counselling	Jl. Angsa Selatan Furia Kotaraja	0823 18449098	Saul Reimas
7	YHI	Counselling	Jl. Gang Bisoka Kotaraja Dalam	0811 480645	Hiswita Pangau
8	YPKM	Counselling	Jl. Kesehatan Rumah Sakit Abepura	0852 44047097	Joice
9	CPC	Counselling	Doyo Baru Sentani	0813 44755908	Nani Uji
10	Puskesmas Sentani Kota	Counseling, Medical Check and Treatment	Jalan Yabaso Sentani Kota	0813 44081928	Dr. Dian
<b>D : Drugs Abuse</b>					
11	BNP Kabupaten Jayapura	Counseling and Rehabilitation	Gunung Merah Kab. Jayapura	0813 44618637	Agus Hayong
12	LSM Noken	Counseling	Doyo Baru Sentani	0813 44755908	Nani Uji

### Data Lembaga Rujukan – REIMAY Project

**(Kesehatan Jiwa, Kekerasan Perempuan dan Anak, Penyalahgunaan Napza, Kesehatan Seksual dan Reproduksi)**

No	Nama Organisasi/ Lembaga/ Institusi	Jenis Bantuan/ Layanan	Alamat	Telp/Hotline	Kontak Person
<b>A Masalah Kesehatan Jiwa (Depresi dan Masalah Psikologi Lainnya)</b>					
1	RSJ Abepura	Konseling	Kampkey, Abepura	0821 97787206	Dr. Idawati Waromi
<b>B Violence against Women and Girls</b>					
2	P2TPA Kabupaten Jayapura	Konseling, Mediasi	Gunung Merah Kantor Bupati Kab. Jayapura	0813 44125658	Maritje Nebore
3	LP3A Papua	Konseling, Mediasi, dampingan hukum	Jl. Bosnik BTN Tanah Hitam Kampkey Abepura	0813 44311135	Siti Akmianti
4	UPPA Polres Jayapura	Mediasi, Layanan Hukum	Polres Kabupaten Jayapura, Sentani	0812 47520232	Frencky Pangkali
<b>C Masalah Kesehatan Seksual dan Reproduksi</b>					
5	KPA Kabupaten Jayapura	Konseling	Kantor Bupati Kab. Jayapura	0852 44239121	Maria Deda
6	PKBI	Konseling	Jl. Angsa Selatan Furia Kotaraja	0823 18449098	Saul Reimas
7	YHI	Konseling	Jl. Gang Bisoka Kotaraja Dalam	0811 480645	Hiswita Pangau
8	YPKM	Konseling	Jl. Kesehatan Rumah Sakit Abepura	0852 44047097	Joice
9	CPC	Konseling	Doyo Baru Sentani	0813 44755908	Nani Uji
10	Puskesmas Sentani Kota	Konseling, Pemeriksaan dan Pengobatan	Jalan Yabaso Sentani Kota	0813 44081928	Dr. Dian
<b>D Drugs Abuse</b>					
11	BNP Kabupaten Jayapura	Konseling, Rehabilitasi	Gunung Merah Kab. Jayapura	0813 44618637	Agus Hayong
12	LSM Noken	Konseling	Doyo Baru Sentani	0813 44755908	Nani Uji

# STORY OF TITUS & YOHANA



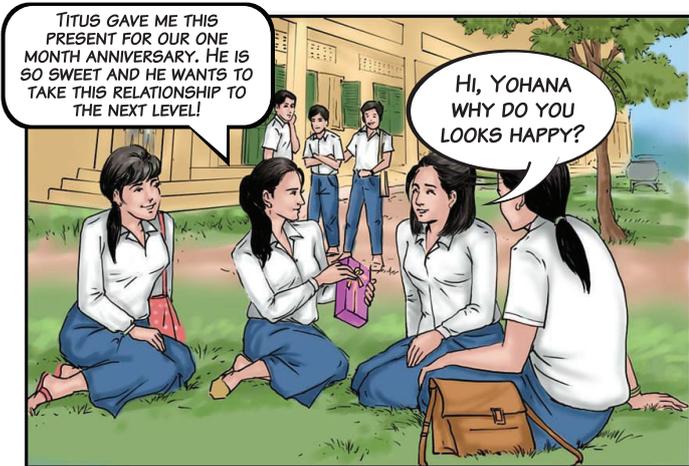
THANK YOU SO MUCH FOR THE PRESENT, I CAN'T BELIEVE WE'VE ALREADY BEEN GOING OUT FOR A MONTH!

I THINK IT'S TIME FOR US TO TAKE THIS RELATIONSHIP TO THE NEXT LEVEL. YOU KNOW?

WE SHOULD HAVE SEX

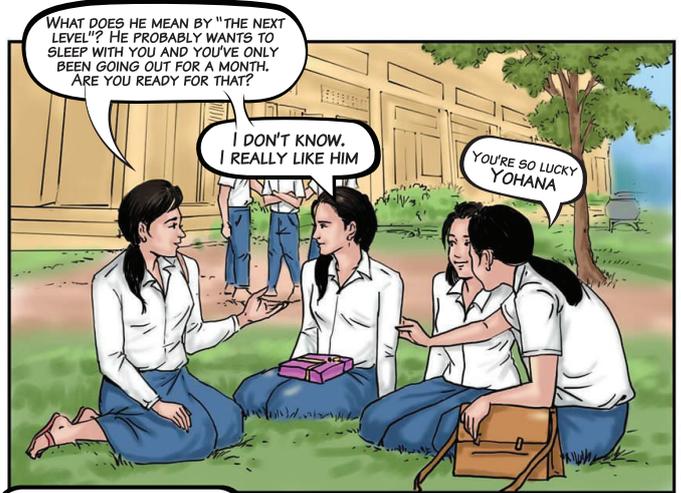


HE MUST LOVE ME & HE'S FEELING COMFORTABLE SO HE CAN SHARE HIS SECRET WITH ME. DOES THIS MEAN HE WANTS TO MEET MOM AND DAD?



TITUS GAVE ME THIS PRESENT FOR OUR ONE MONTH ANNIVERSARY. HE IS SO SWEET AND HE WANTS TO TAKE THIS RELATIONSHIP TO THE NEXT LEVEL!

Hi, YOHANA WHY DO YOU LOOKS HAPPY?



WHAT DOES HE MEAN BY "THE NEXT LEVEL"? HE PROBABLY WANTS TO SLEEP WITH YOU AND YOU'VE ONLY BEEN GOING OUT FOR A MONTH. ARE YOU READY FOR THAT?

I DON'T KNOW. I REALLY LIKE HIM

YOU'RE SO LUCKY YOHANA



JUST BE CAREFUL YOU DON'T GET PREGNANT OR GET ONE OF THOSE STI'S WE LEARNED ABOUT IN THE WORKSHOP.



THERE IS A PARTY TONIGHT AT TEO'S HOUSE. HIS PARENTS AREN'T HERE SO WE CAN REALLY PARTY!

THAT'S COOL. WE'LL BE THERE!

**AT THE PARTY...**

